



Guilford Elementary

GES School Profile



SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025

GUILFORD ES: VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
<p>Vision: Our Vision at Guilford Elementary School is to maintain a collaborative learning community reflective of the partnership we share between the students, parents and our dedicated staff. Through this partnership, we continually strive to ensure the academic success of all students by encouraging their academic, physical, emotional, and social development so as to direct their paths toward college and career readiness.</p> <p>Mission: The Mission of Guilford Elementary School is to ensure excellence in teaching and learning in a safe, welcoming school environment, which will allow each student to develop and embrace the opportunities afforded to them so that they will participate responsibly in our diverse and changing world.</p>	<p>Reading Strategy: Implementing all components of literacy instruction including providing Tier I instruction and Tier 2 and 3 supports when necessary.</p> <p>Statement of Commitment: We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or Tier 3 when necessary.</p> <p>Action Steps: Explicitly plan quality 1st instruction</p> <ul style="list-style-type: none"> ● Implement effective lesson planning <ul style="list-style-type: none"> ○ PL on lesson planning through backwards mapping including using data to inform instructional planning and specially designed instruction ○ PL on Tier 1, Tier 2, Tier 3 literacy instruction ○ PL on scheduling Tiered instruction ○ PL on progress monitoring roles and expectations ● Implement IEPs with fidelity <ul style="list-style-type: none"> ○ PL on how to read an IEP, roles of IEP implementation, and data collection ● Identify all components of the ELA instructional block within the master schedule <p>Mathematics Strategy: We commit to meaningfully engaging students in mathematics learning that fosters student agency and self-efficacy so that students will develop productive learning behaviors and dispositions that support their understanding and mastery of content.</p> <p>Statement of Commitment: We commit to meaningfully engaging students in mathematics learning that fosters student agency and self-efficacy so that students will develop productive learning behaviors and dispositions that support their understanding and mastery of content.</p> <p>Action Steps: Creating a Math Community</p> <ul style="list-style-type: none"> ● PL on Math Identity ● PL on Building relationships with students and families ● PL on Understanding and structures of Tier 1, Tier 2, and Tier 3 ● PLs on Math block structures and math classroom environment ● PLs on Collaborative tasks: Groupings, Launch, Engage, Debrief, Explain <p>Provide opportunities for students to make sense of the math throughout the lesson by:</p> <ul style="list-style-type: none"> ● Engaging in collaborative planning and/or PL to deepen understanding of content and pedagogy ● Structuring lessons so that students have opportunities to do and discuss mathematics before explicit instruction takes place ● Providing opportunities for students to analyze and critique work of their peers
HCPSS EQUITY FRAMEWORK	
<p>Belonging: All students, staff, and families experience belonging; and each person’s physical, social, and emotional needs are met.</p> <p>Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.</p> <p>Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.</p> <p>Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.</p>	
HCPSS FIVE FOCUS AREAS	



- Implementing IEPs with fidelity and explicitly plan for supports

Attendance Strategy: Communicating with families about student attendance
Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student's attendance and system policy.

Action Steps:

- August/September: Share attendance expectations with families and staff at beginning of the year events (Per-Service week, Orientation, Back to School Night)
- August: Move Tardy/Early Dismissal Sign in/out into the front lobby to sign in and be greeted.
- August: Create a tardy pass that creates a sense of belonging (ex: We are so glad you are here.)
- July/August/September: Meet with or call all students that are enrolled and were chronic for SY 23/24 by September 30th
- July/August (held yearlong): Create fun and engaging events on 3 hour early dismissal days and days preceding a holiday to encourage attendance.
- Yearlong: Run the master attendance report each Monday morning.
- Yearlong: Meet twice a month to review and discuss attendance and follow the HCPSS truancy policy steps.
- Yearlong: divide up students who have a history of chronic absenteeism among SST members for closer monitoring and family connection

Discipline Strategy: Creating a positive and restorative school culture that prioritizes healthy relationships and grows a culture of belonging for all students

Statement of Commitment: We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates.

Action Steps:

- August: PL on how to build relationships with children and families, PBIS, and SEL
- August: Provide time for staff to call families for introduction and begin to learn about them
- August: Each classroom will have a Calming Corner that meets established GES guidelines that are separate from Take 5 areas.
- Each staff person will implement and adhere to PBIS and SEL/Morning Meeting Expectations.
- PL on Trauma-Informed (It Begins with Me), Regulation and Co-Regulation, Behavior specific praise, and Help, Prompt, Wait strategies.
- PL on restorative justice