

Warren Early College High School



2020-21 School Improvement Plan
Presented by: Shena Judkins, Principal



Mission & Vision

Vision:

Warren Early College High School provides a rigorous, focused learning environment that bridges the divide between high school and college.

Mission:

Warren Early College High School provides students the opportunity to earn a high school diploma, an Associate Degree/college credit, in preparation for future endeavors and global challenges.

Staff, parents, students and community stakeholders will work together to instill in each student the academic and social skills necessary for responsible and productive citizenship.



Core Values

Ready For College

all students prepared for college and work

Powerful Teaching and Learning

critical thinking, application, and problem-solving

Personalization

knowing students and families well to help students achieve academically

Redefined Professionalism

collaboration, creativity, and leadership among staff

Purposeful Design

conditions created for the use of best practices

Leadership

making collaborative decisions that support student success



WECHS School Improvement Team



Shena Royster, Principal
Lenora Parks, School Counselor
Donna Hahn, English Teacher
Lisa Bender, English Teacher
Karen Fleming, Math Teacher
Ginger Wescott, Science Teacher
Briana Konecke, Social Studies Teacher
Angela Alston, College Lab Facilitator
Cicelia Aguilar, MTSS/Instructional Coach
Nedra Jones, Parent Representative

School Improvement Indicators

- A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of scholars across all tiers. (Differentiation)
- C2.01 - Regularly look at school performance data to make school improvement decisions
- E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home. (Bridging the gap between home and school)



Strategies for Improvement

- *IMPROVE SCHOLAR ACHIEVEMENT*
 - Increase scholar performance in high school and college classes during remote learning, grade level proficiency on EOC and ACT exams
 - **2018-19 - 75% proficient, SPG “B”, exceeded expected growth**
 - **2019-20 ACT - 83% proficient (increase of 16% from 2018-19)**
 - Improve graduation rate - **87% to 95%**
 - Increase scholar attendance during virtual learning
 - Continue to exceed growth
 - Continuously improve virtual learning



Strategies for Improvement

- *FAMILY & COMMUNITY ENGAGEMENT SYSTEMS*
 - Continue to provide high levels of customer satisfaction
 - Improved communication with scholars, staff and families

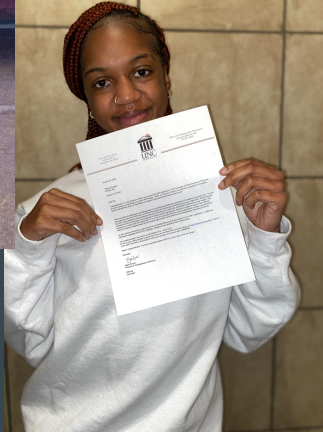
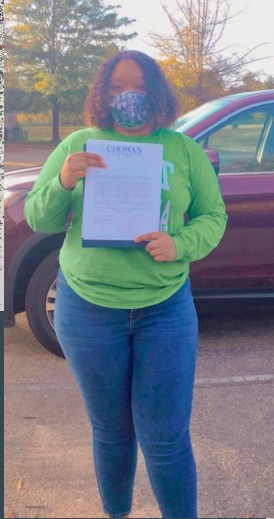


Scholar Achievement

- **Action steps to increase scholar achievement:**
 - Continue virtual tutorial sessions by classroom teachers (2:30 p.m.-3:00 p.m.)
 - Utilize the Multi-tiered System of Support (MTSS) framework to ensure targeted support for all learners
 - Increase use of Study Island, Edmentum, USA Test Prep to provide differentiation
 - Provide scholars with NC Math III tutorial once per week with Sylvan Learning Center
 - Continue to utilize VGCC's "Backpack Sessions" to help scholars during remote learning
 - Encourage scholars to participate in VGCC tutorial sessions



Scholar Achievement



- Implement the re-designed Scholar Progression Guide to allow struggling scholars to remain in the program
- Utilize strategic data analysis and scholar interventions by staff (monthly data meetings)
- Continue parent meetings after progress reports, report cards and VGCC AVISO notifications
- Continue to involve our VGCC College Liaison in parent meetings
- Provide social and emotional supports for scholars and staff
- Continue Critical Decision meetings with VGCC to provide support and strategies for struggling scholars

Attendance

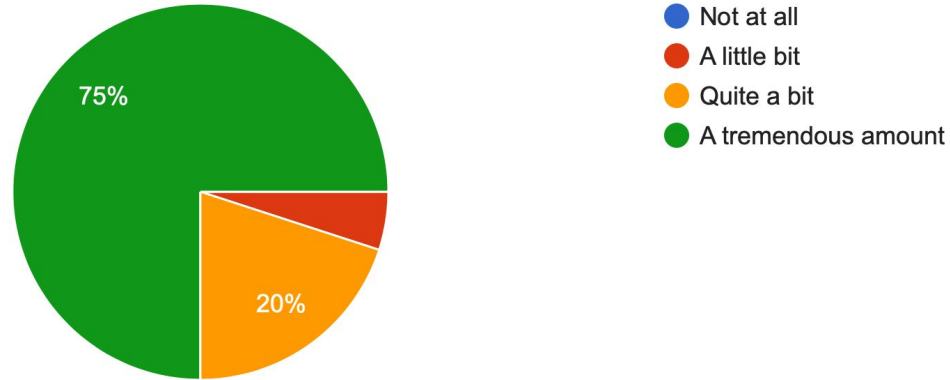


- **Attendance data:**
 - 2018-19 - 96.14%
 - 2019-20 - 96.27%
- **Action steps to increase attendance:**
 - Utilize our College lab facilitator as our Attendance Clerk during remote learning
 - Email sent to each scholar when they miss a class period
 - Provide frequent parent contact, and/or conferences, for excessive absences
 - Encourage each scholar and their parents/guardians to keep updated contact information
 - Continue to assess each scholar's accessibility to the internet, and technology
 - Build relationships and provide social emotional support for scholars who are overwhelmed

Title I Parent Engagement Survey

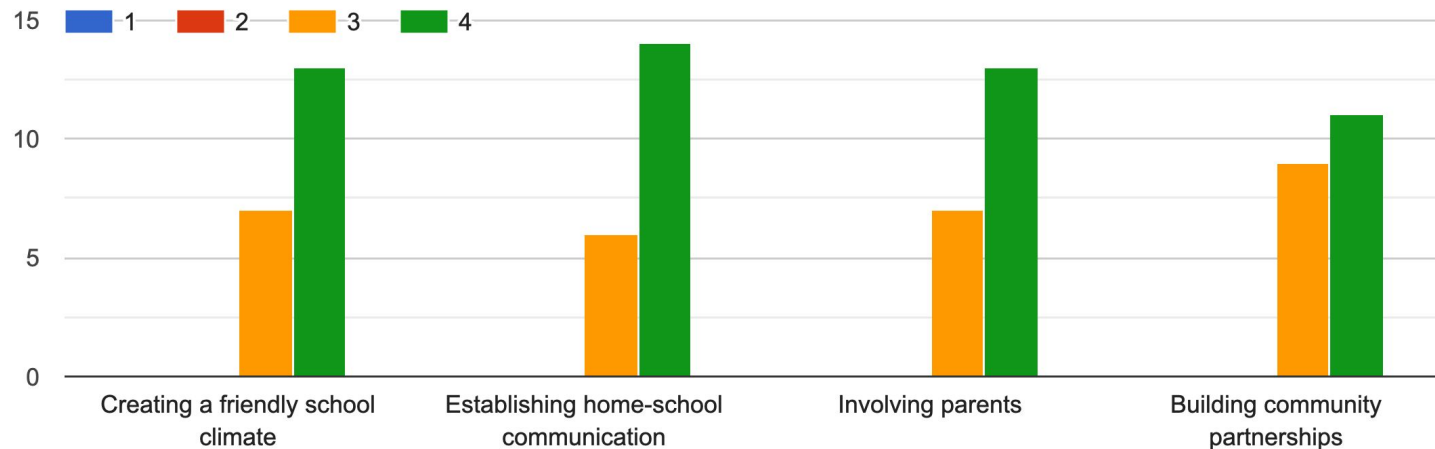
How welcome do you feel at your child's school?

20 responses



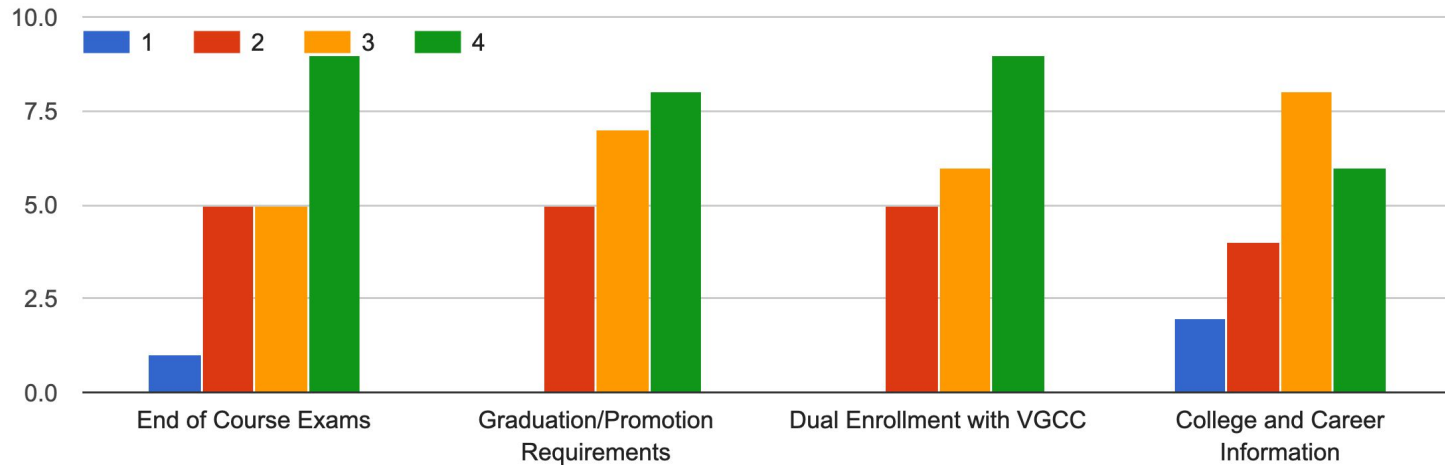
Title I Parent Engagement Survey

Please rank the following from 1 (Not Well) to 4 (Extremely Well) according to how well your child's school supports each:



Title I Parent Engagement Survey

Please indicate your understanding of the following: 1 (Not Well) to 4 (Extremely Well) according to how well your child's school supports each:



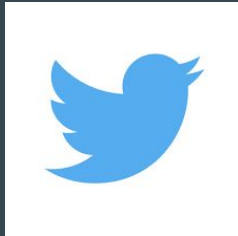
Parent & Community Engagement

- Action steps to promote parental involvement:
 - Continue meetings, each term, with Parental Advisory Council (PAC)
 - Last 2019-20 parent meeting: 1 parent
 - 1st 2020-21 virtual parent meeting: 17 parents
 - FAFSA Night, College Night, VGCC Orientation, ACA-115 Support meetings
 - Promote parent usage of Parent Portal and Moodle
 - 2019-20 - 51%
 - 2020-21 - 60%
 - Moodle Mondays!
 - Continue virtual, phone and individual parent meetings to ensure scholar success and build relationships



Parent & Community Engagement

- Increase awareness and exposure of WECHS
 - Continue to update Facebook, Instagram, Twitter, The Warren Record, monthly electronic newsletters, school and district websites, WECHS app
 - Weekly calls home to share important information
 - Provide more frequent surveys to solicit parent input
 - Seek ways to increase virtual service learning opportunities in the community



Thank you for your attention.
Do you have any questions?

