

## 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 June 2020, Simkins Elementary will decrease office referrals by 50% as measured by office referral discipline data.

By June 2020, Simkins Elementary will reduce the achievement gap for SWD students by increasing the reading proficiency from 37.5% to 42.5%.

By June 2020, Simkins Elementary will increase the school performance composite from 47.3% to a minimum of 51%. Reading Composite from 45.6% to 48.6% 3rd Grade Reading from 52.3% to 55.3% 4th Grade Reading from 46.8% to 49% 5th Grade Reading from 39.3% to 42.3% Math composite from 48.5% to 51.5% 3rd Grade Math from 66.3% to 69.3% 4th Grade Math from 48.6% to 51.6% 5th Grade Math from 34.8% to 37.8% 5th Grade Science from 48.2% to 50.2% By June 2021, Simkins Elementary will increase the school performance composite from 51% to a minimum of 54%. Reading Composite from 48.6% to 51.6% 3rd Grade Reading from 55.3% to 58.3% 4th Grade Reading from 49% to 52% 5th Grade Reading from 42.3% to 45.3% Math composite from 51.5% to 54.5% 3rd Grade Math from 69.3% to 72.3% 4th Grade Math from 51.6% to 54.6% 5th Grade Math from 37.8% to 40.8% 5th Grade Science from 50.2% to 53.2%



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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	Target Date
<i>Initial Assessment:</i>		The principal will monitor daily staff and student attendance during Morning Announcements.	Limited Development 09/26/2019		
<i>How it will look when fully met:</i>		Staff attendance will increase from an average of 95% attendance to an average of 98% attendance. Student attendance will increase from an average of 92% attendance to an average of 95% attendance.		Lisa Jordan	06/05/2020
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/26/19		The principal will announce staff attendance percentage from the previous day to the next each morning during Morning Announcements.		Lisa Jordan	06/05/2020
<i>Notes:</i>					
9/26/19		Staff who have perfect attendance each week will have their name entered into a drawing each Friday to determine who will win a \$10 gift card.		Lisa Jordan	06/05/2020
<i>Notes:</i>					
9/26/19		The principal will announce student attendance percentage from the previous day to the next each morning during Morning Announcements.		Lisa Jordan	06/05/2020
<i>Notes:</i>					
9/26/19		Students who have no more than three absences within a nine week period will be recognized at the quarterly Sharktastic Celebration.		Elizabeth Carruthers	06/05/2020
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The principal will promote a collaborative culture among staff by recognizing those who consistently help others and model professional behaviors.	Limited Development 09/26/2019		
<i>How it will look when fully met:</i>		All staff will value and model collaboration and professionalism.		Lisa Jordan	06/05/2020
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/26/19	The principal will recognize two staff members each week in the weekly staff announcements.		Lisa Jordan	06/05/2020
<i>Notes:</i>					
	9/26/19	The principal includes a section in the Staff Handbook entitled, "The Way We Work at Simkins (Non-Negotiables)." Time is provided at the first staff meeting for all staff to review this information. It is referred to throughout the year.		Lisa Jordan	06/05/2020
<i>Notes:</i>					
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	Target Date
<i>Initial Assessment:</i>		Teachers use the MTSS Flowchart to monitor student progress, determine interventions, reteach, reassess, determine students who need PEPs and those who may benefit from the IST process.	Limited Development 08/29/2017		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will regularly analyze data to determine students level of proficiency during planning and PLCs. Specialist collaborate with teachers to support student growth through inclusion and interventions.		Alexandria Wood	06/04/2021
<i>Actions</i>			<b>12 of 20 (60%)</b>		
	9/1/17	Teachers will administer common assessments every two weeks to determine next instructional steps. The common assessments assess skills that align with the Common Core Standards .	Complete 05/24/2018	Lauren Cottie	06/07/2018
<i>Notes:</i>					

9/1/17	Data discussions will occur in PLCs. Teachers will keep Data Notebooks to monitor the progress of all students toward mastery of the Common Core standards. Interventions and enrichment for students will be discussed and reviewed on a regular basis.	Complete 05/14/2018	Crissie Davis	06/08/2018
<i>Notes:</i>				
9/11/17	Classroom assessments, common, summative, and post assessments will be kept on a spreadsheet to determine student growth toward the standard and students who need to be retaught.	Complete 05/14/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>				
9/20/17	Professional development on the MTSS process for academics and behavior is provided to teachers at the beginning of the year. On-going, individual support for teachers is provided by the IST chair and co-chair.	Complete 05/14/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>				
12/14/17	In K-3, Dibels data is monitored using a spreadsheet. Interventions, PEPs, and IST are noted for students who do not master the skills.	Complete 05/14/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>				
8/31/18	Power Goals for 3-5 grade will be developed and monitored during ARC conferences. This data will be discussed at PLCs.	Complete 06/07/2019	Lauren Cottie	06/07/2019
<i>Notes:</i>				
8/31/18	An Instructional Leadership Team guides grade level discussions each Monday prior to PLCs on Tuesday.	Complete 06/07/2019	Keppe Siczek	06/07/2019
<i>Notes:</i>				
9/10/18	Teachers will administer common assessments every two weeks to determine next instructional steps. The common assessments assess skills that align with the Common Core standards.	Complete 06/07/2019	Ashton Copeland	06/07/2019
<i>Notes:</i>				
9/10/18	Data discussions will occur in PLCs. Teachers will keep Data Notebooks to monitor the progress of all students toward mastery of the Common Core standards. Interventions and enrichment for students will be discussed and reviewed on a regular basis.	Complete 06/07/2019	Crissie Davis	06/07/2019
<i>Notes:</i>				
9/10/18	Classroom assessments, common, summative, and post assessments will be kept on a spreadsheet to determine student growth toward the standard and students who need to be retaught.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				



9/10/18	Professional development on the MTSS process for academics and behavior is provided to teachers at the beginning of the year. On-going, individual support for teachers is provided by the IST chair and co-chair.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
9/10/18	In K-3, Dibels data is monitored using a spreadsheet. Interventions, PEPs, and IST are noted for students who do not master the skills.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
8/28/19	Teachers will administer common assessments every two weeks to determine next instructional steps. The common assessments assess skills that align with the NC Standard Course of Study .		Mallie Ziglar	06/04/2021
<i>Notes:</i>				
8/28/19	Data discussions will occur in PLCs. Teachers will keep Data Trackers to monitor the progress of all students toward mastery of the NC Standard Course of Study. Interventions and enrichment for students will be discussed and reviewed on a regular basis.		Hayley Almstead	06/04/2021
<i>Notes:</i>				
8/28/19	Classroom assessments, common, summative, and post assessments will be kept on a spreadsheet to determine student growth toward the standard and students who need remediation or intervention.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Professional development on the MTSS process for academics and behavior is provided to teachers monthly. On-going, individual support for teachers is provided by the IST chair and co-chair.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	In K-3, state assessment data is monitored using a Data Tracker. Interventions, PEPs, and IST are noted for students who do not master the standards.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Power Goals for 3-5 grade will be developed and monitored during ARC conferences. This data will be discussed at grade level and EC PLCs.		Kylie Lode'	06/04/2021
<i>Notes:</i>				
8/28/19	An Instructional Leadership Team guides grade level discussions each Monday prior to PLCs on Tuesday.		Debbie Tucker	06/04/2021
<i>Notes:</i>				

8/28/19	Math Universal Screeners will be administered four times a year. Interventions will be planned for students who need support based on the data.		Devana Snyder	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		08/28/2019		
<b>Evidence</b>	5/24/2018 6/7/2019 Effective implementation is evident in the BOY, MOY, and EOY Dibels assessment data.			
<b>Experience</b>	5/24/2018 6/7/2019 Grade level teachers frequently monitored student progress using various methods. TRC/Dibels assessments were administered at the beginning, middle, and end of year. Teachers regularly assessed using common, summative, and post assessments. Student progress was recorded weekly on a spreadsheet to determine student growth. Data was analyzed and discussed during weekly PLCs to identify students that needed reteaching. Additional support was provided to students who did not master skills through PEPs and IST.			
<b>Sustainability</b>	5/24/2018 6/7/2019 Teachers will need to continue to assess and regularly analyze data. Interventions and enrichment for students should be discussed and reviewed on a regular basis.			

	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
<b>Initial Assessment:</b>	We are implementing the math curriculum, Engage NY. Within this curriculum, there is differentiation, formative assessment, student collaboration, and independent work. In 3rd, 4th and 5th, we are implementing ARC. This curriculum engages students in reading on their independent level and grade level. Summative projects are created by students based on their reading. Foundations, a phonics based curriculum, is being implemented in K-2.	Limited Development 08/29/2017			
	Priority Score: 3 Opportunity Score: 2	Index Score: 6			
<b>How it will look when fully met:</b>	Math instruction will provide hands-on experiences, supporting students growth from concrete to abstract concepts. We will use exit tickets, mid-module assessments and post module assessments. Students will achieve Step goals in ARC. Growth in IRLA levels will be noted. Foundations Test Trackers will provide evidence of student growth.		Mallie Ziglar	06/04/2021	
<b>Actions</b>			31 of 50 (62%)		
9/1/17	Grade level, weekly lesson plans will reflect a variety of best practices which ensure high student engagement. The lesson plans will include whole group and small group instruction, as well as independent work.	Complete 05/30/2018	Elizabeth Carruthers	06/08/2018	
<i>Notes:</i>					
9/1/17	Our school is implementing engageNY math curriculum. In addition, classroom teachers develop math stations for independent practice, as well as small group reteaching on the skills taught during the whole group lesson.	Complete 05/30/2018	Elizabeth Carruthers	06/08/2018	
<i>Notes:</i>					
10/2/17	Teachers use Discovery Education as a resource for instruction.	Complete 05/30/2018	Elizabeth Carruthers	06/08/2018	
<i>Notes:</i>					
10/2/17	Fifth grade teachers will complete 10 hours of professional development in Science.	Complete 05/30/2018	Jayme McPhatter	06/08/2018	
<i>Notes:</i>					
10/2/17	Fourth grade teachers will complete 10 hours of professional development in Math.	Complete 05/30/2018	Jeneen Hopkins	06/08/2018	
<i>Notes:</i>					
10/6/17	Fifth grade will supplement Science instruction with the resource, Learn Ed Science notebook.	Complete 05/30/2018	Jayme McPhatter	06/08/2018	

<i>Notes:</i>				
12/11/17	Students select areas of interest for a year long study. Each club meets monthly on the last Friday from 1-2. Teachers provide instruction and experience in a variety of areas: recycling, Unified bowling, STEM, dancing, coloring, culture, manners, etiquette, crafts, reading, Teacher Cadets, cooking, fitness, yoga, organization, Bingo, and pick me up ideas.	Complete 05/30/2018	Gena Pagano	06/08/2018
<i>Notes:</i>				
12/14/17	Teachers have the opportunity to visit colleague's classrooms to learn about effective and engaging practices. Visiting teachers are expected to take 1 or 2 ideas to implement in their classroom.	Complete 05/30/2018	Keri Riley	06/08/2018
<i>Notes:</i>				
12/14/17	Safety Patrol is comprised of 5th grade student leaders. They are selected by their teacher. Their responsibilities are afternoon car duty and morning bus duty.	Complete 05/30/2018	Amanda Kilcrease	06/08/2018
<i>Notes:</i>				
12/14/17	Shark Bites are comprised of 5th student leaders and the two EC adapted classrooms. The focus of their meetings is mentoring, social skills, and building friendships.	Complete 05/30/2018	Amanda Kilcrease	06/08/2018
<i>Notes:</i>				
8/31/18	The computer lab will be available from 7:20-8:00 for students to work on Reflex Math, XtraMath, and Reading Eggs.	Complete 05/24/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
8/31/18	Anchor charts with academic vocabulary will be posted on each hallway. These words will be content related and connected to our monthly character education focus. These will be changed each month.	Complete 06/07/2019	Eva Ambro	06/07/2019
<i>Notes:</i>				
8/31/18	K-2 teachers will meet with a CKLA Coach four times during the year. 3-5 teachers will meet with an ARC Coach five times during the year. K-5 teachers will meet with a Eureka Math Coach six times during the year. These coaching sessions will help teacher identify strengths and next steps in their implementation of the programs.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
8/31/18	A team of teachers will participate in The Efficacy Study for Elementary Learners with ASD.	Complete 06/07/2019	Crissie Davis	06/07/2019
<i>Notes:</i>				

9/10/18	Grade level, weekly lesson plans will reflect a variety of best practices which ensure high student engagement. The lesson plans will include whole group and small group instruction, as well as independent work.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
9/10/18	Our school is implementing Eureka math curriculum. In addition, classroom teachers develop math stations for independent practice, as well as small group reteaching on the skills taught during the whole group lesson.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
9/10/18	Teachers use Discovery Education as a resource for instruction.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
9/10/18	Fifth grade will supplement Science instruction with the resource, Learn Ed Science notebook.	Complete 06/07/2019	Candice Ricks	06/07/2019
<i>Notes:</i>				
9/10/18	Students select areas of interest and are part of a "club." Each club meets monthly on the last day of the month from 1-1:45. Teachers provide instruction and experience in a variety of areas: recycling, Unified bowling, STEM, dancing, coloring, culture, manners, etiquette, crafts, reading, Teacher Cadets, cooking, fitness, yoga, organization, Bingo, and pick me up ideas.	Complete 06/07/2019	Ashley Ellison	06/07/2019
<i>Notes:</i>				
9/10/18	Teachers have the opportunity to visit colleague's classrooms to learn about effective and engaging practices. Visiting teachers are expected to take 1 or 2 ideas to implement in their classroom.	Complete 06/07/2019	Keri Riley	06/07/2019
<i>Notes:</i>				
9/10/18	Safety Patrol is comprised of 5th grade student leaders. They are selected by their teacher. Their responsibilities are morning car duty, morning bus duty, and am/pm hall monitoring.	Complete 06/07/2019	Keppe Siczek	06/07/2019
<i>Notes:</i>				
9/10/18	Shark Bites are comprised of 5th student leaders and the two EC adapted classrooms. The focus of their meetings is mentoring, social skills, and building friendships.	Complete 06/07/2019	Lynne Toman	06/07/2019
<i>Notes:</i>				
9/10/18	Reading materials, Reading Eggs and classroom library sets, will be purchased for use by teachers in their classrooms.	Complete 06/07/2019	Angelia Citty	06/07/2019

	<i>Notes:</i> These materials will be purchased using Title 1 funds.			
9/10/18	Math materials, Reflex Math and Eureka Math kits, will be purchased for use by teachers in their classrooms.	Complete 06/07/2019	Lillie Boyd	06/07/2019
	<i>Notes:</i> These materials will be purchased with Title 1 funds.			
11/27/18	The Instructional Leadership Team's focus will be on using videotaping as a tool to provide teachers' feedback about their instructional practice. Teachers will analyze their videos to determine areas of strength and next steps.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
	<i>Notes:</i> Two Swivels were purchased with Title 1 money.			
11/27/18	Walk-throughs are completed by the principal, assistant principal, CF, and Instructional Leadership Team members. The focus for the walk-throughs is determined during the ILT meeting.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
	<i>Notes:</i>			
2/11/19	Word walls will be posted in each classroom to be used as a resource for students to use as they are spelling words in their writing.	Complete 06/07/2019	Lillie Boyd	06/07/2019
	<i>Notes:</i>			
5/14/19	Students apply to participate in a mentor group named Sand Scholars. The selection process is based on teacher recommendation as well. Students are paired with another student (1st with 3rd, 2nd with 4th grade.) The student pairs work together to learn about feelings and self-control. They meet twice weekly.	Complete 06/07/2019	Daisy Mittman	06/07/2019
	<i>Notes:</i>			
5/14/19	The Assistant Principal and male Teacher Assistant meet with a group of Fifth Grade male students weekly. This purpose of the group is to teach them how to lead themselves and serve as a positive role model. This group of students works with students in Kindergarten and First Grade for weekly support.	Complete 06/07/2019	Edgar Zimmerman	06/07/2019
	<i>Notes:</i>			
5/14/19	Students from UNC-G Counseling program meet with 4th and 5th grade students in small groups to discuss social and emotional learning (i.e. conflict resolution, self-esteem, expressing and identifying feelings.) This began in second semester.	Complete 06/07/2019	Daisy Mittman	06/07/2019
	<i>Notes:</i>			
8/31/18	A Simkins' Retreat provided a day for teachers to be engaged in professional development and planning for the upcoming school year.	Complete 06/07/2019	Lisa Jordan	08/14/2019
	<i>Notes:</i>			

8/28/19	Grade level, weekly lesson plans will reflect a variety of best practices which ensure high student engagement. The lesson plans will include whole group and small group instruction, as well as independent work.		Lillie Boyd	06/04/2021
<i>Notes:</i>				
8/28/19	Our school is implementing the Eureka math curriculum. In addition, classroom teachers develop math stations for independent practice, as well as small group work on the skills taught during the whole group lesson.		Mallie Ziglar	06/04/2021
<i>Notes:</i>				
8/28/19	Teachers use Discovery Education as a resource for instruction.		Candice Ricks	06/04/2021
<i>Notes:</i>				
8/28/19	Fifth grade teachers will attend training for the Science resource, StemScopes. This resource will be used in the classroom for Science instruction.		Candice Ricks	06/04/2021
<i>Notes:</i>				
8/28/19	Fifth grade will supplement Science instruction with the resource, Learn Ed Science notebook.		Candice Ricks	06/04/2021
<i>Notes:</i>				
8/28/19	Shark Bites are comprised of 5th student leaders and the two EC adapted classrooms. The focus of their meetings is mentoring, social skills, and building friendships.		Hayley Almstead	06/04/2021
<i>Notes:</i>				
8/28/19	The computer lab will be available from 7:20-8:00 for students to work on Reflex Math, XtraMath, and Reading Eggs.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i> Site licenses for Reflex Math and Reading Eggs are funded by Title 1 money.				
8/28/19	Anchor charts with The Positive Energy Bus character trait vocabulary will be posted in hallways and classrooms.		Devana Snyder	06/04/2021
<i>Notes:</i>				
8/28/19	K-2 teachers will meet with a CKLA Coach four times during the year. 3-5 teachers will meet with an ARC Coach four times during the year. K-5 teachers will meet with a Eureka Math Coach ten times during the year. These coaching sessions will help teacher identify strengths and next steps in their implementation of the programs.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				

8/28/19	The Instructional Leadership Team's focus will be on using videotaping as a tool to provide teachers feedback about their instructional practice. Teachers will analyze their videos to determine areas of strength and next steps.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Learning Walks are completed by the principal, assistant principal, and CF.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Word walls will be posted in each classroom to be used as a resource for students to use as they are spelling words in their writing.		Debbie Tucker	06/04/2021
<i>Notes:</i>				
8/28/19	Students apply to participate in a mentor group named Sand Scholars. The selection process is based on teacher recommendation as well. Students are paired with another student (1st with 3rd, 2nd with 4th grade.) The student pairs work together to learn about feelings and self-control. They meet twice weekly.		Daisy Mittman	06/04/2021
<i>Notes:</i>				
8/28/19	The Assistant Principal and male Teacher Assistant meet with a group of Fifth Grade male students weekly. This purpose of the group is to teach them how to lead themselves and serve as a positive role model. This group of students works with students in Kindergarten and First Grade for weekly support.		Edgar Zimmerman	06/04/2021
<i>Notes:</i>				
8/28/19	Students from UNC-G Counseling program meet with 4th and 5th grade students in small groups to discuss social and emotional learning (i.e. conflict resolution, self-esteem, expressing and identifying feelings.) This will begin in second semester.		Daisy Mittman	06/04/2021
<i>Notes:</i>				
8/28/19	A Simkins' Retreat provided a day for teachers to be engaged in professional development and planning for the upcoming school year.		Lisa Jordan	06/04/2021
<i>Notes:</i>				
8/28/19	The Reading Specialist co teaches in classrooms to provide support for students, analyzes data to provide effective interventions and remediation for identified students, and helps administer state assessments.		Liz Sherrill	06/04/2021
<i>Notes:</i> This position is funded by Title 1 money.				
8/28/19	The EC and ESL teachers will co teach in the classroom.		Michelle Matthews	06/04/2021



<i>Notes:</i>				
8/28/19	Leveled classroom libraries are provided to K-3 classrooms. These provide material for students to engage in self selected reading as well as to take home appropriately leveled books for homework.		Mallie Ziglar	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	<p>5/30/2018 6/7/2019</p> <p>The evidence of growth can be found in each grade levels' data trackers (comments after the lesson were included to show what the plan of action was for each child who did not show proficiency). Evidence of successful instruction can also be seen in the DIBELS/TRC testing results comparing BOY to EOY. Lesson plans and resources can be found on the One-Drive as evidence of team planning and whole-group lessons which include teacher-directed portions and higher-level questioning which allow opportunities for student-led conversations and peer teaching.</p>			
<b>Experience</b>	<p>5/30/2018 6/7/2019</p> <p>In math, teachers have planned and modified lessons using the Eureka Math/Engage NY Modules' problem sets and scripts to meet the needs of their students. In reading teachers used resources from Foundations, ARC and CKLA to guide their instruction, and in the subject of Science, resources acquired in Professional Development such as Learn Ed, and Discovery Education were supplemented to help teachers plan for their instruction. Teachers frequently assessed the data collected from daily lessons to determine whether the lesson needed to be retaught whole-group, or if it was necessary to intervene with a small group or with one-on-one instruction. Assessment data allowed for students to access the curriculum at their level (through enrichment, interventions, or computer-based practice).</p>			
<b>Sustainability</b>	<p>5/30/2018 6/7/2019</p> <p>To sustain efforts, we will continue to use the One Drive to upload lesson plans and resources used from the current year to modify in future years to meet the students' needs. Data Trackers will also be used in the coming school years to allow teachers to be held accountable for planning sound instruction and also assessing the results of the lesson to determine the next-steps.</p>			

	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
<b>Initial Assessment:</b>		PBIS is implemented school wide. Teachers provide a 4:1 ratio, positive to negative feedback to students. Shark bait is distributed to students. A student from each classroom is selected from each classroom weekly to receive a prize from the prize cart. Lesson plans for common areas are provided to all teachers.		Limited Development 09/01/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		PBIS is implemented school wide. Behavior is managed within the classroom. Fewer office referrals will be written.			<b>Erin Hagood</b>	<b>06/04/2021</b>
<b>Actions</b>				<b>9 of 18 (50%)</b>		
	9/1/17	Specialist teach common area expectations to the entire school the first week of school during specials time. The guidance counselor sends an email to teachers with the lesson taught so that they can reinforce these expectations.		Complete 06/07/2018	Gena Pagano	06/08/2018
		<i>Notes:</i>				
	9/1/17	PBIS Tier 1 meetings are held monthly to analyze ODR data. Areas of concern are addressed.		Complete 06/07/2018	Gena Pagano	06/08/2018
		<i>Notes:</i>				
	9/1/17	PBIS Tier 2 meetings are held monthly to analyze the CICO data. Students' progress is monitored to identify those students who are showing growth and those who are not showing growth. These students are identified for Tier 3 support.		Complete 06/07/2018	Gena Pagano	06/08/2018
		<i>Notes:</i>				
	8/31/18	A Simkins' Retreat provided a review of The Positive Behavior Game. Teachers will "play" this game with students as part of their classroom management system within the first month of school and as needed throughout the school year.		Complete 06/07/2019	Lillie Boyd	06/07/2019
		<i>Notes:</i>				
	8/31/18	At the Simkins' Retreat, staff reviewed the systems for correcting and documenting behaviors in the classroom.		Complete 06/07/2019	Angelia Cityy	06/07/2019
		<i>Notes:</i>				
	9/12/18	Specialist teach common area expectations to the entire school the first week of school during specials time. The guidance counselor sends an email to teachers with the lesson taught so that they can reinforce these expectations.		Complete 06/07/2019	Ashley Ellison	06/07/2019
		<i>Notes:</i>				

9/12/18	PBIS Tier 1 meetings are held monthly to analyze ODR data. Areas of concern are addressed.	Complete 06/07/2019	Edgar Zimmerman	06/07/2019
<i>Notes:</i>				
9/12/18	PBIS Tier 2 meetings are held monthly to analyze the CICO data. Students' progress is monitored to identify those students who are showing growth and those who are not showing growth. These students are identified for Tier 3 support.	Complete 06/07/2019	Edgar Zimmerman	06/07/2019
<i>Notes:</i>				
5/14/19	PBIS Celebrations occur each month. Students who have 1 or 2 office referrals participate in reteaching of behavioral expectations. Student who do not have office referrals participate in rewarding activities.	Complete 06/07/2019	Keri Riley	06/07/2019
<i>Notes:</i>				
9/26/19	Learning Walks are completed by the principal, assistant principal, and CF. One of the focuses is to collect data on the 4:1 ratio, Positive to Negative feedback given to students by teachers.		Edgar Zimmerman	06/05/2020
<i>Notes:</i>				
8/28/19	Community meetings are held daily and provide time for students and teachers to discuss issues the class may have, plan strategies to solve these issues, share successes, and build relationships.		Devana Snyder	06/04/2021
<i>Notes:</i>				
8/28/19	PBIS Celebrations occur each month. Students who have 1 or more office referrals participate in reteaching of behavioral expectations. Student who do not have office referrals participate in rewarding activities.		Erin Hagood	06/04/2021
<i>Notes:</i>				
8/28/19	Specialists teach common area expectations to the entire school the first week of school during specials time. The lesson plans for teaching expectations are in SharePoint for reference and reteaching.		Erin Hagood	06/04/2021
<i>Notes:</i>				
8/28/19	PBIS Tier 1 meetings are held monthly to analyze ODR data. Areas of concern are addressed.		Daisy Mittman	06/04/2021
<i>Notes:</i>				
8/28/19	PBIS Tier 2 meetings are held monthly to analyze the CICO data. Students' progress is monitored to identify those students who are showing growth and those who are not showing growth. These students are identified for Tier 3 support.		Daisy Mittman	06/04/2021

<i>Notes:</i>				
8/28/19	A Simkins' Retreat provided a review of The Positive Behavior Game. Teachers will "play" this game with students as part of their classroom management system within the first month of school and as needed throughout the school year.		Lillie Boyd	06/04/2021
<i>Notes:</i> Stipends for staff attendance are funded by Title 1 money.				
8/28/19	At the first staff meeting, staff reviewed the systems for correcting and documenting behaviors in the classroom.		Devana Snyder	06/04/2021
<i>Notes:</i>				
8/28/19	A copy of "The Positive Energy Bus" was provided to all classrooms. The book provides information about the 5 rules for creating positive learning teams within the classroom and school. Anchor charts are created by students and reviewed on a regular basis to help students internalize and exemplify positive choices.		Kylie Lode'	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	6/7/2018 6/7/2019 Evidence of implementation includes copies of PBIS lesson plans, shark bait collection, PBIS flip books, and PBIS celebrations.			
<b>Experience</b>	6/7/2018 6/7/2019 1. Student are taught PBIS expectations by the specialist in the beginning of each year. Teachers are given copies of lesson for re-teaching as necessary as well as after Winter Break. Students are given shark bait when seen doing what is expected. This can be given by any teacher in all areas of the school. Shark bait is collected weekly and stored in the office for the end of year PBIS celebration. There are also monthly celebrations for students who follow expectations.			
<b>Sustainability</b>	6/7/2018 6/7/2019 2. In order to sustain this goal specialist should continue teaching PBIS lessons in the beginning of the year, teacher should have access to lesson plans and be trained in PBIS prior to the school year beginning, and students should continue to earn shark bait.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers attend weekly Professional Learning Communities. During which, standards are unpacked, post-assessment are analyzed, common assessments are created and analyzed, and lesson plans are created to align with the standards. Long range plans are developed quarterly to outline professional development and goals for the quarter. Lesson plans are analyzed and feedback is provided from the Principal and CF.	Limited Development 08/30/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will instruct using standards-aligned units in all content areas that are supported by the district. Our evidence will be our lesson plans, data notebooks, use of Standards Maps, district assessments.		Elizabeth Carruthers	06/04/2021
<i>Actions</i>			<b>10 of 15 (67%)</b>		
	9/8/17	Teachers plan weekly as a grade level. Their lesson plans are turned into the principal and CF for review and for feedback to ensure alignment to the standards and an appropriate level of rigor is included.	Complete 06/08/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>					
	9/8/17	Planning days for teachers are provided quarterly in order to prepare for the following quarter's units of study.	Complete 06/08/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>					
	9/8/17	Once a month, regular ed teachers, EC teacher, and the AG teachers meet to plan interventions and enrichment stations and activities that align with the standards.	Complete 06/08/2018	Crissie Davis	06/08/2018
<i>Notes:</i>					
	9/20/17	Monthly Science PLCs will provide Fifth grade teachers with time to plan upcoming Science lessons based on standards aligned units.	Complete 06/08/2018	Jayme McPhatter	06/08/2018
<i>Notes:</i>					
	12/14/17	Simkins' display case is adorned with items depicting a monthly topic across all grade levels. Being thankful, holidays around the world, and Black History Month are a few of the topics grade levels discuss. Students create work samples that are put on display.	Complete 06/08/2018	Lillie Boyd	06/08/2018
<i>Notes:</i>					

8/31/18	Lesson plans are developed in Power Point. These are saved in Canvas, which allows the Principal, Assistant Principal, and CF to review them.	Complete 06/07/2019	Ashton Copeland	06/07/2019
<i>Notes:</i>				
9/12/18	Teachers plan weekly as a grade level. Their lesson plans are uploaded into Canvas. Teachers present the lessons in PLCs for review and for feedback to ensure alignment to the standards and an appropriate level of rigor is included.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
9/12/18	Planning days for teachers are provided quarterly in order to prepare for the following quarter's units of study.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i> Substitutes for planning days are funded by Title 1 funds.				
9/12/18	Once a month, regular ed teachers, EC teacher, and the AG teachers meet to plan interventions and enrichment stations and activities that align with the standards.	Complete 06/07/2019	Crissie Davis	06/07/2019
<i>Notes:</i>				
9/12/18	The Simkins' display case is divided into 3 columns or sections. The shelves in the middle of the case will be designated for school awards, Quarterly Sharktastic Students, Pictures of our Students (i.e. Go Far, etc.)  The shelves to the left & to the right of the middle section will be assigned to 2 grade levels a month for them to display projects or work samples of their choice (no required theme).	Complete 06/07/2019	Lillie Boyd	06/07/2019
<i>Notes:</i>				
8/28/19	Teachers plan weekly as a grade level. Their lesson plans are uploaded to SharePoint. These plans are presented during PLCs for feedback, to ensure alignment to the standards, and to assess the level of rigor.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Planning days for teachers are provided quarterly in order to prepare for the following quarter's units of study.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Twice a month, regular ed teachers, EC teachers, ESL teacher and the Reading Specialist meet to plan lessons for co-teaching that align with the standards.		Michelle Matthews	06/04/2021
<i>Notes:</i>				

8/28/19	Monthly Science PLCs will provide Fifth grade teachers with time to plan upcoming Science lessons based on standards aligned units.		Jayne McPhatter	06/04/2021
<i>Notes:</i>				
8/28/19	<p>The Simkins' display case is divided into 3 columns or sections. The shelves in the middle of the case will be designated for school awards, Quarterly Sharktastic Students, Pictures of our Students (i.e. Go Far, etc.)</p> <p>The shelves to the left &amp; to the right of the middle section will be assigned to 2 grade levels a month for them to display projects or work samples of their choice (no required theme).</p>		Lynne Toman	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	6/12/2018 6/7/2019 Intervention plans for the month are located on Simkins' Canvas site under Lesson Plans.			
<b>Experience</b>	6/12/2018 6/7/2019 Monthly meetings for EC and regular ed teachers provide time to collaborate, plan, and develop effective interventions for students who require additional support in the regular ed classroom.			
<b>Sustainability</b>	6/12/2018 6/7/2019 Based on the framework developed with the EC and regular ed teachers, monthly meetings will continue next year for development of interventions and student support.			

	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Instructional Leadership Team Members at each grade level work together to develop common expectations and procedures. The effectiveness of these norms are reviewed periodically. The group works together to problem solve any issues that may arise.	Limited Development 10/14/2019		
<b>How it will look when fully met:</b>		When this objective has reached full implementation, observational data will show high student engagement. Assessment data will reflect growth for students. Office Referral Data will decrease.		Devana Snyder	06/05/2020
<b>Actions</b>			<b>0 of 8 (0%)</b>		
	10/14/19	Teachers established norms, procedures, and expectations for their classrooms during the first week of school.		Hayley Almstead	06/05/2020
		<i>Notes:</i>			
	10/14/19	Teachers use the book, "The Positive Energy Bus," to create anchor charts which will referred to over the course of the year.		Lillie Boyd	06/05/2020
		<i>Notes:</i>			
	10/14/19	Student engagement activities are embedded consistently in lesson plans.		Erin Hagood	06/05/2020
		<i>Notes:</i>			
	10/14/19	The November focus for teacher's videotapes is student engagement.		Kylie Lode'	06/05/2020
		<i>Notes:</i>			
	10/14/19	Specialists provided instruction about schoolwide expectations in all common areas the first week of school, using PBIS Lesson Plans.		Erin Hagood	06/05/2020
		<i>Notes:</i>			
	10/14/19	Teachers will review all schoolwide expectations in all common areas and in the classroom, as needed, using PBIS Lesson Plans.		Devana Snyder	06/05/2020
		<i>Notes:</i>			
	10/14/19	PBIS monthly celebrations will be provided for students who did not receive Office Discipline Referrals. The students who did receive an ODR participated in the reteaching of expectations and procedures.		Edgar Zimmerman	06/05/2020
		<i>Notes:</i>			
	10/14/19	Teachers facilitate daily Community Meetings where classroom issues are addressed and resolved.		Debbie Tucker	06/05/2020
		<i>Notes:</i>			



	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<ul style="list-style-type: none"> <li>Teachers review lesson plans to ensure all non-negotiables are present. (Objective-standards, I Can statements-aligned to standard, DOK questions, student engagement, Accountable Talk, Assessment-Formal and informal, Gradual Release, Closure, Differentiation, Resources needed, Time frames, Vocabulary)</li> <li>Teachers review assessments and backward map instruction.</li> <li>Teachers use the Scope and Sequence Curriculum Guide to ensure instruction and tasks are standards aligned.</li> </ul>	Limited Development 10/14/2019			
<b>How it will look when fully met:</b>	When this objective is being fully met, all lesson plans will consistently provide standards aligned instruction with frequent opportunities for student engagement. Formative, summative, and post assessment data will provide evidence of student growth toward the mastery of the standards.		Elizabeth Carruthers	06/05/2020	
<b>Actions</b>		<b>0 of 4 (0%)</b>			
10/14/19	Student engagement activities are embedded consistently in lesson plans.		Mallie Ziglar	06/05/2020	
<i>Notes:</i>					
10/14/19	Student Led Conferences allows students to review their data and set goals with the parent and teacher.		Lillie Boyd	06/05/2020	
<i>Notes:</i>					
10/14/19	Lesson planning are aligned to the standards using the Scope and Sequence and pacing guide.		Elizabeth Carruthers	06/05/2020	
<i>Notes:</i>					
10/14/19	Deliberate practice and review of lesson plans happens in PLCs and in grade level planning.		Elizabeth Carruthers	06/05/2020	
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each morning, the principal begins the day with a focus to promote the growth mindset in the morning announcements. The morning announcements align with the classroom Community Meetings.	Limited Development 09/26/2019		
<i>How it will look when fully met:</i>		Staff and students will demonstrate a growth mindset by persevering and showing resilience in difficult situations.		Lisa Jordan	06/05/2020
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/26/19	Teachers were given a copy of "The Positive Energy Bus (Kid's Version)" by Jon Gordan.			Elizabeth Carruthers	06/05/2020
<i>Notes:</i>					
9/26/19	Classroom teachers will conduct daily Community Meetings focused on the five rules of "The Positive Energy Bus (Kid's Version.)"			Kylie Lode'	06/05/2020
<i>Notes:</i>					
9/26/19	Each classroom teacher will create an anchor chart that depicts the five rules of "The Positive Energy Bus (Kid's Version.)"			Kylie Lode'	06/05/2020
<i>Notes:</i>					
9/26/19	Once each classroom creates the anchor chart, School Counselor focus their Guidance lessons on the five rules of "The Positive Energy Bus (Kid's Version)."			Daisy Mittman and Olivia Little	06/05/2020
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The District schedules instructional rounds which include classroom walk-throughs and feedback to teachers and school administrators.	Limited Development 08/30/2016		
<i>How it will look when fully met:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.		Edgar Zimmerman	06/04/2021
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	8/28/19	Instructional Leadership Team members meet a minimum of once a month to develop instructional foci for grade levels and the school.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Meetings are held twice a month with the entire School Based Leadership Team, as well as sub-committees. Minutes reflect the review and implementation of effective practices.	Limited Development 08/30/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Minutes will reflect that the first meeting is held the second Tuesday. The second meeting is held the fourth Monday (This is a sub-group meeting.)		Elizabeth Carruthers	06/04/2021
<b>Actions</b>			<b>5 of 8 (62%)</b>		
	9/8/17	The principal will send an email one week prior to the SBLT meeting requesting topics to add to the agenda.	Complete 05/14/2018	Lisa Jordan	06/08/2018
<i>Notes:</i>					
	9/8/17	Minutes are provided to the Leadership Team members after the meetings. Minutes are, also, distributed to the entire staff. Minutes are posted on the Simkins website for the community to review.	Complete 05/14/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>					

8/31/18	An Instructional Leadership Team, selected by the principal, meets twice each month. This team develops instructional goals for the school and builds efficacy on each grade level.	Complete 06/07/2019	Candice Ricks	06/07/2019
<i>Notes:</i>				
9/12/18	The principal will send an email one week prior to the SBLT meeting requesting topics to add to the agenda.	Complete 06/07/2019	Lisa Jordan	06/07/2019
<i>Notes:</i>				
9/12/18	Minutes are provided to the Leadership Team members after the meetings. Minutes are, also, distributed to the entire staff. Minutes are posted on the Simkins website for the community to review.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>				
8/28/19	The designated SBLT member will send an email one week prior to the SBLT meeting requesting topics to add to the agenda.		Devana Snyder	06/04/2021
<i>Notes:</i>				
8/28/19	Minutes are provided to the Leadership Team members after the meetings. Minutes are distributed to the entire staff. Minutes are posted on the Simkins website for the community to review and on the Simkins' SharePoint for staff for reference.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	An Instructional Leadership Team, selected by the principal, meets at least once each month. This team develops instructional goals for the school and builds efficacy on each grade level.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	5/23/2018 6/7/2019 We have provided minutes from some of the meetings and an example email sent from the principal.			
<b>Experience</b>	5/23/2018 6/7/2019 The principal determined the dates the SBLT would meet over the course of this year. These were posted in the Staff Handbook. The principal sent out emails a week prior to the SBLT meeting to ask for agenda items. SBLT met twice a month.			

<b>Sustainability</b>	5/23/2018 6/7/2019 We will continue to set the SBLT dates for the year and post in the Staff Handbook. This will ensure that we meet once a month. ILT will meet twice a month.			
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
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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
<b>Initial Assessment:</b>		Weekly PLC minutes are conducted. Teachers meet as a grade level twice a month to plan after school. During quarters 1, 2, 3, planning days are provided for teachers to complete long range plans.	Limited Development 08/30/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Lesson plans will include intervention and enrichment stations. Student progress with mastery of the standards will be noted, as evidenced by assessment data.		<b>Hayley Almstead</b>	<b>06/04/2021</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	9/11/17	Grade levels will determine point people for bringing content resources to planning. Together the grade level will develop lesson plans with rigor and that are differentiated.	Complete 05/14/2018	Crissie Davis	06/08/2018
	<i>Notes:</i>				
	9/12/18	Grade levels will determine point people for bringing content resources to planning. Together the grade level will develop lesson plans with rigor and that are differentiated.	Complete 06/07/2019	Crissie Davis	06/07/2019
	<i>Notes:</i>				
	8/28/19	Grade levels will determine point people for bringing content resources to planning. Together the grade level will develop lesson plans with rigor and that are differentiated.		Debbie Tucker	06/04/2021

Notes:

<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	5/23/2018 6/7/2019 We have included PLC minutes, long range plans, planning day agendas, and math EC inclusion plans in our folder entitled B2.03.			
<b>Experience</b>	5/23/2018 6/7/2019 Teachers collaborated to develop long range plans in math and reading each quarter. From this document, weekly plans were created at designated weekly planning times.			
<b>Sustainability</b>	5/23/2018 6/7/2019 We will need to review non-negotiables for lesson planning formats, teacher collaboration, and weekly planning meetings across grade levels.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		The principal conducts walk-throughs and classroom observations. Immediate feedback is given.	Limited Development 08/30/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The principal meets with teachers prior to announced observations and within five days after the observation to provide feedback. A copy of the principal's calendar provides data on meeting times and days. Informal observations will be conducted and immediate feedback will be given.		Lisa Jordan	06/04/2021
<b>Actions</b>			<b>5 of 8 (62%)</b>		
	9/8/17	Principal schedules pre-conferences, observations, and post conferences as required.	Complete 06/08/2018	Lisa Jordan	06/08/2018
<i>Notes:</i>					
	9/8/17	Walk-throughs will be conducted by the principal and CF. At least seven classrooms will be visited each week to determine next steps.	Complete 06/08/2018	Elizabeth Carruthers	06/08/2018
<i>Notes:</i>					
	9/12/18	Principal schedules pre-conferences, observations, and post conferences as required.	Complete 06/07/2019	Lisa Jordan	06/07/2019
<i>Notes:</i>					
	9/12/18	Walk-throughs will be conducted by the principal, assistant principal and CF. A focus for the observations will be determined at the weekly Academic Team Meeting.	Complete 06/07/2019	Edgar Zimmerman	06/07/2019
<i>Notes:</i>					
	5/14/19	ARC, Eureka, and CKLA coaches conduct learning walks. They provide feedback about what is going well and next steps. Professional development is determined by what is observed and chosen as next steps.	Complete 06/07/2019	Elizabeth Carruthers	06/07/2019
<i>Notes:</i>					
	8/28/19	The Principal and Assistant Principal schedules pre-conferences, observations, and post conferences as required.		Lisa Jordan	06/04/2021
<i>Notes:</i>					

8/28/19	ARC, Eureka, and CKLA coaches conduct learning walks. They provide feedback about what is going well and next steps. Professional development is determined by what is observed and chosen as next steps.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Walk-throughs will be conducted by the principal, assistant principal, and CF. At least seven classrooms will be visited each week to determine next steps.		Edgar Zimmerman	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	6/12/2018 6/7/2019 Mrs. Jordan keeps her weekly planner each year to archive the meeting dates and times.			
<b>Experience</b>	6/12/2018 6/7/2019 Mrs. Jordan met with all teachers based on their observation cycle. She had a pre-conference, observation, and post-conference with teachers. She provided grows and glows in her feedback.			
<b>Sustainability</b>	6/12/2018 6/7/2019 Due to the number of observations, Mrs. Jordan keeps a schedule to meet all deadlines.			



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		Based on our Reading and Math EOG data, resources from American Reading Company will be used in 4th and 5th. Self-selected reading time will be implemented in K-3. Professional development in the area of problem solving will be implemented K-5.	Limited Development 08/30/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. At Simkins, long range plans are developed based on data collected at the school level. This provides teachers with a schedule for professional development and classroom data analysis.		Lisa Jordan	06/04/2021
<i>Actions</i>			<b>13 of 20 (65%)</b>		
8/30/16	Mentoring Minds professional development will occur on the early release, September 21.		Complete 01/20/2017	Elizabeth Carruthers	01/20/2017
<i>Notes:</i> The use of this resource is reflected in grade level lesson plans.					
3/20/17	Our CGI coach will support teachers in the classroom for three months.		Complete 02/21/2017	Elizabeth Carruthers	05/31/2017
<i>Notes:</i> Our CGI coach met with teachers in their classrooms to model CGI and team teach. Then, she worked with students to develop problem solving skills. Our coach met with teachers at PLCs and individually to give feedback from her observations.					
8/30/16	Professional development on Cognitively Guided Instruction will occur during the school year at PLCs and Staff PLCs.		Complete 03/14/2017	Elizabeth Carruthers	06/09/2017
<i>Notes:</i> Professional Development on CGI began in October and continued through March. Teachers attended meetings to learn about CGI and how to implement within the classroom. Problem solving routines were developed within each classroom. Discussion about student progress with problem solving occurred during PLCs. Student work was analyzed during Staff PLC within vertical teams.					

9/26/16	Resources from American Reading Company will be used to meet individual students' reading needs. The IRLA will collect data to support the level of intervention each student will receive. Data will be reviewed in PLCs to determine next steps.	Complete 05/31/2017	Elizabeth Carruthers	06/09/2017
<i>Notes:</i> Based on the IRLA organizer, students have grown in their reading ability as noted by their movement in the color bins. Using the the ARC materials, Fourth and Fifth grade students wrote a five paragraph comparative essay in Module 3. In Module 4, students will write an argumentative piece based on research completed on the topics of Civil War (5th) and the United States (4th).				
11/13/17	Third grade is implementing ARC. They will use the data from SchoolPace to determine reading levels of students, monitor student growth, and set Power Goals.	Complete 05/14/2018	Lauren Cottie	06/08/2018
<i>Notes:</i>				
12/11/17	In grades K-2, monthly reading minutes are collected. Students who meet the goals (300 and 600 minutes for January) are included in a school parade. They are presented with ribbons for their achievement.	Complete 05/14/2018	Angelia Citty	06/08/2018
<i>Notes:</i>				
12/11/17	Students read, daily, for 30 minutes using correctly leveled books. Teachers read aloud for 15 minutes each day.	Complete 05/14/2018	Angelia Citty	06/08/2018
<i>Notes:</i>				
9/12/18	Resources from American Reading Company will be used to meet individual students' reading needs. The IRLA will collect data to support the level of intervention each student will receive. Data will be reviewed in PLCs to determine next steps.	Complete 06/07/2019	Candice Ricks	06/07/2019
<i>Notes:</i>				
9/12/18	In grades K-2, monthly reading minutes are collected. Students who meet the goals (300 and 600 minutes for January) are included in a school parade. They are presented with ribbons for their achievement.	Complete 06/07/2019	Angelia Citty	06/07/2019
<i>Notes:</i>				
9/12/18	Students read, daily, for 30 minutes using correctly leveled books. Teachers read aloud for 15 minutes each day.	Complete 06/07/2019	Angelia Citty	06/07/2019
<i>Notes:</i>				
9/17/18	K-3 grade levels will analyze mClass Reading 3D data to determine students who need intervention and enrichment.	Complete 06/07/2019	Keri Riley	06/07/2019
<i>Notes:</i>				
9/17/18	3-5 grade levels will analyze Interim assessment data to determine standards that are mastered and those that need to be retaught.	Complete 06/07/2019	Ashton Copeland	06/07/2019

<i>Notes:</i>				
9/17/18	A Simkins' staff members was selected by GCS to be a part of the district wide equity team. She is a grade level representative on SBLT and is on our ILT.	Complete 06/07/2019	Candice Ricks	06/07/2019
<i>Notes:</i>				
8/28/19	Resources from American Reading Company will be used to meet individual students' reading needs. The IRLA will collect data to support the level of intervention each student will receive. Data will be reviewed in PLCs to determine next steps.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i>				
8/28/19	Third through Fifth grade is implementing ARC. They will use the data from SchoolPace to determine reading levels of students, monitor student growth, and set Power Goals.		Kylie Lode'	06/04/2021
<i>Notes:</i>				
8/28/19	In grades K-2, monthly reading minutes are collected. Students who meet the goals (300 and 600 minutes for January) are included in a school parade. They are presented with ribbons for their achievement.		Lillie Boyd	06/04/2021
<i>Notes:</i>				
8/28/19	Students read, daily, for 30 minutes using correctly leveled books. Teachers read aloud for 15 minutes each day.		Debbie Tucker	06/04/2021
<i>Notes:</i>				
8/28/19	K-3 grade levels will analyze state assessment data to determine students who need intervention and enrichment.		Devana Snyder	06/04/2021
<i>Notes:</i>				
8/28/19	3-5 grade levels will analyze Interim assessment data to determine standards that are mastered and those where there may be misconceptions.		Mallie Ziglar	06/04/2021
<i>Notes:</i>				
8/28/19	A Simkins' staff members was selected by GCS to be a part of the district wide equity team. She is a grade level representative on SBLT and is on our ILT.		Candice Ricks	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		

<p><b>Evidence</b></p>	<p>5/31/2017  Dibels/TRC, IRLA, Benchmark data can be analyzed to see student growth.  5/14/18  6/7/2019  Our data spreadsheets show the data that has been collected across the year. This data is analyzed on a weekly basis at PLCs. Grade level teams meet for Data Discussions on Mondays to evaluate last week's data and plan corrective instruction.</p>			
<p><b>Experience</b></p>	<p>5/31/2017  Teachers met weekly to analyze data, develop interventions and progress monitoring plans.  5/14/18  6/7/2019  Teachers, the Reading Specialist, CF and Principal review classroom, benchmark, and mClass data on a weekly basis to identify next steps in instruction and I/E time.</p>			
<p><b>Sustainability</b></p>	<p>5/31/2017  Teachers will analyze data from EOY to make plans for the next school year.  5/14/18  6/7/2019  We will use the Data Trackers developed this year at the start of next year with all grade levels.</p>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		Recruitment and Transfer Fairs are held to assist in filling vacancies. An extensive interview process is conducted with the principal to locate effective staff.	Limited Development 08/30/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		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. 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. 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. 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.		Lisa Jordan	06/04/2021
<i>Actions</i>			<b>2 of 3 (67%)</b>		
	9/8/17	The principal and/or an interview team conducts an extensive interview with potential candidates. This involves a series of questions and realistic situations for which candidates explain and/or demonstrate.	Complete 06/08/2018	Lisa Jordan	06/08/2018
<i>Notes:</i>					
	9/12/18	The principal and/or an interview team conducts an extensive interview with potential candidates. This involves a series of questions and realistic situations for which candidates explain and/or demonstrate.	Complete 06/07/2019	Lisa Jordan	06/07/2019

<i>Notes:</i>				
8/28/19	The principal and/or an interview team conducts an extensive interview with potential candidates. This involves a series of questions and realistic situations for which candidates explain and/or demonstrate.		Lisa Jordan	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	6/12/2018 6/7/2019 The interview questions provide evidence of the comprehensive interview process. The principal archives her weekly planner which provides dates and times of these interviews.			
<b>Experience</b>	6/12/2018 6/7/2019 The principal invites staff who will work directly with potential candidates to be a part of the interview team. Interview team members divide up a set of comprehensive interview questions to ask the potential candidate.			
<b>Sustainability</b>	6/12/2018 6/7/2019 The interview questions provide feedback about the capabilities of a potential candidate. At the end, the principal explains that the candidate must consider this an interview of our school, as well, in order to make sure that if the candidate chooses to take the position, if offered, that this will be a good fit for both the school and candidate. This will continue to be part of the interview process.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		Parent Nights provide information to parents about the standards being taught, school expectations, and how they can assist at home.	Limited Development 08/30/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		The community will be encouraged to be a part of the school community, supporting students in school and at home.		<b>Lillie Boyd</b>	<b>06/04/2021</b>
<b>Actions</b>			<b>10 of 16 (62%)</b>		
9/11/17		Newsletters will update families on a regular basis (weekly or monthly) about the happenings at Simkins.	Complete 06/08/2018	Lauren Cottie	06/08/2018
		<i>Notes:</i>			
9/11/17		Simkins' daily planners provide feedback in regards to the days' homework, teacher/parent messages, and overall behavior.	Complete 06/08/2018	Eva Ambro	06/08/2018
		<i>Notes:</i>			
9/11/17		Connect Ed messages are sent to families every Sunday night at 5:00. The Spanish and English version of the Connect Ed will be added to the website, in case the parent misses the phone call.	Complete 06/08/2018	Lisa Jordan	06/08/2018
		<i>Notes:</i>			
10/2/17		Title 1 Parent Nights are provided monthly. Parents are invited to school to learn about what their students are doing in school and ways to help their child at home.	Complete 06/08/2018	Jayme McPhatter	06/08/2018
		<i>Notes:</i>			
8/31/18		Five Parent Nights have been scheduled for 2018-19. There will be a "Get To Know Your Child's Classroom" night, a Data Night, two Student Led Conferences, and a Black History Museum.	Complete 06/07/2019	Lynne Toman	06/07/2019
		<i>Notes:</i> All food and materials purchased for the parent nights are funded Title 1 funds.			
9/12/18		Newsletters will update families on a regular basis (weekly or monthly) about the happenings at Simkins.	Complete 06/07/2019	Ashton Copeland	06/07/2019
		<i>Notes:</i>			
9/12/18		Simkins' daily planners provide feedback in regards to the days' homework, teacher/parent messages, and overall behavior.	Complete 06/07/2019	Keri Riley	06/07/2019

<i>Notes:</i>				
9/12/18	Connect Ed messages are sent to families every Sunday night at 5:00. The Spanish and English version of the Connect Ed will be added to the website, in case the parent misses the phone call.	Complete 06/07/2019	Lisa Jordan	06/07/2019
<i>Notes:</i>				
9/12/18	A full-time interpreter will provide families support by translating documents that are sent home, providing parent nights for Latino families to help them with school expectations, translating at parent conferences and IST, making phone calls to parents, and helping families in the front office.	Complete 06/07/2019	Lisa Jordan	06/07/2019
<i>Notes:</i> The interpreter has been purchased using Title 1 funds.				
8/31/18	The Principal includes a letter to the parents in the Open House materials. This letter outlines expectations and procedures at Simkins Elementary.	Complete 06/07/2019	Lisa Jordan	08/22/2019
<i>Notes:</i>				
8/28/19	Newsletters will update families on a regular basis (weekly or monthly) about the happenings at Simkins.		Debbie Tucker	06/04/2021
<i>Notes:</i>				
8/28/19	K-2 Folders, 3-5 daily planners, DOJO, classroom web pages, and digital communication provide feedback in regards to the days' homework, teacher/parent messages, and overall student behavior.		Devana Snyder	06/04/2021
<i>Notes:</i>				
8/28/19	Connect Ed messages are sent to families every Sunday night at 5:00. The Spanish and English version of the Connect Ed will be added to the website, in case the parent misses the phone call.		Lisa Jordan	06/04/2021
<i>Notes:</i>				
8/28/19	Six grade level specific Parent Nights have been scheduled for 2019-20. There will be a Literacy Night held in November and a Black History Museum held in February.		Elizabeth Carruthers	06/04/2021
<i>Notes:</i> Dinner for the Black History Museum will be funded by Title 1 money.				
8/28/19	A full-time interpreter will provide families support by translating documents that are sent home, providing parent nights for Latino families to help them with school expectations, translating at parent conferences and IST, making phone calls to parents, and helping families in the front office.		Lisa Jordan	06/04/2021
<i>Notes:</i> This position is funded by Title 1 money.				



8/28/19	A Simkins' Parent Handbook was provided in the materials distributed at Open House. It outlines expectations and procedures at Simkins. This document is accessible by parents on the Simkins' website.		Lisa Jordan	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	<p>6/11/2018 6/7/2019</p> <p>This objective has been fully and effectively implemented at Simkins because all four actions listed were carried out school-wide for the entirety of the school year. All grade levels used weekly or monthly newsletters to update families about the happenings at Simkins. Daily planners were used to detail student assignments and to provide feedback regarding homework, assignments, and classroom behavior. Connect Ed messages were sent to families weekly and uploaded onto the school website to make the messages more accessible to all families. Also, Title 1 parent nights were held monthly so that students and teachers could present information about what the students were learning and the progress they were making at school. In all these ways the community was encouraged to be supportive of our school community at Simkins.</p>			

**Experience**

6/11/2018

6/7/2019

Each grade level at Simkins sent home newsletters to update families regarding important dates and information about the curriculum implemented in our school. For example, 1st grade teachers sent home a newsletter on a monthly basis to communicate with parents about what their children were learning each month and to inform them of school events such as family nights, fundraisers, etc. Daily planners were distributed to each grade level to use for communicating with families regarding daily assignments and the overall behavior of their children at school. Younger grades used the planner as a way to indicate which clip chart color their child ended on at the conclusion of each school day. This helped parents to get an idea of their children's behavior from day to day. This also supported open lines of communication between parents and teachers and allowed them to troubleshoot classroom behavioral difficulties as a team. Our principal, Mrs. Jordan, sent out a Connect Ed message to all Simkins families every Sunday night. These messages detailed important dates that parents needed to be aware of, and outlined the expectations held for both parents and the children who attend our school. Mrs. Jordan often talked about the qualities that we expect our students to display in following our school pledge on these messages. The messages were also available on the school website for those who missed them. They were translated into Spanish as well to make them more accessible for the Spanish speaking families of our school. Title 1 parent nights were held throughout the school year to share with Simkins families what the children were learning at school. During some parent nights, teachers would present information to families regarding the curriculum. Students also had the opportunity to present what they had been learning to their families during these parent nights. These opportunities were helpful because it connected parents with the curriculum and helped them to understand ways that they could support their children from home with their learning.

<b>Sustainability</b>	6/11/2018 6/7/2019 Teachers and staff at Simkins must continually strive to reach out to families using multiple means of communication. It is our goal to communicate the importance of supporting the students in their education and to share the high expectations that all Simkins students are held to. The staff at Simkins must be aware that communication should be effective and accessible to all school families, and must continue to make an effort to ensure that this communication occurs. It is important for families and teachers to work together in the process of educating the children and frequent, open communication is one way to encourage this partnership.			
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Community Engagement</b>
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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
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<b>Initial Assessment:</b>	Simkins staff and teachers provide newsletters to parents on a monthly basis. Our media specialist keeps our Simkins' website up to date with news and information, including our principal's weekly Connect Ed messages in English and Spanish.	Limited Development 09/12/2018		
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	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	The community will be informed through a variety of modes about the happenings at Simkins Elementary. The community will have an active part at Simkins on a frequent basis.		<b>Kylie Lode'</b>	<b>06/04/2021</b>
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<b>Actions</b>		<b>3 of 6 (50%)</b>		
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9/12/18	The Principal includes a letter to the parents in the Open House materials. This letter outlines expectations and procedures at Simkins Elementary.	Complete 06/07/2019	Lisa Jordan	06/07/2019
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<i>Notes:</i>				
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11/27/18	Simkins' staff communicates with the community through grade level newsletters, Dojo messages, and Student Agendas.	Complete 06/07/2019	Ashton Copeland	06/07/2019
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<i>Notes:</i>				
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11/27/18	The Media Specialist maintains the Simkins' website so that current information is available to the community.	Complete 06/07/2019	Ashley Ellison	06/07/2019
<i>Notes:</i>				
8/28/19	A Simkins' Parent Handbook was distributed to parents at Open House. This handbook outlines expectations and procedures at Simkins Elementary. It is accessible to parents on the Simkins website.		Lisa Jordan	06/04/2021
<i>Notes:</i>				
8/28/19	Simkins' staff communicates with the community through grade level newsletters, DOJO messages, and Student Agendas/Folders.		Mallie Ziglar	06/04/2021
<i>Notes:</i>				
8/28/19	The Media Specialist maintains the Simkins' website so that current information is available to the community.		Jaime Cyrus	06/04/2021
<i>Notes:</i>				
<b>Implementation:</b>		06/13/2019		
<b>Evidence</b>	6/13/2019 The letter from Mrs. Jordan is attached.			
<b>Experience</b>	6/13/2019 Mrs. Jordan included a letter in the Open House materials detailing expectations and procedures to help parents support their student's. Teachers used a variety of methods to stay in contact with parents throughout the year.			
<b>Sustainability</b>	6/13/2019 Providing the letter from the principal will be continued. Teachers will continue to find alternate ways to engage families and keep the lines of communication open between families and school.			