

# COMMUNITY & COLLABORATION

- **Good News Club**— a ministry of *Child Evangelism Fellowship* in which trained teachers meet each week with groups of children in schools, homes, community centers, churches, apartment complexes, and presents an exciting Bible lesson using colorful materials from *CEF Press*. This club meets after—school twice per month at Estill Elementary and is sponsored by members of Varnville Baptist Church, Hampton
- **Snatch & Shoot** — students participated in a school—wide donation drive for toiletry items to donate to our local nursing facility
- **Relay for Life**— students, faculty & staff work collaborative to raise money for the American Cancer Society
- **PTA**— parents who support the school through volunteer opportunities and fundraisers, and assist with school events and family-oriented activities that enhance learning
- **rites of Passage**—male mentoring group targeting specifics male students based on behavioral and academic needs
- **Spirit Days**— students pay \$1 to wear a specified article of clothing (hat, jeans, patriotic colors, team shirt, etc.) to benefit community and school based causes
- **School Mental Health Liaison**— licensed mental health professional provided through the *Department of Mental Health* for students with social—emotional mental health needs.
- **Club Day**— its purpose is to get students involved in fun non academic related activities during the school day
- **Title I Parent University**— professional learning for parents on issues such as literacy, homework, communication with school and behavior management

## What Are Our Current Goals?

- Increase student achievement
- Ensure best practices and resources in learning, teaching, & leadership
- Actively engage community and stakeholders in the school
- Provide resources for appropriate learning environments
- Ensure a safe and healthy learning environment in collaboration with community resources
- Develop practices, processes and technologies

## How Are We Achieving Our Goals?

The goals are reviewed periodically by the SIC, Better Seeking Team, and faculty to monitor progress towards achievement and determine ongoing strategies for successful attainment by responding to these questions:

- Where are we now?
- Where do we want to be?
- How do we close the gap?

## Mission of Hampton County School District Two

The Mission of Hampton County School District 2 is to prepare students to be successful, healthy and responsible citizens by providing challenging educational experiences in a safe and positive environment.



# Community & Collaboration

## SCHOOL IMPROVEMENT COUNCIL REPORT TO PARENTS 2011—2012

<b>G</b>	<b>A</b>	<b>T</b>	<b>O</b>	<b>R</b>
Goal Oriented	Attentive	Trustworthy	Organize	Respectful

## AN UPDATE ON THE PROGRESS OF OUR SCHOOL RENEWAL PLAN

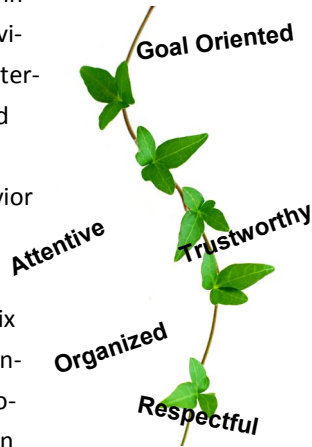
Inetta Davis  
*SIC Chairperson*  
 Pamela Rose  
*Vice—Chair*  
 Chanta Hays  
*Secretary*  
 Rev. Eunice Bryant  
*Community Member*  
 Anderson Taylor  
*Community Member*  
 Mauda Saunders  
*Community Member*

Taysheia Gibson  
*Parent*  
 Terrie Hill  
*Teacher*  
 Cathy Hatcher  
*Teacher*  
 Barbara Peebles  
*Teacher*

Ex—Officio  
 Martin L. Wright, *Ed.S Principal*  
 Dr. Deborah Martin,  
*Assistant Principal*  
 Mamie Jenkins, *Curriculum Coach*  
 Marsha Robinson,  
*Curriculum Coach*

# What is PBIS?

“PBIS” is short for Positive Behavioral Intervention and Supports. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. At Estill Elementary School, our PBIS matrix clearly defines for our learning community what appropriate behaviors look like in every aspect of our school and classrooms. Teachers teach and model these behavioral expectations while infusing a school - wide incentive plan. Each student receives a gator card each week and earns punches for demonstrating the appropriate expected behavior. At the end of each grading period, students redeem their cards for the opportunity to participate in school—wide incentive events. The incentives are based on how many cards students have earned. Tier One incentive includes participation in the rolling video game, sock hop and an out of uniform free pass. Tier two incentive includes both a movie day and ice cream pass. Finally, tier three incentive includes participation at the sock hop. We are very proud of the work our learning community has placed into the development of our tiered incentive program.



## Palmetto Assessment of State Standards (PASS)

Aligned to the state academic standards, these assessments include Writing, English Language Arts (reading and research), Mathematics, Science and/or Social Studies. The table below shows the percentage of EES students who scored “Met” plus “Exemplary” for the 2010-2011 school year.

Grade Level	Writing	ELA	Math	Science	Social Studies
3rd Grade		48.6%	36.1%	14.3%	35.1%
4th Grade		42.9%	34.7%	29.9%	40%
5th Grade	59.4%	52.9%	44.3%	25%	41.2%

For more information on our school report card, visit: <http://www.ed.sc.gov/data/report-cards/2011/district.cfm?ID=2502> then select Estill Elementary School

## POINTS OF CELEBRATION

- Ms. Synetria Singleton is our 2011—2012 Teacher of the Year.
- Ms. Synetria Singleton was selected to participate in the South Carolina Science P.L.U.S. Institute. The institute is designed to give intensive training in science teaching methods
- We purchased a new iPad 2 mobile lab and cart with 20 iPads.
- We received the SC Chamber of Commerce After-School Homework Center grant.
- We successfully implemented our first Family Numeracy Night activities with over 200 parents and students participation.

Always A Gator!

## BEST PRACTICES IN TEACHING & LEARNING

- **Classwork— computer based program** used to differentiated student learning in the classroom and at home via a virtual learning environment. Students are assigned learning tasks at their individual learning level based on their Measures of Academic Progress RIT band performance.
- **MAP—**benchmarking assessment program design to measure students’ academic progress
- **DIBELS—** reading benchmarking assessment to measure students’ reading achievement around the five essential components of an effective reading program
- **Smart Boards—** interactive learning technology in every classroom that encourages engagement of students during the learning process
- **Homework Center —** instructional days provided throughout the school year to expand students’ educational experiences
- **Gifted and Talented Education —** classes designed to challenge qualifying 2nd—5h grade students
- **First In Math—** online math competition program design to electronically assist students with mastering basic math facts
- **Journeys -** our new school—wide core reading program that allows students to experience learning how to read applying the five essential components of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension. The program includes an online student reader access and assessment software.
- **Everyday Math—** students experience mathematical processes as a part of everyday work and play thus fostering the development of mathematical intuitions and understandings
- **6 + 1 Writing Traits—** framework characteristics of good writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation
- **Related Arts Classes—** Computer Lab and instruction in Music, Physical Education & Health, and Media Literacy
- **Curriculum Coordinators—** onsite professional developers who teach teachers how to use proven teaching methods in the areas of curriculum, assessment and instruction to increase teacher effectiveness and student achievement.
- **Flexible Grouping —** Flexible grouping is a form of differentiation where as teachers instruct a small group of students who have similar instructional areas of improvement. Teachers use data from MAP, PASS, exit slips, or formative assessments to determine the need for learning intervention. The small group may only last a class period or two. Once students have mastered the content or skill, the small group is dissolved and other small groups are created as new content is introduced or the need for further intervention.