

Comprehensive Progress Report

Mission:

The mission of The College Preparatory and Leadership Academy of High Point (CPLA) is to graduate students who are prepared academically, socially, and morally to succeed in college.

Vision:

Our vision is to create learning communities for students and parents that foster: 1) discipline and focus; 2) engagement and investment, and 3) exposure and adventure. CPLA seeks to create a culture of achievement and higher learning that will give all students, particularly underserved students from minority communities, more opportunities in life, specifically through education.

Goals:

The College Preparatory and Leadership Academy will improve 3rd-grade reading proficiency on the EOG test by 10% each year.

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

The College Preparatory and Leadership Academy will improve family communication by maintaining a 100% participation rate.



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
Initial Assessment:		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		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		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.	Objective Met 12/04/20	Tasha Ewell	06/30/2021
Actions					
	3/30/19	Teach Like a Champion professional development	Complete 06/12/2020	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.					
Implementation:			12/04/2020		
	Evidence	12/4/2020 PD agendas, certificates of completion, classroom observation notes			
	Experience	12/4/2020 This ongoing PD has improved student engagement and classroom management across the school.			
	Sustainability	12/4/2020 Continue training for new teachers and refresher pieces of training for staff that have already been through the training.			

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		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<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.	Objective Met 12/04/20	Angie McMichael	08/03/2020
Actions					
	3/30/19	Post current unit of instruction outside of each classroom door.	Complete 08/03/2020	Angie McMichael	08/03/2020
<i>Notes:</i>					
<i>Implementation:</i>			12/04/2020		
<i>Evidence</i>		8/3/2020 Pacing Guides, Summer PD certificates			
<i>Experience</i>		8/3/2020 This was truly a team effort with all stakeholders involved.			
<i>Sustainability</i>		8/3/2020 Grade level PLC check-ins			

A2.23		All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Progress Monitor for at-risk students</p> <p>Utilize structured vocabulary programs (Core Knowledge)</p> <p>Implement reading across the curriculum in all classes</p>	Limited Development 12/04/2020		
<i>How it will look when fully met:</i>		<p>January of each year (2021 - 2025) will provide a critical view of progress. Adjustments will be made based on NWEA MAP data and practice EOG assessments.</p> <p>June of each year (2021 - 2025) will provide proficiency data</p> <p>When fully met 80% or higher of schools will read on or above grade level</p>		Titha Bates	06/30/2025
Actions			0 of 1 (0%)		
	12/4/20	● Provide reading intervention classes, resources, and parent classes		Titha Bates	06/30/2025
<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
Actions			0 of 1 (0%)		
	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
Initial Assessment:			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		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			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.	Objective Met 12/04/20	Titha Bates	06/30/2020
Actions						
	3/31/19	TLAC Training on Emotional Consistency & Positive Framing		Complete 06/12/2020	Titha Bates	06/30/2020
<i>Notes:</i>						
Implementation:				12/04/2020		
	Evidence	6/12/2020 Classroom Observation notes, discipline records, stakeholders feedback				
	Experience	6/12/2020 This was very rewarding especially during Covid 19. The whole school community benefits.				
	Sustainability	6/12/2020 Ongoing PD, implementation of skills learned, reflection/feedback				

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 is 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	08/01/2023
<i>Actions</i>			1 of 2 (50%)		
	3/31/19	Develop an agenda for instructional planning time	Complete 08/07/2020	Tasha Ewell	08/31/2020
	<i>Notes:</i>				
	12/4/20	Train Team Leads/Department Heads in Middle School and High School		Tasha Ewell	08/01/2023
	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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	06/30/2021
<i>Actions</i>			0 of 1 (0%)		
	3/31/19	Observations saved in the NCEES		Christina Robinson	06/30/2021
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		Pictures Videos Walk-through Feedback emails Parent input This objective is sustainable because the evidence is documented on a daily/weekly basis and reviewed weekly, quarterly, and yearly.	Full Implementation 03/27/2019		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		Job Fairs Rewarding staff TeacherMatch Networking Events Indeed Performance Reviews Bonuses Community Recognition	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>		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.		Titha Bates	08/31/2021
<i>Actions</i>			0 of 1 (0%)		
	3/31/19	Recruit teachers for all vacancies.		Titha Bates	08/31/2021
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
	D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Consistent compliant financial audits Plan in place to achieve 90-days-cash-on-hand reserve fund by June 30, 2025	Full Implementation 12/04/2020		

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
Actions			0 of 2 (0%)		
12/4/20	Obtain Engagement reports from Edmodo			Angie McMichael	01/31/2021
<i>Notes:</i>					
3/31/19	Schedule home visits for all new students', home visits occur before winter break.			Amber Tucker	12/31/2021
<i>Notes:</i> Minimum of once a year					