

SC READY GOALS

ENGLISH/LANGUAGE ARTS

20.9% of 6th-8th graders will meet/exceed

4.0% students with disabilities tested will approach, meet/succeed

Desired result: Students tested will meet/succeed from 14.0% to 20.9%

Students with disabilities will approach, meet/succeed from

0.0% to 4.0%

MATHEMATICS

14.6% of 6th-8th graders will meet/exceed

4.0% students with disabilities tested will approach, meet/succeed

Desired result: Students tested will meet/succeed from 7.2% to 14.6%

Students with disabilities will approach, meet/succeed from

0.0% to 4.0%

Academics

High School Courses

Algebra I

Keyboarding/Computer Apps

Career and Technology Courses

Spanish 1

Related Arts Courses

Orchestra Introduction to Computers

Art ELA Assistance

Band Math Assistance

Spanish

Physical Education

Comprehensive Guidance Program:

-Classroom Guidance /Small groups

-Career & College Prep Guidance

- Individual Graduation Plans for 8th-grade students

HIGHLIGHTS 2024-2025

" A one-to-one technology school (1 Chrome book & iPad per student)

" AVID Whole-School Initiative

" Achieve 3000 Read to Succeed

" Provide Digital Platforms (I-Ready & ALEKS) for scholars

" Personalized Learning Implementation

" Pathways to Leadership Mentoring Prog.

" Partnership with the City of Charleston Rec.

" Partnership with The Citadel

" Partnership with the City of Chas. Police Dept.

" Partnership with MUSC

" Partnership with Stella Marris

-Partnership with Rick Hendrick Chevy

-Partnership with D20PCP

2024-2025 School Improvement Council

SIC President: Andre Johnson

Principal: Colleen Carr

Parents: D. Dickerson, B. Williams, V. Richardson

Community Members: Andre Johnson, Nashonda Hunter, KJ Kerney

Teacher: Merrielee Waters

Local Agency Advisor: Tyeka Grant

Higher Education Advisor: Whitney Anderson

School Staff: Dera Riley

Others: Delhman Drayton, Claudette Hart, Deborah Lee-Frayer

SIMMONS-PINCKNEY MIDDLE SCHOOL



2025

Annual School Improvement Council

Report To The Community

Simmons-Pinckney Middle School is a dedicated Title I and transformational school committed to fostering academic excellence, improving student outcomes, and closing the achievement gap. Serving a diverse student population, the school is focused on elevating instructional practices through data-driven instruction, targeted interventions, and expanded learning opportunities.

Colleen Carr, Principal

Dr. Joseph L. Williams, Associate Superintendent of Middle Schools

Ms. Anita Huggins, Superintendent of
Charleston County School District (CCSD)

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244 President Street

Charleston, SC 29403

Phone: 843-724-7789

Fax: 843-59-4363

<http://simmonspinckney.ccsdschools.com>

Facebooks, Twitter, & Instagram

## School Improvement Council Goals and Progress for 2024-2025

### **Goal One:**

By June 2027, PARENT satisfaction with the school climate will improve, as indicated by the percentage of PARENTS mostly agreeing (1) "I am satisfied with home-school relations" increasing from 58.6% to 64.8%; (2) "My child's teachers and school staff prevent or stop bullying at school" increasing from 63.4% to 68.9%; and, (3) "My child's school considers changes based on what parents say" increasing from 56.6% to 63.1%.

1. Employ a Parent Advocate to serve as a liaison between the school and the families of our students.

2. Add feedback surveys to quarterly communications to families.

### **Goal Two:**

**Develop a welcome packet for families living here and new to the area who are looking to move into Simmons-Pinckney's attendance zone**

" Develop a pamphlet that consists of pertinent information about Simmons-Pinckney, CCSD, the Peninsula, and the Lowcountry.

" These pamphlets will be distributed at local real estate agencies, businesses that are attracting out-of-town workers, and new enrollees at Simmons-Pinckney.

### **Goal Three:**

**Improve the process for transition for all feeder schools to Simmons-Pinckney for students and parents.**

" Plan and organize a rising 6th-grade tour and parent night in the spring.

" Plan and organize feeder schools transition before the 2023-2024 school year.

## Simmons-Pinckney Whole-School Initiatives

### **Culture for Learning:**

AVID

Positive Behavioral Intervention & Support(PBIS)

Social Emotional Learning Flex

Attendance Incentive Program

**Learner Agency, Literacy, and Numeracy, District Content Specialists, Literacy Coaches, Math Coaches:**

Reviewing and implementing district curriculum maps and pacing guides; reviewing content area instructional materials

### **Blended Learning:**

Using adaptive digital content to provide instruction and practice for students at their skill levels, to provide real-time data so that teachers can effectively provide small group instruction, and to allow teachers to provide targeted differentiated instruction as well as focus on grade-level standards

### **Exemplary Curriculum - EL(ELA) and Illustrative Math**

Students utilize high-quality curriculum that enriches students' understanding of themselves and the world around them.

### **Advancement Via Individual Determination (AVID):**

Implementing strategies including writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR) as well as transition experiences including mentoring and college site visits to ensure all students are college and career-ready

## Simmons-Pinckney

### CORE BELIEFS

" ALL of our scholars are capable of success

" Every scholar must have equitable access to high-quality education.

" Our scholars' academic achievement and well-being come first.

" We develop professionally by setting goals and seeking growth opportunities

" Teachers create assessments that address a variety of modalities so all students may achieve success.

### **Students are successful when...**

" Content is relevant, engaging, and revolves around real-world problem solving;

" They have opportunities to demonstrate their knowledge utilizing a variety of modalities;

" Multiple learning styles and creativity are recognized and appreciated by the teacher;

" There is meaningful collaboration amongst teachers; "

They work effectively, respectively, and collaboratively; and

" They take ownership of their learning.

### **Simmons-Pinckney's Core Values**

" We hold high expectations for every scholar.

" We expect excellence in the adults who serve our scholars and hold them accountable.

-We base every decision on what is best for our scholar