

## 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 wellness and leadership skills within the school community by training the stakeholder groups (students, parents, and staff) on the Peaceful School Philosophy at least twice a school year.
- The College Prep and Leadership Academy will empower school leaders to become master teachers who effectively mentor and develop other educators, resulting in a demonstrable increase in the percentage of teachers achieving "proficient" or higher in instructional practices, from 70% to 90%, by the end of the academic year (2024-2025).
- The College Prep and Leadership Academy will elevate teacher proficiency by implementing a comprehensive professional development program that results in a 20% increase in the number of teachers achieving "master teacher" status, as measured by formal evaluations, and ensure that all teachers who are not currently licensed attain their teaching licenses, by the end of the 2025-2026 school year.
- The College Prep and Leadership Academy will increase overall parent engagement at CPLA by 95% by the end of the 2025-2026 school year, as measured by attendance at school events, number of parents that come in and observe their child in school, participation in Title 1 Family Engagement Nights, and involvement in ongoing communication channels such as social media and online platforms.

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>
<b>Effective Practice:</b>	<b>Practice 1A: Prioritize improvement and communicate its urgency</b>

		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>CPLA Instructional Teams convene on a weekly basis, dedicating a minimum of one hour to the collaborative review of student data, the co-development and alignment of instruction, and the coordination of efforts. In addition to conducting necessary administrative business, the teams actively collaborate in the creation of instructional materials to enhance the learning experience. While the existing framework involves teachers aligning their lessons with state standards, there is a recognized opportunity to further elevate the impact by intensifying the focus on reviewing student progress, particularly on targeted standards. This adjustment ensures that instructional decisions are precisely driven by real-time data.</p> <p>To fortify this commitment, the school's Reading Specialist takes a proactive role in organizing data meetings with K-12 ELA teachers. These specialized sessions not only streamline work among the teams but also ensure a laser focus on state standards, addressing daily misconceptions. This collaborative approach, guided by targeted data analysis, empowers instructional teams to refine their strategies continually and elevate student outcomes.</p>	<p>Limited Development 06/30/2023</p>		
<p><b>How it will look when fully met:</b></p>	<p>The complete implementation of this objective envisions a seamlessly integrated and impactful collaborative process among CPLA's instructional teams. These teams, convening weekly for at least an hour, rigorously review student data, align instructional approaches, and collaboratively develop materials, fostering a dynamic and student-centered teaching environment. Key indicators, including consistent meeting schedules, structured agendas, increased emphasis on standards, and the pivotal role of the Reading Specialist, will confirm the success of this objective. Success will also be evident in a minimum 10% gain in student achievement, underscoring the tangible impact of the teams' efforts on enhanced student outcomes. Regular documentation of resource utilization, feedback mechanisms, and reflective practices will provide ongoing insights into the continuous improvement of instructional practices.</p>		<p><b>Titha Bates</b></p>	<p><b>06/30/2024</b></p>
<p><b>Actions</b></p>		<p><b>2 of 3 (67%)</b></p>		
<p>12/8/23</p>	<p>Implement targeted standards review</p>	<p>Complete 12/01/2023</p>	<p>Angie McMichael</p>	<p>06/30/2024</p>

			<i>Notes:</i> Emphasize a focused review of student progress, particularly on targeted standards. Provide training or resources to help teachers effectively analyze and respond to student data.			
		12/8/23	Establish performance metrics	Complete 08/01/2023	Angie McMichael	06/30/2024
			<i>Notes:</i> Establish and track performance metrics to measure the success of instructional teams, including student achievement gains, attendance rates at curriculum nights, and feedback from teachers involved in the meetings			
		12/8/23	Track student progress		Christina Robinson	06/30/2024
			<i>Notes:</i> Implement a robust system for tracking student progress over time. Use this data to measure the impact of instructional decisions made during team meetings.			
		<b>A2.02</b>	<b>Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>CPLA prioritizes the collaborative efforts of its Instructional Teams, fostering dedicated blocks of time for substantial professional development and unit development sessions. These sessions, occurring more than once a month in extended blocks of 4 to 6 hours, ensure ample time for the development and refinement of instructional units. Additionally, whole days are strategically allocated before, during and after the school year to allow for comprehensive planning and preparation.</p> <p>To further support these efforts, the school has instituted early release days every Friday, providing teachers with a minimum of 4 hours dedicated to professional development, unit development and refining, and reviewing student data. While the school actively provides training opportunities for teachers, there is a recognized need for increased accountability in utilizing data to inform instructional decisions.</p> <p>Simultaneously, the school is actively engaged in rebuilding the Instructional Teams to include clear roles and responsibilities in leadership. This strategic restructuring aims to enhance communication and facilitate professional development opportunities within the teams. The committed time during these extended sessions is significantly directed towards unit content development, emphasizing the importance of aligning instruction with educational standards and student needs.</p>	Limited Development 06/30/2023		

<p><b>How it will look when fully met:</b></p>	<p>The extended monthly sessions, strategic whole-day planning, and dedicated early release days will create a dynamic instructional environment. Data reflecting structured meeting schedules and aligned professional development opportunities will be key indicators of success. The tangible outcomes of developed and refined instructional units, bolstered by rebuilt Instructional Teams with clear leadership roles, will align the curriculum with the standards necessary for the school to receive a B rating and exceed expected student growth.</p> <p>The school's success will be substantiated by robust accountability mechanisms, including evidence of data utilization in instructional planning. Increased teacher satisfaction and engagement, measured through surveys and feedback, will serve as vital indicators. Tangible improvements in student learning outcomes, assessed through academic performance metrics, will contribute significantly to the overall achievement of the objective. Regular assessments and adjustments based on this data will not only signify full implementation but also position CPLA as a beacon of educational excellence, on track to attain a B rating and sustain its academic success.</p>		<p>Angie McMichael</p>	<p>06/30/2028</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>12/8/23</p>	<p>Establish leadership roles and responsibilities for each subject/department across all schools</p>		<p>Angie McMichael</p>	<p>06/30/2024</p>
	<p><i>Notes:</i> Clearly define and communicate roles and responsibilities within the Instructional Teams. Establish a leadership structure that fosters communication and collaboration.</p>			
<p>12/8/23</p>	<p>Develop and enforce accountability mechanisms.</p>		<p>Angie McMichael</p>	<p>06/30/2024</p>
	<p><i>Notes:</i> Institute mechanisms to ensure teachers are using data effectively in instructional planning. Develop protocols for regular data reviews and discussions.</p>			
<p>12/8/23</p>	<p>Establish Student Performance Metrics</p>		<p>Angie McMichael</p>	<p>06/30/2024</p>
	<p><i>Notes:</i> Establish key performance metrics to measure student learning outcomes. Regularly analyze academic performance data and adjust instructional strategies accordingly.</p> <p>Develop a framework for continuous improvement based on regular assessments. Implement feedback loops and mechanisms for ongoing adjustments to instructional practices.</p>			

	12/8/23	Create and enforce a plan to monitor and evaluate progress towards objective goals		Angie McMichael	06/30/2025	
<i>Notes:</i> Establish a robust monitoring and evaluation plan to track progress towards objectives. Regularly assess the effectiveness of implemented strategies and make data-driven adjustments.						
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			The Leadership Team meets bi-weekly.  The School Improvement Team meets monthly.  2024- CPLA has been intentional about making sure Agenda/Meetings are added to NCStar monthly.	Full Implementation 03/22/2022		
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The school has implemented a cohesive team structure, fostering collaboration among teachers and enhancing instructional planning. To facilitate dedicated time for planning, the school has instituted early release days on Fridays, allowing staff to focus specifically on refining and developing instructional strategies. In addition, the school emphasizes the importance of regular Professional Learning Community (PLC) meetings, providing a structured platform for teachers to collaboratively discuss and enhance their instructional practices.

In the elementary grades, a Team Lead is designated for each grade level. This teacher takes on crucial responsibilities such as modeling lessons, submitting grade-level lesson plans, and facilitating effective communication both within the grade level team and with parents. The Team Lead also serves as a mentor and coach, contributing to the professional development and growth of their colleagues, working directly with the school leader.

In middle and high school, while there isn't a specific grade level or core subject lead, the school leader takes charge of guiding the instructional team. This leadership ensures that each department and subject area receives the necessary support and direction for effective instructional planning. The school's commitment to a structured team dynamic not only promotes collaboration but also enhances the quality of content and lessons prepared for each department and subject area.

Limited Development  
03/27/2019

<p><b>How it will look when fully met:</b></p>	<p>Upon full implementation of this objective, the school's team structure will be optimized, creating a robust environment for instructional planning and collaboration. In the middle and high school, an enhancement will be made to include a designated grade level or core subject lead teacher, complemented by the existing Reading specialist. This expanded leadership team will ensure a comprehensive approach to instructional planning and support across all subjects.</p> <p>In this fully realized scenario, each teacher on the team, including the designated leads, will have specific duties contributing to the overall effectiveness of instructional planning. Weekly planning sessions will become a cornerstone, where every team collaborates to refine and align their instructional strategies. This structured approach ensures that each department and subject area benefits from the expertise and specialization of designated leads, fostering a culture of continuous improvement.</p>		<p>Angie McMichael</p>	<p>06/30/2025</p>
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
3/31/19	Develop an agenda for instructional planning time		Angie McMichael	06/30/2025
	<i>Notes:</i>			
12/4/20	Train Team Leads/Department Heads in Middle School and High School		Angie McMichael	06/30/2025
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>			
	<p><b>KEY</b></p> <p><b>B3.03</b></p>	<p><b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>



**Initial Assessment:**

CPLA has implemented a comprehensive feedback process, where principals engage in one-on-one discussions with teachers while reviewing the instructional rigor rubric and mini observation forms. Every member of the school leadership team teaches a class daily, also receiving consistent feedback. To enhance this process, principals leverage video footage of the instruction, providing a dynamic tool for identifying specific action steps and areas for improvement in practice and future observations. This targeted approach ensures that feedback is not only clear and constructive but also tailored to individual teacher needs.

Recognizing the opportunity for improvement in the timeliness of feedback, the school leadership is committed to refining this aspect of the process. The aim is to provide more immediate feedback to teachers, enhancing the overall effectiveness of the feedback loop and ensuring that teachers receive timely support to implement suggested changes.

Furthermore, the school has leveraged the expertise of the Reading Specialist role to augment the feedback process. The Reading Specialist meets with ELA teachers daily, actively monitoring curriculum and classroom instruction, and providing immediate feedback. This specialized support underscores the school's commitment to subject-specific excellence and ensures that teachers in critical areas receive targeted, timely guidance for continuous improvement.

Limited Development  
03/27/2019

<p><b>How it will look when fully met:</b></p>	<p>This objective is fully implemented when the school's commitment to comprehensive feedback and instructional support is evident in several key practices. Formal observations will seamlessly integrate with the school's technological infrastructure, with observations documented in real-time in the NCEES system (Powerschool). This ensures an efficient and streamlined process for formal observations, enhancing the accuracy and accessibility of documentation.</p> <p>For informal observations, the school will maintain a high standard of timeliness in feedback delivery. Principals will provide written feedback within 48 hours of the observation, demonstrating a commitment to prompt and actionable insights. Additionally, to further personalize the feedback process, a Glow (great) &amp; Grow (needs improvement or could improve) feedback form or sticky note will be left on the teacher's desk after informal observations. This tangible and immediate feedback method is complemented by a follow-up email, ensuring that teachers receive a comprehensive and well-rounded understanding of their instructional performance.</p> <p>This fully met objective represents a cohesive approach where formal and informal observations are seamlessly integrated into daily practices, supported by efficient documentation processes and timely, personalized feedback.</p>		Christina Robinson	06/30/2025
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<b>Actions</b>		<b>1 of 2 (50%)</b>		
3/31/19	Observations saved in the NCEES	Complete 09/08/2020	Christina Robinson	06/30/2024
<i>Notes:</i>				
12/7/23	Feedback is timely and consistent.		Christina Robinson	06/30/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
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

**Initial Assessment:**

Recruitment efforts extend beyond leadership roles and are based on identified vacancies communicated at each school level. The school adopts an inclusive approach to the interview process, allowing anyone directly impacted by the role being hired to contribute. To ensure a comprehensive evaluation, candidates are required to conduct model lessons during interviews. Positions are posted on the school website and external platforms like Indeed, fostering a wide pool of potential candidates.

The school employs observation tools to systematically evaluate all teachers in the crucial areas of culture and instruction. This evaluation process aligns with the state-approved educator evaluation process, ensuring a standardized and comprehensive assessment. Performance reviews not only assess current performance but also indicate opportunities for internal promotion. The school actively encourages and supports internal promotions, making data-driven decisions to facilitate career advancement.

Teacher rewards are merit-based and data-driven, reflecting a commitment to recognizing and celebrating individual accomplishments. While the current approach varies, there is an opportunity to enhance the rewarding system by incorporating parent feedback. By leveraging parent perspectives, the school can further acknowledge and appreciate staff contributions, fostering a more holistic and inclusive recognition process.

Annual career fairs and the organization of staffing needs by the leadership team at each school underscore the proactive approach to staff replacement. The school is positioned to swiftly identify and address staffing needs, ensuring a well-organized and strategic approach to filling vacancies when necessary.

Limited Development  
03/27/2019

<p><b>How it will look when fully met:</b></p>	<p>The success of this objective will be evident through a range of key indicators. Eighty percent of staff returning yearly will reflect a stable and satisfied teaching workforce, showcasing the effectiveness of the school's recruitment, evaluation, and rewarding practices. The consistent growth of teachers' performance, measured by the NCEES and CPLA standards, will serve as a robust data point affirming the impact of the school's comprehensive evaluation processes and professional development initiatives.</p> <p>Community partnerships will further underscore the success of the school's staffing procedures. A fully met objective will be reflected in the school's ability to establish and maintain collaborative relationships with external organizations, contributing to a supportive and enriching environment for both staff and students. The school's commitment to ongoing improvement and responsiveness to data-driven insights will ensure that these indicators not only reflect success but also guide continuous refinement of staffing procedures to align with the school's broader goals.</p>		<p>Angie McMichael</p>	<p>06/30/2025</p>
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<b>Actions</b>		<b>0 of 2 (0%)</b>		
3/31/19	Recruit teachers for all vacancies.		Titha Bates	06/30/2025
<i>Notes:</i>				
12/7/23	80% of teachers will return to the school yearly		Angie McMichael	06/30/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	<b>KEY</b> <b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Most CPLA teachers have undergone training sessions on tiered instructional strategies, ensuring proficiency in delivering tier 1 and tier 2 interventions within the classroom. Recognizing the necessity for additional staff with Multi-Tiered System of Support (MTSS) training, plans are in place to provide further training, particularly focusing on supporting interventions in reading and science.

In alignment with the objective, the school has instituted a comprehensive assessment approach, including progress monitoring, aggressive monitoring, weekly assessments, benchmark assessments, and diagnostics three times a year. These assessments serve as crucial tools to identify individual student needs, informing instructional decisions. School-wide intervention time for 3rd-12 grade math is built in to the schedule. The commitment extends beyond regular school hours, with after-school tutoring programs and Saturday school sessions providing additional support and interventions, ensuring a holistic implementation of tiered systems of support.

No Development  
03/27/2019

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>When this objective is fully met, the school environment will reflect a seamless integration of evidence-based practices that cater to the individual needs of students across all tiers. Interventions will be properly documented on the 3 tier levels and teachers will consistently apply tier 1 and tier 2 interventions in their classrooms, creating a dynamic learning atmosphere that addresses diverse learning styles and abilities. Furthermore, a substantial number of staff members will have completed MTSS training, ensuring a broader base of expertise to support interventions, particularly in the critical areas of reading and science.</p> <p>Data and evidence will play a pivotal role in determining the full implementation of this objective. Regular assessments, including those currently administered will yield insights into student performance and highlight areas requiring intervention. The school will use this data to inform instructional decisions, adapting strategies to meet the evolving needs of students. Moreover, continuous teacher professional development and feedback mechanisms will be in place to ensure ongoing refinement of instructional practices.</p> <p>To gauge the objective's full implementation, the school will utilize a combination of quantitative and qualitative data, considering student achievement, teacher proficiency, and the overall effectiveness of tiered interventions. Resources, including training materials, curriculum adaptations, and additional staff support, will be allocated judiciously to sustain the implementation of the tiered instructional system. Regular reviews and assessments of the tiered system's impact on student outcomes will serve as a critical feedback loop, allowing the school to make informed decisions for continuous improvement. Ultimately, the successful realization of this objective will be evident in the enhanced academic performance and individual growth of students across all tiers.</p>		<b>Objective Met 12/04/24</b>	<b>Christina Robinson</b>	<b>06/30/2024</b>
<b>Actions</b>					
	3/31/19	Attend MTSS training and train school leaders as well as EC staff on the MTSS process.	Complete 06/30/2024	Christina Robinson	06/30/2024

<i>Notes:</i>				
12/7/23	Incorporate reading and science intervention roles to support MTSS efforts	Complete 06/30/2024	Christina Robinson	06/30/2024
<i>Notes:</i>				
<b>Implementation:</b>		12/04/2024		
<b>Evidence</b>	12/4/2024 23-24 MTSS training, classroom observations of small group instruction, instructional grouping of scholars across the curriculum and grade levels.			
<b>Experience</b>	12/4/2024 23-24 Objective Accomplished			
<b>Sustainability</b>	12/4/2024 23-24 On-going data-driven instruction during the 24-25 school and consistently moving forward.			

**Core Function:** Domain 3: Instructional Transformation

**Effective Practice:** Practice 3B: Provide rigorous evidence-based instruction

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
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**Initial Assessment:**

CPLA has developed school-wide routines, procedures, and expectations for the classrooms. Teachers have ongoing professional development in Teach Like a Champion, focusing on the use of positive narrations with all students to redirect student behavior and enforce classroom rules and procedures. Most teachers employ this practice, yet there is an opportunity for all teachers to positively teach and enforce the school-wide routines, procedures and expectations of the classroom.

All instructional staff attend professional development at Henderson Collegiate, the NCDPI EC conference, Scholastic Reading conference and The Beginning Teacher Summit. Teachers that need additional support receive additional training and practice. The on-boarding process at CPLA is designed to equip staff with the cultural norms and values of the school, developing a mindset of excellence for students and staff that includes empathetic positivity and high expectations for the future both in and out of school. There is a clear understanding for behavior etiquette throughout the school, repeatedly defined by staff, and found in the parent/student handbook.

The Deans of CPLA use a culture rubric during classroom observations, providing immediate feedback to better ensure positive classroom management. Student behavior data for students is collected regularly to drive teacher development and student incentives. The Elementary school uses Class Dojo and the Middle and High School use Live School to track student points and provide rewards for positive reinforcement.

Limited Development  
03/20/2019



	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	When this objective is fully met each classroom will have at least 90% student engagement as assessed and measured by teacher formal and informal observations, and classroom walkthroughs. School wide behavior expectations are explicit and clear for staff and students. All classrooms will have the I AM A ROYAL expectations posted in the classroom. School wide routines and procedures are normalized in a clear and specific way with consistent practice through the school year. During the school day, teachers will model and monitor the expectations, providing positive praise as students practice the expectations. All teachers will utilize the designated rewards system to offer positive support for students and staff who adhere to the school wide expectations, consistently.		<b>Objective Met 12/04/24</b>	<b>Angie McMichael</b>	<b>06/30/2024</b>
<b>Actions</b>					
3/30/19	Teach Like a Champion professional development		Complete 12/01/2023	Gabrielle Bethea	06/30/2024
	<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.				
3/8/21	Professional development observation rubrics		Complete 06/30/2024	Angie McMichael	06/30/2024
	<i>Notes:</i> Using NCEES for all licensed staff and develop a template for teachers to track professional development				
12/4/21	Cultural and instructional observations with real-time feedback		Complete 06/30/2024	Angie McMichael	06/30/2024
	<i>Notes:</i> Instructional staff is observed daily and feedback is given in a timely manner (less than 48 hours).				
12/6/23	All classrooms will have the school-wide rules posted in the classroom		Complete 09/01/2023	Angie McMichael	06/30/2024
	<i>Notes:</i> At the beginning and middle of the school year, a quick classroom culture check-in is used to confirm that the school-wide I AM A ROYAL rules are posted in the classroom.				
12/6/23	Each school will schedule times throughout the school year for students to practice the school-wide and classroom routines and procedures		Complete 08/01/2023	Angie McMichael	06/30/2024
	<i>Notes:</i> Each school will designate times at the beginning of the school year and after holiday breaks for teachers to practice the school-wide and classroom routines and procedures with their students. The CPLA Leadership Team will observe and provide feedback during these pre-scheduled practice times.				
12/6/23	Develop and monitor the effective implementation of the school wide expectations using the school wide rewards systems		Complete 06/30/2024	Angie McMichael	06/30/2024

*Notes:* Quarterly observations by each school leader and behavior tracking data will help to ensure that teachers employ effective classroom management using the school-wide rules and expectations and positively teaching them by providing opportunities for growth.

<b>Implementation:</b>			12/04/2024		
<b>Evidence</b>	12/4/2024 23-24 PD agendas, certificates of completion, classroom observation notes				
<b>Experience</b>	12/4/2024 23-24 This ongoing PD has improved student engagement and classroom management across the school.				
<b>Sustainability</b>	12/4/2024 23-24 Continue training for new teachers and refresher pieces of training for staff that have already been through the training.				
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

To ensure the development of standards-aligned units of instruction, CPLA has implemented a multi-faceted approach. The recent addition of a reading specialist has strengthened our focus on literacy, while efforts are underway to hire specialists for math and science. The reading specialist provides teachers with a pacing guide, units of instruction and additional resources to ensure teachers know what should be taught and are given an example of how to teach for multiple learning styles. In fostering a collaborative environment, all instructional staff engage in reciprocal observations, including teachers observing school leaders and vice versa. As part of our commitment to continuous improvement, all leaders actively teach at least one block per day.

Professional Learning Communities (PLCs) are a cornerstone of our collaborative efforts, with weekly meetings organized by subject area, providing a structured platform for instructional teams to discuss, refine, and align their units of instruction. Additionally, personalized instructional coaching is utilized to cater to the unique needs of educators. Regular teacher observations and feedback contribute to professional growth and the refinement of instructional practices.

A challenge we face is the consistent use of student data to drive instruction. While the importance of data-informed instruction is emphasized, there is variability in its application across subjects and grade levels. This inconsistency poses a challenge to the seamless integration of student data into the instructional planning process.

In grades K-5, designated team leads play a pivotal role in overseeing the development and implementation of standards-aligned units of instruction for their respective grade levels. This hierarchical structure ensures accountability and coherence across grade levels, fostering a cohesive approach to curriculum development.

Limited Development  
03/27/2019

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>When fully met, this objective ensures a well-organized and transparent instructional environment. By 2021-2022, every subject and grade will have meticulously crafted pacing guides and units of instruction. These resources will be easily accessible in classrooms, both in hard copy and electronically.</p> <p>Classrooms will prominently display the current unit of instruction, providing transparency and insight into the learning process for visitors, colleagues, and parents. Concurrently, Grade Level Team Leads, subject specialists, and school leaders will collaborate to ensure that all teachers, especially new ones (BTs), are thoroughly familiar with the curriculum.</p> <p>In summary, the objective's fulfillment results in accessible and transparent instructional materials, coupled with collaborative efforts to empower every teacher with a deep understanding of the curriculum.</p>			<b>Angie McMichael</b>	<b>06/30/2025</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	3/30/19	Post current unit of instruction outside of each classroom door.	Complete 12/01/2023	Angie McMichael	06/30/2024
	<i>Notes:</i>				
	12/7/23	Pacing guides for each grade level and content area	Complete 08/01/2023	Christina Robinson	06/30/2024
	<i>Notes:</i>				
	3/8/21	Hiring Curriculum Specialist		Angie McMichael	06/30/2025
	<i>Notes:</i>				
<b>Implementation:</b>			03/22/2022		
<b>Evidence</b>	8/3/2020 Pacing Guides, Summer PD certificates 7-1-2021 Curriculum Specialist Implemented.				
<b>Experience</b>	8/3/2020 This was truly a team effort with all stakeholders involved.				
<b>Sustainability</b>	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>Teachers consistently incorporate diverse and enriching reading materials into their lesson plans, ensuring students engage with a variety of texts to deepen their understanding across subjects. Progress monitoring is a regular and systematic process, with a specific focus on identifying and supporting students who may be at risk.</p> <p>The integration of structured vocabulary programs, particularly Core Knowledge, reinforces the school's dedication to building a strong foundation in language arts. Importantly, reading is not confined to English classes; instead, it permeates all disciplines, emphasizing literacy as an essential skill for academic success.</p> <p>A key testament to the school's commitment is the presence of a Reading Specialist. This specialist not only provides direct support to students but also extends expertise to other content areas. The specialist plays a pivotal role in training teachers, equipping them with effective strategies for teaching vocabulary, understanding writing elements, and facilitating cooperative discussions.</p>	Limited Development 12/04/2020		

<p><b>How it will look when fully met:</b></p>	<p>Upon full implementation of this objective, CPLA envisions a comprehensive monitoring and assessment plan that ensures ongoing progress and proficiency in literacy skills. The school has identified critical assessment points in October, January, and May of each academic year from 2021 to 2025. During these periods, the school will conduct thorough evaluations of student progress, utilizing NWEA MAP data and practice End-of-Grade (EOG) assessments. This strategic approach allows the school to gather essential insights into the effectiveness of its literacy programs and make informed adjustments based on the real-time data obtained.</p> <p>Additionally, in June of each academic year (2021 - 2025), CPLA will conduct proficiency assessments to measure the overall success of the implemented strategies. This data will be a pivotal gauge of the school's capacity to foster proficient literacy skills in its student population.</p> <p>When this objective is fully met, CPLA envisions that 80% or more of its students will read on or above grade level. This target aligns with the school's commitment to ensuring that the majority of its students are well-equipped with strong literacy skills. Regular assessments, adjustments, and proficiency data serve as integral components of this vision, reflecting the school's dedication to achieving and sustaining high levels of literacy proficiency among its student population.</p>		Titha Bates	06/30/2025
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>3/12/21</p>	<p>The MTSS coordinator will provide additional research-based strategies to all support staff working with at-risk scholars</p>		Christina Robinson	06/30/2024
<p><i>Notes:</i></p>				
<p>3/12/21</p>	<p>Dibels testing and progress monitoring will be used in grades K-3</p>	<p>Complete 12/01/2023</p>	Titha Bates	06/30/2024
<p><i>Notes:</i></p>				
<p>12/4/20</p>	<p>Provide reading intervention classes, resources, and parent classes</p>		Titha Bates	06/30/2025
<p><i>Notes:</i></p>				
<p><b>Core Function:</b></p>	<p><b>Domain 4: Culture Shift</b></p>			
<p><b>Effective Practice:</b></p>	<p><b>Practice 4A: Build a strong community intensely focused on student learning</b></p>			

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>		<p>The school has successfully implemented a comprehensive approach to foster students' emotional well-being. Social and emotional learning (SEL) resources are seamlessly integrated into the daily operations, ensuring that teachers have the tools to address and support students' emotional needs. Restorative practices, including circles for conflict resolution, are embedded in the school's culture, with all staff trained to conduct peaceful circles, providing an effective method for managing and resolving interpersonal issues.</p> <p>To further support students' mental wellness, the school has designated Success Coaches for each grade level. These coaches actively engage in SEL related interventions within the classroom, collaborating with students to set and achieve SEL goals. The school's commitment to SEL is evident in its annual initiatives or focuses, guiding SEL resources and instruction throughout the academic year. Remarkably, 100% of the staff actively utilize these resources and integrate SEL instruction into their teaching practices.</p> <p>Ensuring a proactive approach to student well-being, the school diligently employs a student support hotline to address critical issues such as bullying, suicide, and other safety concerns promptly. Classroom observations are conducted using a rubric that specifically assesses teachers' attentiveness to students' emotional states, their ability to manage their own emotions, and their effectiveness in arranging for necessary support and interventions. Additionally, an in-house referral spreadsheet serves as a tracking mechanism for student referrals, fostering effective communication among staff to provide targeted support where needed. This deliberate approach demonstrates the school's commitment to creating a nurturing environment that prioritizes the emotional well-being of all students.</p>	Limited Development 03/27/2019		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>Upon full implementation of this objective, the school environment will be characterized by a remarkable level of emotional intelligence and support for both students and teachers. Measured by the number of student behavior referrals, ninety percent of students will adeptly manage their emotions, showcasing the effectiveness of the strategies and resources incorporated into daily practices. Teachers will demonstrate a profound ability to arrange for support and interventions when required, ensuring that every student receives the necessary assistance, even when initially taught strategies prove insufficient.</p> <p>To ascertain the attainment of this objective, the school will rely on a combination of quantitative and qualitative data. Regular assessments of students' emotional well-being will be conducted, and the school will use tools such as surveys and behavioral observations to gauge the percentage of students who successfully manage their emotions. Additionally, classroom observations, informed by a comprehensive rubric, will provide insights into teachers' proficiency in arranging for support and interventions when needed.</p> <p>Resources will continue to play a crucial role in sustaining the full implementation of this objective. Ongoing professional development opportunities will be provided to ensure teachers remain well-versed in the latest strategies for promoting emotional well-being. The school will maintain its commitment to SEL resources, annual initiatives, and the student support hotline, leveraging these tools to provide continuous support and interventions.</p> <p>The in-house referral spreadsheet will serve as a valuable data source, tracking the utilization of support services and communication among staff. Regular reviews and analyses of this data will inform decision-making processes, allowing the school to identify areas for improvement and adjust strategies accordingly.</p>			<b>Cameo Wadsworth</b>	<b>06/30/2025</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	3/31/19	TLAC Training on Emotional Consistency & Positive Framing		Cameo Wadsworth	06/30/2025



<i>Notes:</i>				
3/8/21	Create a support call sheet (In house referral sheet)		Cameo Wadsworth	06/30/2025
<i>Notes:</i> This is a resource for teachers				
12/4/21	Staff, Students and Parents trained in Peacefull Schools NC		Cameo Wadsworth	06/30/2025
<i>Notes:</i>				
12/7/23	Use classroom observation rubric data to assess the use of SEL resources and instruction		Cameo Wadsworth	06/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		12/04/2020		
<b>Evidence</b>	6/12/2020 Classroom Observation notes, discipline records, stakeholders feedback			
<b>Experience</b>	6/12/2020 This was very rewarding especially during Covid 19. The whole school community benefits.			
<b>Sustainability</b>	6/12/2020 Ongoing PD, implementation of skills learned, reflection/feedback			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>				
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

**Initial Assessment:**

The school has adopted a comprehensive strategy for communicating with and engaging parents. To ensure regular and meaningful communication, at least two curriculum nights are scheduled and implemented annually. These events serve as opportunities to convey the school's expectations and emphasize the importance of the home curriculum.

Parents are provided with access to online platforms, enabling them to monitor their child's progress. Additionally, the school actively invites parents to spend time observing in classrooms on a yearly basis, fostering a direct connection between home and school environments. The school's daily social media activity serves as a dynamic channel for sharing both social and academic updates, ensuring parents stay informed about the school's happenings.

Family engagement is further encouraged through the assignment of projects over longer holiday breaks, creating opportunities for parents to actively participate in their child's learning. Regular updates on the school website and participation in Title 1 Family Engagement Nights contribute to a comprehensive and accessible communication strategy.

For consistent and direct communication, the school utilizes platforms such as Class Dojo for elementary and Class Tag for middle and high school. These tools facilitate ongoing communication, sharing academic and behavioral progress with parents. Elementary teachers take an additional step by including announcements on weekly homework packets, providing valuable support to parents in understanding and reinforcing the curriculum of the home.

Limited Development  
03/27/2019

<p><b>How it will look when fully met:</b></p>	<p>When this objective reaches full implementation, the impact will be notable through key indicators. Seventy-five percent of parents actively participating in at least one curriculum night per school year will demonstrate a high level of engagement and commitment to understanding the school's expectations and curriculum.</p> <p>To deepen the connection between home and school, the objective will be fully met when 100% of parents experience a staff member visiting their homes, delivering resources that extend learning beyond the classroom. This personalized approach will contribute to a more meaningful partnership between parents and the school.</p> <p>Furthermore, the objective will be fully realized when 80% of parents are well-informed about what their child(ren) are learning at school. This understanding will be facilitated through effective communication channels, ensuring parents have the knowledge and resources to actively support their child's educational journey. Regular reviews of surveys assessing parental awareness of their child's learning will serve as tangible evidence of the objective's full implementation. The school's commitment to fostering strong parent-school partnerships will be evident in these data-driven outcomes, reflecting a shared responsibility for student success.</p>		<p>Angie McMichael</p>	<p>06/30/2025</p>
<p><b>Actions</b></p>		<p><b>2 of 4 (50%)</b></p>		
<p>3/8/21</p>	<p>Quarterly Parent/Teacher Conference as a grade level</p>		<p>School Leaders</p>	<p>06/30/2025</p>
<p><i>Notes:</i> Zoom when face to face is not an option (example: During Covid)</p>				
<p>12/7/23</p>	<p>Schedule and implement curriculum nights</p>	<p>Complete 06/30/2024</p>	<p>Angie McMichael</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>12/7/23</p>	<p>Parent surveys to assess effective communication and engagement with parents.</p>	<p>Complete 10/08/2024</p>	<p>Titha Bates</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>3/31/19</p>	<p>Schedule home visits for all new students', home visits occur before winter break.</p>		<p>Cameo Wadsworth</p>	<p>06/30/2026</p>
<p><i>Notes:</i> Minimum of once a year</p>				