

Comprehensive Progress Report

Mission:

Our mission at CPEC is to provide a rigorous academic environment of discovery, reflection & excellence that leads to college & career readiness for every student. Our goal is to be the premier early college program in CMS and North Carolina and our pathway to accomplishing this goal is below...

- Be recognized for rigorous teaching & learning in every course in every classroom.
- Provide a robust menu of career pathway opportunities for our diverse group of students.
- Expose our students to a variety of corporate apprenticeship & internship experiences.
- Provide equitable access to advanced classes.
- Offer a diverse menu of extracurricular opportunities (clubs, intramurals, theater, etc...)
- Foster an environment that creates school pride and community ownership of school outcomes.

Vision:

Our vision is to be the premier early college program in CMS and North Carolina. We will consistently provide standards-aligned instruction that is engaging, rigorous and focused towards post-secondary career planning for all students.

Goals:

- The percentage of students scoring CCR (college and career ready) on the Math I final MVPA benchmark assessment (grades 9-12) will increase from 12.5% in 2024-2025 to 50% in 2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 3)
- The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 97.4% in SY2024-25 to 100% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)
- The percent of students scoring Grade Level Proficient (GLP), on Math 3 End of Course assessments will increase from 91.8% in SY 2023-24 to 95.0% (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The number of OSS/ISS incidents will remain at 0 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- The percent of Chronic Absenteeism will decrease from 2.5% in SY 2024-25 to 2% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 3)
- The school will retain 100% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function: Domain 1: Turnaround Leadership

Effective Practice: Practice 1B: Monitor short-and long-term goals

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>Current Implementation Status:</p> <p>1. Principal’s Monitoring of Curriculum and Instruction:</p> <p>Observation Frequency:</p> <p>Classroom observations are conducted, but not on a consistent schedule. The principal visits classrooms sporadically, often during planned events or when specific issues arise, rather than as part of a regular, ongoing practice.</p> <p>Curriculum Monitoring:</p> <p>The principal reviews lesson plans periodically but does not have a systematic approach for ensuring alignment with the curriculum or for identifying areas where teachers may need additional support.</p> <p>2. Feedback Provided to Teachers:</p> <p>Timeliness:</p> <p>Feedback is often delayed, with some teachers reporting that they do not receive feedback until weeks after an observation. This delay reduces the effectiveness of the feedback, as it may no longer be relevant to current instructional practices.</p> <p>Clarity and Constructiveness:</p> <p>Feedback tends to be general rather than specific, with comments such as “good job” or “needs improvement” without detailed examples or actionable suggestions. As a result, teachers are unclear about what specific changes or improvements are needed.</p> <p>Follow-Up:</p>	Limited Development 08/10/2024		
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There is limited follow-up after feedback is given. Teachers are often left without further guidance or support to implement suggested improvements, and the principal does not consistently revisit previously identified issues to monitor progress.

3. Teacher Perception:

Teachers have expressed a desire for more frequent, timely, and detailed feedback. Some teachers feel that the current feedback process does not adequately support their professional growth or address the specific challenges they face in the classroom.

Challenges Contributing to Limited Implementation:

Time Constraints:

The principal's schedule is heavily focused on administrative tasks, meetings, and crisis management, leaving limited time for regular classroom observations and providing detailed feedback.

Lack of Systematic Processes:

There is no established system for scheduling observations, tracking curriculum alignment, or ensuring timely feedback. The lack of structured processes leads to inconsistencies in monitoring and feedback.

Professional Development Needs:

The principal may benefit from additional professional development on effective instructional leadership practices, particularly in providing constructive feedback that leads to meaningful instructional improvements.

Next Steps for Improvement:

Establish a Regular Observation Schedule:

Develop a structured calendar for classroom observations to ensure that all teachers receive regular, consistent monitoring. This schedule should include both informal walkthroughs and formal observations.

Implement a System for Timely Feedback:

Create a process for delivering feedback within 48 hours of an observation. This could include brief, immediate feedback followed by more detailed written or verbal comments.

Provide Specific, Actionable Feedback:

Train the principal on providing specific, constructive feedback that includes clear examples and actionable steps for improvement. Feedback should also be aligned with instructional goals and curriculum standards.

Increase Follow-Up and Support:

Establish follow-up meetings with teachers to discuss progress on implementing feedback and to provide ongoing support. Consider involving instructional coaches or peer mentors in this process.

Monitor and Adjust:

Regularly review the effectiveness of the new processes by soliciting teacher feedback and adjusting the approach as needed to better meet the needs of both teachers and students.

Conclusion:

The current efforts to monitor curriculum and classroom instruction and provide feedback under Indicator B3.03 are limited. To move towards full implementation, Central Piedmont Early College High School needs to address the identified challenges and take deliberate steps to enhance the consistency, timeliness, and quality of the principal’s instructional leadership practices. By doing so, the school can better support teachers in their instructional practice, ultimately leading to improved student outcomes.

How it will look when fully met:

Vision for Full Implementation:

The full implementation of Indicator B3.03 at Central Piedmont Early

Objective Met

**Erik Turner elected
08/23/23**

06/30/2026

College High School will involve the principal actively engaging in a continuous cycle of monitoring, feedback, and support to ensure high-quality instruction and alignment with curriculum standards. This approach will create a dynamic, reflective teaching environment where instructional practices are consistently refined to meet the needs of all students.

1. Structured Observation and Monitoring

A. Regular Classroom Observations:

Frequency:

The principal will conduct formal classroom observations at least once per quarter for each teacher, with informal walkthroughs occurring bi-weekly.

Tools and Processes:

A standardized observation rubric aligned with school and district instructional goals will be used. This rubric will focus on key areas such as instructional delivery, student engagement, differentiation, and alignment with curriculum standards.

Observations will be documented using a digital platform that allows for efficient tracking and easy access to feedback by both the principal and teachers.

B. Curriculum Alignment Monitoring:

Review Schedule:

The principal will regularly review lesson plans and curriculum maps to ensure that classroom instruction aligns with state standards and the school's academic goals.

Collaborative Planning:

The principal will participate in grade-level and department meetings to provide input on curriculum planning and ensure consistency across classrooms.

2. Timely, Clear, and Constructive Feedback

A. Feedback Protocol:

Timeliness:

Feedback will be provided within 48 hours of each observation to ensure that it is relevant and actionable. The principal will prioritize scheduling brief follow-up meetings with teachers shortly after each observation.

Clarity:

Feedback will be specific, focusing on observed practices with direct examples. The principal will highlight strengths and provide constructive suggestions for improvement, linking feedback to the observation rubric and instructional goals.

Constructiveness:

Feedback will include actionable steps for teachers to implement in their classrooms. Resources, strategies, or professional development opportunities will be recommended to support the teacher in addressing any areas for growth.

B. Follow-Up and Support:**Follow-Up Meetings:**

After feedback is given, the principal will schedule a follow-up meeting with the teacher to discuss the implementation of suggestions. This meeting will allow for reflection, adjustment, and additional guidance if needed.

Ongoing Support:

The principal will provide continued support through additional observations, coaching, and resources tailored to the teacher's needs. Peer observations and collaborative planning sessions will also be encouraged to foster a culture of continuous improvement.

3. Professional Development and Growth**A. Targeted Professional Development:****Individualized PD Plans:**

Each teacher will have an individualized professional development plan based on the feedback received. This plan will include specific goals and opportunities for growth aligned with the school's instructional priorities.

Workshops and Training:

The school will offer regular professional development workshops focused on areas identified through observations, such as differentiated instruction, classroom management, and effective use of technology in teaching.

B. Reflective Practice:

Teacher Self-Assessment:

Teachers will be encouraged to engage in self-assessment using the observation rubric before and after observations. This practice will promote reflection and ownership of their professional growth.

Professional Learning Communities (PLCs):

The school will support the formation of PLCs where teachers can share best practices, discuss challenges, and collaborate on strategies for implementing feedback. The principal will actively participate in these communities to provide leadership and support.

4. Impact and Evaluation

A. Monitoring Impact on Instruction:

Data Analysis:

The principal will regularly analyze student performance data to assess the impact of instructional practices on student outcomes. This analysis will inform ongoing feedback and support efforts.

Teacher Growth:

Progress in teacher instructional practices will be tracked over time, with adjustments made to feedback and professional development as needed to ensure continuous improvement.

B. Continuous Improvement:

Feedback on Feedback:

Teachers will have opportunities to provide feedback on the effectiveness of the observation and feedback process. This input will be used to refine and improve the system.

Annual Review:

The principal will conduct an annual review of the implementation of Indicator B3.03, assessing its effectiveness in improving instruction and making any necessary adjustments to the process.

Conclusion:

Full implementation of Indicator B3.03 will result in a systematic, supportive, and reflective approach to instructional leadership at Central Piedmont Early College High School. The principal's regular monitoring of curriculum and classroom instruction, coupled with timely, clear, and constructive feedback, will foster a culture of continuous improvement, ultimately leading to enhanced teacher practices and improved student outcomes.

Actions

5 of 5 (100%)

8/10/24 The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management (FAM-S, Goal 3, Goal 4)

Complete 09/09/2024

Erik Turner elected
08/23/23

06/01/2025

Notes: Structured Observation and Monitoring

A. Regular Classroom Observations:

Frequency:

The principal will conduct formal classroom observations at least once per quarter for each teacher, with informal walkthroughs occurring bi-weekly.

Tools and Processes:

A standardized observation rubric aligned with school and district instructional goals will be used. This rubric will focus on key areas such as instructional delivery, student engagement, differentiation, and alignment with curriculum standards.

Observations will be documented using a digital platform that allows for efficient tracking and easy access to feedback by both the principal and teachers.

B. Curriculum Alignment Monitoring:

Review Schedule:

The principal will regularly review lesson plans and curriculum maps to ensure that classroom instruction aligns with state standards and the school's academic goals.

Collaborative Planning:

The principal will participate in grade-level and department meetings to provide input on curriculum planning and ensure consistency across classrooms.

8/10/24	The Principal will use walkthrough data to give timely feedback and to identify coaching needs to ensure standards aligned instruction. (Goal 2, FAM-S)	Complete 09/16/2024	Erik Turner elected 08/23/23	06/01/2025
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Notes: Timely, Clear, and Constructive Feedback

A. Feedback Protocol:

Timeliness:

Feedback will be provided within 48 hours of each observation to ensure that it is relevant and actionable. The principal will prioritize scheduling brief follow-up meetings with teachers shortly after each observation.

Clarity:

Feedback will be specific, focusing on observed practices with direct examples. The principal will highlight strengths and provide constructive suggestions for improvement, linking feedback to the observation rubric and instructional goals.

Constructiveness:

Feedback will include actionable steps for teachers to implement in their classrooms. Resources, strategies, or professional development opportunities will be recommended to support the teacher in addressing any areas for growth.

B. Follow-Up and Support:

Follow-Up Meetings:

After feedback is given, the principal will schedule a follow-up meeting with the teacher to discuss the implementation of suggestions. This meeting will allow for reflection, adjustment, and additional guidance if needed.

Ongoing Support:

The principal will provide continued support through additional observations, coaching, and resources tailored to the teacher's needs. Peer observations and collaborative planning sessions will also be encouraged to foster a culture of continuous improvement.

8/10/24

The Principal will develop targeted individualized professional development and monitor PLC's to ensure the effective implementation of PLC protocols. (Goal 3, Goal 4)

Complete 02/20/2025

Erik Turner elected
08/23/23

06/01/2025

Notes: Professional Development and Growth

A. Targeted Professional Development:

Individualized PD Plans:

Each teacher will have an individualized professional development plan based on the feedback received. This plan will include specific goals and opportunities for growth aligned with the school's instructional priorities.

Workshops and Training:

The school will offer regular professional development workshops focused on areas identified through observations, such as differentiated instruction, classroom management, and effective use of technology in teaching.

B. Reflective Practice:

Teacher Self-Assessment:

Teachers will be encouraged to engage in self-assessment using the observation rubric before and after observations. This practice will promote reflection and ownership of their professional growth.

Professional Learning Communities (PLCs):

The school will support the formation of PLCs where teachers can share best practices, discuss challenges, and collaborate on strategies for implementing feedback. The principal will actively participate in these communities to provide leadership and support.

8/10/24	The principal will regularly analyze student performance data to assess the impact of instructional practices on student outcomes. (Goal 3, Goal 4)	Complete 06/01/2025	Erik Turner elected 08/23/23	06/01/2025
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Notes: Impact and Evaluation

A. Monitoring Impact on Instruction:

Data Analysis:

The principal will regularly analyze student performance data to assess the impact of instructional practices on student outcomes. This analysis will inform ongoing feedback and support efforts.

Teacher Growth:

Progress in teacher instructional practices will be tracked over time, with adjustments made to feedback and professional development as needed to ensure continuous improvement.

B. Continuous Improvement:

Feedback on Feedback:

Teachers will have opportunities to provide feedback on the effectiveness of the observation and feedback process. This input will be used to refine and improve the system.

Annual Review:

The principal will conduct an annual review of the implementation of Indicator B3.03, assessing its effectiveness in improving instruction and making any necessary adjustments to the process.

3/24/25

Budget: \$1,487.50

The school will use Title I Funds to attend the UNC Global Education Leaders Program to examine global issues that impact students and their communities, engaging in dialogue about key global topics and exploring leadership strategies to support global education initiatives in classrooms and schools.

Complete 06/20/2025

Erik Turner elected
08/23/23

06/20/2026

Notes: School SMART Goal: The percent of high school students who score at the College and Career (CCR) level 4 or 5 on the Math 1 EOC (9-12) will be 50% or higher. This goal represents a 18.7 increase in the Math 1 CCR from the 2024 EOC. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Description:
 Today’s globally connected world requires that we prepare students to become globally competent citizens who are able to work collaboratively across cultures. UNC World View’s Global Education Leaders Program, held in Chapel Hill, brings together current and aspiring leaders from K-12 schools, districts, and community colleges. Together we will examine global issues that impact students and their communities. Participants are led by expert university faculty as they engage in dialogue about key global topics and explore leadership strategies to support global education initiatives in classrooms and schools.

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:

Current Implementation Status:

1. Tiered Instructional System Overview:

A. Tier 1: Universal Instruction

Current Efforts:

The school has implemented a general education curriculum designed to meet the needs of all students. Teachers use evidence-based instructional strategies in their daily teaching practices.

Universal screenings are conducted periodically to identify students who may be at risk of falling behind; however, the data from these screenings is not consistently used to inform instruction.

Gaps:

While Tier 1 instruction is in place, differentiation is inconsistent. Not all teachers are effectively tailoring instruction to meet the diverse needs of students within the general education setting.

B. Tier 2: Targeted Interventions

Current Efforts:

The school has identified students who require additional support beyond the universal instruction. These students receive small-group interventions that are somewhat aligned with their specific needs.

Some evidence-based intervention programs are in use, particularly in reading and math, but the implementation of these interventions varies in quality and consistency across classrooms.

Gaps:

There is a lack of a systematic approach to monitoring the progress of

Limited Development
08/10/2024

students receiving Tier 2 interventions. Data collection is irregular, and adjustments to interventions are not always based on student progress.

Teachers are not fully equipped with the training or resources needed to deliver high-quality, evidence-based interventions consistently.

C. Tier 3: Intensive Interventions

Current Efforts:

A small number of students identified as needing intensive support receive individualized instruction. This is usually delivered by specialized staff, such as special education teachers or intervention specialists.

Some individualized plans are in place, but they are often reactive rather than proactive, addressing issues only after significant struggles have been observed.

Gaps:

The process for identifying students for Tier 3 interventions is not fully developed. There is a delay in providing intensive support because the criteria for moving students from Tier 2 to Tier 3 are unclear.

Coordination between general education and specialized staff is limited, leading to fragmented support for students in Tier 3.

Supporting Structures and Processes:

1. Professional Development:

Current Efforts:

Teachers have received some training on tiered instruction and evidence-based practices, but this training has not been comprehensive or ongoing.

Gaps:

There is a need for more targeted professional development focused on effectively implementing tiered instruction, particularly in differentiating instruction within Tier 1 and delivering interventions in

Tiers 2 and 3.

2. Data Collection and Use:

Current Efforts:

The school collects some student performance data through assessments and screenings, which is used to identify students for Tier 2 and Tier 3 interventions.

Gaps:

Data is not consistently used to inform instruction or to make timely adjustments to interventions. The school lacks a robust system for tracking and analyzing student progress across all tiers.

3. Collaboration and Communication:

Current Efforts:

Some collaborative efforts exist among teachers, interventionists, and special education staff, particularly during meetings where student progress is discussed.

Gaps:

Collaboration is often informal and lacks structure. There are no regular, scheduled meetings focused specifically on reviewing and planning tiered instruction. As a result, communication about student needs and progress is inconsistent.

Challenges Contributing to Partial Implementation:

Inconsistent Differentiation in Tier 1:

Teachers are not consistently differentiating instruction in the general education setting, leading to some students not receiving the support they need at the universal level.

Lack of Systematic Progress Monitoring:

There is no consistent system in place for monitoring the progress of students receiving Tier 2 and Tier 3 interventions. This leads to delays in adjusting instruction and interventions based on student needs.

Insufficient Professional Development:

Teachers and staff need more comprehensive training on the principles of tiered instruction, how to effectively implement evidence-based interventions, and how to use data to inform instruction.

Limited Collaboration:

Collaboration among teachers, interventionists, and specialized staff is not systematic, which hinders the development of cohesive instructional plans for students who require additional support.

How it will look when fully met:

Full implementation of Indicator A4.01 at Central Piedmont Early College High School will include a comprehensive, effective, and responsive instructional system that meets the needs of all students. The tiered instructional system is characterized by high-quality, differentiated instruction, evidence-based interventions, and a strong culture of collaboration and data-driven decision-making. As a result, students receive the support they need to succeed academically, and teachers are empowered to deliver instruction that is both effective and equitable.

**Erik Turner elected
08/23/23**

06/30/2026

Actions

4 of 5 (80%)

2/5/25

Budget \$14,167.02 Action: The school will use Title I Funds for 6 staff members to attend a professional development workshop geared toward small schools and schools where teachers are the only teacher of their subjects. The amount covers the workshop, flights, hotel, and substitute teachers that will stand in place of absent teachers.

Complete 03/27/2025

Erik Turner elected
08/23/23

03/27/2025

Notes: SMART Goal : All Central Piedmont Early College will adopt a PLC template suitable for all PLCs/Teams.

The Leadership Team will establish regular, structured meetings for teachers, interventionists, and specialized staff to discuss student progress, share data, and plan interventions to ensure that there is clear communication and collaboration across all tiers. (FAM-S 3, Goal 3, Goal 4)

2/28/25 The team is waiting for the Travel Pre-Approval process to be completed and receive all necessary signatures.

8/10/24	The Leadership team will provide ongoing professional development focused on enhanced differentiation for Tier 1 strategies within the general education setting to ensure that all teachers are equipped to adjust their instruction to meet the diverse needs of their students. (FAM-S 3, Goal 3, Goal 4)	Complete 02/19/2025	Ashley Barrow	06/01/2025
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Notes:

8/10/24	The Leadership team will develop and implement a school-wide system for regular progress monitoring of students in Tiers 2 and 3 to ensure that data is used consistently to make informed decisions about interventions and adjustments. (FAM-S 3, Goal 3, Goal 4)	Complete 01/28/2025	Ashley Barrow	06/01/2025
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Notes:

8/10/24	The Leadership Team will offer targeted professional development for teachers and interventionists on evidence-based practices and the effective delivery of tiered instruction to focus on building capacity for consistent, high-quality interventions. (FAM-S 3, Goal 3, Goal4)	Complete 02/19/2025	Ashley Barrow	06/01/2025
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Notes:

8/10/24	The Leadership Team will establish regular, structured meetings for teachers, interventionists, and specialized staff to discuss student progress, share data, and plan interventions to ensure that there is clear communication and collaboration across all tiers. (FAM-S 3, Goal 3, Goal 4)		Ashley Barrow	06/01/2026
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Notes:

Core Function: Domain 3: Instructional Transformation

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

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Documented Unit Plans:

- Instructional teams have created comprehensive unit plans for each subject and grade level that are fully aligned with state and national standards. These plans are documented in a shared digital repository accessible to all teachers.
- Each unit plan includes clearly defined learning objectives, aligned with the standards, along with detailed lesson plans, instructional strategies, and assessment methods. These units ensure that all students have access to a consistent and rigorous curriculum.

Formative and Summative Assessments:

- Units of instruction include formative and summative assessments that are aligned with the standards and designed to measure student mastery of the content. These assessments provide data that teachers use to inform instruction and adjust units as needed.
- Examples of student work, assessment results, and data analysis reports serve as evidence of the effectiveness of these assessments in driving instructional decisions.

Collaborative Planning Sessions:

- Regularly scheduled collaborative planning sessions have been held, where instructional teams work together to develop, review, and refine units of instruction. Meeting agendas, minutes, and collaborative work products provide evidence of these ongoing efforts.
- During these sessions, teams use data from student assessments and feedback to make necessary adjustments to the units, ensuring they meet the diverse needs of students and maintain alignment with standards.

Data Use in Instructional Decision-Making:

- The school has established a culture of data-driven instruction, where data from student assessments, classroom observations, and other sources are regularly used to inform decisions about instructional units. This data-driven approach ensures that units are not static but are continually improved to meet student needs.

Limited Development
08/10/2024

	<ul style="list-style-type: none"> Evidence of this practice includes data analysis meetings, student performance tracking, and adjustments to units based on data insights. 				
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Full implementation will look like Central Piedmont Early College High School having demonstrated strong evidence of implementation and sustainability in the development of standards-aligned units of instruction across all subjects and grade levels. The school's efforts will be characterized by thorough planning, ongoing collaboration, data-driven decision-making, and a commitment to continuous improvement. These practices ensure that the instructional units remain relevant, rigorous, and responsive to the needs of all students, fostering a high-quality educational experience that is both effective and sustainable over time.</p>		Erik Turner elected 08/23/23	06/30/2026	
Actions			9 of 10 (90%)		
11/4/24	<p>Budget: \$706.42 Action: The school will use Title I Funds to purchase instructional materials for teachers to use for standards- aligned instruction.</p>		Complete 09/26/2024	Ashley Barrow (9/26/23)	12/01/2024
	<p><i>Notes:</i> School SMART Goal: The percent of high school students who score at the College and Career (CCR) level 4 or 5 on the Math 1 EOC (9-12) will be 50% or higher. This goal represents a 18.7 increase in the Math 1 CCR from the 2024 EOC. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)</p>				
12/4/24	<p>Budget \$1,730.00 Action: The school will use Title I Funds to purchase instructional materials for teachers to use for standards- aligned instruction.</p>		Complete 09/26/2024	Ashley Barrow (9/26/23)	12/04/2024

Notes: School SMART Goal: The percent of high school students who score at the College and Career (CCR) level 4 or 5 on the Math 1 EOC (9-12) will be 50% or higher. This goal represents a 18.7 increase in the Math 1 CCR from the 2024 EOC. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

2/24/25 Budget: \$509.70
Action: The school will use Title I Funds to purchase a class set of To Kill A Mockingbird from Barnes and Noble as instructional materials for teachers to use for standards- aligned instruction.

Complete 04/03/2025

Ashley Barrow
(9/26/23)

03/30/2025

Notes: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

12/18/24 Budget: \$1750. Action: The school will use Title I Funds to purchase instructional subscription for teachers to use for standards- aligned instruction.

Complete 09/26/2024

Ashley Barrow
(9/26/23)

05/01/2025

Notes: EdPuzzle Subscription
The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

1/15/25 Budget \$1,193.50 (Vendor PSS) Action: The school will use Title I Funds to purchase instructional materials for teachers to use for standards-aligned instruction.

Complete 02/21/2025

Ashley Barrow
(9/26/23)

05/01/2025

Notes: School SMART Goal: The percent of high school students who score at the College and Career (CCR) level 4 or 5 on the Math 1 EOC (9-12) will be 50% or higher. This goal represents a 18.7 increase in the Math 1 CCR from the 2024 EOC. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

8/10/24 The instructional teams will engage in continuous cycles of review and revision of the units of instruction to ensure standards aligned instruction (FAM-S 29, Goal 4, Goal 3)

Complete 11/29/2024

Ashley Barrow

06/01/2025

	<i>Notes:</i> This process is built into the school’s calendar, ensuring that time is dedicated each semester or year for teams to revisit and update units based on new data, changes in standards, or emerging best practices.			
8/10/24	The Instructional Leadership Team will create and manage the use of a shared digital platforms for collaboration, where teachers can contribute to and access unit plans, resources, and updates in real-time to ensure standards aligned instruction (FAM-S 29, Goal 3 and Goal 4)	Complete 09/09/2024	Ashley Barrow	06/01/2025
	<i>Notes:</i>			
8/10/24	School Administration will conduct regular check-ins, progress reports, and evaluations of unit implementation to ensure fidelity to the planning process and alignment with the school’s instructional goals. (Goal 3 and Goal 4)	Complete 09/23/2024	Erik Turner elected 08/23/23	06/01/2025
	<i>Notes:</i> School leadership actively supports the unit planning process by providing necessary resources, such as time, professional development, and access to instructional coaches. Leaders also hold teams accountable for meeting deadlines and maintaining high standards of instructional planning.			
8/10/24	The Leadership Team will establish a culture of data-driven instruction, where data from student assessments, classroom observations, and other sources are regularly used to inform decisions about instructional units to provide differentiated instruction to meet the needs of all students. (FAM-S 29, Goal 3, Goal 4)	Complete 09/18/2024	Erik Turner elected 08/23/23	06/01/2025
	<i>Notes:</i> Evidence of this practice includes data analysis meetings, student performance tracking, and adjustments to units based on data insights.			
9/26/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Erik Turner elected 08/23/23	06/01/2026
	<i>Notes:</i>			
Implementation:		04/30/2025		
Evidence	4/30/2025 _ Purchase has been made and product was delivered in March.			
Experience	4/30/2025			

Sustainability	4/30/2025 This novel set will remain on hand so that English Teachers may continue to use TKAM to enhance their instruction			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The following data points show the progress we have made for this indicator:

As of June 2024, we have partially met the objectives that are aligned to this indicator.

We created a strategic schedule and staffing plan to ensure access to advanced coursework for all students. The School Counselor had 1:1 consultations to discuss career interests and course offerings. The School Counselor also developed a graduation plan for each student. Teachers received professional learning around MTSS implementation for the MTSS Leadership Team. Teachers successfully implemented the data analysis plan to track key students.

We strengthened our core instruction by professional learning around standards aligned curriculum and tasks and providing opportunities for practice within the PLC. Our master schedule provided students with a career and/or college pathway. This includes increasing the number of students taking AP courses. Based on unofficial results we are projected to Exceed EVAAS and benchmark projections for all EOC assessments.

During the 2023-2024 school year, CPEC School Counselor and CPEC Academic Advisors supported students' transition to higher education by exposing them to a variety of post-secondary educational or career opportunities. We established PLC protocols to ensure standards and instruction are aligned horizontally and vertically. The framework of the Early College magnet program ensured that students had access to Honors and AP level courses. During advisory provided Test-taking/Preparedness plan for ACT administration. Unofficial EOC Data that reflects meeting and exceeding projected growth.

We experienced challenges with consistently meeting with PLCs to analyze various data (EWI, Panorama, District Benchmarks) for strategic interventions. Opportunities for the 2024-2025 school year include; teachers implementing data analysis plans to track key students. We will continue to strengthen our core instruction by professional learning around standards aligned curriculum and tasks and providing opportunities for practice within the PLC.

Limited Development
09/18/2023

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When this objective is fully met...		Objective Met 05/29/24	Ashley Barrow (9/26/23)	06/30/2026
	<ul style="list-style-type: none"> • School Counselor will have 1:1 consultations to discuss career interests and course offerings. • School Counselor will develop a graduation plan for each student. • Teachers will receive professional learning around MTSS implementation for MTSS Leadership Team. • Teachers will implement the data analysis plan to track key students. • Strengthen our core instruction by professional learning around standards aligned curriculum and tasks and providing opportunities for practice within the PLC. • Master schedule will intentionally provide students with a career and/or college pathway. This includes increasing the number of students taking AP courses. 				
Actions					
8/16/24	Budget: \$16,127.18 Action: The school will use Title I Funds to provide after-school tutoring hours for staff who will work to provide interventions to support students with instructional gaps		Complete 10/01/2024	Ashley Barrow (9/26/23)	10/01/2024
	<i>Notes:</i> School SMART Goal: The percent of high school students who score at the College and Career (CCR) level 4 or 5 on the Math 1 EOC (9-12) will be 50% or higher. This goal represents a 18.7 increase in the Math 1 CCR from the 2024 EOC. (Aligns to A2.04 and B3.03 and CMS Goal 2) The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 0% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)				
4/2/25	Budget \$1000. We will use Title I Funds to fund a series of workshops designed to support students in making informed decisions as they prepare for and transition to college.		Complete 05/16/2025	Erik Turner elected 08/23/23	05/16/2025
	<i>Notes:</i> A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. The Education Over Debt Foundation conducts workshops to students				

in high school and college on personal finance and wellness. The goal is to equip students with the knowledge and skills to make better informed financial decisions while maintaining a healthy lifestyle. Below are the topics covered in our College & Beyond Workshop Series.

Empower Your Potential:

Embracing Personal Empowerment Mastering Goal Setting:

Strategies for Success

Developing Critical Thinking Skills: An Analytical Approach Life After

College: Navigating Your Path to Success

Objectives Objectives Objectives Objectives

- Self-Advocacy: Students reflect on their values, skills, & goals that shape their identity.
- Conflict Resolution: Students learn conflict management styles & strategies to resolve conflict.
- Professional Aspiration: Students complete skills assessment to identify their potential career interest.
- College Planning: Students identify colleges that specialize in their potential career interest.
- College Assessment: Students compare cost of college, potential financial aid, & income.
- Students evaluate sample Financial Aid Letters.
- Financial Planning: Students learn how to create a spending plan.
- Savings & Investing:
Students learn simple techniques to accumulate wealth.
- Debt Leverage: Students learn the basics of credit & debt management.

Take Aways Take Aways Take Aways Take Aways

- Students create a 60-second elevator pitch.
- Students identify their conflict resolution style.
- Students create a positive affirmation journal.
- Students identify top 3 career interests.
- Students identify top 3 colleges that specialize in their potential career interest.
- Students identify 3 cities they would consider living in after college.
- Students evaluate which college to attend based on their interests in colleges, careers, & location.
- Students learn how to ask probing questions & how to construct an argument.
- Students learn how to create a spending plan.
- Students use gross vs net pay calculators to better understand a

paycheck.
 ● Students interpret the impact of financial ratios ie. debt to income.

9/18/23	Explore the creation and implementation of Test-taking/Preparedness plan for ACT administration to raise the school's composite ACT score (Goal 4)	Complete 02/04/2025	Erik Turner	05/30/2025
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Notes:

9/26/23	The Leadership Team will provide tutorial assistance, ensure that teachers are providing standards aligned literacy and math instruction to ensure transition support for 9th grade students. (Goal 3, Goal 4)	Complete 09/05/2024	Ashley Barrow	05/30/2025
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Notes: In an effort to provide rising 9th grade transition support CPEC will implement the following actions.

- * Provide Small group instruction for targeted Grade 9 students.
- * Provide Tutorial assistance for struggling Grade 9 students.
- * Provide Provide explicit literacy & math instruction for Grade 9 students to strengthen higher level thinking skills (Math 1, EVAAS).

8/10/24	The Leadership Team will assess the current transition practices and identify gaps in support for students moving from one grade level to the next, as well as from middle school to high school and from high school to post-secondary pathways to support transition from grade to grade. (Goal 3, Goal 4)	Complete 02/04/2025	Natascha Pendergrass	06/01/2025
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Notes:

8/16/24	Budget: \$1,500.00 - Action: The school will used Title I funds to partner with Appointed to Lead to provide leadership development and 21st Century Skills training for students as they transition from middle school to high school and as students transition from high school course work to college course work. The content of the student leadership training will include time management and organizational skills, effective communication with instructors, selecting and managing your peer network, asset mapping of campus resources, wellness and stress management, branding and identity development in a social media environment and academic support (study skills, peer study groups and tutoring programs).	Complete 08/05/2024	Erik Turner elected 08/23/23	06/01/2025
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Notes:

8/10/24	The Leadership Team will form a committee composed of teachers, counselors, administrators, and support staff to oversee the development and implementation of transition plans. (Goal 3, Goal 4)	Complete 06/01/2026	Natascha Pendergrass	06/01/2026
<i>Notes:</i>				
Implementation:		05/29/2024		
Evidence	5/29/2024 Freshman Connection Overview Back to School Orientation Agenda College and career advising			
Experience	5/29/2024 This capacity and infrastructure should include ongoing professional development and coaching with an emphasis on data-based problem solving for multi-tiered instruction and intervention, and scheduling that allows staff to plan across grade levels.			
Sustainability	5/29/2024 Ongoing two-way communication and collaboration amongst stakeholders will be essential. Also, follow-up and evaluation of the systems put in place to support transition planning.			

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

Teachers at Central Piedmont Early College have received initial training on recognizing signs of emotional distress in students and basic strategies for supporting students' emotional well-being. This training was part of a broader professional development session on social-emotional learning (SEL) conducted at the beginning of the school year.

However, this training has been limited in scope, focusing primarily on the identification of emotional distress rather than in-depth strategies for guiding students in managing their emotions or arranging for necessary supports.

Gaps:

There is a need for more comprehensive and ongoing training to equip teachers with a broader set of skills to effectively support students' emotional needs. Currently, not all teachers feel fully confident in their ability to manage complex emotional situations or to know when and how to refer students for additional support.

B. Attentiveness to Students' Emotional States:

Informal Monitoring:

Teachers informally monitor students' emotional states through daily interactions and classroom observations. Some teachers have established strong, trusting relationships with their students, which allows them to notice changes in behavior or mood and address them promptly.

For example, teachers may check in with students individually if they notice signs of distress, such as withdrawal, agitation, or a decline in academic performance.

Gaps:

There is no standardized process or tool for monitoring students' emotional states across all classrooms. As a result, the attentiveness to students' emotional well-being varies from teacher to teacher, leading to inconsistencies in the level of support provided.

Limited Development
08/10/2024

<p>How it will look when fully met:</p>	<p>Central Piedmont Early College has made initial strides in being attentive to students' emotional states and providing support, but current efforts remain at a partial implementation level. To fully realize the goals of Indicator A4.06, the school needs to enhance training, standardize processes, improve communication, and foster a more integrated approach to emotional support. By addressing these areas, the school can create a more supportive environment where all students' emotional needs are effectively met.</p> <p>Indicator A4.06: Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p> <p>Indicator A4.06: Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>Erik Turner elected 08/23/23</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>6 of 7 (86%)</p>		
	<p>3/31/25 Budget \$997.43 We will use Title I Funds for English students to attend the Sullenberger Aviation Museum.</p> <p>Students will participate in an educational field trip to Sullenberger Aviation Museum, where they will explore aviation history, ethical decision-making, and media representation of historical events.</p>	<p>Complete 04/16/2025</p>	<p>Cassie Sharpe elected 08/23/23</p>	<p>01/16/2025</p>

Notes: Impact on Student Achievement & Measurement of Success:
 This field trip will enhance students' research, critical thinking, and media literacy skills by engaging them in real-world analysis of journalism and ethical storytelling. By collecting evidence and perspectives from the museum exhibits, students will strengthen their ability to craft persuasive, well-supported op-eds.
 Success will be measured through:
 The development of an op-ed that incorporates historical and media analysis.

Student reflections on how public perception is shaped by media narratives.

Classroom discussions evaluating ethical decision-making in aviation and literature.

The use of primary and secondary sources from the museum visit in their writing.

12/18/24 Budget: \$5800
 Action: The school will use Title I Funds to fund Capturing Kids' Hearts Staff training.

Complete 01/21/2025

Ashley Barrow
 (9/26/23)

01/21/2025

Notes: SMART Goal: 100% of teachers will be trained in Capturing Kids' Hearts Social Emotional Learning strategies and curriculum.
 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)

8/10/24 The Leadership team will provide ongoing, in-depth professional development for teachers on social-emotional learning (SEL), emotional intelligence, and mental health first aid and develop a resource guide or toolkit for teachers that includes strategies, activities, and referral protocols related to emotional support. (FAM-S 31, Guardrail 3)

Complete 01/21/2025

Kelly DeAntonio

06/01/2025

Notes: Training should cover not only the identification of emotional distress but also effective strategies for managing emotions and making appropriate referrals.

8/10/24	The Leadership team will introduce attendance plan, standardized tools and checklists for teachers to regularly monitor and document students' emotional well-being and to address attendance needs. (Attendance, Guardrail 2)	Complete 09/16/2024	Kelly DeAntonio	06/01/2025
<i>Notes:</i> This could include daily or weekly check-ins, surveys, or observation logs that help teachers systematically track emotional concerns.				
8/10/24	The Leadership Team will clarify and communicate the referral process to all teachers, ensuring they understand when and how to refer students for additional support and provide training on the importance of timely referrals and the role of the school's support staff. (FAM-S 30, Guardrail 2)	Complete 09/12/2024	Kelly DeAntonio	06/01/2025
<i>Notes:</i> Improve communication between teachers and support staff by establishing regular updates on the status of referred students and coordinating follow-up actions.				
8/10/24	Promote a school-wide culture that prioritizes emotional well-being alongside academic achievement by implementing Capturing Kid's Heart. (FAM-S 31, Guardrail 3)	Complete 01/13/2025	Kelly DeAntonio	06/01/2025
<i>Notes:</i> This could include initiatives such as school-wide SEL programs, regular mental health awareness activities, and the integration of emotional support into the school's mission and values. Encourage collaboration among teachers, counselors, and administrators to create a cohesive approach to supporting students' emotional needs.				
9/26/25	Promote a school-wide culture that prioritizes emotional well-being alongside academic achievement by implementing Capturing Kid's Heart. (FAM-S 31, Guardrail 3) Teachers will facilitate weekly SEL lessons through CKH and AVID Advisory		Kelly DeAntonio	06/01/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Central Piedmont Early College has taken initial steps to communicate with parents about the importance of their role in supporting their children’s learning at home, but current efforts remain at a partial implementation level. To fully achieve the goals of Indicator E1.06, the school needs to establish more consistent communication practices, provide tailored and practical guidance, improve accessibility for all families, and foster meaningful two-way communication. By addressing these areas, the school can better engage parents as active partners in their children’s education.	Limited Development 08/10/2024		
<i>How it will look when fully met:</i>		When E1.06 is fully implemented at Central Piedmont Early College, the school will have a robust, consistent, and inclusive communication system that regularly engages parents/guardians in supporting their children's learning. This will be evidenced by regular, accessible communications, high levels of parent engagement, improved student outcomes, and ongoing data-driven improvements to the communication process. The combination of these efforts will create a strong partnership between the school and families, ultimately contributing to the academic success and well-being of all students.		Erik Turner elected 08/23/23	06/01/2026
<i>Actions</i>			3 of 4 (75%)		
	8/10/24	Establish Consistent Communication Practices: Develop a structured communication plan that ensures regular, ongoing communication with parents throughout the school year about parental expectations and the importance of home-based learning as it relates to students academic growth. (FAM-S 3, Goal 3, Goal 4)	Complete 09/02/2024	Natascha Pendergrass	06/01/2025
		<i>Notes:</i> This plan should include monthly newsletters, frequent updates from teachers, and reminders about key expectations for home support.			

8/10/24	We will translate all key communications into the primary languages spoken by families in the school community and provide printed materials for families to ensure all parents have access. (FAM-S 3, Goal 3, Goal 4)	Complete 02/04/2025	Natascha Pendergrass	06/01/2025
<p><i>Notes:</i> Utilize multiple communication platforms (e.g., text messages, phone calls, paper flyers) to ensure that all parents receive important information, regardless of their preferred communication method.</p>				
8/10/24	We will create more opportunities for parents to engage in two-way communication with teachers and administrators, such as regular Q&A sessions, parent forums, and open office hours to build partnerships with families toward achieving academic growth goals. (FAM-S 3, Goal 3, Goal 4)	Complete 02/03/2025	Erik Turner	06/01/2025
<p><i>Notes:</i> Encourage teachers to regularly check in with parents about how they are supporting their child’s learning at home. Implement a feedback system where parents can provide input on the communication they receive and suggest topics they would like more information on. Use this feedback to continually improve the quality and relevance of school-to-home communication.</p>				
8/10/24	The Leadership Team will create grade-level specific guides that offer practical, actionable steps for parents to support their children’s learning at home. Additionally, staff will host Curriculum Night twice yearly and will feature teacher-specific guidance to support learning at home. (FAM-S 3, Goal 3, Goal 4)		Ashley Barrow (9/26/23)	06/01/2026
<p><i>Notes:</i> these guides should address common challenges at each developmental stage and provide concrete strategies that parents can easily implement.</p> <p>Offer workshops or webinars focused on specific topics, such as helping with homework, creating a study schedule, or supporting literacy development. Make these resources available in multiple formats (e.g., videos, handouts) for easy access.</p>				