

## 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 June 2023, Guilford Elementary School will reduce the total number of yearly referrals by 10% for all students from 299 to 269 to reduce learning loss.

By June 2023, Guilford Elementary School will reduce the Achievement Gap between White and Black students in grade level proficiency overall by 10 percent in Reading and Math.

By June 2023, Guilford Elementary School will increase the school performance composite from 34% to a minimum of 38.9%.

By June 2023, Guilford Elementary will increase teacher capacity by providing professional learning/coaching that addresses a variety of sound instructional practices within CLKA and Illustrative Math curriculums resulting in an increase in performance composite from 34% to 38.9%.

By June 2023, Guilford Elementary will reduce the student chronic absence rate by 10% from 39.1% to 35.1%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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>		All Guilford Elementary School certified staff members create and post classroom management systems. Staff will model and set daily expectations for positive student behavior outcomes. Through PBIS lesson plans for classrooms, transitional common areas, and cafeteria, teachers effectively model the PBIS framework.	Limited Development 11/16/2020		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The Guilford Elementary PBIS system will be aligned to MTSS and materials and resources will be posted in the PBIS Microsoft Team for staff access. Staff will be trained on the PBIS/MTSS system. Teachers will create a classroom management matrix aligned to the PBIS expectations. 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.		Joy Hesman (AP)	06/30/2023
<i>Actions</i>			<b>2 of 8 (25%)</b>		
11/16/20	Teachers will be provided training on the PBIS/MTSS aligned system and Educator's Handbook to ensure proper protocols are in place prior to the beginning of the start of school. Teachers will be able to decipher when to enter information into the Educator's Handbook as a minor and major student offense.	Complete 08/16/2022	Joy Hesman	09/30/2022	
<i>Notes:</i>		We completed this action step early in the school year as we prepared for reentry. A PPT was created and shared during a virtual staff meeting. Resources were loaded into PBIS Teams.			
10/17/22	Teachers will teach the PBIS lessons in the newly revised GES PBIS Handbook by following the schedule provided for the first week of school. Teachers will re-teach lessons after long breaks or as needed.	Complete 09/02/2022	Joy Hesman (AP)	09/30/2022	

	<i>Notes:</i> Teachers were provided with the manual and a schedule to teach the PBIS lessons when students re-entered the building. After Spring Break, teachers completed the Class DOJO 10 day reset to further expand on our SPOTS.			
10/17/22	Staff members will create Class DOJO accounts aligned to PBIS Expectations. DOJO points will be awarded that allow students to obtain incentives to include "spin the wheel" prizes, "Student of the Week" recognition purchasing tangible items from the "Cheetah Store", and participating in a quarterly celebration.		Joy Hesman (AP)	11/01/2022
	<i>Notes:</i>			
11/16/20	Teachers will create a classroom matrix aligned to the schoolwide PBIS expectations and post it in their classroom. This matrix will be used by the teacher to teach, re-teach, and provide pre-corrects and feedback to the students.		Joy Hesman	11/10/2022
	<i>Notes:</i> PBIS chair members solicited classroom matrices aligned with SPOTS from teachers and collected electronic copies.			
10/17/22	The PBIS Team will highlight a character trait on the morning show and model what appropriate behavior looks like.		Joy Hesman (AP)	06/23/2023
	<i>Notes:</i>			
10/17/22	The administrative team (Principal, Assistant Principal, Counselor, School Social Worker, EC Teacher) will create and implement Office Intervention Lessons to provide immediate interventions for students received for an Office Referral. A protocol will be put in place to document this work with the student and outcomes.		Pamela Peppers (Counselor)	06/30/2023
	<i>Notes:</i>			
10/17/22	The school counselor and social worker will work with students in small groups as needed to assist with coping skills, judgment, and social interactions.		Kierra Overton (SSW)	06/30/2023
	<i>Notes:</i>			
10/17/22	The PBIS Team will review Educator's Handbook data to see where and at what time offenses are occurring and why. Once this is determined, changes to PBIS routines and special promotions will be implemented in an effort to decrease referrals.		Joy Hesman (AP)	06/30/2023
	<i>Notes:</i>			
<b>Implementation:</b>		10/17/2022		
<b>Evidence</b>	5/26/2021 Documents and resources in PBIS Teams Files			

<b>Experience</b>	5/26/2021 Documents from MTSS were aligned with our current PBIS system.			
<b>Sustainability</b>	5/26/2021 Teachers must continue to be trained at the beginning of each year and utilize the resources.			

**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>	<p>Structures are in place in all grade levels for teacher teams to meet two times per week for PLC meetings that focus on student data. During PLCs, grade level teams meet to review current student data and plan corresponding interventions according to student mastery levels. During the weekly PLCs, the Principal and Curriculum Facilitators meet with each grade level. The data reviewed consists of weekly common formative assessments, Eureka Exit tickets, Eureka mid and end of module assessments, writing samples, and district assessments in Reading, Math, and Science. Strategies for effective PLCs focus on data analysis, plans for interventions, and pre-planned daily checks for student mastery. Teacher teams utilize the information attained in PLCs to support effective grade level planning sessions specifically focused on standards-aligned unit planning, explicit teaching, teacher modeling, the gradual release of responsibility, and both daily and weekly monitoring tools to identify student mastery levels. Pacing Guides are used for unit planning to ensure sequence and alignment of standards. Time is allotted for data review days throughout the year.</p>	<p>Limited Development 11/16/2020</p>		

<p><b>How it will look when fully met:</b></p>	<p>Grade level planning will prioritize the alignment of standards for all unit planning. Using a backward design model, grade level teams will focus on ensuring that all lesson plans are constructed with the proper alignment and sequence of standards. In order to maintain focus on school improvement goals and standards-aligned units of instruction, grade levels will utilize weekly written agendas and record minutes related to planning, intervention strategies, and data from state, district, and classroom assessments. Records of weekly agendas and minutes of each PLC will be filed in each grade level's Microsoft Team files. All teaching teams in grades K-5 will utilize daily/weekly pacing guides provided by the district. In order to ensure the alignment of standards in both units and lessons, teachers will create and/or customize lesson plans which reflect both unpacked North Carolina Standard Course of Study and the clear progression of a standard being taught throughout each component of the lesson. Lesson plans will be built and/or customized by utilizing the daily/weekly pacing guides. Explicit instruction and student mastery of the standard will be evident in each lesson.</p>		<p>Kelly Hoyme (CF)</p>	<p>06/30/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 12 (0%)</b></p>		
<p>11/16/20</p>	<p>GRADE LEVEL PLCS AND STANDARD ALIGNED PLANNING:</p> <p>In order to maintain focus on school improvement goals and standards-aligned units of instruction, grade levels will utilize weekly written agendas and record minutes related to planning, intervention strategies, and data from state, district, and classroom assessments. Records of weekly agendas and minutes of each PLC will be filed in grade level Microsoft Teams files.</p>		<p>Kelly Hoyme</p>	<p>06/30/2024</p>
<p><i>Notes:</i> Grade level teams met Tuesday-Thursday to discuss lesson plans and data. Grade level teams utilized benchmarks, mid-module and end-module assessments, along with exit tickets to differentiate instruction. This action is an effort to exit school out of TSI-TA designation.</p>				
<p>11/16/20</p>	<p>SCOPE AND SEQUENCE FOR STANDARD ALIGNED PLANNING:</p> <p>In order to follow a daily/monthly/quarterly scope and sequence of standards, all K-5 teaching teams will utilize the GES ELA, Math, Science, and Social Studies Canvas pages for documents providing monthly pacing calendars, day-by-day pacing calendars, and district-provided Scope and Sequence.</p>		<p>Kelly Hoyme</p>	<p>06/30/2024</p>

*Notes:* Grade level teams utilized the scope and sequence found on the district canvas sites to create standard based lesson plans during our weekly PLCs. This action is an effort to exit school out of TSI-TA designation.

11/16/20

LESSONS ARE STANDARD ALIGNED, INCORPORATE EXPLICIT TEACHING, AND MONITOR STUDENT MASTERY:

In order to ensure the alignment of standards in both units and lessons, teachers will collaborate to differentiate lesson plans which reflect both unpacked NCSCOS standards and the clear progression of a standard being taught throughout each component of the lesson. Lesson plans will be tailored by utilizing the daily/monthly pacing guides and District Scope and Sequence. Explicit instruction and student mastery of the standard will be evident in each lesson.

Team chairs will ensure that PLCs are data driven and focused on interventions.

Kelly Hoyme

06/30/2024

*Notes:* Each week, grade level teams met and planned standard based lessons to meet the needs of all learners. Grade level teams utilized the NCSCOS, as well as the scope and sequence when creating differentiated lesson plans. I can statements were posted daily and assessments were given weekly to assess the mastery of standards taught. This action is an effort to exit school out of TSI-TA designation.

11/17/20

Grade level teams will track weekly common assessment data in weekly data PLCs by using a grade level data template, which will follow the MTSS format for identifying students in need of interventions, remediation, maintenance, and enrichment. This data collection tool should always be used for weekly common assessments and may also be used for daily progress monitoring/formative assessments. Daily formative assessments are brief, agreed upon by team, written in plans, and written in the language, format, and rigor/level of the outside audit (Interim Assessments, Illustrative Math assessments and teacher made assessments, EOGs, etc.)

Kelly Hoyme

06/30/2024

*Notes:* Grade level teams met weekly to discuss data from common assessments and tracked students growth and mastery through an excel spreadsheet. This action is an effort to exit school out of TSI-TA designation.

11/17/20

In an effort to increase student proficiency in Reading, K - 5 teachers will use a variety of strategies to work with students to develop increased vocabulary.

Kelly Hoyme

06/30/2024

*Notes:* This action is an effort to exit school out of TSI-TA designation.

11/17/20	Classroom teachers are piloting the Illustrative Math curriculum for the 2022-2023 school year. During the 2022-2023 school year, we will focus on building strong math communities and supporting teachers with successful implementation, beginning with the warm-up.		Kelly Hoyme	06/30/2024
<p><i>Notes:</i> Classroom teachers will be provided support from our Curriculum Facilitator. Classroom teachers will engage in sixteen coaching sessions with the Illustrative Math coach. This action is an effort to exit school out of TSI-TA designation.</p> <p>Lead Teacher-Salary (Academic Coach or Curriculum Facilitator) budget code 3-5330-050-135-400</p>				
11/17/20	K-3 teachers will analyze trends amongst the ISIP results and work with students who are struggling with phonemic awareness and basic phonics and letter sounds. Additionally teachers will provide support for students who are struggling with reading comprehension.		Kelly Hoyme	06/30/2024
<p><i>Notes:</i> From Wise Ways specific to our ELL: GES will ensure that ELL personnel are included in instructional teams to develop curricula to address the linguistic needs of ELLs. Members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards. This action is an effort to exit school out of TSI-TA designation. This action is an effort to exit school out of TSI-TA designation.</p>				
11/17/20	All teachers in each grade level will participate and collaborate during ELA and Math PLC weekly. During this time, teachers and administrators will analyze and unpack CKLA content (K-5) and Illustrative Math content (K-5). Teachers and administrators will also analyze student work to ensure quality of tasks, meaningful questioning, and discourse to drive instructional implementation and support student mastery of standards. Additionally, we will review weekly common assessments, formative assessment data, and summative assessment data to gauge student understanding of concepts. Analysis of weekly common assessments, Illustrative math assessments, and CKLA assessments will drive teacher's instructional implementation according to student performance on each assessment.		Kelly Hoyme	06/30/2024

*Notes:* Each week during PLCs, grade levels met to analyze student work and common assessments. During this time, teachers discussed how to incorporate meaningful discourse and questioning. Teachers also discussed quality of task and implementation of Illustrative Math and CKLA. This action is an effort to exit school out of TSI-TA designation.

11/17/20 Continued professional development on Performance Matters and Unify will determine how teachers can utilize these platforms to support student learning.

Kelly Hoyme

06/30/2024

*Notes:*

11/17/20 Teachers will progress monitor all students well below grade level (red) every five days.  
Teachers will progress monitor all students below grade level (yellow) every ten days.  
Teachers will progress monitor all students on grade level (green) once a month.  
Teachers will put research interventions in place. Resources can be found and implemented from Istation and FCRR interventions. Selective support staff will assist classroom teachers with the execution of the interventions during scheduled intervention and enrichment time.  
During our PLCs the collaboration with colleagues will ensure corrective instruction to revisit skills and standards that have not been mastered by students.

Kelly Hoyme

06/30/2024

*Notes:* This action is an effort to exit school out of TSI-TA designation.

11/17/20 Teachers will receive support from the K-2 and 3-5 Curriculum Facilitators to ensure implementation of instruction is provided with fidelity. The Curriculum Facilitators will collaborate with the CKLA and Illustrative Math coaches (respectively) to help support teachers in planning, instruction and assessment analysis. Goals will be set by all coaches for teachers to work toward to ensure they are helping students with mastery of standards.

Kelly Hoyme

06/30/2024

*Notes:* Grade level teams met with the curriculum facilitator multiple times a week to discuss lesson plans, data, implementation of curriculum programs, and to meet with CKLA, and Illustrative Math coaches. This action is an effort to exit school out of TSI-TA designation.  
Lead Teacher-Salary (Academic Coach or Curriculum Facilitator) budget code 3-5330-050-135-400

11/17/20	Teachers will attend ongoing content support meetings provided by the district for training on Canvas, Microsoft Teams, Nearpod, Flipgrid, Padlet, and other learning platforms in order to best serve our students during remote learning.		Kelly Hoyme	06/30/2024
<i>Notes:</i> Teachers attended trainings this year on Canvas, Microsoft Teams, Nearpod, Flipgrid, Padlet, and other learning platforms in order to best serve our students during remote learning. This action is an effort to exit school out of TSI-TA designation.				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>
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	<b>A3.01</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<i>Initial Assessment:</i>		During weekly PLCs classroom teachers, School Counselor, School Social Worker, and School Psychologist review and discuss student formative and summative assessment data. The team utilize the Standard Treatment Protocol to determine and implement multi levels tiers of supports for student interventions.	Limited Development 06/29/2022		
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<i>How it will look when fully met:</i>		During weekly PLCs classroom teachers, School Counselor, School Social Worker, and School Psychologist review and discuss student formative and summative assessment data. The team will utilize the Standard Treatment Protocol to determine and implement multi levels tiers of supports for student interventions. Classroom teachers will ensure core instruction is being done with fidelity. Teachers will monitor and observe students during the core for 6 weeks. Students that are not responding to core instruction will be referred to the IPS (Intensive Problem Solving) team. During this process instructional staff will implement a variety of interventions with fidelity to include supplemental and intensive interventions. Students that do not respond to six weeks of interventions will be referred for additional testing to determine next steps.		<b>Kelly Hoyme (CF)</b>	<b>06/30/2023</b>
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<b>Actions</b>			<b>0 of 1 (0%)</b>		
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9/8/22	B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff.			Victoria Witherspoon	06/30/2023
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Notes: Results from 21-22 FAM-S Data  
 Question 19. Staff is provided data on MTSS implementation and student outcomes at all tiers.  
 This action is an effort to exit school out of TSI-TA designation.

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
KEY	A4.01	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teacher teams utilize pacing guides and Scope and Sequence to ensure that lesson plans are aligned with NCSCOS Standards. The school has a system of support processes in place to include a ELL teaching staff, and EC Resource and Inclusion services. As needed, the school utilizes an Intensive Problem-Solving (IPS) Team for research-based interventions to support specific student needs. The school provides guided instruction in the areas of math and reading. Data is collected and analyzed on a weekly basis in order for teachers to plan differentiated instruction. Development of lesson plans, small group instruction, and corrective instruction strategies occur weekly through grade level collaboration.	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>		During Administrative PLCs, observation and analysis of lesson plans and assessments will occur weekly. Observation of instructional practices will occur during instructional walkthroughs. Evidence that this objective is fully met will be provided through lesson plan checks of all classroom teachers and PLC minutes of all grade levels.		Lamont McMillan (Principal)	06/30/2024
<b>Actions</b>			<b>0 of 8 (0%)</b>		
	11/17/20	GES' Intensive Problem-Solving team and grade level teachers will meet monthly to provide intensive strategies for students who are displaying skill deficits using the MTSS model. During this meeting teachers will follow the standard treatment protocol designed to meet the level of intervention needed by the student. Teachers will follow up on interventions during weekly Data PLC meetings.		Pamela Peppers	06/30/2024

Notes:

11/17/20	The administrative team will share instructional strategies, such as gradual release of responsibility, scaffolding, etc. to help teachers with differentiated practices aligned to North Carolina Standard Course of Study. Other reading strategies will include the following: components of Core Knowledge Language Arts, Leveled Literacy Instruction, DIBELS data.		Kelly Hoyme	06/30/2024
<i>Notes:</i>				
11/17/20	Student progress will be monitored through information provided from common formative assessments, NWEA, EOGs, DIBELS, Fastbridge and district assessments.		Kelly Hoyme	06/30/2024
<i>Notes:</i>				
11/17/20	Math tutoring will be provided to students who are displaying deficits based on data analysis of common assessments, Interim Assessments, and EOG scores. GES' Curriculum Facilitators and our math tutor will be working with grades K-5 in small groups. They will provide an inclusion model and a pull-out model dependent on need. They will target interventions based on results of common assessments, IM Exit Tickets and benchmark assessments. These assessments are used consistently to monitor progress of the students identified for interventions. Students will work in small, differentiated groups with NCSCOS alignment. Student groups will be fluid as student begin to show standard mastery.		Kelly Hoyme	06/30/2024
<i>Notes:</i> Lead Teacher-Salary (Academic Coach or Curriculum Facilitator) budget code 3-5330-050-135-400 funded through Title I. This action is an effort to exit school out of TSI-TA designation.				
11/17/20	The science teachers will coordinate with selected support staff to make sure the pacing guide is followed and reinforcing the standards for all students. The science teachers will implement an end of year review using selected support staff to reinforce the concepts learned throughout the year. The science teachers will use common assessments and interim assessments to guide teaching and creation of flex groups in order to reinforce concepts that are not being mastered.		Kelly Hoyme	06/30/2024
<i>Notes:</i> Science teachers worked with different support staff to make sure the passing guide was followed and common assessments were used to plan for differentiation and remediation.				

11/17/20	<p>Classroom teachers and support staff will analyze instructional practices to distinguish issues with the core curriculum or their specific teaching practices that may not support student mastery of standards. Teachers will determine how to meet the needs of their students utilizing specified data such as DIBELS and Interim Assessments. In addition to core instruction, interventions that are implemented will be research based and show effectiveness through progress monitoring. Adjustments will be made accordingly and will be determined by student progress. Differentiated skills groups and small group times will be used to instruct students not adjusting to core curriculum. Teachers will analyze student strengths and needs determining which tier of the MTSS framework each student falls within. Once deciphered, teachers will make data based instructional decisions to ensure that all students are on track for standard mastery. Research based instructional practices will be implemented daily to support student needs.</p>		Kelly Hoyme	06/30/2024
<p><i>Notes:</i> Classroom teachers utilized data from different sources to create meaningful differentiated lesson plans to administer to students during I/E time. Teachers progressed monitored students to track growth and adjust lesson plans as needed.</p>				
11/17/20	<p>Reading tutoring will be provided to students who are displaying deficits based on data analysis of common assessments, Interim Assessments, and EOG scores. GES' Curriculum Facilitators and our reading tutor will be working with grades K-5 in small groups. They will provide an inclusion model and a pull-out model dependent on need. They will target interventions based on results of common formative assessments, and DIBELS data. These assessments are used consistently to monitor progress of the students identified for interventions. Students will work in small, differentiated groups with NCSCOS alignment. Student groups will be fluid as student begin to show standard mastery.</p>		Kelly Hoyme	06/30/2024
<p><i>Notes:</i> Lead Teacher-Salary (Academic Coach or Curriculum Facilitator) budget code 3-5330-050-135-400 funded through Title I.</p>				
12/1/20	<p>B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. (5151)</p>		Lamont McMillan	06/30/2024
<p><i>Notes:</i></p>				

	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
<i>Initial Assessment:</i>			<p>Guilford Elementary is in its eight year of implementation of PBIS (Positive Behavior Intervention Support). Due to the PBIS framework, GES has created school-wide expectations for common areas, classrooms, and transitions. As part of the framework, incentives and rewards are used to recognize students who show positive behaviors with the goal of recognizing all students on a regular basis. The PBIS Check-In Check-Out process is used to partner faculty with students who are in need of mentoring support. At the beginning of each day, a CICO team member works with the partnered student to set daily behavioral goals. At the end of each day, the CICO team member reviews goals yet unmet and celebrates goals achieved. GES also utilizes its full-time Counselor and Social Worker to provide small group sessions and classroom lessons that focus on social and emotional development.</p>	<p>Limited Development 11/17/2020</p>		
<i>How it will look when fully met:</i>			<p>Data-driven behavior plans, school-wide character initiatives, and counselor/social worker interventions are the support systems GES will implement to ensure a decrease in both African American male and overall discipline referrals. Data-driven behavior plans will address the concern of repeat referrals through proactive mentorship using the daily Check-In Check-Out process. The school-wide character initiative will prioritize responsiveness to the trends in discipline data by using student leaders to share motivational messages on the live broadcasted GES Morning Show. Counselor and Social Worker interventions will provide students with the necessary tools and resources to achieve social and emotional wellbeing and academic success.</p>		<p>Lamont McMillan (Principal)</p>	<p>06/30/2024</p>
<b>Actions</b>				<b>1 of 6 (17%)</b>		
		11/17/20	<p>SCHOOL-WIDE CHARACTER INITIATIVE: In order to proactively respond to student needs, the PBIS team and Guidance Counselor will review Educator's Handbook Discipline data once a month. Results of the data analysis will be used to drive themes for lessons that will be broadcast live daily on the GES Morning Show. Student broadcasters, student guests, and faculty will highlight character goals through performances or motivational messages which address the trends in the current discipline data.</p>	<p>Complete 05/24/2021</p>	<p>Joy Hesman</p>	<p>06/30/2024</p>

*Notes:* The school counselor and social worker highlighted awareness dates on the morning show and through emails to the staff. CICO was used to assist students with frequent behavior issues.

11/17/20 COUNSELOR INTERVENTIONS:  
The counselor will respond to student needs through classroom guidance, group counseling, and individual counseling. Counselor interventions are preventative in design and responsive to student needs. The counselor will utilize GCS Character Development Traits as the foundation of the comprehensive school counseling program and will utilize referral data to determine student needs by grade level. As such, the counselor will focus primarily on conflict resolution, anger and aggression management, and social skills education.

Pamela Peppers

06/30/2024

*Notes:*

11/17/20 Schoolwide attendance for each grade level is being monitored and tracked by our attendance team that consist of our Administrator, Data Manager, School Social Worker, School Counselor, EC, and ESL teacher for chronic absences. The team has created and displayed a visual for students to view the class attendance on the hallway for students to compete against each other to have the best attendance. An incentive will be provided to the class with the lowest percentage rate for absences and tardies on each grade level to encourage students to be present and on time each day which will result in consistency in their daily routine and increase the amount of instructional time they are given.

Pamela Peppers

06/30/2024

*Notes:* .5 School Social Worker (Title I Budget Code 3-5320-050-131-400) will monitor student attendance and meet with the attendance team weekly to discuss chronic absences.

11/17/20 GES' Social Worker and School Counselor will support students in whole group and/or small groups to support Social and Emotional Learning. Students will be chosen based on teacher recommendation and/or administrative recommendation.

Pamela Peppers

06/30/2024

*Notes:* Title I funds used to support .5 Social Worker (Budget Code: 3-5320-050-131-400)

11/17/20	GES' social worker will explicitly review student tardies and absenteeism on a daily basis. Practices will be in place to approach parents in an effort to address student tardies and absenteeism. The social worker will be present in the morning car rider line providing parents with the start and end times of school, will be present every morning in the office as parents are signing students in late, and will make daily contact with parents regarding chronic student tardies and absences. The social worker will make phone calls, home visits, and report to additional supports to ensure students are on time and present.		Pamela Peppers	06/30/2024
<i>Notes:</i> Title I funds used to support .5 Social Worker (Budget Code: 3-5320-050-131-400)				
11/17/20	In order to meet SEL needs of teachers and staff, our School Social Worker will coordinate with the district's SEL department to provide professional development on self-care and other ways to address social and emotional being of staff. Our School Social Worker and or School Counselor will include a SEL opener at each staff meeting.		Pamela Peppers	06/30/2024
<i>Notes:</i> .5 School Social Worker (Title I Budget Code 3-5320-050-131-400) will lead the work.				

	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>			<p>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.</p>	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>			<p>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.</p>		Lamont McMillan (Principal)	06/30/2024
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	11/17/20	<p>A vertical meeting between Guilford Elementary School 5th grade teachers and Western Guilford Middle School 6th grade teachers will occur in an effort to make the transition for students efficient.</p>			Pamela Peppers	06/30/2024
<i>Notes:</i>						

11/17/20	A transition meeting will be held for all fifth grade students to provide information, practice expectations, and address student concerns. The Guilford Elementary School and Western Guilford Middle School guidance counselors will collaborate to create an agenda that will address possible physical, emotional, social and intellectual changes that the students may begin to experience as they move to middle school. A trip to Western Guilford Middle School will be scheduled in the spring for students to tour and ask questions of staff and students.		Pamela Peppers	06/30/2024	
<i>Notes:</i> Title I plan correlated indicator - A4.16 Fifth grade students will visit Guilford Middle School to discuss their transition to middle school is funded by (Title I Budget Code 3-5320-050-333-400).					
11/17/20	Kindergarten orientation meetings will be held to introduce parents to the school, answer their questions, and provide a tour. Multiple meetings will be held to accommodate parent schedules.		Pamela Peppers	06/30/2024	
<i>Notes:</i>					
	<b>A4.21</b>	<b>The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Guilford Elementary has purchased the Leader in Me program for use in the 2022-2023 school year. This program will provide teachers and staff with proactive strategies to help promote healthy and safe social and emotional learning. Teachers and staff will engage in learning and employing the Seven Habits (Steven Covey) to eradicate deficits in staff well-being.	No Development 09/09/2022		
<i>How it will look when fully met:</i>		Teachers will demonstrate an understanding of the 7 habits and how to effectively manage any stressors. Teachers will have a sense of awareness of their emotional state in and out of the school environment. Thus increasing their teaching and leading capacity within their classrooms and the school. Evidence will be shown based on surveys conducted by Leader and Me that assess the well-being of staff members.		Kierra Overton (SSW)	06/30/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/9/22	Teachers will attend 7 Habits, Core 1, and Lighthouse training.			Classroom Teachers	06/30/2023

Notes: Title I Contracted Services Budget Code 3-5330-050-311-400 to fund Leader In Me Curriculum and Coaching.

5 School Social Worker (Title I Budget Code 3-5320-050-131-400) will monitor social and emotional state of staff.

This action is an effort to exit school out of TSI-TA designation.

9/9/22 Staff will complete the Leader In Me MRA Assessment.

All Staff

06/30/2023

Notes: Measurable-Results Assessment (MRA) Use data to track schoolwide improvement for leadership, culture, and academics. Each spring, schools are encouraged to invite staff, students, and parents to take the MRA as a way to measure the effectiveness of Leader in Me implementation and identify ways to improve in the coming year. Title I Contracted Services Budget Code 3-5330-050-311-400 to fund Leader In Me Curriculum and Coaching. This action is an effort to exit school out of TSI-TA designation.

**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
<b>Initial Assessment:</b>		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.	Limited Development 11/17/2020		
<b>How it will look when fully met:</b>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Lamont McMillan (Principal)	06/30/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
11/17/20		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Lamont McMillan	06/30/2024

<i>Notes:</i>								
	11/17/20	An Instructional Leadership Team has been developed which includes members of the administrative team, selected support staff, and classroom teachers. The vision of this team is to reach every child at Guilford Elementary School by working collaboratively to support, enhance, and cultivate effective instructional practice.				Lamont McMillan	06/30/2024	
<i>Notes:</i> A walkthrough document has been created to provide feedback to teachers to support with instructional implementation in all curricula areas in ALL classrooms. This action is an effort to exit school out of TSI-TA designation.								
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>			<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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 set in place by the Reading Goal Team, Math Goal Team, Science Goal Team, and Positive Behavioral Interventions and Supports (PBIS) Team.			Limited Development 11/17/2020		
<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.				Lamont McMillan (Principal)	06/30/2024
<b>Actions</b>						<b>0 of 1 (0%)</b>		
	11/17/20	As the School Improvement Team members change, full provision of the by-laws will be presented to new members. Our School Support Officer will attend the meeting in an effort to reinforce Leadership expectations for new members.				Lamont McMillan	06/30/2024	
<i>Notes:</i>								

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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>		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, known as Goal Teams, are comprised of teaching staff representatives from grade levels or instructional specialty. Goal 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 Goal Teams is monitored by the principal to maintain focus on instructional improvement.	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>		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.		Lamont McMillan (Principal)	06/30/2024
<i>Actions</i>			0 of 5 (0%)		
	11/17/20	TEAM STRUCTURES: Building team structures will be comprised of the leadership team, three instructional goal teams, the PBIS team, and grade level teams. Teams within the school will be intentionally organized to represent the needs of the school with instructional priorities focused on reading, math, science, and student behavior expectations. Representation on teams will foster building-wide distributive leadership.		ILT	06/30/2024

*Notes:* Team Chair Persons from the Leadership Team, Reading Goal Team, Math Goal Team, Science Goal Team, and PBIS Goal Team will ensure that this process is being fully implemented. This action is an effort to exit school out of TSI-TA designation.

11/17/20 GOAL TEAM COMMUNICATION:  
Records of monthly agendas and minutes will be documented and shared with whole staff by the end of each meeting / work session in order to ensure timely communication.

Goal Teams

06/30/2024

*Notes:*

11/17/20 LEADERSHIP TEAM COMMUNICATION:  
Members of Reading, Math, Science, and PBIS Goal Teams communicate directly to Leadership Team members to ensure transparency of school goals, assess effectiveness of school initiatives, and adapt practices to best serve student needs.

Lamont McMillan

06/30/2024

*Notes:* Set goals for all goal teams for the entire year and break each of these goals down into quarterly, monthly, or weekly time frames and due dates.  
Requests made for monthly calendar dates to be communicated to staff through leadership minutes, including PTA events, GES master calendar events, GCS events, and agenda view list of calendar dates.

11/17/20 An Instructional Leadership Team (ILT) has been developed which includes the Principal, Assistant Principal, Curriculum Facilitators, K-2 classroom teacher, 3-5 classroom teacher, and an EC teacher. This team will maintain a consistent and sole focus on the core instructional work of the school and improve the quality of instruction using a distributive leadership model to scale effective practices throughout the building.

Lamont McMillan

06/30/2024

*Notes:* The ILT conducts walkthroughs of classrooms and provide feedback to support teachers with implementation of different instructional strategies.  
The focuses are Meaningful Discourse, Corrective Instruction, and Accelerated Instruction.  
Conversations in collaboration ILT and leadership about teachers facilitating the content when students are provided with the opportunity for meaningful discourse that is currently imbedded in classroom instruction as a means to support critical thinking skills and engage ALL students in learning. Classroom teachers will scaffold grade level content so that ALL students have equal access. This action is an effort to exit school out of TSI-TA designation.

11/17/20 The K-2 and 3-5 Curriculum Facilitators will facilitate PLCs that walks teachers through reviewing assessment data and creating plans to provide corrective instruction. Each Tuesday will be designated as Data PLCs to look at common and formative assessments to determine R.I.M.E. time students. Each Thursday CFs will support teachers to unpack standards and increase engagement and plan the next common formative assessment.

Kelly Hoyme

06/30/2024

*Notes:* 3-5 Curriculum Facilitator (Budget Code: 3-5330-050-135-400) are funded through Title I. This action is an effort to exit school out of TSI-TA designation.

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 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.		Lamont McMillan (Principal)	06/30/2024
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	11/17/20	An instructional walkthrough schedule will be created for the administrative team. Each teacher will receive a walkthrough/snapshot observation at a minimum of twice per month.		Joy Hesman	06/30/2024
	<i>Notes:</i>	This action is an effort to exit school out of TSI-TA designation.			
	11/17/20	The administrative team will work closely with CKLA and Illustrative Math coaches to support teachers with the implementation of the curriculums by providing constructive feedback to inform next instructional steps. Scheduled walkthroughs will be conducted by the admin team and coaches during each visit. Admin, coaches, and teachers will collaborate during PLCs at each coaching visit to discuss positive instructional practices and implementation with fidelity.		Joy Hesman	06/30/2024
	<i>Notes:</i>	This action is an effort to exit school out of TSI-TA designation.			

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>		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		
<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.		Lamont McMillan (Principal)	06/30/2024
<i>Actions</i>			<b>2 of 13 (15%)</b>		
11/17/20		All K - 3 grade students will be assessed utilizing the NC State mandated DIBELS assessment for BOY, MOY and EOY benchmarks. Data collected from DIBELS will drive instructional decisions for each student who fall within correlated MTSS tiers. Small group instruction during I/E time will target individualized student needs and acceleration of instruction.	Complete 09/26/2022	Shannon Daye (CF)	09/26/2022
		<i>Notes:</i> Progress monitoring will occur for all students with reading deficits determined by DIBELS Assessments. All students who are in Tier 1 will receive core instruction and monitored as needed. All Tier 2 students will be progress monitored at minimum every 10 days, and students in Tier 3 will be progress monitored at minimum every 5 days.			

11/17/20	All K-5 grade classroom teachers will debrief with the Illustrative math coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the Illustrative math coach which will be implemented through their math core instruction as next steps.	Complete 09/28/2022	Kelly Hoyme (CF)	09/28/2022
<i>Notes:</i> Correlated Title I plan indicators- C2.01 Teachers will be provided planning once a week to analyze Illustrative Math data				
11/17/20	All K-5 grade reading teachers will debrief with the CKLA coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the CKLA coach which will be implemented through their reading core instruction as next steps.		Kelly Hoyme (CF)	10/24/2022
<i>Notes:</i> Correlated Title I plan indicators - C2.01				
10/17/22	All K-5 grade classroom teachers will debrief with the Illustrative math coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the Illustrative math coach which will be implemented through their math core instruction as next steps.		Kelly Hoyme (CF)	11/09/2022
<i>Notes:</i>				
10/17/22	All K-5 grade reading teachers will debrief with the CKLA coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the CKLA coach which will be implemented through their reading core instruction as next steps.		Kelly Hoyme (CF)	11/29/2022
<i>Notes:</i>				

11/17/20	Selected dates for Data Days will be implemented in the school schedule. Each Kindergarten through fifth grade teacher will participate in a minimum of two full Data Days. The Administrative Team and teachers will work collaboratively to disaggregate DIBELS, NWEA MAP (3-5 only), CKLA End of Domain Assessment, Interim Assessments, and common assessment data. A plan will be created to target specific students showing skill deficits in an effort to provide students with differentiated instruction to gain mastery of standards and accelerate learning.		Kelly Hoyme (CF)	11/30/2022
<p><i>Notes:</i> Substitute pay for Data Day subs 3-5330-050-163-400 Data Day #1 Occuring Nov. 30th. All upper grades will have completed interim assessments.</p>				
10/17/22	All K - 3 grade students will be assessed utilizing the NC State mandated DIBELS assessment for BOY, MOY and EOY benchmarks. Data collected from DIBELS will drive instructional decisions for each student who fall within correlated MTSS tiers. Small group instruction during I/E time will target individualized student needs and acceleration of instruction.		Shannon Daye (CF)	02/07/2023
<p><i>Notes:</i></p>				
10/17/22	Selected dates for Data Days will be implemented in the school schedule. Each Kindergarten through fifth grade teacher will participate in a minimum of two full Data Days. The Administrative Team and teachers will work collaboratively to disaggregate DIBELS, NWEA MAP (3-5 only), CKLA End of Domain Assessment, Interim Assessments, and common assessment data. A plan will be created to target specific students showing skill deficits in an effort to provide students with differentiated instruction to gain mastery of standards and accelerate learning.		Kelly Hoyme (CF)	02/13/2023
<p><i>Notes:</i> Data Day #2 will take place on February 13th after the DIBELS and the NWEA Map windows close.</p>				

10/17/22	All K-5 grade classroom teachers will debrief with the Illustrative math coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the Illustrative math coach which will be implemented through their math core instruction as next steps.		Kelly Hoyme (CF)	02/23/2023
<i>Notes:</i>				
10/17/22	All K-5 grade classroom teachers will debrief with the Illustrative math coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the Illustrative math coach which will be implemented through their math core instruction as next steps.		Kelly Hoyme (CF)	04/05/2023
<i>Notes:</i>				
10/17/22	All K-5 grade reading teachers will debrief with the CKLA coach after modeled lessons and/or being observed. Teachers will utilize the feedback and recommendations provided by the CKLA coach which will be implemented through their reading core instruction as next steps.		Kelly Hoyme (CF)	04/19/2023
<i>Notes:</i>				
10/17/22	All K - 3 grade students will be assessed utilizing the NC State mandated DIBELS assessment for BOY, MOY and EOY benchmarks. Data collected from DIBELS will drive instructional decisions for each student who fall within correlated MTSS tiers. Small group instruction during I/E time will target individualized student needs and acceleration of instruction.		Shannon Daye (CF)	05/25/2023
<i>Notes:</i>				
9/9/22	(B1.02) The Leadership Team serves as a conduit of communication to the faculty and staff.		Victoria Witherspoon	06/30/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>

	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
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<p><b>Initial Assessment:</b></p>	<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>	<p>Limited Development 11/17/2020</p>		
<p><b>How it will look when fully met:</b></p>	<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>		<p>Lamont McMillan (Principal)</p>	<p>06/30/2024</p>
<p><b>Actions</b></p>		<p>0 of 2 (0%)</p>		
<p>11/17/20</p>	<p>Rewards for staff include staff recognitions at staff meetings such as Birthdays, Cheetah Praise Bulletin Board, Crystal Apple Awards provided by Horace Mann, and written/verbal feedback. Staff appreciation meetings and PTA appreciation events are conducted throughout the year. We will have a board for teachers to give shout outs to their peers.</p>		<p>Lamont McMillan</p>	<p>06/30/2024</p>
<p><i>Notes:</i></p>				

11/17/20

GES' Admin Team will seek to recruit highly qualified staff to ensure students are provided with systematic instruction as required through content area curriculum. GES' Admin Team will provide support within the school through coaching by ILT, Curriculum Facilitators, content coaches, and mentors.

Lamont McMillan

06/30/2024

*Notes:*

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>		<p>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.</p>	Limited Development 11/17/2020		
<i>How it will look when fully met:</i>		<p>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.</p>		Lamont McMillan (Principal)	06/30/2024
<i>Actions</i>			<b>1 of 3 (33%)</b>		
	11/17/20	All teachers are asked to make at least one phone contact to all of their students' parent or guardian(s) to introduce themselves, share contact information, and begin building relationships.		Classroom Teachers	06/30/2024
<i>Notes:</i>					

11/17/20	A parent night will be held inviting families to engage in curriculum based activities with staff and students. Activities will be content based to support learning in reading and math.	Complete 04/08/2021	Lamont McMillan	06/30/2024
<i>Notes:</i> Title I plan indicator - E1.06				
11/17/20	GES will utilize Classroom DOJO schoolwide as a 2-way communication tool to connect with parents, send communication, ask and answer questions, post news and information on school and class feeds, and manage and share classroom student behavior.		GES Staff	06/30/2024
<i>Notes:</i> All teachers are asked to make at least one phone contact to all of their students' parent or guardian(s) to introduce themselves, share contact information, and begin building relationships.				