

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 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 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School 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>		41 H Resource Allocation Review CPLA completed the School Annual Resource Allocation Review Self-Assessment CPLA had a TSI Virtual Visit on 4/22/26 CPLA will follow the recommendation to use the funds for temporary positions such as the reading teacher/specialist & reading interventionist	Limited Development 06/30/2023		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> SWD subgroup will be D or higher on the accountability reports CPLA will continue to have no findings on financial audits CPLA will exit TSI status 		Angie McMichael (elected 2022)	06/30/2031
<i>Actions</i>			0 of 1 (0%)		
	6/15/26	Hire Reading Specialist/Teacher(s) and Reading Tutor		Angie McMichael (elected 2022)	06/30/2031
<i>Notes:</i>					

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

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		
How it will look when fully met:	<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>			Christina Robinson (elected 2022)	06/30/2031
Actions			0 of 2 (0%)		
	3/31/19	Attend MTSS training and train school leaders as well as EC staff on the MTSS process.		Christina Robinson	06/30/2031

<i>Notes:</i>				
12/7/23	Incorporate reading and science intervention roles to support MTSS efforts		Christina Robinson	06/30/2031
<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.			