



# ESTILL HIGH SCHOOL

Report to the People

June 2016



## A Word from the Principal: Mr. Kamar Lee

As the instructional leader of Estill High School my focus is on helping all students develop the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate by empowering 21st century learners with challenging coursework that prepares them for college, careers and citizenship. Estill High has also encountered changes as it relates to the instructional practice and the curriculum. At the beginning of the 2015-16 school year Hampton County School District 2 Board of Trustees adopted a new vision, mission, and beliefs statements that will guide the direction of our school district through year 2020. The new vision, mission and beliefs statements are followed by our new change theory for student achievement. We believe that in order for our district to be a “world class rural school district”, we have to be fully committed to a process of managed instruction and performance/empowerment for the operation of schools as determined by appropriate criteria. At Estill High School we are implementing various programs outside of academics that will focus on the development of our students in all areas. This year we embraced a version of the Positive Behavior Interventions and Support (PBIS) program to assist with transforming the culture and climate of our school through proactive measures. This program rewards our students for displaying positive behaviors inside and outside of the classroom. As a part of this school transformation we will be working with our staff through various collaborative measures to ensure that as a staff we are embracing the new vision and mission statement and that it is evident through our actions and daily activities.

While Estill High has made noteworthy improvements over the past 4 years, according to the 2015 data on our State Report card, there are still areas of academic concern. Our school faces several challenges that are similar to those of other rural South Carolina school districts in South Carolina. If our student population continues to decline and our district’s ability to retain quality teachers doesn’t change, we will continue to experience low student academic performance. The influence of our continuous decline in population truly puts a cap on the range of classes that can be offered, as well as class sizes may range from 25-30 students. Presently our school operates on a 4x4, 90 minute instructional block schedule. If enrollment continues to decline, our ability to provide adequate course offerings within a block schedule may become an issue. When considering a permanent residence, the rural area’s limited community resources hinders the district’s ability to attract and retain teachers. Of those hired, many teachers relocate after one year of employment. As a result, the district has been forced to employ a number of international educators. Consequently, this year the turnover rate for teachers will depict a huge decrease. The district is currently considering new recruitment strategies in an attempt to appeal to local educators as well as offer new incentives that will help our students remain on track and competitive such as One to One (1:1) and Project Based Learning (PBL). These initiatives can help facilitate the transition in our school from occasional, supplemental use of computers for instruction to more frequent, integral use of technology across a multitude of settings. Which will make it possible for students to access a wider array of resources to support their learning, to communicate with peers and their teachers, and to become fluent in their use of the technological tools of the 21st century workplace.

# AdvancED Diagnostic Review

Estill High School hosted a Diagnostic Review on May 1-4, 2016. The on-site review involved a four member team who provided their knowledge, skills and expertise to analyze where the school stands according to National Standards. During this review a total of 68 stakeholders were interviewed and eleven classrooms were observed. Throughout the Diagnostic Review the school leaders, faculty, students and staff welcomed the Review Team and were open when discussing their thoughts about and hopes for Estill High School.

Stakeholder Interviewed	Number
Administrators / District Staff	9
Instructional Staff	9
Support Staff	13
Students	29
Parents/Community/Business Leaders	8
<b>TOTAL</b>	<b>68</b>

## THE FINDINGS:

Following numerous discussions with students, parents, staff and administrators, the Team determined that the school's strengths focused on opportunities provided to students. Perhaps the most important strength for students was the provision of dual enrollment classes with adjunct professors from the University of South Carolina teaching those classes on campus. The program allowed students to earn college credits and, possibly, an Associate of Arts (AA) Degree while in high school. The administration had also established partnerships with local colleges and technical schools and had renewed relationships with the local Upward Bound and Emerging Scholars Programs.

Using the evidence at their disposal, the AdvancED Diagnostic Review Team identified the following Improvement Priorities as actions that will facilitate the growth processes at Estill High School:

1. **Develop, implement and monitor a school wide, systematic, comprehensive and continuous professional development plan that targets student engagement, the use of instructional technology, classroom management and the analysis and use of data to inform instruction. (Indicator 3.11)**
2. **Develop, implement and monitor a collaborative process, involving a wide-range of stakeholders, to identify shared values and beliefs about teaching and learning. Ensure teachers actively engage students in challenging learning tasks at the appropriate depth of knowledge levels and ask students to apply knowledge and critical-thinking skills and use a wide variety of research based instructional strategies (e.g., differentiation, student collaboration, self-reflection, connect learning to real-life experiences, student-centered technology) to address the varying needs of students. Personalize instructional strategies and interventions to address the individual learning needs of each student. (Primary Indicator 1.2, Secondary Indicator 3.3)**
3. **Develop, implement and evaluate a school-wide discipline plan and behavioral system that clarifies expectations for maintaining a safe, positive learning environment that meets the physical, social and emotional needs of the student population. (Indicator 4.6)**

## EHS 2015—2016 HIGHLIGHTS

- ◆ Our recent 2016 Graduates have been accepted to the following institutions of higher learning: Benedict College, SC State University, Charleston Southern, USC Upstate, Concordia University, St. Augsutine University, Clemson University, Voorhees College, Coastal Carolina University, Colorado State University, USC Columbia, Morris College, NC A&T, Chadron State, Lander University, Winthrop University, Claflin College, Livingstone College, Johnson & Wales, Allen University, Chowan University, Brevard College, Brewton-Parker College and NC Central
- ◆ Jaquin Beckett and William Mitchell have been selected to participate in 2016 Palmetto Boys State Program
- ◆ The following students have been chosen to represent Estill High School at Clemson University's in their Emerging Scholars Program: Arrione Alston, Lynasia Betties, Tyshawn Bostick, Sikiara Early, Diamond Frederick, Shakerera Fuller, Diego Gutierrez, Alexis James, Charlotte Johnson, De'Asia Manuel, X'Zerria Porter, Alexis Scriven, Shania Washington and Bradasia Wilson
- ◆ Hannah Johnson and William Mitchell have been selected to participate in South Carolina Chamber of Commerce Business Week
- ◆ We currently have twenty (20) students taking dual credit courses this summer: 6 are at USC Salkehatchie and 14 are at Denmark Technical College