

Comprehensive Progress Report

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 increase student achievement by increasing the EOY proficiency of students enrolled in Biology by 5% each year.

The College Preparatory and Leadership Academy will improve elementary proficiency on the EOG tests in reading and math by 10% each year.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

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

<p><i>Initial Assessment:</i></p>	<p>The Leadership Team meets bi-weekly.</p> <p>The School Improvement Team meets monthly.</p> <p>2024- CPLA has been intentional about making sure Agenda/Meetings are added to NCStar monthly.</p>	<p>Full Implementation 03/22/2022</p>		
	<p>KEY B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</p> <p style="text-align: right;">Implementation</p> <p style="text-align: right;">Status Assigned To</p>			<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Limited Development 03/27/2019</p>		

<p>How it will look when fully met:</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 (elected 2022)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>3/31/19</p>	<p>Develop an agenda for instructional planning time</p>		<p>Angie McMichael</p>	<p>06/30/2026</p>
<p>Notes:</p>				
	<p>0 Train Team Leads/Department Heads in Middle School and High</p>		<p>Angie McMichael</p>	<p>06/30/2026</p>
<p>Notes:</p>				

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

<p><i>Initial Assessment:</i></p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Limited Development 03/27/2019</p>		
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<p>How it will look when fully met:</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) & 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>		<p>Christina Robinson (elected 2022)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>9 Observations saved in the NCEES</p>		<p>Christina Robinson</p>	<p>06/30/2026</p>
<p>Notes:</p>	<p>2025 saved 6/26/25</p>			
<p>12/7/23</p>	<p>Feedback is timely and consistent.</p>		<p>Christina Robinson</p>	<p>06/30/2026</p>
<p>Notes:</p>	<p>Ongoing</p>			

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

	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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<p><i>Initial Assessment:</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Limited Development 03/27/2019</p>		
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<p>How it will look when fully met:</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 (elected 2022)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>3/31/19</p>	<p>Recruit teachers for all vacancies.</p>		<p>Titha Bates</p>	<p>06/30/2026</p>
<p>Notes:</p>	<p>2025-2026 current vacancies as of 6/27/25: HS Math & Science, Elementary, EC</p>			
	<p>80% of teachers will return to the school yearly</p>		<p>Angie McMichael</p>	<p>06/30/2026</p>
<p>Notes:</p>	<p>2025 80% returned</p>			

<p>Core Function:</p>	<p>Domain 3: Instructional Transformation</p>
<p>Effective Practice:</p>	<p>Practice 3A: Diagnose and respond to student learning needs</p>

	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
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<i>Initial Assessment:</i>	<p>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.</p> <p>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.</p>	No Development 03/27/2019		
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	Priority Score: 3 Opportunity Score: 3 Index Score: 9		
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<p>How it will look when fully met:</p>	<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>	<p>Objective Met 12/04/24</p>	<p>Christina Robinson (elected 2022)</p>	<p>06/30/2024</p>
<p>Actions</p>				
	<p>Attend MTSS training and train school leaders as well as EC staff on the MTSS process.</p>	<p>Complete 06/30/2024</p>	<p>Christina Robinson</p>	<p>06/30/2024</p>

<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>				
Implementation:		12/04/2024		
Evidence	12/4/2024 23-24 MTSS training, classroom observations of small group instruction, instructional grouping of scholars across the curriculum and grade levels.			
Experience	12/4/2024 23-24 Objective Accomplished			
Sustainability	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

<p>Initial Assessment:</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Limited Development 03/20/2019</p>		
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	<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>		
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How it will look when fully met:	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.	Objective Met 12/04/24	Angie McMichael (elected 2022)	06/30/2024
Actions				
	9 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.			
	1 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			
	1 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).			
	3 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.			
	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.			
	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

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

<p>Initial Assessment:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Limited Development 03/27/2019</p>		
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	<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>		
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<p>How it will look when fully met:</p>	<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>		<p>Angie McMichael (elected 2022)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>3/30/19</p>	<p>Post current unit of instruction outside of each classroom door.</p>		<p>Angie McMichael</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>12/7/23</p>	<p>Pacing guides for each grade level and content area</p>		<p>Christina Robinson</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>Implementation:</p>		<p>03/22/2022</p>		
<p>Evidence</p>	<p>8/3/2020 Pacing Guides, Summer PD certificates 7-1-2021 Curriculum Specialist Implemented.</p>			
<p>Experience</p>	<p>8/3/2020 This was truly a team effort with all stakeholders involved.</p>			
<p>Sustainability</p>	<p>8/3/2020 Grade level PLC check-ins</p>			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning

	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

<p>Initial Assessment:</p>	<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>	<p>Limited Development 03/27/2019</p>		
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	<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>		
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<p>How it will look when fully met:</p>	<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>		<p>Cameo Wadsworth (elected 2022)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
	<p>1 Create a support call sheet (In house referral sheet)</p>	<p>Complete 06/27/2025</p>	<p>Cameo Wadsworth</p>	<p>06/30/2025</p>

<i>Notes:</i>	This is a resource for teachers			
	1 Staff, Students and Parents trained in Peacefull Schools NC	Complete 06/27/2025	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	06/30/2026
<i>Notes:</i>				
	9 TLAC Training on Emotional Consistency & Positive Framing		Cameo Wadsworth	06/30/2026
<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:		Domain 4: Culture Shift				
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals				
	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

<p>Initial Assessment:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Limited Development 03/27/2019</p>		
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<p>How it will look when fully met:</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 (elected 2022)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 4 (25%)</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>Notes:</p>				
	<p>9 Schedule home visits for all new students', home visits occur before winter break.</p>		<p>Cameo Wadsworth</p>	<p>06/30/2026</p>
<p>Notes:</p>	<p>Minimum of once a year</p>			
	<p>1 Quarterly Parent/Teacher Conference as a grade level</p>		<p>School Leaders</p>	<p>06/30/2026</p>
<p>Notes:</p>	<p>Zoom when face to face is not an option (example: During Covid)</p>			

	3 Schedule and implement curriculum nights		Angie McMichael	06/30/2026
<i>Notes:</i>				



The College Prep & Leadership Academy

5700 Riverdale Drive
Jamestown, NC 27282
Phone: (336) 884-0131

Web: thepointcollegeprep.org Email: info@thepointcollegeprep.org

Dear Royal Families:

We are well on our way to academic success. Our school receives Targeted Support & Improvement and Additional Targeted Support (TSI-AT) by the North Carolina State Board of Education. As stated in ESSA Section 1111(d)(2), North Carolina had to identify schools for targeted support and improvement who have a subgroup of students underperforming. For our school and many others, the COVID learning loss affected students with disabilities disproportionately. We are committed to all scholars growing to their full potential, and so we are being intentional about helping them even more.

As a TSI-AT school, ***The Point*** is required to develop a comprehensive plan that specifically addresses how the school will improve student achievement. The plan will also include how our district will support us and monitor the progress of our school. The comprehensive plan will address the following areas:

- Classroom Management
- Standards-aligned Instruction
- Professional Learning Communities (PLCs)
- Instructional Leadership
- Recruitment & Retention of Effective Teachers
- Support for Grade-to-Grade Transitions
- Implementation of a Tiered Instructional System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goal for ***The Point*** this 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.

Our students need to experience higher achievement levels, but it will require hard work on the part of staff, students and families. Here are some strategies ***The Point*** will be implementing: ● ***The EC Department and MTSS team will have ongoing professional development to help improve student achievement. They will also train the general ed educators quarterly on best practices for supporting students with disabilities.***

● ***In addition to the quarterly EC goals the EC team will monitor locally made assessments on grade-level standards and formal grade-level***

assessments at the end of each curriculum unit for Reading, Math, and science.

● *The EC Department, teachers, and tutors will give priority to EC students for attendance at before/after school tutoring and Saturday Academies.*

Parent engagement is at the heart of our school improvement efforts. Here are some ways we can work together:

- Make sure that both you and your student are aware of academic expectations set for your student this school year. A list of learning objectives in student-friendly language is available from your student's teacher(s).
- Call ***Mrs. Christina Robinson at 336-884-0131*** if you have questions or concerns about your student or to set up an appointment to meet with a school staff member who will be working with your student.
- Make sure that your student is prepared and attends school each day.
- Monitor your student's homework.
- Monitor the progress your student is making and attend meetings with your student's teacher(s).
- Volunteer.
- Join the ***Royal Parent Pride***.

Sounds like a lot but preparing our students so that they can succeed is not easy and is a group effort. Here are some resources available to help:

- Graduation requirements: www.ncpublicschools.org/gradrequirements/
- K-12 standards in academic subjects: www.ncpublicschools.org/curriculum/ ● State student achievement test results: www.ncpublicschools.org/accountability/ ● N.C. School Report Cards: <https://www.dpi.nc.gov/data-reports/school-report-cards>

We're excited about this school year and are working to make it a success for your student. Already, we have:

- **Offered tutoring**
- **Observed students showing mastery on iReady & Study island which indicate possible proficiency on EOGs**
- **Observed focused students ready to learn**

If you have questions about the content of this letter, please contact ***Christina Robinson at crobinson@thepointcollegeprep.org or 336-884-0131.***

Sincerely,

Dr. Michelle Johnson

November 1, 2025