

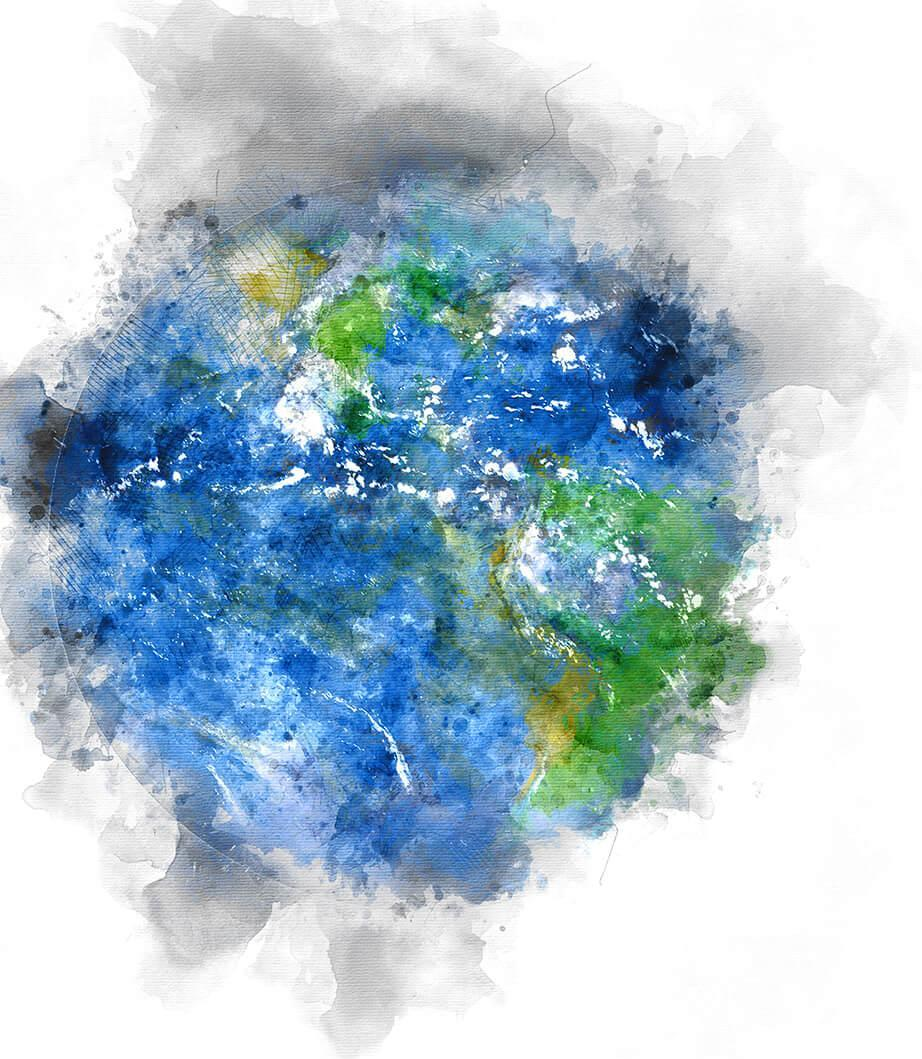
*Welcome!*



Mission: Together we strive to persevere, lead and succeed.

Motto: Strong Individually,  
Legendary Together

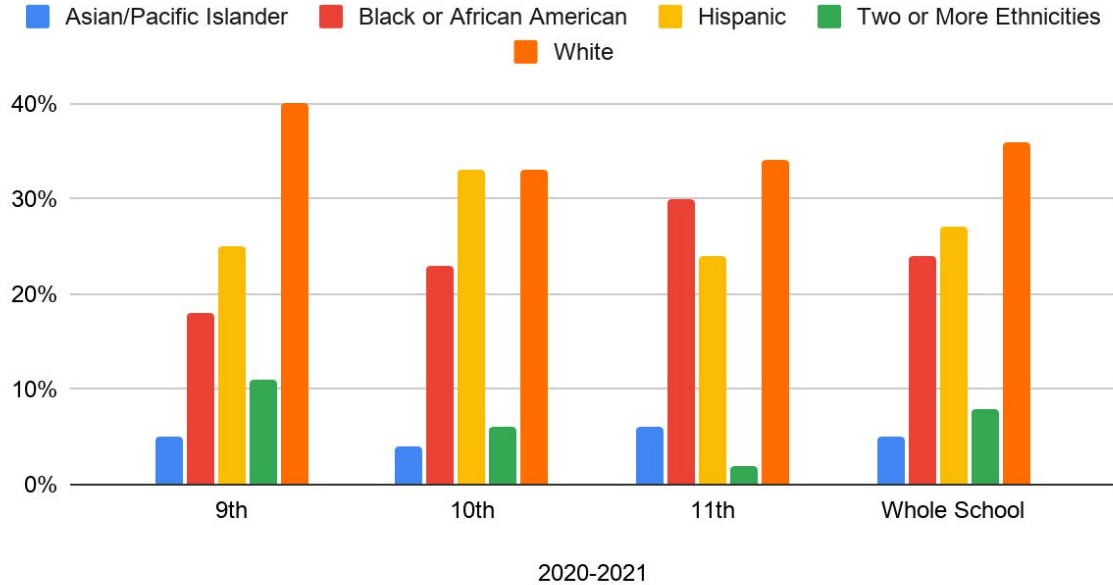
Be a LEGEND, Leave a Legacy!



# *Instructional Framework*

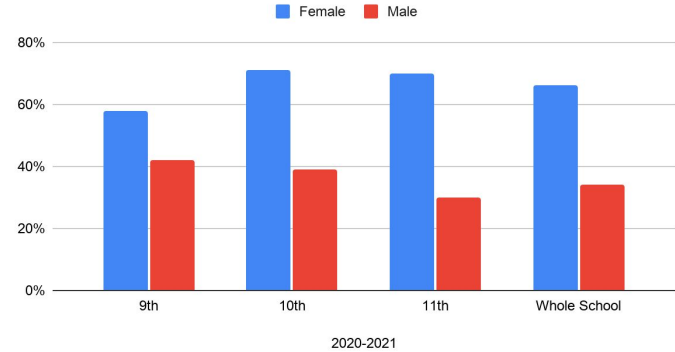
# Student Demographic Data

## Student Racial Breakdown



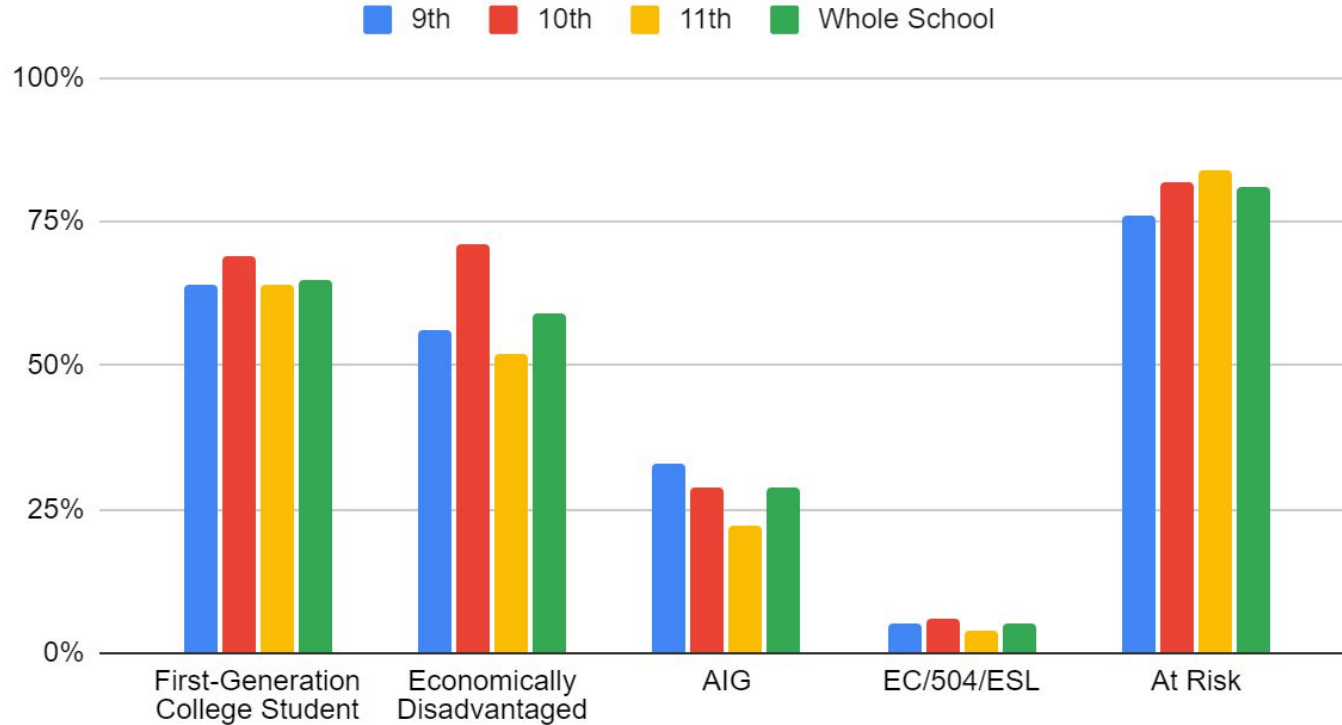
- ★ 64% of student population is underrepresented races
- ★ 66% of student population is female


## Student Gender Breakdown



# Student Demographic Data

## Student Data



A watercolor illustration of a wind farm. The scene is set at sunset or sunrise, with a warm, golden glow. The sky is filled with soft, blended colors of orange, yellow, and light blue. In the foreground, a large wind turbine stands prominently, its blades extending towards the left. In the background, several other wind turbines are visible, receding into the distance. The overall style is soft and artistic, with visible brushstrokes and a gentle, ethereal atmosphere.

*“ One of the goals of education is not simply to fill students with facts and information but to help them learn how to learn.”*

*~Culturally Responsive  
Teaching and the Brain by  
Zaretta Hammond*

*Students must ask meaningful questions about the world around them in order to be ready for today's global society.*



**Synthesize**

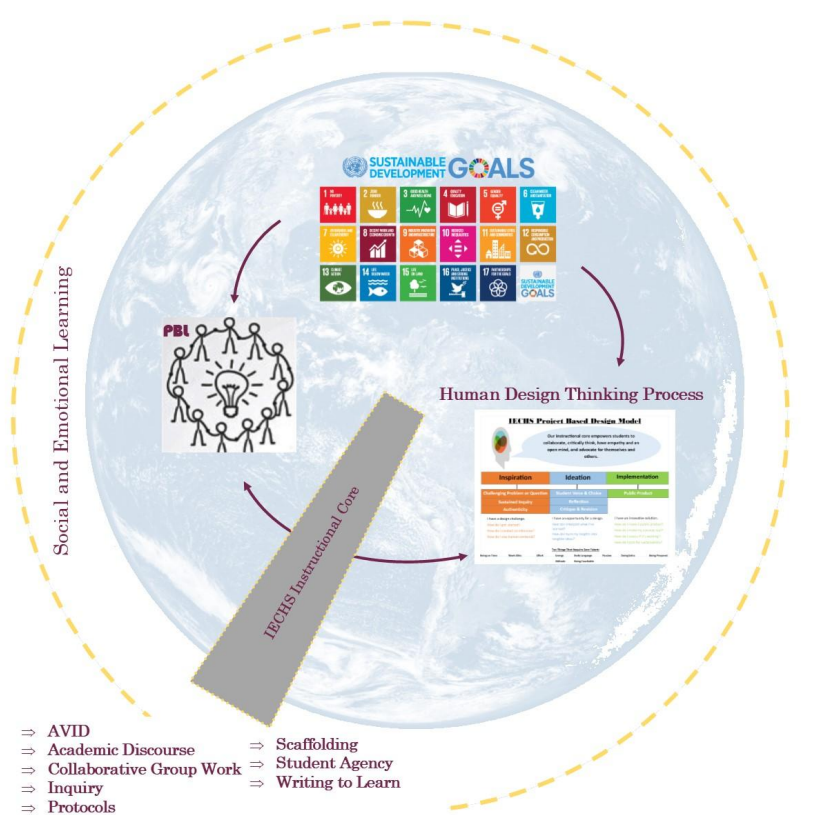
**Dream beyond the current normal**

**Manage resources**

**Create**

**Motivate members of a collaborative team**

**Invent**



During the 2018-2019 school year IECHS staff worked closely to develop the IECHS Instructional Framework.

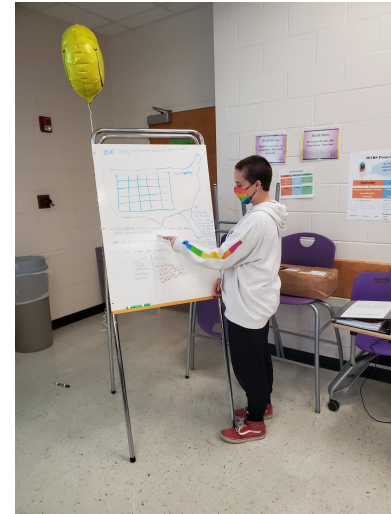
## IECHS INSTRUCTIONAL FRAMEWORK

Quality instruction engages learners in collaboration and metacognition.  
 Empathy and open-mindedness empower students to become advocates for themselves and others.  
 It is our job to leave this place better than we found it.



# 6 Key Structures

**High Expectations and  
the Tools to Meet Them**



# Social Emotional Learning

## Thoughtful Thursday



- Ms. Houston: Ms. Houston is always willing to jump in and help when there is a scheduling challenge. She has her peer's back!
- Eder Torrez: Has set a creative mindset for himself and has been making positive financial decisions.
- Jess Noguera: Jess is very organized and gets started quickly. She follows directions, and helps me navigate the technology every time I leave an ECU course.
- Ms. Val: Thank you for being a helpful and supportive staff member! We love you for all you do for us!
- Alejandro Banos: Alejandro is on task and working hard in his Entrepreneurship class even when other students are distracted. He shows respect for his instructor and for the reputation we are building of IECHS on the ECU campus.

Want to give a shout out? Visit <https://bit.ly/ShoutOuts> to send some love and kindness to others.

### L- Listen with purpose

- Be an active listener: body language, paraphrase, question
- Seek first to understand and then be understood
- Be present in the moment

### E- Engage fully

- Attend class everyday, on time
- Prepare for success
- Actively participate
- Be proactive
- Use technology appropriately
- Communicate with instructors

### G- Give grace (everyone makes mistakes, everyone has bad days)

- Treat yourself and others with dignity
- Assume positive intentions
- Forgive self and others
- Keep a positive attitude
- Be honest and accountable

### E- Endure through challenges

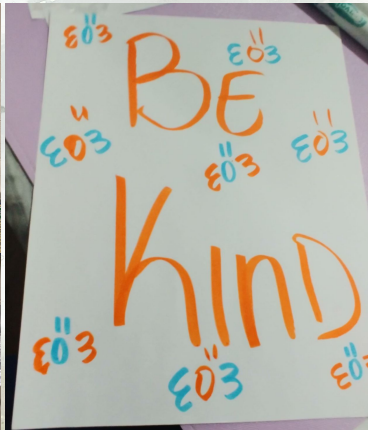
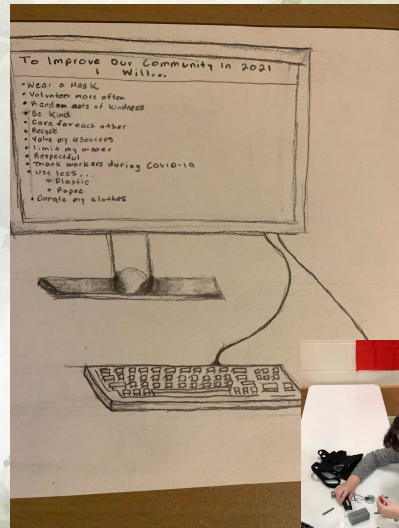
- Persevere, Learn from failure
- Be responsible for own learning
- Meet established deadlines
- Challenge yourself to do your best

### N- Navigate together

- Keep personal and shared space clean
- Use language appropriate to the educational setting
- Be a team player and keep commitments
- Be a positive role model
- Follow the rules
- Build relationships and help others

### D- Deepen understanding

- Respect for multiple viewpoints
- Exceed expectations
- Have a thirst for knowledge
- Take initiative
- Strive for cultural competence





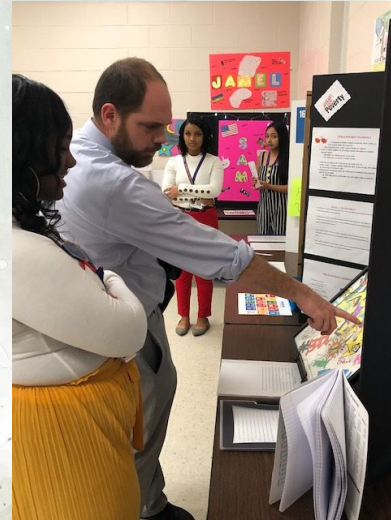
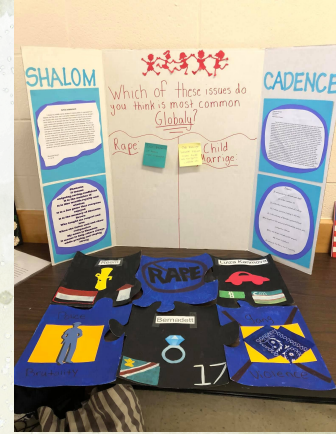
# SUSTAINABLE DEVELOPMENT GOALS



# Project-Based Learning

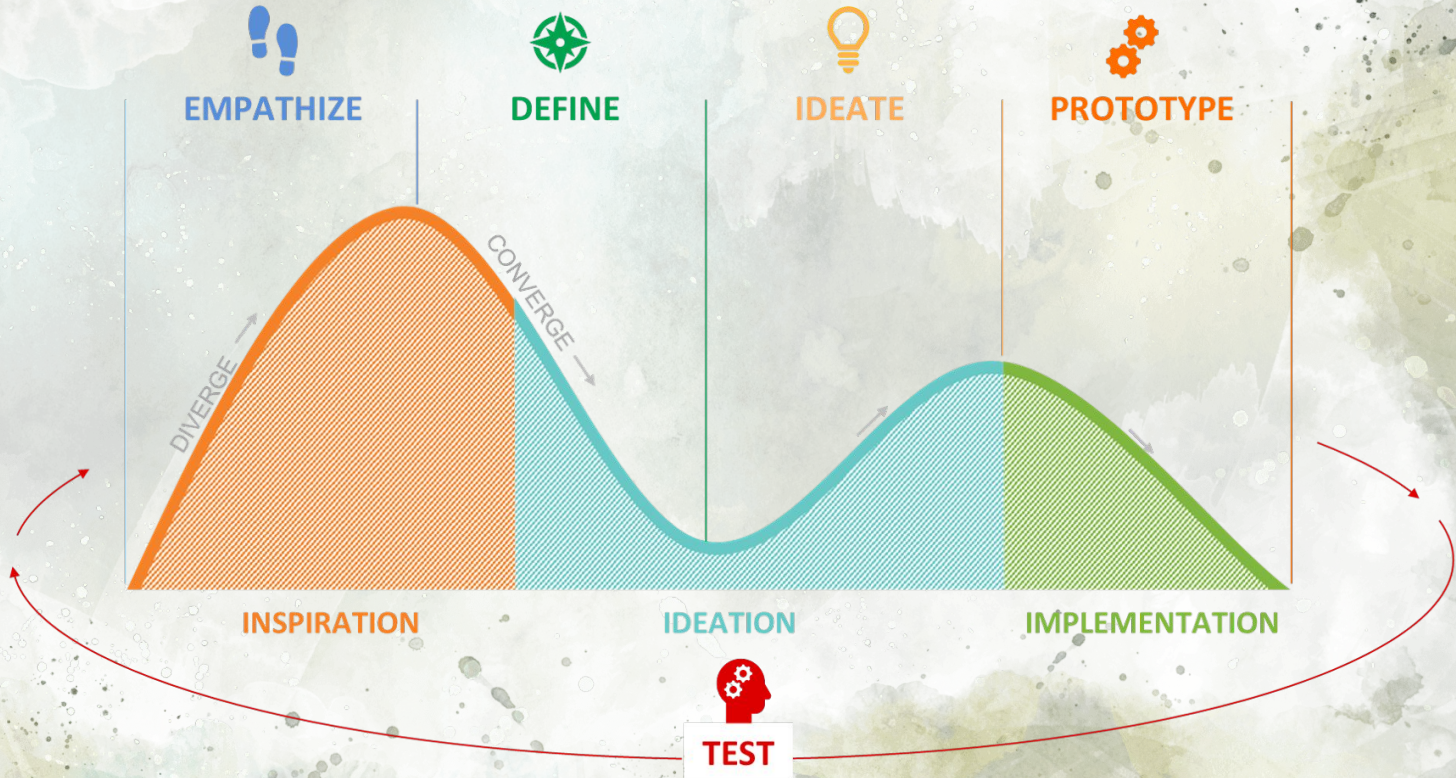
- Academic discourse utilized
- Authentic audience
- Inquiry drives learning
- Standards of study are tools rather than rote memorized

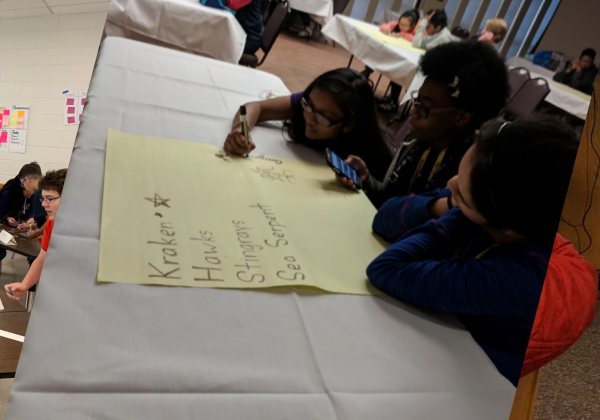
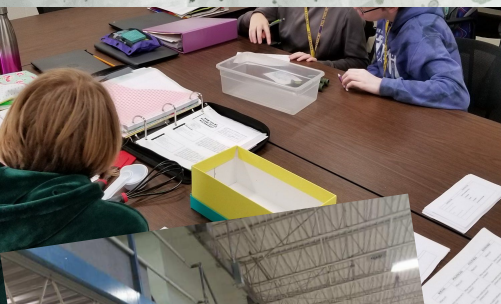
BUCK INSTITUTE FOR EDUCATION  
**PBLworks**



# Human-Centered Design Thinking

Human-centered design sits at the intersection of empathy and creativity







“

*I've had four early college students in my Latin 1001 class this block and wanted to share my experience.*

*All semester I have been impressed by their attention to the work and their willingness to communicate with me when they have questions. They have not disappointed me with their excellent batch of final projects. Their final grades were among the highest in a class that was otherwise populated with undergraduates of every class standing & a graduate student.*

*One early college student earned the only 100% in the class; the others were not far behind.*

*I was concerned before the semester began, but these students are AWESOME, and I hope I have the pleasure of continuing to serve this population.*

*Feel free to share this note with anyone who may be interested in hearing an instructor's perspective on the early college high school program.”*

# Student Voice and Self-Advocacy

Students fill out quarterly evaluations on their classes including student teacher relationships, instructional strategies, etc.)

I am...	... answers emails within 24 hours Monday-Friday.	...knows the subject matter (content) they are teaching.	...has the respect of the students.	...communicates with my parents/guardians.	...sets high standards and expectations for everyone.	... believes all students in the class can reach those expectations.	...helps me see my strengths.	...encourages and accepts different opinions.	...keeps me informed of my grades/progress with weekly updates through PowerSchool grades.	...encourages me to think for myself.	...promotes college-readiness and the LEGEND matrix.	...is approachable and willing to help me.	...is involved an supportive of students with in the school setting.						
A blended learner (face-to-face and remote)	3	3	3	2	3														
A blended learner (face-to-face and remote)	3	3	3	3	3	...clearly explains the objectives and learning targets of the course. (This can include Essential Question's, I Can Statements, etc.)	...clearly explains the requirements and grading system of the course.	...explains assignments clearly.	...uses an agenda (either in Canvas or in face-to-face class) to help me understand what assignments are due each week.	...makes class interesting and relevant.	...uses class time effectively.	... has a blend of teacher-led and independent activities on face-to-face days.	...provides opportunities to collaborate with other students or turn and share my ideas with a partner.	...lets student questions drive the conversation rather than doing all the talking himself/herself.	...relates the subject matter (content) they are teaching to the 17 Sustainable Goals.	...presents the material in a variety of ways (hands-on, group, written, orally, digitally, etc.).	...provides a VARIETY of ways to measure what was learned (quizzes, tests, projects, presentations, discussions, etc.).	...provides opportunities for writing.	...recognizes and acknowledges effort.
100% remote	3	3	3	2	3														
100% remote	3	3	3	3	3	2	2	3	3	2	2	3	3	2	2	3	2	2	3
100% remote	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
A blended learner (face-to-face and remote)	3	3	3	2	3														
<b>AVERAGE</b>	2.87	2.92	3.00	2.37	2.8														
						3	3	3	3	3	3	3	3	3	2	3	3	1	3
						2.79	2.88	2.79	2.83	2.92	2.88	2.87	3.00	2.88	2.54	3.00	2.92	2.71	2.96

Staff uses this as a point of growth and reflection discussing the results in instructional teams.



# Relationship with ECU

