Comprehensive Progress Report

Mission: George C. Simkins, Jr. Elementary School will foster a welcoming school community that embraces diversity through respect and acceptance. All students will be empowered to achieve academically, socially, emotionally, and physically with the support of staff who personalize education and strive to meet the unique needs of each student to promote life-long learning. Together with the Simkins community students will have a strong foundation to positively contribute as citizens and leaders in the global society.

Vision: George C. Simkins, Jr. Elementary School is a diverse community committed to creating a positive, supportive, and safe learning environment that equips students with knowledge to become productive citizens and leaders.

Goals:

By the end of 2026-2027, Simkins Elementary will increase its performance composite from 48% to 53% (by 5 points). This will include reading and math end-of-grade scores in grades 3-5.

By the end of the 2026-2027 school year, all K-5 Simkins students will participate in at least 3 activities that will expose and excite them about career opportunities.

By the end of 2026-2027, Simkins Elementary will increase Grade 5 Science proficiency by at least 5 percentage points, from 40% to 45%. By the end of 2025-2026, Simkins Elementary will increase Grade 5 science profiency by at least 3 percentage points, from 36.4% to 39.4%.

By the end of the 2026-2027 school year, Simkins Elementary will reach a rating of “Operationalizing” on items 26, 36, and 38 on the FAM-S. As a result of this goal, Simkins Elementary will reduce the percentage of student who are chronically absent to below 23%.

By the end of the 26-27 school year, at least 80% of 3rd through 5th grade EC students will perform meet their projected growth goal on their reading End-of-Grade test.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			**Practice 1A: Prioritize improvement and communicate its urgency**			
	KEY	**B1.03**	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Our current leadership teams meet twice a month. One is the ILT and the other is the SBLT. We also have an IPS team that meets on a weekly basis.	Limited Development 09/26/2022		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			At full implementation, all leadership teams will continue to meet regularly, problem solve together and become vision casters for our school. Our teacher leaders will help build teacher/staff capacity and continue to review effective educational practices. 6/24/25: We have 4 essential teams at our school that drive teaching and learning. They are the PBIS, Leadership, MTSS, and PTO (parent involvement) teams. We are working towards making minutes from all of these meetings available for us to include in our Indistar evidence.	**Objective Met 09/03/26**	**Vanessa Thomas**	**06/12/2026**
Actions						
9/26/22			THE SBLT team will be on the 1st Tuesday of every month. They will focus on school improvement using NC STAR as a guide for these improvements. We will use current indicators to drive the agenda and progress of the meetings.	Complete 05/09/2023	Kaleigh McQueen	06/06/2023
Notes:						
8/30/24			THE SBLT team will be on the 1st Tuesday of every month.	Complete 06/05/2026	Carrie Ruppert	06/06/2026
Notes:			This will be our monthly Leadership meeting. 6/24/2025: This will continue into the 2025-2026 as we continue to document our SBLT leadership and progress.			
8/30/24			Our Instructional Leadership Team will meet quarterly to determine core instructional needs for our school in the areas of reading and math.	Complete 06/05/2026	Carrie Ruppert	06/06/2026

Notes:	The ILT will be comprised of our ESL and EC team leads, our school counselors, and our administrative team. 6/24/2025: This team was combined with our MTSS team and met for regular checkins with all grade levels.			
Implementation:		09/03/2026		
Evidence	9/3/2026 We have sign-in sheets from professional development and summer planning institutes as well as minutes from those meetings.			
Experience	9/3/2026			
Sustainability	9/3/2026 We will continue to create a set schedule for SIT meeting times and will continue to invite parents to engage in the work with us. In addition, we will continue to prioritize these collaborative meetings in scheduling.			

Core Function:	**Domain 1: Turnaround Leadership**				
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**				
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Within the 24-25 school year, our school plans to support the provision of effective core instruction by becoming an Opportunity Culture school. With Title 1 funds, we have elected to purchase 1) a math Multi-Classroom Leader (MCL) and 2) An additional school counselor (0.3). Both of these positions will support Core instruction, one in math and the other in socioemotional learning. In addition, we will be implementing virtual/online curriculum materials to support core science, math, and reading instruction. Our Title 1 allocations have continued into the 25-26 school year. In addition, upon reviewing our End of Grade test data in all academic areas across grade levels we saw that our Students With Disabilities subgroup (SWD) is the only group to both reduce the percentage proficient and not meet growth in the area of reading. TWhile the subgroup has steadily increased proficiency in math, this same progress has not been achieved in reading. Therefore, we deemed “reading” as an area of support for our SWD subgroup. Simkins ES - RAR	Limited Development 10/31/2023		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	1)The additional school counselor will support classroom guidance (core) as well as flexible small groups of students who need behavioral or socioemotional support. 2) The Math MCL will support the implementation of math curriculum through planning, co-teaching, and supporting both teachers and students within the teaching and learning process. 3) The ELA MCL will support the implementation of ELA curriculum through working with 4th and 5th grade ELA teachers and students, the CF and CKLA coaches in order to facilitate growth and proficiency in the area of reading. 3) STEM teacher will support core/whole group instruction related to science, technology, engineering and math for all grade levels.		**Carrie Ruppert**	**06/04/2027**
Actions			**1 of 7 (14%)**		
9/14/24	Our SBLT will monitor the effectiveness of the OC structure and will explore ways to make it more effective.		Complete 06/05/2026	Carrie Ruppert	06/01/2026
Notes:	This will be executed with a survey for staff which will solicit feedback on the roles of our MCLs as well as their effectiveness in the teaching and learning process. 8/29/2025: The roles of our MCLs have been established at the district level, as our MCLs have attended all OC support session and trainings. We will continue to evaluate these roles during our ILT quarterly meetings. 8/31/2026: We continue to implement Advanced Teaching Roles (ATR) and will be supported through the district department. Coaches will document their coaching cycles this year.				
9/29/26	Title 1 funds will be used for substitute (classroom coverage) for MOY data planning professional development sessions.			Jonita Taylor	03/01/2027
Notes:					
5/5/26	3rd-5th grade students will participate in afterschool tutoring, based on IA 2 and 3 data.			Jonita Taylor	06/01/2027
Notes:	**This is based on ATSI funding that we received and is based on our ATSI plan.				

9/14/24	Our SBLT will evaluate the Title 1 budget to ensure that it supports our SIP goals.		Shatila Banks	06/10/2027
Notes:	8/31/2026: We have met in both August and September to review our Title 1 budget as well as our ATSI plan and budget. We will continue to monitor this as the year continues.			
10/8/25	A full time STEM teacher provides weekly lessons to all grade levels, enabling teachers to have a 45 min planning period.		Jonita Taylor	06/13/2027
Notes:	*Title 1 funds are used to pay for 0.2 of this position.			
2/5/26	Our 2nd/3rd Grade EC Resource Teacher will participate in and complete Wilson Reading training.		Tiara Baker	06/13/2027
Notes:	8/31/2026: Our EC Resource teacher will complete Wilson training this year, complete with the culminating project.			
2/5/26	Our K/1st EC Resource teacher will complete Fundations training for implementation with K/1 EC students.		Tiara Baker	06/13/2027
Notes:	8/31/26: One EC Resource teacher completed Year 1 of Wilson training while another completed Fundations training. The remaining Resource teacher will participate in Wilson training this school year.			
Implementation:		11/29/2023		
Evidence	11/29/2023			
Experience	11/29/2023			
Sustainability	11/29/2023			

Core Function:	**Domain 2: Talent Development**
Effective Practice:	**Practice 2B: Target professional learning opportunities**

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Guilford County Schools looks regularly at school performance data. For Simkins, a specific area that needs improvement is looking at classroom observation data and student performance data collectively. We would like to see the SBLT working closely with the ILT team on collecting walk-through data and student performance data. We will continue to focus upon more effective instructional methods. **2026-2027:** Our performance data showed that our Classroom teachers need continued support with the variety of reading data sources provided (DIBELS, LETRS assessments, IAs, etc) and how to determine students' core and supplemental needs from these data sources. We currently provide summer professional development and plan to provide midyear planning and professional development in February.	Limited Development 09/26/2022		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	During individual teacher meetings, and weekly PLC's, the administrators will use data from progress monitoring, teacher-made tests, GCS benchmark data and EVASS data to provide feedback to teachers. Teachers can use this data and feedback to make determinations about the effectiveness of their teaching and planning. We hope that teachers will be reflecting in their practice, in classroom instructional strategies (and delivery), and assessment practices. This information can also be used to determine the types of professional development that is needed to support our teachers--specifically our new teachers. Simkins Elementary school faculty will increase teacher capacity in literacy instruction by ensuring 100% completion of district and state required licensure requirements		**Carrie Ruppert**	**06/11/2027**
Actions		**2 of 6 (33%)**		
10/19/22	Teacher will use several online platforms (purchased with Title I funds) to help support the differentiated needs of our scholars. Our SBLT and ILT teams will monitor the effectiveness of these programs and provide feedback to admin.	Complete 05/09/2023	Jamesha Miller	05/01/2023
Notes:				

9/26/22	Teachers will reflect upon effective strategies and include modifications/customizations in the daily/weekly lesson plan.	Complete 05/09/2023	Raven Walker	06/01/2023
Notes:				
8/30/24	Walkthroughs and observational data will be recorded in a virtual form for easy analysis. This data will be analyzed with our SBLT and Instructional Leadership Teams to determine direction for the teaching and learning process.		Amy Baker	06/06/2027
Notes:	8/29/2025: This was completed during the 24-25 school year and will continue through the 25-26 school year, along with the use of the GCS Coaching protocols. 9/31/2026: We will continue to complete district and school walkthroughs in order to determine our students' and teachers' instructional needs.			
8/30/24	Weekly reading PLCs will be conducted to analyze benchmark and progress monitoring literacy data. (BOY, MOY, EOY)		Amy Baker	06/06/2027
Notes:	8/29/2025: This was completed during the 24-25 school year both with teachers and our Leadership team and will continue through the 25-26 school year. 8/31/2026: While we will continue this practice, we will analyze reading data beyond DIBELS data for core, supplemental, and intensive instructional student needs (MTSS and mid-cycle checks).			
8/30/24	Weekly math PLCs will be conducted to analyze standards-based tasks and assessments to determine students' mastery of NCSCoS and MWoG.		Claudia Walker	06/06/2027
Notes:	This will be updated quarterly to note the progress completed during PLCs. 8/29/2025: This was completed during the 24-25 school year and will continue through the 25-26 school year. 8/31/2026: We will continue this through the 26-27 school year.			
10/26/24	Our Administrative Team and Human Resources Department will track teacher progress towards licensure and completion of licensure requirements.		Jonita Taylor	06/30/2027

Notes:	8/29/2025: This was completed during the 24-25 school year with the use of Tableau and will continue through the 25-26 school year, in order to track the licensure progress of new teachers. 8/31/2026: All teachers are on track regarding licensure completion. We will keep this as a goal for the 2026-2027 school year.			
Implementation:		05/09/2023		
Evidence	5/9/2023 - weekly PLC minutes;			
Experience	5/9/2023 - weekly discussions during PLCs based on content and data dives on both summative assessments as well as topic quizzes and exit tickets.			
Sustainability	5/9/2023 - continued focused PLC meetings to incorporate new hires and teachers in new grade levels.			

Core Function:			**Domain 3: Instructional Transformation**		
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**		
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, there is a significant number of students who are not proficient or are reading below grade level, according to EOG and DIBELS data. As a result, the number of students going through MTSS or needing instructional intervention surpasses 30%. This indicates the need to strengthen core instruction, the first tier in the MTSS process. While our core instruction should be strengthened, we are currently re-establishing our MTSS and referral process to include the use of our CF, MCLs, and grade level and support staff as case managers for students coming through the MTSS process.	Limited Development 08/30/2024		

How it will look when fully met:	When fully implemented, all classroom teacher will utilize the GCS ELA and math curriculum to facilitate the provision of standards-based instruction to ALL students (core instruction). In addition, classroom teachers will be vital part of planning, executing, and monitoring the progress of supplemental instruction in collaboration with school tutors, MCLs, and the ILT to determine which students need intensive interventions and, if needed, evaluations. Within the 2024-2025 school year, Simkins Elementary school will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year. In addition to proficiency goals listed, each subgroup will meet expected growth. **Subject Subgroup 23-24 24-25 Met Expected Growth?** **Math** Black Students (rising 5th Graders) 24.2 % 30% Yes, all students in subgroup (0.39) Hispanic Students (rising 4th graders) 23.1% 30% Yes, all students in subgroup (1.82) Students with Disabilities 9.3% 12% Yes, all students in subgroup (-0.15) **ELA** ESL Students (ALL) 10.8% 15% Yes, all students in subgroup (0.21) Hispanic Students (ALL) 14% 20% Yes, all students in subgroup (-0.06) **Students with Disabilities 9.3%** **12% No, all students in subgroup (-2.16)**		**Carrie Ruppert**	**06/12/2027**
Actions		**5 of 9 (56%)**		
8/30/24	We will utilize daytime tutors to support K-5 reading instruction as a part of the GCS Tutoring initiative.	Complete 06/06/2025	Carrie Ruppert	06/06/2025
Notes:	Students in these groups will be analyzed during each MTSS cycle. 8/29/2025: THis was completed during the 24-25 school year and will be added if the district assigns tutors for the 25-26 school year.			

8/30/24	In math, we are using the Major Work of the Grade Document and the NC Unpacked Standards in conjunction with EM Squared curriculum resources.	Complete 06/05/2026	Carrie Ruppert	06/06/2026
Notes:	This includes any district resources provided, such as pacing guides and/or assessment timelines. 8/29/2025: This was completed during the 24-25 school year and will continue through the 25-26 school year.			
8/30/24	In ELA, we will use the NC SCoS and Unpacked Standards to support comprehension instruction through the CKLA unit resources. We will also use the GCS Lesson Internalization Protocol to support lesson planning with ELA standards as a guide for instruction.	Complete 06/05/2026	Carrie Ruppert	06/06/2026
Notes:	8/29/2025: This was completed during the 24-25 school year and will continue through the 25-26 school year.			
8/30/24	4th and 5th grade teachers will administer universal screeners in oral reading fluency (ORF) and comprehension (Maze).	Complete 05/08/2026	Carrie Ruppert	06/06/2026
Notes:	This will be conducted BOY, MOY, and EOY in order to determine students' reading needs. 8/29/2025: This was completed during the 24-25 school year at BOY, MOY, and EOY and will continue through the 25-26 school year.			
8/30/24	Teachers will post their lesson plans to Teams in order to implement core instruction.	Complete 06/05/2026	Jonita Taylor	06/06/2026
Notes:	This will be monitored weekly but will be reported on at the monthly Leadership meeting. 8/29/2025: This was completed during the 24-25 school year and will continue through the 25-26 school year.			
9/3/26	Classroom teachers will participate in MOY data analysis and planning days to determine core and supplemental student needs in reading and math.		Vanessa Thomas	03/15/2027
Notes:				
10/24/24	One staff member will receive Wilson Training and will participate in follow up coaching sessions.		Tiara Baker	06/11/2027

Notes:	10/24/2024: Ms. Balatsias has completed the initial Wilson Reading training. 8/29/2025: Ms Balatsias completed Wilson Training and Requirements during the 24-25 school year. Tiara Baker, EC Resource teacher, will complete training during the 25-26 school year. 8/31/2026: Ms. Baker will be completed the practicum portion of training while another resource teacher (Bullock) will be starting the training this year.			
10/26/24	We will continue to implement a tiered instructional system that allows teachers to deliver evidence-based instruction designed with the individual needs of students across all tiers.		Carrie Ruppert	06/13/2027
Notes:	This will be monitored quarterly. 8/31/26: This aligns with our FAM-S goals and will continue into the 26-27 school year.			
10/8/25	Title 1 funds will be used to support a Math MCL and ELA MCL for the provision of tier 1, 2, and 3 teacher and student strategies and interventions.		Amy Baker	06/13/2027
Notes:	8/31/2026: This will continue into the 26-27 School year.			

Core Function:	**Domain 3: Instructional Transformation**
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At Simkins Elementary, our PBIS team meets monthly. At the beginning of the 22-23 school year, the team met to discuss the PBIS launch and teacher training and implementation. Our school wide launch was successful and we use our morning meeting time to reiterate student expectations in our building. 8/30/2024: Last year we had an excessive amount of student discipline referrals and our NC TWCS indicated the need to intentionally support a positive teaching and learning environment. PBIS structures have been implemented inconsistently and classroom teachers have inconsistent management systems, creating a challenge when students are needing to go through the MTSS process for behavior.	Limited Development 09/23/2022		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Throughout this school year we plan to hold "Shark morning meetings" to consistently review PBIS expectations at Simkins Elementary. We hope that with this constant review, our discipline referrals will decrease and Simkins staff will notice an improvement of student behavior in our common areas. We plan to use discipline referrals and teacher feedback to track progress--and also to help guide us in areas in which we need either more review or more PD for our staff. 8-30/2024: All teachers will be knowledgeable of and will teach and reinforce our PBIS practices, including common area expectations, positive reinforcement systems, and participate in celebrating students' behavioral success. As a result of this, student discipline referrals will be reduced and student and staff attendance will improve.		**Cornisha Tate, PBIS Coordinator**	**06/04/2027**
Actions				**4 of 8 (50%)**		
	9/26/22		Monthly PBIS incentives will be offered to our scholars. Our teachers will also be encouraged to frequently review PBIS expectations in their classrooms and in the Simkins common areas. When we notice a particular need (with a classroom our group of students) we will partner with that teacher to assist with implementation.	Complete 05/01/2023	Shannon Vaka	06/09/2023

Notes:				
8/31/24	Teachers will participate in Classroom management structure planning during the Summer Planning Institute.	Complete 08/30/2024	Jamesha Miller	08/30/2024
Notes:	8/30/2024: All teachers attended the Summer Planning Institute and had a chance to interact with our new classroom management structure prior to the school year beginning. Each grade level had their own planning day. Teachers also received a virtual overview of PBIS as it will be refined at Simkins. This included structures that were already in place as well as some additional refinements to make our practice more consistent.			
8/31/24	Teachers will create classroom management plans to set, teach, and positively reinforce desired behaviors (Plan A).	Complete 10/01/2024	Jonita Taylor	10/01/2024
Notes:				
8/31/24	Teachers will create and implement classroom management plans that outline undesired behaviors for students as well as their progressive consequences (Plan B).	Complete 10/01/2024	Jonita Taylor	10/01/2024
Notes:				
10/8/25	Title 1 funds will be used for Supplies and Materials for our PBIS celebrations.		Cornisha Tate, PBIS Coordinator	06/13/2026
Notes:				
8/31/24	Teachers will utilize ClassDojo and SharkBait to positive reinforce students' behavior and our common area expectations.		Tiara Harley	06/04/2027
Notes:	This will be analyzed monthly. 8/29/2025: This was completed last year and will continue to be monitored during the 25-26 school year. 8/31/2026: This practice will continue through the 26-27 school year.			
8/31/24	Our PBIS team will meet monthly to look at our discipline data, discuss staff and student culture and its needs, and plan PBIS celebrations.		Tiara Harley	06/04/2027
Notes:	This will be reviewed quarterly. 8/29/2025: This was completed for the 24-25 school year and will continue into the 25-26 school year, as evidenced by PBIS team meeting minutes. 8/31/2026: This practice will continue through the 26-27 school year.			
8/31/24	All students will participate in monthly PBIS celebrations.		Tiara Harley	06/04/2027

Notes:	8/29/2025: This was completed during the 24-25 school year and will continue for the 25-26 school year. 8/31/2026: This practice will continue through the 26-27 school year. We have tweaked it to include a restorative circle for students who have major discipline referrals during each month. Celebrations will also occur monthly instead of quarterly.			
Implementation:		05/02/2023		
Evidence	5/2/2023 Evidence can be found in the agendas that are on our staff Sharepoint and in the number of office referrals that we have had this year.			
Experience	5/2/2023 The PBIS team worked together to implement some new procedures and reward systems this school year. This did require frequent meetings and some adjustments throughout the school year. We will continue with this work in the 23-24 school year.			
Sustainability	5/2/2023 The PBIS team continues to work together to ensure that the systems that we have in place at Simkins are effective and safe. We consistently provide feedback about these systems and make necessary changes.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We have developed structures to provide opportunities for Kindergarten Orientation prior to the school year starting for incoming kindergarten students. In addition, Open House is grade level based and serves as a time to connect students with their teachers for the current school year. We will continue to support our 5th grade students with their transition to middle school this Spring.	Limited Development 08/31/2024		
How it will look when fully met:			When fully met, Kindergarten will plan and advertise for Orientation opportunities in the Spring for the following school year. In addition, 5th grade students will participate in intentional activities that support their transition to middle school, including registration and field trips to our feeder middle schools. Prior to summer break, each grade level will prepare and send home a supply list as well as any information parents need to know about their child's next grade level. Data for this includes sign in sheets for each orientation event, student attendance in the planned transition activities, and any documentation that grade levels wish to send with students regarding their next grade level placement prior to summer break.		**Tiara Harley**	**06/04/2027**
Actions				**1 of 3 (33%)**		
		8/31/24	5th Grade students will participate in transition activities, which will include a field trip to our feeder middle schools.		Alana Plowden	06/05/2026
		Notes:				
		8/31/24	Kindergarten Orientation sessions will be held during the summer for assessment and observation opportunities.	Complete 08/28/2026	Jessica Jackson-Elam	09/01/2026
		Notes:	8/30/2024: For the 24-25 school year, our kindergarten team planned and executed 2 orientation opportunities in August. This was in addition to their Open House.			
		8/31/24	Teachers will plan, advertise, and implement Open House dates for the next school year prior to students leaving for summer break.		Lela Massey, Chair	06/04/2027

Notes:	8/30/2025: This year, we planned and executed Open House for all grade levels at a variety of dates. 2nd grade had their Open House on Aug. 16th, K/1 had their Open House on Aug. 21st, and 3rd-5th had their Open House on Aug. 22nd. Prior to Open House, all students received a Connect Ed phone call informing them of who their teacher was. In addition, announcements continued to be posted to our ClassDojo and social media pages throughout the summer. 8/31/2026: This practice will continue through the 26-27 school year. We will also do our best to get school supply lists out to students with their last report cards.				

Core Function:			**Domain 4: Culture Shift**		
Effective Practice:			**Practice 4A: Build a strong community intensely focused on student learning**		
	KEY	**A4.06**	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, our school has 2 full time counselors, one funded through Title 1, who are a part of our Specials' rotation each week. Our counselors implement district-wide structures, such as "Start with Hello" in order to create an inclusive teaching and learning culture for our students.	Limited Development 08/31/2024		
How it will look when fully met:			When fully implemented, students will receive both whole group and small group socioemotional instruction, including Morning Meetings, social skills training, and emotional regulation practice. In addition, tiered instruction will be planned for and implemented so that student with behavioral and/or emotional needs are able to receive documented core, supplemental, and intensive interventions and their progress with these interventions monitored so that additional support can be advocated for when appropriate.		**Cornisha Tate, PBIS Coordinator**	**06/04/2027**
Actions				**0 of 3 (0%)**		
8/31/24			Counselors and other support staff will attend CPI training.		Tiara Harley	06/05/2026
Notes:						
8/31/24			Teachers will utilize their Plans A and B to create and positively reinforce desired behaviors in the classroom and negatively reinforce undesired behaviors.		Jonita Taylor	06/04/2027

Notes:	This will be analyzed quarterly. 8/31/2026: This practice will continue through the 26-27 school year.			
10/8/25	Title 1 funds will be used to support 0.3 counselor, making our 0.5 counselor 4 days a week.		Cornisha Tate, PBIS Coordinator	06/04/2027
Notes:	8/31/2026: This practice will continue through the 26-27 school year.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			At Simkins, we encourage our teachers/staff to build close relationships with our students and their families. We encourage frequent communication with our families so they feel connecting and informed about the progress that their child is making.	Limited Development 09/26/2022		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Teachers will communicate weekly with parents and are sure to inform parents about curriculum and classroom happenings. Individual parent teacher conferences on academic and behavior expectations. Weekly Connect Ed. by administrators 8/30/2024: When fully implemented, all teachers will utilize the ClassDojo app to provide parents with regular (daily, weekly) updates regarding their students and their progress. In addition, parents will be included in conversations regarding their child's current progress and next steps towards them reaching grade level proficiency. Parent Conferences are held at least twice a year to discuss students' strengths and weaknesses and opportunities to celebrate student success are consistent and involve parents' participation. 8/31/2026: All teachers are using ClassDojo to communicate with parents. We are also utilizing our Social Media page and Connect Ed to provide consistent communication between home and school. We will continue to work beyond parent participation to parent engagement with the support our PTO.		**Shatila Banks**	**06/04/2027**
Actions				**5 of 10 (50%)**		
		9/26/22	Create and frequently update individual teacher pages within school website.	Complete 05/01/2023	Shannon Vaka	06/09/2023

Notes:				
11/1/23	Grade Levels create and send out weekly newsletters that support instructional focus and parent engagement opportunities.	Complete 06/03/2024	Carrie Ruppert	06/10/2024
Notes:	Grade levels send weekly newsletters to families through Class Dojo. Homework helpers sent home to support families with math and SEL.			
10/26/24	Our attendance team will meet regularly to determine which families need additional contacts as well as how perfect and progressing student attendance will be celebrated.	Complete 06/13/2024	Alana Plowden	06/13/2024
Notes:				
8/31/24	All teachers will utilize ClassDojo to communicate with parents on a regular basis.	Complete 06/05/2026	Classroom Teacher	06/05/2026
Notes:	This will be analyzed monthly during our Leadership Meetings.			
8/31/24	Weekly ConnectEd messages will go out to families informing them of the happenings of our school community.	Complete 06/05/2026	Jonita Taylor	06/06/2026
Notes:	This will be analyzed during monthly Leadership meetings. 8/29/2025: This has been ongoing and will continue through the 25-26 school year. We are also adding our social media accounts to include our weekly SharkTank happenings.			
8/31/24	Parents will have the opportunity to pick up their child's report card in person each quarter (Report Card pickup).		Classroom Teacher	05/04/2027
Notes:	This will be analyzed quarterly. 8/31/2026: This practice will continue through the 26-27 school year and will be combined with other schoolwide activities to increase family attendance.			
8/31/24	Teachers will conduct midyear conferences with families in order to inform them of their child's readiness for the next grade level.		Jonita Taylor	06/04/2027
Notes:	8/31/2026: This practice will continue through the 26-27 school year.			
8/31/24	PTA will provide opportunities for parents to be involved with the improvement of the Simkins teaching and learning community.		Shatila Banks	06/04/2027
Notes:	PTA Updates will be shared monthly at our Leadership Meeting. 8/31/2026: This practice will continue through the 26-27 school year.			
10/8/25	Title 1 funds will be used for parent involvement sessions, supplies, and materials.		Shatila Banks	06/04/2027
Notes:	8/31/2026: This practice will continue through the 26-27 school year.			

8/31/24	Teachers will conduct 1st quarter conferences with all families prior to issuing the 1st quarter report card.		Vanessa Thomas	12/01/2027
Notes:	This will be documented with sign in sheets as well as parent conference notes from teachers. 8/31/2026: This practice will continue through the 26-27 school year.			
Implementation:		06/03/2024		
Evidence	5/9/2023 Evidence of weekly parent communication can be found on our website. Teachers can also provide when we request. 6/3/24: volunteer communication and volunteer logs, PTO minutes, PTO flyers and events,			
Experience	5/9/2023 Evidence of teacher communication was observed. 6/3/24: Teachers continued to send weekly newsletters and DOJO messages to parents. We increased parent engagement through Dad's Club, EL nights and grade level parent engagement meetings. Parents volunteers increased also to include re-establishing our PTO.			
Sustainability	5/9/2023 We will continue to monitor communications between families and our staff. We hope to raise parents engagement even more in the coming years. 6/3/24: Continue to increase parent engagement footprint, increase membership in parent volunteers and PTO.			