

2021-2022
Early College at Guilford
School Leadership Team

As SLT Subcommittees work to assess each, the staff may be asked to support the team as the teams will have to complete narratives on:

1. Describe your current implementation efforts.
 - a. Where are we?
2. Describe below how it will look when this objective is being fully met.
3. Describe the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence.
 - a. How you know it is fully implemented?
 - b. How you plan to sustain the effort?
4. Action Steps: How do you plan to sustain the effort?
5. Monitoring Action: Write meaningful notes on work completed on the action step.
 - a. Team Google Document
 - i. Include date of each note
6. Record successes.
 - a. Documented Artifacts
7. End of Year Assessment
 - a. Completion assessment
 - b. Extend timeline for completion - Next steps assessment

Goals

Goal #1:

Performance Composite

By May of 2022, as measured by the NC EOC exams, Biology, English II, and Math III, achievement data, the Early College at Guilford will increase the number of students earning a level 5 by 5.8 points, from 74.2 to 80. (A4.16)

Key Indicator

A4.16*

MTSS & NC SEL – supportive school and classroom climates

Resources: Indistar Wise Ways/GCS MTSS Canvas

The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

Action (Winterich)

School Counselor and College Liaison will meet once a year with students and parents from each grade level to complete course registration meetings as well as discuss plans and expectation for the upcoming year.

Action (Webster)

A4.10

MTSS

Resource: Indistar Wise Ways

The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.

Action (Johnson)

A2.11

Resource: Indistar Wise Ways

ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.

Action (Haynes)

E1.05

MTSS

Resources: Indistar Wise Ways/Video

The “on-going conversation” between school personnel and parents/guardians is candid, supportive, and flows in both directions.

Action (Kashubara)

E1.03

Resources: Indistar Wise Ways/Video/Tool

All teachers systematically report to parents/guardians the student’s mastery of specific standards-based objectives.

Action (Add)

A4.11

Resource: Indistar Wise Ways

The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday Academies, enrichment programs).

Goal #2:**Achievement Gap**

By May of 2022, as measured by the NC EOC Achievement Data, the Early College at Guilford will close the Math 3 and Biology Level 5 achievement gap between boys and girls by 6 points; from 14.4 to 9.4.(A4.01)

Key Indicator**A4.01*****MTSS & NC SEL integrated with academic instruction**

Resources: Indistar Wise Ways/Tools/GCS MTSS Canvas

The school implements a tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.

Action (Johnson)

Support implementation through District programming supports via College Board Pre-AP Biology resources, Open-Up Math III resources, GCS Interim data, and NTN Coaching for Math III, and encouraging teachers to collaborate in grade level PLCs across the school as well as other EOC teachers across the district, utilize College Board AP Classroom resources, and analyzing data across teams (school-wide, content-wide, grade-level).

Action (Johnson)**A3.10**

Resource: Indistar Wise Ways

All teachers use assessment data and match instruction and supports to individual student needs.

Action (Kashubara)**A4.10****MTSS**

Resource: Indistar Wise Ways

The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.

Action (Kashubara)**A3.05****MTSS**

Resource: Indistar Wise Ways

The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.

Action (Haynes)**A4.18**

Resource: Indistar Wise Ways

All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.

Goal #3:**Reduce the Number of Lost Instructional Days**

By May 2023, ECG students will participate in focused Social Emotional Learning: Growth Mindset activities at least once a month in order to reduce the number of lost instructional days with at least 10% of those surveyed indicating that the SEL activities are beneficial and/or a reduction of stress and anxiety as measured by at least two surveys. (A4.06)

Key Indicator**A4.06*****MTSS & NC SEL – supportive school and classroom climates**

Resources: Indistar Wise Ways/GCS MTSS Canvas

All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Action (Kashubara)**A1.08**

Resource: Indistar Wise Ways

ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.

Action (Webster)**A4.21**

Resource: Indistar Wise Ways

The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.

Action (Beatty)**A4.05**

Resource: Indistar Wise Ways

ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

Action (Webster)**E1.12**

Resource: Indistar Wise Ways

The school ensures that all parents understand social/emotional competencies and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.

Goal #4:**Attendance**

By May of 2024, the Early College at Guilford will maintain an attendance percentage as measured by Guilford County School attendance data of 98%.

Key Indicator**A4.06*****MTSS****Resource: IndiStar Wise Ways**

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

E1.06***Resource: Indistar Wise Ways and Indicator Action****MTSS & NC SEL – Authentic family partnerships**

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)

Action (Kashubara)

Communication is done via email and staff meetings as well as individually if needed.

Action (Kashubara)**A4.20**

All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. (5348)

Action (Kashubara)**B3.05****Resource: Indistar Wise Ways and Tools**

The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. (5151)

Action (Kashubara)**E1.01**

ALL teachers maintain a file of communication with parents/guardians. (5177)

Action (moved to Goal 1)**E1.05****MTSS**

The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)

Goal #5:**Increasing Teacher Capacity**

By 2024, the Early College at Guilford will utilize a school wide professional development plan goal to develop cross-curricular connections to create commonalities in instructional language and support students in critical thinking and synthesis skills within and across disciplines which will support improving College Board Advanced Placement pass rates by 3% from 92% to 95%.

Key Indicator (*)**B2.03* (Full/Objective Met)****MTSS**

The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)

- **FAM-S 2021 Results: Building the Capacity/Infrastructure for Implementation – Question #12**

C2.01***MTSS & NC SEL – Systems for continuous improvement**

The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

- **FAM-S 2021 Results: Building the Capacity/Infrastructure for Implementation – Question #10**

Action (Kashubara)

The focus on trend data from walkthroughs and NCEES evaluations will be shared during staff meetings, via email, PLCs and ILT meetings.

Action (Kashubara)**B2.04**

The principal makes sure everyone understands their role in continuously elevating professional practice. (5144)

Action (Kashubara)**B2.05**

The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (5145)

Action (Kashubara)**C1.01**

The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (5152)

Action (Kashubara)**C1.02**

The principal plans opportunities for teachers to share their strengths with other teachers. (5153)

- **FAM-S 2021 Results: Building the Capacity/Infrastructure for Implementation – Question #12**

Action (Kashubara)**C2.02**

ALL teachers develop individual professional development plans based on classroom observations and self-assessments. (5161)

Action (Johnson)**C2.04**

The LEA/School structures professional development to provide adequate time for collaboration and active learning. (5164)

- **FAM-S 2021 Results: Building the Capacity/Infrastructure for Implementation – Question #12**

2021-2022

Remaining Required Key Indicators:

Key Indicator

B1.01*

MTSS & NC SEL – Systems for continuous improvement

The LEA has an LEA Support & Improvement Team.

Resource: Indistar Wise Ways

Action (Kashubara)

The District School Improvement team will be created and will meet on a regular basis to help transform any and all under performing schools in the district.

B1.03*

MTSS & NC SEL – Systems for continuous improvement

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

Resources: Indistar Wise Ways/Video/Tool

Action (Kashubara)

Create an SLT that followed state guidelines, follows set bylaws, and develops subcommittees to review SLT protocols and organizational structure and will review the School Improvement goals and budget. Develop a schedule to meet the demands of the SLT while keeping in mind the number of meetings that are taking place.

B3.03*

MTSS & & NC SEL – Systems for continuous improvement

The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Resources: Indistar Wise Ways/Video/Tool

- **FAM-S 2021 Results: Building the Capacity/Infrastructure for Implementation – Question #10**

Action (Kashubara)

Teachers will receive feedback in a timely manner. Additionally, teachers will be given the opportunity to visit their colleagues to see a variety of instructional strategies.

Action (Kashubara)

B1.05

Resources: Indistar Wise Ways/Video

The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.

C3.04*

MTSS & NC SEL – Focus on adult SEL

The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

Resource: Indistar Wise Ways

Action (Kashubara)

All staff will be invited to participate in the interview process. A schedule will be created for those that are interested to be a part of the interview process.

Action (Kashubara)

New staff will be given the opportunity to give frequent feedback throughout the year and at the conclusion of the year. They will be asked to make suggestions for improvement.