

ECP Early College School Improvement Goals with Indicators and Actions

Vision

Shaping student-citizens with character and intellect to challenge an ever-changing world.

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.

Dimension B - Leadership Capacity - Strategic planning, mission, and vision

B1.03: A Leadership Team will consist 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.

B1.06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

ECPPS Goal 1 Every student in ECPPS will graduate from high school prepared for work, further education and citizenship.

ECP Early College Goal 1: ECPEC will serve students who demonstrate a desire to graduate with a high school diploma and associates degree or certification.

Dimensions and Indicators aligned to Goal 1

Dimension A - Instructional Excellence and Alignment (Also part of MTSS)

A1.01: The principal will model and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.

Dimension A - Instructional Excellence and Alignment - Data analysis and instructional planning

A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

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.

Dimension A - Instructional Excellence and Alignment - Student support services

A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.03: Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.

A4.09 The Leadership Team will monitor rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).

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)

A4.13 The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.

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).

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).

Dimension B - Leadership Capacity - Monitoring instruction in school

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.

Dimension D - Planning and Operational Effectiveness - Facilities and technology

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

Dimension E - Families and Community - Family Engagement

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.

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.

Dimension E - Families and Community - Community Engagement

E2.01 Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.

E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.

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.

ECPPS Goal 2 Every student in ECPPS will have a personalized education.

ECP Early College Goal 2: Every student at ECP Early College along with parents/guardians and staff will create and maintain a Personalized Education Plan (PEP) which will guide students toward their educational goals.

Dimensions and Indicators aligned to Goal 2

Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students

A1.04: ALL teachers will assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.

A1.06: ALL teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.

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.

A1.09: The school will expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).

Dimension A - Instructional Excellence and Alignment - Curriculum and instructional alignment

A2.01 Instructional Teams will meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.

A2.02 Instructional Teams will 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.

Dimension A - Instructional Excellence and Alignment - Data analysis and instructional planning (Also part of MTSS)

A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement

Dimension A - Instructional Excellence and Alignment - Student support services

A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.06 ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

A4.09 The Leadership Team will monitor rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).

A4.16 The school will develop and implement consistent, intentional, and on-going plans to support student transitions for grade to grade-to-grade and level-to-level.

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.

Dimension B - Leadership Capacity - Distributed leadership and collaboration

B3.01: The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

Dimension C - Professional Capacity - Quality of professional development

C2.01 The LEA/School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Dimension E - Families and Community - Family Engagement

E1.06 The school will regularly communicate 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).

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.

ECPPS Goal 3 In ECPPS, every student, every day will have excellent educators.

ECP Early College Goal 3: 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.

Dimensions and Indicators aligned to Goal 3

Dimension A - Instructional Excellence and Alignment -- High expectations for all staff and students (Also part of MTSS)

A1.09: The school will expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships)

Dimension A - Instructional Excellence and Alignment - Curriculum and instructional alignment

A2.01: Instructional Teams will meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.

A2.02: Instructional Teams will 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.

A2.04: Instructional Teams will develop standards-aligned units of instruction for each subject and grade level

A2.06: ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.

A2.07: ALL teachers include vocabulary development as learning objectives.

A2.08 ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.

A2.10 ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking.

A2.13: Units of instruction will include standards-based objectives and criteria for mastery.

A2.14: Units of instruction include specific learning activities aligned to objectives.

Dimension A - Instructional Excellence and Alignment - Data analysis and instructional planning (Also part of MTSS)

A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

Dimension B - Leadership Capacity - Distributed leadership and collaboration

B2.03: The school will establish a team structure among teachers with specific duties and time for instructional planning.

Dimension B - Leadership Capacity - Monitoring instruction in school

B3.03: The principal will monitor curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Dimension C - Professional Capacity - Quality of professional development

C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments.

C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

Dimension D – Planning and Operational Effectiveness – Resource Allocation

D1.03: The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.

Dimension E - Families and Community - Family Engagement

E1.01 ALL teachers maintain a file of communication with parents/guardians.

E1.03 ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.

ECPPS Goal 4 ECPPS will have up-to-date financial, business, and technology systems to serve its students, parents, and educators.

ECP Early College Goal 4: ECP EC will have excellent technology which will serve students with a wide array of ability in innovative ways.

Dimensions and Indicators aligned to Goal 4

Dimension D - Planning and Operational Effectiveness - Facilities and technology

D2.01 ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective

D2.04 The LEA/School consistently implements a process to determine and to acquire necessary instructional technology, socialization opportunities within the classroom with the enhanced learning opportunities available through technology.

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

ECPPS Goal 5 Every student in ECPPS will be healthy, safe, and responsible.

ECP Early College Goal 5: Students at ECP EC will maintain a safe environment and will learn good citizenship.

Dimensions and Indicators aligned to Goal 5

Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students - (A1.01 - A1.09)

A1.07: ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Dimension A - Instructional Excellence and Alignment - Curriculum and instructional alignment

A2.17: ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.

Dimension A - Instructional Excellence and Alignment - Student support services

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.

GL Grant and Funding

Dimension D – Planning and Operational Effectiveness – Resource Allocation

D1.02 The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.