

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
- **Jump Rope for Hearts**—Students participate in a school-wide **fund** raising activity for the American Cancer Society.
- **Pennies for Patients**—Pennies for Patients is a service learning, character education and philanthropy program that gives students a unique experience making a difference through teamwork—working together to aid thousands of children and adults in the fight blood cancers like leukemia.
- **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

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 for open, frequent, transparent and effective communication

Hampton 2 Beliefs What We Believe:

- Everyone is accountable for his/her options.
- It takes a whole community to educate a child..
- Parents are their children’s first and most important teachers.
- Change is necessary for survival.
- All human beings have the right to be treated with dignity and respect.
- Diversity strengthens and enriches society.
- Learning is a life long process.

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.

Estill Elementary School
318 4th Street
Estill SC 29918
(803) 625-5030
<http://www.hampton2.org>



School Improvement Council Report to Parents

G	A	T	O	R
Goal Oriented	Attentive	Trustworthy	Organize	Respectful



Home of the Baby Gators

An Update on the Progress of Our School Renewal Plan

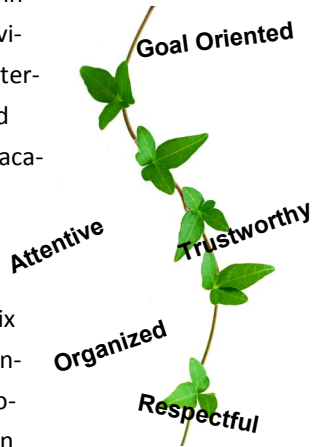
Inetta Davis,
SIC Chairperson
Pamela Rose,
Vice—Chair
Chanta Hays,
Secretary
Rev. Eunice Bryant,
Community Member
Anderson Taylor,
Community Member
Maude Saunders,
Community Member

Taysheia Gibson,
Parent
Terrie Hill,
Teacher
Cathy Hatcher,
Teacher
Barbara Peeples,
Teacher

Ex—Officio
Dr. Deborah Martin,
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 2011-2012 school year.

Grade Level	Writing	ELA	Math	Science	Social Studies
3rd Grade		69.5%	35.6%	17.2%	23.3%
4th Grade		47.4%	44.2%	28.6%	37.7%
5th Grade	42.3%	38.5%	35.9%	10.3%	15.4%

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. Tonya Robinson is our 2012—2013 Teacher of the Year.
- The Literacy Committee sponsored a dynamic Night of the Oscars event for those student who met or exceeded state standards on the Palmetto Assessment of State Standards (PASS) . There were 91 participants in grades 3-5.
- We sponsored a successful Grandparent’s Day
- We successfully implemented our Family Science and-Numeracy Night activities.
- EES started the SWAGGERS (Students with Academic Greatness) Club for those students scoring at the grade level norms in reading and math according to MAP (Measures of Academic Progress)

Proud to be a Gator!

We are proud to be a part of your child’s educational progress!

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
- **Journeys -** Our 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.
- **A Full-time Guidance Counselor, a Media Specialist, 2 Speech/Language Pathologist, ESOL teacher**