

Comprehensive Progress Report

Mission:

Our mission is to provide an authentic, equitable, and flexible learning environment that enhances student engagement and supports their academic and social needs through virtual collaboration.

The vision of Cumberland Academy K-5 is to provide an extraordinary and globally competitive full-time virtual school that will deliver academic excellence, promote social awareness, foster a positive school culture, and build a community of digital scholars.

Vision:

Goals:

Students will meet or exceed growth on the Mathematics End of Grade State Assessment with the EVAAS index improving from -8.53 to -2.0. EVAAS for 4th-grade math showed not met with -6.00. EVAAS for 5th-grade math showed not met with -6.05.

Students will meet or exceed growth on the Reading End of Grade State Assessment with the EVAAS index improving from -1.72 to 2.0 EVAAS for 3rd-grade reading showed met growth with 0.33 EVAAS for 4th-grade reading showed not met with -2.71. EVAAS for 5th-grade reading showed not met with -0.50.

33% of students will demonstrate proficiency on the Mathematics End of Grade State Assessment improving from a composite of 19.6%. Mathematics End of Grade Assessment for Grade 3 from 24.4% to 29%. Mathematics End of Grade Assessment for Grade 4 from 16.1% to 20%. Mathematics End of Grade Assessment for Grade 5 from 18.3% to 22%.

52% of students will demonstrate proficiency on the Reading End of Grade State Assessment improving from a composite of 38.6%. Reading End of Grade Assessment for Grade 3 from 37.0% to 42%. Reading End of Grade Assessment for Grade 4 from 42.7% to 48%. Reading End of Grade Assessment for Grade 5 from 35.5% to 41%.



! = 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>Cumberland Academy K-5 is a fully virtual school; therefore, discipline is minimal as reflected in our suspension and discipline data (one two-day suspension over a 3 year period). The area in which we as a virtual school need to focus on is the area of engagement. Teachers now have access to Impero which is a tool used to manage students' focus on the task at hand along with the WebEx platform through which live instruction is provided. All staff members have been trained on the use of Impero in the classroom. Through the use of Impero, teachers have the ability to monitor the computer use of students ensuring students are on task and using technology appropriately.</p> <p>Additional technological tools have been purchased through Title 1 funds and Instructional Supply funds to support a more interactive approach to instruction allowing for closer monitoring of student understanding and engagement.</p> <p>The use of the tools which support effective classroom management is sustainable as the budget money is available for continuous renewal.</p> <p>Each of the following are examples of initiatives that are currently successful and consistent at Cumberland Academy, K-5, helping our teachers employ effective classroom management:</p> <ul style="list-style-type: none"> • Teacher reviews student/parent handbook with students. • Teachers conduct Open House to review classroom management routines/procedures • Class Dojo points/incentives • Morning meetings incorporated into the daily routine • Classroom procedures and expectations are taught/monitored 	Full Implementation 10/04/2022		

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			

	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:	Currently, teachers review the standards to be taught and follow the NC Standard Course of Study maintaining the required pacing from CCS. However, teachers do not do a deep dive into each standard; therefore, the understanding of the standard is typically surface level. Grade-level teams share plans which has led to not every teacher having the level of expertise needed in every content area. Teachers and grade-level teams continue to have the option of sharing plans with the requirement that grade-level meetings focus on reviewing the plans while unpacking the standards to ensure strong understanding and instruction.	Limited Development 10/06/2022		
How it will look when fully met:	<p>All teachers develop aligned lessons to meet the needs of all students. Formative assessments will be used to determine specific student needs in relation to each standard. Teachers work together in teams to produce lessons and collaborate to ensure standards alignment. The common lessons and planning provide opportunities for teachers to work and learn from each other to implement effective instruction. Teachers obtain feedback related to standard-aligned instruction and feedback during PLC planning. Teachers will participate in Standard Alignment professional development which provides opportunities to assist in planning and implementing aligned instruction in all classroom instruction.</p> <p>Teachers will work together in teams (grade level and vertical) to produce lessons and collaborate to learn from each other. The common lessons and planning will provide an opportunity for teachers to work and learn from each other to implement effective instruction. Teachers will use data spreadsheets to Grade Level and PLCs on a weekly basis to discuss and ensure that data, instruction and assessments are aligned to standards.</p> <p>All teachers will focus on small group instruction in all subject areas with a focus of aligned instruction to the standard with an additional focus on meeting the individualized needs of all students. There will be a prioritization of using only vetted resources to support aligned instruction and CCS pacing.</p>		Tiffany Fogelquist	05/26/2023
Actions		0 of 4 (0%)		
10/6/22	PLC meetings occur weekly to plan collaboratively and to receive support from the instructional coaches. PLC meetings will focus on standards-aligned instruction, data, and lesson delivery. PLC minutes are submitted to Canvas.		Lindsey Cavaco	01/09/2023
Notes: October 2022				

PLCs have begun for the 22-23 school year and have presented on a positive trajectory. PLCs run on a weekly focus: ELA, Math, Technology, and Data. Materials provided and collaborative work has proven to be aligned with specific school needs grounded in data.

February 2022

All grade levels participated in self-paced instructional modules as an extension of PLCs. The modules were focused on the upcoming standards to be taught. This PLC had a dual purpose in that we have a school goal of creating more student self-paced experiences.

December 2021

Suggestions for teacher support were expressed (i.e. creating slides, helpful tools/resources, example tasks by standards, etc.).

Instructional Coaches should focus on those teachers that need the most support. Coaches will continue to observe all teachers to support instructional practices. Teacher referrals by administrators and/or needs demonstrated through observations should be supported by instructional coaches. Teacher concerns can be emailed to administrators to determine a plan of action to support the teachers that demonstrate the most need for support. Notify administrators if meetings are being held with teachers (FYI).

Lesson Plans-offer suggestions with lessons (i.e. Nearpod lessons. Coaches can go into lesson plans to view lessons in order to best support teachers. However, per Fogelquist, coaches should focus time on teachers that need support with planning, instruction, materials, and resources. Administrators will continue to monitor/adjust lesson plans. Data Dives- Coaches will continue to dive into data with teams during bi-weekly meetings. As a support, coaches can visit grade level planning meetings to support data dives, unpacking standards, and pacing needs.

September 2021

PLC meetings will be streamlined to focus only on instruction and data. An additional meeting day, will be schedule for grade levels to meet.

June 2021

This action is ongoing as grade-level chairs continue to plan weekly meetings to discuss student progress, upcoming events, and general grade-level concerns.

March 2021 - Teachers continue to meet weekly to discuss student progress, share resources and touch base topic where accountability is

			required.			
	10/6/22		Each grade-level chair will be responsible for managing the agenda of the meeting, planning for time to unpack each standard to be taught assuring alignment with lesson plans.		Tiffany Fogelquist	05/26/2023
			<i>Notes:</i>			
	10/11/22		Teachers participate in professional development regarding High Yield Strategies for use in both reading and math. Following the professional development, teachers will participate in coaching cycles on the use of the High Yield Strategies.		Lindsey Cavaco	05/26/2023
			<i>Notes:</i>			
	10/11/22		Teachers work collaboratively in grade-level and vertical teams to create lesson plans that include county-vetted curriculum resources, strong evidence of differentiation, tiered lessons, and grouping.		Tiffany Fogelquist	05/26/2023
			<i>Notes:</i>			
		A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>		As a fully virtual school, it is imperative that our staff continue with this particular objective as the tools being used continue to improve, change and update. Staff needs to continually improve along with the technological tools being used. Additionally, the use of Canvas for asynchronous work will be expanded to include videos, instructions, assignments, and more.	Limited Development 10/05/2020		
	<i>How it will look when fully met:</i>		<p>Teachers and staff will demonstrate strong knowledge of each technological tool. They will be able to intertwine these tools within lesson plans to meet and/or enhance the curriculum standards.</p> <p>Evidence of best practices will be displayed within whole group, small group, and individualized instruction. Data from Canvas, Success Maker, MClass, district-made assessments, and teacher observations will drive personalized instruction.</p> <p>Teachers are able to effectively use features of our video conferencing platform to promote engagement and accountability during synchronous whole group and small group meetings.</p>		Teresa Rubio	05/26/2023

Actions	0 of 5 (0%)		
<div>10/11/20</div> <div>All teachers will incorporate a variety of tools during Live Lessons, whole group, and small group (polls, questions, whiteboard, break-out rooms, NearPod, etc) in order to individualize student learning and increase engagement.</div>		Instructional Leadership Team	05/26/2023
<div>Notes: December 2021</div> <div>MasteryConnect (Next Steps)</div> <div>Are we able to set up trackers for each subject in order to access SMAs in all content areas? Is SchoolNet still available for teachers? Mrs. Rubio will set up a meeting with the county technology facilitators to discuss these concerns. The data from MasteryConnect will be used to create small group lessons and deepen discussions concerning curriculum.</div> <div>November 2021</div> <div>Training for MobyMax was conducted for the entire staff. Each grade level is implementing the program to best fit each of the particular needs. We are in the process of trying to have MobyMax incorporated into Canvas. Standards are going to have to be seen.</div> <div>~ First grade and third grades are making plans to get students enrolled.</div> <div>~ 5th grade is using it in small groups and remediation.</div> <div>Additional throughout this school year we will monitor and collect data regarding the different online ensure we know the best tools to continue with. We can check out Readers for Haggerty. We should have access to Reading A to Z soon. Splash Learn is free and Kindergarten is using for Phonics. It has to have a set up for reading and math.</div> <div>Teacher Assistants will be used in small group instruction. Use the TA's with guidance as we clearly communicate goals they will deliver. EDPuzzle to be used along with Envision whiteboard.fi, Jamboard, digital math manipulatives are additional tools being used.</div> <div>August 2021</div> <div>As a virtual school, our focus on using the most appropriate technological tools for instruction will continue to be areas of data collection. During the 21-22 school year, all staff will use Canvas, WebEx, Peardeck with fidelity to strengthen whole group and small group instruction.</div> <div>February 2021</div>			

	<p>Due to several technical issues in Connexus, Cumberland Academy has transitioned to the county-wide platform, Webex. All teachers have had the opportunity to receive a document camera and an extra chrome book to use for an extra monitor. These have been a huge asset to teachers as they now have an additional teaching resource that allows them to share documents and teaching strategies with ease. Technological tools used: Nearpod, Istation, Webex, Connexus, EOY EOG released items digitally, Document cameras, bamboo, headsets, an extra monitor to see children and teach from, microphone, hot spots, speakers.</p> <p>March 2021- Since the incorporation of Nearpod, teachers have been able to incorporate a variety of teaching tools within one lesson, such as polls, videos, games, quizzes, and reading material. The students love the interaction and it brings excitement to the student and teacher alike.</p>			
4/9/21	Teachers and staff will demonstrate strong knowledge of each technological tool. Technology will enhance lessons and ensure standard alignment. Technology will also be evaluated as to which supports will best help individual students according to formative and summative data.		Instructional Leadership Team	05/26/2023
	<p><i>Notes:</i> January 2022</p> <p>1st grade would like more visually appealing books than currently seeing in Learning A to Z platform. Kindergarten like Reading A to Z because they can record them reading for their teaching 2nd grade is using Reading A to Z to get lesson plans and colorful books</p> <p>The team recognizes the kids need small group leveled readers. All staff are encouraged to participate in the county survey to describe what reading program we would like and help decide on the next adoption. Additionally, we need a volunteer to be on the team to choose new reading series so that our voice is heard regarding an online component.</p> <p>December 2021</p> <p>Accessing Webex through Canvas is now required by 3rd-5th and starting in January it will be required for K-2 also. Access WebEx in this way will provide an extra layer of safety for students along with easy accessibility.</p> <p>In order to put appropriate security measures in place, administrators have requested that all grade levels work with Mrs. Weide to move all access to Webex through Canvas only. With this in mind, several</p>			

concerns were discussed:
 Access for TA's?
 Access for substitutes?
 Buddy teacher rosters- teachers can send out the link the day of, if they have to be absent.
 Will this change affect EC teachers/students?
 Teacher feedback was concerning. It was suggested that Mrs. Weide works with one grade level at a time to initiate this change.

October 2021

Teachers are implementing Canvas but request additional training with Canvas and WebEx. Training has been provided and continues to be provided during Friday Lunch and Learn sessions. Each session is chunked into easy to implement sessions.

September 2021

Refinement continues to be needed in this particular area as NearPod is not being used consistently and our K-2 classrooms begin the implementation of Canvas. Each tool will be monitored and support provided as needed. Currently, our instructional coaches are flipping out videos to staff in order to allow for timely assistance.

March 2021

We had schoolwide NearPod professional development in February. Each teacher had to use a NearPod lesson and run a participation report to turn in for CEU credit. Teachers have learned how to add and edit content in ready-made NearPod lessons, and how to create new lessons from scratch.

12/8/21 A book study and professional development "The Innovator's Mindset" will be offered to our staff based on the results of the school Needs Assessment.

Tiffany Fogelquist

05/26/2023

Notes: October 2021

All staff received a copy of the book "The Innovators Mindset" to participate in a book study for follow-up purposes.

September 2021

George Couros author of "The Innovators Mindset" presented a professional development regarding the importance of innovative instruction.

10/6/22	Technology tools for the virtual setting will be provided, professional development will occur followed by consistent use in the classrooms.		Lindsey Weide	05/26/2023
<p><i>Notes:</i> March 2022 All staff members have responded to a survey regarding the software currently being used to make future instructional decisions.</p> <p>February 2022 Staff and students have access to a variety of software tools to aid in student engagement, understanding and individualized instruction. To ensure teacher capacity, professional development was required by all staff members. Followed by "Lunch and Learn" optional professional development extensions.</p> <p>August, 2021 The Cumberland Academy will continue with previously implemented tools (TechQuest, MobyMax, SuccessMaker) in addition to using new technological tools (Canvas, MasteryConnect). Each tool will be used with fidelity.</p> <p>June, 2020 ~ Training will be provided for TechQuest and the tool will be used weekly in classrooms. ~ Instructional Assistants are helping teachers/students with Istation and small group support. ~ Moby Max training will be provided.</p>				
10/18/22	The leadership team will review lesson plans, walk through data, professional development participation, and appropriate/varied use of technological tools by students and staff in all lessons.		Tiffany Fogelquist	05/26/2023
<i>Notes:</i>				

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

Initial Assessment:	<p>At Cumberland Academy, K-5 instruction is differentiated but not in a consistent manner and not for every student in every classroom. As data is reviewed, it is noted that students have not met a high rate of proficiency which shows the need for greater individualization based on data. Student data should be reviewed: pre, post, and following remediation efforts. Individualized Learning Plans are not currently being used and the use of the plans will allow students to make growth based on specific needs.</p> <p>Teachers are working together in Grade Level and PLC meetings to plan and implement effective teaching practices that are aligned to the State Standards and county pacing. 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. 20-21 EOG data showed a discrepancy in the achievement of our black students and economically disadvantaged students. During planning, small group instruction, and MTSS sessions these students will be monitored closely for growth and mastery of standards.</p>	Limited Development 10/04/2022		
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How it will look when fully met:	<p>Teachers are able to differentiate instruction for their students based on individualized student need as indicated through pre and post-assessments. Each Instructional Team has prepared units of instruction with an array of differentiated activities aligned to standards for both synchronous and asynchronous instruction. Each individual teacher can select appropriate activities for each student. The teacher looks at pretests and the student’s ongoing work to assess mastery and make adjustments in the plans.</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 Economically Disadvantaged Students, Hispanic, and Black 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 through small groups and remediation opportunities with tutors. Data from SuccessMaker, Mastery Connect, Reading A-Z, and mClass will be used 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 SuccessMaker to help differentiate learning and provide interventions. Resources will be used 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>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>		Tiffany Fogelquist	05/26/2023
Actions		0 of 7 (0%)		
10/10/22	The administration will provide staff with an overview at the beginning of the year of the MTSS process.		Tiffany Fogelquist	11/14/2022
Notes:				

10/4/22	Teachers will use data to facilitate the creation of Individualized Student Learning Plans assuring a high rate of differentiation.		Lindsey Cavaco	05/26/2023
<i>Notes:</i>				
10/4/22	A data spreadsheet will be created and maintained for the use of tracking student needs along with providing information to create Individualized Learning Plans.		Lindsey Cavaco	05/26/2023
<i>Notes:</i>				
10/4/22	Each grade level will have a "data lead" who will facilitate bi-weekly data meetings to review data as a team and develop plans to specifically address student needs in relation to NC Standards.		Teresa Rubio	05/26/2023
<i>Notes:</i>				
10/6/22	The teachers will refine small groups and gain a better understanding of how to use breakout rooms while including instructional assistants. Teachers will ensure small groups are grounded in data to address individualized student needs. Subgroups that are underperforming (socio-economically disadvantaged and black students) will be monitored with pre, interim, and post-test to ensure small group instruction is addressing their needs.		Tiffany Fogelquist	05/26/2023

Notes: February 2022

Remediation groups for grades two through five have been established and students receive remediation twice weekly.

January 2022

All student data is reviewed and used to make instructional decisions. Small groups are fluid and flexible based on individual student needs.

October 2021

Currently, assessment data is being collected to begin the creation of small groups.

SuccessMaker diagnostic is being completed at this time along with MClass and GAP testing

BOG testing has concluded and the data will be utilized to provide for individual student needs.

August 2021

Small group instruction will be grounded in data so individualized student needs are met. CCS vetted resources will be utilized. Small group plans will be included in lesson plans.

July 2021

The Leadership Team has supported teachers in the small group process and continually gives us feedback as to what can be done to improve instruction delivery.

10/10/22 Staff will be provided professional development on working with Economically Disadvantaged Students and African American males during faculty meetings.

Ursula Foster-Sapp

05/20/2025

Notes:

10/10/22 All teachers will provide equity-based tiered instruction using multiple data sources to meet the differentiated needs of students in small and whole-group instruction.

Teresa Rubio

05/23/2025

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

Initial Assessment:	<p>The staff at Cumberland Academy are making strides to assure attentiveness to all students' emotional states and helping students manage their emotions. Supports and interventions are in place for students along with families when needed. Teachers have all received training in Second Step.</p> <p>Recent data revealed that there is a learning gap between Black Students and Economically Disadvantaged Students at Cumberland Academy K-5 and other student groups. There is no program currently established to provide additional support for Black Students and Economically Disadvantaged Students.</p>	No Development 10/06/2022		
How it will look when fully met:	<p>Professional development is provided to all staff members to help build relationships and implementation of school-wide morning meetings and school-wide emotional supports. All staff should build and maintain relationships with students through the first weeks of school by specific practices such as Morning Meetings, modeling expectations, greeting students first thing in the morning, participating in brain breaks, hosting in-person events and close communication with families. Teachers will follow the correct process of MTSS in order to receive the interventions necessary to support the child's social and emotional development.</p> <p>This objective will be fully met when the social-emotional needs of every student are addressed in a way that supports individual needs. When the learning gap is reduced for the subgroups of Black Students and Economically Disadvantaged Students it will result in proficiency in reading and math at the same rate as other student groups.</p>		Alexis Wester	05/17/2024
Actions		0 of 2 (0%)		
10/10/22	Teachers will implement a "Morning Meeting" prior to the start of school each day. During the "Morning Meetings," teachers will discuss learning expectations, social-emotional management skills, current events, and classroom procedures/routines.		Tiffany Fogelquist	12/20/2022
Notes:				

10/12/22			The Student Services Team (Social Worker and School Counselors) will develop a comprehensive program to address the Social-Emotional needs of the students and their families.		Elaine Frangakis	05/17/2024
Notes:						
	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
Initial Assessment:			Currently, the only transition activities being implemented are for fifth-grade students moving to middle school. Our students work closely with Cumberland Academy 6-12 to support the transition from elementary to middle school. However, there is no focus for transitioning among other grade levels.	Limited Development 10/10/2022		
How it will look when fully met:			Transition supports will be put into each grade level to ensure smooth transitions from each grade level specifically from second to third and then fifth to sixth.		Natalie James	05/16/2025
Actions				0 of 3 (0%)		
10/10/22			The third-grade team will meet on a regular basis with the second-grade team to review the curriculum in a vertical manner and address areas of need.		Lauren Jonas	05/26/2023
Notes:						
10/10/22			The grade level teams will participate in peer observations with the goal of identifying best practices to support the transition of students to the upcoming grade level.		Lindsey Cavaco	05/26/2023
Notes:						
10/18/22			A peer observation schedule will be created to allow teachers to identify strong instructional practices used in their teammates' classrooms. Visits will also allow for teachers to provide improvement feedback to each other. Peer visits will be intentionally planned to allow for vertical curriculum review supporting grade transitions.		Lindsey Cavaco	05/26/2023
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/23/2022		
How it will look when fully met:			With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Jackie White	06/01/2023
Actions				0 of 6 (0%)		
	10/23/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.			Curriculum Specialists, Area Superintendent	06/01/2023
Notes:						
	10/23/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.			Jackie White	06/01/2023
Notes:						

10/23/22	In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.		HR, Tiffany Fogalquist	06/01/2023
<i>Notes:</i>				
10/23/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Jackie White	06/01/2023
<i>Notes:</i>				
10/23/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Jackie White	06/01/2023
<i>Notes:</i>				
10/23/22	Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS, Subgroup, discipline, attendance, etc.), and track and support progress towards SIP goals.		Jackie White	06/01/2023
<i>Notes:</i>				

	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
Initial Assessment:			The administrative team meets on a weekly basis with each grade level PLC to review curriculum, and instructional best practices and to review professional development activities. With the addition of vertical team meetings, each is focused specifically on the progression of content standards, our teachers will gain a greater understanding of the respective standards. The goal is to further refine this practice by also ensuring curriculum planning by the teams for the purpose of preparing to meet the needs of individual students.	Limited Development 10/10/2022		
How it will look when fully met:			This objective will be fully met when all Grade Level PLC meetings have a strong focus on curriculum and instructional lesson planning that is aligned and informed by data. The administrative team (principal, assistant principal, and instructional coaches) will meet weekly to review data and plan support for staff and students.		Tiffany Fogelquist	05/17/2024
Actions				0 of 2 (0%)		
10/12/22		The Leadership Team consisting of the principal, assistant principal, and instructional coaches will meet weekly to review data, discuss the coaching cycles of teachers, and to focus on improvement goals.			Lindsey Weide	05/16/2025
Notes:						
10/19/22		The leadership team will meet with the Grade Level Chairs, Student Services (MTSS) Team, and Data Leads on a rotating bi-monthly basis to ensure consistency and focus on instruction/data.			Teresa Rubio	05/16/2025
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, time in the master schedule has been allocated for instructional planning. However, specific duties have not been provided for the team.	Limited Development 10/06/2022		
How it will look when fully met:			When this objective is fully met grade level PLC meetings will be run in an efficient manner that focuses on instructional planning using student data, professional development of staff based on staff surveys, and utilization of high-yield instructional practices led by staff through distributive leadership.		Teresa Rubio	05/16/2025
Actions				0 of 4 (0%)		
	10/10/22	Google Docs and a Google Shared Staff Folder will be used to share lesson plans, record meeting minutes, and allow for collaboration between team members. Administration, Instructional Coaches, and teachers will provide comments on lesson plans as needed.			Lindsey Weide	12/20/2022
Notes:						
	10/6/22	Teachers will develop weekly lesson plans, for whole group, small group, and independent computer-based instruction. Evidence of alignment to North Carolina Standard Course of Study standards and engagement strategies will be provided within lessons.			Ursula Foster-Sapp	05/26/2023

Notes: January 2022

Third grade is using Instructional Assistants to pull red small groups according to their data. Prerequisite skills are focused on to fill in the gaps needed to meet priority standards. Bubble students (2s) will soon start small groups with Mrs. Faircloth (3rd & 4th Remediation Teacher). Fifth Grade data is looked at to form new groups and reviewed in small groups. In upper grades, MClass does not always match what is seen in class so all data is used for instructional decision making. Kindergarten is conferencing with their students to discuss scores and goals for continuous improvement.

October 2021 - All staff are utilizing Planbook to house lesson plans. Grade levels plan and share lesson plans. A continued area of focus is ensuring small group plans are also added to Planbook.

June 2021 - This action will continue to be an area of focus for the 21-22 school year. Staff will have access to Planbook to house lesson plans. Plans will be reviewed for clarity, alignment, and delivery methods.

March 2021- Lesson plans are due each Friday at 9:00 a.m. Our instructional coach has provided guidance on setup of objectives, essential questions, and links to our lessons or slides.

10/6/22 Master schedules and classroom schedules will be maintained to provide for maximum instruction time. Schedules will depict times for whole group, small group, and independent computer-based instruction.

Teresa Rubio

10/14/2023

Notes: February 2022

In addition to the first-grade schedule review, a fifth-grade team is also working on an updated schedule to determine the best way to meet student needs. Creating schedules that address the needs of students is an ongoing process. Our goal is to capitalize on instructional time to provide the most whole group and small group time as possible.

December 2021

The master schedule remains consistent to ensure student whole group and small group consistent amounts of time. However, in order to gather qualitative, a first-grade teacher is rotating the times within her daily schedule to gather data to use for future scheduling.

June 2021

Schedules have been posted in Canvas and will be reviewed on a consistent basis to ensure alignment of times.

March 2021 - Teachers are continually looking for new ways to provide sound instruction for their classrooms. Some have made Fridays a whole group lesson day, others have extended the invitation to all students to join for any and all small group sessions. Many teachers are sending their lessons (Google Slides or PowerPoints) through class Dojo via weekly newsletters or other links.

10/10/22 The administration and Instructional Coaches will meet frequently with all grade levels during planning periods to ensure that the faculty's planning needs are both addressed and fully met. During this time the administration team will also ensure the time is used for instructional planning only and that each team member maintains a position supporting planning

Tiffany Fogelquist

05/20/2024

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	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
Initial Assessment:			Currently, the administration conducts learning walks and leaves feedback. In the effort of continuous improvement, the process will be refined and become more purposeful. Dates and specific classroom practices will be looked for and feedback provided.	Limited Development 10/06/2022		
How it will look when fully met:			This objective will be fully met when the current learning walks involve a coaching aspect that leads to continuous improvement. Currently, Learning Walks are utilized to provide feedback to teachers. To further improve the practice a schedule has been created to ensure every teacher receives a learning walk including timely, clear, and constructive feedback at least twice weekly by the administration and instructional coaches. Teachers will know what aspect (academic, instruction, engagement) will be focused on each week. The feedback will open communication for teachers to respond to for improvement to be the focus. Evidence will include a learning walk calendar and feedback forms which will also ultimately increase student performance.		Tiffany Fogelquist	05/17/2024
Actions				0 of 4 (0%)		
10/10/22		Administration will create a schedule for Administration and Instructional Coaches to follow ensuring that classes are visited every day and feedback is provided.			Tiffany Fogelquist	11/01/2022
Notes:						
10/6/22		Administrators and instructional coaches will conduct ongoing formal and informal classroom observations. Feedback will be provided addressing strengths and areas for continuous improvement.			Tiffany Fogelquist	05/26/2023

Notes: January 2022

Support to staff is ongoing based on the differentiated needs as evidenced by walk-through and observation data.

December 2021

New Teacher/TA Supports

Instructional coaches have started coaching cycles with new teachers and teacher assistants.

Teacher support will be provided on a bi-weekly basis or as needed to review county initiatives and curriculum expectations. The new third-grade teachers have already started this process.

TAs will also meet on a bi-weekly basis in order to better equip them with the tools they need to support teachers in the classroom. TAs are currently working with scheduled small groups among their assigned grade levels. (K-Linville, 1st-Purnell, 2nd-Cooper)

Suggestions for supporting TA needs: designing lessons/slides that focus on foundational skills, technology support, lesson presentations, school-wide updates

September 2021 - Administration and Instructional Coaches will develop an observation schedule to ensure all staff members have a weekly visit with teachers needing support receiving a daily visit.

March 2021 - Informal observations, iRounds, and formal observations are conducted by the Assistant Principals on a weekly basis.

10/10/22 An actionable feedback form will be created and shared. This form will be completed at the end of each classroom visit.

Lindsey Cavaco

05/20/2024

Notes:

10/10/22 The administrative team will tier teachers based on data from Learning Walks, observations, and teacher feedback for support through coaching cycles.

Tiffany Fogelquist

05/20/2024

Notes:

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Staff and the leadership team regularly look at data to make decisions on instruction that will improve school performance during grade-level meetings, staff meetings, leadership team meetings, and PLCs. Each teacher has a digital spreadsheet that is required to be updated and reviewed monthly.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>			A review of data sheets will ensure that all staff members are completing the data sheets as assessment scores are received. Professional development will meet the needs of the staff and the surveys will attest to that. The school improvement plan will be a living document and actions will be added as needed.		Teresa Rubio	05/17/2024
Actions				1 of 2 (50%)		
	10/10/22	Teachers will create a PDP based on their SIP indicators, summative evaluation, and school performance results from the previous year.		Complete 10/03/2022	Tiffany Fogelquist	10/08/2022
	<i>Notes:</i> 10-3-2022		Each teacher has created a PDP aligned with the School Improvement Plan. Teachers have met with administration to review their plan with discussions on how the PDP will support student proficiency and growth. The PDP will be reviewed at the mid-year point and at the end for the year to measure success of meeting the goals.			
	10/10/22	The administration will meet with staff individually to provide differentiated support using administrative data talks biweekly.			Teresa Rubio	05/20/2024
	<i>Notes:</i>					

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, many practices are in place to support recruiting, evaluating, rewarding, and replacing staff. However, some practices are implemented on a more consistent and regular basis.	Limited Development 10/10/2022		
How it will look when fully met:			The objective will be met when a clear consistent established system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff. Meeting this objective will be evident through multiple avenues of celebrating staff members, clear interview procedures, and consistent recruiting protocols. Additionally, when each staff member has ownership of specific aspects of the school success the team improves. Starting with the 2022-2023 school year we will ensure distributive leadership as part of an effort to have highly effective teachers reach staff with support, coaching, and planning. Through distributive leadership, excellent teachers will be retained. Shared responsibility will have a positive effect on student achievement.		Teresa Rubio	05/16/2025
Actions				0 of 2 (0%)		
	10/12/22	The leadership team will work with each teacher specific to their individual needs based on a Tiered System and a coaching cycle for each.			Lindsey Cavaco	05/16/2025
Notes:						
	10/10/22	The instructional leadership team will develop a differentiated instructional support plan for each teacher based on his/her professional needs. Evidence will be documented in PDPs, professional development rosters, and correspondence.			Ursula Foster-Sapp	05/20/2025
Notes:						
Core Function:			Dimension E - Families and Community			

Effective Practice:			Family Engagement			
	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>			Currently, the staff at Cumberland Academy, K-5 communicates with families through ClassDojo and phone calls. However, communication can be strengthened to reach more families and to enrich family understanding of curriculum requirements. As an area of improvement, the team will correspond using additional formats to ensure as many families as possible are reached and communication is varied in regards to the content. Communication with students' families is consistent; however, the objective will continue as we further the goal by increasing discussions with parents regarding learning goals, data, and standards.	Limited Development 09/19/2021		
<i>How it will look when fully met:</i>			<p>This objective will be fully met when every staff member communicates on a regular basis with our school families. A communication log will be utilized to track communication. A variety of methods will be used to communicate to include: social media, email, ClassDojo, ParentLinks, phone calls, and virtual meetings. Communication will include instructional strategies, suggestions for support, and information regarding the content.</p> <p>When this goal is met, the school will have a higher rate of parent participation regarding academic endeavors. Participation will increase to at least 70% whether through in-person events or live-streaming information. Teachers will communicate with parents regarding academics and Social Emotional health. Staff will communicate with parents equally for positive encounters with students when discussing areas of need. This goal is an opportunity for our school to deliver our own message of the success, students encounter at Cumberland Academy, K-5.</p>		Tiffany Fogelquist	05/26/2023
Actions				0 of 3 (0%)		
	9/19/21	Classroom teachers and school support staff will provide ongoing documentation of communication between parents and teachers. Communication will be documented through ClassDojo, email, phone calls, and Canvas.			Teresa Rubio	05/26/2023

Notes: March 2022

Parents received a Smore containing all upcoming events along with surveys to provide their input. An EOG family night has been planned.

February 2022

Class Dojo continues to be a strong communication platform for all families. Parents receive daily communication from teachers and weekly communication from the school in addition information is also shared as needed.

December 2021

Parent Access to Assessment Results

Letters/information for RTA, BOG, and Benchmarks are shared with parents through PS.

Although the data has been reviewed through PLCs, Mrs. Rubio will share results, via email, with teachers. At this time, numerical scores should not be shared with parents. Parents should be able to view data in PS.

Students along with their parents attended a Coding Night to enhance student exposure to technology usage along with critical thinking and problem solving skills.

November 2021

November 18th we will hold a data night to support a greater understanding of assessments and how data is used. We use classdojo to communicate data, ScreenCastify to help parents understand how to best use Canvas. Put those videos under a resource tab. Parent Portal letters were sent out for grade access. Letters went home for RTA. Kindergarten is having classes at night to model how to get to their child's resources.

August 2021

Strong Home/School communication is our goal and will be accomplished through ensuring use of multiple communication avenues. Staff will maintain a communication log so that we are able to monitor each families level of communication. Additionally, we have set the goal of communicating to our families information related to curriculum understanding.

March 2021

Classroom teachers, including Dr. Kaiser (5th grade) and Dr. Simmons (3rd grade), keep in close communication with our families through the

	school website and Class Dojo. We also use Connexus webmail, regular emails, and phone calls to make contact with families. Mr. Currie uses Parentlink to share weekly phone messages with parents. Dr. Simmons will begin to make contact with families whose students are in remediation through Parentlink beginning April 2021.			
10/6/22	Administration, Instructional Coaches, Teachers, and Parent Facilitator will help parents with learning coaching (4 meetings per year will be created for parent engagement).		Tiffany Fogelquist	05/26/2023
	<p><i>Notes:</i> September 2022 Four family events were held in September: "What is a Learning Coach", "Title 1/Curriculum Night", "Reading MClass data" and the first PTO meeting.</p> <p>August 2022 We have hired a full-time parent facilitator who has been tasked with helping increase parent engagement along with creating the school's first PTO. Open House was held in person on August 24, 2022, where parents were able to meet the parent facilitator. Many connections were made and family reaction to a PTO was positive.</p> <p>January 2022 Currently, we no longer have a parent facilitator and efforts to hire one have not been successful. Therefore, this position will be tabled until 22-23 school year.</p> <p>April 2021 We are in the process of hiring a parent facilitator. We have a prospective parent who will be taking over this position in the fall.</p>			
10/6/22	Cumberland Academy is focused on providing supports to promote strong Social Emotional supports to students and their families.		Alexis Wester	05/26/2023

Notes: January 2022

Based on student and parent feedback, all grade levels will add a "social component" to allow for student fun and socialization. Every other Friday the grade level teams will host social events for the students.

November 2021

Home visits to deliver materials are being done. The home visits have helped ensure equal access to materials for all students. Names for Girl's groups are being used to form groups. The Girl's Group will be facilitated by our school counselors.

August 2020

Some of the strategies used to support students are: rewarding ClassDojo points, Ms. Wester (School Guidance Counselor)counseling students dealing with deaths/ grief, sharing certificates of achievement, and administering SEL lessons in Kahoot.