

Comprehensive Progress Report

Mission:

The mission for ECP Early College is to prepare students for their futures both during and after high school, so they will be productive members of local and global communities.

Vision:

Empowering students to excel academically, embrace exploration, and lead with purpose for the future in an interconnected world.

Goals:

Elizabeth City Pasquotank Early College will be designated an 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.

Increase parent and community involvement by implementing a comprehensive communication plan.



! = 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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 09/29/2022		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Staff member PDPs will be completed and locked. Observations and walk-throughs will have begun. Conversations are on-going with regard to goals and student data/interventions/progress. 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. Principal will keep a record of lessons reviewed.		Jennifer Lee	04/30/2024
Actions			2 of 4 (50%)		
9/29/22	PDPs written, discussed and reviewed with each staff member.		Complete 09/15/2023	Jennifer Lee	09/15/2023
		<i>Notes:</i> Staff members' PDPs have been written and locked in the NCEES system. All have been reviewed by the principal and are designed specific to the staff member and students who are served.			
11/1/22	Principal will check lesson plans and will provide feedback.		Complete 12/15/2023	Jennifer Lee	12/16/2023
		<i>Notes:</i> This will be a weekly action, but should be routine by the target date. This action is an on-going effort. Staff are provided feedback on their lesson plans during their weekly PLC meeting			
11/1/22	Observations with specific feedback will be completed on or before due dates as required by the district.			Jennifer Lee	04/30/2024
		<i>Notes:</i> Two sets of observations have been completed by December 1, 2023, with another round scheduled by the end of January and another group by middle February.			

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.		Jennifer Lee	04/30/2024
<i>Notes:</i> Mid year PDPs are due January 19.				
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.			
A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Staff members meet regularly both formally and informally to discuss teaching, student work, student progress, attendance and other pertinent data relating to student learning. Staff members have tough conversations which lead to better teaching and improved student learning.	Limited Development 09/29/2022		
How it will look when fully met:	Staff members will keep and monitor a student watchlist, parent contacts, student led conference information, and interventions/enhancements used to increase student learning.		Michelle Barker	04/30/2024
Actions		0 of 1 (0%)		
9/29/22	Teachers will meet to review and refine student watchlist and discuss interventions used or to be used for each student.		All staff	04/30/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		<p>Staff members will ensure that every lesson is tied to a standard in the content standards and will post that standard either on canvas or in the room at the time of the lesson.</p> <p>Students should be able to address the standard correctly if it has been taught appropriately.</p> <p>Teachers will work on selected instructional strategies as part of their PDP and in order for students to be engaged with learning.</p>		Jennifer Lee	04/30/2024
Actions			1 of 3 (33%)		
	11/1/22	Staff members will standardize where daily lesson plans and standards for each lesson/unit are found.	Complete 12/09/2022	Jennifer Lee	12/15/2023
		<i>Notes:</i> Staff members will develop plans at least weekly. They will be reviewed once every week 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 on 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.		Jennifer Lee	04/30/2024
		<i>Notes:</i>			
	9/15/17	Staff members submit lesson plans every week. Lesson plans are reviewed to ensure they are up-to-date, and the activities/assessments are aligned with the content standards.		Jennifer Lee	04/30/2024

Notes: 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			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		In addition to the bi-monthly watchlist, staff members are provided with student projection scores and past performance information from EVAAS. As the year progresses, EOC Check-ins will be given to provide additional data. Staff members also do a pre-assessment for most classes so they are able to see what students actually know about a given standard. The focus for these assessments continue to be EOC classes, but all teachers are required to use sound instructional strategies.	Limited Development 02/28/2020		
How it will look when fully met:		When this objective is fully met, staff members will know where their students are performing at any moment and will know how to intervene when students are not mastering standards.		Jennifer Lee	04/30/2024
Actions			0 of 2 (0%)		
	2/28/20	Create watchlists and modify during PLC meetings. Plan, Do, Study, Act based on the needs of students on the watch list.		Jennifer Lee	04/30/2024
		<i>Notes:</i> These meetings occur at least twice monthly, but usually more frequently.			
	9/29/22	Provide data not generated by teacher as soon as it becomes available. Discuss students who are not achieving at least 80% on standards and devise interventions based on student needs. Measure the effectiveness of the interventions.		Jennifer Lee	04/30/2024
		<i>Notes:</i>			

!	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 Status	Assigned To	Target Date
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 principal/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>		Jennifer Lee	04/28/2023	
Actions		1 of 4 (25%)			
10/10/17	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.				

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.	Complete 10/28/2022	Jennifer Lee	10/15/2023
<p><i>Notes:</i> This action begins with data in EVAAS and continues with NC Check-ins.</p> <p>Principal met with and discussed EOC data from previous years, NC Check-ins, and EOC data as it was returned during the fall. Indicators are favorable for most students tested that they had improved their growth target.</p>				
10/10/17	Learning Plans are created with each student and monitored by student and school counselor.		Jennifer Lee	01/10/2024
<p><i>Notes:</i> These plans must also include a method to track students once they have graduated.</p>				
11/2/22	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	04/28/2024
<p><i>Notes:</i></p>				
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.		Jennifer Lee	04/30/2024
Actions			0 of 4 (0%)		
	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.		Michelle Barker	04/28/2024
<i>Notes:</i>					
	9/15/17	Meet regularly to review student needs		Michelle Barker	04/30/2024
<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.			
	10/10/17	Staff members will review all students who need assistance using the Plan, Do, Study, Act model.		All staff	04/30/2024
<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.			
	2/21/18	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.		All staff	04/30/2024
<i>Notes:</i>					
<i>Implementation:</i>			04/25/2018		
<i>Evidence</i>		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.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Using seminar time and Flex Fridays, incorporate specific SEL activities for students.	Limited Development 09/15/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Students will provide feedback on specific sessions for SEL. (Survey) Students will choose to remain at ECPEC even though expectations are high and work is rigorous.		Jennifer Lee	04/30/2024
Actions			0 of 1 (0%)		
	9/15/17	Flex Fridays and specific seminar activities provide SEL for students. Additionally, staff members are required by their evaluation process to provide nurturing atmospheres for students.		All staff	04/30/2024
<i>Notes:</i>					
Implementation:			05/21/2018		
Evidence		5/21/2018 Tier 1 and 2 interventions in place for identified students. On-going support for identified EC students.			
Experience		5/21/2018 Staff members met monthly to review the effectiveness of the MTSS plan. As a small school, we were able to focus clearly on students' emotional well being.			
Sustainability		5/21/2018 MTSS framework will continue to support the students throughout their experience of Early College. The continued use of TIPS model will be used to formulate and assess students as they are identified.			

	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	Target Date
<i>Initial Assessment:</i>	<p>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.</p> <p>Student graduation rate, dropouts are monitored by the state and reported yearly.</p> <p>Students who have graduated are unofficially monitored for post Early College activities -- completing 4 year degree, working, etc.</p>	Limited Development 09/15/2017			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	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.		Jennifer Lee	05/26/2025	
Actions		1 of 2 (50%)			
9/15/17	Create a data file for all students who complete their diplomas at ECPEC.		Michelle Spence	05/26/2024	
<i>Notes:</i>					
11/2/22	Complete data base for prior graduates and complete student information known and send form to find out where they are now.	Complete 12/09/2022	Michelle Spence	05/26/2024	
<i>Notes:</i>	This form or survey should be sent out and updated yearly for students for at least 3 years post graduation.				
Implementation:		05/21/2018			
<i>Evidence</i>	<p>5/21/2018</p> <p>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.</p>				

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.			

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Monitoring instruction in school
----------------------------	---

B3.05	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)	Implementation Status	Assigned To	Target Date
-------	---	-----------------------	-------------	-------------

Initial Assessment:	Staff members have all available information about students in their schools. Staff members have information on students who are drop out risks ... up to five students. Staff members use grades, testing history/grades/attendance and anecdotal information from students and parents to observe and counter-act patterns of behavior.	Limited Development 10/10/2017		
----------------------------	---	-----------------------------------	--	--

How it will look when fully met:	Using MTSS meetings to review student information and use PDSA for making incremental adjustments, the staff will know how to remove barriers and how to create learning that is interesting to students who may intend to drop out.		Jennifer Lee	04/30/2025
---	--	--	--------------	------------

Actions		0 of 4 (0%)		
----------------	--	--------------------	--	--

10/10/17	Identify students who may be at risk of dropping out.		Staff	05/15/2025
----------	---	--	-------	------------

Notes:

3/22/18	This is an ongoing process. Students on the watchlist will be monitored and PDSA will be implemented for specific, students who need specific assistance.		Teachers and principal	05/15/2025
---------	---	--	------------------------	------------

Notes:

11/1/18	Staff members will continue to meet twice monthly to assess various identified students as well as to review overall school.		MTSS team	05/25/2025
---------	--	--	-----------	------------

Notes:

4/25/18	Staff members will review students identified in the first year for close monitoring in the upcoming school year. Some triggers will include students who have not passed the placement test to begin college classes as well as behaviors that are not conducive to excellent student work.		All staff	09/30/2025
---------	--	--	-----------	------------

Notes: This is an ongoing part of the MTSS plan. Students will be reviewed on a monthly basis.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student data will be addressed at regular SIT meetings and MTSS meetings.	Limited Development 09/15/2017		
<i>How it will look when fully met:</i>		At least twice monthly staff members will review attendance, behavior, grades for students who are identified as needing interventions. This watchlist will include information about parent contacts and actions to assist students toward success and removal from watchlist.		Jennifer Lee	04/26/2024
Actions			0 of 2 (0%)		
	9/15/17	Review student data at monthly SIT meetings and MTSS meetings. Update watchlist/contacts/actions for all students on the list.		Jennifer Lee	04/26/2024
<i>Notes:</i>					
	11/1/18	Staff members will continue to monitor student progress using a variety of data sources.		Jennifer Lee	04/26/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school has created opportunities minimally 7 times yearly for parents to meet with staff and students. These include -- (4) Student - led parent staff member conferences, intake meeting, open house, special guest speaker from CFNC along with additional opportunities as they are created.	Limited Development 09/15/2017		
<i>How it will look when fully met:</i>		Parents will report being satisfied with communication with the school and its staff. All stake holders will understand the direction of the school.		Jennifer Lee	05/15/2025
Actions			0 of 3 (0%)		
	9/15/17	Document communication via a variety of methods. <i>Notes:</i> Parents have returned surveys about the Student led Parent/Teacher conferences. Teachers and counselor contact parents regularly when students fall behind. They also have given students numerous opportunities to be responsible for their own work.		Staff members	05/15/2025
	11/28/17	Initial Parent/Guardian Survey indicates satisfaction at least 95%. <i>Notes:</i> This should occur at least one time per year.		All staff	05/15/2025
	11/28/17	Parent/guardian survey indicates satisfaction with school and education provided. <i>Notes:</i>		All staff	05/15/2025

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parents will receive bi-weekly communication through newsletter, Parent Square messages, and an updated website.	No Development 10/06/2023		
<i>How it will look when fully met:</i>		When this objective is fully met there will be open communication between all stakeholders. Parents will have the most up-to-date information on school events.		Jennifer Lee	04/30/2024
Actions			0 of 1 (0%)		
	10/6/23	Newsletter		Jennifer Lee	10/16/2023
<i>Notes:</i>					
	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Local business and organizations are invited to lead Flex Friday sessions about their career interests or hobby.	Limited Development 10/06/2023		
<i>How it will look when fully met:</i>		We will have a complete list of community supporters, businesses, and other partners that help to support the needs of our students.		Jennifer Lee	04/30/2025
Actions					
<i>Notes:</i>					