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 maintain A school status by increasing student growth to exceeding expected growth and increasing proficiency to 85% in all EOC subjects.

Create a school culture where students demonstrate self-advocacy, personal efficacy, inclusiveness, and citizenship.

Activity in the last 6 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B1.03	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers have received professional development on two MacBook Apps - KeyNote and Freeform. Two teachers have introduced these apps to students.	Limited Development 09/22/2025		
How it will look when fully met:			Teachers will fully integrate their MacBook and its apps into all aspects of instruction. Teachers will use the apps to deliver instruction and students will have a choice of the apps to use in completion of assignments. Teachers and students will be proficient in use of the technology tools and are creating projects, assignments, etc that including creative thinking, collaboration, and creativity.		**Jennifer Lee**	**06/01/2027**
Actions				**0 of 2 (0%)**		
		9/22/25	Provide professional development to teachers on the MacBook Apps		Teachers	06/01/2026
		Notes:	9/22/25 - Teachers have received one session of professional development on Keynote. One teacher is having his students use this app on a regular basis.			
		9/22/25	Teachers will integrate MacBook technology into their lesson plans.		Teachers	06/01/2026
		Notes:	9/22/25 - Teachers need professional development on other MacBooks apps and time to become familiar with the technology tools.			

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
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**	**04/30/2027**
Actions		**1 of 4 (25%)**		
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.	Complete 09/30/2025	All staff	09/30/2025
Notes:	This is an ongoing part of the MTSS plan. Students will be reviewed on a monthly basis.			
10/10/17	Identify students who may be at risk of dropping out.		Staff	05/15/2027
Notes:	As of June 2025, this is still a work in progress. This year we had five students who became at-risk for dropping out. We would like to have a plan for these students as they remain at our school with us. This year, three students transferred out and back to traditional schools and one transferred to an alternative school.			
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	05/25/2027
Notes:	As of June 2025, this is partially implemented. There is no consistent meeting to discuss identified students and we need to be more intentional in this process.			
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	05/15/2028

Notes:	9/22/25 - Students were placed on a Watchlist. Teachers will observe and determine if additional Tier 1 interventions or Tier 2 interventions are needed.			

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A1.04	**ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We do not assess student progress as frequently as needed using Formative Assessments, IXL and Membean data.	Limited Development 09/22/2025		
How it will look when fully met:	Student progress will be assessed frequently and adjustments are made based on data results.		**Jennifer Lee**	**06/01/2027**
Actions		**0 of 3 (0%)**		
9/22/25	Use IXL assessments to discuss ELA and Math data		Bonita Robinson & Liz Wooten	06/01/2027
Notes:	9/22/25 - Teachers use IXL data and review the data. However, there is no evidence of how instructional practices are changed as a result of the data.			
9/22/25	Create formative assessments for each standard in areas of Math, Science, Social Studies, and English.		All teachers	06/01/2027
Notes:	9/22/25 - Teachers say the use formative assessment but they are unable to share the data. Formative assessments need major revision to improve instructional practice.			
9/23/25	Teachers will incorporate ACT Prep into their instruction.		Teachers	06/01/2027
Notes:	9/22/25 - Principal attended ACT Prep training in February. Program was purchased for 30 students and will expire in December.			

		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. We will have a "Watchlist" that includes documentation of strategies used to support students. As of June 2025, we have a school-wide document with EVAAS projections available for staff to peruse.		**Jennifer Lee**	**05/09/2027**
Actions				**1 of 2 (50%)**		
	2/28/20		Create watchlists and modify during PLC meetings. Plan, Do, Study, Act based on the needs of students on the watch list.	Complete 04/30/2024	Jennifer Lee	04/30/2024
	Notes:		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	05/09/2027
	Notes:		As of June 2025, we have not created systemic interventions for students and designed a method to determine the effectiveness of the interventions.			

	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
Initial Assessment:			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		
How it will look when fully met:			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. June 13, 2024 - Some staff members monitor grades weekly. A process or procedure needs to be developed to ensure grades are updated weekly. We were not as successful with intervention time on Fridays because we changed how Flex Friday worked to benefit students. This needs to be reevaluated at our SIT retreat and determine if this will be a focus this year. Seminar is a work in progress as each group of students have different needs so this will be adapted as student strengths and weaknesses are learned.	**Objective Met 04/25/18**	**Jennifer Lee**	**04/30/2024**
Actions						
		9/15/17	Meet regularly to review student needs	Complete 04/30/2024	Michelle Barker	04/30/2024
		Notes:	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.	Complete 04/30/2024	All staff	04/30/2024
		Notes:	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.	Complete 04/30/2024	All staff	04/30/2024
Notes:				
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.	Complete 05/09/2025	Michelle Spence	05/10/2025
Notes:				
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.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
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 content standards 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.		**Jennifer Lee**	**05/08/2027**
Actions		**2 of 3 (67%)**		
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
Notes:	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.	Complete 04/30/2024	Jennifer Lee	04/30/2024
Notes:				
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	06/01/2026

	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:		**Domain 3: Instructional Transformation**			
Effective Practice:		**Practice 3C: Remove barriers and provide opportunities**			
	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**
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.		**Jennifer Lee**	**05/26/2027**
Actions			**1 of 2 (50%)**		
	9/15/17	Create a data file for all students who complete their diplomas at ECPEC.		Michelle Spence	06/01/2027
	Notes:				
	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	06/01/2027

Notes:	This form or survey should be sent out and updated yearly for students for at least 3 years post graduation. As of June 2025, this is not complete. We will need to gather information and request information from former students.			
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.			

Core Function:			**Domain 4: Culture Shift**		
Effective Practice:			**Practice 4A: Build a strong community intensely focused on student learning**		
	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**	**06/01/2027**

	Update 10/15/24 - We are part of a SEL pilot program for Early Colleges called Be Calm. Teachers will begin completing lessons in November 2024 and continue until May 2025. Students will be taught strategies that are designed for Early College students to help address common stressors. As of June 2025, we completed year 1 of the Be Calm pilot program. Due to the lack of organization by the pilot leads, we were unable to to gather data to determine if strategies worked. We completed a survey and the pilot leads are reviewing our surveys.			
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	06/01/2027
Notes:	As of June 2025, SEL strategies were not offered consistently during Flex Fridays. This something we need to rethink and determine if Flex Fridays are the best vehicle to provide activities for students.			
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.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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**
Initial Assessment:			The school has created opportunities minimally 7 times yearly for parents to meeti 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		
How it will look when fully met:			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**	**06/01/2027**
Actions				**0 of 3 (0%)**		
		9/15/17	Document communication via a variety of methods.		Staff members	05/15/2027
		Notes:	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.			
		11/28/17	Initial Parent/Guardian Survey indicates satisfaction at least 95%.		All staff	06/01/2027
		Notes:	This should occur at least one time per year.			
		11/28/17	Parent/guardian survey indicates satisfaction with school and education provided.		All staff	06/01/2027
		Notes:	As of June 2025, a survey still needs to be created to gauge parent satisfaction.			