



# ESTILL MIDDLE SCHOOL

Report to the People

June 2016



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

As the instructional leader of Estill Middle School my focus is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. As a school we have 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.

In an effort to accomplish these goals our teachers are seeking to learn new and innovative best strategies for teaching and learning to include have invested in in the classroom such as: the use of anchor maps to help build study skills, thinking maps, science kits, flexible grouping and differentiated instruction. We have invested in blended learning tools such as Accelerated Reader/Math, Classworks, Math and Reading Intervention classes, and Direct Instruction. These initiatives will help us focus on individualized learning for all students and for the 2016-17 school year we will implement new program initiatives such as 1:1 and PBL activities. We recognize that we’re always a work in progress, and will continue to strive toward excellence at all levels.

Nevertheless, as a school we realize the importance of embracing our community and we value the home-school partnership as an important element in the education of our children. Research shows that there is a direct correlation between parental involvement and student achievement. Meeting the needs of all of our students, their families, and our community is vital to the quality of education in our school and the academic success of each student. We appreciate the continued support and participation in our school activities from our parents and community members throughout the year and understand that with a strong home/school partnership, we will educate and inspire all of our students to succeed and indeed become a world-class school.

# AdvancED Diagnostic Review

Estill Middle School hosted a Diagnostic Review on May 1-4, 2016. The on-site review involved a three 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 51 stakeholders were interviewed and six 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 Middle School.

## THE FINDINGS:

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 Middle 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)**

Stakeholders Interviewed	Number
Administrators	12
Instructional Staff	7
Support Staff	3
Students	23
Parents/Community/Business Leaders	6
<b>TOTAL</b>	<b>51</b>

## 2015—2016 HIGHLIGHTS

- ◆ 100% passage State Mandated Algebra I End Of Course Test
- ◆ Zyaire Gordon and Jasmine Curry are attending Project WISE
- ◆ Shavon Roberts will be attending Mini Medical School in Atlanta, GA
- ◆ There are currently 40 students attending Estill Middle School's 2016 Summer Enrichment Program
- ◆ An Academic Challenge Tournament was held this year in an effort to utilize technology in the classroom while increasing student achievement. Teachers conducted the tournament using the Plickers platform. Plickers is an innovative assessment tool for the classroom that lets teachers ask questions and poll their class with the aid of one device and a collection of visual code cards.
- ◆ Mr. Roman Singleton, a sixth grade ELA and Social Studies teacher, was the "Read Your Way to the Big Game" Winner sponsored by the Education Oversight Committee. Students were asked to read and document their time reading. Mr. Singleton received \$1000 to be used to purchase supplies for his classroom.
- ◆ Mrs. Melinda Gordon, a Guidance Counselor at EMS, was selected as the Teacher of the Year for the 2016-17 school year.
- ◆ Science and Math teachers participated in a math and science partnership (MSP) with Hampton 1. Teachers collaborated on standards and best practices as well and received professional development in these areas.
- ◆ 73 Students received awards and recognition for improving 10 or more points on the Measures of Academic Progress (MAP) assessment from fall to winter.
- ◆ Nine 8th grade students from EMS received high school course credit for completing Algebra I as eighth graders.