

Comprehensive Progress Report

Mission:

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

Vision:

All Edgecombe Early College scholars graduate ready for "what comes next"--college, career, military, and/or workforce.

Goals:

All scholars will experience an academically rich school environment through rigorous curriculum and impactful teaching that develop college and career readiness.

All school family members will contribute to and benefit from a school culture of inclusivity, belonging, self-efficacy, and student agency.

All scholars with academic deficits will receive timely, targeted interventions on a weekly basis that help them reach or exceed proficiency.

All scholars will demonstrate grade-appropriate literacy proficiency in critical reading, writing, thinking, and speaking.



! = Past Due Objectives KEY = Key Indicator					
Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	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:		- "Last 30 days" review planning implemented by most teachers.	Limited Development 11/01/2018		

	<p>- Super-Saturday and Micro-Super-Saturday tutoring. These events are held at the end of the semester and offer students the opportunity for additional remediation two Saturday mornings in preparation for upcoming exams.</p> <p>- "Looping back" methods used by most teachers. Teachers incorporate review material into bell ringers, exit tickets, and other class activities to give students the opportunity to practice retrieval methods.</p> <p>- Students needing remediation identified during A week I/E time. Teachers use classroom data to determine which students need additional support to master the content. These students get one-on-one assistance and remediation during the designated 3rd period class time during A week.</p>			
How it will look when fully met:	<p>All teachers practice review and retrieval strategies frequently in their classes. All teachers incorporate previously taught material into their daily practices through the use of bell ringers, exit tickets, etc. All teachers explicitly connect current content material with material that the students have previously learned.</p> <p>All students can retrieve content information previously covered in their courses and apply it to new scenarios/problems. All students can reflect on previously taught content and define key vocabulary, answer DOK 2 and 3 questions, and apply the content to other units and content areas.</p>		Matt Smith	05/28/2019
Actions		0 of 1 (0%)		
11/1/18	Every teacher develops a strategy unique to his/her classroom that enables continuous review and retrieval practice of previously learned content while new content is being developed.		Matt Smith	05/30/2018
<i>Notes:</i> This strategy builds upon a previous staff reading by Jennifer Gonzalez related to "retrieval practice."				
A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>-Rigorously taught curriculum. Most classes are taught at the honors level. Most classes incorporate rigorous learning strategies such as project-based learning and inquiry-based hands-on activities.</p> <p>- Frequent formative and summative assessments. Most teachers incorporate both bell ringers and exit tickets into their everyday practices. Teachers frequently use questioning techniques throughout classes. Teachers develop and implement quizzes and unit assessments and use this data to inform their remediation efforts.</p> <p>-</p>	<p>Limited Development 11/01/2018</p>		
<p>How it will look when fully met:</p>	<p>-All teachers embrace a standards-based approach to evaluation of student learning. Standards-based evaluation and reporting shifts the focus of both teachers and students away from grades and more towards how well the student has mastered the content of the class. This method will be piloted by one or two teachers in Spring 2019 and will be evaluated as to its success in moving student growth and achievement forward.</p> <p>- All teachers are trained in standard-based reporting. This training will be led by one of the teachers who piloted standards-based reporting and assessment in their classroom during Spring 2019. It will focus on the value of focusing student evaluation on standards mastery, how to create appropriate learning targets to measure mastery, and the logistics of assessing using standards.</p> <p>- All students are able to track their mastery of course content and self-evaluate their understanding. In addition to teachers tracking and assessing student mastery, students will have the ability to assess whether or not they have mastered the learning targets of the course. Students will be able to use this evaluation to reflect on their learning and accurately indicate both areas of strength and weakness. With the assistance of the teacher, the students will be able to develop an individualized plan to address</p>		<p>Brittany White</p>	<p>01/01/2020</p>

	content weaknesses, moving the student forward in their growth and mastery.			
Actions		0 of 3 (0%)		
11/1/18	Learning targets and standards-based progress reporting planned for Spring 2019 Biology classes.		Brittany White	01/01/2019
	<i>Notes:</i>			
11/1/18	Standards-based reporting piloted and fully implemented in Spring 2019 Biology classes.		Brittany White	05/28/2019
	<i>Notes:</i>			
11/1/18	Staff trained on standards-based progress reporting.		Brittany White	08/01/2019
	<i>Notes:</i>			
	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	<p>- Rigorous college-ready curriculum taught. Most classes are taught at the honors level. Most classes incorporate rigorous learning strategies such as project-based learning and inquiry-based hands-on activities. These learning strategies integrate college ready skills such as the 4C's (critical thinking, collaboration, creativity, and communication), real world application, and problem solving skills.</p> <p>-Junior Internship: Career exploration, career-ready skills taught, and 20-hour internship experience with portfolio creation and capstone project. Junior internship focuses on developing students' employability through soft-skill development. Students practice resume writing, public speaking, and interview skills. They also engage in career exploration. During spring semester, students complete a 20-hour internship experience with a professional in the community. They are required to reflect upon their experience using a portfolio of their experience (includes their resume, documentation of hours with the professional, written reflections on their experience, and an evaluation from their supervisor), a work product that highlights what they learned, and a presentation of their experience.</p>		Limited Development 10/31/2018	

	- ACT Prep in Junior house. Juniors take two ACT diagnostic tests during fall semester, one in August and one in December. During fall semester they use various tools such as ACTprepfactory.com and ACTacademy.at.org to address targeted areas of weakness demonstrated by the August diagnostic. In spring semester students engage in ACT instruction and additional ACT prep as a final push toward the February test date.			
How it will look when fully met:	- Teacher will align course instruction with the ACT College and Career Ready Standards. These standards address knowledge and skills students need in order to be successful on the ACT, as well as prepared for the world beyond high school. Core-area subject groups will meet at the end of each semester and work through the planning worksheets to identify activities they already do and activities they can incorporate to fully meet the ACT College and Career Ready Standards. This will be evident by the use of the ACT College and Career Ready Standards Curriculum Planning Worksheets and lesson plans. -		Brittany White	01/01/2020
Actions		0 of 4 (0%)		
10/31/18	ELA department uses ACT Career and College Readiness Curriculum Worksheet to align instruction in English I,II, III and ELA Seminar to the ACT Benchmark standards.		Leigh Ann Webb	05/01/2020
<i>Notes:</i> Vertical planning effort of Leigh Ann Webb, Keith Webb, and Erin Mullen to ensure that all English standards assessed on the ACT are taught to mastery for all scholars.				
11/1/18	Math department uses ACT Career and College Readiness Curriculum Worksheet to align instruction in Math I, II, III, and AFM to the ACT Benchmark standards for math.		Kim Long	05/01/2020
<i>Notes:</i> Vertical planning effort of Kim Long and Lee Harrison to ensure that all math standards assessed on the ACT are taught to mastery for all scholars.				
11/1/18	Science department uses ACT Career and College Readiness Curriculum Worksheet to align instruction in Earth Science,		Brittany White	05/01/2020

	Biology, and Physical Science/Chemistry to the ACT Benchmark standards.			
	<i>Notes:</i> Vertical planning effort of Leigh Ann Webb, Keith Webb, and Erin Mullen to ensure that all English standards assessed on the ACT are taught to mastery for all scholars.			
11/1/18	Participate in district PK-25 planning to redesign our senior graduation project to better reflect scholar's readiness for college, career, and lifelong pursuit of their passions.		Keith Webb	08/01/2020
	<i>Notes:</i> Collaborative effort of selected ELA teachers from across the district			

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>		<ul style="list-style-type: none"> • Various levels of implementation of formative assessment are evident during instruction • Intermediate use of formative assessment data to adjust instruction, pacing, and interventions • Intermediate use of summative data, goal summary reports, etc. to make curricular adjustments for future classes • Various levels of implementation of EVAAS data use (understanding teacher and school reports, making custom student lists, building EVAAS "bridge reports," etc.) 	Limited Development 11/01/2018		
<i>How it will look when fully met:</i>		<p>Continuous data collection and analysis. All teachers will effectively use learning data throughout the semester to understand how to optimize the academic growth of their scholars. This data includes pre-teaching assessments, diagnostics, formative assessments, benchmarks, perceptual data, and summative assessments (for program planning).</p> <p>CFUs in every lesson. All teachers will implement checks for understanding (formative assessment) in every lesson and make</p>		Matt Smith	05/30/2019

	<p>ongoing adjustments to curriculum and instruction based on this learning data. These checks for understanding (questions, quizzes, etc.) are to be implemented throughout the lesson to ensure that all scholars are learning optimally in real-time.</p> <p>EVAAS data application. All teachers will understand EVAAS data relevant to their work, including teacher, school, and scholar data. The principal will ensure that all teachers understand how EVAAS data informs their teaching practice.</p>			
Actions		0 of 2 (0%)		
11/1/18	Mr. Smith will create bridge reports for all EOC/NCFE teachers to ensure their understanding of how their teacher diagnostic data can be used to impact student outcomes.		Matt Smith	02/01/2019
<p><i>Notes:</i> * "Bridge reports" highlight how each quintile of students in the previous school year performed for teachers, then identifies with students in the current school year are in those quintiles. At a minimum, the bridge report should help teachers identify by name which scholars did not grow sufficiently in the previous school year and which students may be similarly predisposed in the current school year based on their historical testing data.</p> <p>The late release of EVAAS data this year (mid-November) makes it less impactful for teachers to use in fall semester.</p>				
11/1/18	All EOC and NCFE teachers will effectively use formative assessment data gathered from MasteryConnect/Case 21 to adjust curriculum, instruction, pacing, and interventions		Lee Harrison	12/30/2019
<p><i>Notes:</i> Mr. Harrison, Cindy Dawes, and Matt Smith will monitor our use of MasteryConnect data from benchmarking, formative assessments, and mock assessments to help 100% of EOC/NCFE teachers build capacity for improving student outcomes.</p>				