

Comprehensive Progress Report

Mission:

MISSION: Halifax County Early College strives for excellence in academics, leadership, and integrity and takes pride in the ability to motivate, accelerate, and increase our students' abilities to compete in a globally competitive world.

Vision:

VISION: Halifax County Early College is committed to providing our students with the learning experiences needed to become productive and knowledgeable world-class citizens.

Goals:

1. All students will develop the organizational and time management skills needed to be successful in the early college program.
2. All students will pass all core high school classes and all community college classes each semester.
3. All students will participate in extracurricular activities and join clubs and other organizations during their enrollment at the early college.
4. All students will develop a better understanding of how they can lead in their school and in their community.
5. All students will have a pathway plan developed by the 2nd semester of their freshman year at the early college.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school is on Plan C, so all students are learning remotely right now. The staff has followed the lead of the administrator and used the remote learning expectations that were shared with the students and parents during open house, town hall meetings, and other individual parent/student meetings. Of course, we are considering all obstacles and being as flexible and possible.	Limited Development 12/04/2020		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			This will be assessed in April because if the students return to the building, then the outlook for classroom management and expectations will still reflect high expectations, but from inside the actual classroom setting. (not virtual)		Jerome L.Williams	04/05/2021
Actions				1 of 2 (50%)		
	12/4/20	Continue to enforce rules and expectations within the virtual learning environment and meet with students and parents as needed to make continued progress. Review these expectations at the start of the new semester.		Complete 01/14/2021	Jacqueline Williams	01/14/2021
Notes: We have hosted 2 town hall meetings during the 1st semester, so the next 2 of 4 will be during the 2nd semester.						
	11/3/21	Continue to reinforce rules and expectations of both HCEC and HCC while on campus. Meet and contact students and parents as needed to discuss any issues that may arise and maintain contact logs. Discuss issues as a staff to try to help maintain a positive school culture and climate by working together as a team to reinforce rules and expectations.			Jerome L.Williams	12/18/2021
Notes:						
Implementation:				11/03/2021		

Evidence	11/3/2021 These actions were based on while students were placed on remote learning, teachers will continue to work with classroom management skills and strategies to maintain positive classroom behavior as students have returned to campus. Few disciplinary issues while remote, contact logs for issues such as attendance or work ethic.			
Experience	11/3/2021 Teachers and staff have worked with students working remotely along with students returning to campus to be fair and flexible. Students have returned to campus on plan C to round out the year for the 2020-2021 school year.			
Sustainability	11/3/2021 Teachers and staff will have to continue to employee effective classroom management skills and reinforce rules and procedures now that students have returned to campus 100 percent aside from illness or covid exposure or the student being placed on RALO.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
!	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:			We are a small school with only 4 classroom teachers. There is one per subject area. Right now, the teachers plan on their own and may discuss possible projects and plans for instruction with their colleagues during PLCs. The district has sponsored a content based PLC in November, so hopefully the teachers will get an opportunity to continue to plan and meet with other teachers who teach the same content.	Limited Development 12/04/2020		
How it will look when fully met:			Teachers will have lesson plans, projects, assessments and other instructional components that will be developed as a result of content based PLCs.		Heather Forte	12/17/2021
Actions				1 of 2 (50%)		
12/4/20		Follow the district's PD calendar and ensure that staff members are active participants.		Complete 05/28/2021	Jacqueline Williams	05/28/2021
Notes:						
11/2/21		Teachers Meet with District level PLCs to plan and formulate lesson plans and common formative assessments			Heather Forte	11/17/2021

Notes:

Notes:						
		A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are using a variety of teaching methods that allow for differentiation of student learning, including questioning peers or teachers, offering to help or asking for help, and also project-based learning .	Limited Development 11/03/2021		
How it will look when fully met:			Teachers will utilize various methods of teaching to allow for student interaction and also project based learning activities.		Jerome L.Williams	12/20/2021
Actions						
Notes:						

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
Initial Assessment:			Teachers teach honor's level courses because it is an early college program. Some students enrolled require additional support due to some skills' deficits. Currently, we are working on developing ways to meet the needs of the students without allowing them fall behind in the curriculum. Also, the counselor holds academic and social emotional progress meetings with students and parents to help address the needs of the students.	Limited Development 12/04/2020		
How it will look when fully met:			Teachers will have highly effective ways of reaching the different learners at the early college. They will have access to new and additional resources that can enable them to do this before and after school. The school counselor will be able to meet with the teachers about the needs that the students may have.		Jerome L.Williams	06/11/2021
Actions				1 of 2 (50%)		
	11/3/21	Teachers will use diagnostic tests and benchmark data to help set up a tiered instructional system to help meet the needs of students of all levels. Teachers will update based on diagnostic and benchmark data throughout the semester, to continue the tiered system based on needs.		Complete 09/30/2021	Heather Forte	09/29/2021
Notes:						
	11/3/21	Teachers will also utilize Project-based learning or PBL to help to teach students in a tiered instructional system. They may do this based on levels of knowledge in specific fields, or vary the levels to allow students to learn from peers as well as the instruction and teacher.			Jerome L.Williams	12/20/2021
Notes:						

!	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The teachers are attentive to the students' social and emotional needs, but we've found that there are a lot of students experiencing greater emotional stress and anxiety as a result of what they are going through with the pandemic and having to learn in a totally remote learning environment. They inform the administrator and counselor so that they can address it as best they can in this environment.	Limited Development 12/04/2020		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			We will use meeting agendas and notes to document progress. Some students may have to connected with outside agencies and supports to go beyond the level of support that we are able to provide in the building.		Jerome L.Williams	06/11/2021
Actions				1 of 2 (50%)		
12/4/20			Teachers will inform administrator and counselor of any concerns they may notice, receive through communication with students and families, as well as any observation that they may make in reference to students attitude toward learning or interacting with other students in general.	Complete 06/11/2021	Tamara Gray	06/11/2021
Notes:						
11/3/21			Teachers will inform administrator and counselor of any concerns they may notice, receive through communication with students and families, as well as any observation that they may make in reference to students attitude toward learning or interacting with other students in general.		Mary Stevenson	12/20/2021
Notes:						
Implementation:				11/03/2021		
Evidence			11/3/2021 Meeting notes from discussions. Contact notes with parents, social worker, teachers and administrator.			
Experience			11/3/2021 This has been met for the school year 2020-2021. Will continue to monitor for 2021-2022 school year			

Sustainability			11/3/2021 Teachers will inform administrator and counselor of any concerns they may notice, receive through communication with students and families, as well as any observation that they may make in reference to students' attitude toward learning or interacting with other students in general.			
	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 students' schedules are completed each semester using their academic plan of study. The principal and counselor meet to discuss teacher assignment and to complete a master schedule that ensures all students are able to take the courses that they need in the order in which they need to in order to meet their graduation requirements.The counselor works with the college liaison to ensure all students are registered for the community college courses that they need. All students have schedules for the upcoming semester in advance.	Full Implementation 12/04/2020		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has a curriculum and instruction team that is responsible for assisting the school with providing academic and instructional support for teachers and other staff members working with the instructional support of the students. This team would also be the one to work with school's on the school improvement process.	Full Implementation 12/04/2020		

	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>			We have met 3-5 times this year to discuss the school improvement plan and goals. We actually completed a school improvement strategic plan using the a school improvement template because we did not have information for NC Star. The plan is accessible via Google docs for team members to assess. There were some meeting date conflicts ad of course changes due to the high needs of students after school while learning remotely.	Limited Development 12/04/2020		
<i>How it will look when fully met:</i>			The team will have its regularly scheduled meetings twice a month on the 2nd and 4th Thursday of each month. The school improvement chairperson will then resume responsibility for hosting meetings, meeting with principal to create agendas, etc.	Objective Met	Janette Harvey	06/11/2021
<i>Actions</i>				1 of 1 (100%)		
	12/4/20	A meeting has been scheduled for Monday, December 7, 2020 to meet in regards to moving forward with the School Improvement process as a team.		Complete 01/30/2021	Jacqueline Williams	01/30/2021
<i>Notes:</i>			The next meeting is scheduled for Monday, December 7, 2020.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The master schedules has a planning at each period for selected teachers. The planning time is approximately 85-90 minutes long. Teachers have responsibilities and duties assigned to them. Some of these things include club advisor, maintain the Facebook page, school's webpage,etc. This will be ongoing because the master schedule supports it.	Full Implementation 12/04/2020		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
!	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principal does provide feedback to teachers about lesson plans, instructional practices, and overall performances, but the consistency and level at which she desires to provide needs to be improved. The teachers know what their lessons plans should consist of, what their instructional design is, and that they can ask Ms. Williams questions about these things and she will respond in a timely manner.	Limited Development 12/04/2020		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			1. Principal will use the early college network newly issued walk through form to conduct walkthroughs and utilize the district's form as the measure. 2. Principal will provide weekly and timely feedback on lesson plans submitted. 3. Principal will continue to discuss data and best instructional practices during PLCs and staff meetings.		Jerome L.Williams	06/11/2021
Actions				1 of 2 (50%)		
12/4/20			Conduct at least 1-2 walkthroughs per teacher each week and provide feedback within 5 school days.	Complete 06/11/2021	Jacqueline Williams	06/11/2021
Notes:						
11/3/21			Conduct regular walkthroughs and provide feedback in a timely manner. Continue to monitor lesson plans weekly and provide feedback in a timely manner.		Jerome L.Williams	12/20/2021
Notes:						
Implementation:				11/03/2021		
Evidence			11/3/2021 Meetings with teachers as a faculty along with individual meets and feedback on individual lesson plans.			

Experience	11/3/2021 Principal has completed walkthroughs and has had discussions either has a team as needed if issues were among multiple teachers or classrooms, OR has had individual meeting with teachers as needed.			
Sustainability	11/3/2021 Principal will continue to have walk throughs regularly and provide feedback to teachers in a timely manner. Principal will continue to review lesson plans and provide feedback and criticism to help to improve the classroom environment and teacher skills.			

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
Initial Assessment:			The district uses the various data points and meets with the administrative team weekly to discuss various data points and what indications for instruction and practices are for moving forward. This how the monthly PDs or district level content PLCs are determined for the staff of the district. Professional development is offered for effective implementation of online educational resources such as Edmentum and SAVAAS. The school has weekly PLC meetings to discuss data points and assess the needs of the students and school.	Full Implementation 12/04/2020		

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
Initial Assessment:			Teachers maintain a log of parent contact either on paper or digital platforms.	Full Implementation 11/03/2021		
	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

<p><i>Initial Assessment:</i></p>	<p>The school hosted open house in August, a town hall meeting in October and another at the end of November. The agenda included expectations, areas for improvement and collaboration efforts to get the students where they need to be. The school counselor sends weekly academic updates and other reports to parents. She hosts one on one meetings with students and parents via Zoom to help bridge the gaps. The counselor, teachers, social worker and principal met with parents in regards to students' performance and attendance.</p>	<p>Full Implementation 12/04/2020</p>		
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