

School Improvement Council

Dr. Maggie Wright.....Principal
 Angela Edwards.....Assistant Principal
 Theresa Cousar.....Curriculum Coach
 Golden Talps.....Guidance Counselor
 Bertha King.....Speech Therapist
 Scott Palmo.....Media Specialist
 Yvonne Sanders.....PTA President
 Dr. Melissa Morris.....Community Member
 Rev. John Kennedy.....Community Member
 Elizabeth Huggins.....Community Member
 Terrie Oliver.....Parent
 Millie Dalcourt.....Parent

Student Achievement:

The emphasis at this level is the implementation of strategies that address academic expectations, assessment procedures, and literacy skills.

School Climate:

Review of perception data, discipline and attendance records indicates a need for connecting with students and the community. Again, professional development is shown to be a major need along with the establishment of more communication routes to the home.

Teacher Quality:

In order to ensure that teachers are highly qualified, ongoing professional development is provided. Therefore, a major area of focus for the Teacher Quality Performance is the emphasis on training and retention.

ILLINOIS SCHOOL DISTRICT

The culmination of data for High Hills Elementary School is obtained while the learner is engaged in active class experiences and test experiences. This allows for self-evaluation, peer evaluation, teacher and administrative evaluations, and is ongoing and continuous. This information is used as a basis for decisions regarding future learning and to focus on the accomplishments of students. The information from the South Carolina State Assessment, Measure of Academic Progress (MAP), district benchmark tests, and parent, teacher, and student surveys allows us to assess our instructional program and make programmatic changes as needed.

Our students are unique and come from very diverse backgrounds: therefore, our staff continuously strives to meet the needs of all students. High Hills made AYP for 2006-2007, 2007-2008, and 2008-2009. We missed in 2009-2010 and 2010-2011 by 1 subgroup out of 21. In 2009-2010 our school received the Palmetto Silver Award for overall performance. Again in 2010-2011 we received the Palmetto Silver for General Performance and Gold for Closing the Achievement Gap. Once again, in 2011-2012 we received both awards for General Performance and Closing the Achievement Gap. Because of our student success we will continue implementation of the Multi-Tiered Systems of Support (MTSS).

We have a math interventionist teacher who is working with lower achieving students through the utilization of small groups and centers. These students are performing below grade level. Talented and gifted (TAG) students are pulled out for Quest. In addition to these programs, we are continuing other successful programs already in place.



- Each student is a valued individual.
- We believe all children can learn.
- Students learn in different ways.
- Students learn best when they are actively engaged in the learning process.
- Each student has unique physical, social, emotional and intellectual needs.
- Teachers, parents, students and community are responsible for the support of the school's mission.
- Challenging expectations increase student performances.
- Student self-esteem is enhanced by mutual respect among and between staff and students.
- A safe and inviting environment promotes student learning.
- A curriculum that includes cultural diversity education increases a student's understanding and respect of different people.

Sumter School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in admission to, treatment in, or employment in its programs and activities. For inquiries regarding the policy, contact the Assistant Superintendent of Personnel or the Director of Specialized Programs, Sumter School District, 1345 Wilson Hall Road, Sumter, SC 29150 or call 803-469-6900.

HIGH HILLS ELEMENTARY SCHOOL

Report to Public

High Hills Elementary School, a Palmetto Silver Award Recipient, strives to develop lifelong learners while also helping them grow socially and emotionally. High Hills Elementary, a Title I school, provides students in grades four and five a great place to learn. The culmination of data for High Hills Elementary School is obtained while the learner is engaged in active class experiences and test experiences. This allows for self-evaluation, peer evaluation, teacher and administrative evaluations, and is ongoing and continuous. This information is used as a basis for decisions regarding future learning and to focus on the accomplishments of students. The information from the South Carolina Palmetto Assessment of State Standards (SCPASS), Measure of Academic Progress (MAP), Common Formative Assessments, and parent, teacher, and student surveys allows us to assess our instructional program and make programmatic changes as needed.

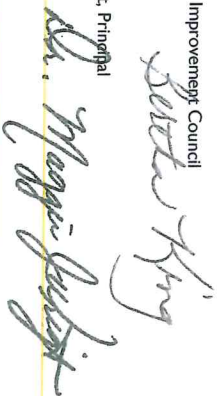
Our teachers continue to use unit plans, which address standards and provide students with critical thinking skills and problem solving activities. Our dedicated teachers meet weekly to plan instructional activities that correlate to our state standards. Our teachers used on going student data to address areas of weakness as well as areas of strengths.

Our students are unique and come from very diverse backgrounds; therefore, our staff continuously strives to meet the needs of all students. High Hills made AYP for 2006-2007, 2007-2008, and 2008-2009. We missed in 2009-2010 and 2010-2011 by 1 subgroup out of 21. In 2009-2010 our school received the Palmetto Silver Award for overall performance. Again in 2010-2011 we received the Palmetto Silver for General Performance and Gold for Closing the Achievement Gap. Once again, in 2011-2012 we received both awards for General Performance and Closing the Achievement Gap. Also in 2011-2012 our ESEA Report Card Grade was an A. In 2012-2013 our ESEA Report Card Grade was a B and was recognized as a Reward School. In 2013-2014 we maintained our ESEA Report Card Grade of a B. Because of our student success we will continue implementation of the Multi-Tiered Systems of Support (MTSS).

We have an math interventionist teacher who is working with lower achieving students to strengthen math skills. These students are performing below grade level. Talented and gifted (TAG) students are now pulled out for Quest. In addition to these programs, we are continuing other successful programs already in place.

Bertha King School Improvement Council

Dr. Maggie J. Wright, Principal



Performance Goals

As part of our ongoing process of improvement, our school renewal committee developed three performance goals to guide future growth. Goal one establishes that the average score for students will increase by 5 percentage points on the PASS each year. Goal two states that the number of discipline referrals will decrease by 5% by 2017. The third goal addresses teacher quality and affirms that 100% of the teachers, administrators, and paraprofessionals will be highly qualified by 2017. The third goal of teacher quality has been met by High Hills Elementary, all teachers, administrators, and paraprofessionals are highly qualified.

High Hills Elementary School

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- 2005-2006 Achievement Award for Closing South Carolind's Gap Through exemplary PACT performance
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- 2006-2007, 2007-2008 and 2008-2009 Met Adequate Year Progress
- 2007-2008 SC Young Writers Award Winner
- 2007-2008 Sumter School District II Lieutenant Governor's Award For Excellence in Composition
- 2008 Governor's Citizenship Award
- 2009-2010 Recipient of the Palmetto Silver Award
- 2010-2011 Recipient of the Palmetto Silver and Gold Awards
- 2011-2012 Recipient of the Palmetto Silver and Gold Awards
- 2013-2015 Awarded DoDEA Patriot Project Grant
- 2013-2014 South Carolina Reward School

2014-2015

HIGH HILLS ELEMENTARY SCHOOL



Annual Report to Parents

Mission Statement

The mission of High Hills Elementary School is to provide each student with a quality education by developing academic and social skills in a safe environment.

Vision Statement

The vision of High Hills Elementary School is to create a community of academic excellence.

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