

**GARDEN HILLS MATH AND ENGINEERING LEADERSHIP ACADEMY
LEADERSHIP STRUCTURE**

School Improvement Leadership Team 2020-2022

Functions as the building's school improvement team. The group becomes intimately involved with the work of the Culturally Relevant Pedagogy, Culture and Climate, K-2 Student Learning, 3-5 Student Learning, and Student Growth and Data committees, and unifies their work to inform the goal setting and action step processes for school improvement.

Team Members: Principal—Dr. Asia Fuller Hamilton
Assistant Principal—Tracy Neitzel
Assistant Principal—Samantha Turner
Culturally Relevant Pedagogy (CRP) Committee Chair—Payton Cline
Culture and Climate Committee Chair—Karly Corely
K-2 Student Learning Committee Chair—Christina Hess
3-5 Student Learning Committee Chair—Valeri Warnick
Student Growth and Data Committee Chairs—Jodi Kirby/Taylor Swords
CFT Representative—Dom Pagliara

Meeting Schedule

SILT: (internal team) September 23, October 28, January 27, February 24, March 24, April 28, May 26 (7:30)
(with external stakeholders) September 10, October 8, November 12, December 10, January 14, February 11, March 11, April 8, May 13 (7:30)

CRP Committee: October 2, October 16, November 6, November 20, December 3, December 17, January 1, January 15, February 5, February 19, March 5, April 16, May 7, May 21 (7:30)

Culture/Climate Committee: October 6, October 13, November 10, December 8, January 12, February 9, March 9, April 13, May 11 (7:30)

K-2 Student Learning Committee: October 6, November 10, December 1, January 5, February 2, March 2, April 6, May 4 (3:30)

3-5 Student Learning Committee: October 13, November 10, December 1, January 5, February 2, March 2, April 6, May 4 (7:45)

Student Growth/Data Committee: September 24, October 22, January 28, February 25, March 25, April 22, May 27 (7:30)

Culturally Relevant Pedagogy

- Strengthen cultural competence of students and teachers allowing them to infuse instruction about various cultures within the classroom.
- Empower student strengths by allowing students to make choices regarding academic and cultural norms.
- Provide teachers with resources that will strengthen their understanding of their potential biases.
- In consultation with district administration, create, and/or conduct mandatory diversity, inclusion, equity, and implicit bias training as directed in the Unit Board of Education resolution.

Culture and Climate

- Revise school wide expectations for common areas to be culturally responsive and develop conditions for success for staff members to consistently and effectively support student behavior.
- Develop a plan for monitoring implementation and effectiveness of social emotional curriculums and supports.
- Establish a framework for meaningful and ongoing family communication *and* active involvement.
- Establish systems of support for staff's social emotional well-being, including opportunities for relationship building and celebrations for staff contributions to Garden Hills.

K-2 Student Learning

- Assess the current curriculum (Wonders) to determine if the main components (Unit Openers, Essential Questions, Shared Reads) are culturally representative of Garden Hills' student population and replace those materials that are not.
- Create more effective vertical alignment by planning for grade level team representatives to meet throughout the year, discuss Power Standards, and agree upon common academic language.
- Develop and implement ongoing professional development surrounding Guided Reading using a common framework with an increased focus on explicit vocabulary instruction.
- Conduct a K-2 literacy evaluation in consultation with the Teaching and Learning Department in preparation for the development of a literacy framework.
- Identify 2-3 high yield instructional strategies connected to Danielson Framework in consultation with the Teaching and Learning Department.

3-5 Student Learning

- Identify one social studies unit per grade level and add culturally relevant resources in order to ensure multiple perspectives are presented.
- Establish a process for explicit vocabulary instruction utilizing research on culturally responsive instructional strategies.
- Create a school wide chart of core math standards to be mastered for each grade level with key math vocabulary included.

Student Growth and Data

- Examine the organization of data, how that data is stored and shared, along with establishing a system for collection that includes multiple sources of data (system merges multiple modes of data)
- Create a process and purpose for data days that includes a criteria for tiered instruction, along with a schedule that allows all teaching staff members to attend for the students they serve.
- Use data to determine a focus and establish a routine for sharing out data across the building
- Develop a plan to empower teachers to use student data to make informed decisions about how they teach and support students.