

## MAP RESULTS

### ENGLISH/LANGUAGE ARTS

6th grade 60.4

7th grade 42.5

8th grade 42.4

Students on Target to Meet 1.0 Year

Growth 38.1

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### MATHEMATICS

6th grade 47.0

7th grade 46.6

8th grade 52.2

Students on Target to Meet 1.0 Year Growth 36.7

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### Academics

#### High School Courses

Algebra I

Keyboarding/Computer Apps

Career and Technology Courses

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### Fine Arts Courses

Orchestra                      Band

Art                                      Drama

Clean Energy                      Culinary

Physical Education              Spanish

### Comprehensive Guidance Program:

-Classroom Guidance /Small groups

-Career & College Prep Guidance

- Individual Graduation Plans for 8th grade students

## HIGHLIGHTS 2020-2021

Received a rating of Average on our school's state report card

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

STEAM Initiatives

AVID Whole-School Initiative

Provide Digital Platforms (Achieve 3000 & ALEKS) for scholars

Personalized Learning Implementation

Achieve 3000 Read to Succeed

Partnership with City of Charleston Rec.

Partnership with The Citadel

Partnership with MEEC

Partnership with MUSC

Partnership with Stella Marris

Partnership with City of Chas. Public Housing Managers

### 2020-2021 School Improvement Council

*SIC President: Latonya Gamble*

*Principal: Stephanie Spann*

*Parents: Danielle Richardson, Laquanda Clinton, and Cynthia Gause*

*Community Members: Rev. Eric Manning (Mother Emanuel AME Church) Marcus McDonald (Black Lives Matter, Chas. Branch)*

*Teacher: Annette Shokes*

*Local Agency Advisor: Eduardo Curry, Jr*

*Technical Assistance (Higher Education): Kim Wiseman*

*School Staff: Andretta Manning, Tyeka Grant*

*Others: Rev Kylon Middleton (Community Member: Mount Zion AME Church), Rev Matthew Rivers (Community Member: St. John's Chapel), LaTarsha Pinckney (School Administrator: SPMS), Leilani Worrell (Pupil Service Personnel: SPMS), Darcell Catunis-White (Feeder School Partnership: Burke High School)*

## SIMMONS-PINCKNEY MIDDLE SCHOOL



2020-2021

### Annual School Improvement Council

#### Report To The Community

At Simmons-Pinckney, we understand the ultimate goal is to help scholars prepare for the next level. We expect all of them to succeed in the 21st Century. Our mission is to be a cohesive team that inspires and engages all students in relevant, authentic project-based learning experiences to be college and career ready while providing a culture that empowers students to take ownership of their learning. We aspire to leave a legacy that can be followed by future team members and students.

Stephanie Spann, Principal

Jacqueline Haynes, Executive Director of Acceleration Schools

Dr. Joseph Williams, Associate Superintendent of Secondary Learning Community

Dr. Gerrita Postlewait, Superintendent of Charleston County School District (CCSD)

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Facebooks, Twitter, & Instagram

## School Improvement Council Goals and Progress for 2020-2021

### **Goal One:**

#### **Enhance Simmons-Pinckney's brand throughout the community.**

- “ Develop opportunities for prominent business leaders, politicians, parents, and educators to attend the school for school events and speak to teachers and students about our STEAM program.
- “ Develop a coordinated media campaign with the local newspapers, news stations, commercial, business journal publications, and social media.

### **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 for 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 prior to the 2020-2021 school year.

## Simmons-Pinckney Whole-School Initiatives

### **Culture for Learning:**

Capturing Kids' Hearts  
Positive Behavioral Intervention & Support (PBIS)  
Second Step

### **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 individual 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

### **Education Elements:**

Developing a learning model and instructional strategies to effectively incorporate digital content and technologies for teaching and learning with a focus on using real-time data to group, inform instruction, accelerate learning, and support student agency

### **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, respectfully, 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