

## Comprehensive Progress Report

**Mission:**

Cumberland Academy 6-12 will provide a safe, positive, and rigorous virtual learning environment to prepare global leaders to reach their full potential.

Cumberland Virtual Academy 6-12 is a premier virtual school in North Carolina:

- Our students think critically and encourage collaboration.
- Our program engages students in a challenging academic curriculum taught virtually.
- Our children take responsible action within and beyond our school community.
- Our vibrant and inclusive community is engaged and supportive.

**Vision:**

**Goals:**

- To increase composite middle school math achievement to 44.3% by June 2023
- Increase student assessment participation from 70.6% to 95%
- To increase composite middle school reading achievement to 63.5% by June 2023
- To increase high school overall proficiency goal to 52.3% by June 2023
- Increase CGR goal from 73.6% to 95%



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	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>All homeroom teachers are expected to implement Social Emotional Learning (SEL) in their homeroom classes. Counselors assist with this objective by leading professional development and classes concerning SEL. In addition, all teachers have classroom expectations posted on Canvas in their syllabus. Teachers review their syllabi during the first week of school. Syllabi should include class rules, expectations, and procedures. In most classes, syllabi are briefly reviewed and not revisited in detail.</p>	<p>Limited Development 09/28/2022</p>		

<p><b>How it will look when fully met:</b></p>	<p>All teachers will have a comprehensive syllabus for students on their Canvas courses. The rules and expectations on the syllabus will be agreed upon by the middle school team and the department for High School. The syllabi will include the attendance policy, class schedule, and camera policy. Each teacher will also include procedural policies for their classes. Rules and Procedures will be reviewed frequently to ensure all students and stakeholders are aware of the policies and expectations for school, starting at the school's orientation and open house. When presenting student behavior expectations, teachers will use positive speech and encouragement.</p> <p>As a school, Social Emotional Learning will remain a strong cultural norm. Lessons will be presented in homeroom with the support of support staff. As a school, positive Behavior in School will be implemented school-wide. Students will be familiar with a follow a school-wide PBIS rubric and earn prizes and incentives frequently.</p> <p>As a school, we will implement restorative practices and restorative justice. Teachers will participate in training and include restorative justice practices in day-to-day instruction.</p>		<p>Angela Williams</p>	<p>06/03/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>10/4/22</p>	<p>By November 2022, a Positive Behavior In School (PBIS) committee will be established to begin training the staff and students of CAVS to be a PBIS school.</p>		<p>Estella Johnson</p>	<p>11/30/2022</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>Middle School and High School homeroom teachers will implement Social Emotional Learning (SEL) lessons, utilizing the Second Step program at least two times weekly with fidelity.</p>		<p>Erica Gordon</p>	<p>11/30/2022</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>All Middle School and High School teachers will post their syllabus on their Course Canvas Home Page. Syllabi will include team/department expectations, grade weights, school attendance policy, school grade policy, and classroom procedures.</p>		<p>Chavonda Brown</p>	<p>11/30/2022</p>
<p><i>Notes:</i></p>				
<p>10/4/22</p>	<p>By January 2023, the PBIS committee will complete PBIS training.</p>		<p>Estella Johnson</p>	<p>01/30/2023</p>
<p><i>Notes:</i></p>				

10/4/22	By February 2023, the PBIS committee will create a school-wide PBIS matrix. The matrix will be shared to staff for approval and input via a Google Survey.		Estella Johnson	02/28/2023
<i>Notes:</i>				
10/4/22	Starting October 2022, Ms. Johnson will lead the staff in Restorative Justice Professional Development monthly based on the book Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility using Restorative Justice during Staff Meetings.		Estella Johnson	05/30/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Cumberland Academy Virtual follows the district-mandated curriculum and the NCSCOS to provide standard-based instruction. Fidelity of this implementation is monitored via lesson checks and pacing guides. Instructional observations are conducted to meet licensure requirements.	Limited Development 09/29/2022		
<i>How it will look when fully met:</i>		Teachers will work together in Professional Learning Communities to create lesson plans that reflect the North Carolina Standard Course of Study, best practices, NCRethink Education and that follow the curriculum and pacing guides of Cumberland County Schools. Lesson plans will reflect prioritized standards based on NC test specifications. In addition, teachers will meet with each other and the leadership team to address students' weaknesses and provide input and suggestions on increasing student achievement. At the beginning of every year, Teachers will engage in Goal setting. Teachers will implement pre-and post- assessments and work with colleagues and the leadership team to review student data and design lessons to meet the academic needs of all students.		<b>Tawanda Blount</b>	<b>06/01/2023</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	10/4/22	Teachers will create lessons that prioritize Standards instruction based on NC test specifications for standard weights.		Tawanda Blount	04/30/2023
<i>Notes:</i>					
	10/4/22	The instructional leadership team will meet and review the previous year's data and set goals to be examined quarterly for progress towards growth for the 2022-2023 school year.		Tremaine Canteen	04/30/2023
<i>Notes:</i>					
	9/30/22	The leadership team and teachers will develop and monitor quarterly goal-setting data for student proficiency in Math, ELA, 8th Grade Science, and Biology.		Tawanda Blount	05/31/2023

<i>Notes:</i>			
10/4/22	Teachers will work in professional learning communities weekly with the leadership team to design instruction based on district curriculum mapping during collaborative planning		Tawanda Blount 05/31/2023
<i>Notes:</i>			
9/30/22	Implement instruction based on district curriculum mapping during collaborative planning		Tawanda Blount 06/01/2023
<i>Notes:</i> District provided curriculum mapping should guide lesson planning and assessments.			
9/30/22	The leadership team will host bi-weekly coaching cycles with teachers to discuss weekly trends.		Tawanda Blount 06/09/2023
<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
<i>Initial Assessment:</i>		Teachers are currently working in teams to analyze student data. Students participate in group remedial cycle to address deficits.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>		All teachers will implement effective teaching practices according to data from walkthroughs, observations, and student assessments. When fully implemented, supplemental and intensive interventions will complement core instructions. The school will have a transparent intervention system where less than 20% of the student body will need interventions outside the general education classroom. At full implementation, at least 80% of our students will show proficiency on teacher-made assessments, Mastery Connect tasks, exams, and benchmarks.		Chavonda Brown	06/02/2024
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	9/28/22	The Instructional Leadership team will develop an MTSS system with procedures and protocols to guide the effective implementation of tiered instructional supports and interventions.		Chavonda Brown	01/03/2023
<i>Notes:</i>					
	9/28/22	The Instructional Leadership Team, including Technology Facilitator and Teacher Leaders, will create an MTSS toolkit with resources and effective instructional strategies to reference during bi/weekly MTSS grade level meetings.		Estella Johnson	02/28/2023
<i>Notes:</i>					
	9/28/22	The instructional team will conduct weekly walkthroughs to monitor and provide feedback on the implementation of instructional practices.		Tawanda Blount	05/30/2023
<i>Notes:</i>					

9/28/22 The leadership team and MTSS Coordinator will deliver MTSS orientation via professional development to the staff within the first thirty days of school to establish procedures and expectations for tiered support systems at Cumberland Academy 6-12.

Estella Johnson

09/15/2023

*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
<b>Initial Assessment:</b>			<p>Cumberland Academy 6-12 homeroom teachers host SEL lessons on the following schedule:</p> <ul style="list-style-type: none"> <li>Monday - Thursday for middle school students.</li> <li>Monday, Tuesday, Thursday, and Friday for high school students.</li> </ul> <p>Each week a concept is taught from one of the five pillars: self-awareness, self-management, responsible decision making, relationship skills, and social awareness.</p> <p>Click <a href="#">Secondary SEL Calendar</a> to view the weekly core competency being taught by homeroom teachers weekly.</p>	No Development 10/02/2020		
<b>How it will look when fully met:</b>			<p>All teachers will implement effective teaching practices, to include SEL strategies in the classroom, when fully implemented according to data from walkthroughs, observations, and teacher evaluations. When fully implemented supplemental and intensive interventions will complement core instructions. The school will have a transparent intervention system where less than 20% of the student body will need interventions outside the general education classroom. At full implementation, at least 80% of our students will show proficiency on teacher-made assessments, Mastery Connect tasks, exams, and benchmarks.</p>		Chavonda Brown	06/02/2023
<b>Actions</b>				0 of 5 (0%)		
		9/27/22	Teachers and staff will participate in SEL professional development at the beginning of every year to prepare teachers to facilitate meaningful SEL lessons during homeroom.		Erica Gordon	11/30/2022
		Notes:				

9/27/22 Teachers will implement SEL lessons in homeroom at least twice weekly from one of the five pillars: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Erica Gordon

12/20/2022

*Notes:* 10/6/20 The SST team will consistently monitor the school's emotional climate and provide workshops with teachers, building the teachers' capacity to facilitate SEL lessons with students based on the student body's specific needs.

12/1/20 - Teachers hosts SEL lessons every Monday and Tuesday during homeroom.

2/2/21 - Campbell is connected to all 7th-grade classes in Canvas. She was impressed by the SEL lessons observed. Ms. Melissa Matthews now serves as the lead counselor in Ms. Ray's absence.

4/13/21- Gordon will assist Campbell with observing SEL lessons. Teachers need to add Gordon to Canvas so that she can observe SEL lessons. Ms. Motsinger conducted a lesson on the 5 Love Language during SEL.

5/4/21 All teachers are being effective with the students' social-emotional learning during homeroom. Mrs. Campbell highlighted Mrs. Williams (7th Grade ELA teacher) for doing an awesome job in engaging and providing students with a platform to voice their thoughts about current events that are happening in society and how it affects them. On behalf of Mrs. Gordon, she highlighted Mr. Fulton (8th Grade ELA teacher) for doing an awesome job in engaging and providing students the opportunity to speak out concerning how they deal with fake friends and what to look for, and how it impacts their relationship with others as they are growing up.

11/9/2021- Middle School is using Second Step but not consistently. Some teachers are conducting lessons but others are not. CCS has a certain way they want it executed. CCS has hired a SEL Counselor who is helping all of the schools with Second Step. Erica has sent the district SEL calendar to all teachers that can be used for Middle School and High School.

11/17/2021- District SEL Counselor provided training for high school teachers on the use of the Adult module of Second Step

11/19/2021- District SEL Counselor provided training for middle school teachers on the use of Second Step

11/22/2021- I visited several High School Homerooms and they are implementing SEL in there. (Campbell)

11/30/21- Middle School homeroom observation with teacher using Second Step (Gordon)

12/03/2021- Every middle school teacher with a homeroom has an active account with Second Step and all but two high school teachers with homerooms have active accounts for Second Step Adult

12/4/2021- High School Teachers also can utilize Second Step, but it is geared towards Middle School. High School Teachers are implementing SEL in homeroom

12/5/2021- Counseling Dept. is working on a Folder for SEL information

1/11/22- 15 of the 19 middle school homeroom teachers have active accounts on Second Step for SEL

2/07/22 - The new teachers are receiving orientation on second step.

5/2/22 All teachers have been trained and provided resources to implement SEL in their homerooms. Teachers at all grade levels are conducting SEL.

9/27/22 Teachers will incorporate SEL strategies in classes daily to promote students' emotional health, increasing the likelihood of student achievement based on parent surveys and student achievement data.

Erica Gordon

03/10/2023

*Notes:*

10/6/22 Students that advance to Tier II through the MTSS Problem Solving collaborative meeting due to SEL concerns will participate in SEL small groups facilitated by a counselor at least once a week.

Kevin Osborne

12/20/2024

Notes: 12/1/20 - "Ask the Counselor" live sessions Monday through Thursdays  
10 am -11 am

4/13/2021 - Staff has been making referrals to Counselors and Social Worker to support students. We have a number of students who have faced death in their immediate family.

11/9/2021- Fall 2021 - small group for grief and loss. Meetings will take place weekly on Friday. There are currently 4 students signed up for the small group. Additional students can join throughout the semester if they need to.

12/03/2021- Grief and loss group continues weekly until December 10.

4/5/22 Currently conducting grief & loss small group and power hour small group. Groups meet on opposite weeks

5/2/22 The counselors and social workers collaborated to conduct three small group series: Grief & Loss, Power Hour (SEL), and Pregnant & Parenting Teens. The middle school hosted drop-in meetings every Tuesday and Wednesday called Lunch Buddies. Workshops on reducing Test Anxiety are scheduled for mid May.

10/6/22 Counselors will use data from schoolwide surveys to create intervention groups for students needing weekly supplemental SEL support.

Montre Mbachu

12/20/2024

Notes: 12/1/20 - Wiggins has begun tracking posts. She will send individual teachers a reminder if posts are not made.

2/2/21 - In January 81% of teachers updated Class Dojo and 73% updated announcements on Canvas. Special shout out to Motsinger, Williams, and Wells for keeping sites updated with no reminders. Star students are recognized each week through Class Dojo.

4/13/2021 - Teams are posting students of the week. Parent Newsletters have been posted. We are in the process of hosting the 3rd nine weeks awards day. 83% of teachers have class dojo updated and have 92% Canvas updated in March. Special shout out to 6th grade and 7th grades for keeping Canvas updated

12/03/2021- Teachers consistently use Class Dojo to share information with students and families.

1/11/2022- Grades 6-8 have at least one teacher on each level posting information weekly

2/07/22 - Social Workers will work with Counselors to collaborate on opposite weeks to coordinate SEL groups and grief groups. Ms. Matthews and Ms. Gordon will oversee the grief group. Ms. Purlie will oversee the Parenting group. Ms. Campbell and Ms. Rhoden will oversee the SEL groups.

2/28/22 All grade levels are using ClassDojo on a weekly basis

4/5/22 In March, the middle school had 527 connected families and 126 messages were sent thorough ClassDojo. The high school had 206 connected families.

5/2/22 Teacher consistently communicate with to families via Class Dojo. There's a total of 734 parents connect for grades 6-12.

	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>The data manager tracks student transfers on a google document and shares them with administrators, counselors, and social worker.</p> <p>The graduation rate for the 2019-2020 school year was 83%.</p> <p>Cumberland Academy will maintain an attendance rate of 95% or higher.</p>	No Development 10/07/2021			
<b>How it will look when fully met:</b>	<p>When fully implemented admin and staff of Cumberland Academy will track 100% of student transfer.</p> <p>Our goal is to have a 100% graduation rate.</p> <p>Students will maintain a 95% or higher attendance rate.</p>		Estella Johnson	06/02/2023	
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/7/21	The Data Manager will report student transfers to the Leadership team every 1st and 3rd Monday maintaining a 95% or higher rate of successful transfers.		Veronica Gray	06/01/2023	
	<p><i>Notes:</i> 2/1 The Principal will meet with the Data Manager weekly to review the number of students withdrawn correctly.</p> <p>2/07/22 - 51 students are not successfully withdrawn/transferred. Contact will be made with parents via phone or email before they are dropped.</p> <p>4/5/22 Grades updated in PowerSchool April 1st, 193 students enrolled in a total of 346 classes. 194 of those classes are in 5th period, 152 during the school day. All transcript audits are done for this year.</p> <p>5/3/22 No changes from last month. Credit recovery is one of the summer school offerings so I'll start looking at those students who are eligible to take it over the summer.</p>				
10/7/21	The Social Workers will monitor and report the dropout rate monthly to the Leadership team maintaining less than 5% of the population.		Sheila Campbell	06/01/2023	

*Notes:* 4/5/2022- 100 graduations, Students do an exit Survey for Career College reading, 44 total surveys: 22 want to go to college, 2 going into military. We are still trying to find missing students and put into a school. 33 have successfully completed this year, 16 students in line to graduate are behind. 127 students are suppose to graduate according to CGR, but we don't have that many attending so getting them moved into another school is a major goal for all seniors who are not completing their courses in our Academy.

10/7/21 Homeroom teachers will report when students have 3, 6, or 10 unexcused absences within 48 hours to the Social Worker.

Tawanda McLaurin

06/01/2023

*Notes:* 2/07/22 - 61% of teachers are completing and submitting attendance on time this quarter.  
There are three teacher identified to be repeat offenders.  
The Data Manager has come up with a system to track the reporting of attendance.

2nd Semester Bi-Weekly check-ins continue via MasteryConnect following teaching of skills

3/3-3/16 Window for MS final/cumulative and HS midterm benchmarks and makeups

9/28/22 Counselors will audit transcripts at least two times each academic year and prioritize credit recovery classes for students to keep them on track for graduation.

Montre Mbachu

06/01/2023

*Notes:* 1/11/2022- 230 students enrolled for a total of 401 enrollments. 241 of those enrollments are in 5th period allowing students to earn more than the traditional 4 credits this semester. Approximately 35-40 students are eligible to add additional credit recovery classes in the 5th block if they complete all currently assigned credit recovery classes early enough in the semester.

2/1 Second audits for the 11th and 12th grades have been completed. Nine students have been appointed to 12th grade and six students have been promoted to 11th grade. We have hired a 1/2 TA to support students through the process.

4/5/22 Grades updated in PowerSchool April 1st, 193 students enrolled in a total of 346 classes. 194 of those classes are in 5th period, 152 during the school day. All transcript audits are done for this year.

5/3/22 No changes from last month. Credit recovery is one of the summer school offerings so I'll start looking at those students who are eligible to take it over the summer.



	A4.12	The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5130)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The high school guidance counselor keeps tracks of student progress towards graduation to offer every student the opportunity to earn a diploma to prepare for college or careers. The high school guidance counselor assigns students to credit recovery classes in Edgenuity if the student fails a course due to their grade or attendance. Edgenuity is the CCS district credit recovery site where credit recovery courses are aligned to standards. Students can access Edgenuity any time of the day, 7 days of the week, and work through the course at their own pace.</p>	Limited Development 10/07/2021			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	<p>The collaborative leadership team will ensure students graduate within 4 years on entering school in their freshman year by doing the following:</p> <ul style="list-style-type: none"> <li>• The guidance counselor will review credits for each high school student to ensure they are on track to graduate</li> <li>• The guidance counselor will enroll students who are not on track to graduate in credit recovery courses in Edgenuity</li> <li>• The guidance counselor will ensure students in credit recovery courses receive credits upon passing the course with a 60 or better</li> <li>• The school social worker will contact students who are not on track for graduation due to attendance</li> </ul>	<b>Objective Met 10/21/22</b>	<b>Estella Johnson</b>	<b>06/02/2023</b>	
<b>Actions</b>					
10/7/21	Counselors will audit transcripts at least two times each academic year and prioritize credit recovery classes for students to keep them on track for graduation.	Complete 06/01/2022	Melissa Matthews	03/10/2023	

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<b>Implementation:</b>			10/21/2022		
	<b>Evidence</b>	10/21/2022			
	<b>Experience</b>	10/21/2022			
	<b>Sustainability</b>	10/21/2022			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Cumberland Academy 6-12 teachers and staff begin implementing an one hour in person orientation in the 2022-2023 academic years to support student transitions across grades and levels of virtual schooling. The orientation included students rotating through the following stations:

- Chromebook distribution
- Class Dojo and updating parent contact in PowerSchool
- Parent Portal
- Student Photographs

Links to [HS Orientation](#) and [MS Orientation](#)

Cumberland Academy 6-12 teachers and staff hold yearly virtual open houses to ensure students are acclimated to their schedule and courses.

Link to [CVA 6-12 Open House](#).

Cumberland Academy 6-12 homeroom teachers made phone calls to students in their home classes within the first 10 days of school to ensure the students would be successful in the virtual school.

Link to [Welcome Phone Call Script](#).

No Development  
10/06/2020

<p><b>How it will look when fully met:</b></p>	<p>The leadership team and/or teachers will implement the following:</p> <ul style="list-style-type: none"> <li>• Orientations each year for all grade levels that allow students access to materials regarding expectations and procedures at Cumberland Academy</li> <li>• Vertical planning for teachers within Cumberland Academy 6-12 and eventually between the Cumberland K-5 and 6-12 Academies</li> <li>• MTSS team will be fully functioning and address student needs by tiers; all staff would participate in interventions for all students</li> </ul>		<p><b>Tawanda Blount</b></p>	<p><b>06/01/2023</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>10/6/20</p>	<p>Cumberland Academy's leadership team will attend MTSS professional development hosted by Cumberland County schools to organize a sound MTSS program for students and staff.</p>		<p>Tremaine Canteen</p>	<p>02/01/2023</p>

Notes: 10/6/20 The Instructional Leadership team participated in a workshop about the purpose of MTSS lead by Andrea Richardson.

12/1/20 The Instructional Leadership team meet to reorganize MTSS PLCs

2/2/20 We send out reminders prior to MTSS meetings to remind grade levels to bring student data to meetings. Ms. Psomas sends out a document to track student data. Dr. Fitzgerald shared PBIS world with the grade level to make resources accessible. Next Thursday, we will begin targeting areas of concern during vertical planning. Our goal is to address areas of need immediately. Science & Social Studies we will incorporate more Pre/Post Unit Assessments to gather data.

4/13 We discussed processes to streamline processes and procedures for MTSS. We will continue to conduct MTSS through Round Robin. We provided PBS interventions to teachers for MTSS. We held grade level chats to discuss the process of MTSS

1/06/21- A Middle School and a High School guide has been created for teachers to follow. These plans are linked in the minutes for January's SIT meeting.

2/1/22 Canteen is attending an MTSS Lunch & Learn. Gordon is stepping to help; Ms. Dillahunt is no longer with us.

10/6/20 Students will complete 20-minute sessions in ELA and 15-minute sessions in Successmaker at least 4 times a week. Teachers will track students' progress and provide interventions.

Tremaine Canteen

04/01/2023

Notes: 12/1/20 The school completed the schoolwide diagnostic

3/1/21 Students complete 20 minutes in Math and 20 minutes in ELA daily. Grade level growth is reported during Instructional Leadership Meeting and Vertical Planning. Dr. Fitzgerald will rotate to each Vertical Planning to discuss Successmaker data.

11/06/22- MS Students complete a minimum of 40 minutes a week in Math and 40 minutes a week in ELA. A SuccessMaker implementation plan was created and shared with the teaching staff at the beginning of the year (Linked in Januarys sit Meeting..

12/06/22- SuccessMaker AP (90% mastery) is at 40% of students for Math and 47.95% of students for ELA

3/28 Review of SuccessMaker's cummulative performance report by the leadership team to determine current progress and potential for additional support in remediation and intervention efforts based on recent goal setting sessions.

10/6/20 Teachers and the leadership team will utilize data from Pre/Post Assessments from Mastery Connect to identify level-to-level gaps in student achievement and to implement weekly interventions in math and ELA to close achievement gaps.

Tawanda Blount

06/01/2023

Notes: 10/6/20 Teams have been notified to implement Pre/Post assessments

2/2/21 Added pre/post data folders to track data. We have also included a remediation folder to track remediation data.

9/20/21- GAP assessments were given in Middle School the week of Sept. 20th. (See Email Gap Summary- linked in minutes)

11/05/21- Blount met with HS and MS on Async days this week to explore expectations for Data PLCs using bi-weekly MC Check-Ins. (See Email Summary- linked in minutes)

11/24/21-Reminder and Review email sent out regarding SMAs and Data PLCs using bi-weekly MC Check-Ins. (See Email Summary 2- linked in minutes)

1/07/22- Process for Bi-Weekly check-ins via MasteryConnect reviewed for immediate implementation. SMA & Benchmark information reviewed for implementation per district pacing. (See Agenda- linked in minutes).

1/21/22- 1st round of data meetings to review these assessments begins 1/21 for 2nd semester. (See Form- linked in minutes)

3/2022 Middle School intervention groups (study skills) revised to identify and support students based on need

3/14 After School tutoring session ongoing through early May

2nd Semester Bi-Weekly check-ins continue via MasteryConnect following teaching of skills

3/3-3/16 Window for MS final/cummulative and HS midterm benchmarks and makeups

4/05/2022- Cumulative benchmarks were completed in Middles School during April, and Midterms were given for Highschool

5/03/2022- Intentional attempts to collect data for changes to be made next year have been made in order to bring towards the SIT Retreat at the end of the month.

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
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		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.		La'Shanda Carver-Moore	05/30/2023
<i>Actions</i>			<b>0 of 3 (0%)</b>		
10/4/22		The Area Superintendent assigned to the school will work with the principal to ensure an 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		La'Shanda Carver-Moore	05/30/2023
<i>Notes:</i>					
10/21/22		Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.		La'Shanda Carver-Moore	05/30/2023
<i>Notes:</i>					
10/21/22		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. Designated 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		La'Shanda Carver-Moore	05/30/2023



Notes:

	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
<b>Initial Assessment:</b>			<p>Cumberland Academy 6-12 has implemented a leadership team comprised of the principal, assistant principal, and instructional coaches that meet every Monday from 1 pm - 3 pm to discuss effective practices and continuous improvement of procedures and expectations for teachers, students, and staff.</p> <p>Cumberland Academy 6-12 has implemented a collaborative leadership team comprised of the principal, assistant principal, instructional coaches, social workers, guidance counselors, and technology facilitator that meets monthly from 10:30 am - 12:30 pm to discuss effective practices and school improvement.</p> <p>The leadership team has created a weekly planning schedule for teachers to discuss effective practices within their grade level, subject area, with peers, and instructional coaches. Teachers use this opportunity to discuss students they teach and plan instruction for improvement and achievement. Instructional coaches use this opportunity to create action steps to grow teachers in their discipline.</p>	Limited Development 10/06/2020		
<b>How it will look when fully met:</b>			Grade levels, departments, and the instructional team will work together to look at trends in the classroom to make decisions regarding instruction. Grade levels, departments, and the instructional team will utilize data from walkthroughs to determine professional development needs. Teachers and the instructional team will discuss student data trends to determine needs of students. The leadership team will increase distributive leadership among the staff by teachers hosting school wide professional development, department meetings, and MTSS meetings. Teachers will be able to share ideas and best practices among the staff. The leadership team will build teacher capacity and overall retention of staff.		Tawanda Blount	06/03/2024
<b>Actions</b>				0 of 2 (0%)		
		10/11/20	The Leadership team will meet once a week to discuss the department's academic progress using Mastery Connect and Success Maker, creating next steps for each department to address gaps in progress.		Tawanda Blount	06/01/2023

Notes: 9/26/22 Agenda - [https://docs.google.com/document/d/1tSHTywrxA-fdCup6llyyOFY7q4dn4qO9ppqGAaScPZu\\_M/edit#heading=h.jhfqzp5wgvi](https://docs.google.com/document/d/1tSHTywrxA-fdCup6llyyOFY7q4dn4qO9ppqGAaScPZu_M/edit#heading=h.jhfqzp5wgvi)

9/19/22 Agenda -  
<https://docs.google.com/document/d/1rFulFW9tGCgnP7lxVQHAoDwm80wjo4nrZkDszdPOgA8/edit#heading=h.jhfqzp5wgvi>

9/12/22 Agenda -  
<https://docs.google.com/document/d/1WiqH0qIKJniN2AJ2s1762AWN-ey3u2T-ZGa9tbxTag0/edit>

10/6/20 Department leaders will meet the 3rd Thursday of every month at 1:45 pm via WebEx

12/1/20 We hosted the initial meeting. The team discussed our Remediation Plan. The remediation plan is still pending. We will host round-robin data meetings.

2/2/21 We have revamped Google Classroom for 9th - 12th graders. We have refined the chain of command for engagement/attendance and academic concerns.

2/17/21 The instructional leadership team (Canteen, Dr. Fitzgerald, and Johnson) discussed the overall state of our instructional program and the next steps to refocus instructional PLCs according to teacher needs, wants, and desires. Focus Areas: Engagement and Data-Driven Instructions

3/2/21 During our last Instructional Leadership meeting we reviewed 2 videos that explained the restructuring of MTSS in the State of NC. We also discussed the various MTSS tiers.

4/13/21 We met once due to interviews and testing. We discussed different methods to streamline MTSS. We discussed the importance of having documents and clear processes.

1/06/22 - Format was changed to lessen meeting burden.

9/29/22 Department leaders will hold twice monthly meetings to discuss instructional data and progress monitoring to evaluate instructional practices for effectiveness.

Kimberly Wells

12/20/2023

Notes: 9/23 MS Science Agenda -

<https://docs.google.com/document/d/1rcYAkrdPkQm6lYeH2dPrxPoBTq14XLEmNEiE65czQ1k/edit>

10/6/20 We hold PLCs every Wednesday

12/1/20 Our last PLC focused on the SAMR model.

3/2/21 Our school-wide instructional practices are 1) Cold Call and 2) Breakout Rooms

11/07/21- Instructional focus for November and December: Good Openers and Quality Modules for Synchronous & Asynchronous Instruction. (See PLC Video). Introduced in whole group PLCs and reinforced in feedback and Weekly Newsletter

01/07/22- Instructional focus for the January introduced (Chunking) during Bi-Weekly PLCs to ensure retention of concepts

3/2022 Instructional focus continues for March/April with Checks for Understanding and HOT questions via DOK question stems.  
[https://docs.google.com/document/d/1\\_bA3-Vnn2Ci-lr8882v-xcQdARYrbzQ7k0DPvX02Kx4/edit?usp=sharing](https://docs.google.com/document/d/1_bA3-Vnn2Ci-lr8882v-xcQdARYrbzQ7k0DPvX02Kx4/edit?usp=sharing)

4/05/2022- Benchmark and goal setting was used by the leadership team to plan with high school and middle school goals that can be used to target specific skills within specific sets of students or student struggles.

5/3/22 Intentional attempts to collect data for changes to be made next year have been made in order to bring towards the SIT Retreat at the end of the month.

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
<i>Initial Assessment:</i>		<p>Teachers utilize 90 minutes daily for planning. Teachers work with grade-level peers and utilize district resources as well as state resources for planning. The instructional team reviews lessons and agendas on Canvas weekly to provide instructional feedback. Teachers meet monthly as a department to share resources and ideas based on student needs and walkthrough feedback.</p> <p>Bi-weekly, teachers meet with the leadership team to review data. Teachers, along with the leadership team, will follow an agenda for the meeting. Each meeting will adhere to and follow norms.</p>	Limited Development 09/28/2022		
<i>How it will look when fully met:</i>		In the full implementation, all teachers will have a duty and responsibility on their grade level and be able to clearly articulate their contribution to the team. Teachers will utilize their planning period to design relevant, engaging lessons that promote student comprehension based on formal and informal assessments.		<b>Tawanda Blount</b>	<b>04/07/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/30/22	The leadership team will provide 90 minutes for teams to meet biweekly to implement a PLC rotation schedule to address the school's MTSS protocol and examine students' academic progress.		Tremaine Canteen	01/30/2023
<i>Notes:</i>					
	10/4/22	Teachers will utilize their daily planning periods to develop standards-based lessons on Canvas to be reviewed by instructional coaches for alignment, rigor, and relevance.		Tawanda Blount	05/01/2023
<i>Notes:</i>					
	10/4/22	The leadership team will ensure that all teams prepare agendas for their MTSS/PLC/Department meetings, maintain minutes, and catalog their work products		Chavonda Brown	10/31/2023
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Currently, the principal is active in visiting classrooms, highlighting good practices, and being present in team meetings.	Limited Development 09/29/2022		
<i>How it will look when fully met:</i>		<p>When the objective is fully met, the Instructional Leadership team will be able to articulate the strengths and areas of growth for all educators and explain the development plan for each teacher. Teachers can communicate their strengths, areas of potential growth, and development plans in alignment with the Instructional Leadership team's action plan.</p> <p>When fully implemented, teachers will continuously participate in bi/weekly coaching cycles to discuss walkthrough feedback and students' progress. Teachers' assessment data will show student growth due to continuous coaching.</p>		Estella Johnson	05/30/2024
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	9/29/22	The principal will designate 90 minutes of daily instructional planning for teachers to design lessons in alignment with North Carolina's Standard Course of Study and Cumberland County School's Pacing Guide.		Estella Johnson	11/15/2022
<i>Notes:</i>					
	9/29/22	The principal and the leadership team will conduct weekly walkthroughs to observe trends.		Estella Johnson	11/22/2022
<i>Notes:</i>					
	9/29/22	The principal and leadership team will create a Teacher Dashboard to track teacher trends obtained from weekly walkthroughs.		Estella Johnson	01/31/2023
<i>Notes:</i>					
	9/29/22	The Instructional Leadership team will provide clear, constructive feedback following instructional walkthroughs within 48 hours.		Tremaine Canteen	02/28/2023
<i>Notes:</i>					

9/29/22	The principal and leadership team will establish expectations and processes for team planning at the beginning of every school year.		Emily Hall	12/05/2023
<i>Notes:</i>				
9/29/22	The Leadership team will provide a bi/weekly coaching schedule to all teachers within the first 60 days of each school year. During coaching sessions, the teacher and Instructional team members will engage in discourse following the See It, Name It, Do It Script.		Tawanda Blount	05/31/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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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>		Cumberland Academy Virtual reviews benchmark and end-of-year data when available. NCEES data is beginning to be incorporated.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		At full implementation, teachers will conduct bi-weekly data meetings with their peers to analyze student performance and create intervention plans for students who are not proficient and enrichment plans for students that have mastered the objective. Teachers will maintain a data log containing students' EVAAS projections, previous years' EOG scores, and Mastery Connect data.		<b>Tawanda Blount</b>	<b>06/16/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/30/22	Teachers will conduct bi-weekly data cycles using the CCS Data Analysis Tool to explore class data creating an improvement plan for students not showing mastery or growth.			Tawanda Blount	12/16/2022
<i>Notes:</i>					
9/30/22	Teachers will access and analyze district assessment data, including interim and benchmark assessments, to create intervention plans for non-proficient students.			Tawanda Blount	06/16/2023
<i>Notes:</i>					
9/30/22	Teachers will maintain an electronic data wall to collect and analyze data from class, district, and state assessments.			Tawanda Blount	06/16/2023
<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
<i>Initial Assessment:</i>		Currently, Cumberland Academy 6-12 uses social media as an additional means to attract applicants for vacancies. New Teachers participate in orientation with the Leadership team reviewing the school and District functions. All teachers are formally observed and evaluated according to their plan type: Standard, Comprehensive, or Abbreviated.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		At full implementation, staff members will understand the dynamics of quality instruction and can assist each other in improvement efforts through professional development and collaborative planning. Teachers demonstrating high-quality instructions will provide teacher-to-teacher professional development for peers. All certified staff members will be active members in the evaluation process. In addition, all staff members with less than three years of experience will participate in a beginning teacher training program and receive a mentor. Our staff members will consistently be recognized using social media outlets for their contributions to academic excellence. When the need arises to interview teachers, the Instructional Leadership team and a content area leader will serve on the interview panel.		Tremaine Canteen	08/31/2025
<i>Actions</i>			0 of 1 (0%)		
	10/4/22	Teachers with less than three years of experience will participate in a book study, The Artisan Teacher: A Field Guide to Skillful Teaching, led by the school's Lead Success representative and Teacher Leaders to learn the art of teaching. Lead Success representative and Teacher Leaders will conduct at least two learning walks following the presentation to examine the implementation of themes from the book study.		Estella Johnson	05/31/2024
<i>Notes:</i>					

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



**Initial Assessment:**

Administration at Cumberland Academy 6-12 utilizes the following to involve parents:

- Weekly calls to families to reinforcing attendance policy, camera policy, and strategies to ensure students are successful in the virtual classroom
- Twitter and Facebook to "get the word out" about events and student accomplishments
- Regular post to the school website about events and testing
- Class Dojo to keep parents informed of announcements concerning school
- Parent University to discuss strategies to ensure student success in the classroom
- Parent Nights to meet staff within in the school

Teachers and staff at Cumberland Academy 6-12 utilizes the following to involve parents:

- Class Dojo to keep parents informed of scholarships, strategies to use with students at home, and happenings within the classroom or school. Parents use Class Dojo to contact teachers concerning their child.
- Parent teacher conferences to inform parents of progress in the course
- Open House to acclimate parents and students to virtual learning, schedule, and procedures
- Canvas announcements to inform parents and students of upcoming changes or events
- Google number and email for parents to contact teachers or staff anytime

Limited Development  
09/29/2022

<p><b>How it will look when fully met:</b></p>	<p>The instructional leadership team will establish a parent university to disseminate information to parents about testing and testing strategies for students to be successful in the virtual classroom.</p> <p>The school's website will be interactive and user-friendly for parents. Parents will access school contact information, homepage news to include school social events, school events through the calendar, quick links such as the ask a counselor page, and happenings in the school with the embedded Twitter feed using the school's website.</p> <p>The administration will have regular announcements to the community regarding our school's progress by mass phone calls and posting on Class Dojo.</p> <p>Parents will understand and embrace the mission and vision of Cumberland Academy and be able to talk about it with others using two-way communication between parents, teachers, and staff regarding student progress and strategies to improve performance.</p>		<p>Neukisha Motsinger</p>	<p>06/03/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>9/29/22</p>	<p>Teachers will post weekly class dojo and canvas messages highlighting up-and-coming events and spotlighting students for their great accomplishments.</p>		<p>Neukisha Motsinger</p>	<p>06/01/2023</p>
<p><i>Notes:</i> 1/11/2022- Grades 6-8 have at least one teacher on each level posting information weekly</p> <p>2/07/22 - Social Workers will work with Counselors to collaborate on opposite weeks to coordinate SEL groups and grief groups. Ms. Matthews and Ms. Gordon will oversee the grief group. Ms. Purlie will oversee the Parenting group. Ms. Campbell and Ms. Rhoden will oversee the SEL groups.</p> <p>2/28/22 All grade levels are using ClassDojo on a weekly basis</p> <p>4/5/22 In March, the middle school had 527 connected families and 126 messages were sent thorough ClassDojo. The high school had 206 connected families.</p> <p>5/2/22 Teacher consistently communicate with to families via Class Dojo. There's a total of 734 parents connect for grades 6-12.</p> <p>10/6/20 Parents should know at all times what's being taught in ELA, SS, Math, and Science classes based on these posts. The posts will also</p>				

include information about study skills and helpful tips.

12/1/20 Wiggins is tracking posts and informing teachers that are not active

4/13/21 Teams post star students every week. Teacher share/communicate with parents via class dojo on a weekly basis.

12/07/2021 Artifacts linked in Januarys SIT Meeting

Teachers post bi/weekly Class Dojo and Canvas messages about what is going on in class two or more times per month. Administrators, support staff, and some teachers consistently post bi/weekly or more Class Dojo and Canvas messages about what is going on in the school, community, and class more than twice per month. Faculty is supported by a dedicated Class Dojo Mentor Neukisha Motsinger. Neukisha Motsinger is the mentor for your school and has presented Class Dojo professional development and individual sessions for teachers since August 2021. Ms. Motsinger knows the ins and outs of Class Dojo and continues to build/support teacher capacity to engage students, parents, and community members in an unconventional way.

CVA 6-12 Class Dojo- Dedicated Class Dojo support/mentor for teachers to post announcements, course, and curriculum information.

6-12 Class Dojo-

<https://teach.classdojo.com/#/schools/5f39bdaf5d53abffc413fb1/story>

ClassDojo Support Offered:

<https://teach.classdojo.com/#/schools/5f39bdaf5d53abffc413fb1/directory/teachers>

12/1/20 - Wiggins has begun tracking posts. She will send individual teachers a reminder if posts are not made.

2/2/21 - In January 81% of teachers updated Class Dojo and 73% updated announcements on Canvas. Special shout out to Motsinger, Williams, and Wells for keeping sites updated with no reminders. Star students are recognized each week through Class Dojo.

4/13/2021 - Teams are posting students of the week. Parent Newsletters have been posted. We are in the process of hosting the 3rd

nine weeks awards day. 83% of teachers have class dojo updated and have 92% Canvas updated in March. Special shout out to 6th grade and 7th grades for keeping Canvas updated

12/03/2021- Teachers consistently use Class Dojo to share information with students and families.

9/29/22 Department leaders or grade level leaders will host non-traditional awards days to recognize students' achievement in academics, behaviors, citizenship, and service to the community.

Emily Hall

12/20/2023

*Notes:* 0/6/20 We will host a virtual non-traditional virtual Awards day

3/1/21 6th - 8th Grades hosted a virtual Awards Day celebration

4/13/21 We have successfully offered a 2nd nine weeks award ceremony for the 6th - 8th grades. We are now preparing to host Awards Day for the 3rd nine weeks.

1/07/22- Following artifacts are linked in January 2022s SIT meeting Minutes:

November 2021 Award Ceremony

December 2021 SGA Presentation to Cumberland County

November 2021 S2S Club Veteran's Day Parade Participation (Citizenship)

Other Communication Points of Pride

Artifacts-

November Awards-

[https://docs.google.com/presentation/d/1SNAXyQOPDM49tCuoOMvYW\\_3bPKrzUvv8MDre6HPx6Zs/edit?usp=sharing](https://docs.google.com/presentation/d/1SNAXyQOPDM49tCuoOMvYW_3bPKrzUvv8MDre6HPx6Zs/edit?usp=sharing)

December SGA Presentation- [https://twitter.com/Cumbacademy6\\_12](https://twitter.com/Cumbacademy6_12)

November S2S-

[https://twitter.com/Cumbacademy6\\_12/status/1457329843100688387/photo/1](https://twitter.com/Cumbacademy6_12/status/1457329843100688387/photo/1)

Other prideful points or communication:

[https://twitter.com/Cumbacademy6\\_12/status/1457329843100688387/photo/1](https://twitter.com/Cumbacademy6_12/status/1457329843100688387/photo/1)

9/29/22 The leadership team will create e-newsletters to be sent out quarterly informing parents and students of school progress, events, and accomplishments

Emily Hall

03/29/2024

*Notes:* 4/5/2022- : News leer was created and sent out for the 3rd 9 weeks by Mrs. Cortnee Barnett. The website is being updated consistently by Mrs. Amanda Hunt. Clubs have been going successful, Michael Futon was recognized for the significant work his club has been doing for the community.

Last newsletter was sent out 5/16 last chance for teachers to place any information in newsletter was the 12th of May. Teachers need to message Ms. Barnett with any of those updates.