

Texas City Independent School District

Simms Elementary

2023-2024 Improvement Plan



Mission Statement

Simms Elementary is committed to excellence in learning by engaging, educating, and encouraging students and staff to become creative leaders, innovators, and thinkers in the world.

Vision

Simms Elementary is committed to our "why" and holds PRIDE at the core of its values: Purpose, Respect, Integrity, Dedication, Empathy.

Through our PRIDE, we are committed to the following:

1. Our staff purposefully develops engaging, rigorous, and focus-driven lessons for the whole child.
2. We will develop meaningful relationships that help promote a positive and productive future.
3. We will prepare our students for success now and in the future.
4. All stakeholders will feel that their opinions are heard, respected, and validated.
5. Everyone will collaborate to respect, support, and encourage one another.
6. We will be role models of respect for all students.

7. Everything we do will be in the best interest of our students.
8. We will do the right thing, even when things are difficult.
9. We will demonstrate integrity and high moral character.
10. We will be prepared to instruct students each and every day.
11. We will not let obstacles stop us from working toward our goals.
12. We will establish effective connections through effective communication and building relationships.
13. We will be kind and compassionate, regardless of others' differences and/or situations.
14. We will always seek first to understand.

ESF Targeted Improvement Plan

This campus improvement plan also serves as the Effective Schools Framework TARGETED IMPROVEMENT PLAN. The ESF components are labeled throughout the plan and can be printed without the rest of the CIP, if desired.

ESF TIP Components

- Prioritized Focus Area 3: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.
 - CIP Goal 9, Performance Objective #1
 - Page number in this CIP 25
- Prioritized Focus Area 2: Objective-driven daily lesson plans with formative assessments

- CIP Goal 6, Performance Objective #1
- Page number in this CIP 21

- Prioritized Focus Area 5: Data-Driven Instruction
 - CIP Goal 5, Performance Objective #1
 - Page numbers in this CIP 19-20

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Simms Elementary School is a neighborhood located in Texas City, Texas. Simms Elementary School is apart of the Texas City Independent School District and is home to 510 students in Kindergarten thru 5th grades. Simms has a rich history in the community. Many families have built a legacy through Simms and the entire feeder pattern. Simms is a Title I campus with students enrolled in Special Education, Gifted and Talented, Limited English Proficiency and 504. Student also participate in fine arts and extra curricular activities.

Simms is comprised of 95% economic disadvantaged. Our demographic breakdown is Black (62%), Hispanic/Latino (22%), White (10%), Multi-Race (5%), Asian (.5%), Native Hawaiian (.5%).

Simms was rated an "B" for Overall Performance, Not Rated - Student Achievement, "B" School Progress, "C" Closing the Gap.

Simms has a Staff/Faculty population of 51 employees. 29 of the Staff/Faculty members are teachers. Simms celebrates adding 6 new teachers to their teaching staff. In addition, Simms welcomes a new Principal and Dean of Student Support Services. Simms teaching staff has 28 teachers. 6 teachers have 5+ years of teaching experience. In addition, over 50% of teaching staff have graduate degrees.

Simms ended the 2022-2023 school year with a 90.87% Attendance Rate.

Demographics Strengths

Simms Demographic Strengths are....

- Staff/Faculty Commitment
- Behavior Discipline Model
- Many of the Staff/Faculty have a personal connection with Simms
- Simms has various committees that promote campus unity and staff buy-in.
- Students at Simms Elementary are very accepting of new students regardless of race or ethnicity
- Our school has an active PTO and volunteer program that supports all stake holders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Previous Surveys indicated that communication needs to be more timely and consistent. **Root Cause:** There needs to be campus wide communication systems implemented to ensure the campus is ran smoothly and so that parents get information quickly and know where to go for support.

School Processes & Programs

School Processes & Programs Summary

The Simms instructional program that teachers follow is aligned to the TEKS and the district pacing guides. Teachers meet weekly to plan, discuss data, and staff on student as a team based on TEKS, the district pacing guide and data from previous assessments. Classroom walkthroughs are conducted weekly to ensure the programs are being used. Lesson plans, which are checked by grade level administrators weekly, are also monitored to ensure that the curriculum and programs are being used effectively.

Assessments are given regularly to measure student achievement and the data is analyzed during PLC. Once the data has been analyzed, teachers plan for small groups and reteaching to ensure the TEKS are mastered, All assessment data is kept in data folders. Plans are in the works for a campus data wall. Those teachers that still need assistance may receive additional training or modeling.

Technology is a big push at Simms. However, additional training among teachers is needed to increase their individual skills.

The counselors provide various programs to promote college and career readiness. Each week, various careers are highlighted on the

announcements, career day speakers come each year to provide students with career guidance and answer questions. There are bulletin boards in the school that promote careers and colleges in the hope that it will encourage the students.

The RTI Committee meets monthly to discuss the status of students who have been referred for STAT and where they are in the process.

School Processes & Programs Strengths

Current Enrollment – 510 (over projection)

Keen focus on Student Counseling;

- Campus Counselor [School Counselor 2023-2024 Referral Form -](#)
- Resolve It
- I Choose Me
- Weekly SEL Videos
- Guidance Lessons – 1st Tuesday of the Month

- Staff Moral Building w/ Monthly Activities

- [Orange You Glad It's Fri-YAY!](#)
- [August Staff Birthday Cake](#)
- [Panther of the Week](#)
- [Staff Birthday Cards](#)

- Student Engagement

- [Daily Announcements](#)

- [Monthly Announcement Schedule](#)
 - Character Strong Rally
 - Student of the Month
 - Birthday Shout-Outs
 - [Student Birthday Pencils](#)
 - Monthly Birthday Cupcake Party

- Campus Wide Discipline Initiative
- [Simms Discipline Management](#)
 - Simms Grade Level Behavior Logs

- Campus Wide Communication Initiatives
- [9/17 Panther Press](#)
- [Simms Facebook Page](#)
- [GroupMe Page](#)
 - Monthly Parent Newsletter
 - School Messenger
 - Digital Marquee
- [Class DoJo](#)
 - [Campus Wide Parent Contact Log](#)

- Weekly Meetings
 - A-Team Meetings
 - [Weekly Check-Ins](#)
 - [Leadership Team Bi-Weekly Meetings](#)

- Attendance Incentives
- [Enrollment Counts as of 0927](#)

- POD Parents
 - Operation Keep Teaching

- Campus-Wide Expectations (P.R.I.D.E.)
- Dedicated Substitutes

Simms Elementary staff has a common shared vision to make a positive and significant difference in the life of each student, staff member, parent and community member on a daily basis. The Simms Elementary staff and learning community is committed to all students reaching his/her highest level of success. The entire campus believes students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the students are taught the value of perseverance and teachers focus on pointing out progress to students on a regular basis. Students are taught the benefit of always doing your best the first time and to never be fearful to take a risk as a learner. Our staff sets high expectations for each student and provides a framework to support each student in reaching his/her highest potential through targeted interventions and enrichment opportunities. This year our campus is focused on providing more individualized, targeted student learning opportunities during small group and extended learning time to better facilitate the growth of each student.

Simms Elementary is committed to maintaining a welcoming and positive school environment that promotes continued parental and community involvement. We strive to provide a responsive climate for parents and to widely communicate ways for parents and community members to partner with us in educating the children of Simms.

Simms developed a PTO Committee during the 2022 - 2023 school year and they continue to be an asset to our campus. Our school enrollment has increased and we could not be more grateful. We utilize a variety of options to assist parents and community in staying informed about campus events that include monthly newsletters, call outs, Dojo, emails, texts, calls, and our Facebook Page.

Simms Elementary is in the process of implementing school-wide systems and routines that will be designed to maintain a safe and orderly learning environment for all. Teachers and staff have been given the expectations of routinely practicing school and classroom procedures designed to establish and maintain a positive learning environment. Professional development and training continues to be important at Simms to provide effective strategies and interventions designed to maximize student engagement.

Respect for staff, students, community, country and world is modeled and reinforced daily in a positive school environment that values the importance of good citizenship attributes. Monthly Character Traits are introduced to the staff and students by the Counseling Team and individual students are rewarded at the end of the month for displaying the traits. There is also a strong focus on the SEL for students and staff. Outside Counselors are brought in to assist with other needs.

A focus this year will be to provide differentiated, target instruction in small groups and Tier I instruction. Staff will continue to work collaboratively to analyze levels of student progress throughout the year. Simms Elementary continues to have a low incidence of discipline referrals. Campus discipline data shows positive progress with the number of discipline referrals being greatly reduced over time as the campus continues to refine the system of school wide procedures/routines using a Discipline Matrix.

The implementation of SEL Videos has been introduced this year to assist students with coping schools and decreasing behavior incidents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Primary students are struggling with mastering basic reading skills such as: phonemic awareness, phonics, fluency and vocabulary. **Root Cause:** There is not enough support for K-2 interventions to build a solid foundation in reading.

Problem Statement 2: The teaching of daily social skills lessons was not consistent in the previous year, resulting in student difficulty to problem-solve and resolve conflicts. **Root Cause:** Social Skill lessons were not reflected in lesson plans or on the daily schedule for monitoring.

Problem Statement 3: Reading scores decreased tremendously over the past year. **Root Cause:** Professional development on reading programs is needed for teachers and a keen focus on reading and writing is needed from teachers.

Perceptions

Perceptions Summary

Simms Elementary is a school whose core values center around PRIDE: Purpose, Respect, Integrity, Dedication, and Empathy. We are committed to excellence in both academics and social-emotional practices. We are dedicated to helping students be their best selves by teaching our core values and social skills (ex. conflict resolution, self-respect, problem-solving, etc.). We value parents as their children's first teachers and experts of their dispositions. Our campus works hard at creating a family environment where everyone feels safe, accepted, and valued. Our goal is that you feel safe and welcomed as soon as you walk through our doors and compelled to join us in our efforts to help our students be successful. We are continuing to work with our families by providing workshops and training opportunities that offer support to them as they work to help their children be successful. We also have expanded our SEL partnerships to include I Choose Me Counseling, LLC, Consultant Dr. Bing, and a new part-time SEL Counselor. Communities in Schools and Resolve It! continue to be partners, as well, to support students and families.

Perceptions Strengths

We have worked hard to build strong relationships with our families and community and continue to make gains in that area. We have an active Community Outreach committee to help maintain our presence at community events and bring community mentors within our school. We have also initiated a Panther PRIDE movement to teach students to take pride in themselves by displaying appropriate behavior as they move throughout the campus. Each day during announcements, we feature a mindful moment where we reflect on our Panther Core Values. These values target specific values including self-esteem, respect, honesty, selfdiscipline, etc. Our discipline committee continues this work by initiating campus-wide campaigns that highlight these core values and recognize students for their efforts. This year, we are implementing a monthly celebrations assembly to recognize those students who are displaying their Panther PRIDE across campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: : Student surveys showed that students only feel safe most of the time, rather than all of the time. **Root Cause:** Students need real-world practice and coaching in problem-solving and resolving conflict.

Problem Statement 2: There is a misconception from teachers about behaviors that constitute office referrals and administrative level consequences. **Root Cause:** All teachers do not understand the varied levels of behaviors and consequences on the behavior flowchart. Teachers also need additional PBIS training and training on addressing/monitoring students on BIPs.

Problem Statement 3: Parents survey revealed a perception that front office staff is rude. **Root Cause:** Most parents that complain about the front office staff are parents who have been required to come pick up children for behavioral issues. They are frustrated and need strategies on working with their special needs child at home.

Priority Problem Statements

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.


- 3rd Grade Reading 28% to 40%
- 5th - 8th Grade Reading 34% to 46%
- English I & English II 36% to 48%


Performance Objective 1: By the 2024 STAAR Test, Simms Elementary will increase performance on all reading tests by 10% at the meets level. (from 29.23% to 39.23% in 3rd Grade and from 37.14% to 47.14% in 5th Grade)


High Priority


Evaluation Data Sources: STAR 2024 Reading Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Design a campus-wide reading incentive program to build reading stamina that facilitates student ability to attend to text.</p> <p>Strategy's Expected Result/Impact: Increased reading fluency and comprehension that will lead to better understanding of science content.</p> <p>Staff Responsible for Monitoring: Administrators, RLA Instructional Specialist, Reading Interventionist, Librarian, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%





5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%

Performance Objective 1: By June 2024, Simms Elementary will increase STAAR performance on all math tests by 10% at the meets level.

High Priority

Evaluation Data Sources: STAAR 2024 Math Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: All math teachers will conduct daily math fluency practice and warm-up for 5 to 10 minutes of each math class.</p> <p>Strategy's Expected Result/Impact: Build fact fluency and problem-solving skills so students can focus on problem solving and solve word problems with accuracy.</p> <p>Staff Responsible for Monitoring: Administrators, Math Instructional Specialist, Math Interventionist, Math Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to push small group and math interventions in all grades to close gaps through continuous implementation or district program, coaching, monitoring small group instruction, and ongoing PD embedded in the PLC cycle,</p> <p>Strategy's Expected Result/Impact: Increase math computation and problem solving.</p> <p>Staff Responsible for Monitoring: Administrators, Math Instructional Specialist, Math Interventionist, and Math Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.





Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Simms Elementary will increase STAAR Science performance by 24% at approaches or above on STAAR 2023 (from 9% to 20%).

High Priority

Evaluation Data Sources: 2024 STAAR Scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementing new science program (PhD Science) in grades K-4 through the TCLAS grant. Strategy's Expected Result/Impact: Vertically aligned and consistent science instruction to support 5th grade science instruction and STAAR performance. Staff Responsible for Monitoring: Administrators, Math/Science Instructional Specialists, Teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct professional development of the PhD Science program and establish implementation expectations. Strategy's Expected Result/Impact: Consistency in instruction leading to improved performance in Science Staff Responsible for Monitoring: District C&I Staff, Administrators, Instructional Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A Science lab standard of exception will be created for grades K-5th based on focused skills within the assigned program curriculum. Strategy's Expected Result/Impact: Consistency in instruction leading to improved performance in Science. Staff Responsible for Monitoring: District C&I Staff, Administrators, Instructional Specialist,</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Design a campus-wide reading incentive program to build reading stamina that facilitates student ability to attend to text.</p> <p>Strategy's Expected Result/Impact: Increased reading fluency and comprehension that will lead to better understanding of science context.</p> <p>Staff Responsible for Monitoring: Administrators, RLA Instructional Specialist, Reading Interventionist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to push small group reading instruction in grades 3rd - 5th to close literacy gaps through continued literacy coaching, monitoring small group instruction, and ongoing PD embedded in the PLC process.</p> <p>Strategy's Expected Result/Impact: Increased reading fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Administrators, Reading Language Arts, Instructional Specialist, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data, Behavior Intervention Plans, Student Success Meeting Minutes, Observations





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will comply with school-wide discipline plan. Following Clinic Guidelines Behavior Intervention Logs Arriving to Duty on time, before, during, and after school</p> <p>Strategy's Expected Result/Impact: Decrease Behavior issues and maintain safe environment. Staff Responsible for Monitoring: Administrators, All Staff</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will design and utilize a tracking system to monitor, award, and redirect student expectations and behaviors in the classroom. The campus has agreed to communicate with parents through Class DoJo.</p> <p>Strategy's Expected Result/Impact: Decrease class interruptions and increase student engagement. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 2: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.

High Priority

Evaluation Data Sources: Campus Safety Committee Agendas, Meetings with Minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assigned Administrator will recruit a safety team and provide a roster. Each campus team will member will meet monthly to assess/refine the campus safety practices.</p> <p>Strategy's Expected Result/Impact: To have a safe and orderly campus.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.





Performance Objective 1: Simms ES will provide a variety of counseling opportunities to students and their families.

High Priority

HB3 Goal

Evaluation Data Sources: Counseling Service Schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselor will provide guidance lessons to classes weekly to address character building. Strategy's Expected Result/Impact: Increased student awareness of social skills and ability to resolve issues. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School counselor will conduct group counseling sessions to address specific student concerns such as grief, divorce, self-esteem etc., Strategy's Expected Result/Impact: Increased student awareness of emotions and coping skills to deal with them. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide direct service counseling through Resolve It, and I Choose Me Counseling, LLC.</p> <p>Strategy's Expected Result/Impact: Increased student coping abilities with certain concerns and situations.</p> <p>Staff Responsible for Monitoring: Administrators and Direct Service Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Simms ES will reduce discipline referrals by 25%

Evaluation Data Sources: Discipline referral reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will conduct a refresher course with staff on the Behavior Chart, and SEL strategies. Strategy's Expected Result/Impact: Increased awareness of leveled offenses and how to address them. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct PBIS Training with the emphasis on specific behavior tracking charts that target high needs behaviors. (ex off task, elopement, verbal/physical aggression). Strategy's Expected Result/Impact: Increased awareness in teachers to address and decrease these targeted behaviors at the classroom level. Staff Responsible for Monitoring: Assistant Principals and teachers.</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Character Strong lessons and SEL videos with fidelity. Strategy's Expected Result/Impact: Consistent student character building awareness Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Title I:
2.5, 2.6
- TEA Priorities:
Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.





Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Create a standard of campus-wide parent communication that is timely and consistent.

High Priority

Evaluation Data Sources: Parent communications





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a parent survey to identify preferred mode(s) of communication. Strategy's Expected Result/Impact: Certainty of parents receiving campus news efficiently and timely. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and share a monthly calendar of events with parents. Strategy's Expected Result/Impact: Increased awareness of campus events and initiatives. Increased parent engagement in academic conversation and activity. Staff Responsible for Monitoring: Administrators/Teachers</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create and share a monthly campus newsletter that highlights social emotional learning, tips, tools for parents, upcoming events and pictures.</p> <p>Strategy's Expected Result/Impact: Increased awareness of campus events and resources. Increased parent engagement in academic conversation and activity.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialist, and Interventionist.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Each teacher will send a weekly and /or monthly newsletter home to parents to highlight skills being learned such as classroom procedures, tips, tools for assistance at home, and upcoming events.</p> <p>Strategy's Expected Result/Impact: Increased awareness of skills practice. Increased parent engagement in academic conversation and activity.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, and Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 2: Simms ES will provide parent support through workshops and direct counseling services.

Evaluation Data Sources: Workshop Schedules and District Counseling Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent workshops to give parents knowledge and tools to provide support at home for students who may have some struggles. Specific topics are ADD/ADHD, Anxiety/Depression, Trauma/Attachment Disorder, and Autism.</p> <p>Strategy's Expected Result/Impact: Parents will have an increased knowledge of how to provide SEL support to children that helps to improve their behavior and learning success.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Consultants</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide 5-session therapy bundles for the parents of students who receive direct counseling services through I Choose Me Counseling, LLC</p> <p>Strategy's Expected Result/Impact: Provide counseling support to parents to deal with unresolved trauma or other concerns that will result in a better home environment for student success.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Counseling Consultant</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.