

## Comprehensive Progress Report

**Mission:**

We produce future college graduates who are dynamic student leaders with exceptional intelligence and a strong sense of who they are and what they can achieve.

**Vision:**

To create a learning organization that educates, inspires and transforms students, families and communities.

**Goals:**

The College Preparatory and Leadership Academy will increase student achievement in 3rd grade reading in alignment with the Read to Achieve statute. CP&LA will also improve EOG scores by 15%.

The College Preparatory and Leadership Academy will increase student achievement by increasing the EOY proficiency of students identified as having a disability by 10%

The College Preparatory and Leadership Academy will increase STEM initiatives from serving select grade levels to serving 100% of students enrolled.

The College Preparatory and Leadership Academy will intentionally improve parent/teacher communication to 80% satisfaction.



Activity in the last 12 months

! = 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
<i>Initial Assessment:</i>		CPLA currently has ongoing professional development in Teach Like a Champion, STEM, Autism, Success Academy Reading program, Reading Reconsidered reading program, Restorative Practices, Mindfulness, Culture & Behavior and MTSS (Multi-Tiered Support System). CPLA also have staff attend professional development at Henderson Collegiate, the NCDPI EC conference, Scholastic Reading conference and The Beginning Teacher Summit.	Limited Development 03/20/2019		
<i>How it will look when fully met:</i>		When this objective is fully met each classroom will have 90% student engagement. Teacher formal and informal observations will be used to determine when this objective has reached full implementation.		Tasha Ewell	06/30/2021
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/30/19	Teach Like a Champion professional development		Tasha Ewell	06/30/2020
		<i>Notes:</i> All school leaders will train their staff on TLAC. This is an ongoing PD. Staff will also travel to TLAC workshops across the country.			

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
<i>Initial Assessment:</i>		Implementation efforts currently include hiring a Reading Specialist, Math Specialist and Science Department Head. Our specialists model best practices for other teachers to observe on a daily basis. Our specialist provides teachers with a pacing guide, units of instruction and additional resources to ensure teachers know what should be taught an example of how to teach for multiple learning styles.	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>		When this objective is fully met 100% of 2019-2020 pacing guides/units of instruction will be ready for teachers by grade level and subject. Hard copies & electronic copies of unit of instruction will be available in each classroom and on goggle drive. Each classroom will also have the current unit of instruction posted outside of the classroom for visitors, other colleagues, parents, etc. to view what has been taught, is being taught and what will be taught next.		Angie McMichael	08/03/2020
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/30/19	Post current unit of instruction outside of each classroom door.		Angie McMichael	08/03/2020
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Going through MTSS training	No Development 03/27/2019		
<i>How it will look when fully met:</i>		When is objective is fully met all teachers will understand MTSS. Interventions will be properly documented on the 3 different levels and each student will receive evidence-based instruction to meet their needs not just by grade level but by each subject as well.		Christina Robinson	06/30/2021
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/31/19	Attend MTSS training and train school leaders as well as EC staff on the MTSS process.		Christina Robinson	06/30/2021
<i>Notes:</i>					

	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
<i>Initial Assessment:</i>			School Counselor Outside Counselor Partnerships with Parents TLAC-Emotional Consistency Training TLAC- Positive Framing Training Behavior Support Specialists/Success Coaches	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>			When fully implemented this objective will look like 90% of students properly managing their emotions and 100% of teachers able to arrange for support and interventions when they need extra support because the strategies taught & implemented properly are still not working for a student.		Titha Bates	06/30/2020
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		3/31/19	TLAC Training on Emotional Consistency & Positive Framing		Titha Bates	06/30/2020
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>			Transition Meetings Success Plans & Success Coaches College Partnership Tutoring & Saturday School Progress Monitoring This objective has ongoing implemented efforts which have been working, These efforts are sustainable.	Full Implementation 03/27/2019		

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
<i>Initial Assessment:</i>		The objective is sustainable with continued support from NCDPI, the office of charter schools, community partnerships and on going professional development based off state, district, school and individual goals.	Full Implementation 03/27/2019		
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>		The Leadership team and instructional teams meet weekly. Agenda's show our focus each week as it relates to our overall goals and mission. This objective is sustainable and we met even if one or more person from the teams are absent. Each team member knows to get the notes and we are in the process of uploading notes electronically as well.	Full Implementation 03/27/2019		

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>		Each school leader (elementary, middle, high) meets with the teachers in their school weekly for instructional planning. Specific duties are assigned to all teachers. K-4 teachers have a team lead teacher at each grade level for extra support. Each grade level or subject area in the school has professional learning community meetings weekly.	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>		When this objective if fully met middle and high school will have a grade level or core subject lead teacher in addition to the Reading, Math and Science specialist we currently employ. Each teacher on the team will have a specific duty and each team will plan together weekly.		Tasha Ewell	08/31/2020
<i>Actions</i>			0 of 1 (0%)		
	3/31/19	Develop an agenda for instructional planning time		Tasha Ewell	08/31/2020

Notes:

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
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
<i>Initial Assessment:</i>		Monitors curriculum and classroom instruction regularly. School Administration is teaching classes daily and monitors their teaching staff daily.	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>		When this objective is fully met formal observations will be documented in NCEES (which is Powerschool) in real-time and informal observations feedback will be written within 24 hours of the observation. A Glow (great) & Grow (needs improvement or could improvement) feedback form or sticky note is left on the teacher desk for informal observations as well as a follow-up email.		Christina Robinson	06/30/2020
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/31/19	Peer observations saved in the NCEES		Pamela Holley	06/30/2020
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
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

<b>Initial Assessment:</b>	<p>Pictures</p> <p>Videos</p> <p>Walk-through</p> <p>Feedback emails</p> <p>Parent input</p> <p>This objective is sustainable because the evidence is documented on a daily/weekly basis and reviewed weekly, quarterly, and yearly.</p>	Full Implementation 03/27/2019		
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p>Job Fairs</p> <p>Rewarding staff</p> <p>TeacherMatch</p> <p>Networking Events</p> <p>Indeed</p> <p>Performance Reviews</p> <p>Bonuses</p> <p>Community Recognition</p>	Limited Development 03/27/2019		
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<b>How it will look when fully met:</b>	When fully met this objective will look like 80% of staff returning yearly, consistent growth of teachers' performance as measured by the NCEES and CPLA standards and community partnerships.		<b>Titha Bates</b>	<b>08/31/2021</b>
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
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	3/31/19 Recruit teachers for all vacancies.		Titha Bates	08/31/2021
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Notes:



Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		<p>Regularly Communicates (examples: Class Dojo, Class Tag, Remind, Facebook, Phone call, email, text, All-Call parents, Newsletter)</p> <p>Need to make sure the parent understands the curriculum and what they can do at home to support their child(ren)</p>	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>		When this objective is fully met 75% of parents will attend a least 1 curriculum night per school year, 100% of parents will have a staff member visit their home bringing resources to extend learning at home, and 80% of parents will know what their child(ren) is learning at school.		Titha Bates	06/30/2021
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	3/31/19	Schedule home visits for the 2020-2021 school year with all new students' home visits occurring before fall break.		Amber Tucker	10/30/2020
<i>Notes:</i> Minimum of once a year					