

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 2024-25, Simkins Elementary will increase 2023-24 Reading Proficiency (grades 3 through 8) by at least 3 percentage points, from 30.1% to 33.1%.
- By June 2025, Simkins will reduce the amount of lost instructional days by 10%, from 36 days to no more than 32 days.
- By the end of 2024-25, increase 2023-24 Math Proficiency (grades 3 through 8) by at least 3 percentage points, from 33.8%to 36.8%.
- By the end of 2024-25, increase 2023-24 Grade 5 Science Proficiency by at least 3 percentage points, from 36.8% to 39.8%.
- By June 2025, Simkins Elementary school will reduce the percentage of students who were chronically absent by 5 percentage points from 31% to no more than 26%



Core Function:			Domain 1: Turnaround Leadership		
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency		
		A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To
Initial Assessment:			<p>The principal, and AP, at Simkins Elementary will communicate high expectations of effective instructional practices during monthly staff meetings, weekly PLC's and individual conversations with staff members.</p> <p>We are currently following a walk through schedule so that we are able to observe, and give feedback on, current instructional practices.</p> <p>Admin also partners with all of our GCS-sponsored curriculum coaches (CKLA and Eureka) to discuss current instructional goals for our staff and students.</p>	Limited Development 09/23/2022	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
How it will look when fully met:			An Admin walk though schedule will be created. During weekly Admin meetings we will discuss walk throughs and reflect on educators that might need additional support with instructional delivery.	Objective Met 05/09/23	Jonita Taylor 06/09/2023
Actions					
	9/26/22	Simkins Admin team will partner with our curriculum coaches (Eureka/CKLA) to support our teachers with effective instructional deliver. We will be focusing on questioning within the lesson and opportunity for student discourse.		Complete 05/09/2023	Edgar Zimmerman, Sr. 06/09/2023
Notes:					
Implementation:				05/09/2023	
Evidence			5/9/2023		
Experience			5/9/2023		
Sustainability			5/9/2023		

		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Bi-weekly academic and data PLCs (led by instructional coaches for each grade level)	Limited Development 10/19/2023		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			Educators are fully engaged in collaborative work around Tiered Support and Data Driven Instruction. Educators will adept at analyzing data sources to make intentional decisions about next steps to eradicate achievement gaps.	Objective Met 06/03/24	Vanessa Thomas	06/10/2024
Actions						
10/19/23			Data Driven Instruction PD led by Michelle Thigpen (October, November and January)	Complete 02/15/2024	Rebecca Robinson	06/10/2024
Notes: Agendas and Meeting Notes						
Implementation:				06/03/2024		
Evidence			6/3/2024 6/3/2024: Curriculum Coaches end of year reports, Lesson Planning Protocols and Data Analysis Protocols,			
Experience			6/3/2024 6/3/2024: 5 Data Driven Instruction Professional Development Sessions for all instructional staff were completed.			
Sustainability			6/3/2024 6/3/2024: Continued work on data driven instruction during PLCs, conversations with curriculum coaches to continue the work.			

		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Both of the Leadership teams at Simkins Elementary (ILT and SBLT) meet on a monthly basis to support the LEA. When additional support is needed we seek that through the proper channels within GCS.	Limited Development 09/26/2022		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			At full implementation we will need our leadership teams to continue to meet regularly. These teams will continue to help guide us in decision making, relationships and influence skills to help make positive change.	Objective Met 05/17/23	Damica Mitchell	06/01/2023
Actions						
	9/26/22		The school improvement team will work in collaboration with ILT members to analyze and review last years data to determine gaps in achievement. Teams will also focus on the SWD subgroup when considering best practices.	Complete 05/19/2023	Jamie Cyrus	06/01/2023
<i>Notes:</i>						
Implementation:				05/17/2023		
Evidence			5/17/2023 - Monthly agendas and minutes reflect discussion and focus. This year Simkins also created a SAT team to support administrators problem solve areas of concern or needs.			
Experience			5/17/2023 - ILT and SBLT teams met monthly. The collaborative discussions focused on data and students' well-being. Representatives reported back to their teams to disseminate information equitably across grade levels.			
Sustainability			5/17/2023 - Continued monthly SBLT and ILT meetings to ensure continued collaboration and communication in support of Simkin's LEAs.			

	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.		Katja Roberts	06/07/2025
Actions				1 of 3 (33%)		
	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.			Vanessa Thomas	06/06/2025
Notes: This will be our monthly Leadership meeting.						
	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.			Carrie Ruppert	06/06/2025
Notes: The ILT will be comprised of our ESL and EC team leads, our school counselors, and our administrative team.						
Implementation:				05/09/2023		
Evidence			5/9/2023 - monthly agendas & minutes are uploaded; guest log-in/password is listed on our school's website so parents can review the progress of our indicators and goals			
Experience			5/9/2023 5/9/2023- SBLT team met consistently each month. Needs and decisions were addressed during monthly meetings.			
Sustainability			5/9/2023 - more intentional communication pertaining to this site & information for all of Simkin's stakeholders to stay informed			

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently we have different teams that focus on different areas school improvement planning. Our Leadership Team (SBLT) focuses on all areas of improvement while our Instructional Leadership Team (ILT) focuses specifically on instruction/instruction methods. Our PBIS team works together to come up with ways to positively impact students and their families and our IPS team focuses on helping our students grow academically and reach their full potential.	Limited Development 09/26/2022		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			<p>In full implementation we will have several different teams that become experts in the areas of school improvement, instruction and family connections and support.</p> <p>Team leaderships will be charged with specific functions and purpose to address the unique areas of need in at Simkins-- instruction and instructional methods, whole school improvement planning and positive family and community collaboration and involvement.</p> <p>8/1/2024: We will continue the shared leadership structure that we currently have, inviting a representative from all grade levels to serve on all school based teams. These teams include our Leadership team, PBIS team, MTSS team, and PTA/O.</p>		Vanessa Thomas	06/01/2026
Actions				1 of 3 (33%)		
	9/26/22	Leadership teams will meet to discuss strategies and interventions that address academic, attendance, and behavior concerns that could impact progress towards our SIP goals.		Complete 05/09/2023	Edgar Zimmerman, Sr.	06/09/2023
<i>Notes:</i>						
	9/14/24	All school-based teams will have a grade level representative at each team meeting.			Jonita Taylor	06/10/2025
<i>Notes:</i>						
	9/14/24	The Leadership Team will evaluate ways to incorporate an additional duty-free period into our instructional day for teachers.			Jonita Taylor	06/01/2026
<i>Notes:</i> *This will be visited quarterly.						
Implementation:				05/09/2023		

Evidence	5/9/2023 - attendance team minutes; counselor;			
Experience	5/9/2023 - Attendance team created this year; hired full-time counselor;			
Sustainability	5/9/2023 - continue to seek feedback targeting SEL and attendance; support comprehensive school counseling program			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			<p>Administrators at Simkins Elementary, will conduct walkthroughs weekly and provide feedback to teachers either via email or in a face to face conversation.</p> <p>We will focus on lesson implementation, student engagement, intentional questioning, customization and student discourse.</p>	Limited Development 09/26/2022		
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How it will look when fully met:			<p>At full implementation, we will see an increase in student engagement due to the rigorous content/planning and higher level questioning/thinking will be observed. Administrators/coaches will have established expectations and processes for team planning and for instructional delivery.</p> <p>The principal and AP will monitor the student work, report cards, team meetings, and continuously visit classrooms to help reinforce good instructional practice, student engagement and learning outcomes.</p>		Carrie Ruppert	06/01/2025
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Actions				2 of 5 (40%)		
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	9/26/22	<p>A Google/Microsoft form will be created to ensure that admin and/or coaches have given feedback on every teacher for every walkthrough.</p> <p>We will use this type of feedback to guide our conversations with teachers.</p>	Complete 05/19/2023	Edgar Zimmerman, Sr.	11/01/2022
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Notes:					
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10/19/22	Curriculum coaches (purchased with Title I funding) also often help monitor instruction and complete learning walks. Specific feedback discussions are held and wins and wonders are given to the observed teacher.	Complete 05/09/2023	Shannon Vaka	06/01/2023
<i>Notes:</i>				
8/30/24	All teachers will complete a BOY, MOY, and EOY PDP, which will be housed in NCEES.		Jonita Taylor	06/06/2025
<i>Notes:</i>				
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	06/06/2025
<i>Notes:</i> We will set quarterly goals for staff based on the data from walkthroughs.				
8/30/24	Formal Observations will be completed within the 10 day observation cycle by Administration.		Jonita Taylor	06/06/2025
<i>Notes:</i> This will include those on both the Comprehensive and Standard evaluation cycle.				

	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. In addition	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	06/06/2025
Actions				1 of 3 (33%)		
	11/1/23	Aligning the master schedule to ensure district instructional priorities are met.		Complete 11/29/2023	Edgar Zimmerman, Sr.	12/01/2023
Notes: Interventionist monitors and provides interventions for Tier 3. Tutors provided interventions for tier 2 Reading specialist and curriculum facilitator assisting with progress monitoring of these students.						
	9/14/24	Our SBLT will monitor the effectiveness of the OC structure and will explore ways to make it more effective.			Carrie Ruppert	06/01/2025

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.				
9/14/24	Our SBLT will evaluate the Title 1 budget to ensure that it supports our SIP goals.		Shatila Banks	06/10/2026
Notes:				
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 2A: Recruit, develop, retain, and sustain talent			

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed.</p> <p>The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers.</p> <p>The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process.</p> <p>Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p>	Limited Development 09/26/2022		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
How it will look when fully met:			Simkins Elementary will remain fully staffed with highly qualified teachers that are certified to teach in their licensed position.		Jonita Taylor	06/13/2025
Actions				1 of 5 (20%)		
	9/26/22	All of our BT's will be supported by a mentor through regular meetings and discussions.		Complete 05/19/2023	Edgar Zimmerman, Sr.	06/09/2023

<i>Notes:</i>				
9/14/24	All teachers will receive support and checkins with our CF and Literacy Department regarding LETRS completion.		Vanessa Thomas	06/13/2025
<i>Notes:</i>				
9/14/24	All of our BT's will be supported by a mentor through regular meetings and supports.		Vanessa Thomas	06/13/2025
<i>Notes:</i>				
9/14/24	Trained mentors will receive support from our administrative team via meetings and small group sessions.		Carrie Ruppert	06/13/2025
<i>Notes:</i>				
9/14/24	Beginning and Initially Licensed teachers will receive coaching and support towards completion of licensure requirements, such as the Math and Reading Praxis and EdTPA.		Jonita Taylor	06/20/2026
<i>Notes:</i> This will be evaluated with/by teachers' PDPs.				
Implementation:		05/17/2023		
Evidence	5/17/2023 - Completed mentee logs; GCS' app from the New Teacher Support Department shows mentor/mentee pairings; Simkins' weekly New You Need documents dates for monthly meetings led by the Lead Mentor.			
Experience	5/17/2023 - Each BT received support from a trained mentor with regularly scheduled meetings. Simkins' Lead Mentor conducted monthly opportunities for professional growth & collaboration through after school meetings. This was offered for both mentees and mentors.			
Sustainability	5/17/2023 - Admin team will continue to intentionally pair BTs with trained mentors. Lead mentor will support mentee and mentors will monthly meeting opportunities.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Targeted professional development to build the capacity of educators on Tiered Levels of Support (Standards Based and Data Driven Instruction)	Limited Development 10/19/2023		
How it will look when fully met:			Educators are fully engaged in collaborative work around Tiered Support and Data Driven Instruction.	Objective Met	Jonita Taylor	06/10/2024
Actions				1 of 1 (100%)		
10/19/23		Data Driven Instructional PD October, November, and January .		Complete 11/29/2023	Edgar Zimmerman, Sr.	06/10/2024
Notes: Michelle Thigpen accountability partner will help lead initiative.						

	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:			<p>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.</p> <p>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.</p>	Limited Development 09/26/2022		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			<p>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.</p> <p>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.</p> <p>Simkins Elementary school faculty will increase teacher capacity in literacy instruction by ensuring 100% completion of district and state required licensure requirements</p>		Carrie Ruppert	06/01/2025
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	06/06/2025
<i>Notes:</i>				
8/30/24	Weekly reading PLCs will be conducted to analyze benchmark and progress monitoring DIBELS data. (BOY, MOY, EOY)		Vanessa Thomas	06/06/2025
<i>Notes:</i>				
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	06/06/2025
<i>Notes:</i> This will be updated quarterly to note the progress completed during PLCs.				
10/26/24	Our Administrative Team and Human Resources Department will track teacher progress towards licensure and completion of licensure requirements.		Jonita Taylor	06/13/2025
<i>Notes:</i>				
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		
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Educators will use benchmark assessments, universal screeners, CFAs, Interim Benchmarks and classroom observational data to drive instruction and make appropriate adjustments for differentiated student needs.	Limited Development 10/19/2023	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
<i>How it will look when fully met:</i>			Educators will adept at analyzing data sources to make intentional decisions about next steps to eradicate achievement gaps.	Objective Met 06/03/24	Carrie Ruppert 06/10/2024
Actions					
	10/19/23	Bi-monthly data PLCs Data Analysis Protocol		Complete 05/21/2024	Rebecca Robinson 06/10/2024
<i>Notes:</i> Attendance on grade level PLCs and Data Driven Instruction PD					
Implementation:				06/03/2024	
<i>Evidence</i>			6/3/2024 6/3/2024: PLC Agendas, small group instructional lesson plans,		
<i>Experience</i>			6/3/2024 6/3/2024: Grade levels met bi-monthly to analyze data from a variety of sources to include, exit tickets, CFAs, Interim Assessments and Curriculum Assessments, Benchmarking assessments.		
<i>Sustainability</i>			6/3/2024 6/3/2024: Curriculum coaching visits, long range planning for data analysis meetings		

		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Educators utilize Universal Screeners, CFAs and other academic assessments to determine student that are at or below the 15th percentile and need additional academic at Tier 2 Supplemental.	Limited Development 10/19/2023		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			Evidence of growth on DIBELS, NWEA, and EOG assessments.	Objective Met 06/03/24	Vanessa Thomas	06/10/2024
<i>Actions</i>						
	10/19/23		Data Analysis PLCs MTSS mid-check and end cycle meetings Progress monitoring data	Complete 05/09/2024	Rebecca Robinson	06/10/2024
Notes: Data Analysis Protocol Progress Monitoring Data CFA data attendance Data PLCs						
<i>Implementation:</i>				06/03/2024		
<i>Evidence</i>			6/3/2024 6/3/2024: MTSS Tier Tracker, progress monitoring data/ graphs, IPS minutes, PLC Agendas			
<i>Experience</i>			6/3/2024 6/3/2024: We completed 3 10 week cycles of Tiered Support to include: interventions, data analysis , problem solving and continued student support across all tiers.			
<i>Sustainability</i>			6/3/2024 6/3/2024: Continue the structures of MTSS cycles next year			
		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Students are assessed at least 3x a year on Universal Screening measures, Interim Benchmarks	Full Implementation 10/19/2023		
	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:	<p>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.</p> <p>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.</p>	Limited Development 08/30/2024		
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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.				Carrie Ruppert	06/06/2025	
	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 30%	Black Students (rising 5th Graders)					24.2 %
		Yes, all students in subgroup (0.39)					
	30%	Hispanic Students (rising 4th graders)					23.1%
		Yes, all students in subgroup (1.82)					
	12%	Students with Disabilities					9.3%
		Yes, all students in subgroup (-0.15)					
ELA 15%	ESL Students (ALL)		10.8%				
	Yes, all students in subgroup (0.21)						
20%	Hispanic Students (ALL)		14%				
	Yes, all students in subgroup (-0.06)						
12%	Students with Disabilities		9.3%				
	No, all students in subgroup (-2.16)						
Actions				0 of 7 (0%)			
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.				Claudia Walker	06/06/2025	
Notes: This includes any district resources provided, such as pacing guides and/or assessment timelines.							

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.		Vanessa Thomas	06/06/2025
<i>Notes:</i>				
8/30/24	4th and 5th grade teachers will administer universal screeners in oral reading fluency (ORF) and comprehension (Maze).		Vanessa Thomas	06/06/2025
<i>Notes:</i> This will be conducted BOY, MOY, and EOY in order to determine students' reading needs.				
8/30/24	Teachers will post their lesson plans to Teams in order to implement core instruction.		Jonita Taylor	06/06/2025
<i>Notes:</i> This will be monitored weekly but will be reported on at the monthly Leadership meeting.				
8/30/24	We will utilize daytime tutors to support K-5 reading instruction as a part of the GCS Tutoring initiative.		Carrie Ruppert	06/06/2025
<i>Notes:</i> Students in these groups will be analyzed during each MTSS cycle.				
10/24/24	One staff member will receive Wilson Training and will participate in follow up coaching sessions.		Kalliope Balatsias	06/13/2025
<i>Notes:</i> 10/24/2024: Ms. Balatsias has completed the initial Wilson Reading training.				
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	06/13/2026
<i>Notes:</i> This will be monitored quarterly.				

		A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Weekly IPS meetings (Tier 3 Intensive Problem Solving)	Limited Development 10/19/2023		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			All Tiers of Support are in place for students to include those at the 15th percentile or below. Students will be problem solved through Tier 2 and Tier 3 data meetings using the data sources to include Progress Monitoring, universal screeners, CFAs, attendance and behavior data.	Objective Met 06/03/24	Carrie Ruppert	06/10/2024
Actions						
	10/19/23		MTSS mid-check meetings for Tier 2 supplemental for referrals to Tier 3. Weekly IPS meetings to determine if students need additional support through EC evaluation.	Complete 05/29/2024	Carrie Ruppert	06/10/2024
Notes: Tier 3 Interventionist/ IPS Lead will hold weekly meetings to check on student progress and new referrals (Ms. Cole). (11/1, 11/2, 11/8, 11/15, 11/29); 2 students have been referred to EC Nov. 17th MTSS meeting to review data to determine students in Tier 2; added tier 3 levels for 10 students to tier 3						
Implementation:				06/03/2024		
Evidence			6/3/2024 6/3/2024: MTSS Tiered Support Tracker, Progress Monitoring Data, IPS Agendas, PLC Agendas			
Experience			6/3/2024 6/3/2024: Grade Level Teams met every 5-weeks to do Mid-Check and End Check meetings to determine any changes in student Tiered Support			
Sustainability			6/3/2024 6/3/2024: Continue the MTSS Tiered Support Structures next year.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Educators plan weekly for grade level instruction with Instructional Coaches using NC Grade Level Standards and County adopted Curriculum sources.	Limited Development 10/19/2023		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Educators will be able to unpack grade level standards and fully engage in the Data Driven Instructional Protocol tool with colleagues.	Objective Met 06/03/24	Vanessa Thomas	06/10/2024
Actions						
10/19/23		Minutes from Grade Level PLCs Data Driven Instruction PD		Complete 05/23/2024	Rebecca Robinson	06/10/2024
Notes: Agenda minutes stored in Sharepoint						
11/1/23		Title 1 funds will be used to support instructional materials.		Complete 02/29/2024	Edgar Zimmerman, Sr.	06/10/2024
Notes:						
Implementation:				06/03/2024		
Evidence		6/3/2024 6/3/2024: PLC agendas, Title 1 purchase orders, SBLT meetings/minutes				
Experience		6/3/2024 6/3/2024: Strategic and intentional planning and instruction aligned to standards and data analysis occurred weekly with each grade level and instructional coaches. 5 Data Driven Instruction Professional Development sessions with all instructional staff.				
Sustainability		6/3/2024 6/3/2024: Curriculum Coaching visits, PLCS concentrating on data driven 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:			<p>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.</p> <p>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.</p>	Limited Development 09/23/2022		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
How it will look when fully met:			<p>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.</p> <p>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.</p> <p>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.</p>		Jamesha Miller	06/06/2025
Actions				4 of 7 (57%)		
	9/26/22	Monthly PBIS incentives will be offered to our scholars.		Complete 05/01/2023	Shannon Vaka	06/09/2023
		<p>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.</p>				

<i>Notes:</i>				
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
<i>Notes:</i> 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
<i>Notes:</i>				
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
<i>Notes:</i>				
8/31/24	Teachers will utilize ClassDojo and SharkBait to positive reinforce students' behavior and our common area expectations.		Alana Plowden	06/06/2025
<i>Notes:</i> This will be analyzed monthly.				
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.		Jamesha Miller	06/06/2025
<i>Notes:</i> This will be reviewed quarterly.				
8/31/24	All students will participate in quarterly PBIS celebrations.		Jamesha Miller	06/06/2025
<i>Notes:</i>				
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.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Instructional Teams. at Simkins Elementary, develop quarterly standards-aligned units of instruction. Teachers meet weekly, in PLCs, to plan their units of study for each subject.</p> <p>8/30/2024: Grade Level teams have been trained in new instructional initiatives in reading and will continue to utilize district instructional resources for math instruction. In addition, teachers currently meet weekly in PLCs, providing one day for reading and another day for math. Lesson plans are housed online where all teachers have access to them.</p>	Limited Development 09/23/2022		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			<p>Weekly PLC meetings are designed to help teachers plan lessons according to the suggested curriculum progression. Teachers will consider needs of students and standards alignment when planning units of study.</p> <p>8/30/2024: In addition the goal above, teachers will also utilize core instructional data from a variety of sources to determine students' needs and will utilize core instructional curriculum and resources to meet these needs by adjusting instruction. Instructional changes will be planned for during PLCs and documented in teachers' lesson plans, resulting in an improvement in student achievement.</p>	Objective Met 05/09/23	Vanessa Thomas	06/09/2023
Actions						
	10/19/22	We have purchased two coaches using Title I funding. These coaches work closely with assigned teaching teams to supply support in planning, instruction and planning for differentiated instruction.		Complete 06/01/2022	Elizabeth Carruthers	06/01/2022
Notes:						
	9/26/22	Within each unit of study, we are asking teachers to customize lessons in order to plan for higher order thinking and student discourse.		Complete 05/09/2023	Raven Walker	06/09/2023
Notes:						
Implementation:				05/09/2023		
Evidence						
5/9/2023 - PLC agendas, long range plans; weekly lesson plans						

Experience			5/9/2023 - Grade levels have backward maps, long range planning, weekly content focused PLCs to identify key vocabulary, higher order thinking skills, and ways to scaffold learning for students.			
Sustainability			5/9/2023 - intentional planning time in PLCs before new units begin; vertical alignment with strategies; offer more opportunities to better understand vertical alignment with standards & strategies through peer walk-throughs;			
		A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Inconsistency with student discourse in math and ela.	Limited Development 10/19/2023		
How it will look when fully met:			Documented evidence of student discourse through walkthroughs, intentional planning for questioning and student discourse.		Vanessa Thomas	06/12/2026
Actions				1 of 2 (50%)		
10/19/23		Data Driven Instructional Protocol Tool used to support planning NC Standards Curriculum Resources		Complete 05/21/2024	Rebecca Robinson	06/10/2024
Notes:						
6/3/24		ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.			Carrie Ruppert	05/22/2025
Notes: Some teachers include cooperative learning opportunities in their lesson planning and instructional practices, to include questioning, students working in groups and helping each other and learning from each other.						

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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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.		Jessica Jackson-Elam	06/05/2026
<i>Actions</i>				0 of 3 (0%)		
	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
<i>Notes:</i>						
	8/31/24		Teachers will plan, advertise, and implement Open House dates for the next school year prior to students leaving for summer break.		Jamesha Miller	06/05/2026
<i>Notes:</i>			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.			
	8/31/24		Kindergarten Orientation sessions will be held during the summer for assessment and observation opportunities.		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.

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Re-establishing the PBIS implementation	Limited Development 10/19/2023		
<i>How it will look when fully met:</i>			Increased student participation in PBIS celebrations Decrease in office referrals		Trevor Ventus	06/10/2025
Actions				3 of 4 (75%)		
	11/29/23		Create school-based behavior team as a subcommittee to SBLT	Complete 11/29/2023	Trevor Ventus	11/29/2023
<i>Notes:</i>						
	11/29/23		PBIS pre-view of the new updates schedule for the 12/12 staff meeting	Complete 12/12/2023	Trevor Ventus	12/12/2023
<i>Notes:</i> New power point slide deck - PBIS Team met 11/28 - follow up with admin team 12/1						
	11/29/23		Ms. Haynes, social worker reached out to Tier 2 and Tier 3 attendance students' families weekly.	Complete 05/31/2024	Trevor Ventus	06/10/2024
<i>Notes:</i>						
	10/19/23		Monthly PBIS celebrations: This has been transitioned to the Shark Cart Celebration to use their Shark Bait points to "buy" incentives.		Trevor Ventus	06/10/2025
<i>Notes:</i> Counselors will help lead the PBIS program. Additional PD was provided on PBIS at the January Staff Meeting.						

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.		Carrie Ruppert	06/01/2026
Actions				0 of 3 (0%)		
	8/31/24	Counselors and other support staff will attend CPI training.			Kalliope Balatsias	06/05/2026
Notes:						
	8/31/24	Staff will receive Restorative Practices training and support.			Jonita Taylor	06/05/2026
Notes: This will be based on the district training schedule.						
	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	06/05/2026
Notes: This will be analyzed quarterly.						

		E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade Level weekly communication through newsletter, DOJO messages Weekly Connect ED messages School Website	Limited Development 10/19/2023		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Positive Parent Feedback on Surveys Increased parent engagement Parent Engagement Title 1 funds will be used to support parent and family engagement activities.	Objective Met 06/03/24	Trevor Ventus	06/10/2024
Actions						
10/19/23			Create a vehicle for parents to volunteer Establish a PTO (parent teacher organization)	Complete 06/03/2024	Trevor Ventus	06/10/2024
Notes: QR code available at parent nights for parents to volunteer. PTO created and continuing to work on increasing membership						
Implementation:				06/03/2024		
Evidence			6/3/2024 6/3/2024: PTO minutes, SBLT minutes, flyers, membership logs			
Experience			6/3/2024 6/3/2024: PTO was re-established in the summer of 23. They focused on rebuilding membership, planning and executing events, fundraisers and communication to all stakeholders.			
Sustainability			6/3/2024 6/3/2024: Increase the PTO footprint through membership drives and fundraising.			

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.		Carrie Ruppert	06/10/2026
Actions				2 of 9 (22%)		
	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.		Alana Plowden	06/13/2024
<i>Notes:</i>				
8/31/24	Weekly ConnectEd messages will go out to families informing them of the happenings of our school community.		Jonita Taylor	06/06/2025
<i>Notes:</i> This will be analyzed during monthly Leadership meetings.				
8/31/24	All teachers will utilize ClassDojo to communicate with parents on a regular basis.		Classroom Teacher	06/05/2026
<i>Notes:</i> This will be analyzed monthly during our Leadership Meetings.				
8/31/24	PTA will provide opportunities for parents to be involved with the improvement of the Simkins teaching and learning community.		Classroom Teacher	06/06/2026
<i>Notes:</i> PTA Updates will be shared monthly at our Leadership Meeting.				
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	06/06/2026
<i>Notes:</i>				
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	06/06/2026
<i>Notes:</i> This will be analyzed quarterly.				
8/31/24	Teachers will conduct 1st quarter conferences with all families prior to issuing the 1st quarter report card.		Jonita Taylor	12/01/2026
<i>Notes:</i> This will be documented with sign in sheets as well as parent conference notes from teachers.				
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.			

<i>Sustainability</i>	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.			
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