



GATOR TRACKS

ESTILL MIDDLE SCHOOL

SEPTEMBER 2025 Update



Career Development

Career Development Facilitator – Ms. Shequilla Preacher

In September, EMS students collaborated with our CDF to explore the Agriculture, Food, and Natural Resources career cluster by planting and caring for vegetables during their science classes. Mr. Charlie Johnson helped students prepare the planting area and after planting the seedlings, showed them how to keep the soil moist but not soggy as the crops grow.

Dream Big – Student envision how this hands-on experience could lead to careers in agriculture, environmental science, horticulture, or sustainable farming.

Think Bold - Students are boldly combining academic learning with real-world career skills — an innovative and forward-thinking approach. They're actively engaging in a project that requires planning, responsibility, and teamwork.

Shine Bright - Caring for a garden takes dedication. Students are showing responsibility, initiative, and collaboration — all essential life and career skills.

STEM U

Envision a Future in STEM – The projects students are completing in **Ms. Cohen's** STEM class are a launchpad for student ambition, creativity, and leadership — the very essence of Dream Big, Think Bold, Shine Bright.

Dream Big – By completing projects, students see themselves as future scientists, engineers, technologists, or mathematicians — dreaming beyond the classroom into careers that help shape the world.

Think Bold - Students must think critically and approach problems from multiple angles, blending science, math, and technology to create something original and impactful

Shine Bright - As students present their projects, they demonstrate confidence, mastery, and communication skills — showing the world what they're capable of.



3rd BLOCK INTERVENTION

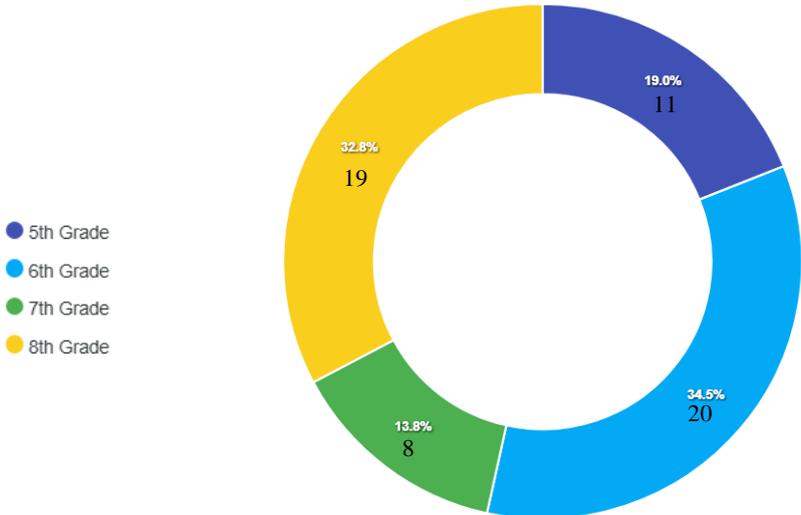


Student Tatiana Shannon is on her way to her intervention class when she stops to pose for this picture with Dr. Williams and Ms. Turk-Domio. Students have been assigned reading intervention classes based on their scores from the fall iReady assessment. Student groups work on lessons from the iReady Teacher Toolbox and their Exact Path. Teacher Toolbox supports both on-level and differentiated instruction. It is used to reinforce foundational skills students need to work on in order to grasp on grade level content.

Discipline Data

As of September 29th, you can see the number of incidents by grade level. Seventh grade had the lowest percentage of incidents and will receive an incentive party. Students are encouraged to follow the GATOR Matrix which establishes the routines for students as they travel throughout the building.

Incidents by student grade



| | G Grow with Grit | A Act Responsibly | T Take Initiative | O Own Your Actions | R Reach for Excellence |
|------------------------------|--|---|--|---|---|
| Classroom | Keep trying even when a task is hard. | Come prepared and stay on task. | Start work promptly and ask questions when needed. | Think before you speak, admit mistakes and learn from them. | Give your best effort on every assignment. |
| Hallways | Walk calmly, even during busy times. | Follow directions and walk on the right. | Help others by modeling good behavior. | Keep hands to yourself and fix what you disrupt. | Move with purpose to get to class on time. |
| Cafeteria | Try new foods and sit with someone new. | Clean up your area and wait your turn. | Offer to help clean up or support peers. | Apologize if there's a spill or issue. | Be respectful of the space and staff. |
| Restroom | Respect the space and others' privacy. | Use time wisely and report problems. | Keep the space clean and safe for all. | Use supplies appropriately. | Be quick and responsible so others can use it. |
| Online/Technology Use | Use technology to discover more about classroom content. | Use devices only for schoolwork. | Try new tools and assist peers when needed. | Think before you type or post. | Cite sources and complete tasks with integrity. |
| Assemblies | Listen and participate fully. | Stay seated and follow adult directions. | Applaud respectfully and show encouragement. | Be a positive example for others. | Represent your school with pride. |
| Transitions | Keep moving with purpose, even in crowds. | Walk quietly, using a hallway pass when needed. | Be considerate of others' personal space. | Take responsibility for being on time and staying on task. | Get to your next location on time. |

RON CLARK HOUSE SYSTEM



You don't choose the house; the house chooses you! Inspired by the power of teamwork, friendly competition, and school spirit, the EMS [House System](#) is designed to bring students and staff together in a fun, inclusive way that builds community and character. Each member of our school was sorted into one of our (4) Houses, each with its own colors, mascot, chants, and unique identity. In September, students were officially sorted into a House and got to meet other members of their house. There was lots of anticipation, excitement, and fun. When students are sorted into Houses, they become part of a smaller "family" within the larger school. This creates a sense of identity and belonging — a key factor in preventing behavior issues. Students who feel connected are less likely to act out or disengage. Instead of only responding to negative behavior, the House System shifts focus to recognizing and rewarding the good — like kindness, teamwork, leadership, and effort. These positive behaviors become contagious when students see them celebrated. A special thanks to Ms. Owens and Ms. Dickson for leading this initiative.

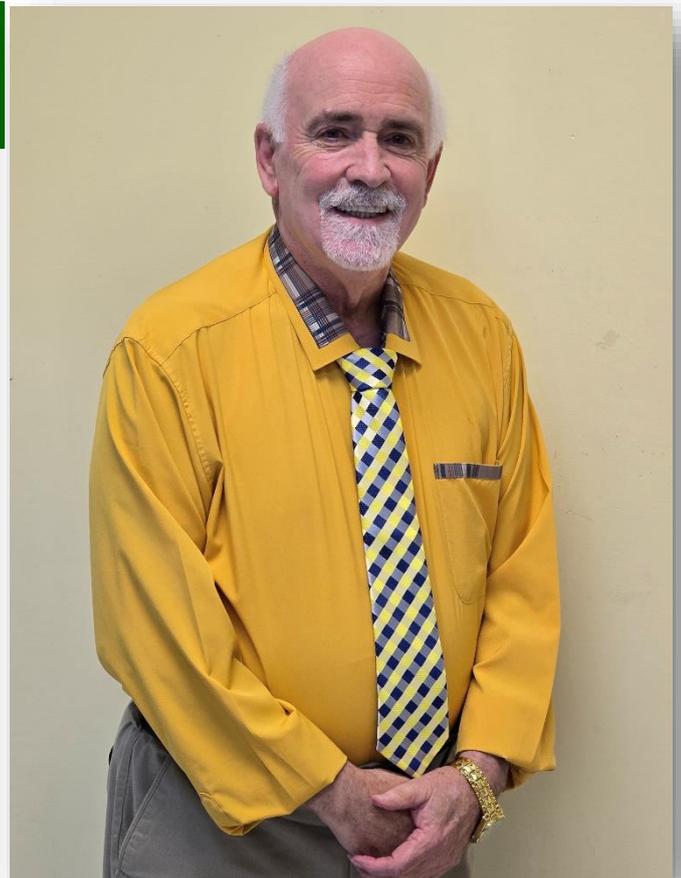


TEACHER SPOTLIGHT

Estill Middle School welcomes Mr. Timothy Seller as our 5th/6th grade Intervention Teacher. He works with students who are struggling with math concepts to help them catch up with grade level expectations. As he works with students he first:

1. Assesses student needs using iReady data.
2. Provides targeted instruction using strategies from iReady Teacher Toolbox with material tailored to address student skill gaps. He uses manipulatives, visual aids, and interactive tools to support learning.
3. He collaborates with Dr. Dennis our 5th/6th grade math teacher to align his intervention with classroom instruction.
4. Progress Monitoring – Mr. Seller adjusts instruction based on data and individual progress.

His overall goal is to help students build confidence and skills in math so they can succeed in their regular math class to meet grade level standards. Mr. Seller has spent the last six years working in the Summerville area in three different districts. Mr. Seller is a sneaker junkie. He loves to collect sneakers.



DRESS DOWN DAYS HCS D

District Wide

| | |
|----------------|---|
| Sept 5 | HURRICANE WARNING Dress in your best hurricane gear. Train gear, dress as a weather man! District Appreciation Night-7:30PM-HCS football field *district staff get in free with an ID |
| Sept 12 | PURPLE/TEAL AND DENIM During the day we want to see your purple and teal for Suicide Awareness and then at the football game we want to see your best cowboy tuxedo! Purple/Denim Night-7:30PM- HCS football field |
| Sept 19 | HAMPTON COUNTY HEROES Dress like your heroes. We want to honor all of our Hampton County Heroes (EMS, Firefighters, Nurses, Police Officers, etc.) Youth Night-7:30PM-HCS football field |
| Oct 3 | SENIORITOUS Dress like a senior citizen or support your favorite senior by wearing Hurricane colors Senior Night-7:30PM-HCS football field |
| Oct 24 | HCS HOMECOMING More info will be available soon |

H HAMPTON COUNTY SCHOOL DISTRICT

DRESS DOWN DAYS

EMS participated in the HCS D Dress Down Days. The staff had lots of fun dressing down and supporting our HC Hurricanes.



My Principal Goals

As we continue into a great school year, I want to share the three main goals I am focusing on as part of my leadership work through South Carolina's SCLead program. These goals are designed to improve our school, support our teachers, and help every student succeed. My **Goal 1** focuses on culture. This year we're building a stronger, more connected school community by using the [Ron Clark House System](#). It helps students feel a sense of belonging, pride, and teamwork every day. **Goal 2** focuses on putting systems in place to grow a positive school culture by using the Ron Clark model to celebrate good behavior, encourage leadership, and boost school spirit through fun and engaging activities. **Goal 3** is all about instruction. When proper systems are in place and the culture of the school is positive, great instruction can truly shine. This year, I am focused in getting great teachers for our students and then supporting them with strategies and tools that helps every student to grow and succeed in the classroom. We can improve our math and reading instruction, and reduce the number of students scoring in the Does Not Meet category of SCReady.

Goal 1: Culture

By the end of the 2025–2026 school year, EMS will fully implement the Ron Clark House System to improve school culture by assigning 100% of students and staff to one of four houses, achieving at least 85% student participation in monthly house events, increasing positive behavior referrals by 20% while reducing office discipline referrals by 10% monthly from the previous year.

Goal 2: Systems

By the end of the 2025–2026 school year, EMS will establish a sustainable school-wide system using the Ron Clark House model, including the development of a leadership team, consistent point tracking, monthly house events, and data-driven rewards, resulting in 100% staff implementation fidelity, 85% student participation, and a measurable 10% improvement in school climate survey

Goal 3: Instruction

By June 2026, EMS will increase the percentage of students meeting and exceeding expectations in math from 21.4% to 27% or higher, by reducing the percentage of students in the “Does Not Meet Expectations” category in SCReady from 45% to 40% or lower, through targeted interventions, differentiated instruction, and regular progress monitoring

