

Comprehensive Progress Report

Mission:

We will provide equitable educational opportunities that advance our students' unique talents, promote academic and social growth and ensure future educational success.

Vision:

At Guilford Elementary School, we are determined to provide students with an equitable educational experience that inspires students to become all they can be. We will work as a team to collaborate with faculty, staff, parents, and the community to maximize student achievement.

Goals:

By the end of 2024-25 school year, Guilford Elementary will increase 2023-24 Reading Proficiency by at least 3 percentage points from 34.8% to 37.8%.

By the end of 2024-25 school year, Guilford Elementary will increase 2023-24 Math Proficiency by at least 3 percentage points from 36.7% to 39.7%.

By the end of 2024-25 school year, Guilford Elementary will increase 2023-24 Science Proficiency by at least 3 percentage points from 63.6% to 66.6%.

By the end of 2024-25 school year, Guilford Elementary will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 26.8% to 21.8%.

By the end of 2024-25 school year, Guilford Elementary will decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 19.28 to 17.35



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford Elementary has a leadership team in place that consists of administrators, teachers, support staff, and parent representation. The primary focus of the team is to address student needs and the implementation of effective practices. The team actively reviews the effectiveness of the instructional initiatives and implementation of best practices school wide.	Limited Development 11/17/2020		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		On the 1st and 3rd Tuesday of every month the Leadership Team will meet in the conference room to discuss academics, data analysis, and school-wide initiatives. Evidence that this objective is being met will include an agenda for each meeting, meeting minutes, and the School Improvement Plan will be updated with notes during each meeting.		Brooke Willis	07/31/2025
Actions			0 of 1 (0%)		
	10/8/24	This indicator will be re-assessed in the 2025-2026 school year.		Brooke Willis	07/31/2025
<i>Notes:</i>					
<i>Implementation:</i>			09/04/2024		
<i>Evidence</i>	9/4/2024				
<i>Experience</i>	9/4/2024				
<i>Sustainability</i>	9/4/2024				

	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
<i>Initial Assessment:</i>			<p>The Leadership Team is comprised of the principal, the instructional team representatives, and a parent representative. The Leadership Team meets one time per month to review the implementation of goals addressed in the School Improvement Plan. Each member of the Leadership Team is a representative of a department or grade level within the school and serves to bring ideas to the team for consideration. The principal assures clear understanding of the school's mission, vision, goals, team members' roles, and purpose of the school improvement process. Instructional Teams are comprised of teaching staff representatives from grade levels or instructional specialty. Instructional Teams meet at least once a month to review data, academic initiatives, and to make adjustments to instructional plans and delivery. The work of the Instructional Teams are monitored by the principal to maintain focus on instructional improvement.</p>	<p>Limited Development 11/17/2020</p>		
<i>How it will look when fully met:</i>			<p>In order to create a culture focused on school improvement, structures for teams within the school will be developed to ensure building-wide representation and distributive leadership. Duties of the teams will include specific instructional focus areas and timely communication of meeting outcomes. Whole-school improvement and instructional planning will be fostered through protected time for collaboration.</p>		<p>Kelly Hoyme (CF)</p>	<p>07/31/2025</p>
<i>Actions</i>				<p>0 of 1 (0%)</p>		
		<p>10/8/24</p>	<p>This indicator will be re-assessed in the 2025-2026 school year.</p>		<p>Kelly Hoyme (CF)</p>	<p>07/31/2025</p>
		<p>Notes:</p>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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 has established clear instructional expectations and processes for team planning, lesson and unit planning, instructional delivery, and weekly analysis of data in PLC (professional learning community) sessions. The principal, assistant principal, and curriculum facilitators monitor these processes by meeting with teams, visiting classrooms, reinforcing good practices, and addressing concerns through feedback and professional development. The principal is heavily involved in the implementation of the school-wide instructional programs. The principal tracks the development of the assessment plan and processes used throughout the year while monitoring the progress of students according to assessment results.	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>		Guilford Elementary School will establish procedures to lead instructional frameworks and State/County objectives. The administrative team will conduct instructional walkthroughs, make observations in transitional areas such as the hallways, cafeteria, and multipurpose room to increase positive behaviors. The Administrative Team will provide teachers with feedback of successful instruction and areas for improvement. The team will guide Data Days quarterly and PLCs weekly.		Joy Hesman (AP)	07/31/2025
<i>Actions</i>			0 of 1 (0%)		
	10/8/24	This indicator will be re-assessed in the 2025-2026 school year.		Joy Hesman (AP)	07/31/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> • Since the 2019-2020 school year, Title I funds have been allocated to purchase a math impact teacher. She conducts PLCs and provides supports for the implementation of the Illustrative Math curriculum, coaches and mentors teachers, facilitates data days and supplemental and intensive interventions, and plans curriculum nights to build parent capacity. • Since the 2019-2020 school year, Title 1 funds have been used to purchase the other half of our school social worker that serves as out SEL Lead and provides student behavior supports. • In 2022-2023, we used Title 1 funds to purchase Franklin Covey's Leader in Me program. In 2022-2023, our LIM coach provided PD to train staff on the 7 Habits of Highly Effective People. In 2023-2024, we began teaching the curriculum to our students. • In 2024-2025, we will continue teaching the LIM curriculum to our students, add student led conference and student data notebooks, provide more leadership opportunities for students, begin transforming our physical space, and create Staff LIM Action Teams based on our school goals. • In 2024-2025, we will use Title 1 funds to organize 2 Data Days; 1st and 3rd quarters, and develop and carry out corrective instruction action plans. • In 2024-2025, we will look for ways to support the large EC caseloads. 	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Teachers will use formative and summative data to drive core instruction and corrective instruction models. Corrective instruction models will be fluid based on student growth. • Students and staff will learn and know how to apply the 7 Habits to daily living and the Leader in Me paradigms will govern our thinking. Students will take on more ownership of their learning and leadership roles within the school. 		Kelly Hoyme (CF)	06/30/2025
Actions			5 of 6 (83%)		
	10/9/24	Purchase Curriculum Facilitator and .5 social worker.	Complete 08/01/2024	Joy Hesman (AP)	08/01/2024

	<p><i>Notes:</i> Within the 2024-25 school year, our school identified the following resource inequity. As a result, our school plans to mitigate this inequity by providing additional support.</p> <p>Social Worker Budget Code:3-5320-050-131 Curriculum Facilitator Budget Code:3-5330-050-135</p>			
9/22/24	Students will take on Leadership roles within the school.	Complete 10/21/2024	Juana Rhili (1st Grade)	10/21/2024
	<p><i>Notes:</i> Within the 2024-2025 school year, our school identifies Dimension #4: Whole Child Supports in CSI and ATSI schools as a resource inequity. As a result, our school plans to mitigate this inequity by implementing the Leader in Me program.</p> <p>Title 1 Funds are used for the Leader in Me online platform that provides us with resources to use for student leadership Staff Development Budget Code:3-5330-050-312</p>			
9/22/24	Fall and Spring Family Literacy Night (Focused on Building Parent Capacity)	Complete 10/24/2024	Kelly Hoyme (CF)	10/24/2024
	<p><i>Notes:</i> Within the 2024-2025 school year, our school identifies Dimension #4: Whole Child Supports in CSI and ATSI schools as a resource inequity. As a result, our school plans to mitigate this inequity by implementing the Leader in Me program.</p> <p>Title 1 Family Engagement Funds Budget Code:3-5880-050-411</p>			
9/22/24	Leader in Me Core 3 Professional Development	Complete 11/04/2024	Kierra Overton (SSW)	11/04/2024
	<p><i>Notes:</i> Within the 2024-2025 school year, our school identifies Dimension #4: Whole Child Supports in CSI and ATSI schools as a resource inequity. As a result, our school plans to mitigate this inequity by implementing the Leader in Me program.</p> <p>Title 1 funds are used to pay for the all day PD, coaching calls, on site coaching, online curriculum, and website resources. Staff Development Budget Code:3-5330-050-312</p>			
9/22/24	Grade level teachers will use data to determine corrective instruction models after the First and Third quarter during data days.	Complete 11/15/2024	Yorel Lofters (CF)	11/15/2024
	<p><i>Notes:</i> Within the 2024-25 school year, our school identified the following resource inequity. As a result, our school plans to mitigate this inequity by providing additional support. 1 fund are used to pay for subs for the teachers for these data days. Title 1 funds are used to pay for the Math CF that will guide these data day meetings.</p> <p>3-5330-050-312-400 Staff Dev/Workshop Expenses</p>			
10/9/24	Due to large EC caseloads, we will repurpose an EC TA to support large 3-5 EC pull-out groups		Emily Rex (EC Teacher)	12/31/2024

Notes: Within the 2023-24 school year, our school identified the following resource inequity. As a result, our school plans to mitigate this inequity by providing additional support.
No Title 1 money was used to purchase this position.

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
<i>Initial Assessment:</i>		<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. 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.</p>	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>		<p>Guilford Elementary School has procedures and protocols in place for recruiting, evaluating, rewarding, and replacing staff. County recruitment fairs, Human Resources, and direct applicants are utilized for hiring, recruiting, and replacing staff. Guilford County Schools provides Right Start sessions for new teachers and a mentor is assigned for all first through third year teachers. Evidence that this objective is fully met are the responses to interview questions, notes, and information provided by applicants on the AppliTrack system.</p>		Yorel Lofters (CF)	07/31/2025
<i>Actions</i>			0 of 1 (0%)		
	10/8/24	This indicator will be re-assessed in the 2025-2026 school year.		Yorel Lofters (CF)	07/31/2025

Notes:

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School performance data is reviewed monthly with the leadership team as well as specified grade levels. Teachers review classroom data on a weekly basis during Grade Level Admin Meetings and grade level PLCs. Data is used to drive teachers' instructional strategies during core instruction and grade level lesson planning. Data is also used to identify needs for professional development opportunities.	Limited Development 11/17/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Guilford Elementary School teachers will meet weekly during their data PLC with intentional objectives to analyze school and student data. In efforts to align our current practices to MTSS components, data will be used to group students into small groups. Evidence that this objective is fully met will include an agenda, minutes of the meetings, teacher sign in sheets, and walkthroughs during I/E times in the classroom.		Kelly Hoyme (CF)	07/31/2025
Actions			0 of 1 (0%)		
	10/8/24	This indicator will be re-assessed in the 2025-2026 school year.		Kelly Hoyme (CF)	07/31/2025
<i>Notes:</i>					
Implementation:			10/08/2024		
<i>Evidence</i>		5/31/2023			
<i>Experience</i>		5/31/2023			
<i>Sustainability</i>		5/31/2023			

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

This indicator aligns with target FAM-S Item 29: Core academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, and environment.

This indicator aligns with target FAM-S Item 31: Core social and emotional practices exist that are defined school wide or across all grade levels/spans by essential components of instruction, curriculum, and environment. These are refined based on both student outcome and implementation data for continuous improvement.

In 2019 - 2020, we used Title 1 funds to purchase a math impact teacher. This allowed us to begin establishing a more robust support system for curriculum and instruction.

In 2020 - 2021, we developed a comprehensive schedule that allowed for tiered instruction at the core, supplemental, and intensive levels. We added intentional Intervention/ Enrichment times for Reading and Math to provide student supplementary and intensive interventions.

In 2021 - 2022, we adjusted our comprehensive schedule to accommodate differences in district minutes per content area. We began using the new district tutoring program.

In 2022 -2023, we increased the fidelity of our Intentional Problem Solving (IPS) process that manages the tiering of student supports.

In 2023 -2024, we maintained the fidelity of IPS process and worked with teachers to ensure intervention fidelity during scheduled intervention times.

In 2024 - 2025, the IPS team will meet once a month to review student data. There will be an SPS PLC meeting with the grade level and CFs to review interventions and data. Each grade level IPS case coach will observe the fidelity of interventions and review data.

Limited Development
11/17/2020

How it will look when fully met:	<ul style="list-style-type: none"> • All students will receive core instruction. • Students who do not master grade level standards will receive supplemental interventions. • Students who are not making academic growth with supplemental interventions, will receive intensive interventions. • We will have content PLCs every three weeks to internalize core instruction and collaborate on instructional practices. • We will have data PLCs every three weeks to monitor core instruction. • We will have SPS PLCs every three weeks to monitor supplemental interventions and progress monitoring data. • GES will exit the TSI list. 		Kelly Hoyme (CF)	05/30/2025
Actions		0 of 6 (0%)		
9/23/24	The GES IPS team will meet monthly to review intensive interventions as outlined by the GCS Standard Treatment Protocol and monitor progress monitoring data.		Kelly Hoyme (CF)	06/11/2025
<i>Notes:</i> Lead Teacher-Salary (Academic Coach or Curriculum Facilitator) budget code 3-5330-050-135-400 funded through Title I.				
9/23/24	Content PLCs will meet twice a month to internalize lessons, share instructional strategies and align questions, tasks and assessments to North Carolina Standard Course of Study for Literacy, Math, Science and Social Studies.		Yorel Lofters (CF)	06/11/2025
<i>Notes:</i>				
9/23/24	Data PLCs will meet twice a month to analyze student work samples, common formative assessments, DIBELS, NWEA and/or Interim Assessment data. The PLC team will collaborate during data discussions to determine intervention and enrichment needs for students.		Yorel Lofters (CF)	06/11/2025
<i>Notes:</i>				
9/23/24	SPS PLCs will meet twice per month to monitor the implementation of supplemental interventions and analyze progress monitoring data. The team will review the Standard Treatment Protocol and adjust Math and Reading small groups to address student academic needs. The PLC team will collaborate to plan walk-to-read groups in 1-3 grade.		Kelly Hoyme (CF)	06/11/2025
<i>Notes:</i>				
9/23/24	Tutors will work with K-3 students in literacy 5 times a week. Each tutor will work on targeted literacy skills with small groups during Reading Intervention and Enrichment time.		Kelly Hoyme (CF)	06/11/2025

Notes: Lead Teacher-Salary (Academic Coach or Curriculum Facilitator) budget code 3-5330-050-135-400 funded through Title I.

9/26/24

Within the 2024-2025 school year, Guilford 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

Emily Rex

06/11/2025

Notes: TSI

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> In 2019 - 2022, we revamped our school wide expectations for common areas. A PBIS manual was created with lessons that teachers explicitly taught at the beginning of the year, then again for a Spring refresh. In 2020 - 2021, we became a Class Dojo School and aligned out PBIS system to the point system in DOJO so teachers could incentivize the expectations throughout the day and students earned points for daily, weekly, monthly, and quarterly rewards. In 2022 - 2023, we realized we needed to our core social, emotional, and behavioral supports with one another and adopted and implemented Franklin Covey's Leader in Me program. We focused on training staff in the 7 Habits and having them apply those habits to their professional and personal lives. In 2023-2024, we aligned out PBIS system with Leader in Me ideologies and created a new matrix with common area expectations. We had new posters made to display throughout the school along with School wide voice levels. We began teaching the Leader in Me curriculum and developed a cadence for teaching the modules. One teacher piloted the student data notebooks and student-led conferences. In 2024-2025, we will allot LEAD time for morning meetings and create a cadence for teaching the LIM curriculum. We will develop LIM action teams aligned with LIM surveys and school data. 	Limited Development 10/22/2023		

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		<p>The Guilford Elementary PBIS system will be aligned to MTSS and materials and resources will be posted in the Cheetah Hub Canvas Page for staff access. Staff will be trained on the PBIS/MTSS system. Teachers will create a classroom management matrix aligned to the PBIS expectations to reflect the language of the Leader In Me 7 Habits. Teachers will teach, re-teach, and provide pre-corrects/feedback aligned with PBIS expectations and procedures. Guilford Elementary will adopt Class DOJO schoolwide to award positive behavior points to students and communicate with parents. Students will model PBIS behaviors for other students. The Administrative Team and the PBIS team members will observe positive student behaviors and use Educator's Handbook to make data-informed decisions. Evidence that this objective is fully met will be reflected in fewer or non-existent referrals.</p>			Joy Hesman (AP)	07/31/2025
Actions				0 of 1 (0%)		
	10/8/24	This indicator will be re-assessed in the 2025-2026 school year.			Brooke Willis	07/31/2025
<i>Notes:</i>						
Implementation:				10/08/2024		
	Evidence	10/8/2024				
	Experience	10/8/2024				
	Sustainability	10/8/2024				
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:

This indicator aligns with target FAM-S Item 29: Core academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, and environment.

In 2020-2021, we adopted CKLA (Core Knowledge Language Arts) as our K-5 ELA curriculum. CKLA provides research-based, standards, aligned curriculum for ELA, Science, and Social Studies.

In 2022-2023, we adopted the Open Up Illustrative Math curriculum that focuses on problem based learning.

In 2023-2024, we continued to receive CKLA and Illustrative coaching visits to help teachers understand and implement the components of the lesson.

In 2024-2025, we will continue CKLA and Illustrative coaching visits and calibrate through GCS Learning walks. We will implement Morpheme Magic, Sound Wall, and UFLI curriculums based on reading research phonics based instruction. Curriculum Facilitators will conduct PLCS focused on lesson customization and develop walk-through schedules and coaching cycles to tier their support. CFs will conduct a science PLC every 3rd week to develop grade level science lessons.

Limited Development
11/16/2020

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> Teachers will collaborate to customize CKLA and Illustrative lessons to meet the needs of students. Teachers will align the standard to the text and task. Teachers will internalize CKLA and Illustrative lessons to select or create questions that accelerate learning and align to the standards. Grade level teams will collaborate to use the backwards planning model to plan and customize CKLA units and lessons. CFs will use data from walkthroughs to set goals and debrief with teachers during coaching cycles. <p>By the end of 2024-25 school year, Guilford Elementary will increase 2023-24 Reading Proficiency by at least 3 percentage points from 34.8% to 37.8%.</p> <p>By the end of 2024-25 school year, Guilford Elementary will increase 2023-24 Math Proficiency by at least 3 percentage points from 36.7% to 39.7%.</p> <p>By the end of 2024-25 school year, Guilford Elementary will increase 2023-24 Science Proficiency by at least 3 percentage points from 63.6% to 66.6%.</p>		<p>Kelly Hoyme (CF)</p>	<p>06/30/2025</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/11/23</p>	<p>A coaching cycle, including observation, reflection, and goal setting will be implemented for all teachers.</p>		<p>Yorel Lofters (CF)</p>	<p>06/11/2025</p>
<p><i>Notes:</i></p>				
<p>9/23/24</p>	<p>Grade level teams backwards plan and customize CKLA units and lessons.</p>		<p>Yorel Lofters (CF)</p>	<p>06/11/2025</p>
<p><i>Notes:</i></p>				
<p>9/23/24</p>	<p>Engage CKLA and Illustrative coaches, and GCS Learning Walk Team to support effective implementation of the components and customization of the curriculum.</p>		<p>Kelly Hoyme (CF)</p>	<p>06/11/2025</p>
<p><i>Notes:</i></p>				

9/23/24

Grade levels will internalize CKLA and Illustrative Math lessons to create and select questions that align to standards. During content PLCs, the team will determine scaffolds that accelerate learning.

Kelly Hoyme (CF)

06/11/2025

Notes:

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>		Guilford Elementary School provides transition plans for Pre-K students transitioning to Kindergarten and fifth grade students transitioning to 6th grade middle school. Two Kindergarten orientation meetings are held in the Spring. The Administrative team, Kindergarten teachers, and the interpreter attend the orientation welcoming families and providing academic information. A tour of the building is provided and access to the classrooms. Guilford Elementary School transports all fifth grade students, fifth grade teachers, and selected support staff to Guilford Middle School. Guilford Middle School students provide the fifth grade students with a tour and question/answer session. This is to acclimate the fifth grade students with support and information on the change from Elementary School expectations to Middle School expectations. The Guidance curriculum includes strategies for a successful transition to middle school for both students and parents.	Limited Development 11/17/2020		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		All individuals attending the Kindergarten orientation meetings will successfully have questions answered and a tour provided. All fifth grade students attending the Middle School visit will successfully have questions answered and a tour provided. Evidence that this objective is being fully met includes a schedule, agenda, and sign in sheet for the Kindergarten orientation meeting. Correspondence between the Guilford Elementary School Guidance Counselor and the Guilford Middle School Guidance Counselor will be developed for the transition meetings.		Roslyn Smith (Kindergarten)	07/31/2025
<i>Actions</i>			0 of 1 (0%)		
	10/8/24	This indicator will be re-assessed in the 2025-2026 school year.		Roslyn Smith (Kindergarten)	07/31/2025
<i>Notes:</i>					
<i>Implementation:</i>			10/08/2024		
<i>Evidence</i>	10/8/2024				

<i>Experience</i>	10/8/2024			
<i>Sustainability</i>	10/8/2024			

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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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
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<i>Initial Assessment:</i>	<p><i>This indicator aligns with target FAM-S Item 31: Core social and emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment. These are refined based on both student outcome and implementation data for continuous improvement.</i></p> <p>In 2022 -2023, we became a Leader in Me school and used Title 1 funds to begin the staff training. This year was focused on having the staff adopt the paradigms and live the 7 Habits in their work and personal life.</p> <p>In 2023 -2024, we allotted time for morning meetings on the master schedule for teachers to teach the online LIM curriculum and the leadership team determined the pacing. We aligned our PBIS system with Leader in Me Habits and paradigms and had new posters made for each common area.</p> <p>In 2024-2025, we will teach "The First 8 Days" of the Leader in Me curriculum and hold a School-wide LIM kick-off assembly. We will create a year-long pacing guide to teach 3 lessons from a Module a week. We will provide school wide leadership roles to students grade 3-5. We will create a Leader in Me Action Team that will work on rolling our student leadership notebooks and student led conferences. We will begin transforming our physical space to display LIM structures and philosophies. The counselors will become part of the encore wheel and teach Leader in Me lessons to students. The PBIS team will meet once a month to review the data and implement school-wide incentives.</p>		Limited Development 11/17/2020		
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<p>How it will look when fully met:</p>	<p>We will take necessary steps to become a Leader in Me Lighthouse School with the final target date being 2026-2027. We will completed the LIM portfolio and submit the evidences to be designated a Leader in Me Lighthouse School.</p> <p>By the end of 2024-25 school year, Guilford Elementary will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 26.8% to 21.8%.</p> <p>By the end of 2024-25 school year, Guilford Elementary will decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 19.28 to 17.35.</p>		<p>Joy Hesman (AP)</p>	<p>06/30/2027</p>
<p>Actions</p>		<p>4 of 8 (50%)</p>		
<p>9/23/24</p>	<p>Teachers will teach the "The First 8 Days" of the Leader in Me curriculum which will culminate with a school-wide Leader in Me kickoff assembly.</p>	<p>Complete 09/13/2024</p>	<p>Joy Hesman (AP)</p>	<p>09/13/2024</p>
<p><i>Notes:</i></p>				
<p>9/23/24</p>	<p>Create a LIM pacing guide for teaching 3 lessons a week from each module. Teachers begin using LEAD time to teach the lessons.</p>	<p>Complete 09/20/2024</p>	<p>Juana Rhili (1st Grade)</p>	<p>09/20/2024</p>
<p><i>Notes:</i></p>				
<p>9/23/24</p>	<p>Students in grades 3-5 will complete a student application to take on a school-wide leadership role, train, and carry out that role during the school year.</p>	<p>Complete 09/23/2024</p>	<p>Christina Mayhand</p>	<p>09/23/2024</p>
<p><i>Notes:</i></p>				
<p>9/23/24</p>	<p>Create a LIM action team that meets once a month to lead LIM initiatives in the school; rolling out student leadership notebooks and student led conferences.</p>	<p>Complete 09/24/2024</p>	<p>Maureen Horan (PE Teacher)</p>	<p>09/24/2024</p>
<p><i>Notes:</i></p>				
<p>10/18/24</p>	<p>Student Support Team will be created using the IPS model to assist teachers and students with tier 2 and 3 behavior interventions.</p>		<p>Brooke Willis</p>	<p>01/06/2025</p>
<p><i>Notes:</i></p>				
<p>9/23/24</p>	<p>School Social Worker will monitor student attendance by: holding weekly attendance meetings and implement school attendance incentives.</p>		<p>Kierra Overton (SSW)</p>	<p>06/11/2025</p>
<p><i>Notes:</i> Title I funds used to support .5 Social Worker (Budget Code: 3-5320-050 -131-400)</p>				

9/23/24	Display school wide goals, data, and monthly progress on bulletin boards in the front hallway.		Brooke Willis	06/11/2025
<i>Notes:</i>				
9/23/24	Counselors will teach from the Leader in Me curriculum and monitor students' social emotional health.		Allison White (Counselor)	06/11/2025
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Guilford Elementary believes in the partnership between the school and home. In order to support parents and families, GES prioritizes the funding of home reading materials such as books for student home libraries and a web-based home reading program. Additionally, there are incentives for evening reading in order to cultivate a literacy home connection. Parents are kept informed about school initiatives and events through a variety of means which includes weekly Connect-Ed messages, emailed Connect-Ed messages, the school website, flyers, newsletters, and weekly student work folders. As part of the home-school partnership, GES also provides families with a Title I Home/School Compact each year, outlining the academic expectations of the school, parents, and students.	Limited Development 11/17/2020		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		All families are invited to attend open house where academic expectations are provided. Newsletters, Connect Ed messages, and quarterly conferences are examples of regular communication with parents. Title I documents will be provided to all families as they register students. A parent Title I meeting will be held by end of month in October informing parents how funding will be allocated to support students. Decisions regarding allocations are made by the SIT consisting of selected support staff and parents representatives.		Juana Rhili (1st Grade)	07/31/2025
Actions			0 of 1 (0%)		
10/8/24	This indicator will be re-assessed in the 2025-2026 school year.			Juana Rhili (1st Grade)	07/31/2025
<i>Notes:</i>					
Implementation:			10/08/2024		
<i>Evidence</i>	10/8/2024				

<i>Experience</i>	10/8/2024			
<i>Sustainability</i>	10/8/2024			