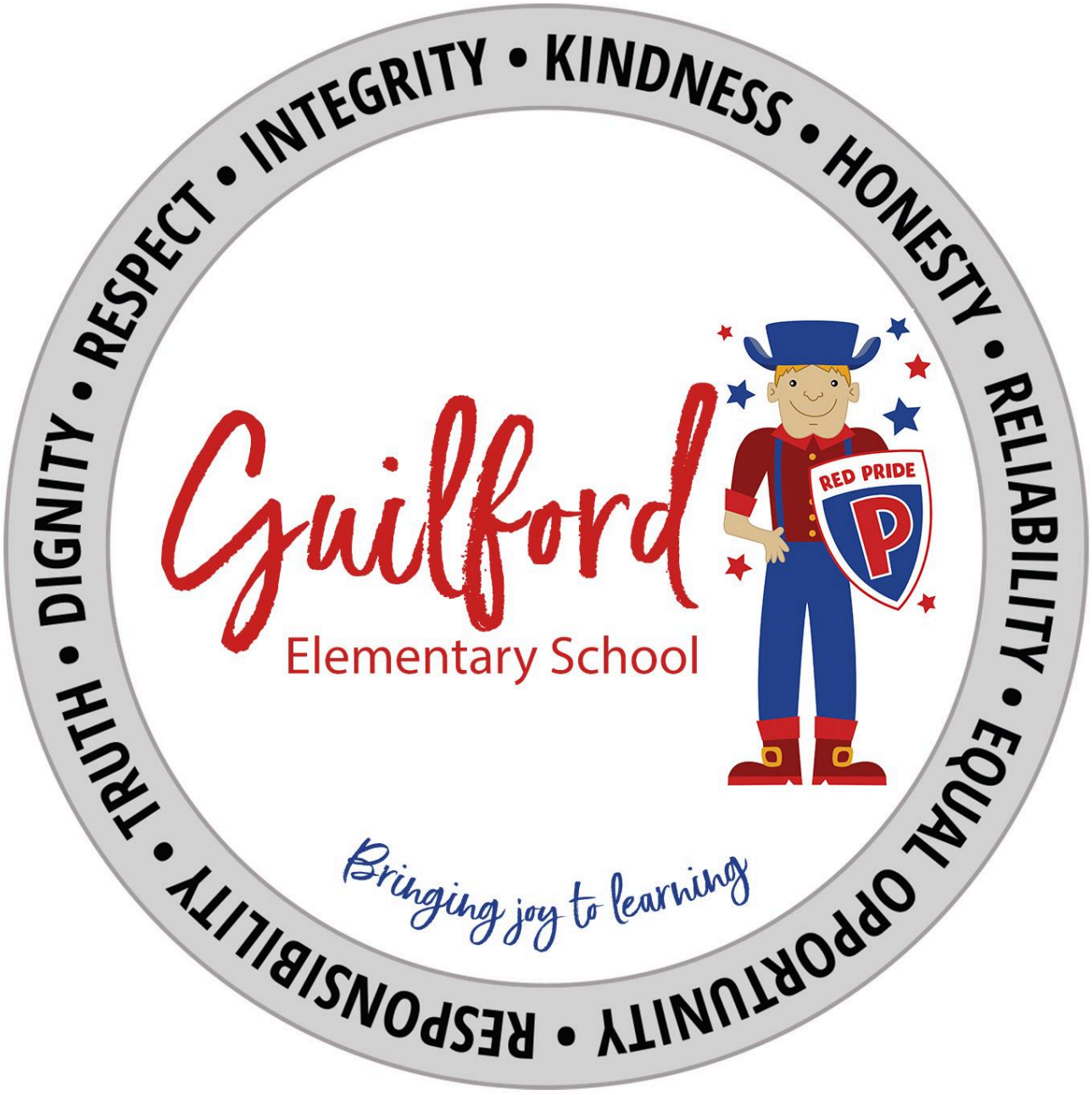


SCHOOL IMPROVEMENT PLAN

2026-2027

GUILFORD ELEMENTARY SCHOOL

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  - **Part 2: Additional Narrative for PL221 Compliance - School Improvement Team**
    - Colleen Perry, Principal
    - Erika Stepp, Assistant Principal
    - Traci West, Special Education
    - Brittany Love, Kindergarten Teacher
    - Camie Broughton, 1st Grade Teacher
    - Lauren Heckman, 2nd Grade Teacher
    - Cindy McGary, 3rd Grade Teacher
    - Kelli Carnes, 4th Grade Teacher
    - Bethany Bammann, 5th Grade Teacher
    - Braden Feltner, Physical Education Teacher
    - Morgan Hill, Parent
    - Tracey Creason, Parent

- **Statement of Mission and Beliefs**
  - **Corporation & School Mission Statement**

Our district adopted the mission statement, *Bringing joy to learning*. In planning for our school's future, we saw no better mission than to adopt this as our own, as well. We continue to make this a focus for staff and students. Whereas we used to have a mission statement that was hard to remember and harder to recite, this mission is known to all who work in our school and each would be able to state it at any time.

- **Part 1: Schoolwide Planning: Introduction**
  - **Narrative Description of the School**

Guilford Elementary School is located at 6440 S. County Road 600E in Plainfield, Indiana. The school opened its doors on August 4, 2021, serving students in kindergarten through fifth grade. Current enrollment is 449 students. As a newly constructed facility, Guilford Elementary is currently operating at half capacity, allowing room for substantial future growth.

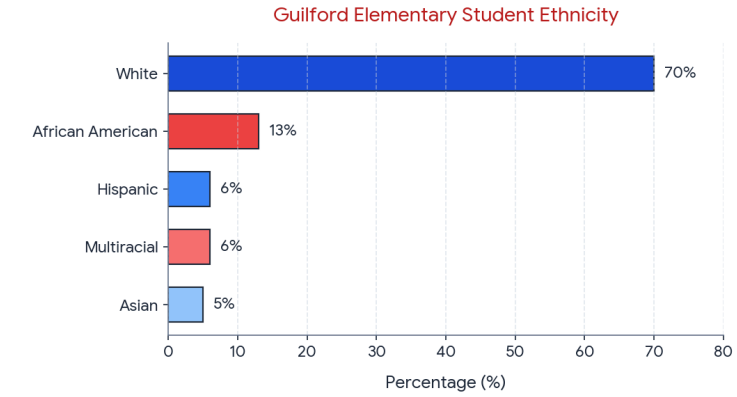
The school contains 18 general education classrooms, one special education classroom, and multiple small group instruction areas. A shared community space is accessible to each grade level throughout the day. Guilford continues to support the fine arts by providing dedicated spaces for music, art, and media at the center of the school. The facility also includes a gymnasium and a large, centrally located cafeteria. Certified teachers provide instruction in art, music, and physical education, while the media center—known as the *Discovery Center*—is supervised by an instructional assistant. Guilford also employs two full-time special education teachers. The STRIDE program, which supports students with emotional disabilities, is housed within the school.

Additional staff members include the principal; one assistant principal who splits her time between Guilford and another elementary school; a school counselor; a building secretary/treasurer; a behavior therapist; a registered nurse; an office clerical assistant; a shared technology assistant; instructional assistants assigned to each special education teacher (except for speech services); and five general education assistants who work within intervention programs.

We are proud of our diverse student body and value the opportunities it provides for students to gain a deeper understanding of both differences and similarities among people. Our students represent a wide range of ethnic backgrounds and speak approximately 10 different languages.

Guilford Elementary School serves a wide socio-economic community.

Infographics as of June 2026:



- **Narrative Description of the Community**

The **Plainfield Community School Corporation** was organized on January 1, 1962, under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves approximately 23,000 residents of Guilford Township, including the Town of Plainfield, through one preschool, five K–5 elementary schools, one middle school serving grades six through eight, and one high school. Plainfield Schools are widely recognized for their excellence and take pride in providing a high-quality education to more than 5,650 students. Plainfield is located north of Interstate 70 and west of the Indianapolis International Airport, in the southeast corner of Hendricks County.

The corporation is governed by a five-member Board of School Trustees, elected at large on a nonpartisan basis during the primary elections to serve four-year staggered terms.

Guilford Township and the surrounding community are within 10 miles of the Indianapolis metropolitan area and are easily accessible via U.S. Route 40 and Interstate 70. This proximity provides convenient access to downtown Indianapolis and the Indianapolis International Airport.

- **<u>Component 1. Comprehensive Needs Assessment</u>**
  The Guilford School Improvement Committee reviewed data from the five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

  - **Student Achievement**

    Data is collected throughout the year at Guilford Elementary in order to ascertain student progress toward mastery of state standards. Both formative and summative measures are used to provide the most robust student achievement information. ILEARN summative assessments help us measure student proficiency on the Indiana College and Career Readiness Standards. Formative assessments - IXL Math and Reading Benchmarks (Grades 3-5),

NWEA Reading and Math (K-2)- help inform our instructional practices. Data below shows some of the results of the most recent of these assessments. These scores are representative of students in current grades 4, 5 and 6. You can see that students are making substantial growth based on NWEA. Although we are seeing gains using the RIT score, we are not accelerating learning at a rate which correlates with passing ILEARN.

ILEARN

Grade & Subject	Total	Below	Approaching	At Prof.	Above Prof.	Pass Rate	Top Performing Standard	Lowest Performing Standard
Grade 3 ELA	74	6	22	34	12	62.2%	Reading Foundations (68.9%)	Reading Comprehension (40.5%)
Grade 3 Math	74	4	15	37	18	74.3%	Number Sense (83.8%)	Computation & Alg. (73.0%)
Grade 4 ELA	81	8	20	41	12	65.4%	Reading Comprehension (60.5%)	Writing & Research (56.8%)
Grade 4 Math	80	11	9	48	12	75.0%	Number Sense (80.0%)	Geometry & Meas. (71.3%)
Grade 5 ELA	86	16	10	45	15	69.8%	Reading Comprehension (72.1%)	Writing & Research (67.4%)
Grade 5 Math	86	20	16	37	13	58.1%	Computation & Alg. (62.8%)	Number Sense & Geometry (58.1%)

ILEARN Summary

While we continue to make progress in some areas, it has been difficult to help students move forward in all ILEARN categories consistently. Students who are in the "below" category, tend to move into the "at/near" category but we often lose students from the "above" category to the "at/near" as well. This is why our scores are fairly consistent from year to year. Standards proficiency ratings also vary year to year meaning that we are not consistent in the skills we are teaching in the classroom at each grade level. The focus this year must be on common planning, progress monitoring with fidelity, and continued data analysis.

2. BUILDING-WIDE ACADEMIC STRENGTHS & TARGET GROWTH AREAS (ALL STUDENTS)

Building Strengths

- **Gr 3 & 4 Number Sense (80.0%–83.8%):** Highest performing domain; strong base-ten understanding and place value fluency.
- **Gr 5 Reading Comprehension (72.1%):** Strongest reading text analysis in the school; solid inferential synthesis.
- **Gr 3 Reading Foundations (68.9%):** Excellent phonemic decoding, fluency, and early reading mechanics.
- **Gr 3–5 Computation & Geometry (62.8%–76.3%):** Consistent mastery of standard operational algorithms.

Target Areas for Growth

- **Gr 3 Reading Comprehension (40.5%):** Major target area; 51.4% (38/74) of students are stuck in "Approaching".
- **Gr 5 Math Standards Drop (58.1%):** Uniform decline across fractions, decimals, and multi-step word problems.
- **Gr 4 & 5 Essay Writing Prompt Flags:** Widespread scoring flags for *Off Purpose*, *Off Topic*, and *Copied Text*.
- **Gr 3 Writing & Communication (43.2%):** Early writing lacks multi-paragraph structure and evidence integration.

3. SPECIALIZED SUBGROUP PROFILES: MULTILINGUAL LEARNERS (ML) & SPECIAL EDUCATION (SPED)

Multilingual Learner (ML) Profile

- **Strengths:** 100% pass in Gr 3 Math (2/2); 66.7% pass in Gr 4 ELA (2/3). Strong foundational visual & phonics decoding.
- **Weaknesses:** 0% pass in Gr 5 ELA & Math (0/3); Tier 2/3 academic vocabulary gaps impact multi-step word problems.

Special Education (SpEd) Profile

- **Strengths:** Steady progress in visual math computation and structured, short-answer foundational skill items.
- **Weaknesses:** SpEd students account for 100% of Below in Gr 3 ELA (4/4); Gr 4 Math SpEd pass rate falls below 25%.

4. PRIMARY FEEDER STRATEGY: K–2 EARLY INDICATORS TO PREVENT 3RD GRADE DEFICITS

K–2 ELA Indicators (Addressing Gr 3 Comprehension Deficits)

- **Oral Vocabulary & Syntax (K-1):** Explicitly teach Tier 2 vocabulary to shift the 51.4% "Approaching" Gr 3 tier.
- **Inferential Listening Comprehension (Gr 1-2):** Use text-dependent questioning in read-alouds prior to independent reading.
- **Decodability-to-Meaning Transfer (Gr 2):** Pair phonics directly with graphic organizers to build passage stamina.

K–2 Math Indicators (Addressing Gr 5 Multi-Step Deficits)

- **Concrete-Representational-Abstract CRA (K-2):** Build deep conceptual understanding of equal groupings to anchor fractions.
- **Math Verbalization & Schema (Gr 1-2):** Have students articulate "why" an answer works to strengthen word problem schema.
- **Place Value Decomposition (Gr 2):** Master flexible decomposition to prevent upper-elementary computation slowdowns.

5. ACTION PLAN & NEXT STEPS

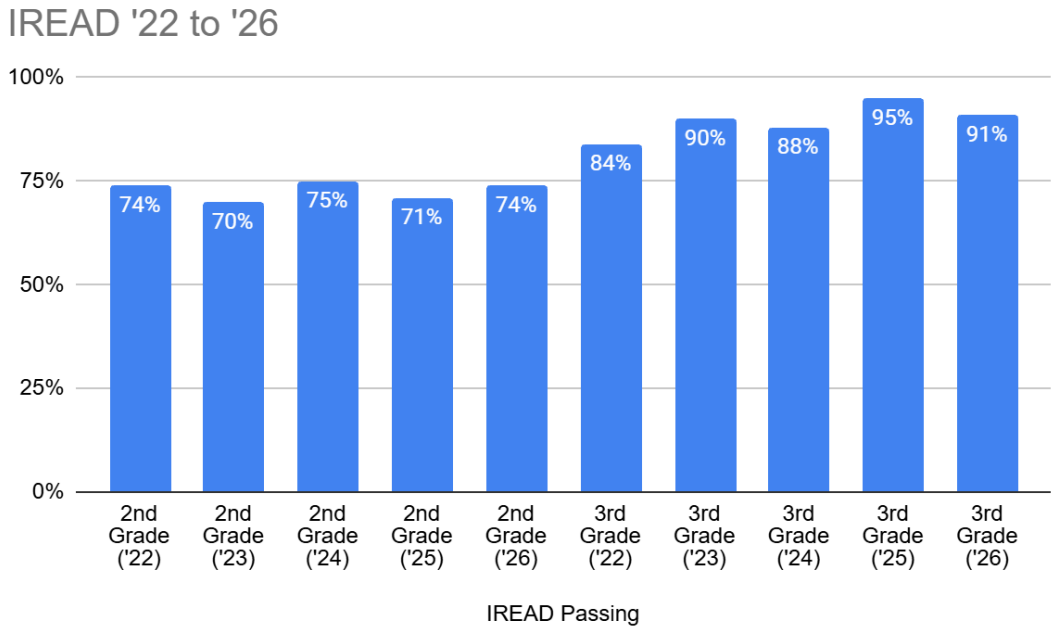
1. K–2 Vertical Alignment
Align K–2 formative benchmarks (iREAD-3 predictors) directly to Gr 3 ILEARN Reading Comprehension standards.

2. Subgroup Co-Teaching & Scaffolds
Deploy SIOP language objectives, sentence frames, and IEP accommodations in Gr 3 ELA and Gr 5 Math instruction.

3. Grade 5 Math Alignment
Audit 5th-grade fraction curriculum pacing and multi-step word problem problem-solving strategies.

Guilford Elementary Administration • Confidential Briefing Handout • Prepared for Staff & Leadership Briefing

IREAD Data 2022-2026



IREAD Data Summary

Third graders decreased the number of students passing the IREAD assessment. The majority of students who did not pass were students with special needs as well as students who did not attend Guilford for more than 2 years. This would indicate the need to focus on immediate intervention support to help these students make more progress. We had 1 student, who did not qualify for an exemption, who is being retained during the 2026-2027 school year.

Formative Assessments

We use a variety of formative assessments throughout the year. All of our teachers in kindergarten through 2nd grade will administer the NWEA MAP Growth assessment in reading and math assessments three times throughout the year. Teachers in grades 3-5 will administer the IXL benchmark assessments for ELA and Math 3 times per year. Teachers always use three data pieces to be able to triangulate data in data team meetings. Students who fall into tier 2 or tier 3, based on data or have an ILP or IEP, will be progress-monitored every 3-4 weeks using a variety of assessments. Some of the formative assessments that we use are IXL, fluency reads, comprehension checks, classroom observations, student feedback, 1:1 conferencing and ongoing quick checks for understanding.

Use of Benchmark Data to Drive Instruction and Groupings

Each month, formal data team meetings take place during which student progress on the NWEA assessments in both ELA and Math for grades K-5 are discussed. In addition, students in tier 2 and tier 3 instruction are discussed for progress made during interventions. NWEA progress monitoring screeners are used in grades K-2 and IXL quick checks and common assessments are used for grades 3-5. During these meetings, students are regrouped, as needed for more intense interventions, continuation in tier 1 instruction, or readiness for more enriched material.

NWEA Data and Correlation to ILEARN Scores

Teachers are becoming more familiar with NWEA and will continue to utilize the "linking study" to correlate student performance to ILEARN proficiency. There is a new linking study that was completed in 2025 so teachers will use our PD day in September to set new goals for the 2026-2027 school year.

Student achievement norms

2025 reading student achievement norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	138	9	146	11	152	13
1	155	13	163	14	168	16
2	170	17	177	17	182	17
3	185	18	190	18	194	18
4	196	18	199	18	202	18
5	204	17	206	17	208	17
6	209	17	211	17	212	17
7	212	17	214	17	215	17
8	216	17	217	17	218	17

2025 mathematics student achievement norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141	12	151	13	158	13
1	159	13	168	14	175	14
2	173	15	181	16	187	16
3	184	16	193	16	199	17
4	197	16	204	17	210	18
5	206	16	212	17	216	18
6	210	16	216	17	220	18
7	217	17	221	18	224	19
8	222	18	226	19	229	20

Reading Remediation

Guilford Elementary is not currently a Title I school. We do have instructional assistants that support students in kindergarten through fifth grade. The focus at Guilford Elementary is to make sure that our certified teaching staff are working with our students who are functioning below grade level. Assistants can be used to work with students as an additional service but do not replace classroom instruction. Lesson plans will be created by the certified classroom teacher for the instructional assistant to use during their small group intervention time.

Writing Remediation

We implemented professional development to align our reading and writing curriculum. Top Score Writing was used as a framework for writing. The Science of Reading was used with teachers in grades 3-5. Grade levels took a benchmark assessment in the fall and then compared this writing to the end of the year writing assessment to show growth. An emphasis was made for administration to observe teachers teaching writing in the classroom so that feedback could be offered to teachers throughout the year.

Math Remediation

Instructional assistants push into classrooms to offer support to our students struggling in mathematics. Teachers in grades K-2 use IXL and classroom intervention support to differentiate instruction to meet the needs of their students who qualify for tier 2 or tier 3 support. The classroom teacher meets daily with these students, in small groups, to work on skills at their level.

Multi-Language Learner Assessment Data

Our ML students' progress on WIDA ACCESS testing each year is monitored closely, with the goal that each student will gain a minimum of one point's growth in the overall score each year. We have a new ML coordinator at Guilford and she is working to make sure ILP goals match the needs of our ML students.

Curriculum and Instruction

Guilford Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers are required to follow curriculum maps that delineate when the various Indiana College and Career Ready Standards will be taught. These standards are available online at www.doe.in.gov. Teachers participate in ongoing alignment of school curriculum maps with Indiana state standards during summer work sessions. The resulting curriculum maps are placed on the corporation shared drive for teachers to access and print.

- The master schedule at Guilford Elementary is purposefully designed to provide uninterrupted blocks of time for literacy and math instruction at each grade level as well as time for content areas (science and social studies.) There is an intentional focus on whole groups instruction and differentiated small group instruction for math and reading. Our educational programming is summarized as follows:

- **Reading:** Classroom teachers are required to provide 90 minutes of reading instruction each day. All teachers use research-based practices to provide students with the strategies. General education instruction is anchored in an adopted reading textbook and classroom sets of engaging books. Primary teachers are trained in Fundations and Heggerty. These programs provide a solid foundation of reading skills and to assist in teaching students who struggle learning how to read. Accelerated Reader is used in classrooms to promote a daily reading practice at each student's "just right level" for maximum reading development.

- **Writing:** We continue to focus on writing by exposing students to quality literature and increasing the amount of writing that we ask students to complete in the classroom. We are also focusing on helping students develop greater writing stamina and using technology as their "blank canvas" for writing. Top Score, along with Wonders writing will be used during the 2026-2027 school year.

- **Math:** Guilford's math program uses many hands-on, spiral-review, and practice activities to facilitate strong math application and computation skills. The adopted EnVision math program also has a strong problem solving component that builds each year and helps students learn how to explain their answers.

- **Special Education**: Students supported by Individualized Education Plans are provided with additional resources and differentiated instruction to provide for their unique needs. Instruction includes work with specialized teachers and assistants who assist them in learning grade level curriculum, as appropriate, and in working on their own individual goals. Instruction is based on best practices including push-in and pull-out programming and is supported by a variety of literacy and math materials. Our school provides programming for students across the spectrum of learning - from those with significant cognitive delays in our life skills classes, to those in the functional academic program, to those in the gen ed classroom needing additional support for a variety of disabilities. At Guilford Elementary, special education teachers push into each community to provide services to students, thus reducing the amount of transition times for students. Small group instruction rooms are provided for small group instruction.

- **Multi-Language Learners:** Our student population continues to become more and more diverse. As it does so, we are enrolling more and more students who are learning English as a second language. Learning English while also trying to master state standards

presents a unique set of challenges for ML students. In order to facilitate this process, classroom teachers are trained in the SIOP methods of instruction to help our ML students while simultaneously providing excellent instruction to all the students in their classes. Instruction includes both push-in and pull-out programming, supported by a variety of literacy and math materials. Certified ML teachers oversee the instruction happening in the classrooms and help the classroom teachers create appropriate goals for these students' Individualized Learning Plans.

- **High Ability Learners:** The QuEST Track has a menu of services for academically advanced students. Identified students in grades 1-5 are placed in "cluster" classrooms with other exceptional learners and receive advanced skill instruction during the RTI block.

  The QuEST Track consists of a high ability curriculum map for ELA and Math identified students. Students access advanced reading instruction through accelerated IDOE novel units of study, designed tasks centered on higher levels of Bloom's Taxonomy, and advanced vocabulary curriculum through the Caesar's English program.

- In math, third grade students identified for the math QuEST program access an enriched 3rd grade math curriculum with exposure to limited 4th grade standards. Students are expected to master and excel in critical thinking and advanced problem solving. Identified 4th and 5th grade students are clustered into accelerated math classes. Accelerated 4th grade students complete both the 4th and 5th grade math curriculum. Identified accelerated 5th grade math students complete 6th grade and part of 7th grade math curriculum. Students are taught advanced problem solving exercises and participate in flexible learning groups.

- **Fine Arts Programs***:* Instruction is provided in physical education, art, and music throughout the school year. Indiana Academic Standards give curriculum guidance to the teachers as they enrich student learning through exposure to these important additional curriculum areas. Fine arts teachers work to include the 4C's into their daily curriculum.

- **Response to Intervention:** Students in kindergarten through fifth grade participate in Response to Intervention which provides daily support beyond core instruction to improve student learning. RTI is provided through researched curriculum, computer programs, and small group instruction for students below benchmark in

reading and math. Selection for intervention is based on student achievement data gathered throughout the school year. Students that are below identified benchmarks for reading, math follow remedial plans designed to assist students in closing the achievement gap.

- **Professional Development**

  Professional development is a vital part of the work that we do with staff each year. We know that in order to best serve our students, we must continually look for revised and new information that provides evidence of "best practice" strategies that we need to implement. It is our desire to always be improving our instruction and understanding of what creates the optimal learning environment for our students. See Component 4 and the Goal Action Plan for specifics on what we are doing this year to ensure that our staff is apprised of the newest information related to our students' needs and our overall goals.

- **Family and Community Involvement**

  We are blessed to have an active parent group which provides enormous support to our students and staff. Parents are involved in many day-to-day operations of our school and also in special events and activities that take place. Parents are encouraged to be actively involved in our school. Parent involvement includes:

  - Parents participate in the textbook review and selection process for new adoptions.
  - Parent representatives comprise a portion of our School Improvement Committee.
  - Parents volunteer in the classroom for general clerical tasks.
  - Parents volunteer in the classroom to support student learning by serving as Reading Buddies, leading small groups, and working one-on-one with students who need additional support.
  - Parents participate in specific activities such as:
    - Field Trips
    - Field Day
    - Musicals/Programs
    - Book Fair
    - Science Fair
    - Walkathon Fundraiser
  - Parents contribute to the curriculum through demonstrations, convocations, or presentations in their applicable area of expertise.
  - Parents are active members on the STEM committee.
  - PTO parents support the school in numerous ways including volunteering for large school events such as the Fall Festival/Event, Book Fairs, and a spring

event. They also assist with various classroom parties and events throughout the year. The first week of school they also provide extra support for new and young students as they navigate the building.

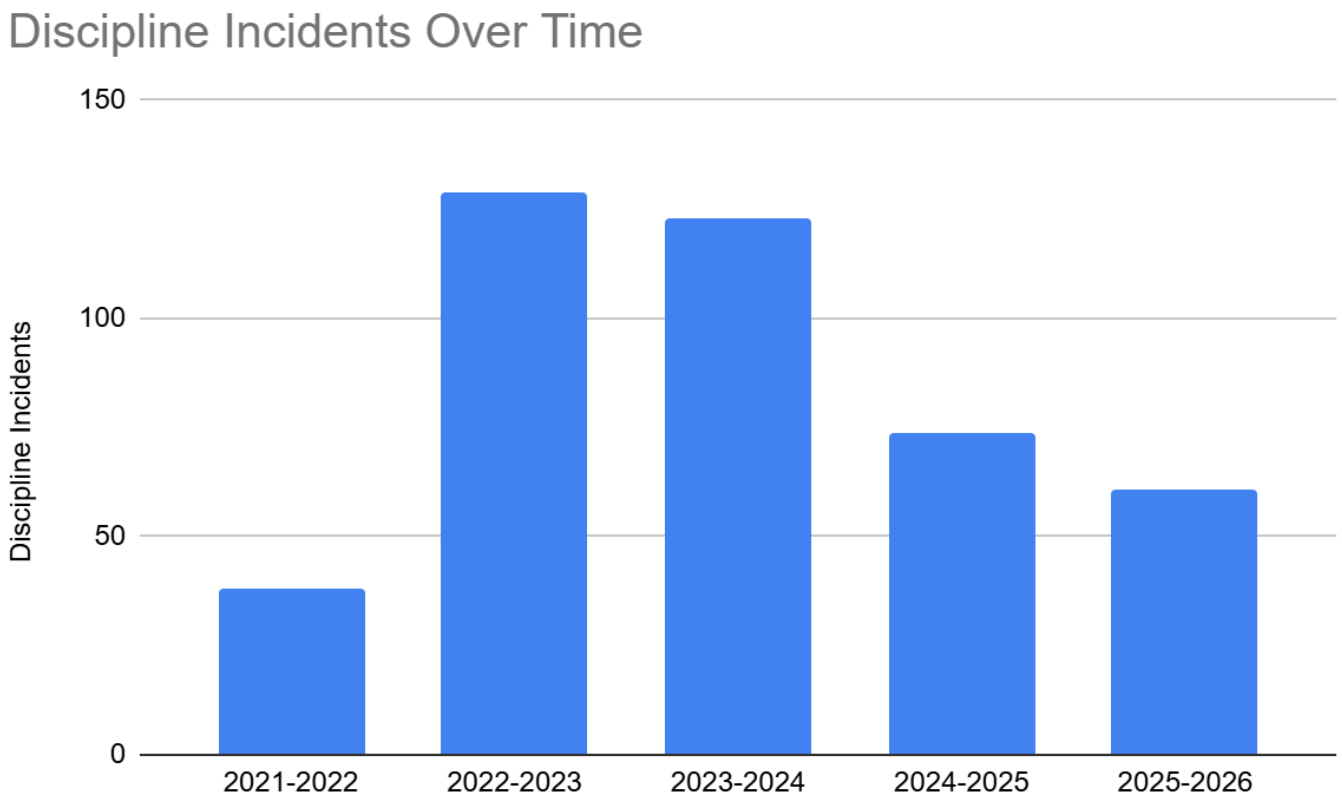
- Parents/Volunteers support the curriculum through the Study Buddy program and/or various tutoring programs.
- Parents and grandparents are involved in Grandparents' Day activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards/showcases and classroom volunteer assistance.
- Teachers work to actively engage parents by communicating through weekly newsletters and emails.
- Teachers connect with parents and build relationships by making positive phone calls, and sending "good" emails and/or notes home.

- **School Context and Organization**

  Guilford Elementary follows the steps outlined in our comprehensive school improvement plan. This plan becomes the roadmap for how we will implement strategies to help us reach our stated goals. This year, the integration of STEM, design thinking, and the 4 C's is our largest overall reform strategy, using this type of instruction to help us further students' skills in all the other disciplines of reading, writing, math, and content area skills. We are excited to see how intentionally instructing students in the 21st century skills of collaboration, communication, creativity, and critical thinking and using scientific practices impact our students' academic performance and their passion for pursuing their own educational pathways.

- **Discipline data**

  Guilford has really focused on our school-wide positive behavior support. Teachers use gear credits to acknowledge students who are making positive choices. Our number of office referrals has decreased and the number of students being suspended has also decreased.



GOAL ACTION PLAN

Objectives for Continuous Improvement In what specific areas must we improve?	Action Steps What do we need to do in order to improve in this area?	Professional Development Plan
Goal 1: Increase ILEARN and IREAD3 Proficiency Rates by 5%. Place an emphasis on increasing the number of	• Fully implement Wonders and Fundations with Fidelity • Utilize data to create more balanced classrooms • Create a master calendar that increases RTI time • Provide more access for students to work on their writing using technology	• Ongoing Wonders and Fundations Training for all staff • Dyslexia Intervention Training for all staff • Utilize The Learning Lab through the IDOE to access resources that will support comprehension. • Teachers will use the new link study to analyze norms and set student goals

students reaching at or above proficiency. This must be accomplished without students regressing on ILEARN from the previous years.	• Data from ILEARN, IREAD, IXL, and NWEA will be analyzed with areas of growth discussed among team leaders and the school as a whole • Use NWEA, ILEARN Checkpoints, and IXL reporting mechanisms to analyze student progress, both on progress monitoring and benchmark assessments • Set NWEA and IXL goals for students; monitor throughout the year, looking for patterns of advancement or decline based on intervention or instruction • Review RTI data at set points to determine effectiveness of instruction; make adjustments, as needed • Create opportunities to analyze multiple texts and respond to comprehension questions that cause students to have to compare text and cite sources. • Utilize the ILEARN Checkpoints as a foundation for instruction, ensuring that time spent in lessons is on the most essential standards • Teachers will use PLC time to review grades and assessments and will create ongoing checks for learning weekly.	• PLC groups will spend time looking at individual students' NWEA data to look for patterns and places they may increase instruction • The Learning Continuum through NWEA will be utilized by teachers to develop interventions that align with student needs. • IXL and common assessments will be used and analyzed weekly. • Emphasis on differentiated, small group instruction will be placed on intermediate grades; grade levels will plan for these types of instruction during PLC meetings • A specific RTI group will be created to help accelerate learning for students who have been at Guilford for less than 2 years in grades 3-5. • RTI lessons plans will be created collaboratively with a focus on certified staff working with Tier 2 and Tier 3 students daily. • Teachers will be provided training on setting student goals in NWEA and IXL. • Work with the high school to provide meaningful celebrations that can help with motivation and effort as students attempt to reach their goals.

	• Provide ongoing school-wide celebrations for reading and NWEA success.	
<u>Goal 2</u>: Attendance – Increase Attendance Rate to over 97%*	• We will monitor student attendance weekly. • Eliminate unexcused absences to zero for each student • Identify all students who had an attendance rate of less than 97% last year, with the goal of keeping every student above this threshold; monitor those students' attendance rates carefully • Teachers will continue to emphasize engagement strategies during instruction. (See Goal 4 for more info.) • A tiered approach will be used to address attendance concerns, including conferences with students and parents, letters home, and attendance contracts in partnership with Project Attend, if necessary.	• As part of our training to provide safe and secure schools, anti-bullying training will take place with all staff; it is hoped this will translate to improved attendance, as well. • Principals will utilize resources available on the Attendance Works website and will work with the Assistant Principal to find new strategies for increasing the student attendance rate. • Administration and teaching staff will seek additional professional development opportunities related to student attendance. • Teachers will receive professional development in engagement strategies. • The Assistant Principal will meet regularly to discuss attendance concerns and will create a plan to address these concerns.

<u>Goal 3</u>: Multi-Language Learners – Student Growth on the WIDA Access Assessment will increase with all students making a minimum of 1 year worth of growth.	• Use our ML Certified Teacher to support other teachers working with ML students. • Use WIDA Growth Goals to determine appropriate ILP goals. • Students with higher WIDA Access scores who are still not yet proficient will receive additional services. • Cooperative structures will be used regularly in rooms with ML students; the emphasis on the 4 C's will increase opportunities for conversation for our ELL students. • ML students' NWEA and IXL data will be monitored separately/intentionally for insight into areas of needed development; targeted activities/practice will be put in place using this information	• All ML teachers are WIDA/SIOP trained. Additional staff members will be trained in these methods this year through formal district training. • ML Certified Teachers will hold teacher training to explain the "Can Do" statements and model effective strategies for working with our students. • Principals will investigate options for progress monitoring all ML students in the same four areas assessed on WIDA Access • WIDA/SIOP teachers meet as a district for PD multiple times per year, developing strategies for using the SIOP method with all students • Staff new to ELL will be trained in use of Lexia software and reporting • ML assistants will be given instruction on how to utilize Google Meets
<u>Goal 4</u>: Increase Use of the 4 C's in intentional ways in daily instruction	• Teachers will use morning meetings in their daily routines, in which communication is an integral part; they will focus on employability skills and character traits that will help students accept challenges of rigorous instruction • "End of Day Wrap-Up" time will be expanded to include more than just skills practice, with a focus on relationship building and critical thinking.	• PLC teams will discuss the use of technology in the classroom and how it can be used to increase the 4 C's • Staff meetings will review morning meetings and how to incorporate DT/STEM/4C's ideas there • Teachers will receive instruction on incorporating the 4 C's and DT into core curriculum • Weekly PLC meetings will include time for teams to discuss STEM, DT, and PLTW implementation

	• Teachers will be required to submit lesson plans with the STEM and 4 C's elements highlighted; these will be discussed during pre-observation conferences in the second semester • Teachers will implement PLTW curriculum • Staff members will participate in STEM committees focused on developing a "culture of STEM" and providing for guidance on implementing new STEM initiatives • Grade level representatives will serve as PLTW committee members • Tech demonstrations will be provided to staff members at staff meetings to enhance their understanding of available resources • Computer science standards will be woven into existing curriculum	• A committee will work on revision of grade level "morning work" to include more rigorous content and provide opportunities for critical thinking and creativity • Teachers will receive training in Project Lead the Way; in addition, two people will participate on the PLTW committee from each grade level and will become the "experts" for their team to provide assistance to others • PLTW grade level "experts" (committee members) will make sure others know how to access the materials and provide guidance on implementing the modules in weekly PLC meetings • Teachers will be provided with a list of proposed PLTW modules to coordinate with their curriculum; this list will be created by teachers • STEM committees will be trained in the requirements for STEM certification and will participate in curating needed evidence • Principals and teaching staff will meet with district experts about STEM certification • PD will be provided on using various technology-driven strategies for working with students .

- Component 3: Instruction By Highly Qualified Teachers

Last Name	First Name	Current Assignment	Highly Qualified?	Location of HQT Evidence?
Bammann	Bethany	5th Grade Teacher	Yes	Administration Office
Bone	Lexi	Speech Pathologist	Yes	Administration Office
Broughton	Camie	1st Grade Teacher	Yes	Administration Office
Carnes	Kelli	4th Grade Teacher	Yes	Administration Office
Carter	Abigail	3rd Grade Teacher	Yes	Administration Office
Coleman	Dominique	Counselor	Yes	Administration Office
Costin	Jennifer	4th Grade Teacher	Yes	Administration Office
Feltner	Braden	P.E. Teacher	Yes	Administration Office
Gibbs	Kelly	4th Grade Teacher	Yes	Administration Office
Grabinski	Tiffany	Special Ed Teacher	Yes	Administration Office
Heckman	Lauren	2nd Grade Teacher	Yes	Administration Office
Jacquay	Taylor	5th Grade Teacher	Yes	Administration Office
Johnston	Kevin	Music Teacher	Yes	Administration Office
Keating	Natalie	K Teacher	Yes	Administration Office
Loudermilk	Dana	Art Teacher	Yes	Administration Office
Love	Brittany	K Teacher	Yes	Administration Office
Lyday	Amanda	2nd Grade Teacher	Yes	Administration Office
Martin	Macon	K Teacher	Yes	Administration Office
McGary	Cindy	3rd Grade Teacher	Yes	Administration Office
Morrow	Meredith	1st Grade Teacher	Yes	Administration Office
Perry	Colleen	Assistant Principal	Yes	Administration Office

Richter	Jackie	2nd Grade Teacher	Yes	Administration Office
Sewood	Kylie	5th Grade Teacher	Yes	Administration Office
Stepp	Erika	Assistant Principal	Yes	Administration Office
Wagler	Leah	3rd Grade Teacher	Yes	Administration Office
West	Traci	Special Ed Teacher	Yes	Administration Office
Zeronik	Megan	1st Grade Teacher	Yes	Administration Office

- **Component 4: Professional Development**

  Each year, our administrative team, in collaboration with other school leaders, creates a dynamic professional development plan in order to help us more quickly and efficiently meet the goals set forth in that year's plan. These goals serve to lead us toward greater competence in student performance, as it relates to the Indiana College and Career Ready Standards and our aligned curriculum.

  Our School Improvement Committee serves not only to create the overall goals for the year, but also to collaborate and help create the professional development plan that will bring our goals to fruition. After evaluation of student data to determine areas of greatest need, this plan is developed. In addition, several members of this group and other teacher leaders participate in delivering relevant professional development to colleagues in staff meetings, through observations and in mentorship relationships.

  Professional development takes place on a regular schedule. Staff meetings with a particular PD focus take place once per month. In addition, our district schedules three days during the school year that include professional development. Two of these days are full PD days during which we are able to schedule PD relevant to our goals for all staff members. This provides an excellent opportunity to support teachers with resources and information to implement the strategies needed to meet our goals.

  While we use our time as a School Improvement Team to develop a PD plan at the beginning of the year, we also recognize that we must be responsive to how the year progresses. By monitoring our students' data, we are able to analyze whether the PD plan we've put in place is having the desired effect. If needed, we are able to update and add to the plan throughout the year. The initial plan can be found in the Goal Action Plan found previously in this document.

- **Component 5: Highly Qualified Teachers to High Needs Schools**

Guilford teachers and staff are highly qualified to work with our students. We have made some adjustments in our planning to allow for the most trained and experienced staff members to be working with our students having the most academic struggles. In addition, we make purposeful placements of students, thinking about the "perfect match" when we consider personalities and learning/teaching styles.

Our teachers provide input into school programming. Each grade level and special area team has a designated instructional leadership team member who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. This collaborative approach allows the staff at Guilford to provide a quality education with high expectations for themselves and students.

School administrators, our PTO, and our staff work hard to create a warm, supportive, kind and friendly working environment for all staff and students. We look for ways to celebrate the positive things happening around us each day and to recognize the times of year that tend to be more stressful for staff members and work to alleviate those whenever possible.

- **Component 6: Parental Involvement**

We are blessed to have an active parent group which provides enormous support to our students and staff. In typical years, parents are involved in many day-to-day operations of our school and also in special events and activities that take place. Parents are encouraged to be actively involved in our school.

- Parents participate in the textbook review and selection process for new adoptions.
- Parent representatives comprise a portion of our School Improvement Committee.
- Parents volunteer in the classroom for general clerical tasks.
- Parents volunteer in the classroom to support student learning by serving as Reading Buddies, leading small groups, and working one-on-one with students who need additional support.
- Parents participate in specific activities such as:
    - Field Trips
    - Field Day
    - Musicals/Programs
    - Book Fair
    - Science Fair
    - Walkathon Fundraiser
- Parents contribute to the curriculum through demonstrations, convocations, or presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including volunteering for large school events such as Santa Shop, Book Fairs, and the fall event, chaperones for the overnight outdoor education program, and assisting with

various classroom parties and events throughout the year. The first week of school they also provide extra support for new and young students as they navigate the building.

- Parents/Volunteers support the curriculum through the Study Buddy program and/or various tutoring programs.
- Parents and grandparents are involved in Grandparents' Day activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards/showcases and classroom volunteer assistance.
- Teachers work to actively engage parents by communicating through weekly newsletters and emails.
- Teachers connect with parents and build relationships by making positive phone calls, and sending "good" emails and/or notes home.

We plan to get back to all of these opportunities for parent involvement when health conditions allow.

- **Component 7: Preschool Transition (K-5)**

  Every year we have students entering our school from our preschool, Little Quakers Academy. Prior to this, principals and teachers meet with the LQA Director and/or teachers to learn important information about the students coming to us. Data is shared that is relevant to placing students in appropriate classes with proper support. In addition to these meetings, the principal meets with our local Head Start representative to learn the same information about any students coming to us from their programs. Transition IEP conferences are held annually for students who may need specialized programming.

- **Component 8: Teacher Decision-Making Using Academic Assessment Results**

  Teachers use results of many different assessments to make decisions about what services and types of instruction our students need. Results of pre- and post-tests gauge student mastery of material and allow teachers to discern needs for reteaching or acceleration/enrichment. Oftentimes, small group instruction is used to address a variety of student needs. Students can be grouped based on ability for this type of instruction and provided with the appropriate level of instruction to move them further on their own independent learning paths.

  NWEA, ILEARN, and IXL assessment scores are used as progress-monitoring and at benchmarks to determine where students are in their learning. These scores are used to identify students who will receive tier 1, tier 2, or enrichment levels of instruction.

- **Component 9: Effective, Timely Additional Assistance**

  Each quarter, teachers, principals, and support staff meet together to discuss all students'

progress. Data of students receiving intervention support is especially scrutinized to determine if students' progress is meeting expectations. At that point, any changes in interventions or levels of support are adjusted. We also celebrate students whose progress allows them to move to a tier of lesser support.

In between these formal data team meetings, students in interventions take progress monitoring assessments. Any student whose progress monitoring does not seem to be going in the right direction is immediately targeted for additional support. While formal changes to the tiers may not happen until the data team meeting, we don't want to wait to begin servicing students whose demonstrated needs become greater than what we had been servicing.

- **Component 10: Coordination and Integration of Funds**

  Guilford Elementary School has chosen to coordinate the program efforts. It will not consolidate funds at this time. Funding sources include: Title 111; IDEA; and PL221.

- **Component 11: Cultural Competency**

  Guilford Elementary strives to bring cultural competence to the forefront for our students and families. Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. It is our goal to foster equitable outcomes for all students by being responsive to the issues of race, culture, gender, and socio-economic status.

  Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population. We work diligently with our staff and through our school counselors and teachers to create an environment of acceptance and understanding of all of our students' similarities and differences in an effort to provide the education and support that each needs at all times. Events at Guilford that promote cultural competence include*:

  - Annual Multi-Language Learner Family Nights
  - Translators provided for teacher conferences and meetings as needed
  - Families are invited to attend a district sponsored International Night
  - All families are invited to attend school-wide events
  - Boo Bash(Fall Event)
  - Grade level music performances, sing-a-longs, and art shows
  - Grandparents' Night
  - Teacher education/recognition of cultural and religious days/periods that may affect students

In addition, we work with families to provide services that they need to access all elements of our school programming. Interpreters are provided for parent conferences, as needed to enhance communication. Letters and other documents are translated for families who have indicated this need. Arrangements are made for students who do not wish to participate in various school activities (i.e. lunch during fasting periods, music rehearsals for programs, etc.) because of cultural or religious preferences.

Each year, we train additional teachers in SIOP methods of instruction, which are most notably used for making curriculum more accessible for our ELL students. It is our goal to have 100% of our teachers trained in these methods, even if they do not currently have ELL students in their classroom.

- **Component 12: Career Awareness/Development and Employability Standards**

  One of our most important roles is to prepare our students for whatever comes next for them following their time in Plainfield Schools. Our school works diligently to expose students to a variety of career options and to prepare students with the employability skills they will need in order to take on the roles that await them in the future. Some of these methods include:

  - Participation in Odysseys at The Imagination Lab that allows exploration of different careers.
  - Career Chats within the curriculum offered at varying grade levels.
  - High Five Friyays allowed for high school students groups to come to Guilford to give high fives to students at dismissal. Videos highlighted each group and were shown on the morning announcements.
  - Parents are invited to come in and be interviewed about their careers; this is virtual at this point. This is a weekly feature on our morning announcements allowing students insight into areas of the "world of work" with which they may not be familiar.
  - The Employability Standards are included in our Morning Meeting topics and are embedded into our STEM and design thinking lessons.

- **Part 2: Additional Narrative for PL221 Compliance**
  - **Attendance**
    During the 2025-2026 school year, our average attendance rate was 96.4%. We continue to employ new strategies to ensure that this rate increases. See Goal Action Plan for more information.

  - **Technology as a learning tool**
    Students use tools from Google as a learning tool in their classroom, such as Google docs, slides, and sheets. Google Classroom is also used by many teachers as a tool to help students connect curriculum online. We have fully transitioned over to Google, so teachers are having opportunities to teach students about these new tools as they learn them, themselves.

- Additional tools that are being used at Guilford Elementary as a tool for learning are Podcasts, Canva, Kami, and Jamboards
- Students use valid and secured internet sites for research and enrichment.
- Students use learning software such as Accelerated Reading, IXL, Edulastic Common Assessments, NWEA, Math Seeds, Waterford, Lexia Core, and more for remediation and to support individual growth.
- Teachers use websites and software such as Reading Eggs, Math Seeds, Lexia, and many more as additional resources for instruction.
- All teachers have access to Project Lead the Way and Defined Stem where they can access standards-aligned lessons that incorporate the design thinking process.
- Teachers use Youtube, Audiobooks, EPIC, and online literature to support and enhance the curriculum.
- Teachers use interactive presentation boards as a foundation to their instruction on a daily basis.
- Students receive instruction in Digital Literacy and foundational instruction in the Computer Science Standards through direct teacher instruction.
- Classrooms are equipped with presentation boards and document cameras to enhance instruction.
- Students have a Chromebook assigned to them for use in the classroom and that they are able to take home for continued learning.
- Computer science is integrated into the classroom
- Students go to The Imagination Lab regularly, where they may have opportunities to experience robotics, coding, and other types of engaging, cutting-edge technology.

In order to ensure that all staff members have been adequately trained on the software/technology available, new teacher training takes place in the summer prior to school starting. In addition, there are opportunities for other development of skills throughout the year at a variety of teacher-led PD sessions.

- **Safe and Disciplined Learning Environment**

Teachers work with students to implement our GEARS program of student expectations:

Give your best daily.
Engage in your learning.
Ask questions and be curious.
Respect and accept everyone.
Stay safe.

Because this is a school-wide program, we have consistency with this language and all strive to communicate these same expectations. Parents and other stakeholders have been informed about this program, which is a form of Positive Behavioral Intervention and Supports. Information has gone out on our website, in newsletters, and in letters to the parents from the main office. Additional ways this program and its expectations have been communicated:

- Administration meets regularly with staff and students to review GEAR expectations
- An adaptive PE is offered to students in the STRIDE program twice a week. This is led by instructional assistants in the classroom
- Daily check-ins by special education and certified staff to help build positive relationships with students and families
- Posted throughout the building (classrooms & halls)
- Bus driver meeting to review GEARS program
- Grade level meetings with administration to review GEARS expectations in the fall of each year
- Reinforce in the classroom & special area classrooms
- Use of motions to learn each facet of the GEARS acronym
- Student references GEARS to be able to correct their behavior
    - Think sheets, writing, orally
    - Consistent data collection tool throughout the grade levels (K-5)
- Put in agendas
- Put in newsletters
- Put in parent handbook
- Develop a classroom positive behavior support plan
- Documentation about in & out of school suspensions
    - To the teacher
    - In permanent record files

In typical school years, students attend "GEAR Convocations every quarter to promote schoolwide unity and common language. Upper-grade students model GEARS by sharing essays they write and read these on announcements the week prior to the convocation.

Supervision and General Security of Students

- Entrances secured with supervision during arrival and dismissal
- All classroom and community doors are locked during instructional times
- All doors, except door 1, locked during school hours
- Parents and other visitors must be "buzzed in" two different locked doors before gaining access to the building.
- SafeVisitor check in and check out for visitors, including photo ID stickers with time sensitive stamp
- Panic button in place for silent communication with the local police department
- Standard Response Protocols (SRP) in place throughout the building, with binders and information consistent in every classroom
- Reunification plan and training implemented district-wide
- Safety videos are used for explaining the SRP for all staff and students
- A Plainfield police officer is on site all day at Guilford Elementary
- Car rider pick-up is done with a series of tags and verified identification with adult supervision
- Cameras inside and outside the building are able to monitor activities effectively
- Recess & cafeteria supervision includes multiple adults and video surveillance
- Extensive background checks are required of employees

- Volunteer background checks must be on file prior to adults working with students in the building
- SafeSchools video training on bullying, disruptive students, managing emergent situations, reporting child abuse, FERPA, etc.
- All teachers know how to call a schoolwide lockdown.
- Radios are used to communicate with staff and students both in the building and when they are at recess.
- Guilford has a school safety team that can be utilized in any crisis situation to help de-escalate students and/or adults. This team includes staff who are NCI trained.
- Special education staff, who work with students in self-contained classrooms are trained in MANDT.
- Access to intercom system for all staff from their classroom phone and cell phones to be able to call "lockdown or lockout"

Students Feel Safe and Comfortable

- Open house and tours will be available prior to opening; new students and families are targeted for tours, specifically
- Daily live announcements will allow children to know activities that will be going on in the building
- Parent orientation during the first weeks of school and drop-off of supplies occurs prior to the first day so students can feel confident in where they will be going on day one
- A designated School Resource Officer, AaronTeare, is in the building every day
- Practice of all required drills (lockdown, fire, severe weather, earthquake) takes place with feedback provided to teachers and students to improve speed or if changes need to be made to processes
- Teachers emphasize personal connections with students; our building has implemented Morning Meetings and intentionally personally greets each student everyday to build these connections
- Parent volunteers are thoroughly screened, including background checks; any visitor must be listed in PowerSchool; visitors for school-day programs must sign up ahead of time and be screened through Safe Visitor and through contacts in PowerSchool; volunteers also must sign a Confidentiality Agreement
- All visitors must present ID to the receptionist to be run through the SafeVisitor system, and obtain a photo ID sticker
- Our school counselor, Dominique Coleman, works with students individually and in small groups when they are facing difficult circumstances, need guidance in making good decisions, or simply need someone to listen; they also provide character education lessons for our younger classes
- Daily supervision is provided in all areas where students are present, with all staff assigned to various duties to increase the level of supervision in areas with the most traffic.
- Healthcare plans and evacuation plans are shared with appropriate staff and housed in the nurse's office.
- Safety binders and safety bags are kept in each classroom for easy access during emergencies.

- There is a secure bus entrance separate from the car rider pick up and drop off.
- The principal leads each grade level in a discussion to define bullying and to be an upstander within the first two weeks of school
- The GEARS Program provides a common language and expectations for the entire school.
- A trained School Safety Specialist provides ongoing professional development to enhance and update the school's emergency plan.
- Our school welcomes parent volunteers and parents are invited to eat with their students daily.
- An anonymous reporting system exists for students and parents; those with concerns click a bold link on our website and the information automatically gets delivered to the principals by email.

- **Statutes and Rules to be Waived**

  Plainfield Community School Corporation and Guilford Elementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.

- **Three-year Timeline for Implementation, Review, and Revision**

  This plan encompasses a three-year timeline for the school years 2026-2027, & 2027-2028, and 2028-2029. Annual monitoring and revision of goals and methods selected to accomplish those goals will take place to ensure that the trajectory in which we are moving is in alignment with our desired outcomes. Changes in our methodology will take place more frequently than formal revision of this plan if data review shows us that additional steps are needed to bolster student success.

Through the combined efforts of all the stakeholders in our school community, Guilford Elementary will make continuous improvement toward the goals set forth in this plan. Strategies identified will be executed through these efforts, allowing for students to more fully reach their potential and beyond.