

## Comprehensive Progress Report

**Mission:**

The mission of the Early College High School is to foster a community that provides academic rigor, relevant coursework, and service-learning opportunities to build a foundation for students to be lifelong learners and leaders in their communities.

**Vision:**

The Early College High School framework ensures each student earns a high school diploma and a two-year degree or transferable college credits in five years or less. Students are supported with tutoring, staff connections, peer mentoring, and leadership opportunities.

**Goals:**

English II - During the 2022- 23 school year, students’ overall proficiency in reading coursework (EOC English II) will increase to 97%.

Biology - During the 2022 - 23 school year, students’ proficiency in science coursework (EOC Biology) will increase to 94%.

Math I & Math III - During the 2022-23 school year, students will increase the overall percentage of students proficiency in math coursework (EOG, Math I EOC) to 80%. (EOG, Math III EOC) to 90%. (ACT) 75%

Increase the percentage of Franklin County Early College students graduating high school with an associate’s degree to 83%.

Increase the percentage of Franklin County Early College African American males starting and completing the program by 10%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, each individual class has a set of rules displayed in the classrooms. The goal will be to have school-wide rules that each classroom displays and follows.	Limited Development 06/12/2019		
		Priority Score: 3                      Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		<p>There will be school-wide rules and expectations as evidenced by the rules being posted in each classroom and throughout the school. Rules/expectations will be displayed daily in cafeteria on TV monitor. As evidenced by pictures of signs and TV monitors while in use.</p> <p>Teacher implementation of these rules will be evidenced by the bell to bell instruction being implemented and principal observation of weekly curriculum progression (Walk-throughs) and weekly lesson plans being submitted as evidenced principal record of completed walks throughs and lesson plan submissions through the use of Google Docs.</p> <p>Student Code of Conduct book will be issued at the beginning of the school year. Students and parents will be required to sign and return an agreement that they have read and understand the code of conduct. It will also me made available online via a Google site on our school website. Evidence will be the return of the agreement. Goal will be to have a 85% return rate.</p>		Laura Wilson	01/07/2024
<i>Actions</i>			<b>0 of 3 (0%)</b>		
	10/2/19	Rules/expectations will be displayed daily in cafeteria on TV monitor. As evidenced by pictures of signs and TV monitors while in use.		Laura Wilson	01/23/2024
<i>Notes:</i>					
	10/2/19	Teacher implementation of these rules will be evidenced by the bell to bell instruction being implemented and principal observation of weekly curriculum progression (Walk-throughs) and weekly lesson plans being submitted as evidenced principal record of completed walks throughs and lesson plan submissions through the use of Google Docs.		Laura Wilson	01/23/2024
<i>Notes:</i>					

10/2/19	Student Code of Conduct book will be issued at the beginning of the school year. Students and parents will be required to sign and return an agreement that they have read and understand the code of conduct. It will also be made available online via a Google site on our school website. Evidence will be the return of the agreement. Goal will be to have a 85% return rate.		Laura Wilson	05/09/2024
<i>Notes:</i>				
<b>Implementation:</b>		10/19/2021		
<b>Evidence</b>	10/19/2021			
<b>Experience</b>	10/19/2021			
<b>Sustainability</b>	10/19/2021			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently have PLC meetings.	Limited Development 08/30/2019		
<b>How it will look when fully met:</b>		Staff will review end of year data.		Laura Wilson	06/01/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	11/8/22	All data will be reviewed at the end of the year.		Laura Wilson	06/01/2024
<i>Notes:</i>					

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>		MTSS framework tailored to ECHS. Tutoring/remediation in place already.	Limited Development 08/30/2019		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> <li>1. A plan for SOAR will be created based on grade level needs and goals. Goals and needs will be determined by and aligned with the school counseling plan. The school counseling plan will set goals based on data collected through an annual needs assessment.</li> <li>2. MTSS framework will also be utilized to form a tier system that will ensure students are receiving group and/or individual academic support when necessary.</li> </ol> <p>When fully implemented, teachers will have access to and implement a consistent plan for SOAR will be implemented and administered yearly for each grade level. There will also be a written MTSS tier system that is implemented. Student achievement gaps and strategies to reduce these gaps will be discussed during PLC meetings. Parent conferences will be held in a timely manner to support student growth and academic success.</p>		Marcia Edwards	05/31/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/2/19	MTSS framework will also be utilized to form a tier system that will ensure students are receiving group and/or individual academic support when necessary.		Laura Wilson	05/02/2024
<i>Notes:</i>					
	9/18/19	Teachers will conduct one-on-one remediation during SOAR time and/or after-school for students that have been identified as needing extra support. Discussions about student needs will be held during PLC time.		Laura Wilson	12/20/2024
<i>Notes:</i>					
	10/2/19	A plan for SOAR will be created based on grade level needs and goals. Goals and needs will be determined by and aligned with the school counseling plan. The school counseling plan will set goals based on data collected through an annual needs assessment.		Marcia Edwards	12/21/2024

Notes:

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
<b>Initial Assessment:</b>		Teachers have been offering lessons related to Social Emotional Learning in the SOAR classes. Staff have identified at-risk students, and students are followed with recommended interventions such as tutoring, school-based mental health counselors, and summer intervention. The supports currently in place are:  <ol style="list-style-type: none"><li>1. Teachers refer a student to a school counselor or social worker for concerns.</li><li>2. Student support team meets biweekly to review attendance data and academic performance.</li><li>3. Parent and teacher conferences are scheduled when necessary.</li></ol>	No Development 08/30/2019		
<b>How it will look when fully met:</b>		Students will be more knowledgeable about social and emotional issues. Student work samples will be available. School-based mental health referrals are documented. Counselors sign in and maintain documentation of their visits. Documentation of meetings with parents.		Marcia Edwards	06/01/2024
<b>Actions</b>			<b>2 of 6 (33%)</b>		
	11/8/22	All seniors graduating in December 2022 or May 2023 will be assigned freshmen mentees. Mentors will attend a mentor training and meet their mentees in August 2022.	Complete 08/26/2022	Erica Shoulders-Royster	08/30/2022
<b>Notes:</b>					
	11/8/22	All freshmen will be assigned a peer mentor for partnership and support.	Complete 08/23/2022	Marcia Edwards	09/01/2022
<b>Notes:</b>					
	11/8/22	Peer mentors will check in with their mentees to provide ongoing support, companionship, and guidance on matters relevant to this age group.		Marcia Edwards	06/01/2023
<b>Notes:</b>					
	11/8/22	We will use the MOY and EOY SEL Screener instruments to identify students who may need additional support or may be at risk. Once identified, our counselor and principal will meet with students to offer services and additional support. Some students may receive an academic contract if the situation demonstrates the need to do so.		Marcia Edwards	06/01/2023
<b>Notes:</b>					

11/8/22	The counselor and principal will actively monitor and provide times to check in with students identified as needing additional support or who were deemed to be at risk.			Marcia Edwards	06/01/2023	
<i>Notes:</i>						
11/8/22	School-based mental health professionals and the school social worker will be brought in to assist students with a demonstrated need for additional intervention and support.			Marcia Edwards	06/01/2024	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Advising strategies have been implemented and adjusted to include both individual and group advising sessions.  SOAR has been implemented to include summer reading and remediation for students as needed.	Limited Development 06/12/2019		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Each group has specified expectations that will be covered yearly through advisement and SOAR plans as evidenced by pre- and post assessments.</li> </ul>			<b>Laura Wilson</b>	<b>05/20/2024</b>
<b>Actions</b>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Ongoing communication with CO staff.	Limited Development 10/02/2019		
How it will look when fully met:		Ongoing communication via emails, phone calls, newsletters, etc.		Laura Wilson	05/02/2024
Actions					
Notes:					
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:		The team has been established. A chairperson must be selected. Agendas will be created for the bi-monthly meetings and sent to team members via NCStar/email.	Limited Development 06/12/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When this goal is complete, we will have a clearly defined School Improvement Team with active students, staff, and parents. Meetings will be documented in Indistar and available to all stakeholders. Our staff will meet monthly to address needs, concerns, issues, etc., within our school community. PLC teams will be made up of grade-level groups that will focus on student data through the lens of academic writing. This will allow for meaningful disaggregation of data between different content areas.		Laura Wilson	05/19/2023
Actions			0 of 6 (0%)		
	10/2/19	All subject areas and stakeholders (parents, students, support staff) will be represented on the team and involved in the decision making process.		Laura Wilson	11/30/2022
Notes:		This was needed as the team was undergoing a revamp.			
	11/8/22	SIT will meet to develop ECHS SIT bylaws and review our school's mission, vision, and values.		Laura Wilson	11/30/2022
Notes:					

11/8/22	We will meet as a staff once a month, on the first Wednesday of each month, from 7:45 am to 8:15 am. The location will be determined by the principal. Meeting content discussed will include school-specific items, celebrations, and matters pertaining to the school's logistics.		Laura Wilson	06/01/2023
<i>Notes:</i>				
11/8/22	Each staff member will host other staff members for an instructional round at least once per year. The host will share a document detailing the CIF strategy that observers will see, including the objective and content standards taught that day. A debrief will be held at the next staff meeting.		Laura Wilson	06/01/2023
<i>Notes:</i>				
11/8/22	Each staff member will host an activity for others in the building to observe. This observation will follow a similar format to the Instructional Rounds, but the deliverable will be an activity that gets students working creatively to master instructional content. We will host a debrief at the next staff meeting.		Laura Wilson	06/01/2023
<i>Notes:</i>				
11/8/22	Continuing to monitor school progress, what's going well, what isn't, and the correct platform to share this information (SIT, staff meeting, PLC).		Laura Wilson	06/01/2023
<i>Notes:</i>				
<b>Implementation:</b>		09/18/2019		
<b>Evidence</b>	9/28/2019 Agendas have been created for each meeting.			
<b>Experience</b>	9/28/2019 An initial meeting date was set by administration (1st Monday of each month). Another team meeting was conducted to select the second team meeting. Meeting dates were discussed and the second meeting date was established (3rd Wednesday of each month).			
<b>Sustainability</b>	9/28/2019 Consistent and orderly meetings will need to be conducted. Mrs. Shoulders-Royster will send reminders to staff regarding meetings. Mrs. Shoulders-Royster and Ms. Brown will establish meeting agendas. Evidence of meetings will be the agendas created in the Indistar program.			



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have a lunch duty schedule that allows all the teachers to have half of the year without lunch duty. Teachers have input about which lunch duty they would prefer (outside or inside).</p> <p>In terms of planning period, teachers really only have the time before school begins from 7:30-8:15 am, which is the same as all other schools have. However, our teachers do not have a true planning period. Most teachers have 3 core class periods and one SOAR class period. During the SOAR period, students attend college classes and complete assignments for other classes. The teacher assigns 1-2 assignments per week for a grade for the SOAR class. Depending on the students' grade level, teachers have a maximum of 2 hours per week without students in their classroom during soar, ranging to 0 hours per week depending on which college classes the students are enrolled in.</p> <p>Our cafeteria and learning lab (Mr. Wilkin's classroom) are the only spaces students can be in when they don't have a high school class. We require more space and staffing to monitor students adequately and provide teachers with a planning period.</p>	Limited Development 11/08/2022		
<i>How it will look when fully met:</i>		No plan at this time.		Laura Wilson	09/02/2024
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Walk throughs. Rounds with teachers and instructional coaches. NCEES feedback. Newsletter & shout outs.	Limited Development 08/30/2019		
<i>How it will look when fully met:</i>		Will determine at a later date.		Laura Wilson	09/01/2024
<i>Actions</i>					
<i>Notes:</i>					

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>		<p>Within our instructional rounds, we complete informal peer observations once per year for each teacher. Teachers provide one another with feedback and can also gather ideas from one another. Also, veteran teachers complete peer observations in NCEES.</p> <p>During the staff meetings, we go over benchmark data. Traditionally, we also have given some benchmarks in the non-EOC classes.</p>	Limited Development 08/30/2019		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>Teachers will discuss data goals during PLC, SIP, and one-on-one conferences with the principal.</li> <li>Teachers will share school-wide goals in each class</li> <li>PLC time will be utilized to discuss and aggregate data as needed.</li> <li>English II - During the 2022 - 23 school year, we will increase the overall percentage of students proficient in reading coursework (EOC English II) to 97%.</li> <li>Biology - During the 2022 - 23 school year, we will increase the overall percentage of students proficient in science coursework (EOC Biology) to 94%.</li> <li>Math I &amp; Math III - During the 2022 - 2023 school year, students will increase the overall percentage of proficiency in math coursework in Math I to 80% and Math III to 90%</li> <li>Our goal for ACT testing will be 75%.</li> <li>Increase the percentage of Franklin County Early College students graduating high school with an associate's degree to 98%.</li> <li>Increase the number of African American males enrolling in ECHS by 10%.</li> </ul>		Laura Wilson	05/20/2024
<i>Actions</i>			<b>0 of 6 (0%)</b>		
	11/8/22	Hire Bridgewood to conduct training, ongoing PD, and constructed feedback on classroom writing activities and how to structure these assignments for rigor and efficacy.		Laura Wilson	12/01/2022

<i>Notes:</i>			
10/2/19	During the 2022-2023 school year, students will increase their results on the ACT from 70% to 90% receiving a composite score of 19 or higher.	Katarzyna Poleszak	03/01/2023
<i>Notes:</i>			
11/8/22	Implement a Writing to Learn program to ensure students are exposed to higher-level and rigorous curricula. Student writing samples will be evaluated in PLCs to identify areas of deficiency and strength. These samples will also be used to group students who need additional content-based support.	Laura Wilson	06/01/2023
<i>Notes:</i>			
11/8/22	Staff will select and implement CIF strategies in their instruction, including writing-to-learn activities.	Laura Wilson	06/01/2023
<i>Notes:</i>			
10/2/19	Utilize EVAAS data, student pre-assessment, and overall performance in class to target students. Participate in district-wide NC Check-ins and address needs with remediation and Saturday school.	Laura Wilson	06/01/2023
<i>Notes:</i>			
10/2/19	Participate in district-wide NC Check-ins/Benchmark Assessment, ACT Academy and address needs with remediation, tutoring and Saturday school.	Laura Wilson	06/01/2024
<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student interview panel. District job fair. Retention bonus and supplement. Snacks & shout-outs. Award nomination. Team building exercises.	Limited Development 08/30/2019		
<i>How it will look when fully met:</i>		No plan at this time.		Laura Wilson	06/01/2025
<b>Actions</b>					
Notes:					

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>		We host beginning-of-the-year informational sessions for parents, such as Freshman Jumpstart, Open House, and Senior Night.  Information updates are sent weekly from the principal to staff and families.  Town Hall meetings are held each semester to allow parents and guardians to ask questions.	Limited Development 08/30/2019		
<i>How it will look when fully met:</i>		No plan to improve in this area at this time.		Marcia Edwards	06/03/2024
<b>Actions</b>					
Notes:					