

Comprehensive Progress Report

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:

ECPEC will serve selected students who demonstrate a desire to graduate with a high school diploma and associates degree or certification.

Every student at ECP Early College along with parents/guardians and staff will create and maintain a Personalized Education Plan (PEP) for 100% of the students which will guide students toward their educational goals.

ECPEC students will have excellent teachers who demonstrate digital expertise, well designed lessons which engage learners, and who collaborate with colleagues and parents to ensure each student demonstrates growth in learning.

ECP EC will have excellent technology which will serve 100% of students (1:1) with a wide array of ability in innovative ways.

Students at ECP EC will maintain a safe environment and will learn and demonstrate good citizenship 100% of the time while in a school setting.



! = 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>		Teachers used Canvas Learning Platform every day. Students are required to monitor it regularly. Teachers also use digital strategies to enhance learning.	Limited Development 08/23/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Students will use Canvas Learning platform to access work from their classes. Teachers will use the platform daily. Students will use Canvas with their VPS work daily.	Objective Met 08/25/17	Amy Fyffe	08/31/2017
Actions					
	8/25/17	Staff members will introduce Canvas to students.	Complete 08/07/2017	Teachers	08/08/2017
		<i>Notes:</i> Teachers introduced students on day 1 and have continued to use Canvas as an instructional system as well as to let students know some of their grades.			
	8/25/17	Students access VPS courses that also use Canvas as a learning delivery system. Dr. Howard will monitor this system of learning.	Complete 08/25/2017	Naomi Howard	08/28/2017
		<i>Notes:</i> The VPS courses will occur once per year, but Dr. Howard will monitor the students work regularly.			
Implementation:			08/25/2017		
Evidence		8/25/2017			
Experience		8/25/2017			
Sustainability		8/25/2017			

	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This has been in practice since the beginning of the year/school. Staff members share their Lesson Plans in a Google Doc. Folder as they are developed.	Limited Development 08/25/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Staff members will communicate regularly their lesson plans and will discuss with all staff members work they are providing. Staff members will respond to questions in the google doc, so that these plans are monitored in an ongoing manner.	Objective Met 06/06/19	Amy Fyffe	03/15/2019
Actions					
	8/25/17	Principal check LP and responds with comments and/or questions.	Complete 08/14/2017	Amy Fyffe	08/11/2017
	<i>Notes:</i>				
	8/25/17	Staff members begin sharing Learning Focused Lessons on Google Doc.	Complete 08/18/2017	Teachers	08/18/2017
	<i>Notes:</i> LF LP should be updated weekly.				
	8/25/17	Formal and informal observations will be completed throughout the year. Staff members will discuss post observation insights.	Complete 04/27/2018	All certified staff	04/27/2018
	<i>Notes:</i> This is part of the regular observation system.				
	11/1/18	Observations for all staff members will be completed as required by the district.	Complete 04/18/2019	Amy Fyffe	03/29/2019
	<i>Notes:</i> This is a yearly requirement to observe staff members.				
Implementation:			06/06/2019		
Evidence	5/21/2018	All observations were completed in the True North Logic program and submitted. Completed evaluations can be seen in both the TNL system as well as by a print out in the principal's artifact notebook.			
Experience	5/21/2018	All teachers were observed using the full formal observation cycle. Using the full observation for teachers is fair to them.			
Sustainability	5/21/2018	Observations will be completed every school year. This is an objective each year and required by the state. Completing the observations in a manner that allows staff members to explore and learn is the best method for professional growth. It is also how the evaluation instrument is meant to be used.			

		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
<i>Initial Assessment:</i>			Design Master Schedule with common planning.	Limited Development 08/25/2017		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Teachers will have common planning.	Objective Met 08/25/17	Amy Fyffe	07/07/2017
Actions						
	8/25/17		The master schedule must be set the year early. Teachers having common planning for the purpose of collaboration was a must.	Complete 06/23/2017	Amy Fyffe	06/22/2017
			<i>Notes:</i> The master schedule will be completed each year in the spring.			
Implementation:						
				08/25/2017		
<i>Evidence</i>		8/25/2017	The master schedule shows when planning time has been allotted.			
<i>Experience</i>		8/25/2017	Finding a method where students could be during the teacher's common planning was a challenge. We had to make sure our day had time to accomplish everything that was needed.			
<i>Sustainability</i>		8/25/2017	This objective is one to be mindful of when new staff members are added.			
		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
<i>Initial Assessment:</i>			Staff members are using LF LP in which they have to determine how students will be assess at the end of each learning activity. A variety of methods are use. Additionally students who have exceptionalities are differentiated as determined by their IEP or 504. Students are often given rubrics to follow for assessment.	Limited Development 08/25/2017		
How it will look when fully met:			Students will expect various assessments methods that will include assessment for mastery as well as assessment via digital testing methods such as state mandated tests (EOC, NCfinal, etc).	Objective Met 01/30/18	Amy Fyffe	05/18/2018
Actions						
	8/25/17		Staff members will follow the LF LP format which includes assessment and assignments throughout the planning process.	Complete 09/01/2017	Teachers	08/31/2017

Notes: Because this is a process, teachers will engage weekly and at regular intervals thereafter to ensure they are both formatively and summatively assessing students for learning.

8/25/17

Students will take NC Final Exams and EOCs on line.

Complete 12/18/2017

All

12/19/2017

Notes:

A1.06

ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Staff members create lessons that provide a variety of modes. These are housed in Google Docs and are reviewed regularly along with discussion between teachers and admin.

Full Implementation
08/25/2017

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

Initial Assessment:

Staff members effectively manage behavior by using engaging work that limits student misbehavior. Students review requirements for behavior with principal and teachers consistently monitor and stop disruptive behaviors immediately. Teachers have experience with excellent classroom management. Ongoing efforts will fall to them and the staff to maintain appropriate behaviors on a daily basis.

Full Implementation
08/25/2017

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently this indicator is an ongoing piece of the school's desire to create self-sufficient students who understand struggle for gain. Staff members have read The Formative Five (Hoerr, Thomas R.) and Poor Students, Rich Teaching: Mindsets for Change (Jensen, Eric 2016) . Students have read The Seven Habits of Highly Successful Teens (Covey, Sean) and have worked through the accompanying workbook.		Limited Development 10/10/2017		
	Priority Score: 2 Opportunity Score: 3		Index Score: 6		
How it will look when fully met:	For this school year, students will develop the habits to being not only good students, but students who are willing to fail and succeed. Part of this will entail breaking bad habits ingrained in them from elementary and middle school. Students will have difficulty understanding that our expectations are high, but that their transition is somewhat typical in the sense that high school in general is different from previous experiences.		Objective Met 05/21/18	Naomi Howard	05/11/2018
Actions					
10/10/17	Staff members read The Formative Five (Hoerr) and discuss on August workday.		Complete 08/02/2017	All Staff Members	08/02/2017
<i>Notes:</i> Staff members used the book to discuss the philosophy we would all need to have or adopt when helping students achieve the goal of a growth mindset. Grades are important to many of the students, so they need to understand the importance of mastery over grade.					
10/10/17	Students read and participate in a variety of activities centered around the summer reading assignment, Seven Habits of Highly Successful Teens (Covey).		Complete 09/22/2017	Naomi Howard	09/15/2017
<i>Notes:</i> Students participated in discussion, self-reflection, and a variety of other activities centered around the book and workbook. Evidence is student work submitted to Dr. Howard and their Workbooks. The plan is for students to read the book as part of their summer reading.					
10/10/17	Staff and students will participate in additional book reading and/or discussions as the year progresses to assist students toward better understanding and implementation of the growth mindset. Teachers will continue to read and discuss as part of ongoing professional development and students will engage in activities during freshman seminar.		Complete 05/21/2018	Amy Fyffe	04/30/2018
<i>Notes:</i> Dates have not been specified throughout the year.					

Implementation:			05/21/2018		
Evidence	5/21/2018 Staff members participated in discussions throughout the school year, formal discussion via Canvas "WebQuest," and posted thoughts in a discussion board.				
Experience	5/21/2018 Staff members read one book provided by the district in addition to the Formative Five as required by the school leadership.				
Sustainability	5/21/2018 Staff members have been provided with books for the upcoming school year -- Brain Rules, by John Medina, and Engaging Students the next level of Working on the Work by Phil Schlechty.				
	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
Initial Assessment:	ECP Early College encourages volunteerism and will create opportunities to volunteer. Students are asked to "be green" and good stewards of their environment and resources. The school has a small recycling program that is planned for expansion. 9/15/17 Students have created a "Green Club" and are electing members of SGA which will work together to fully develop the community oriented activities throughout the year.		Limited Development 08/25/2017		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When this objective is fully met, the school will be known for its environmental efforts. We will engage in volunteerism which is celebrated by the school and publicized.		Objective Met 01/30/18	Amy Fyffe	04/30/2018
Actions					
8/25/17	Purchase recycling containers for cafeteria and instruct students on use.		Complete 08/08/2017	Amy Fyffe	08/08/2017
	<i>Notes:</i> Students were oriented in use of Paper/Plastic containers.				
Implementation:			01/30/2018		
Evidence	8/25/2017 Recycling is deposited every day in county recycling containers.				
Experience	8/25/2017 Recycling containers were purchased in May 2017. Students were informed about their use in May and August.				
Sustainability	8/25/2017 Students will be reminded should they not use the containers appropriately.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This Indicator is partially completed via work in the LEA. At the school level, staff members check their standards and requirements regularly and align with their LF lesson plans.	Limited Development 08/25/2017		
<i>How it will look when fully met:</i>		When this objective is met, all LF Lesson Plans will indicate all of the best standards to use so that students will gain mastery.	Objective Met 06/06/19	Amy Fyffe	04/24/2019
Actions					
	8/25/17	Staff members create LF Lesson Plans aligned with the standards in their content areas.	Complete 05/21/2018	Teachers	05/18/2018
<i>Notes:</i>					
	5/21/18	New staff members will be trained in the use of Learning Focused lesson plans and will use Canvas a learning platform for students.	Complete 11/01/2018	All certified staff	09/30/2018
<i>Notes:</i>					
	11/1/18	Learning Focused work will continue as it is needed by students. The school plans to continue best practices use of Learning Focused materials.	Complete 05/23/2019	Amy Fyffe	05/15/2019
<i>Notes:</i> The use of Learning Focused materials will be ongoing as many of the practices are extremely useful and are proven successful.					
	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet at least 4 hours per week to develop their lessons and to maintain consistency in use of various strategies (like Cornell notes).	Limited Development 08/25/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Staff members will have a cache' of Lesson Plans that have been use, adjusted, and reworked so that they will have a variety of viable work for students.	Objective Met 02/21/18	Amy Fyffe	04/30/2018
Actions					
	10/24/17	Staff members submit lesson plans regularly using the Learning Focused template.	Complete 12/19/2017	Teachers	12/15/2017

Notes: These will be completed as needed. The first set will help with second semester planning and lesson creation.

Implementation:			02/21/2018		
Evidence	2/21/2018 Lessons can be seen in Google Docs shared with principal and in Canvas				
Experience	2/21/2018 Staff members have completed first semester and are refining those lessons during the second semester.				
Sustainability	2/21/2018 Translate some of the lessons to the LF Lesson Plan format for the upcoming SY.				
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:	Staff members use Learning Focused Lesson Planning for Rigor. Lesson Plans are monitored as they are shared via Google Docs and/or Canvas.		Limited Development 09/07/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will have LF Lesson Plans that can be used again when tweaked.		Objective Met 04/25/18	Amy Fyffe	05/04/2018
Actions					
9/7/17	Staff members participate in LF professional development provided by ECPPS three times during the first semester (8/18, 9/2).		Complete 10/30/2017	Teachers	10/30/2017
	Notes: Teachers may receive other training that may not be provided by the district.				
11/21/17	Staff members will continue to update and adjust LFLP throughout the semester and prepare for second semester by adjusting lesson plans as appropriate.		Complete 04/01/2018	Teachers	03/30/2018

Notes:

Implementation:		04/25/2018		
Evidence	4/25/2018 Evidence is stored in Google docs and on Canvas.			
Experience	4/25/2018 Teachers have practiced the use of LF lessons throughout the year and have modified for use as applicable during the second semester.			
Sustainability	4/25/2018 Teachers will continue to add to their cache' of plans and will share with new teachers in the upcoming school year.			

	A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff members address this indicator through the use of Learning Focused Lesson Plans and Professional Development. Teachers submit Lesson Plans to principal via Google Docs, so that comments can be made/questions posed to assist with understanding or clarification. Staff members discuss the work as they contemplate the work provided, working toward mastery, and growth mindset.	Limited Development 10/10/2017		
How it will look when fully met:		Because this indicator involves lesson planning, the objective will continue to be refined, but it should have the following characteristics at least by February 28, 2018: Staff members complete parts I and II of the LF lesson plan. Principal reviews, comments on this part. If no adjustments need to be made, the staff member continues with the third part of the LFLP. Once the final plans have been reviewed/adjusted as necessary, they are implemented by the teacher.		Amy Fyffe	12/17/2019
Actions			4 of 5 (80%)		
	10/10/17	Teachers create Lesson Plans beginning with Parts I and II; Principal gives feedback and returns to teacher; Teacher completes and notifies principal who gives the plan a final review. As the year progresses, the teachers should be able to continue with plans with checks by the principal being periodic or at the request of the teacher.	Complete 12/18/2017	Amy Fyffe	11/30/2017
		<i>Notes:</i> The reoccurrence of lesson plans may be weekly or more or less frequently depending on the number of days covered by a lesson plan. These plans include daily work as well as weekly or biweekly work.			
	10/10/17	By February 28, 2018, full implementation of LF lesson plans with rigor should be occurring every time they are created.	Complete 04/20/2018	Amy Fyffe	02/28/2018
		<i>Notes:</i> Checks of the LF lesson plans should show lesson plans created with rigor. See Google Docs for evidences and LF lesson plan resources for addition information.			
	5/21/18	Staff members will continue to work using the LF lesson plan framework to guide lesson plan development. New staff will be brought along and trained using the framework.	Complete 05/23/2019	All certified staff	01/25/2019
		<i>Notes:</i>			
	4/25/18	Teachers will continue to work with Learning Focused lessons	Complete 05/18/2018	All teaching staff	05/25/2019
		<i>Notes:</i>			

6/6/19	Staff members will complete the Acceleration segment of Learning Focus.		All certified staff	12/17/2019
<i>Notes:</i> Two of the staff members are in the process of catching up to the rest of the staff. Once they have read and discussed the Learning Focused material, we will plan how we will proceed as a staff.				
A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Learning Focused Lesson Plans include vocabulary as a specific component of each lesson plan. In review of teacher's completed LP, vocabulary development has been an integral part. Vocabulary is always included in the "students will know" section of each LP reviewed. Because this is a specific part of the LF lesson plan, vocabulary development will always be part of the regular lesson plan.	Full Implementation 10/10/2017		
A2.08	ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5098)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Part of what teachers at ECP Early College do is to teach students how to think. Part of the cache' of activities used is regular use of both anchor charts and graphic organizers which help students know what kind of thinking they need to be doing in order to achieve mastery of the standards being used in any given lesson.	Limited Development 10/10/2017		
<i>How it will look when fully met:</i>	Wooten and Loeffler will include student thinking as a regular part of their lesson planning. The plans will indicate what strategies they use to help students through various metacognitive processes.	Objective Met 04/25/18	Liz Wooten	02/28/2018
Actions				
10/10/17	Staff members will submit Learning Focused Lesson Plans regularly in two to three parts as they complete each section.	Complete 03/01/2018	Amy Fyffe	02/28/2018
<i>Notes:</i> Weekly or regular submission of lesson plans as appropriate for each lesson creation.				
3/22/18	Review Lesson Plans at the end of the year to prepare for upcoming school year.	Complete 04/25/2018	Amy Fyffe	05/20/2018
<i>Notes:</i>				

A2.10		ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking.(5100)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Part of what teachers at ECP Early College do is to teach students how to think. Part of the cache' of activities used is regular use of both anchor charts and graphic organizers which help students know what kind of thinking they need to be doing in order to achieve mastery of the standards being used in any given lesson.	Limited Development 10/10/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Wooten and Loeffler will include student thinking as a regular part of their lesson planning. The plans will indicate what strategies they use to help students through various metacognitive processes.	Objective Met 03/22/18	Jennifer Loeffler	02/28/2018
Actions					
10/10/17		This indicator will be monitored and assessed as lesson plans are reviewed. Principal will specifically identify learning processes and other methods of thinking as lesson plans are reviewed.	Complete 03/01/2018	Amy Fyffe	02/28/2018
		<i>Notes:</i> The lesson plans should indicate what type of thinking needs to occur and how it will be learned by students.			
Implementation:			03/22/2018		
Evidence	3/22/2018	Lesson Plans, students passing college entrance test, number of students entering into college classes as 2nd year students.			
Experience	3/22/2018	Use of Canvas learning management system; Learning focused Lesson Plans, IXL in both math and ELA.			
Sustainability	3/22/2018	Use of same activities/lessons for next school year.			
A2.13		Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers implement use of Standards by using the Learning Focused lesson Plan format which requires the integration of a variety of lesson plans.	Limited Development 09/15/2017		
How it will look when fully met:		Teaching staff will have submitted and will have their own file (online) of lesson plans used throughout the year which will serve as a base for future lessons if necessary.	Objective Met 06/06/19	Amy Fyffe	05/25/2019
Actions					
9/15/17		Staff members submit lesson plans to principal prior to their use. May wish to submit part of LP for feedback.	Complete 05/04/2018	Teachers	05/04/2018

Notes: This will occur prior to each Lesson Plan period which will depend on how long each plan lasts -- typically 3-4 days.

5/21/18	Staff members will add to lesson plans as the next school year progresses and will refine old lesson plans as needed.	Complete 05/24/2019	All certified staff	05/25/2019
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Notes:

A2.14

Units of instruction include specific learning activities aligned to objectives.(5104)

Implementation Status

Assigned To

Target Date

Initial Assessment:

The use of Learning Focused Lesson Plans will always include specific learning activities aligned to the objective and standard.

Limited Development
10/10/2017

How it will look when fully met:

Although the principal will always check the objective/standard and activities aligned to them, this is a basic integral part of the planning process and will be continued for every lesson plan.

**Objective Met
11/17/17**

Amy Fyffe

10/31/2017

Actions

10/10/17	Using Google Docs, the principal and teachers will review lesson plans in stages to insure that the activities are clearly linked to the standards/objectives.	Complete 10/31/2017	Amy Fyffe	10/31/2017
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Complete 10/31/2017

Amy Fyffe

10/31/2017

Notes: Evidence for this indicator are in the regular lesson plans created by each teacher.

A2.17

ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)

Implementation Status

Assigned To

Target Date

Initial Assessment:

All staff members create the environment for the entire school. Behavior and beliefs about how the school needs to operate are part of the school's values, vision and mission.

Full Implementation
10/10/2017

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
<i>Initial Assessment:</i>		The learning team uses prior student testing to determine patterns of learning behaviors in order to anticipate student learning needs.	Limited Development 10/10/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		The learning team will review and revise student goals as first semester EOC and NCFE data becomes available. When fully met, staff members will have a wide variety of assessment (both formative and summative) data to review and adjust for best student outcomes.	Objective Met 02/21/18	Amy Fyffe	01/31/2018
Actions					
	10/10/17	Principal makes student data available to staff members via spreadsheets.	Complete 08/01/2017	Amy Fyffe	08/01/2017
		<i>Notes:</i> This data is available at any given time. It will be updated as new information becomes available.			
	10/10/17	Staff members review student data from middle and elementary school and new data as it is created by the teacher and by student participation in EOCs and NCFE testing.	Complete 02/01/2018	Amy Fyffe	01/31/2018
		<i>Notes:</i> As data becomes available, student information is updated. This information will be included on student PEPs.			
Implementation:			02/21/2018		
<i>Evidence</i>		2/21/2018 Staff members have access to IXL. Principal reviews student projected scores and percentiles from EVAAS. All review what students should achieve and their actual data. 68% of students taking Math I for the first time achieved a level 3 or higher (total was 78%. All Math II students scored well on the state test with 11/12 receiving an 80 or higher.			
<i>Experience</i>		2/21/2018 Data is actually used in an on-going manner. Data was used from first semester testing.			
<i>Sustainability</i>		2/21/2018 Each set of data whether from IXL or state tests or teacher made tests requires review and action depending on the results of individual students.			

	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:		All staff members review a variety of data available to create work for students and to plan students' PEPs. PEPs have been created with the cooperation of parents, teachers, administrator and counselor.	Limited Development 10/10/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All staff members are responsible for this indicator. Each student also has a portion to fulfill. After full implementation, students, parents, and staff members will contribute to PEPs. Teachers will create specific learning opportunities for students to demonstrate mastery of specific standards -- see Loeffler's mastery work.	Objective Met 04/25/18	Amy Fyffe	03/29/2018
Actions					
	10/10/17	PEPs created and shared with staff, student, and parents.	Complete 09/11/2017	Amy Fyffe	09/15/2017
	<i>Notes:</i> Once PEPs are created and shared, anyone (parent, student, or staff member) may contribute to the student's PEP.				
	10/10/17	Staff members create specific, standards oriented mastery when students have not demonstrated success on all standards for a unit.	Complete 04/25/2018	Jennifer Loeffler	04/27/2018
	<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.				
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 MTSS for students at ECP Early College.	Limited Development 09/15/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Staff members will identify as needed students who need different levels of support using the TIPS problem solving model. The school will maintain record of students and their needs.	Objective Met 04/25/18	Naomi Howard	01/31/2018
Actions					
	10/10/17	Staff members will review all students who need assistance using the TIPS model.	Complete 10/17/2017	ECP Early College staff	10/16/2017
		<i>Notes:</i> The review of students will happen as needed and then at least monthly after a the TIPS model has been used to identify and plan for a specific student.			
	9/15/17	Meet regularly to review student needs	Complete 02/15/2018	ECP Early College staff	01/31/2018
		<i>Notes:</i> Staff members will review students in need of specific services as the need occurs.			
	2/21/18	Review data monthly and at the end of the year. Discuss selections for upcoming year for new or on-going students.	Complete 04/19/2018	Naomi Howard	05/11/2018
		<i>Notes:</i> Final meeting 4/19/18 -- students will continue to be monitored as needed in the upcoming year. One student will be recommended to depart the Early College for the OCS program.			
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.			

	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently one student has an IEP and two have 504 plans. Teachers are aware of those students. Additional students have been identified as needing assistance and team members will use the TIPs model to identify and address needs of the student.	Limited Development 10/10/2017			
	Priority Score: 2 Opportunity Score: 3	Index Score: 6			
How it will look when fully met:	When fully met, the staff will conduct regular monthly meetings for the purpose of either identifying, reviewing previously identified students and monitoring their plans.	Objective Met 04/25/18	Naomi Howard	10/16/2017	
Actions					
10/10/17	Review and discuss the TIPS model with staff members.	Complete 10/17/2017	Naomi Howard	10/16/2017	
	<i>Notes:</i> Staff members will learn how to work using the TIPs model for problem solving as it pertains to students.				
11/27/17	Monitor plans monthly for each student identified.	Complete 11/27/2017	MTSS Team	11/27/2017	
	<i>Notes:</i>				
11/28/17	Complete Tier 2 and 3 MTSS Plan and gain approval from Team.	Complete 11/27/2017	Naomi Howard	11/27/2017	
	<i>Notes:</i>				
10/10/17	Staff members will address student needs through the TIPS model and will implement their part of the problem solving model.	Complete 04/25/2018	Naomi Howard	04/27/2018	
	<i>Notes:</i> All will contribute by completing their portion of the problem solving model. Dr. Howard will monitor and use as documentation of the MTSS framework.				
Implementation:		04/25/2018			
Evidence	4/25/2018 The MTSS plan and students identified resides with Dr. Howard. Any staff member can identify those students who were specifically addressed through the process.				
Experience	4/25/2018 Using this objective has helped to keep specific students at the fore and has helped to use the MTSS process to its fullest extent.				
Sustainability	4/25/2018 This objective will be added again in the upcoming year since we will have additional students.				

	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Students have a morning routine for beginning the day. Students say or stand/sit respectfully during the Pledge of Allegiance. We observe a moment of reflection and thought. Student then say the PBIS Gryphon Pledge and move toward class. This was established at the beginning of the school year. Announcements are made generally at the beginning of the day or at mid day during the Freshman Seminar time.	Limited Development 10/10/2017			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The first part of the day is routine for students. See discription above.	Objective Met 01/30/18	Amy Fyffe	12/12/2017	
Actions					
10/10/17	Say pledge and PBIS pledge.	Complete 09/05/2017	Amy Fyffe	09/08/2017	
<i>Notes:</i>					
10/10/17	As it becomes necessary, we will add to the morning/mid day announcements and routines.	Complete 01/19/2018	ECP EC staff	01/05/2018	
<i>Notes:</i>					
Implementation:		01/30/2018			
Evidence	1/30/2018				
Experience	1/30/2018				
Sustainability	1/30/2018				

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:		The MTSS will serve as will all staff members as we create the supportive environment for all students at Early College.	Limited Development 09/15/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The team will document efforts as they are made using the MTSS. A list of students and their supports will be maintained.	Objective Met 05/21/18	Naomi Howard	05/04/2018
Actions					
	9/15/17	As student needs are revealed through MTSS and staff member reports, the team will create a list of students and their needs and actions taken. It will also be documented on their PEPs.	Complete 05/21/2018	ECP Early College staff	05/04/2018
		<i>Notes:</i> Monthly meetings are held, but team may meet as often as needed.			
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>		Students in this first year will be monitored based on available data throughout the year. This indicator will be used yearly as students add to their data and we continue to track their progress. Currently we have data from their 8th grade year and their current classes.	Limited Development 09/15/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Student PEPs will house a number of the data points as well as pulling data from EVAAS. When students graduate, monitoring students as they move into colleges and universities will need to be maintained through phone and email.	Objective Met 05/21/18	Amy Fyffe	05/31/2018
Actions					
	9/15/17	Create data file for each class of students.	Complete 01/19/2018	Amy Fyffe	12/01/2017
		<i>Notes:</i> The creation of a data file should occur as soon as EVAAS data becomes available. PEPs should be updated as needed by school personnel, students, parents.			
	9/15/17	Data should be reviewed at least once per month to maintain knowledge about student successes.	Complete 05/21/2018	Amy Fyffe	05/25/2018
		<i>Notes:</i> This action is part of the school improvement plan and is reviewed monthly along with additional MTSS information.			
Implementation:			05/21/2018		
<i>Evidence</i>	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.			
<i>Experience</i>	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.			
A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers provide assistance as needed for students they select or who request additional assistance. Principal and counselor advise parents about the kinds of support available.	Limited Development 10/10/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Students will self report needs. Teachers will contact students and parents who need additional assistance. PEPs will reflect student needs and how those needs have been addressed.	Objective Met 01/30/18	Amy Fyffe	11/30/2017
Actions				
10/10/17	Teachers will identify students and will meet with students to address tutoring and other assistance.	Complete 01/26/2018	ECP EC staff	12/01/2017
	<i>Notes:</i> Teachers and others will identify students who consistently fall behind on their work they should be doing. Teachers are the first to develop a plan for individual students.			
10/10/17	Students who show continuous levels of additional assistance will be identified to the TIPS model. That process is described in a different indicator and will be followed according to the plan outlined in that indicator.	Complete 01/30/2018	ECP EC Staff	12/01/2017
	<i>Notes:</i> See MTSS notes.			
Implementation:		01/30/2018		
Evidence	1/30/2018			
Experience	1/30/2018			
Sustainability	1/30/2018			

	A4.13	The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131)	Implementation Status	Assigned To	Target Date
Initial Assessment:	ECP Early College has enrolled all students in work that is rigorous for each student. Forty-eight of forty-nine students are enrolled in honors level courses. The one student who is not enrolled in honors courses has an IEP which requires standard courses and these courses are rigorous for her. In the spring semester, freshmen will take their first college level course.	Limited Development 10/10/2017			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	Students begin with honors level high school courses. An online course will follow.	Objective Met 01/30/18	Naomi Howard	01/05/2018	
Actions					
10/10/17	Students enrolled at ECP Early College.	Complete 08/07/2017	Naomi Howard	08/07/2017	
	<i>Notes:</i> Forty-nine students attend ECP Early College with the understanding that by its nature early college is rigorous.				
10/10/17	Students take one college level course.	Complete 01/22/2018	Naomi Howard	01/02/2018	
	<i>Notes:</i> Students begin their college course work.				
Implementation:		01/30/2018			
Evidence	1/30/2018				
Experience	1/30/2018				
Sustainability	1/30/2018				

	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
Initial Assessment:	ECP Early College began preparing students for rigorous work through their summer reading and responses. They are provided a counselor/Community College liaison who will assist with transitioning into college courses. Students have been provided a variety of learning experiences to prepare them for the more rigorous requirement of their college professors.	Limited Development 10/10/2017			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	Successful completion of this objective is the successful completion of ACA 122 in the spring semester and placement in future COA college courses.	Objective Met 04/25/18	Naomi Howard	05/18/2018	
Actions					
	10/10/17 Students enrolled in ACA 122.	Complete 11/02/2017	Naomi Howard	10/31/2017	
	<i>Notes:</i> This course is only required one time.				
	10/10/17 Students successfully complete online high school class to help prepare them for online college course in the spring.	Complete 03/01/2018	ECP Staff	12/18/2017	
	<i>Notes:</i> Upon completion, students will be ready to take the ACA 122 course.				
Implementation:		04/25/2018			
Evidence	4/25/2018 See Dr. Howard's list of scholarships or student's CFNC accounts.				
Experience	4/25/2018 Students have accessed their CFNC accounts and a list of the various scholarships to which they have applied can be obtained through Dr. Howard.				
Sustainability	4/25/2018 Each year the new students will be introduced to the CFNC website and current students will continue to apply as they near their graduation from high school and Community College.				
	A4.15	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)	Implementation Status	Assigned To	Target Date

Initial Assessment:		All ECP Early College students are enrolled in and elective VPS course during the first semester. During the second semester students will take ACA 122 to ready them for college courses the following fall. Staff members tailor many of the learning experiences with individual students in mind and both teachers use CANVAS as a platform for delivering and accepting student work. Students are able to do many/most assignments even when they are absent.	Full Implementation 10/10/2017		
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school has an application process to accept students into the Early College. The school conducts interviews and after acceptance, students and parents attend an intake session to explain how the process works. All staff members participate in student-led conferences to assist students in the process of self-advocacy and being responsible for their learning. PEPs are maintained for each student and will follow them as they move from one year to the next.	Limited Development 09/15/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		All grade levels will have specific required elements of transition unique for that level. For example students who shift into their second year will need assistance in managing the load for all the college classes they take. Students who are seniors will need the tools to monitor their courses toward completion.	Objective Met 05/21/18	Amy Fyffe	05/18/2018
Actions					
	11/27/17	Students contribute to their PEP. Parents and staff members add information.	Complete 11/15/2017	Student, parent, staff	11/14/2017
<i>Notes:</i>					
	10/10/17	Monitor Academic plans as part of the student's PEP.	Complete 05/11/2018	All staff members	05/11/2018

Notes: Students will choose their degree and the plan for attaining the degree will be added to the PEP.

Implementation:		05/21/2018		
Evidence	5/21/2018 As noted above, the process begins with questions on the application to determine student's willingness to work on rigorous courses. The staff engages students with teamwork during the first week of school to help meld students into a more cohesive group. Students are individually scheduled, and Freshman Seminar provides the emotional support as well as strategies for success in the early college program.			
Experience	5/21/2018 As a staff it was understood that students would need to experience rigorous work in order to prepare them to pursue college level courses. The staff began the year with teamwork strategies, individualized scheduling, student interviews, intake session, and Freshman Seminar.			
Sustainability	5/21/2018 All activities will be continued each school year for every class that enters.			

	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Current implementation includes a review of student performance past and present. Training for staff members on the TIPs model is in progress. Use of MTSS as a framework for academics, behavior, and needed intervention is in place.	Limited Development 10/10/2017			
	Priority Score: 2 Opportunity Score: 3	Index Score: 6			
How it will look when fully met:	When this is fully implemented, students as well as staff members will be aware of how their needs are addressed in a routine method.	Objective Met 05/21/18	Amy Fyffe	05/11/2018	
Actions					
10/10/17	Create PEPs	Complete 09/11/2017	Amy Fyffe	09/15/2017	
<i>Notes:</i>					
10/10/17	Update PEP with input from staff members, student and parents.	Complete 05/11/2018	All stakeholders	05/11/2018	
<i>Notes:</i> PEPs will be updated at least four times each year. MTSS group will use the TIPS model as needed for specific students in need of additional support.					
Implementation:			05/21/2018		
Evidence	5/21/2018 PEP, student-led conferences, benchmarks, Exam information, use of MTSS to provide targeted interventions on multiple levels.				
Experience	5/21/2018 The Personalized Education Plan has been a tremendous success for students, parents, and staff because of student led conferences that are associated with it.				
Sustainability	5/21/2018 Staff members will continue to have the student-led conferences every interim marking period.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		All members of the instructional team meet regularly (almost daily) to discuss student work and determine if practices are/have been effective and to share ideas/gain feedback.	Limited Development 09/15/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Teaching staff will have a variety of lesson plans that implement various successful teaching strategies.	Objective Met 04/25/18	Amy Fyffe	04/30/2018
Actions					
	9/15/17	Principal maintains notes in teacher's Observation files about topics discussed in the informal sessions.	Complete 04/19/2018	ECP Early College teaching staff	04/30/2018
<i>Notes:</i> Evidences for this indicator will be seen in staff members' online evaluation.					
<i>Implementation:</i>			04/25/2018		
	<i>Evidence</i>	4/25/2018 Staff members have access to their canvas work as well as learning focused lessons.			
	<i>Experience</i>	4/25/2018 Staff members discuss their work with students. They collaborate frequently (sometimes daily). This year they are able to use planning block to collaborate.			
	<i>Sustainability</i>	4/25/2018 Similar planning periods would be great, but having the same lunch will also be of help.			

		B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School goals are established by the School Improvement Team. Each teacher maintains updated learning goals as noted in lesson plans shared with principal.		Limited Development 10/10/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When fully met, staff members will have a full compliment of learning goals that match the overall school goals.		Objective Met 05/21/18	Amy Fyffe	05/11/2018
Actions						
	10/10/17	Establish School Improvement Plan Goals.		Complete 09/19/2017	ECP Early College Staff	09/15/2017
		<i>Notes:</i> These goals are aligned with the district's goals and serve as guidance for teacher goals.				
	10/10/17	Staff members consciously include learning goals that are congruent and supportive of one of the five school goals.		Complete 05/11/2018	ECP Early college staff	05/11/2018
		<i>Notes:</i> Staff members post their Lesson Plans on Google Docs so they are available to principal for review.				
Implementation:				05/21/2018		
Evidence		5/21/2018 Student PEPs, the Indistar system for tracking school goals.				
Experience		5/21/2018 Staff members reviewed the school's goals and discussed students' data monthly and in many cases daily.				
Sustainability		5/21/2018 Goals will be created per each student and will become part of their PEPs.				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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	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
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Initial Assessment:	As a very small school, teachers (2) have the same planning block to give them time to plan instruction in a collaborative atmosphere. All members of the team including the secretary/bookkeeper, the counselor and the principal participate in collaboration for the benefit of students whether with direct instruction or with character education or assistance with course work. These efforts are sustainable through the small number of staff members that will ultimately be included (7 total). Teachers may not always have the same planning block all together, but they will have part of the lunch period when they have an additional uninterrupted 45 minutes.	Full Implementation 09/15/2017		
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The Early College uses a built in 55 minutes for Freshman (1st year) seminar. During this time students receive assistance with a wide variety of success skills. They also receive additional credit for the work they do in this time period. Students are able to do (AVID-like) tutorials, work in collaborative pairs/small groups, and work one-on-one with teachers. Staff members regularly review and update data so students will know where they need assistance.	Limited Development 10/10/2017		
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How it will look when fully met:	Students will self-advocate for a variety of services. They will know when they need to turn to others for assistance and will not hesitate to go the extra mile to put things into motion.	Objective Met 06/06/19	Naomi Howard	04/30/2019
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Actions				
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10/10/17	Staff members will lead students into a variety of extended learning programs/strategies.	Complete 12/19/2017	ECP Early college staff	12/15/2017
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Notes: Students will be taught methods of improving their learning experiences. They will learn the importance of self-advocacy.

10/10/17	Students will begin looking for methods to help them effectively use their time and resources to improve learning.	Complete 04/27/2018	ECP Early College Staff	04/30/2018
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Notes:

5/21/18	Students will continue to take a seminar course yearly and to have PEP conferences each 9 weeks.	Complete 05/10/2019	All certified staff	04/30/2019
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Notes: Staff members will monitor meetings and outcomes.

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
Initial Assessment:		Teachers will be observed formally three times each year beginning in September. Additional observations occur in December or January and March with final evaluations completed by April 20. Informal observations occur frequently, but are not necessarily scheduled.	Limited Development 09/15/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All formal observations will be documented on the NCEES evaluation instrument. Informal observations may be documented in principal's personal notes.	Objective Met 04/25/18	Amy Fyffe	04/20/2018
Actions					
	9/15/17	Observation schedule set.	Complete 09/01/2017	Amy Fyffe	08/31/2017
<i>Notes:</i> Refer to Observation Instrument					
	10/9/17	Conduct first observations by September 29, 2017	Complete 09/29/2017	Amy Fyffe	09/29/2017
<i>Notes:</i> This was the first observation and they have been completed for all certified staff.					
	9/15/17	Conduct observations	Complete 04/20/2018	Amy Fyffe	04/20/2018
<i>Notes:</i> Refer to observation instrument.					
Implementation:			04/25/2018		
Evidence	4/25/2018	Teacher observations, student scores, student and parent surveys conducted throughout the year.			
Experience	4/25/2018	All formal teacher observations have been met. Each teacher was observed using the full instrument three times this year.			
Sustainability	4/25/2018	Continued formal and informal observations as well as discussions about the variety of work they prepare for students.			

	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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Using MTSS meetings to review student information and use the TIPS model, the staff will know how to remove barriers and how to create learning that is interesting to students who may intend to drop out.	Objective Met 06/06/19	Amy Fyffe	05/21/2019
Actions					
10/10/17		Identify students who may be at risk of dropping out.	Complete 10/23/2017	Staff	10/31/2017
		<i>Notes:</i>			
10/10/17		Using the TIPS model, review information and formulate a plan for students targeted.	Complete 12/11/2017	Staff	11/17/2017
		<i>Notes:</i> Each month the MTSS team (staff members) will review those students who have the signs of dropping out and will review the problem solving model to create learning that engages these students r			
3/22/18		This is an ongoing process. Students will be monitored and the model deployed as needed.	Complete 04/19/2018	Naomi Howard	05/20/2018
		<i>Notes:</i>			
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 10/01/2018	All staff	09/30/2018
		<i>Notes:</i> This is an ongoing part of the MTSS plan. Students will be reviewed on a monthly basis.			
11/1/18		Staff members will continue to meet monthly to assess various identified students as well as to review overall school.	Complete 05/23/2019	MTSS team	05/21/2019
		<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>		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>		Students' information will be part of their PEPs and will include a variety of data. Some students will have more detailed plans due to work through the MTSS model.		Objective Met 06/06/19	Amy Fyffe	05/21/2019
Actions						
		9/15/17	Review student data at monthly SIT meetings and MTSS meetings.	Complete 07/31/2018	Amy Fyffe	05/31/2018
<i>Notes:</i>						
		11/1/18	Staff members will continue to monitor student progress using a variety of information.	Complete 05/23/2019	Staff	05/21/2019
<i>Notes:</i> Staff members regularly and routinely monitor student data including but not limited to grades, test performance, attendance, behavior.						
		C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All staff members review their data and professional needs via Self-evaluation portion of the teacher evaluation system. All information is house in the NCEES program. Certified staff members then create a PDP based on their needs. The PDP is then reviewed and discussed with the principal and acknowledged.		Full Implementation 10/10/2017		
		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Professional development is available in many varieties. Staff members discuss the kind of professional development they believe is needed, then the principal reviews PD that is needed to fulfill mandates or other requirements marrying the two as they are able.		Limited Development 10/10/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When fully met, staff members will have a variety of PD from which to develop excellent work for students.		Objective Met 05/21/18	Amy Fyffe	04/30/2018
Actions						
		10/10/17	Review PDP and discuss PD available as needed.	Complete 09/22/2017	Amy Fyffe	09/22/2017

Notes: PD is provided through the Friday Institute, the district technology director, principal, and other pertinent resources.

10/10/17 Review PDP three times per year to ensure goals are begin addressed. Complete 04/20/2018 Amy Fyffe 04/30/2018

Notes:

Implementation:

05/21/2018

Evidence

5/21/2018
Staff growth in correlation to student growth.

Experience

5/21/2018
Staff members create and review professional development plans 4 times/year formally.

Sustainability

5/21/2018
Continued use of True North Logic program and use of data to monitor PDPs.

Core Function:

Dimension D - Planning and Operational Effectiveness

Effective Practice:

Resource Allocation

D1.03

The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Staff members are required to identify needs several times per year or when they see a need not previously addressed. The entire team then discusses options and decides on a course of action.

Limited Development
10/10/2017

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

All funds will be spent or appropriately encumbered by the beginning of March to ensure that this year's money is spent on this year's students.

**Objective Met
04/25/18**

Amy Fyffe

03/01/2018

Actions

10/10/17 Staff members review material/resource needs from previous year. Discuss and prioritize needs for upcoming year.

Complete 04/20/2018

ECP EC Staff

04/30/2018

Notes: Staff members may have on-going discussions about needs for the year or in up-coming years.

Implementation:		04/25/2018		
Evidence	4/25/2018 AS400			
Experience	4/25/2018 Funding spent according to district requirements			
Sustainability	4/25/2018 As needed use of funds as allotted			

Core Function: Dimension D - Planning and Operational Effectiveness

Effective Practice: Facilities and technology

D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Staff members will use a variety of technology based learning to enhance student learning opportunities. The Friday Institute will provide specific, targeted Professional Development for teachers.	Limited Development 10/10/2017		
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	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
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How it will look when fully met:	Teachers will use a variety of pedagogical approaches to meet the needs of students. This variety will provide students with the ability to adjust to other teachers as they branch into college level courses.	Objective Met 04/25/18	Amy Fyffe	05/11/2018
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Actions

10/10/17	Staff members attend PD via the Friday institute.	Complete 07/26/2017	ECP Early College Staff	07/26/2017
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Notes:

10/10/17	Staff members attend PD via the Friday institute.	Complete 09/21/2017	ECP Early College staff	09/21/2017
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<i>Notes:</i>				
10/10/17	Staff members attend PD via the Friday institute.	Complete 10/31/2017	ECP Early College staff	10/31/2017
<i>Notes:</i>				
10/10/17	Staff members attend PD via the Friday institute.	Complete 01/26/2018	ECP Early College Staff	01/26/2018
<i>Notes:</i>				
10/10/17	Staff members attend PD via the Friday institute.	Complete 04/19/2018	ECP Early College Staff	04/19/2018
<i>Notes:</i> There will be an additional date during the summer which has not yet been determined.				
Implementation:		04/25/2018		
Evidence	4/25/2018 Student scores are above the district and state levels and attendance is at 95%.			
Experience	4/25/2018 The use of strategies provided by the Friday institute and the follow up provided by Abby has been extremely helpful.			
Sustainability	4/25/2018 Year 2 with the Friday Institute will begin June 12 with additional PD.			
D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Current budget along with a Golden Leaf grant allows the school to acquire necessary instructional technology. For the next school year the budget includes the ability to maintain a 1:1 status for students. Additional technology for the classroom will also be available through the grant and through funding from the state. Once the full complement of classrooms have been updated, the funding can be used to add 1:1 technology for each class.	Limited Development 10/10/2017		
How it will look when fully met:	This indicator will not be fully implemented until the final group is added in 2020.		Amy Fyffe	08/03/2020
Actions		2 of 4 (50%)		
10/10/17	Add 1:1 technology for each incoming group. Maintain and improve technology for students as they advance.	Complete 08/08/2017	Amy Fyffe	08/07/2017
<i>Notes:</i> This is a long-term indicator and will be accomplished through grant and later district funds. Collection of an insurance fee will assist with the maintenance of technology over the years.				

10/10/17	Add 1:1 technology for each incoming group. Maintain and improve technology for students as they advance.	Complete 08/06/2018	ECP EC staff member	08/10/2018	
<i>Notes:</i>					
10/10/17	Add 1:1 technology for each incoming group. Maintain and improve technology for students as they advance.		ECP EC Early College	08/05/2019	
<i>Notes:</i>					
10/10/17	Add 1:1 technology for each incoming group. Maintain and improve technology for students as they advance.		ECP Early College Staff	08/10/2020	
<i>Notes:</i>					
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Staff member at ECP EC maintain a warm, inviting atmosphere and help students toward working together rather than in competition with one another. Daily seminar topics revolve around working cooperatively as well as developing persistence.	Limited Development 10/10/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Students will become mentors or buddies for new students each year. Students will be able to explain how they work cooperatively and what is important about this type of atmosphere at Early College.	Objective Met 04/25/18	Naomi Howard	03/29/2018
<i>Actions</i>					
10/10/17	Freshman Seminar daily. Use of Seven Habits book and workbook.	Complete 04/20/2018	Naomi Howard	04/30/2018	
<i>Notes:</i> The actions may alter depending on the needs of students. This is part of the MTSS work we will do daily and monthly.					
<i>Implementation:</i>			04/25/2018		
<i>Evidence</i>	4/25/2018 Most students will be able to give at least one or two habits.				
<i>Experience</i>	4/25/2018 Dr. Howard has effectively implemented the strategies discussed in the Seven Habits book.				
<i>Sustainability</i>	4/25/2018 All incoming freshmen will be required to read and apply the habits.				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently staff members meet with parents minimally 4 times per year. Documentation for these meetings are in student PEPs. Additional parent contact takes place through Remind 101, Canvas, Parent Portal and called meetings.	Limited Development 10/10/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Parents and teachers along with all staff members will have regular contact about student work. Conversations will center around getting students to their goals rather than just grades.	Objective Met 04/25/18	Amy Fyffe	12/15/2017
Actions					
	10/10/17	Student led Parent/Teacher conference	Complete 09/11/2017	ECP EC certified staff	09/05/2017
		<i>Notes:</i> These conferences occur at interim report time.			
	10/10/17	Student led Parent/Teacher conference	Complete 11/13/2017	ECP EC certified staff	11/06/2017
		<i>Notes:</i>			
	10/10/17	Remind 101 and Parent Portal created for parents.	Complete 09/08/2017	Teachers and Data Manager	12/01/2017
		<i>Notes:</i>			
	10/10/17	Student led Parent/Teacher conference	Complete 02/21/2018	ECP certified staff	02/19/2018
		<i>Notes:</i>			
	10/10/17	Student led Parent/Teacher conference	Complete 04/18/2018	ECP EC Certified Staff	04/09/2018
		<i>Notes:</i>			
<i>Implementation:</i>			04/25/2018		
<i>Evidence</i>	4/25/2018	Student PEPs are all available. Teachers have access to all Reminds that have been sent. Principal has list of all telephone blackboard calls made. Teachers also have their contacts documented and all can access emails that have been sent.			
<i>Experience</i>	4/25/2018	Teachers and staff conduct student-led parent teacher conferences4 times per year in addition to called meetings, telephone calls and emails. Teachers also use Remind to maintain parent contact.			

Sustainability	4/25/2018 Continue multiple connections.			
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:	Staff members report to parents student mastery at interim periods, end of the nine weeks, and through conferences, email, remind, and telephone calls as needed.	Limited Development 10/10/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Students, parents, and staff members will have a full perspective about student mastery of work they are provided.	Objective Met 05/21/18	Amy Fyffe	05/04/2018
Actions				
10/10/17	Parent conferences	Complete 09/11/2017	ECP EC students and staff	09/05/2017
	<i>Notes:</i> Student led parent teacher conferences			
10/10/17	Parent conferences	Complete 11/14/2017	ECP EC students and staff	11/06/2017
	<i>Notes:</i> Student led conferences			
10/10/17	Parent conferences	Complete 02/21/2018	ECP EC students and staff	02/19/2018
	<i>Notes:</i> Student led parent conferences			
10/10/17	Teachers send Remind 101 information to students and parents	Complete 10/27/2017	Teachers	04/06/2018
	<i>Notes:</i> Teachers will send information as needed.			
10/10/17	Parent conferences	Complete 04/20/2018	ECP EC students and staff	04/09/2018
	<i>Notes:</i> Student led parent conferences			
Implementation:		05/21/2018		
Evidence	5/21/2018 Interim reports and PEP/conferences; Canvas and Power School accessibility at any time for parents.			
Experience	5/21/2018 Staff members monitor student mastery and use EOC and NCFE standard mastery to ensure student understanding.			
Sustainability	5/21/2018 ECP EC teachers will continue to use a variety of monitoring strategies.			

		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently staff members reach out to parents with Remind 101 and messages home. Student Led parent teacher conferences gave parents a peek into what students are doing and put parents and teachers in the role of listener. Talking with the student rather than about the student empowers them to be responsible for their own learning.		Limited Development 10/10/2017		
<i>How it will look when fully met:</i>		When this indicator is met, students, parents, and staff members will freely and frequently exchange information about student learning, needs and successes.		Objective Met 06/06/19	Amy Fyffe	04/30/2019
Actions						
	10/10/17	Staff members will provide parents with specific methods to assist students at home.		Complete 11/13/2017	ECP EC staff members	10/31/2017
<i>Notes:</i> Although this gives a never recurrence, this information will be on-going as student needs are made known.						
	11/27/17	Staff members will to continue to address student needs as needed throughout the year.		Complete 04/18/2018	All staff members	04/27/2018
<i>Notes:</i> This will occur on an as needed basis through parent/teacher/student request.						
	11/1/18	Staff members will continue to make contact with parents as needed using a variety of methods and venues.		Complete 05/22/2019	Staff	05/22/2020
<i>Notes:</i> Teachers may use Remind, email, phone, or face-to-face conferences.						
	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.		Objective Met 06/06/19	Amy Fyffe	05/15/2019
Actions						
	11/28/17	Initial Parent/Guardian Survey indicates satisfaction at least 95%.		Complete 09/22/2017	Naomi Howard	09/22/2017
<i>Notes:</i>						

11/28/17	Parent/guardian survey indicates satisfaction with school and education provided.	Complete 01/26/2018	Naomi Howard	01/18/2018	
<i>Notes:</i>					
9/15/17	Document communication via a variety of methods.	Complete 04/12/2018	Staff members	04/30/2018	
<i>Notes:</i> Parents have returned surveys about the Student led Parent/Teacher conferences. This document is currently housed in google docs. Teachers contact parents regularly when students fall behind. They also have given students numerous opportunities to be responsible for their own work. Dr. Howard has maintained frequently contact with parents about students who are falling behind.					
11/1/18	A variety of methods to solicit information will continue to be used.	Complete 05/23/2019	Staff	05/15/2020	
<i>Notes:</i> Opportunities to communicate with parents are available in a variety of methods.					
	E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parents are required to read, complete a portion, and attend specific meetings when students apply to early college. The information included and completed give parents an overview of the procedures, vision, mission, etc. Parents and students are provided both the school's student handbook and the district handbook. This document further outlines expectations and procedures. Contact with reminders are provided by ECP EC staff members.	Limited Development 10/10/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Regular and routine information will be communicated with parents.	Objective Met 04/25/18	Amy Fyffe	02/28/2018
Actions					
10/10/17	Contact parents monthly with specific reminders or did you know reminders.	Complete 03/01/2018	ECP Early College Staff	02/28/2018	

Notes: Send reminders through connect calls and other established methods.

Implementation:		04/25/2018		
Evidence	4/25/2018 Student surveys, parent surveys, induction night agenda for incoming freshmen.			
Experience	4/25/2018 Students are given all information in a timely manner. Most of the materials are distributed at the beginning of the year or semester.			
Sustainability	4/25/2018 Routine information will continue to be distributed and discussed according to the timelines established.			
E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Four Student led Parent Teacher meetings are set for the purpose of three way communication regarding student's cognitive, socio-emotional, and physical development outside the classroom.	Limited Development 10/10/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	ECP Early College will have held four meetings for the purpose of this indicator.	Objective Met 04/25/18	Amy Fyffe	04/20/2018
Actions				
10/10/17	Student led parent teacher conference	Complete 09/11/2017	ECP EC students, parents, staff	09/11/2017
<i>Notes:</i>				
10/10/17	Student led parent teacher conference	Complete 11/13/2017	ECPEC students, parents, staff	11/09/2017

<i>Notes:</i>				
10/10/17	Student led parent teacher conference	Complete 02/21/2018	ECP EC students parents staff	02/23/2018
<i>Notes:</i>				
10/10/17	Student led parent teacher conference	Complete 04/18/2018	ECPEC students parents staff	04/20/2018
<i>Notes:</i>				
Implementation:		04/25/2018		
Evidence	4/25/2018 Student PEPs, student and parent surveys			
Experience	4/25/2018 Student-led parent conferences have been a great success. Pairing it with the PEP has allowed all to have access to reflective pieces.			
Sustainability	4/25/2018 Parents and students have repeatedly noted how positive and important the conferences have been.			

Core Function:	Dimension E - Families and Community
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Effective Practice:	Community Engagement
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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
Initial Assessment:	Currently teachers use Remind 101 to inform students and parents of upcoming assignments or homework. The principal uses Twitter for celebrations and reminders as well as Blackboard connects to remind parents about upcoming activities. The school's website will soon be added.	Limited Development 10/10/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Parents will be informed in the variety of methods mentioned above and more detail provided by the website.	Objective Met 11/27/17	Amy Fyffe	10/31/2017
Actions				
10/10/17	Create school website	Complete 11/13/2017	Cheryl Ramsdell	10/31/2017
<i>Notes:</i> Continue with all other information channels.				
Implementation:		11/27/2017		
Evidence	11/27/2017 http://www.ecpps.k12.nc.us/elizabeth-city-pasquotank-early-college			

Experience	11/27/2017 The district transitioned to a new website server, so as a new or existing school, the site had to be created anew.			
Sustainability	11/27/2017 The website will be maintained through a group of individuals.			
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
Initial Assessment:	Currently ECP Early College partners with College of the Albemarle to present the educational portion of Early College course work. It partners with Trinity Baptist Church to meet the needs of students along other fronts. Members of the community including the sheriff's department act as mentors to selected students.	Limited Development 10/10/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	The school will continue to find other agencies to assist with student needs, but many needs are being met using the agencies listed already.	Objective Met 05/21/18	Naomi Howard	10/31/2017
Actions				
	5/21/18 The school will partner with COA to help students move into the college arena for dual enrollment classes.	Complete 05/18/2018	Amy Fyffe	05/18/2018
	<i>Notes:</i>			
Implementation:		05/21/2018		
Evidence	5/21/2018 COA is the Business partner of the year for both ECPEC and ECPPS. Trinity Baptist minister was named Volunteer of the year. Plans are underway for next year's speakers.			
Experience	5/21/2018 ECPEC partnered with COA, Trinity Baptist, TS Wooten (PCSD), and a host of guest speakers to meet students' needs.			
Sustainability	5/21/2018 ECPEC will continue in all efforts to bring in experts and experience to share with students.			