Guilford Elementary

SCHOOL IMPROVEMENT PLAN AT A GLANCE
2026-2027

Guilford Elementary: VISION & MISSION

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS EQUITY FRAMEWORK

Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.
Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.
Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.
Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.

HCPSS PRIORITIES

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction
2. Cultivate Student Belonging & Well-Being
3. Foster Staff Growth & Engagement
4. Enhance Systemic Planning & Procedures
5. Partner with Families & Community

SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

Reading Strategy:
Statement of Commitment: We commit to providing students with appropriate supports during whole group instruction so that students will have increased access and proficiency with grade/course-level standards.

Action Steps:
- Professional Learning on Collaborative Planning Expectations (roles of teachers, ITLs, coaches; pre-work expectations; what to bring; modeling of how to plan for whole group and differentiate; planning for para support)
- Use of Collaborative Planning Guide (includes links to standards, curriculum resources, grade level pacing guide, lesson planning graphic organizer, teacher self reflection tool, walkthrough tools, etc.)
- Professional Learning on Discourse strategies (including academic language routines, scaffolding and supports; teacher self reflection tools, etc.)

Mathematics Strategy:
Statement of Commitment: We commit to providing students with appropriate support during instruction so that students will have increased access and proficiency with course standards.

Action Steps:
- Professional Learning on Collaborative Planning Expectations (roles of teachers, ITLs, coaches; pre-work expectations; what to bring; modeling of how to plan for mathematical discourse and differentiate; planning for para support)
- Use of Collaborative Planning Guide (includes links to standards, curriculum resources, grade level pacing guide, lesson planning graphic organizer, teacher self reflection tool, walkthrough tools, etc.) and formative assessment data.
- Professional Learning on Discourse strategies (including academic language routines IM, scaffolding and supports; teacher self reflection tools, etc.)

Attendance Strategy:
Statement of Commitment: We commit to fostering an inclusive school culture rooted in healthy relationships and instructional access. When students feel a true sense of belonging, they are more likely to attend consistently and reach their full potential.

Action Steps:
- Review attendance policy expectations and role with all staff
- Monitor attendance caseload data and discuss twice a month

	● Implementation of welcoming calls, positive touchpoints, use of Class Dojo, SEL lessons **<u>Discipline Strategy:</u>** **Statement of Commitment:** We commit to provide data-driven professional learning focused on the consistent implementation of the Student Code of Conduct. **Action Steps:** Utilize the HCPSS Data-informed Decision Making Protocol to examine the current status of our school's Tier 1 Behavioral health supports ● Step 1 - Ask, Assess, Analyze: Use multiple data sources to support the data analysis. Possible sources include: ○ IR Staff Data ○ ODR Staff Data ○ Danielson Domain 2 ○ Walkthrough Data ● Step 2 - Interpret and Connect that data analysis to hypothesize ○ Make sense of data patterns observed; ○ Identify inconsistencies in staff data ○ Connect adult practices to student outcomes and disproportionality ● Step 3 - Plan and Strategize: what actionable changes will you make to address root causes and support staff success. Possible areas of action include: ○ PL on accurate application of the Student Code of Conduct ○ PL on the impact of staff bias on students ○ PL on classroom environment ● Professional Learning on expectations for SEL lessons, PBIS, Welcoming calls, Using the Code of Conduct, Anti-Biases training