

Comprehensive Progress Report

Mission: The Mission of Cumberland Road Montessori School is to provide a safe and caring learning environment empowering all to achieve their full potential and be the change they want to see. We will collaborate, compete, and succeed in a globally changing society.

Vision: Cumberland Road Montessori School is dedicated to empowering all students to becoming globally competitive 21st Century learners through high expectations, collaboration, and innovative practices for all academic areas.

Goals:

Goal 1: Over the course of the next two years we will increase our proficiency score by 10.0 points in 22-23 and 10.0 points for 23-24, to achieve a B School Performance Grade (SPG) at Cumberland Road Elementary school.

Goal 2: We will increase our math achievement from a 47.8 to a 55.0 in grades 3-5 over the course of the 22-23 school year.

Goal 3: We will increase our reading achievement from a 51.4 to a 55.0 in grades 3-5 over the course of the 22-23 school year.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers create a classroom social contract at the beginning of the year and your job/my job chart. The teachers also work together to provide time out stations and areas for students that are struggling. MTSS is also utilized as a measure of support for students who are struggling to follow rules and procedures.</p> <p>Currently, we have a school wide discipline plan that combines a behavior chart and daily calendar. It is now a school wide expectation that all classes also use Class Dojo as a way of communication with parents and for behavior management support.</p>	Limited Development 10/11/2022		
<i>How it will look when fully met:</i>		<p>Teachers will create and visibly display social contracts/Be Statements with students and your job/my job. Teachers will model school-wide/classroom expectations and procedures for all students at the beginning of the year. Each grade level will utilize a consistent school-wide behavior chart for student expectations. This will be planned and implemented starting the first day of school. As the year progresses, during breaks, or when new students enter the classroom, teachers will reteach the school-wide discipline plan, rules, and procedures. Evidence of an increase in positive referrals and a decrease in negative referrals will be provided by all teachers to provide positive behavior reinforcement and ensure that students remain in school.</p> <p>If teachers need additional support with classroom management, they will be provided with specific support through peer teachers, administration, and/or coaches. Walk-through, guided observations, and opportunities to observe peers who are proficient with a management strategy will be provided.</p>		Michele Cain	06/20/2023
Actions			0 of 4 (0%)		
	10/11/22	We are going to have a professional development on the behavior chart and how to use it positively and consistently. We will also make consistent guidelines that will support all teachers to use the clip-chart.		Michele Cain	11/02/2022

<i>Notes:</i>				
10/18/22	Teachers will consistently utilize the data collected on daily behavior charts to monitor increases and decreases in positive and negative behaviors. Changes in data will be discussed during weekly Data PLC Meetings.		Nichole McNair	05/19/2023
<i>Notes:</i>				
10/11/22	We will consistently implement the school wide behavior management plan and consistently reteach after breaks or new student enrollment.		Michele Cain	06/01/2023
<i>Notes:</i>				
10/11/22	Teachers will consistently utilize the behavior log daily. Students who achieve a whole month of purple or above will be entered into a drawing for books that will be purchased by the school.		Kimberly Thompson	06/10/2023
<i>Notes:</i> 10/01/2022 We had a our first school wide Behavior charts Bee Celebration where students consistently utilized their behavior log to participate and are anticipating our first drawing this week.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers administer a variety of assessments and discuss data during PLC meetings. However, some teachers do not implement or administer common assessments which hinders student progress. Spreadsheets and protocols are a school/district wide expectation, however there is a lack of consistency and urgency which hinders student support and learning. Teachers can not make appropriate modifications in planning and implementing instruction without data.	Limited Development 06/02/2022		
<i>How it will look when fully met:</i>		<p>Teachers will differentiate instruction for their students after the instructional team with an array of differentiated activities aligned to standards the individual teacher can then select appropriate activities for each student. The teacher looks at pretests and the students ongoing work to assess mastery and make adjustments in the plans.</p> <p>Teachers will consistently administer all expected assessments and input all classroom/ district/ state data in a timely matter. Teachers will come prepared and ready to discuss data and individual student needs for their data / PLC meetings.</p> <p>Data will be analyzed and used to inform and implement differentiated instruction. Teacher will look at formative assessments to include the criterion for engaging student mastery as demonstrated in their work. Teachers will use assessments to adjust their plans for students.</p> <p>Student data must be utilized to proactively inform instruction through the use of modified teaching methods, resources, learning activities, student products and small groups to maximize learning opportunities.</p>		Nichole McNair	06/09/2023
Actions			1 of 4 (25%)		
	9/13/22	Teachers will complete their beginning of year assessments in a timely manner to utilize the data cycles for instruction, and small groups.	Complete 10/03/2022	Nichole McNair	09/28/2022

Notes: 9-13-22
 Created
 10-03-22
 All beginning of the year assessments have finished. We are also learning to navigate the wonders assessments to better meet the needs of the students at Cumberland Road.
 We are now ready to analyze data to drive our instruction.

6/2/22	Data coaches will assume the responsibility to monitor team members actively inputting assessments and data on school/ county/ state spreadsheets.		Andrea Hildel-Reyes	06/09/2023
--------	--	--	---------------------	------------

Notes:

6/2/22	All students will have and utilize personal data notebooks. Students and teachers will collaborate to track, analyze and set goals according to their personal data.		Michaela White	06/09/2023
--------	--	--	----------------	------------

Notes:

6/2/22	All teachers will come prepared to weekly data meetings. The data will be used to create standard aligned lessons that maximize student learning. It will also be used to create meaningful and targeted remediation groups and small group instruction.		Raymona Goins	06/09/2023
--------	--	--	---------------	------------

Notes:

Core Function:	Dimension A - Instructional Excellence and Alignment			
-----------------------	---	--	--	--

Effective Practice:	Student support services			
----------------------------	---------------------------------	--	--	--

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		The teachers are working together in PLC's to plan and implement effective teaching practices that are aligned to the State Standards. Teachers utilize data to plan instruction on differentiated levels of development to meet the individual needs of all students. Teachers are becoming more aware of how to analyze their data to inform instruction.	Limited Development 10/11/2022		
----------------------------	--	---	-----------------------------------	--	--

<p>How it will look when fully met:</p>	<p>Teachers will focus on planning rigorous engaging instructional practices, analyzing data, and utilizing appropriate materials. Instructional responses from students will be utilized to adjust and modify instructional practices, specifically analyzing formative data before and after instruction to ensure alignment between all three tiers of instruction for reading and math. This will provide structure to ensure that teachers are growing professionally and students are achieving academic and social/emotional growth.</p> <p>Our students with disabilities and economically disadvantaged students will be formally assessed to determine mastery of the standards being taught in reading and math. The students from these subgroups that are not meeting mastery will receive remediation via small groups and opportunities for cooperative teaching between classroom teachers and EC resource support teachers. These opportunities will be provided through Successmaker and Reading A-Z. Students will receive post-assessments to determine the level of mastery on remediated standards in order to diagnose further interventions.</p> <p>Teachers will utilize available resources and programs such as Learning A-Z to help differentiate learning and provide interventions. Learning A-Z will be utilized with K-5 as a Tier 1 Foundational Support and also a supplemental intervention (Tier 2) to strive to better align groups into a school-wide academic model.</p> <p>Rigorous and aligned instruction will be implemented for students during all transitions.</p> <p>A multi-tiered system of support will be evident. All teachers will be familiar with the MTSS process and will implement the 6 critical components in a timely manner.</p>		<p>Nichole McNair</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>1 of 8 (12%)</p>		
<p>10/11/22</p>	<p>The counselor will provide training to all staff during our August professional development days on MTSS/SST processes and procedures to ensure that we are monitoring and meeting the needs of all students.</p>	<p>Complete 10/11/2022</p>	<p>Stephanye Graham</p>	<p>10/05/2022</p>
<p>Notes:</p>				

10/18/22	We will hire additional Instructional Assistants to assist with small group remediation in Kindergarten and 1st Grade, focusing on foundational skills. We will utilize data to identify student needs.		Michele Cain	11/15/2022
<i>Notes:</i>				
10/18/22	We will hire a tutor to work with K-1 students, using ESSER funds. The tutor will implement targeted lessons based on student needs/data.		Michele Cain	11/15/2022
<i>Notes:</i>				
10/18/22	Cumberland Road is the eighth highest poverty school in Cumberland County School system. Due to this fact, we ensure that we use small group interventions on a daily basis with all students and subgroups embedded to equitably meet their needs.		Nichole McNair	05/19/2023
<i>Notes:</i>				
10/11/22	PLCs will meet to plan and utilize PLC informational notebooks, to include data, on a weekly basis to implement a tiered instructional system that allows teachers to deliver rigorous, engaging, and evidence-based instruction focused on student's growth.		Raymona Goins	06/10/2023
<i>Notes:</i>				
10/11/22	Teachers will participate in LETRS training and implement evidence based classroom instruction for all students, focusing on the quality of first time teaching. Classroom practices will reflect all three tiers of instruction and the Science of Reading.		Raymona Goins	06/10/2023
<i>Notes:</i> 9-13-22All teachers have started and participated in the initial LETRS training and are currently working on their course work.				
10/11/22	Co-teachers, classroom teachers, and instructional assistants will work with students in small group sessions to target data-driven skills utilizing Learning A-Z, Nearpod, EdPuzzle, LLI, Singapore Dimensions, and Success Maker. They will integrate skill-based learning through a Tier I and Tier II systems approach working with our students in subgroups.		Nichole McNair	06/10/2023
<i>Notes:</i>				
10/11/22	Technology/Professional development team will focus on introducing and revisiting (in a standards-aligned focus) new tools, apps, websites that teachers/staff can utilize and apply to enhance teaching and learning in the classroom with a focus on the North Carolina Digital Competencies to focus on student growth. Clear-touch boards, iPads, and Chromebooks will need to be purchased. Staff members new to these devices will need training by Kimberly Thompson.		Andrea Hildel-Reyes	06/10/2023

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>A school-wide behavior chart and contract is implemented throughout the school year. We have inconsistency among some of our staff with the implementation of our school-wide behavior plan. Class Dojo will continue to be a school-wide expectation for communication with parents and the community.</p> <p>The staff was trained on how to use the ABE modules to document student behavior; this is our fifth year of implementation, we are still not proficiently utilizing the ABE program.</p> <p>Second Step was implemented during the 21-22 school year in K-2. It will be a K-5 expectation for the 22-23 year.</p> <p>Counselors met with small groups of students to meet social/emotional needs.</p>	Limited Development 10/11/2022		

<p>How it will look when fully met:</p>	<p>Professional development is provided to all staff members to help build the relationships and implementation of the school-wide behavior plan. Clear, consistent expectations, consequences, and rewards will be modeled for staff and students through videos and use of reflection pads that are age appropriate among grade levels. All staff should build a relationship with students through the first few weeks of school by specific practices such as My Job/Your Job, Social Contracts, Morning Meetings, modeling expectations, greeting children first thing in the morning, Peace Talks, and close communication with families. Teachers will follow the correct process of referring students to the Principal's office and MTSS in order to receive the interventions necessary to support the child's social and emotional development. Teachers will refer to their teacher handbook to better understand student behaviors, emotions, and needs.</p> <p>Teachers and staff will effectively assign modules and document student behaviors and interventions through the ABE system on a consistent bases.</p>		<p>Michele Cain</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
<p>10/11/22</p>	<p>Staff will be trained and continue to use ABE schoolwide.</p>	<p>Complete 09/13/2022</p>	<p>Michele Cain</p>	<p>10/05/2022</p>
<p><i>Notes:</i> 9-13-22 All teachers received ABE training during our August professional development days. It is a school wide expectation that teachers input data into ABE, especially prior to office referrals.</p>				
<p>10/12/22</p>	<p>Teachers will attend MTSS/IRP training to learn how to create PEP's to include behavior goals and interventions.</p>		<p>Michele Cain</p>	<p>10/31/2022</p>
<p><i>Notes:</i></p>				
<p>10/11/22</p>	<p>The counselor will implement the Second Step program with all 3-5 students.</p>		<p>Michele Cain</p>	<p>11/07/2022</p>
<p><i>Notes:</i> 10/3/22 Mrs. Villarosa is conducting Second Step lessons with all grade levels.</p>				
<p>10/12/22</p>	<p>Every classroom will create a calm down corner and model to the students how to use it appropriately.</p>		<p>Ashantee McKelley</p>	<p>11/23/2022</p>
<p><i>Notes:</i></p>				

10/18/22	Teachers will utilize ABE by assigning modules and documenting student behaviors/interventions.		Ashantee McKelley	01/06/2023
<i>Notes:</i>				
10/12/22	The counselor will continue the Second Step program with all K-2 classes on a monthly basis.		Margilyn Villarosa	05/19/2023
<i>Notes:</i>				