

Granville Early College High School 2025-2027 School Improvement Plan Executive Summary

Introduction and School Overview:



School Overview: Granville Early College High School (GECHS) is an application-based choice school with a current enrollment of 215 students. The school exists as a partnership between Granville County Public Schools and Vance-Granville Community College. Students earn a high school diploma and an associate degree (up to two years of college transferable credits) in four to five years.

Vision (adopted September 2025): Inspiring future-ready scholars who learn, lead and thrive

Mission (adopted September 2025): Empowering students as successful lifelong learners

Key Indicators Addressed with Goals and Action Steps

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.

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.

	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. D1.02: The LEA/school has aligned resource allocation (money, time, human resources) within each school's instructional priorities.
Goal or Performance Measure #1: (Literacy) REQUIRED	By May 2027, GECHS students will demonstrate improved performance in literacy, as evidenced by 100% of 11th graders meeting or exceeding the college readiness benchmark of 22 on the reading section of the ACT and 18 on the English section of the ACT.
<i>Success Indicators</i> 	A4.01, D1.02 • PreACT data showing at least 90% of 10th grade students meet PreACT benchmarks of 19 in reading and 14 in English • ACT data showing growth (compared to PreACT projections) for all students in reading and English
<i>Action Steps</i>	• Implement and monitor school-based ACT preparation strategies including ACT tutoring, ACT words of the week, grammar instruction in English 2 classes and self-paced online ACT practice tests



- Facilitate individual student goal-setting based on PreACT data and provide targeted ACT prep resources
- Conduct ACT awareness lessons in 9th grade seminar classes

Goal or Performance Measure #2

By May 2027, 100% of GECHS students will achieve grade level proficiency and 85% of students will achieve college and career ready status on each End of Course assessment in Biology, English 2, Math 1 and Math 3.

Success Indicators



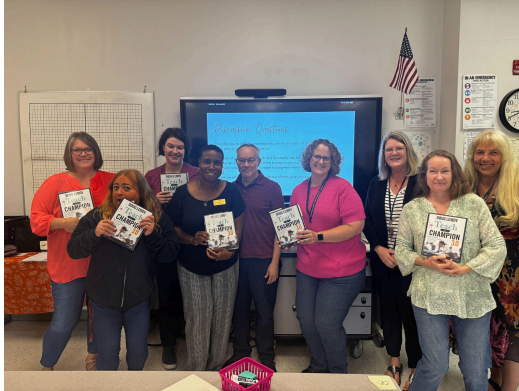
A4.01, A4.16, B3.05, D1.02

- NC Check Ins data showing all students respond correctly to at least 50% of the questions
- EOC data showing a 15% increase in the percentage of students achieving college and career ready status in English 2 and a 25% increase in the percentage of students achieving college and career ready status in Math 1
- EOC data showing growth (compared to EVAAS projections) for all students in all tested subjects

<i>Action Steps</i> 	• Implement and monitor evidence-based instructional practices in all classes • Effectuate peer and teacher tutoring for students demonstrating the need for additional academic support based on classroom assessment data • Explicitly teach test-taking strategies by utilizing EOC style questions for Do Now work following each benchmark assessment
Goal or Performance Measure #3	By May 2027, 100% of GECHS' 12th grade students will earn an Associate degree from VGCC.
<i>Success Indicators</i> 	B3.05, A4.16 • Infinite Campus data showing all students maintaining a 2.8 unweighted high school grade point average • VGCC data reports showing all students maintaining a 2.0 college grade point average • Increase in the percentage of college courses students complete with a grade of C or higher

<i>Action Steps</i> 	• Emphasize the availability of VGCC tutoring and monitor student usage of in-person peer tutoring • Hold monthly grade level meetings with required attendance during which students provide updates on college grades and engage in timely learning experiences aligned to the senior year timeline (e.g., attendance; maintaining grades; communicating with college professors; college applications; financial aid) • Facilitate and document monthly student progress meeting with principal, school counselor and college liaison • Facilitate and document student/educator/parent meetings for students identified as needing tier 2 and tier 3 supports and progress monitor interventions
Goal or Performance Measure #4	By May 2027, GECHS staff and students will allocate resources, particularly time, in an equitable manner to align with our instructional priorities and to improve learning outcomes for students.
<i>Success Indicators</i> 	B3.05, D1.02 • Infinite Campus and Timekeeper data showing 95% or higher attendance rate with attendance defined as on time presence for school, class and work • NC Teacher Working Conditions data and informal survey data showing 100% of educators strongly agree that there is sufficient time for professional learning and uninterrupted instruction • Data from students' study reflection logs showing effective use of time to prepare for assessments

Action Steps



- Reinforce expectations for attendance by:
 - providing interventions for chronic absenteeism and tardiness
 - providing incentives for strong attendance
- Maximize time efficiency by utilizing:
 - the one hour before classes start for professional learning, staff meetings and academic support
 - opportunity periods and seminar classes for work completion, tutoring and studying
- Explicitly teach time management and study skills
- Incorporate and review the data from study reflection logs