

Our Direction

GCS eLearning University Prep K-8

Date of Report: 10/29/2025

Vision:

Guilford eLearning University Prep intentionally transforms virtual education and life outcomes for all eScholars.

Values:

GeUP values guide our culture and expectations as we strive to deliver high quality online instruction within Guilford County Schools and beyond.

1. Self-Driven 2. Digital Mindsets 3. Communicators 4. Innovators 5. Collaborators 6. Problem Solvers

7. eChange Agents

Mission:

Guilford eLearning University Prep provides live innovative, rigorous, and individualized experiences to prepare eScholars for lifelong learning in post-secondary opportunities, careers and beyond.

Goals:

- (Guilford Guarantee) By June 2026, we will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

Performance Measure(s)

Performance Indicator: Hosting a minimum of three career-specific events.		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

- By June 2026, Guilford eLearning University Prep (K-8) will increase its overall performance composite by at least 3 percentage points, from 42.8% to 45.8%, while meeting or exceeding expected growth.

Performance Measure(s)

Performance Indicator: 3rd Grade ELA EOG		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 37.7%
Target Date: 2022-2023	Target: 42.7%	Actual: 27%
Target Date: 2023-2024	Target: 30%	Actual: 50%
Target Date: 24-25	Target: 53%	Actual:

Performance Indicator: 4th Grade ELA EOG		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 37.6%
Target Date: 2022-2023	Target: 42.7%	Actual: 47.4%
Target Date: 2023-2024	Target: 52.4%	Actual: 58.1%
Target Date: 24-25	Target: 61.1%	Actual:

Performance Indicator: 5th Grade ELA EOG		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 38.8%
Target Date: 2022-2023	Target: 43.8%	Actual: 36.6%
Target Date: 2023-2024	Target: 41.6%	Actual: 32.4
Target Date: 24-25	Target: 35.4%	Actual:

Performance Indicator: 6th Grade ELA EOG		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 36.8%
Target Date: 2022-2023	Target: 41.8%	Actual: 33.3%

Target Date: 2023-2024	Target: 38.8%	Actual: 41.9%
Target Date: 24-25	Target: 44.9%	Actual:

Performance Indicator: 7th Grade ELA EOG		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 44.1%
Target Date: 2022-2023	Target: 49.1%	Actual: 41.5%
Target Date: 2023-2024	Target: 46.5%	Actual: 45.5%
Target Date: 24-25	Target: 48.5%	Actual:

Performance Indicator: 8th Grade ELA EOG		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 39.5%
Target Date: 2022-2023	Target: 44.5%	Actual: 50.6%
Target Date: 2023-2024	Target: 55.6%	Actual: 44.6%
Target Date: 24-25	Target: 47.6%	Actual:

Performance Indicator: By June 2026, Guilford eLearning University Prep (K-8) will increase its overall performance composite by at least 3 percentage points, from 42.8% to 45.8%, while meeting or exceeding expected growth.		
Data Source: EOG Data	Baseline Year: 2024-2025	Baseline: 42%
Target Date: June 2026	Target: 45.8%	Actual:
Target Date:	Target:	Actual:

Performance Indicator: School Performance Composite		
Data Source: EOG Data	Baseline Year: 2021-2022	Baseline: 34%
Target Date: 2022-2023	Target: 39%	Actual: 39.4%
Target Date: 2023-2024	Target: 42.4%	Actual: 44.7%

- By June 2026, Guilford eLearning University Prep will host a minimum of 10 community events to increase student and family engagement. (FAM-S Priority #21)

Performance Measure(s)

Performance Indicator: Number of Parent Engagement Activities		
Data Source: School Calendar	Baseline Year: 2021-2022	Baseline: 0
Target Date: 2022-2023	Target: 3	Actual: 6
Target Date: 2023-2024	Target: 8	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Guilford eLearning University Prep serves 220 eScholars, grades K through 8, remotely in Guilford County School District . We have 40 individuals on staff, including teachers, support staff, and one administrator. We are located at 1305-A Merritt Drive Greensboro, NC 27407, adjacent to the playground at Hunter Elementary School.

Our mission is to Prep provides live innovative, rigorous, and individualized experiences to prepare eScholars for lifelong learning in post-secondary opportunities, careers and beyond. Through the eLearning experience, eScholars will receive a full range of supports during live instruction, small group opportunities with peers, and other individualized/tiered

Guilford eLearning University Prep follows the North Carolina State Standards for all core and encore subject areas. We offer all middle school core courses and various digital tools to enhance learning while offering advanced level courses such as advanced English Language Arts, Accelerated Math, AIMM, Math 1 and Math 2, and Computer Science Across the Curriculum, all taught by highly qualified eTeachers that are certified and trained to deliver engaging instruction online. The online engagement on average is three to six hours per day and 15-30 hours per week for flexibly pacing and learning to move faster or slower to track their own eLearning progress towards their goals with constant feedback to ensure completion by the end of the school year.

eTeachers inspire students to positively contribute to and responsibly participate in the digital world in a safe virtual environment by participating in virtual social activities, clubs, mentorships, field trips, and events to celebrate and recognize eLearner achievements.

Based on our demographics and established goals, we will address the following:

- Professional Development for Teachers and Staff
- Flexibility in Curriculum and Instructional Design and Delivery
- Technology Resources for Students and Staff
- Financial Resources for the School - Facility and Usage

Student Outcome Data:

SCHOOL PERFORMANCE COMPOSITE: By June 2024, Guilford eLearning University Prep (K-8) will increase the school performance composite grade by 5% from 39.4% to 42.4%.

CULTURE AND CLIMATE: By June 2024, we will establish a positive culture and climate of the school as measured by question (Overall Q10.6). Overall, 85% of staff

rate my school is a good place to work and learn.

ATTENDANCE: By June 30, 2024, Guilford eLearning University Prep will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 25.8% in 2022-23 to 20.8% in 2023-24.

To increase Performance Measures to include:

Subject	Goal 23-24	22-23
3rd grade ELA	32.0%	27.0%
4th grade ELA	52.4%	47.4%
5th grade ELA	41.6%	36.6%
3rd grade Math	37.0%	32.0%
4th grade Math	31.0%	26.0%
5th grade Math	27.0%	22.0%
5th grade Science	68.0%	63.0%
6th grade ELA	38.3%	33.3%
7th grade ELA	46.5%	41.5%
8th grade ELA	55.6%	50.6%
6th grade Math	27.7%	22.7%
7th grade Math	36.9%	31.9%
8th grade Math	14.7%	9.7%
8th grade Science	73.2%	68.2%
Math I	95.0%	56.0%

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Guilford eLearning University Prep (GeUP) has completed the following, a Social Emotional Learning eLearning webpage and resources, created 7 eLearning Values and posted them on the school's webpage. Created school-wide expectations and posted them on the school's webpage. Updated a GeUP Student Handbook to include students to signing an enrollment agreement. In 2021 we utilized the district's principals', teachers', and parents' need to know documents and resources. ILT Team, consisting of department heads and Admin meet weekly. GeUp staff attended district's virtual meetings regarding curriculum alignment and instruction. They conduct weekly PLC meetings to discuss standards-based aligned curriculum and instruction. Teachers begin live lessons with SEL openers. All department meetings and school wide meetings begin with SEL openers. GeUP reviewed School Improvement Plan feedback from the School Support Officer and make ongoing updates and modifications to the plan. We met as Instructional Leadership Team and our PLC meetings had a data driven focus. The School Leadership Team met monthly to discuss the various aspects of the school improvement plan and to monitor progress towards meeting the school's goals. GeUP hosted a Professional Development day in October 2021 that addressed needs of GeUP staff. Another Professional Development day was hosted in August 2021 during the workdays. GeUP utilizes the Blackboard program to send out connect ed calls and emails to families. GeUp uses social media platforms to update parents with school announcements and important information. Geup hosted monthly parent town hall meetings in the 2020-2021 school year. GeUp will continue to collaborate with district leadership such as the School Support Officer, academic team, and the technology innovation, accountability, student services, CTE, HR and other departments to help provide guidance and support to the school.

During the 22-23 School year, GeUP met its performance composite goal by increasing 5 percentage points, from 34% to 39.4%. We also incorporated in person learning activities and field trips for all students across all grade spans. We hosted three parent and Family engagement nights at the Civil Rights Museum, Barber Park, and the Greensboro Science Center. We hosted virtual parent nights, where parents were able to learn about all the wonderful activities and learning that is taking place here at GeUP. We established a PTA. We had our teacher of the year to become a GCS finalist.

Practice 1A: Prioritize improvement and communicate its urgency

A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)
A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)
B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)
B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)
B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)

Practice 1B: Monitor short-and long-term goals

B2.02	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)
B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
B3.04	The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)

Practice 2B: Target professional learning opportunities

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| A1.03 | The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084) |
| C1.02 | The principal plans opportunities for teachers to share their strengths with other teachers.(5153) |
| C2.01 | 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) |
| C2.02 | ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161) |
| C2.03 | The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163) |
| C2.04 | The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164) |
| E1.08 | Professional development for teachers includes support for working effectively with families.(5184) |

Practice 3A: Diagnose and respond to student learning needs

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| A1.04 | ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085) |
| A1.05 | ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086) |
| A3.01 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110) |
| A3.02 | Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111) |
| A3.04 | Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113) |
| A3.07 | Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116) |
| 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) |
| A4.03 | Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121) |

Practice 3B: Provide rigorous evidence-based instruction

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| D2.04 | The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176) |
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Practice 4A: Build a strong community intensely focused on student learning

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| E2.02 | The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189) |
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Practice 4B: Solicit and act upon stakeholder input

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| E2.04 | The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191) |
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Practice 4C: Engage students and families in pursuing education goals

- E1.01 ALL teachers maintain a file of communication with parents/guardians.(5177)
- E1.03 ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)
- E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)
- 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)
- E1.09 The school provides parents/guardians with practical guidance to maintain regular and supportive verbal interactions with their children, to establish a quiet place for children's studying at home, and to model respectful and responsible behaviors. (5185)
- E1.10 The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)
- E1.11 All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)
- E1.12 The school ensures that all parents understand social/emotional competency 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.(6330)
- E1.13 The school ensures that all parents understand motivational competency (a growth mindset, the value of mastery, and connecting learning tasks with students' personal aspirations) and how they can enhance motivational competency at home.(6795)