

Mission: To provide students with an excellent education using innovative teaching and digital resources which will engage all learners and prepare students for their futures both during and after high school, so they will be productive as members of local and global communities.

Vision: Shaping student-citizens with character and intellect to challenge an ever-changing world.

Goals:
 Elizabeth City Pasquotank Early College will be designated and A school by increasing student growth to exceeding expected growth and increasing proficiency to 80% in all EOC subjects.
 Create a school culture where students demonstrate self-advocacy, personal efficacy, inclusiveness, and citizenship.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment		
Effective Practice:		High expectations for all staff and students		
	A1.01 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)			Target Date
			Implementation	Status Assigned To
Initial Assessment:	Principal assists in developing School Direction; assists staff members with setting their professional goals; shares data specific to the staff member and the school and district. Creates a sense of urgency for completion of goals. Staff members include lesson plans in Canvas or send them to the principal.		Limited Development 09/29/2022	
	Priority Score: 2 Opportunity Score: 3 Index Score: 6			

How it will look when fully met:	<p>Staff member PDPs will be initiated and locked. Observations and walk throughs will have begun. Conversations are on-going with regard to goals and student data/interventions/progress.</p> <p>Staff members will develop their lesson plans on Canvas and will discuss with all staff members work they are providing. Staff members will respond to questions as required.</p> <p>Principal will keep a record of lessons reviewed.</p>		Amy Fyffe	04/28/2023
Actions		1 of 4 (25%)		
9/29/22	PDPs written, discussed and reviewed with each staff member.	Complete 09/15/2022	Amy Fyffe	09/15/2022
<i>Notes:</i>	<p>Staff members' PDPs have been written and locked in the NCEES system.</p> <p>All have been reviewed by the principal and are designed specific to the staff member and students who are served.</p>			
	2 Principal will check lesson plans and will provide feedback.		Amy Fyffe	12/16/2022
<i>Notes:</i>	This will be a weekly action, but should be routine by the target date.			
	2 Observations with specific feedback will be completed on or before due dates as required by the district.		Amy Fyffe	03/30/2023
<i>Notes:</i>				

9/30/22	Principal and staff members regularly discuss PDPs and update plans as necessary -- at least twice more throughout the course of the year.		Amy Fyffe	04/28/2023
<i>Notes:</i>				
Implementation:		09/30/2022		

Evidence	9/29/2022 The initial plans have been written and are in process of being completed by staff members. NCEES has specific dates completed by each staff member.			
Experience	9/29/2022 Staff members have all completed PDPs as required by the state and have been reviewed for appropriateness by the principal.			
Sustainability	9/29/2022 PDPs will be reviewed at the mid-year with conferences by parent and staff members.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Curriculum and instructional alignment			
	A2.13 Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation	Status Assigned To	Target Date
Initial Assessment:	All teachers will use standards for each lesson and will assess student understanding of standards through formative and summative means. Lesson plans will reflect standards for each lesson. Teachers use blended learning, flipped classrooms, stations, and other instructional strategies to engage students.	Limited Development 09/15/2017		
How it will look when fully met:	Staff members will ensure that every lesson is tied to a standard in the SCoS and will post that standard either on canvas or in the room at the time of the lesson. Students should be able to address the standard correctly if it has been taught appropriately. Teachers will work on selected instructional strategies as part of their PDP and in order for students to be engaged with learning.		Amy Fyffe	04/28/2023
Actions		0 of 3 (0%)		

11/1/22	Staff members will standardize where daily lesson plans and standards for each lesson/unit are found.		Teachers	12/16/2022
<i>Notes:</i>	Staff members will develop plans at least weekly. They will be reviewed once every two weeks minimally with feedback. The review process will become routine by the end of the first semester.			

11/2/22	Staff members will identify which instructional strategies they will focus and will use professional learning already completed or will engage in new learning. During pre/post observations and/or mid and end of year professional development conferences, teachers and administrator will discuss data which indicates student learning because of the implementation.		Teachers	04/28/2023
<i>Notes:</i>				
	Staff members submit lesson plans at lease every two weeks or on request. LP are reviewed for use of standards and linking work to the standards.		Teachers	04/28/2023
<i>Notes:</i>	An observer should be able to see the standard or essential question posted in the room or on the Canvas page for each teacher. Staff members will adjust Canvas pages to reflect the same placement of standards and daily plans, so that anyone can view lesson plans at a glance.			

Core Function:	Dimension A - Instructional Excellence and Alignment		
Effective Practice:	Data analysis and instructional planning		
	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)	Implementation	Target Date
		Status Assigned To	

Initial Assessment:	<p>All staff members review a variety of data available to create work for students and develop four year learning plans.</p> <p>Staff members have available information about students in the school. Staff members know who may be drop out risks and who are first generation college students.</p> <p>In addition to bi-monthly watchlist meetings, staff members are given student projection data from EVAAS (for EOC courses) and performance on previous EOCs/EOGs as they pertain to the current EOC course. Staff members pre assess standards regardless of whether the course is an EOC or not.</p>	Limited Development 10/10/2017		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	<p>All staff members are responsible for this indicator.</p> <p>Staff members will use data (formative and summative) to create engaging and rigorous work for students.</p> <p>The counselor will create learning plans for each student which encompasses the high school and college experience.</p> <p>Staff members will continue to use PDSA for making incremental adjustments for students to make the school a great place to work and learn.</p> <p>Staff members will access student EVAAS data on their own and will use NC Check-ins to fine tune student weaknesses and provide intervention and appropriate instruction.</p>		Amy Fyffe	04/28/2023
Actions		0 of 4 (0%)		
11/2/22	Provide EVAAS data to EOC teachers as it becomes available and review with teachers. Show teachers how to access and use their data. Review NC Check-in information with EOC teachers.		Amy Fyffe	10/15/2022
<i>Notes:</i>	This action begins with data in EVAAS and continues with NC Check-ins.			

10/10/17	Learning Plans are created with each student and monitored by student and school counselor.		Amanda Hodges	01/10/2023
<i>Notes:</i>	These plans must also include a method to track students once they have graduated.			
	7 Staff members create specific, standards oriented mastery.		Teachers	04/28/2023
<i>Notes:</i>	Both teachers will create the work as per the courses they teach. This will occur on an as needed basis. Students will need to demonstrate their willingness to engage in the additional work toward mastery.			
	2 Create watchlist at the beginning of each semester and modify during PLC and MTSS meetings. Use the plan, do, study, act model to make changes for students who are on the watchlist.		Teachers	04/28/2023
<i>Notes:</i>				
Implementation:		04/25/2018		
Evidence	4/25/2018 Staff members have sample assignments that will indicate which students have been given work. Often students themselves request targeted interventions for practice.			
Experience	4/25/2018 Staff members have used a variety of strategies to fine tune student learning.			
Sustainability	4/25/2018 The staff plans to continue the use of programs such as IXL and Membeam to aid students in their areas of weakness.			

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Student support services

	KEY 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)	Implementation	Status Assigned To	Target Date
<i>Initial Assessment:</i>	Staff members use the tiered MTSS framework in the form of Seminar time, Flex Fridays as well as following IEPs, behavior plans, attendance monitoring.	Limited Development 09/15/2017		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>	Staff members will monitor student grades at least weekly. Attendance is monitored weekly and reported daily. Students who begin to lag are required to report to specifically designed intervention times during Flex Friday scheduling. When fully met, students will assign themselves to intervention times in small group and whole group sessions. Seminar time will be used to provide enriched instruction toward 21 Century skills including soft skills and teamwork.		Amy Fyffe	04/28/2023
Actions		0 of 4 (0%)		
9/15/17	Meet regularly to review student needs		ECP Early College staff	04/28/2023
<i>Notes:</i>	Staff members will review students in need of specific services as the need occurs and will implement the specific services or actions needed for each student on the watchlist.			
	Staff members will review all students who need assistance using the Plan, Do, Study, Act model.		ECP Early College staff	04/28/2023
<i>Notes:</i>	Using the watchlists, staff will monitor students and overall numbers of students and will make small, measurable adjustments based on student needs to meet the specific needs of all students.			
	21/18 Review watchlists at least twice monthly and at the end of the year. Discuss selections for upcoming year for new or on-going students. Assess whether interventions have had an impact for student progress.		staff members	04/28/2023

<i>Notes:</i>				
9/29/22	Implement Flex Friday to meet the needs of all students 9-12 whether they need small group, whole group, individual instruction or enhancements included in club time arranged throughout the day.		Staff Members	04/28/2023
<i>Notes:</i>				
Implementation:		04/25/2018		

Evidence	4/25/2018 MTSS self-evaluation			
Experience	4/25/2018 MTSS self-evaluation			
Sustainability	4/25/2018 This is an ongoing process. Students will continue to be identified and strategies implemented to support them.			
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To
Initial Assessment:	Students are monitored via the CIHS report which is submitted yearly. This report monitors the number of students who remain at the early college and the numbers who take college level classes along with those who make a C or higher. Student graduation rate, dropouts are monitored by the state and reported yearly. Students who have graduated are unofficially monitored for post Early College activities -- completing 4 year degree, working, etc.		Limited Development 09/15/2017	

	Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:	In addition to the information currently gathered, the school will monitor students post graduation to gather data about career and college accomplishments. Two-three years post graduation should see most students completing at a university or in a job.		Amy Fyffe	04/28/2023
Actions		0 of 2 (0%)		
11/2/22	Complete data base for prior graduates and complete student information known and send form to find out where they are now.		Staff members	12/01/2022
<i>Notes:</i>	This form or survey should be sent out and updated yearly for students for at least 3 years post graduation.			
	Create a data file for all students who complete their diplomas at ECPEC.		Amanda Hodges	04/28/2023

<i>Notes:</i>				
Implementation:		05/21/2018		
Evidence	5/21/2018 The Early College has had 5 students transfer out with 1 student transfer in as of the end of the year. 53 students have been identified as rising freshmen with second round applications still coming in. The school year ended with a 95.6% attendance rate. Student scores indicate the following: English I 71%; English II (data pending); Math I - 75.5%; Math II 72.3%; Math III 67%; Earth/Environmental Science 73.5%; Civics & Econ. 60%. 100 % of students took the ACA 122 transition to college class as their first college class.			
Experience	5/21/2018 Staff members have reviewed data at the middle and end of each marking period as well as during the course of each week. Parents were notified as were the counselor and administrator.			

Sustainability

5/21/2018

Preparing students for upper level classes will be a continued effort for upcoming years.

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