Comprehensive Progress Report

Mission:

The mission of MCEC is to provide an advanced educational experience in a small setting that equips students to meet their college and career goals by empowering students to become self-aware and effective leaders, embrace diversity, and build strong relationships.

Vision: Montgomery County Early College believes that integrating the high school and community college experience with STEAM opportunities to excel in a rigorous academic environment will allow students to achieve success and affordable access to the college, career, and/or military service of their choice.

Goals:

Eliminate Opportunity Gaps

Improve Student Performance

Increase Educator Preparedness to Meet the Needs of Every Student

! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	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**

Initial Assessment:	The School Leadership Team is composed of all certified and classified staff, the student government president and vice president, elected parent representatives, and the principal. The team meets monthly with an established agenda, documented minutes, and clearly assigned action steps. The team consistently reviews multiple sources of student performance data, including (but not limited to) EVAAS reports, EOC results, student engagement, and ACT/PreACT outcomes. Data is disaggregated across student groups to identify strengths, gaps, and trends. Individual student progress is tracked through classroom assessments and intervention records, ensuring that supports are responsive to actual needs. Classroom walkthrough data is aggregated and discussed monthly to highlight effective practices and areas where additional coaching or support may be beneficial. Teachers are also encouraged to learn from one another through peer observations. By combining student achievement data with classroom observation trends, the team identifies schoolwide priorities and links professional development directly to instructional needs. Staff input is considered to ensure training is practical and relevant. Resources are allocated to support targeted interventions and priority initiatives. Progress is monitored continuously, and instructional practices are adjusted as needed to align with student needs, embedding a culture of data-driven improvement across the school.	Limited Development 07/30/2025		

How it will look when fully met:	When fully met, MCEC will have a schoolwide system for collaboratively designing, aligning, and refining standards-based units of instruction in every subject and grade level. Teachers will implement pacing guides, EVAAS data, common assessments, and PLC collaboration to ensure instruction is aligned to the NC Standard Course of Study and prepares students for advanced coursework, and career and college readiness. Success will be evidenced by: Student Outcome Data • Career and College Ready percentage will increase to 80% or higher. • >90% of students will earn a composite score of at least 19 on the ACT. • >95% of students will pass Math 3. • >70% of students will score at Level 4 or 5 on Biology, English II, and Math I/III EOCs. • 95% of students will place into college-level English and Math through GPA, Pre-ACT, or placement testing. • 95% of students will successfully pass all community college courses attempted and stay on track for associate's degree completion in 4–5 years Data Sources • State assessment results, ACT/Pre-ACT data, EOC/EOG results, WorkKeys, and EVAAS growth measures. • Classroom walkthrough and observation data confirming alignment between instruction, standards, and assessments.		**April Daywalt - 2025 Elected Math Teacher**	**05/28/2027**
Actions		**0 of 2 (0%)**		
9/10/25	Staff members will attend monthly PLC and MTSS meetings to collaborate and review formal and informal assessment data to plan for instruction.		Kymberlie Hare - 2025 Elected Math Teacher	05/29/2026
Notes:				
9/10/25	Utilize EVAAS data to plan for targeted instruction.		April Daywalt - 2025 Elected Math Teacher	05/29/2026
Notes:				

Core Function:	**Domain 3: Instructional Transformation**
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**

	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:			At MCEC, instructional teams work to develop and refine standards-aligned units of instruction for each course and grade level. Due to the singleton nature of MCEC, individual teachers are responsible for creating their own units; however, Professional Learning Communities (PLCs) provide structured time to collaborate, review student data, and plan integrated and aligned instruction. Unit objectives, mastery criteria, and assessments are consistently aligned to state standards, with teachers using both formal and informal measures to monitor student learning. Vertical and horizontal alignment are supported through PLC discussions, where teachers review student strengths and needs across content areas to ensure consistency and reinforce academic behaviors. Data analysis is a central component of planning meetings, guiding instructional adjustments, and informing revisions to units of study. Professional learning opportunities and PLC reflections allow staff to share strategies, explore new approaches, and strengthen instructional design. Although collaboration often occurs after school due to the small size of the staff, planning time is intentionally protected when possible to support effective unit development and continuous improvement.	Limited Development 07/30/2025		

How it will look when fully met:	MCEC implements a comprehensive, tiered instructional system that ensures all students receive high-quality, evidence-based teaching tailored to their individual needs. Core instruction is rigorous and standards-aligned, while targeted supports and intensive interventions are systematically provided for students who require additional assistance. Teachers and staff consistently use multiple data sources—including formative assessments, benchmark results, and progress monitoring tools—to identify student needs, determine appropriate levels of support, and adjust instruction in real time. Clear protocols guide the delivery and monitoring of interventions, ensuring that instructional adjustments are timely, consistent, and effective. Collaboration among teachers and support staff is embedded in the school culture, with teams working together in Professional Learning Communities (PLCs) to analyze student progress, refine instructional strategies, and coordinate supports across tiers. This system reduces learning gaps, promotes equitable academic growth, and provides every student with the opportunity to succeed. Evidence of full implementation will include: • Student performance data (formative, benchmark, and summative) demonstrates growth across all tiers. • Implementation of AVID and Be Calm Strategies into lesson plans. • PLC agendas, minutes, and artifacts reflecting collaborative data analysis and instructional planning.		**Mollie Williams - 2025 Elected Science Teacher**	**05/28/2027**
Actions		**0 of 2 (0%)**		
9/10/25	Incorporate AVID strategies, Be Calm protocols, and small group instruction into ALL subject areas to facilitate success in both high school and college courses.		Caleb Rushing - 2025 Elected History Teacher	05/29/2026
Notes:				
9/10/25	Staff members will provide targeted interventions for students based on individual student needs and assessment data - ie: phoenix lunch, tutoring, small group instruction, etc.		Cindy Martin - 2025 Elected Science Teacher	05/29/2026
Notes:				

Core Function:	**Domain 3: Instructional Transformation**
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:	At MCEC, instructional teams work to develop and refine standards-aligned units of instruction for each course and grade level. Due to the singleton nature of MCEC, individual teachers are responsible for creating their own units; however, Professional Learning Communities (PLCs) provide structured time to collaborate, review student data, and plan integrated and aligned instruction. Unit objectives, mastery criteria, and assessments are consistently aligned to state standards, with teachers using both formal and informal measures to monitor student learning. Vertical and horizontal alignment are supported through PLC discussions, where teachers review student strengths and needs across content areas to ensure consistency and reinforce academic behaviors. Data analysis is a central component of planning meetings, guiding instructional adjustments, and informing revisions to units of study. Professional learning opportunities and PLC reflections allow staff to share strategies, explore new approaches, and strengthen instructional design. Although collaboration often occurs after school due to the small size of the staff, planning time is intentionally protected when possible to support effective unit development and continuous improvement.	Limited Development 07/30/2025		
How it will look when fully met:	At MCEC, instructional teams consistently develop and refine standards-aligned units of instruction for every subject and grade level. Each unit includes clearly defined learning objectives, mastery criteria, and assessments directly aligned to state standards. Teachers collaborate in Professional Learning Communities (PLCs) to review curriculum pacing, ensure alignment across content areas and grade levels, and adjust instruction to meet student needs. Units will be vertically and horizontally aligned to ensure smooth transitions between grade levels and courses, with intentional scaffolding to prepare students for advanced coursework and dual-enrollment opportunities. Students will demonstrate Career and College readiness on EOCs, ACT, and WorkKeys assessment.		**Heather Gordon - 2025 Elected English Teacher**	**05/28/2027**
Actions		**0 of 2 (0%)**		
9/10/25	Provide targeted ACT lessons and activities in the areas of English, grammar, and mathematics.		Pearle Pratt - 2025 Elected English Teacher	04/01/2026
Notes:				

9/10/25	Complete weekly classroom walkthroughs and NCEES observations to monitor and improve teacher implementation of standards-aligned units of instruction.		Heather Seawell - Principal	05/29/2026
Notes:				

Core Function:	**Domain 4: Culture Shift**			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	MCEC maintains consistent and multi-faceted communication with families to keep them informed and engaged in their student's education. Daily Phoenix Family Announcements are sent by email to all students and posted online for the greater community. Phone calls and emails are used to share reminders and notify families of planned and unplanned events. The school also uses social media and the school webstie to highlight events, celebrations, and news, ensuring timely and accessible updates across platforms. Parents are provided regular information about student progress through interim reports, report cards, and access to Infinite Campus. Parent-teacher conferences are scheduled for each student each semester to bring families, students, and all teachers together to review progress and plan support. Annual grade-level parent information nights also provide opportunities for families to ask questions and receive important updates. Communication practices are aligned schoolwide through faculty and PLC meetings, ensuring consistency across grade levels and teachers. Translation services are available through district support. Parent involvement is further supported through participation on the School Improvement Team and an active parent support organization, providing structured opportunities for collaboration, feedback, and partnership.	Limited Development 09/02/2025		

How it will look when fully met:	At MCEC, families and staff actively partner to support student learning through consistent communication, collaboration, and shared responsibility. Standards-aligned instructional units and academic expectations are clearly communicated to parents through interim reports, report cards, grade-level parent nights, conferences, and ongoing updates. These events provide families with an understanding of curriculum goals, assessment measures, and strategies to support learning at home. Parent conferences offer opportunities for individualized discussions about student progress, strengths, and areas of growth, ensuring that families are fully engaged in planning and supporting their child's academic journey. Teachers and instructional teams regularly use formative and summative assessment data to update families on student performance, explain mastery criteria, and outline interventions or enrichment opportunities as needed. Grade-level parent nights are designed to promote transparency, build trust, and strengthen the school–home connection by providing families with resources, tools, and strategies to reinforce academic skills. Information will also be shared via all calls, social media, letters home, and the school website. Collaboration between families, teachers, and support staff ensures that students experience consistent academic expectations and receive timely interventions when challenges arise. This comprehensive approach creates a school culture where families feel informed, valued, and included in the educational process. Ultimately, these practices enhance student achievement, foster continuous improvement, and ensure that every learner has the support needed to succeed. Evidence of full implementation will include: • Agendas, sign-in sheets, and communication materials from grade-level parent nights. • Parent participation in school events. • Documentation of individual parent–teacher conference schedules, notes, and follow-up plans. • Communication logs (emails, newsletters, phone calls) reflecting ongoing family engagement.		**Sharia Barber - 2025 Elected Business Teacher**	**05/28/2027**

Actions		**0 of 2 (0%)**		
9/10/25	MCEC will host dedicated parent/student conferences each semester with every student and parent to discuss individual student strengths, students' mastery of specific standards-based objectives, and seek input on how to better serve each student.		Blake Frazier - 2025 Elected Healthful Living Teac	05/29/2026
Notes:				
9/10/25	MCEC will host dedicated parent nights and share resources for each class of students (virtually and in-person) to address items pertaining to each group (ie: Pre-ACT Parent Night, Syllabus Night, Junior Meeting)		Adam Cycotte - 2025 Elected History Teacher	05/29/2026
Notes:				