Comprehensive Progress Report

Mission: Southern Guilford Elementary strives to develop responsible students who are given the opportunity to achieve success in academic, personal, social and emotional development in a safe and nurturing environment where caring and learning go hand in hand. By teaming the staff, students, families, and community, we bring out the highest potential in everyone.

Vision: The vision of Southern Elementary is to become a school where students will prosper as life-long learners.

Goals:

During the 2026–2027 school year, Southern Elementary will increase the overall school performance composite from 59.1% to 62.1%, representing a 3 percentage-point increase, by strengthening standards-aligned instruction, using data to identify and address student misconceptions, and providing targeted academic support to students.

By the end of the 2026-2027 school year, we will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers as we work towards the Guilford Guarantee.

During the 2026–2027 school year, Southern Elementary will strengthen family engagement by providing meaningful opportunities for families to celebrate the school's legacy, actively participate in school events and decision-making, and support students and families through the school closure and transition process.



! = Past Due Objectives KEY = Key Indicator

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:			During the 2020-21 school year, teachers participated in an MTSS course offered through GCS designed to increase knowledge and usage of the multi-tiered system. A schedule has been created and distributed for teachers to watch the webinars and meet with other staff to discuss what they learned. During the school year, the staff will implement a tiered instructional system which allows teachers to deliver evidence -based instruction aligned with the individual needs of students across all tiers.	Limited Development 07/28/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			By 2023, we will develop a strong intervention program utilizing research-based materials facilitated by trained community tutors to allow students to demonstrate growth in the area of reading. Students will demonstrate at least one level of growth or 5 percentage points. By 2024, we will continue to implement a strong intervention program utilizing research-based materials facilitated by trained community tutors to allow students to demonstrate growth in the area of math and reading. Students will demonstrate at least one level of growth or 5 percentage points. Data sources will include FastBridge and DIBELS.		**Erin Morgan SBLT Chair 09/2025 (Permanent)**	**06/11/2027**
Actions				**20 of 23 (87%)**		
11/22/16			4th and 5th grade students will be able to participate and compete in the Elementary Battle of the Books.	Complete 03/15/2017	Sarah Chrisman	03/15/2017
Notes:						
8/11/16			Celebrate reading and readers throughout the school regularly Students will participate in the Accelerated Reader with teachers setting appropriate goals based on reading levels	Complete 06/09/2017	Sarah Chrisman	06/09/2017
Notes:						

8/30/17	Teachers will use the data collection chart to record interventions and progress monitoring. The principal and CF will monitor to ensure that adequate progress monitoring is taking place.	Complete 10/13/2017	Carole Ashby	10/16/2017
Notes:	Data charts have been distributed to teachers. Teachers will keep data charts for each student. Following a required intervention schedule, teachers will provide each student with instruction to meet his/her needs based on data.			
8/11/16	Assess students to get a baseline for their individual needs. Provide interventions and record interventions and progress monitoring on a school created data sheet. Conduct progress monitoring. Principal and Curriculum Facilitator will monitor weekly to ensure that interventions are being done with fidelity.	Complete 10/27/2017	Carole Ashby	10/30/2017
Notes:	All students (K-3) will have been assessed using Reading 3D assessments (DIBELS to assess phonics skills and TRC for students reading level) by September 22.. All students in 4th & 5th grade have been assessed using the IRLA assessment, a part of the ARC/Balanced Literacy program by October 5. Based on the data, teachers will create an Intervention/Progress Monitoring plan for each student. As students have mastered a specific skill/goal, teachers adjust their interventions and/or schedule to meet the needs of all students.			
8/11/16	Provide time daily for wide reading in grades 3-5; time for read alouds in K-2 – transitioning to wide reading as students are reading Hold conferences with students during wide reading to learn more about their reading preferences, skills, and needs on a rotating basis Provide feedback and next steps to students during wide reading conferences Engage in writing across the curriculum daily	Complete 10/26/2017	Carole Ashby	10/31/2017
Notes:				
10/8/19	Use Title I funds to purchase new interactive short throw projectors for all of the classrooms to enhance instruction. In addition, purchase a class set of laptops with Title I funds.	Complete 12/31/2019	Sarah Chrisman	01/17/2020
Notes:	Short throw projectors were installed during winter break on December 31 by the GCS technology department.			
10/8/19	Use Title I funding to hire tutors to support Tier II and Tier III students.	Complete 01/31/2020	Carole Hilbert	02/01/2020
Notes:				

8/14/19	Teachers will receive training in the use of MTSS structures. The tiered interventions are a means of intensifying and tailoring instruction to support all students in the areas of academics, behavior, attendance, and social/emotional well being. Teachers will intentionally serve students based on their individual needs through the tiered system.	Complete 04/24/2020	Carole Hilbert	06/10/2020
Notes:	Teachers are assigned webinars to view, created by district MTSS coordinator, Dr. Tina Lupton. A follow up meeting will be held to facilitate a discussion about webinar. Teachers will complete a reflection sheet to explain what they learned, how they can implement the new strategy, and what wonderings they have. Teacher will meet for a debriefing session on: September 17, October 22, November 19, December 9, January 13, February 10, March 17, April 14, and April 22.			
10/9/20	All math teachers will be train in Number Worlds	Complete 10/30/2020	Rebecca Starnes	10/30/2020
Notes:	Guilford County Schools will provide training to teachers and Curriculum Facilitators. In PLCs, Number Worlds will be discussed as an intervention for students needing additional learning supports.			
10/9/20	Provide training for instructional leaders on problem-solving Core and Supplemental within PLC meetings.	Complete 05/28/2021	Rebecca Starnes	05/31/2021
Notes:	The Curriculum Facilitator and Principal are participated in district-wide trainings monthly. They will provide training to staff to enhance their understanding.			
10/9/20	In PLC meetings, teachers will identify students who need instructional support or enhancement through the use of data.	Complete 06/03/2021	Rebecca Starnes	06/05/2021
Notes:	Data analysis will take place during PLCs. Students in needs of supplemental support will receive research based interventions with progress monitoring.			
10/9/20	Students' academic outcomes will be monitored using universal screeners (as available), progress monitoring, benchmarks, formative and summative assessments.	Complete 06/03/2021	Rebecca Starnes	06/10/2021
Notes:	Daily monitoring of student understanding will take place. Reteaching and supplemental support will take place on an ongoing basis to ensure that students maintain an understanding of the content taught.			
10/9/20	Monitor supplemental and intensive interventions through forms provided by psychological services.	Complete 06/10/2021	Haley Black, school psychologist	06/10/2021
Notes:	With the help of the school psychologist, forms will be monitored and reviewed.			

2/11/22	Tutors will be hired by GCS to work with students who are testing at the 20% or less level.	Complete 03/31/2022	Rebecca Starnes	03/31/2022
Notes:	• Tutors will be selected through an interviewing process. • They will complete the GCS application and learning sessions for tutors. • A schedule will be created to allow students to receive at least 3 days of pull-out tutoring to focus on reading for thirty minutes. • Tutors will work with no more than five students in a group who will receive supplemental and intensive reading instruction. • The tutors will use the GCS forms and documents to assess and monitor growth. • The tutors will provide a bi-weekly report on their students' progress to the admin team and monthly to the SBLT.			
10/25/22	Books for classroom libraries will be purchased with Title I funding to supplement wide reading opportunities for students. Title lists curated to reflect the curriculum for each grade level with attention to the topics of social emotional learning and diversity.	Complete 10/25/2022	Sarah Chrisman	11/01/2022
Notes:				
10/25/22	Makerspace resources and materials will be purchased, using Title I funds, to enhance STREAM teaching and learning.	Complete 01/13/2023	Sarah Chrisman	01/01/2023
Notes:				
10/7/22	Teachers will use exit tickets in Eureka math to create targeted support groups. Based on the performance data from exit tickets, teachers will determine the level of support needed to help students meet current goals. Exit ticket data will be kept on the county's spreadsheet and shared bi-weekly with the curriculum facilitator and principal. Data will be discussed in weekly PLCs.	Complete 06/02/2023	Rebecca Starnes	06/02/2023
Notes:				
10/25/22	Virtual Science Field Trips will be purchased with Title I funds to provide students with hands-on activities and opportunities for real-life connections with the science curriculum at each grade level.	Complete 10/15/2023	Sarah Chrisman	10/15/2023
Notes:	Title I funds will be used to purchase these science kits.			
11/4/24	During monthly PLCs, teachers will review progress monitoring data to gauge student performance. High dosage tutoring decisions will be driven by this data.	Complete 05/06/2025	Erin Morgan	05/15/2025
Notes:				
9/29/25	Title 1 funds will be used to purchase curriculum resources. These resources will be used to meet the needs of all students across tiers.	Complete 05/14/2027	Erin Morgan SBLT Chair 09/2025	05/30/2026

Notes:				
9/22/26	Title 1 funds will be used to purchase a 0.5 Teacher Assistant to ensure that individual needs of students are met across all instructional domains and across all tiers.		Johnathan Moore	09/22/2026
Notes:				
9/22/26	Title 1 funds will be used for an EEA to hire a daytime tutor.		Johnathan Moore	02/26/2027
Notes:				
9/22/26	Title 1 funds will be used to hire afterschool tutors via an EEA to address learning gaps.		Erin Morgan SBLT Chair 09/2025	05/12/2027
Notes:				
Implementation:		09/22/2026		
Evidence	5/28/2024 Teachers are using data charts to document interventions and progress monitoring. Data is also tracked digitally through all progress monitoring systems. Data is visually represented on a data wall in the PLC room. 5/26/26 Title 1 funds were used in classrooms and within small groups.			
Experience	5/28/2024 Southern has implemented a Tiered system of instruction to meet the needs of individual students. Guidelines for progress monitoring students have been created. Teachers are documenting interventions and progress monitoring. Reteaching is occurring for students who fall below the 80% mark on unit assessments. 5/26/26 Title I funds were used to purchase resources, such as NC Ready Test Prep books, Science is Fun, and teacher-chosen materials/resources.			
Sustainability	5/28/2024 Teachers will continue to monitor student achievement and offer support for students who fall under grade level expectations. 5/26/26 Title I budget will be used to allocate funds for resources for 2026-2027.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers are observant of students' emotional states, and seek resources to serve the students. Teachers have participated in a two day training presented by representatives from the Department of Health and Human Resources which provided an overview of ways to support students' mental health.	Limited Development 07/28/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Teachers will strengthen their core resiliency through the book study, Onward. From their own reflections, teachers will learn more that will enable them to raise awareness about students' range of emotions. Teachers will raise concerns about students presenting academic, behavioral, SEL, or attendance concerns so that the administration, the school counselor, school psychologist and social worker can investigate ways to mitigate barriers for students. Through MTSS, students' individual needs will be addressed. Resources will be made available to assist students with concerns.	**Objective Met 04/21/25**	**Brooke Shipman (Permanent)**	**06/12/2026**
Actions						
8/30/17			All staff will participate in professional development offered by the North Carolina Department of Health and Human Services in August 23 and 24.	Complete 08/24/2017	Carole Ashby	08/24/2017
Notes:			Staff members participated in the professional development offered that provided awareness of mental health concerns among youth. Resources will given to staff to follow up when situations arise.			
1/27/20			The LEA/School has a system in place for determining the nature and extent of early learning opportunities each student has access prior to school entry.	Complete 09/06/2019	Gloria Humble	09/06/2019
Notes:			Kindergarten teachers and assistants conduct a screening for students entering Kindergarten. A parent questionnaire provides insights into the child's previous educational experiences.			
8/14/19			Teachers will intentionally develop positive relationships with students and families. Teachers will model positive behaviors that will promote appropriate social skills.	Complete 06/05/2020	Carole Hilbert	06/05/2020

Notes:	Teachers will engage students in "getting to know you activities" to build a classroom community. Teachers will eat with their students, sitting with and interviewing each student over the course of the first month to get to know each individual. Outside classroom doors a greeting poster will be placed for students to select their prefered method of greeting, a hug, high five, or wiggle dance. Teachers will continue throughout the year to provide opportunities for students to interact with each other in noncompetitive, collegiate activities. Teachers will attend school functions to show support of the our students. They will attend outside events for students such as sporting events, recitals at least twice during the semester.			
9/10/20	Teachers will host online meetings for the specific purpose of building relationships and supporting students' social, emotional learning. They will create interactive events for students to engage with their peers in a social setting.	Complete 09/11/2020	Carol Hilbert	10/20/2020
Notes:				
9/24/19	Teachers will be trained in areas of social/emotional learning to build the habits and dispositions of emotionally resilient educators. Resiliency will be the focus for the 2019-2020 staff training. Teachers will read journal articles and excerpts from the book, Onward by Elena Aguilar, view TED Talks, and engage in activities based on the four-part conceptual framework of resiliency. Staff at Southern will be supported by Cynthia Brown, SEL facilitator for the district.	Complete 06/10/2021	Carole Hilbert	06/15/2021
Notes:	The book, Onward, is being used to develop an understanding of resiliency and strategies for attaining a deeper capacity to grow as a more resilient educator. This action was not fully implemented during the 2019-2020 school year due to several disruptions to our school, including the COVID-19 pandemic.			
10/7/22	An attendance team will be created to montitor student attendance and address chronic absenteeism.	Complete 09/09/2022	Carol Hilbert	09/09/2022
Notes:	The team consists of the school social worker, the data manager, and homeroom teachers. When a school social worker is hired, he or she will be added to the team.			
10/7/22	The school's social worker will make home visits to students who are absent five consecutive days without contact with the school. A record of home visits will be kept on file.	Complete 06/02/2023	Carol Hilbert	06/02/2023
Notes:				

10/7/22	The school counselor will meet with the parents of chronically absent students to create a contract for attendance.	Complete 06/02/2023	Carol Hilbert	06/02/2023
Notes:				
10/24/23	An SEL at Home series will be launched on Class Dojo for parents.	Complete 05/01/2024	Jasmine Suggs	05/01/2024
Notes:				
11/4/24	Southern will host an SEL Family Night	Complete 05/15/2025	Brooke Shipman	05/07/2025
Notes:				
Implementation:		04/21/2025		
Evidence	5/7/25 Wellness Warriors program for 3-5 will conclude 5/15/25 SEL night for families has been scheduled.			
Experience	5/28/2024 Staff development was provided by Guilford Parent Academy to help staff with school-home connection. When teachers feel the emotional need of the student is beyond their level of training, they refer the student to our school counselor for additional support.			
Sustainability	5/28/2024 Teachers will continue to monitor the emotional needs of students. They will refer as needed to various health providers.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The school has a variety of methods of communicating all school aspects to parents and community members, including weekly grade-level/classroom newsletters, weekly ConnectEd messages, and daily Class Dojo updates. Teachers are required to return phone calls or emails within 24 business hours to parents. Several academic nights are being scheduled to invite parents to come to school to learn more about how they can help their children at home. The annual Title 1 meeting has been scheduled for September and will be offered two times during the day to allow parents access to this information. Parent conferences will be held regularly as needed and are expected for all students in quarters 1 and 3.	Limited Development 08/09/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Teachers will maintain their class webpages and distribute their weekly newsletters. ConnectEd calls will keep parents informed. Teachers will use ClassDojo to communicate with parents daily as needed. Parents will utilize opportunities to learn more about the workings at Southern Elementary School.	**Objective Met 05/26/26**	**Jonathan Ferris 03/2025 2nd Term**	**06/12/2026**
Actions						
8/30/17			Teachers will develop and maintain weekly newsletters and class website. A school newsletter, The Backpack Express will go home biweekly. Newsletters are attached to the school web page. Teachers will use Class Dojo to inform parents of students' behaviors at school. Teachers will schedule ongoing conferences as needed but required at the end of the 1st and 3rd quarters. Emails and phone calls will occur as needed. ConnectEd messages will be sent out weekly. Parents are also encouraged to sign up for the Parent Assist system so that they can monitor students' academic progress.	Complete 06/08/2018	Sarah Chrisman	06/08/2018
Notes:						
9/30/19			Usage of ClassDojo will be 100% implemented by teachers in grades K-5.	Complete 09/06/2019	Andrew Seagraves	09/06/2019
Notes:			Southern Elementary communicates with parents in multiple ways.			

10/8/19	Provide an EEA for bilingual to serve as an interpreter four hours per week.	Complete 11/01/2019	Carole Hilbert	11/01/2019
Notes:				
10/1/19	Family fun nights have been scheduled to bring the community together in a relaxed, informal setting to build relationships and connections.	Complete 04/22/2021	Carole Hilbert	05/14/2021
Notes:	The first event will be held on September 26 in conjunction with our Title 1 meeting. In celebration of Hispanic Heritage month, we will host an evening event to highlight the traditions and culture of our Hispanic families. On October 11, families are invited to come out for a movie night. The PTA is paying for rights to show the movie, Coco. Families will bring a dinner picnic and PTA will provide popcorn. A spring family event has been scheduled for April 24 at Southwest Park. Due to the COVID-19 restrictions, the last family event was canceled. Schools in North Carolina were closed on March 20 for students and did not reopen. Family engagement activities will resume when bans are lifted for the assembly of large groups. Southern Elementary is committed to hosting at least two family engagement activities during the second semester of school during the 2020-2021 school year.			
10/7/22	The principal will post a principal newsletter to ClassDojo to update parents on current events and activities at Southern Elementary.	Complete 06/09/2023	Carol Hilbert	06/02/2023
Notes:				
10/7/22	The school attendance team will ensure that contact is made with parents of students who have unexcused absences after 6 days and 10 days.	Complete 06/09/2023	Cathy Fraley	06/09/2023
Notes:	This is an ongoing action. As students meet this criteria, the letters will go out.			
10/7/22	The attendance team will make personal contact with students after three consecutive days without school contact.	Complete 06/09/2023	Carol Hilbert	06/09/2023
Notes:				
10/7/22	The school worker and/or school counselor will meet with the parents of chronically absent students to create attendance contracts.	Complete 06/09/2023	Carol Hilbert	06/09/2023
Notes:				
10/25/22	The school will host curriculum nights in conjunction with our book fairs and food will be provided, using Title I funds, to encourage family participation. A portable PA system will be purchased to use at these events.	Complete 06/09/2023	Sarah Chrisman	06/09/2023
Notes:				

8/30/17	Southern Elementary will host its Title I meeting on September 14th at 7:30am and 5:00pm so that parents can attend the meeting to learn more about our Title 1 status and plan.	Complete 09/14/2023	Sarah Chrisman	09/14/2023
Notes:				
10/1/19	A parent curriculum night will be held to provide parents with an overview of Eureka Math and CKLA. Title I funds will be used to pay for refreshments at the events.	Complete 10/27/2023	Sarah Chrisman	10/31/2023
Notes:				
10/25/22	An interpreter (.5) will be employed using Title I funding to assist with and facilitate school/family communication with our Hispanic families.	Complete 10/17/2023	Johnathan Moore	10/31/2023
Notes:				
8/30/17	Various community partnerships will take place throughout the year to facilitate relationships with all stakeholders. Southern will host a fall movie night in October. Two book fair nights will be held in October and March that will serve as teaching and learning opportunities for parents.	Complete 03/14/2024	Sarah Chrisman	03/30/2024
Notes:	Plans are underway for a number of events which will draw parents in and provide them with information about how to help their students at home. Academic, social, and service dates are being determined.			
10/22/24	Southern Elementary will hold a curriculum night for families to learn more about the standards being taught. Families will leave with a "Make and Take" activity that they can utilize at home for additional practice.	Complete 11/14/2024	Erin Morgan	11/30/2024
Notes:				
10/14/24	Title One funds will be used to purchase food for families as we host parent engagement nights through out the year.	Complete 04/24/2026	Johnathan Moore	04/10/2025
Notes:				
9/26/25	Title one funds will be used to purchase food for families during family engagement nights throughout the year. Family engagement nights will include curriculum night, SEL night, multicultural night, book fair night, and EOG prep celebration.	Complete 06/04/2027	Katlin Chow	05/30/2026
Notes:				
Implementation:		05/26/2026		

Evidence	5/28/2024 ClassDoJo Records 3/20/25 Title I funds for Parent Family Engagement activities have been encumbered, including Book Fair Family Night, Multicultural Night, and SEL Night. ConnectED calls Weekly Newsletters Pride Packs 5/26/26 Documentation of parent/family attendance for Curriculum Night and Book Fair Night.			
Experience	5/28/2024 Parents are informed of school activities, student behaviors, class performance, classroom information through ClassDojo. ConnectEd phone calls and emails go out weekly for announcements and as needed for important updates. Each grade level creates a weekly newsletter that is unique to that grade level. Printed documents are sent home as needed in "Pride Packs" on Tuesdays. Our webpage is updated to provide parents with the latest information about our school community. 5/26/26 Title I funds were used to provide meals at Curriculum Night and Book Fair Night.			
Sustainability	5/28/2024 We will continue to use a variety of ways to ensure communication with parents is at a maximum. 5/26/26 Allocate Title I funds for family events during the 2026-2027 school year.			