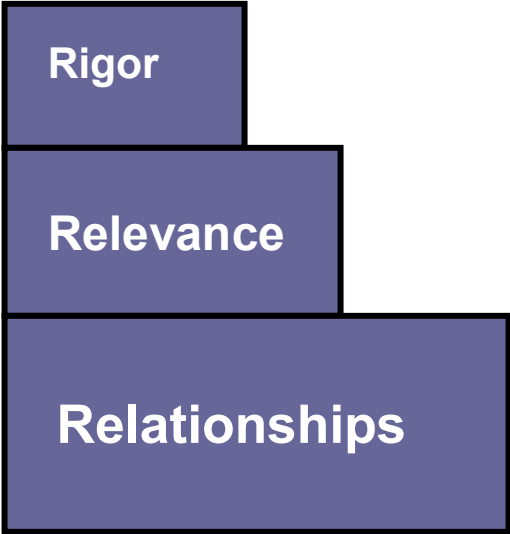


SCHOOL IMPROVEMENT PLAN

2008-2011

Wilmington Early College High School



New Hanover County Schools

Executive Summary

The 2008-2009 school year is the second year of operation for Wilmington Early College. Wilmington Early College High School is partnership between New Hanover County Schools, Cape Fear Community College and the North Carolina New Schools Project Learn and Earn Initiative. Our mission is to provide students confidence to advocate for their educational needs, honor to abide by the high standards of the school and community college and the strength to accept the responsibility of challenging academic work. Our students are expected to acquire a high school diploma and an associate's degree within five years. This school will prepare students to enter into a four year institution in order to obtain a bachelor's degree. We focus on students who are typically underserved in college: first generation to attend college and low socio-economic. These students are in danger of leaving school before graduating and are usually turned off from the traditional school setting. The students are all, however, very capable of academic success. Students apply for admission to WECHS, and once they have been accepted, they participate in a four day orientation to acclimate them to the college environment, school expectations and procedures. Students and parents sign a contract committing themselves to the ideals of our school. By providing a small classroom environment, using a variety of instructional strategies and housing the school on a college campus, we will provide students the opportunity to grow academically and socially.

WECHS is a non-traditional school with an accelerated high school curriculum. Our goals and objectives are based upon the five NCNSP Design Principles: Ready for College, Require Powerful Teaching and Learning, Redesigning Professionalism, Personalization, and Purposeful Design. The staff and parents utilize the NCNSP Self-Assessment, attendance data, EOC test scores, and other pertinent data to identify student needs and match them to appropriate instructional strategies. This year we have an Instructional Coach through New Schools Project. This coach will provide professional development for the teachers in order to not only improve instruction, but to also transform the teacher's role in classroom to teacher-counselor. Additionally, we will utilized the NC Teacher Working Conditions Survey and the WECHS Principal Survey in order to establish what areas we need to work on to improve the school climate and instruction in the classroom this will in turn determine our professional development focus. The results of the Teacher Working Conditions Survey in 2007/2008 were not conclusive because not enough staff members took that specific survey. However, the staff looked at what did not work with students and also determined what the teachers needed to improve instruction. The results showed that teachers needed more information on cooperative learning, project based learning and content-focused workshops, as well as developing as a more cohesive Critical Friends Staff. These areas are also a focus with NC New Schools Project. In looking at the WECHS Principal Survey, the principal is focusing on delegating to the staff and teachers the opportunity to develop rubrics, handle specific aspects of student discipline and create a more personalized relationship with students.

Another focus is providing WECHS students the opportunity to explore various careers in order to decide which degree and area of focus they wish to pursue. The students are not only prepared to graduate from high school, become college ready, but they are also prepared for life in the world of work. To enhance this goal, we have a Career Development Coordinator and Guidance Counselor who work closely with the College Liaison to provide students with job shadowing opportunities, visit classes, and meet college personnel who may serve as mentors. As early as the sophomore year, students begin creating their college/career plan.

In keeping with the non-traditional concept, each student is provided a laptop to use during the duration of their tenure as a WECHS student. Additionally, we have created an advisory period during the day, with each teacher working personally with about 13 students. The teachers are expected to check on the academic and social issues of each student and with the help of the Support Staff, we will help students transition from high school to college within five years.

Parents are an integral part of our school. Parents are encouraged to come and visit classes at any given time. Parents will be attend at least two conferences this year; one to discuss their student's five year plan and the second, to hear their student explain how they have grown academically this year through a student-led conference in the spring semester. Parents have formed a Parent, Teacher, and Student Association and have plans to assist the school with a school dance, Teacher Appreciation, purchase of a Star Board, etc. Parents serve on the School Improvement Team and bring a fresh perspective to our focus.

Another area that we focus on each year is providing a Safe and Orderly environment. Freshmen attend a summer orientation

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission The mission of Wilmington Early College High School community is to foster, wisdom, enthusiasm, confidence, honor and strength for the purpose of developing global citizens.

Goal established by the State Board of Education	⇒	School's Priority Improvement Goals	⇒	Result Measures
Goal 1 Globally Competitive Students		<p>1.2 - Assessment that informs instruction and evaluate knowledge.</p> <p>1.4 - Technology to access and demonstrate new knowledge and skills.</p> <p>1.5 - Opportunity to graduate with an Associate's Degree or college transfer credit.</p>		<p>1.2.1 - Teachers will utilize EOC scores, data from Class Scapes and student grades to inform teacher instruction.</p> <p>1.4.1 - Students will utilize technology to further their high school and college goals.</p> <p>1.5.1 -The WECHS Staff will update the 5 year plan to promote a university-prep curriculum for each cohort each year.</p> <p>1.5.2 - The WECHS staff will continue to focus their instruction on preparing all students for college.</p> <p>1.5.3 - WECHS Student Support Services and the College Liaison will work with the students and parents to determine and plan which college</p>

<p>Goal 2</p> <p>Twenty-First Century Professionals</p>	<p>2.4 - Ongoing high quality professional development.</p> <p>2.5 - Using data to inform decisions</p>	<p>program they will pursue and assist them in signing up for appropriate questions.</p> <p>2.4.1 - The WECHS staff will collaborate with peers, share expertise, and hold themselves accountable for professional learning and improved practice.</p> <p>2.5.1 - The WECHS staff will utilize data from Class Scapes, the ACCUPLACER, EOCs and MAP testing to adjust their classroom instruction and to individualize instruction as needed.</p>
<p>Goal 3</p> <p>Healthy and Responsible Students</p>	<p>3.2 - Positive nurturing relationships with caring adults.</p> <p>3.3 Healthy, active lifestyle and responsible choices.</p>	<p>3.2.1 - WECHS will provide an opportunity for students to receive affective and academic support during the school day.</p>
<p>Goal 4</p> <p>Leadership for Innovation</p>	<p>4.1 - Collaboration with national and international partners; innovative transformatinal strategies to facilitate change and understanding of global connections.</p> <p>4.4 Public school professionals collaborate with higher education.</p>	<p>3.3 The WECHS community will promote a safe environment.</p> <p>4.1.1 - All teachers will adopt a common instructional framework based on best practice to ensure a coherent and consistent student learning experience.</p> <p>4.4.1 - WECHS will collaborate with CFCC to provide students and</p>

Goal 5

Governed and Supported by 21st
Century Systems

5.2 - Capacity for 21st century learning, technology and learning tools available.

parents with a comprehensive understanding of college academic expectations and to provide students with career exploration activities.

5.2. - Create a Business Alliance to provide students with job shadowing/internship opportunities, to promote the school to the community.

Systemic School Improvement Plan (Action Plan)

SBE Goal: Globally Competitive Students

School Priority Goal: 1.2 - Assessment that informs instruction and evaluate knowledge

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
1.2.1 – Teachers will utilize EOC scores, data from Class Scapes and student grades to inform teacher instruction.	Math, Science, Social Studies and English Departments	August 8, 2008 October 20, 2008 January 9, 2009 March 2009 May 2009	<ul style="list-style-type: none"> • Use EOC scores and Class Scapes data to improve objective mastery in Algebra 2, Geometry, and Algebra 1, Biology, US History and English 1 • Reflect and revise instruction on low-performing objectives.

Systemic School Improvement Plan (Action Plan)

SBE Goal: Globally Competitive Students

School Priority Goal: 1.4 – Technology to access and demonstrate new knowledge and skills

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
<p>Students will utilize technology to further their high school and college goals.</p> <ul style="list-style-type: none"> • Students will use the Campus Cruiser to communicate with their college instructors and take online courses. • Students will use Gaggle.net to communicate with their high school teachers. • Students will use their laptops to access online textbooks, conduct research and use educational software to enhance their learning in all subjects 	<p>College Liaison, all WECHS staff members, Tech Facilitator</p> <p>Math Department</p> <p>Science Department</p> <p>English Department</p>	<p>September 1, 2008 – May 22, 2009</p>	<p>Bi-monthly notice from college instructors</p> <p>Weekly updates from teachers</p> <p>Use of Geometer’s Sketchpad and TI-84 calculators</p> <p>Use laptops to conduct research, conduct virtual labs and write up labs.</p> <p>Technology Integration – Class Scapes, Gaggle accounts for students, PowerPoint Presentations, Publisher, and research via various medias</p>

Systemic School Improvement Plan (Action Plan)

SBE Goal: Globally Competitive Students

School Priority Goal: 1.5 – Opportunity to graduate with an Associate’s Degree or college transfer credit.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
1.5.1 – The WECHS staff will update the 5 year plan to promote a university-prep curriculum for each cohort.	Guidance Counselor, College Liaison, Principal and WECHS core teachers	December 2008/January 2009	<ul style="list-style-type: none"> • Notes from staff meeting and updated plan to be kept on file and distributed to current students and new recruits.
1.5.2 – The WECHS staff will continue to focus their instruction on preparing all students for college.	Instructional Coach, Principal, Program Director, WECHS teachers	Weekly staff meetings and staff development Weekly	<ul style="list-style-type: none"> • Notes from meetings; written documentation from Instructional Coach; student grades • Use appropriate technology in class. • Promote behavioral maturity
1.5.3 – WECHS Student Services and the College Liaison will work with students and parents to determine and plan which college program they will pursue and assist them in signing up for appropriate questions.	Guidance Counselor, School Social Worker, Career Development Coordinator, College Liaison, Program Director and Principal	September 2008 – December 2008	<ul style="list-style-type: none"> • Copies of career planning form and log of parent meetings.

Systemic School Improvement Plan (Action Plan)

SBE Goal: Twenty-first Century Professionals

School Priority Goal: 2.4 – Ongoing high quality professional development

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
<p>2.4.1 – The WECHS staff will collaborate with peers, share expertise, and hold themselves accountable for professional learning and improved practice.</p> <p>a. Teachers will participate in the NC New Schools Project Staff development which includes participating in three symposiums, peer reviews and complete the 6 instructional strategies workshops.</p> <p>b. Teachers will participate in county-wide staff development such as Class Scapes, Beginning Teacher workshops,</p>	<p>WECHS Staff, Instructional Coach</p>	<p>October 2008 February 2009 April 2009 June 2009</p>	<p>Minutes from workshops, certificates of participation, walkthrough documentation, Rounds Model for teacher feedback, Critical Friends and vertical teaming</p>

Systemic School Improvement Plan (Action Plan)

SBE Goal: Twenty-first Century Professionals

School Priority Goal: 2.5 – Using data to inform decisions

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
2.5.1 – The WECHS staff will utilize data from various sources, such as EOCs, attendance, formative assessments, and discipline to adjust and strengthen their instruction and to individualize instruction as needed.	WECHS Teachers, Instructional Staff	August 2008 – May 2009	<ul style="list-style-type: none"> • Quarterly and as data becomes available. • Review EOC scores. • Review NC DPI percentage weights. • Grades

Systemic School Improvement Plan (Action Plan)

SBE Goal: Healthy and Responsible Students

School Priority Goal: 3.3 – Healthy, active life style and responsible choices.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
3.3 – The WECHS community will promote a safe and healthy environment for all stakeholders.	Principal, Program Director, Student Government Representatives, Parents, WECHS Faculty, College Liaison, and selected CFCC persons	August 11, 2008 – May 2009 November 2008 Daily	Fire Drills documentation Create a Safety Plan in collaboration with Cape Fear Community College. Monitor student movement during class changes, lunch and other events. Provide students with information regarding bullying, school safety and healthy choices.

Systemic School Improvement Plan (Action Plan)

SBE Goal: Leadership for Innovation

School Priority Goal: 4.1 – Collaboration with national and international partners; innovative transformational strategies to facilitate change and understanding of global connections.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
4.1.1 – All teachers will adopt a common instructional framework based on best practices to ensure a coherent and consistent student learning experience.	Entire Staff & Instructional Coach, County Mentor	Weekly (in house PD)	Teachers will participate in weekly in house staff development.
		Sept. 2008 – Feb. 2009	Teachers will participate in NC New Schools Project required staff development through the Peer Reviews and attendance at PD with Instructional Coach.
	Math Department	Weekly	Math teachers will follow the NCSCOS and NHCS pacing guides. Math teachers will use project-based learning and low-stakes writing to promote relevancy and literacy.
a. Students will use technology in class to complete projects and conduct research.	Social Studies, English and Science Departments	August 2008 – May 2009	Copies of PowerPoint Presentations, examples of projects, Webquests and blogs.

Systemic School Improvement Plan (Action Plan)

SBE Goal: Leadership for Innovation

School Priority Goal: 4.4 – Public school professionals collaborate with higher education.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
<p>4.4.1 – WECHS will collaborate with CFCC to provide students and parents a comprehensive understanding of college academic expectations and to provide students with career exploration activities.</p> <p>a. Each department will participate in Critical Friends Groups (CFG) and regular staff meetings.</p>	<p>Principal Guidance Counselor Career Development Coordinator College Liaison College Counselor CFCC Dean of Arts & Sciences CFCC Dean of Vocational Education WECHS Teachers</p> <p>WECHS Teachers Program Director Instructional Coach</p>	<p>November 2008 and March 2009</p> <p>August 2008 – June 2009</p>	<p>WECHS staff and pertinent CFCC personnel will meet with parents and students twice a year to develop a individualized instructional plan that will modified yearly.</p> <p>Minutes from CFG meetings</p>

Systemic School Improvement Plan (Action Plan)

SBE Goal: Governed and Supported by 21st Century Systems

School Priority Goal: 5.2 – Capacity for 21st century learning, technology and learning tools available.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
5.2.1 – Create a Business Alliance to provide students with job shadowing/internship opportunities, to promote the school to the community.	Career Development Coordinator College Liaison PTSA Executive Board Principal Guidance Counselor	September and November 2008 and January and March 2009	The Career Development Coordinator will, with the support of the WECHS staff and CFCC community, institute a LUNCH ‘N LEARN to provide students with the opportunity to learn about specific careers. Students will participate in job shadowing activities at least once a year.

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County LEA # 650

SCHOOL NAME Wilmington Early College SCHOOL # 394

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.

2. Identify the waiver you are requesting.

The following waivers were approved April 2007.

- Calendar Wavier Request submitted November 8, 2006.
- Allow for a varied testing schedule. **SBE Policy HSP-A-000**
- To exempt the existing requirement of seven paid staff members and one hundred students to qualify for state support for a principal paid at level three. **G.S. 115C-238.50**

3. Specify how the waiver will be used.

- ECHS students will need to attend classes on the Cape Fear Community College calendar in order to complete a high school diploma and an associate degree in four or five years.
- ECHS students will need varied testing schedule in order to complete the requirements for a high school diploma and an associate's degree within four or five years.

4. Explain how the waiver will permit the school to improve student performance.

- A calendar waiver will allow WECHS to match its schedule to that of Cape Fear Community College. The first year calendar created a disruption in instruction due to the NHCS semester break was off from CFCC's by two weeks.
- The exemption of seven paid staff members and one hundred students allows for smaller class size which allows teachers to provide more individualized instruction when necessary.

SIP Team – 6-0 (I did think I should cast a vote, therefore, I did not vote) October 21, 2008

April Erichsen – Math Teacher
Brooke Hazelwood – Social Studies Teacher
Molly Supcoe – Guidance Counselor
Angela Metts – Program Director
Debra LaRue – Parent
Kevin Black – Parent

All staff members were nominated and elected by secret ballot. The vote for staff members was held on August 29, 2008. The parents volunteered and were officially voted on by the PTSA on October 9, 2008.

School Vote – 9 – 0 (Three faculty members did not vote because they were absent from the meeting. I did not vote.) October 22, 2008

April Erichsen – Math Teacher - Caucasian
Brooke Hazelwood – Social Studies Teacher - Caucasian
Kendall Nifong – Science Teacher - Caucasian
Deborah Jones – English Teacher - African American
Lorri Lay – Math Teacher - Caucasian
Karen Marshall – English/History Teacher - Caucasian
Robert Fortney – Business Education Teacher - Caucasian
Angela Metts – Program Director - African American
Molly Supcoe – School Counselor - Caucasian
Delphine McKoy-Jones – Career Development Coordinator - African American
Kim Moses – School Social Worker - African American (half a position)
Nancy Schuette – Support Associate – Caucasian
Ivy Murrain – Principal – African American