

EDGECOMBE COUNTY PUBLIC SCHOOLS

Edgecombe Early College
STRATEGIC IMPROVEMENT PLAN
 2017 - 2018

SCHOOL/DEPARTMENT: Edgecombe Early College High School

VISION: Edgecombe Early College shares the vision of Edgecombe County Public Schools that all students and stakeholders are focused, connected, and ready.

MISSION: The EECHS family will create powerful educational experience that foster academic excellence, personal growth, and global citizenship while cultivating a lifelong passion for learning.

DATA ANALYSIS **NEEDS ASSESSMENT**

2016 - 17 EOC Data:

| Grade Level Proficiency (Levels 3, 4, 5) | Math I | English 10 | Biology |
|---|--------|------------|---------|
| 2013-2014 | 76.47 | 87 | 71.43 |
| 2014-2015 | 81.82 | 93.75 | 94.28 |
| 2015-2016 | 88.40 | 93.10 | 92.6 |
| 2016-2017 | 87.50 | 87.8% | 80% |

| Career/College Readiness (Levels 4 & 5) | Math I | English 10 | Biology |
|--|--------|------------|---------|
| 2013-2014 | 48 | 79 | 61 |
| 2014-2015 | 64 | 87.5 | 85.71 |
| 2015-2016 | 81.4 | 93.1 | 85.2 |
| 2016-2017 | 72.5% | 75.6% | 77.8% |

What does the analysis tell us about strengths?

- Over the past four years, we have improved our Grade Level Proficiency (“sufficient command” of content) in all three of our EOC areas. Additionally, we have significantly increased our Career and College Readiness (“solid command” and “superior command” of content) in all three EOC areas. We continue to work towards all scholars achieving College and Career Readiness indicators on their EOC assessments while also acknowledging that exceeding expected growth for all scholars is an equally important success benchmark.

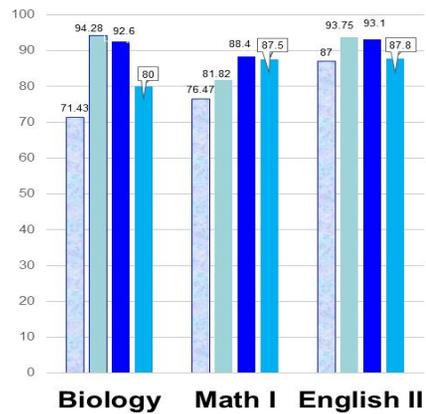
What does the analysis tell us about gaps/opportunities for improvement?

- We continue to have challenges with math readiness from our incoming freshmen students. Nearly half of our 2016-17 freshmen needed significant remediation before taking Math I in Spring 2017.
- We also continue to have challenges using middle school data as a predictor of student competence in English. We have numerous students scoring well on the 7th and 8th grade English EOGs who lack competent reading, writing, and grammar skills for high school. Adjustments in our curricular program are needed to ensure these persistent gaps are remediated in grade 9 and 10 to achieve trickle up benefits during the five-year course of study.

Grade Level Proficiency

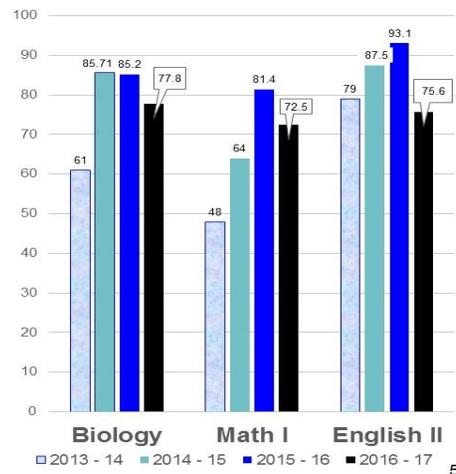
(Levels 3, 4, 5)

2013 - 2014
2014 - 2015
2015 - 2016
2016 - 2017



Career and College Readiness (Levels 4, 5)

2013 - 2014
2014 - 2015
2015 - 2016
2016 - 2017



Based on the analysis what 3-4 top priorities emerge?

The top priorities that emerge from this data are:

- How to address math and English readiness for high school
- Data-driven approach to progress monitoring and academic remediation and enrichment
- Increased rigor and curricular design that promotes 21st century skills, including project-based learning
- Alignment of all instructional content and delivery to achieve Five-Year Early College outcomes
- Growing our positive school culture

How will 2017-18 data be collected?

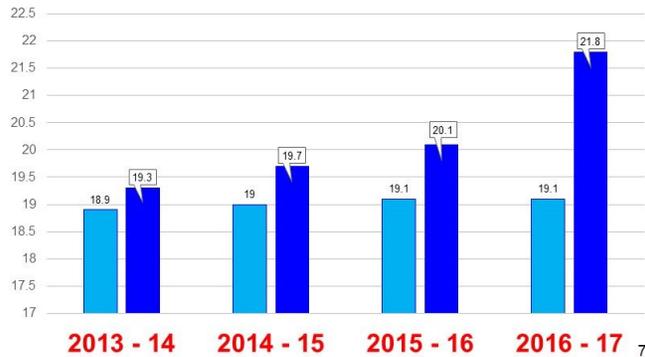
- Instructional Walkthroughs
- Teacher/Administrator PLC Conferences
- Progress Reports, Report Cards
- CFA and Benchmark Data
- EVAAS Data
- EOC/NCFE Data
- ACT Data

2016 - 17 Growth Status: **Exceeded Growth**

2016 - 17 Growth Index: **3.91**

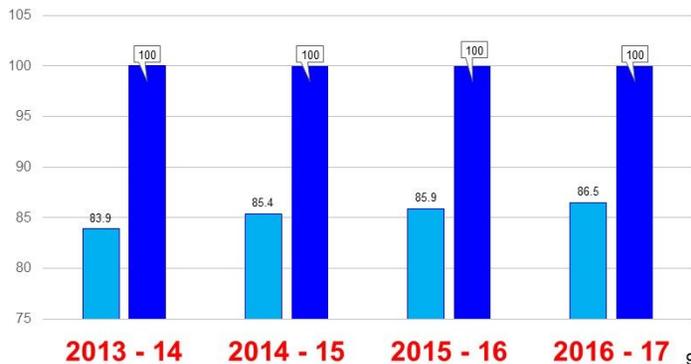
ACT Composite Data

NC Average vs. EECHS



Cohort Graduation Rate

NC vs. EECHS



100% of our SY 16 - 17 teachers who returned to the Early College for SY 17 - 18 **exceeded growth** according to EVAAS's student growth measures.

Due to the focused efforts of all our instructional staff, administrative team, central services team, parent stakeholders, and students, overall Grade Level Proficiency (GLP) has increased from 80% (2013 - 14) to 90.7% (2014 - 2015) to 90.9% in 2015 - 2016. Overall Career and College Readiness (CCR) increased from 64.8% (2013 - 14) to 81.4% (2014 - 15) to 85.9% (2015 - 16). In 2016 - 17, our GLP and CCR averages dipped, but we still maintained an 80%+ overall GLP in all areas: Biology (80%), Math I (87.5%), and English II (87.8%).

For each of the past four years, we have increased our overall ACT composite. In 2016 - 17, we took a highly-differentiated approach to ACT preparation, resulting in a jump of 1.9 total composite points. We will continue this differentiated approach to ACT preparation in SY 17-18 using the MasteryPrep TruScore diagnostic test along with targeted test preparation based on individual student needs. Additionally, key staff members will be involved in providing instruction on identified ACT areas (science, reading, math, English).

Our high school graduation rate remained at 100% for SY 17 - 18. Additionally, 92% of our super seniors graduated with an Associate of Arts and/or Associate of Sciences degree.

TOP PRIORITIES (3-4)

SMART GOAL #1

WHAT SUCCESS LOOKS LIKE

Edgecombe Early College will provide all students with an academically rich school environment through rigorous curriculum and impactful teaching that develop college and career readiness.

All Edgecombe Early College High School teachers will meet or exceed expected growth and our overall school will “exceed expectations” for student growth in all EOC/NCFE courses as measured by EVAAS.

School-wide focus on the “4 Cs” of critical thinking, communication, collaboration, and creativity.

Vertical planning from grades 9 - 12 in place that promotes curricular alignment between Freshman/Sophomore Design Challenge, Junior Internship, and Senior Project. Emphasis of senior project as a capstone PBL learning experience that implements skills learned in grades 9 - 12.

Literacy Development: The Early College Reads program will yield 2,000 books read and 25,000 reading points earned.

Digital Literacy: All Early College students will have access to the Open E-books library on their personal devices and loaner iPads for students who need them.

Personalized Learning: 100% of all Early College students are engaged in an inquiry-centered, project-based learning experience this year that results in a capstone project/presentation.

Math Development: 100% of Math I students will complete an Edgenuity math course in addition to their instructor-led course.

Amplify ECPS: All core teachers will have participated in Amplify ECPS training, which will improve meaningful integration of TPaCK (Technology, Pedagogy, and Content Knowledge) throughout our school.

| SMART GOAL #2 | WHAT SUCCESS LOOKS LIKE |
|---|---|
| <p>EECHS will continue building a culture of inclusivity, belonging, self-efficacy, and student agency to increase student and staff capacity to fulfill our mission.</p> | <p>All students, parents, and staff understand the transformative power of a growth mindset in terms of student learning and self-efficacy.</p> <p>100% of EECHS students are aware of PBIS behaviors and full implementation of PBIS rewards program accessible to all students.</p> <p>Recruitment process for new students is redesigned with actionable input from multiple stakeholders from diverse perspectives.</p> <p>All juniors participate in junior internship experiences that promote career planning and personal development in areas such as “soft skills,” resume-building, and interviewing. Internship experiences include community professional panels, mock interviews, guest speakers, and vocational internships/apprenticeships.</p> <p>Student clubs, organizations, and enrichment opportunities foster a sense of belonging and acceptance by all students. All students will have the opportunity to participate in student-led clubs during the school day on an alternating weekly schedule. By integrating club time into the school day, the equity gap created by transportation needs has been directly addressed, making these enrichment opportunities accessible to all students.</p> <p>Monthly school-wide “Town Meetings,” a “Student Empowerment Event,” “Spirit Week,” “Turtle Idol” talent show, and “Turtle Derby” fun day will provide an overall sense of school unity and identity.</p> |

| SMART GOAL #3 | WHAT SUCCESS LOOKS LIKE |
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| <p>EECHS will improve our use of data to drive school improvement processes and student support services, including academic support, intervention, and enrichment.</p> | <p>A Week Targeted interventions: Teachers will use classroom, benchmark, and other data sources to determine which students will benefit from targeted interventions during A Week I/E (intervention/enrichment) time.</p> <p>B Week enrichment incorporating student leadership: Students will have the opportunity to create and lead interest-based clubs during B Week I/E (intervention/enrichment) time, enabling them to develop leadership skills and explore self interests.</p> <p>Focused Intervention Plan: Super Saturdays: Students will be given additional intervention/enrichment opportunities two Saturdays per semester. Teachers will provide targeted instruction to Super Saturday participants based on classroom, benchmark, and other assessment data.</p> <p>Teacher PDPs- All teachers will have a goal for making data-based decisions and differentiating their instruction in their Professional Development Plan.</p> |

EDGECOMBE COUNTY PUBLIC SCHOOLS

Edgecombe Early College High School
Targeted Priority Areas

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|---------------------------|--|-----------------|--|------------------------------|--|-----------------|
| SMART Goal 1 | Edgecombe Early College will provide all students with an academically rich school environment through rigorous curriculum and impactful teaching that develop college and career readiness. | | | | | |
| Measurable Outcome | All Edgecombe Early College High School teachers will meet or exceed expected growth and our overall school will “exceed expectations” for student growth in all EOC/NCFE courses as measured by EVAAS. | | | | | |
| Core Value Strand | Actions, Strategy, Intervention | Timeline | Estimated Cost, Funding Sources and Resources | Person(s) Responsible | Evaluation of Implementation & Impact on Student Learning | |
| | | | | | Artifacts | Evidence |

| | | | | | | |
|--|--|-----------------------------------|---|---|---|--|
| <p>Rigorous Curriculum and Instruction</p> | <p>Pedagogy and Best Practices</p> <p>Continue use of Common Instructional Framework in regular classroom instruction.</p> <p>Analyze pre/post assessment data in PLCs to determine what content should be retaught, assessment validity, and strategies to best meet the learning needs of all students.</p> <p>Conduct regular classroom walkthroughs to provide feedback to instructional staff along with formal observations.</p> <p>Utilize “Uncommon Schools” instructional coaching protocol (“See It, Name It, Do It”) to provide specific feedback to teachers about how to improve their practice.</p> <p>Content-area and pedagogical professional development to support teacher innovation and improvement (e.g., “Math Drive-In” at Greene Early College HS, NSTA annual conference, etc.)</p> | <p>August 2017 - May 2018</p> | <p>None</p> <p>Professional development funds allotted in 055 budget.</p> | <p>Principal; Instructional Staff</p> <p>Administration</p> | <p>Lesson Plans Data Notebooks PLC Data Analysis</p> <p>Documented walkthroughs</p> | <p>Comparison of projected EOC percentiles with actual EOC percentiles yields higher than projected student achievement.</p> <p>“Teacher effect” ratings for all teachers indicate they exceeded expected growth for all content areas.</p> <p>Completed lesson plans; student work products</p> |
|--|--|-----------------------------------|---|---|---|--|

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|--|---|--|-------------|---|--|------------------------|
| <p>Continuous Improvement</p> | <p>Math</p> <p>Implement Edgenuity parallel course for all freshman math students to differentiate the remediation and rigor of their math instruction.</p> <p>Utilize IXL Math for additional math reinforcement and enrichment</p> <p>Align curriculum of AFM to ensure readiness for College Algebra.</p> <p>Provide tutorial support for Early College students taking MAT 171 and 172</p> | <p>August 2017</p> <p>August 2017 - May 2017</p> | <p>None</p> | <p>Instructional Staff</p> <p>Instructional Staff, Administration</p> | <p>Student assessment data, Case 21</p> <p>Student assessment data</p> | <p>Assessment data</p> |
| <p>Rigorous Curriculum and Instruction</p> | <p>Science</p> <p>Implement literacy focus in science classes (<i>Garbageland</i> literacy circles in Earth Science, <i>The Disappearing Spoon</i> in chemistry).</p> | <p>August 2017</p> | <p>None</p> | | <p>Classroom Walkthrough data</p> | |

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| <p>Rigorous Curriculum and Instruction</p> | <p>Literacy</p> <p>Early College Reads program will be fully implemented for all students in grades 9 - 12.</p> <p>Deploy Open E-books system and iPad 2s to provide digital access for all students to online books.</p> <p>Develop comprehensive literacy plan for grades 9, 10, 11, and 12.</p> | <p>August 2017</p> | <p>\$1,500 of funds for software</p> <p>Supplemental funds for book purchases</p> | <p>Principal, Instructional Team</p> | | |
| <p>Rigorous Curriculum and Instruction</p> | <p>Project-Based Learning</p> <p>Implementation of professional development on Project-Based Learning</p> <p><u>9th and 10th Graders:</u> Implementation of “Innovative School Design Project” freshman/ sophomore PBL (project-based learning) to incorporate inquiry-centered, problem-based, collaborative learning into seminar course that results in a capstone presentation.</p> | <p>Sept. 2017 - April 2018</p> | <p>Admin.</p> <p>No funds needed.</p> | <p>Principal as Instructional Coach; all instructional staff; Admin.</p> <p>Instructional staff, admin</p> | <p>PBL work products generated by Design Challenge, Junior Internship, senior project, and global projects as well as classroom work products</p> <p>100% of all Early College students are engaged in an inquiry-centered, project-based learning experience this year that results in a capstone presentation.</p> | |

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| | <u>11th Graders:</u> Enhance junior internship curriculum and mentorship to include soft skills mastery and capstone presentation. | August 2017 - April 2018 | None | Instructional staff, admin | Junior internship capstone presentations | |
| | <u>12th Graders:</u> Continue highly rigorous senior project as capstone PBL experience. | Spring 2018 | None | Instructional staff, admin | Student Global PBL work products | |
| | <u>9th, 10th, and 12th Graders:</u> 100% of students in grades 9, 10, and 12 engaged in spring semester global project that utilizes inquiry-centered, PBL.. | August 2017 - 2018 | None | Instructional staff, admin | Rubric aligned with the 4C's and Early College outcomes | |
| | Vertically align the learning experiences of the freshman/sophomore Design Challenge, the junior internship, and the senior project to improve the overall rigor and coherence of our instructional program. | | | | | |

Progress Monitoring

| Date | Data | Progress Towards Goal | | Next Steps |
|------|------|-----------------------|-----------------------|------------|
| | | Areas of Growth | Areas for Improvement | |
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| SMART Goal 2: | Edgecombe Early College will continue building a culture of inclusivity, belonging, self-efficacy, and student agency to increase student and staff capacity to fulfill our mission. | | | | | |
|--------------------------------|--|-----------------|--|--|--|-----------------|
| Core Value Strand | Actions, Strategy, Intervention | Timeline | Estimated Cost, Funding Sources and Resources | Person(s) Responsible | Evaluation of Implementation & Impact on Student Learning | |
| | | | | | Artifacts | Evidence |
| Continuous Improvement | Educate students, families, and staff regarding the positive impact of growth mindset upon academic achievement. -- Student Orientation -- Parent Orientation -- Town Meetings -- SIT Meetings -- Direct mail | Fall 2017 | n/a | Principal, Instructional Team | | |
| Relationships and Safe Schools | Development of PBIS mission statements around the three core values and a robust PBIS rewards program | Fall 2017 | n/a | Gerald Williams, PBIS Student Committee, Principal | Student and staff recognitions monthly, PBIS committee work products | |
| Relationships and Community | Redesign recruitment process for new students with actionable input from multiple stakeholders from diverse perspectives, including students, staff, and community members. | Fall 2017 | n/a | Counselor Sheri Hayes, Principal | | |

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|---------------|--|-----------|-----|--|--|--|
| Relationships | Build a robust offering of student clubs, organizations, and extracurricular opportunities that foster a sense of belonging and acceptance by all students (Step Team, Creative Recycling, Art Club, Guitar Club, Coding Club, Home Ec, Board Games, etc.) | Fall 2017 | n/a | Community Liaison Gerald Williams, Principal | | |
| Relationships | Create a “Girls Only” support group to respond proactively to the unique social and interpersonal needs of female students. | Fall 2017 | n/a | Counselor Sheri Hayes, Principal | | |
| Community | Improve student access to service learning opportunities (to meet our 20 hour/semester requirement) by broadening the definition of “community impact” and availability of service learning experiences. | Fall 2017 | n/a | Community Liaison Gerald Williams, Principal | | |

Progress Monitoring

| Date | Data | Progress Towards Goal | | Next Steps |
|------|------|-----------------------|-----------------------|------------|
| | | Areas of Growth | Areas for Improvement | |
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| SMART Goal 3: | EECHS will improve our use of data to drive school improvement processes and student support services, including academic support, intervention, and enrichment. | | | | | |
|-------------------------------------|---|------------------------|--|---|--|---|
| Core Value Strand | Actions, Strategy, Intervention | Timeline | Estimated Cost, Funding Sources and Resources | Person(s) Responsible | Evaluation of Implementation & Impact on Student Learning | |
| | | | | | Artifacts | Evidence |
| Rigorous Curriculum and Instruction | Teachers in EOC tested areas develop their own CFAs that measure progress toward instructional goals in their content area. | August 2017 - May 2018 | n/a | Instructional staff; Principal | CFAs | Assessment Data |
| Rigorous Curriculum and Instruction | Teachers in EOC and NCFE areas utilize Case 21 benchmarks and mock exams to measure progress toward instructional goals in their content area. | August 2017 - May 2018 | n/a | Instructional staff; testing coordinator, Principal | Assessments | Assessment data |
| Continuous Improvement | Teachers in EOC-tested areas meet after every CFA, benchmark, and mock exam with principal for data review/analysis toward instructional goals in their content area. | August 2017 - May 2018 | n/a | Instructional staff; Principal | Data meetings | Remediation plans for low-performing scholars |
| Continuous Improvement | Teachers will use classroom, benchmark, and other data sources to provide targeted | August 2017 - May 2018 | n/a | Instructional staff; Principal | A Week Remediation Rosters | A Week Remediation Rosters |

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|------------------------|--|--|----------------------------|--------------------------------|--------------------|-----------------|
| | interventions during A Week I/E (Intervention/Enrichment) time. Students not needing remediation will be provided supervised study hall time for homework, Early College Reads, or self-study. | | | | | |
| Continuous Improvement | Conduct two “Super Saturday” exam prep sessions for all scholars in all EOC/NCFE areas. | December 2 & 9, 2017, and May 4 & 11, 2018 | Focused Intervention Funds | Instructional Staff, Principal | Attendance rosters | Assessment data |