

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

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>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>How it will look when fully met:</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>Hazelyn Williams</p>	<p>06/03/2024</p>
<p>Actions</p>		<p>4 of 5 (80%)</p>		
<p>10/4/22</p>	<p>Middle School homeroom teachers will implement Social Emotional Learning (SEL) lessons, utilizing the Second Step program at least two times weekly with fidelity.</p>	<p>Complete 01/17/2023</p>	<p>Estella Johnson</p>	<p>11/30/2022</p>
	<p><i>Notes:</i> 1/17/2023 The indicator needs to be edited. Second Step is only for K-8. Based on data, teachers are using Second Step with fidelity 2x a week. This indicator should first be edited and then closed.</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>Complete 02/07/2023</p>	<p>Chavonda Brown</p>	<p>11/30/2022</p>

Notes: 9/19 Instructional coaches will check Canvas to ensure all teachers have posted the Camera policy and the Parent/Student/School compact on their homepage.

10/27/2022 100% of 6th, 7th, and 8th grade teachers have their syllabus linked on their Canvas Course Home Page to include expectations, attendance policy, grading policy, and classroom procedures/rules. (C. Brown)

10/31/2022: 100% of ENG 1, ENG 2, ENG 3, World History, Psychology, American History, Civics, Math 1, Math 3, Math 4, Physical Science, Forensics, Biology, Earth Science, Success 101, Spanish I, Visual Art, Visual Art 2, Yearbook, Marketing, SAT/ACT Prep, and Business syllabus are posted on the course homepage with expectations, grade weights, attendance policy, grade policy, and procedures. (C. Brown)

11/1/2022 Spanish II and Math 2 syllabus is posted on the course homepage with expectations, grade weights, attendance policy, grade policy, and procedures. (C. Brown)

11/2/2022 100% of all courses have the syllabus posted on their homepage with expectations, grade weights, attendance policy, and classroom procedures. (C. Brown)

1/31/2023 I would suggest closing this action. All new teachers and veteran teachers have syllabus posted on homepage with required expectations. (C. Brown)

10/4/22 By January 2023, the PBIS committee will complete PBIS training.

Complete 01/17/2023

Estella Johnson

01/30/2023

Notes: 1/10/2023 We are waiting to set up training with Mrs. Scott. She has been contacted and will be sending possibly meeting dates.

1/17/2023 We will have PBIS Training February 27 and February 28. We were unable to get a training prior to the end of January

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.

Complete 06/01/2023

Estella Johnson

06/01/2023

Notes: 3/28/23 We have draft one completed. The team will continue working on the matrix.
 1/17/2023 We are unable to create a Matrix, until we are formally trained. A preliminary rough draft has been created, after training it will be revisited
 6/1/2023 - PBIS committee shared the matrix to staff for approval and input. This action should be closed.

10/4/22 By January 2024, a Positive Behavior In School (PBIS) committee will be established to begin training the staff and students of CAVS to be a PBIS school.

Estella Johnson

01/31/2024

Notes: 10/11/2022 The PBIS team was created prior to the November faculty meeting. The committee had it's very first meeting following the faculty meeting.

10/28/2022 Email sent to set up PBIS training. We are stil waiting for feedback.

12/13/2022 Correlate team met and created a list of incentives for students; Correlate also brainstormed name for PBIS Program, based on RISE.

1/9/2023 The PBIS team has been established. Team members are on the High Expectations Correlate. The Correlate meets every 2nd Tuesday. This action can be closed.

1/17/2023 We are unable to create a Matrix, until we are formally trained. A preliminary rough draft has been created, after training it will be revisited.

3/14/2023 PBIS (High Expectations Correlate) met and worked on the PBIS Matrix and a Behavior Intervention Flow Chart. We are still in the process of completion.

3/28/2023 We have draft one completed. The team will continue working on the matrix.

5/2/2023 The correlate was unable to meet, due to a change in the staff meeting. The correlate will meet after the faculty meeting on 5/8 to update or edit the potential matrix

6/6/2023 Correlate team reviewed and edited the PBIS Matrix and the Behavior Intervention Flow Chart and shared final versions with Dr. Canteen and Mrs. Johnson.

9/12/2023 High Expectations team is expected to have the PBIS program/training ready to rollout to all Staff in January, 2024. In preparation for the rollout, Kayla McLean has agreed to research Class Dojo for use of its points system in our PBIS program. Likewise, Whitney Renfrow has agreed to research student "likes" for potential PBIS rewards.

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.		Tawanda Blount	05/31/2024
<i>Actions</i>			5 of 6 (83%)		
	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.	Complete 06/01/2023	Tawanda Blount	05/31/2023

Notes: 10/10/2022 Goal Setting completed and presented to the leadership team for review.

10/19 & 10/21/2022 Goal Setting Document reviewed with staff. Included NCEES data and benchmark data expectations

11/1/2022 The leadership team met to review schoolwide data and new SIT Indicators. The instructional coach met with teachers to begin the goal setting process and to review the CAV comparison dashboard. Teachers are waiting for benchmark data to complete the next step on the CAV comparison dashboard.

12/13/2022 Goals need to be renormed for high school due to new students in the second semester.

3/8/2023 High School predictor grouping for 2nd semester will occur in March coaching sessions and adjust with benchmark data at the end of March.

6/1/2023 - Teachers used the data wall created by the leadership team to monitor student proficiency on benchmark testing.

9/30/22 Implement instruction based on district curriculum mapping during collaborative planning

Complete 06/01/2023

Tawanda Blount

06/01/2023

Notes: 8/16/ - 8/18/2022 District provided curriculum mapping should guide lesson planning and assessments.

6/1/2023 - Teachers used the district provided resources to guide lesson planning and assessments.

9/30/22 The leadership team will host bi-weekly coaching cycles with teachers to discuss weekly trends.

Complete 06/01/2023

Tawanda Blount

06/09/2023

Notes: 3/28/23 The leadership team met and re-tiered teachers based on first-semester performance evidenced in the classroom, Mastery Connect, and Benchmark.

6/1/2023 - Teachers met with coaches regularly.

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.

Complete 06/01/2023

Tremaine Canteen

06/30/2023

Notes: 3/28/23 The leadership team met and reviewed projected EVAAS scores compared to students' actual performance on Benchmark 2 to measure how we measure up compared to our school goals. Based on our findings, we have the ability to reach school goals if we maintain the proficiency percentages and capture all of our +2 middle school students. Artifact: Projected v Performance (<https://docs.google.com/spreadsheets/d/1xI3ED9cek-mhWcq2S0xzX2ivfly2kvdWe-yqRKZPo8s/edit?usp=sharing>)

3/6/23 High School Teachers can access their second-semester students' EVAAS projections on the data wall.

11/1/2022 The leadership team met to review schoolwide data and new SIT Indicators. The instructional coach met with teachers to begin the goal-setting process and to review the CAV comparison dashboard. Teachers are waiting for benchmark data to complete the next step on the CAV comparison dashboard.

11/30/2022 Teacher have updated their data board. The data boards now have EVAAS data and Benchmark 1 data. Teachers have identified target students to reach their yearly goals.

5

6/1/2023- Our goal for the year is 57%, the leadership team met weekly to discuss the schools academic progress. The leadership team created an electronic data wall to track the school's progress.

10/4/22 Teachers will create lessons that prioritize Standards instruction based on NC test specifications for standard weights.

Complete 12/06/2023

Tawanda Blount

12/15/2023

Notes: 12/13/2022 Teachers create lessons in Canvas that are aligned with district pacing guides.

12/13/2022 Instructional coaches will conduct monthly walk-throughs of Canvas courses before the correlates meeting to ensure the goal of 100% alignment is being met.

3/28/23 We are focused on Data Cycles and have reiterated the importance of Test Specification, but have not inspected its implementation throughout instructions.

10/10/23 Continued Monitoring of Canvas courses for alignment. CCS Coaching tracker utilized for progress. Working towards consistency

12/6/2023 Action closed at SIT meeting

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	05/31/2024
<p><i>Notes:</i> 8/15/2022 PLC schedule distributed to all staff</p> <p>9/07 & 9/09/202 Whole group professional development conducted detailing PLC resources and expectations.</p> <p>12/13/2022 MTSS team will begin meeting bi-monthly with team PLCs starting in January.</p> <p>6/1/2023 A goal the school is still working to fulfill.</p> <p>10/10/2023 PLC folders continued to be monitored. Staff have only had a few PLC meetings due to beginning of the year activities. Agendas will be monitored periodically for compliance.</p>				

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
Actions			2 of 4 (50%)		
	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.	Complete 02/07/2023	Chavonda Brown	01/03/2023

Notes: 12/12/22 The leadership team created a video of a mock MTSS meeting and a mock department meeting for teachers to ensure all components of the agenda were covered.

12/5/22 The leadership team will create a mock MTSS meeting to correct trends observed during walk-throughs. We need MTSS meetings to be more targeted.

12/5/22 The 2022-2023 calendar decreased the planned number of department meetings. Department meeting agendas are designed to review data. 2nd Semester will include more department meetings and data reviews.

1/9/2023 MTSS is now embedded into Team/MTSS meetings on the second and fourth Friday's for MS and first Wednesday's for HS. The MTSS team will attend these meetings to for strategies to help with students who have been referred to MTSS by teachers. The MTSS team includes an administrator, social worker or counselor, instructional coach, and teachers.

1/31/2023 I would suggest closing this Action. The instructional leadership team created an agenda, a MTSS intervention document, and a MTSS video for teachers to model during MTSS meetings.

2/7/2020 Action closed during SIT meeting.

9/28/22	The instructional team will conduct weekly walkthroughs to monitor and provide feedback on the implementation of instructional practices.	Complete 06/01/2023	Tawanda Blount	05/30/2023
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Notes: 12/5/22 Schoolwide walkthroughs showed that Math & ELA teachers were not using the last thirty minutes of class to conduct small groups/intervention

3/28/23 Based on feedback and discussions, select Science, Math, and ELA teachers host small groups to re-engage students not showing mastery based on Mastery Connect results.

6/1/2023 - Teachers received unannounced walkthroughs and feedback.

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	01/31/2024
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Notes: 12/12/22 The leadership team created a video of a mock MTSS meeting and a mock department meeting for teachers to ensure all components of the agenda were covered
 12/5/22 The leadership team will create a mock MTSS meeting to correct trends observed during walk-throughs. We need MTSS meetings to be more targeted.
 1/17/22 The meeting was held, and there have been follow-up meetings. This action can be closed.
 09/14/23 We are still working on the MTSS program and will extend the date since the action was not closed at the January 2022 SIP meeting.

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

01/31/2024

Notes: 1/17/2023 We have just begun getting on track with MTSS, a book or resource has not been created.

2/6/2023 The committee has yet to meet, due to other meetings. As a school, we re using PBISWorld.com for behavioral MTSS. We will meet to create an intervention for instructions. We have a few instructional practices in a MTSS folder, but it needs to expanded upon.

4/4/2023 - The MTSS toolkit will be developed by the Effective Instructions Correlate.

9/11/2023 The MTSS toolkit will be developed by the Effective Instructions Correlate and not the Instructional Leadership Team.

!	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>Cumberland Academy 6-12 homeroom teachers host SEL lessons on the following schedule:</p> <ul style="list-style-type: none"> Monday - Thursday for middle school students. Monday, Tuesday, Thursday, and Friday for high school students. <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 Secondary SEL Calendar to view the weekly core competency being taught by homeroom teachers weekly.</p>	No Development 10/02/2020		
How it will look when fully met:			<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	09/30/2023
Actions				2 of 5 (40%)		
	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.		Complete 01/17/2023	Erica Gordon	11/30/2022

Notes: 8/1/2022 Ms. Matthews, Ms. Gordon, and Ms. Mbachu created an SEL calendar/pacing guide for all Homerooms to follow

8/22/22 Middle School teachers received training on implementing SEL using Second Step and guidelines for using other resources was discussed. (Gordon)

8/23/22 High School teachers received training on implementing SEL using Second Step and other resources that are recommended or created by the school counselor. (Gordon)

8/25/22 Training on how to effectively use Second Step was offered as an option for new users. (Gordon)

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.

Complete 02/07/2023

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 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.

8/1/2022 Ms. Matthews, Ms. Gordon, and Ms. Mbachu created an SEL calendar/pacing guide for all Homerooms to follow

11/29/2022 Every homeroom teacher has an active Second Step account. A program report shows that 68 lessons have been marked complete by middle school teachers.

1/10/2023 SEL lessons in SecondStep and the Casel SEL Calendar both address the five pillars. When teachers use these resources, they are teaching students these skills. School counselors have observed homeroom teachers implementing SEL at least twice a week.

2/1/2023 New teachers trained on SEL resources and expectations.

2/7/2023 Action closed at SIT Meeting.

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

01/31/2024

Notes: 11/29/2022 School counselors for middle and high school reviewed student achievement data in a meeting on 11/21/22 to set goals for promoting student students'nal health. In a department meeting on 11/22/22, student services staff made decisions about how to provide ongoing PD for teachers on incorporating SEL strategies in classes daily.

1/10/2023 Teachers promote students' mental health as evidenced by consistent referrals to school counselors, social workers, and SST. Counselors guest speak in homerooms and classrooms based on needs identified by teachers. Data will be analyzed from the recent parent survey.

2/28/2023 Families representing all grades 6-12 responded to the schoolwide parent survey. Four of the five items parents scored the highest reflect teacherteachers'iveness to studentstudents'nal health: make decisions to keep us safe, treat us with respect, show that they care about us, and care about childrechildren'seing.

4/10/23 The projected closure date for this indicator has been passed and has been extended to September 30, 2023, giving the counselors an opportunity to compare achievement data to results from parent surveys.

9/12/23 Indicator should be closed

9/19/23 SEL lesson completion by teachers in homeroom and in small groups by counselors and social workers shows how the school has prioritized the incorporation of SEL strategies in classes. As reflected in the schoolwide parent survey, parents scored teachers very high on attentiveness to students' emotional health. Research has proven that mental health affects student outcomes. Over the past year, attention to students' mental and emotional health helped impact student achievement resulting in the school's overall performance grade went from a D to C.

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.

Erica Gordon

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.

11/15/2022 Students who have been identified as Tier 2 by middle school counselors and social worker have been added to a spreadsheet

6/1/2023 - Changed member to Erica Gordon due to the graduation of Kevin Osborne from his internship.

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.

10/1/2022 The counselors and social workers collaborated to conduct three small group series: 1st Generation College Student , Attendance Matters, Student Success, College and Career Exploration (8th), Male Mentorship and Pregnant & Parenting Teens. The middle school hosted drop-in meetings called Lunch Buddies.

10/01/2022 Small Group weekly until December 10.

10/31/2022 Small Group responses: Total 1 (Middle): 1st Generation College Student , 3 (2 (Middle) 1 (High)) Attendance Matters, 8 (6 (Middle) 2 (High))Student Success, 2 (Middle) College and Career Exploration (8th), 0 Male Mentorship and 0 Pregnant & Parenting Teens. The middle school hosted drop-in meetings called Lunch Buddies.

11/1/2022 Met w/ Tashana Howard Mental Health Support Spedcialist: SPARCS (psychotherapy group) 8- 10 students referred for 16 sessions for Spring (Middle & High)

11/9/2022 Attendance Matters met w/ 9-10th Grade Homeroom Tier I Attendance Expectations and Responsibilities of Students/Parent conduct attendnace meeting w/ parents w/10 or abs. in 2 or more blocks, 71 attend. and 74 completed 40 completed Pre-test Survey.

11/1-11/5/2022 Thirteen middle school students were signed up by their parents for the student success small group. Meetings started on Monday and run weekly until Dec 5th.

11/4/2022 - 11/10/2022 School Wide Small Group Interest Survey and Parent Consent form 1st Gen: 2 Attend Matters: 5 Student Success: 12 Preg./Parent: 0 Career Exp.: 5 Male Ment: 2

11/22/2022 Attendance Matters met w/ 10-11th Grade Homeroom Tier I Attendance Expectations and Responsibilities of Students/Parent conducting attendnace meeting w/ parents , 75 attend. and 46 completed Pre-test Survey

11/29/2022 Student Succes continues in 2nd Semester w/ Girls Group by Matthews , Attendnace McLaurn begins scheduled check-ins with students, Male Mentor jumpstarted with total of 3 Attendance Matters Tier I upcoming w/ homerooms 12/6 and 11-12th on 12/8

12/22 Thirteen middle school students were signed up by their parents for the student success small group. Meetings started on Monday and run weekly until Dec 5th.

1/3/2023 Support Services Department Meeting on 1/17/2023 will discuss intervention strategies and small group opportunities for remainder of SY

1/31/2023 Small Groups begin on Feb 8: Focus on students who were retained last year or are failing after Q1; organization, study skills, asking for help, time management, balancing work, resources provided by Student Support Department . Created S2 needs assessment for students/teachers in need of weekly SEL support.

2/9/2023 Month of Organization: Smart Goals homeroom presentation concluded 2/9/23

2/20/2023 Develop teacher/Parent needs assessments for Q3 small group/intervention. Parent Needs Assessment . Small Group Success

9/12/2023 Due to S49 all needs assessments were asked by Support Services Department (District) to halt until further guidance per Dr. Scott. More to follow on how the department can assessment data with parent consent. S49 - Parents' Bill of Rights Initial Presentation

9/26/2023 All department's small groups begin in October. The small groups for Fall are * 1st Generation College Student Group (HS Only), Attendance Matters, Student Success, Pregnant and Parenting Teen Support Group, Just Breath (HS Only), Have a Plan, Work a Plan (HS only). ASCA Mindsets and Behaviors School Counseling Teacher S.E.L. Needs Assessment <https://forms.gle/dmgK9XyubasD4gUX76>. Sent to Support Services for review and will need approval from administration.

10/3/2023 Sent Teacher S.E.L Needs Assessment to Admin for review. Teacher S.E.L. Needs Assessment <https://forms.gle/dmgK9XyubasD4gUX76>

11/14/23 Received 22 responses for Needs Assessment. The information will be used to support Teachers' needs in support of students. The team will discuss a plan of action for Spring on November 28th.

	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
Initial Assessment:		<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		
How it will look when fully met:		<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	06/02/2024
Actions			1 of 4 (25%)		

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.	Complete 06/01/2023	Montre Mbachu	06/01/2023
<p><i>Notes:</i> 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.</p> <p>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.</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> <p>10/31/2022 Counselors have completed 1st semester audits. We have audited our own caseload and switched to audit each other's caseload so grades 9-12 transcripts have been reviewed twice already. We currently have 74 students enrolled in credit recovery classes for this semester. Some are enrolled in more than one credit recovery class this semester.</p> <p>11/22/2022 Matthews sent message for holiday restarts and posted grades for current % status w/ including daily Edgenuity retakes. Completion deadline at this time is 12/16. Weekly contacts are made weekly by school counselor and annotated in ABE.</p> <p>11/30/2022 Potential Failure letters, parent portal letter were sent to all students and parents F1. 257 potential failures 9-12 with and without CR course.</p> <p>12/1/2022 Melissa completed spring schedules for 9-12. Schedule modification or request google form sent out to all students on 12/5. Deadline for request 12/9. Modifications will be made for failures Jan 23' upon return from Holiday Break.</p>				

12/1/2022 Upcoming 2nd semester/spring audits begins January 22, 2023 .

1/31/2023 District Audits Round 1 begins January 31 to Feb. 22, 2023. School Counselor Coordinator (Newitt) delayed audit a week due to final grade input in powerschool for district.

2/1/2023 District Audits Round 2 begins Feb. 23- Mar 14 2023. High School caseload switch.

2/9/2023 Feb 6-17 Conduct Scheduling/Registration small group.

2/13/2023 Melissa submitted all grade level suppressions for transcripts.

3/20/2023 Complete w/ High School transcript audits March 14, 2023. Mandatory high school course request lab/ scheduling 21-23 March 2023 at ERC

3/28/2023 Currently 100% of our 2023 Cohort members have the opportunity to graduate on time

6/1/2023 - Our counselors audit transcripts three times a year.

6/1/2023 - Closed at SIT Retreat.

9/26/2023 - All transcripts have been audited for the first semester. Counselors will continue to monitor MESA weekly to ensure no new flags show up for things that need to be adjusted with student schedules. Counselors will continue to monitor students enrolled in credit recovery for this semester.

10/7/21 The Data Manager will report student transfers to the Leadership team every 2nd Monday maintaining a 95% or higher rate of successful transfers.

Veronica Gray

06/01/2024

Notes: 2/1 The Principal will meet with the Data Manager weekly to review the number of students withdrawn correctly.

2/07/22 - 51 students are not successfully withdrawn/transferred. Contact will be made with parents via phone or email before they are dropped.

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.

12/5/22 We have had 25 students transfer out. 22 have been successful. We are still looking for transfers or enrollments of 4 students. Of these students 3 are high school and 1 is middle school. Our successful transfer rate is 84%. When adding in students that never E1's for the school year, we have 38 transfers with 28 being successful for a rate of 73.68%.

6/1/2023 - We need to extend. We are not at our 95% yet.

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

06/01/2024

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.

11/1/2022 Reported 10 dropouts for the 2021-2022 school year

12/5/2022 Currently we have 3 students that have dropped out. Out of the total population we are at a .5% dropout rate. For the High School, we are at a 1% dropout rate.

3/29/2023 There are currently 3 students that have dropped out. One is Middle School and the other is High School. We have been communicating with the parents.

6/1/2023 - We are still making progress.

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

Tawanda McLaurin

06/01/2024

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

12/5/2022 We have had 25 students transfer out. 22 have been successful. We are still looking for transfers or enrollements of 4 students. Of these students 3 are high school and 1 is middle school. Our successful transfer rate is 84%

12/5/2022 When adding in students that never E1's for the school year, we have 38 transfers with 28 being successful for a rate of 73.68%

12/6 85% High School teachers are reporting via ABE and email of students who have 3,6, & 10 absences. 40% Middle School teachers are reporting via ABE and email students who have 3, 6 & 10 absences.

6/1/2023 - We changed the date and will review how to submit a referral to a social worker via ABE.

8/30/2023 - MS Teachers began notifying SSW via ABE and email regarding students with attendance problems. SSW contacted parents regarding students who incurred three or more absences and documented in ABE.

9/26/23 - The SSW contacted parents and conducted home visits for the middle school students on the no-show list. Currently, the MS has two student on the no-show list.

	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
Initial Assessment:	<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		
How it will look when fully met:	<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"> • The guidance counselor will review credits for each high school student to ensure they are on track to graduate • The guidance counselor will enroll students who are not on track to graduate in credit recovery courses in Edgenuity • The guidance counselor will ensure students in credit recovery courses receive credits upon passing the course with a 60 or better • The school social worker will contact students who are not on track for graduation due to attendance 	Objective Met 10/21/22	Estella Johnson	06/02/2023	
Actions					
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	
<p><i>Notes:</i> 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</p>					

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.

10/31/22 Counselors have completed 1st semester audits. We have audited our own caseload and switched to audit each other's caseload so grades 9-12 transcripts have been reviewed twice already. We currently have 74 students enrolled in credit recovery classes for this semester. Some are enrolled in more than one credit recovery class this semester.

12/6/22 Credit recovery continues to be monitored, and contact is made frequently with parents and students about the progress. DDPs have also been submitted to the county to help students get back on track

1/10/23 Second semester transcript audits will start January 20th. Matthews has looked at all first semester grades and credits to determine which students needed to be added to credit recovery for the second semester so they have the potential for grade promotion at the end of the school year. There are 73 students enrolled for a total of 97 classes.

6/1/23 Closed and completed during SIT retreat

9/26/23 All transcripts have been audited for the first semester. Counselors will continue to monitor MESA weekly to ensure no new flags show up for things that need to be adjusted with student schedules. Counselors will continue to monitor students enrolled in credit recovery for this semester.

<i>Evidence</i>		10/21/2022			
<i>Experience</i>		10/21/2022			
<i>Sustainability</i>		10/21/2022			
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
<i>Initial Assessment:</i>			No Development 10/06/2020		
<p>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:</p> <ul style="list-style-type: none"> • Chromebook distribution • Class Dojo and updating parent contact in PowerSchool • Parent Portal • Student Photographs <p>Links to HS Orientation and MS Orientation</p> <p>Cumberland Academy 6-12 teachers and staff hold yearly virtual open houses to ensure students are acclimated to their schedule and courses.</p> <p>Link to CVA 6-12 Open House.</p> <p>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.</p> <p>Link to Welcome Phone Call Script.</p>					

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The leadership team and/or teachers will implement the following:</p> <ul style="list-style-type: none"> • Orientations each year for all grade levels that allow students access to materials regarding expectations and procedures at Cumberland Academy • Vertical planning for teachers within Cumberland Academy 6-12 and eventually between the Cumberland K-5 and 6-12 Academies • MTSS team will be fully functioning and address student needs by tiers; all staff would participate in interventions for all students 		Objective Met 06/06/23	Tawanda Blount	06/01/2023
Actions					
10/6/20	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.		Complete 02/07/2023	Tremaine Canteen	02/01/2023

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.

11/1/2022 Dr. Canteen completed the District MTSS Book Study.

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.

Complete 03/07/2023

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.

11/1 Nine middle school students are identified as IP in ELA and seventy-four Math students are in IP status

3/28/23 "Successmaker status compared to predictive scores. Average Course Levels:
Expected (6.3, 7.3, 8.3) 6th Grade: 5.10% -1.2 7th Grade 5.96% -1.34
8th Grade 7.01% -1.29

"Average Course Levels:
Expected (6.2, 7.2, 8.2)
6th: Wells 5.75% -.45 Hester 4.00% -2.2 Marich 4.62% -1.58
7th: Ervin: 5.47% -1.73 Nealy 5.87% -1.33
8th: Rochester 6.35% -1.85
"

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.

Complete 06/01/2023

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.

9/07&9/09/2022 Data Analysis documents reviewed during whole group professional development on PLCs. Teachers submit these on their meeting agendas

12/2/22 Data tracker implementation revisited. Trackers modified and staff directed to update according to instructions in the data tracker email sent 12/2/22.

12/16/22 Leadership staff recorded and distributed videos modeling PLC's using the school-wide agendas. MTSS & Data Analysis Tools were reviewed in the videos to model tracking student progress and developing action plans to address areas of need.

6/1/2023 - Teachers and the leadership team have been implementing weekly interventions specially for Math and ELA.

Implementation:		06/06/2023		
Evidence	6/1/2023 The district assessment spreadsheet and data analysis tool.			
Experience	6/1/2023 Teachers have used district assessments to analyze data. Teachers use SuccessMaker for remedial skills.			
Sustainability	6/1/2023 Teachers will still need to work with the leadership team to meet school goals.			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	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
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Initial Assessment:	<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		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	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.	Objective Met 12/06/23	Tawanda Blount	06/03/2024
Actions				
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.	Complete 06/01/2023	Tawanda Blount	06/01/2023

Notes: 9/19/22 Five teachers are having Mastery Connect connection issues.

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.

6/1/2023 - The departments have mastered analyzing district data from interim and post-assessments. Action closed at SIT Retreat

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

Complete 12/06/2023

Tawanda Blount

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

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.

9/19/22 Students' beginning-of-year login issues were significantly less than last year.

WebEx continues to be an issue. Teachers are using their Personal Rooms in Webex, which works.

Technology Facilitator will follow up with the county's Technology Department for a permanent resolution.

The leadership team created an instructional watchlist. Eight teachers are on the watch list. The watchlist included teachers with difficulty with lesson planning and navigating technology. Instructional coaches and administrators were assigned to teachers on the watchlist to coach teachers through their areas of greatest need.

The leadership team identified three teachers that are instructional standouts. These teachers have a clear focus and precise method of delivering instructions. They are resilient, and their instructional time on task is perfect.

The Teacher Dashboard has been created. We will begin adding trends and patterns observed during walkthroughs.

10/31/22 We have enough teachers to begin after-school tutoring in Math but not ELA. We will start Math tutoring as we work to attract ELA tutors.

The leadership team watched a middle school ELA teacher's coaching session to calibrate our expectations for coaching cycles.

12/5/22 Walkthrough trends show teachers not using the last thirty minutes of class to conduct small group/intervention time. Dr. Canteen will discuss the importance of small group/intervention time with teachers and address teachers' questions/concerns.

The discussion yielded that Math teachers feel they do not have enough time to teach all of their content and wanted to use the last thirty minutes to continue teaching. It was also discovered that teachers were not correctly using Successmaker data to host small groups. It was concluded that teachers are not allowed to extend their lessons. The last thirty minutes are reserved for small groups/interventions. Ms. Brown hosted a PD on Successmaker and how to use reports.

The leadership team created a video of a mock MTSS meeting and a mock department meeting for teachers to ensure all agenda components were covered.

9/11/23 Departments meeting are set. They are meeting the 3rd PLC of the month. It is in progress, as the data conversations may still require work and focus.

12/6/23 Closed at SIT meeting

Implementation:		12/06/2023		
Evidence	12/6/2023 Department meeting agendas are posted in our 2023-2024 data resource folders. The agendas include discussions of our data analysis tool and resources.			
Experience	12/6/2023 The leadership team meets weekly to discuss department data and provides next steps through email or during staff meetings. Departments meet monthly to discuss student data, resources, and strategies to improve student performance in the classroom.			
Sustainability	12/6/2023 The leadership team should continue to update departments on next steps for Mastery Connect and SuccessMaker data.			

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.		Tawanda Blount	10/31/2023
<i>Actions</i>				2 of 4 (50%)		
	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.		Complete 02/07/2023	Tremaine Canteen	01/30/2023
<p><i>Notes:</i> 10/31/22 Teachers are scheduled to participate in a monthly collaborative professional development session on the first Friday (Wednesday for high school). In October, we hosted two sessions. Non-tested subject area teachers' October session focused on Planning for Engagement - Student Response to Instruction. The October session of teachers in the tested subject areas focused on Creating Small Groups using Successmaker Reports.</p>						

9/9/23	Teachers will preview upcoming post-assessments by analyzing what students will do in the unit to demonstrate progress towards mastery of essential understanding and grade level standards so that they can create lessons aligned with learning targets and standards.	Complete 11/21/2023	Chavonda Brown	12/15/2023
<p><i>Notes:</i> 9/28/23 - Yes, we discussed about it during our last HS Math department meeting dated September 20, 2023. MS Science did discuss planning with the end in mind and how we could incorporate those question stems and similar questions in our do nows or through out the lesson as quick checks. MS SS - We reviewed the new SIP actions and our expectations for upcoming meetings during last week's meeting. We gave some ideas on pre-assessment feedback for how to help build the lessons up, but not specific activities since we don't have the same focus.</p> <p>10/3/23 - The Math Department discussed this action during their Department meeting. All Math teachers will review post-assessment before planning for the unit.</p> <p>11/16/23 - Recommend closing Action 2. HS Social Studies discussed the data analysis tool in department meeting on 11/15.</p>				
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	03/28/2024
<p><i>Notes:</i> 11/18/2022 Each team uploads their meeting agenda and minutes in the team folder for viewing by administration and leadership. The agenda includes data analysis on any previous tests.</p> <p>4/18/2023 A reminder for HS Team, MS Math, MS Social Studies, and HS Science to upload their meeting agenda and minutes to the team folder for viewing by leadership.</p> <p>9/28/2023 Extend Action 3 to December 15, 2023. MS ELA and MS Science did not have agenda posted in department folders during check on 9/28. 6th, 7th, and HS did not have MTSS minutes posted in folder.</p> <p>10/3/23 Extend action to 12-15-23</p> <p>11/16/23 Extend Action 3 to March 28, 2024. MS ELA and MS Science posted their minutes in the department folder; checked on 11/16. We recommend extending Action 3 due to further development of our MTSS program.</p>				

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	05/01/2024
<i>Notes:</i> 5/1/2023 - We updated to ensure the instructional coach works with teachers to develop standards-based lessons in Canvas.				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Currently, the principal is active in visiting classrooms, highlighting good practices, and being present in team meetings.	Limited Development 09/29/2022		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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How it will look when fully met:	<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>	Objective Met 12/06/23	Estella Johnson	05/30/2024
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Actions				
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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.	Complete 02/07/2023	Estella Johnson	11/15/2022
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Notes: 08/15/2022 The master schedule and PLC schedule was designed so that teachers have 90 minutes daily instructional planning. Teachers can utilize district planning resources, which are aligned to the NC Standards and CCs pacing guide.

1/9/2023 Teachers plan daily (90 minutes) to plan according to the NC Standard Course of Study. Teachers use Cumberland County resources and pacing, as well as NC Bold courses, all of which are aligned to the NC Course of Study. This goal has been met and can be closed.

9/29/22 The principal and the leadership team will conduct weekly walkthroughs to observe trends.

Complete 12/06/2023

Estella Johnson

12/05/2023

Notes: 09/2022 The Leadership team meets weekly to discuss walkthroughs and observations, as well as data. The team designs plans to address trends that need improvement.

1/17/2023 The leadership team continues to meet weekly. In analyzing data, we have noticed among many teachers instruction is still teacher centered instead of student centered. PD and support with Playlist and Choice Boards will be used to help with this. In addition, there is still a deficit in collaboration among teachers and students.

2/6/2023 The leadership team met to calibrate their findings, when conducting walkthroughs and coaching. During the meeting, leadership completed 3 walthroughs of teachers. During the meeting, it was established the schools main focus will be connected to Data Cycles, regardless of content. Get Better Faster was utilized as the coaching tool.

3/6/2023 The leadership team meets weekly and creates a schedule for coaching sessions and iRounds. Coaches will work to spend 50% of their time coaching and providing timely feedback when not assigned to teach a class. The leadership team will designate an estimate of 30 minutes to iRounds daily when not involved in testing or scheduled meetings. iRound feedback is immediately released to a teacher; however, follow up check-ins will be scheduled when necessary.

3/7/2023 - We changed the date from 2/28/2023 to 4/17/2023 at SIT to ensure the action is being completed with fidelity.

4/18/2023 - It is recommended that actions 2, 3, and 4 are extended until December 5, 2023 to ensure all actions are implemented with fidelity.

9/11/2023 - The leadership team is still developing and progressing on walkthroughs and identifying trends.

12/6/23 Action closed at SIT meeting

9/29/22 The Instructional Leadership team will provide clear, constructive feedback following instructional walkthroughs within 48 hours.

Complete 12/06/2023

Tremaine Canteen

12/05/2023

Notes: 3/6/2023 - The leadership team meets weekly and creates a schedule for coaching sessions and iRounds. Coaches will work to spend 50% of their time coaching and providing timely feedback when not assigned to teach a class. The leadership team will designate an estimate of 30 minutes to iRounds daily when not involved in testing or scheduled meetings. iRound feedback is immediately released to a teacher; however, follow up check-ins will be scheduled when necessary.

3/7/2023 - We changed the date from 2/28/2023 to 4/17/2023 at SIT to ensure the action is being completed with fidelity.

4/18/2023 - It is recommended that actions 2, 3, and 4 are extended until December 5, 2023 to ensure all actions are implemented with fidelity.

11/16/2023 - iRounds are conducted weekly. Teachers are provided automatic feedback via email, and meetup chats are scheduled as needed within 48 hours.

12/6/23 Action closed at SIT meeting

9/29/22 The principal and leadership team will create a Teacher Dashboard to track teacher trends obtained from weekly walkthroughs.

Complete 12/06/2023

Estella Johnson

12/05/2023

Notes: 9/2022 A dashboard has been created to keep up with walkthrough data and observations. Coaches utilize the dashboard to identify best action steps for teachers

1/17/2023 A dashboard has been created to keep up with walkthrough data and observations. The leadership teams to renew their fidelity. Since the creation of the dashboard and use, observations and iRounds have begun, and the dashboard has been used less frequently. It is still being used, but its use can improve.

4/18/2023 - It is recommended that actions 2, 3, and 4 are extended until December 5, 2023 to ensure all actions are implemented with fidelity.

9/11/2023 - Dashboard we are still working on this. We have a dashboard, but have to be more consistent. We need more time to complete.

12/6/23 Action closed at SIT meeting

9/29/22	The principal and leadership team will establish expectations and processes for team planning at the beginning of every school year.	Complete 12/06/2023	Emily Hall	12/05/2023
<p><i>Notes:</i> 8/21/2023 School-wide in-person meeting during Teacher Workdays to go over expectations.</p> <p>12/6/23 Action closed at SIT meeting</p>				
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.	Complete 10/03/2023	Tawanda Blount	05/31/2024
<p><i>Notes:</i> 8/15/2022 Bi-Weekly coaching schedule distributed to all staff.</p> <p>10/3/2023 Closed by vote</p>				
Implementation:		12/06/2023		
Evidence	12/6/2023 The principal and leadership team created a Teacher Dashboard tracking teacher observations and trends.			
Experience	12/6/2023 Teachers are given 90 minutes of instructional planning to prepare lessons aligned to the standards.			
Sustainability	12/6/2023 The principal and leadership team should continue to conduct weekly walkthroughs and provide feedback to teachers within 48 hours.			

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>			Cumberland Academy Virtual reviews benchmark and end-of-year data when available. NCEES data is beginning to be incorporated.	Limited Development 09/30/2022		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<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.		Tawanda Blount	06/16/2023
Actions				3 of 6 (50%)		
	9/30/22	Teachers will conduct data cycles after all district assessments using the CCS Data Analysis Tool to explore class data creating an improvement plan for students not showing mastery or growth.		Complete 06/01/2023	Tawanda Blount	06/09/2023
<i>Notes:</i>			12/13/2022 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.			
			03/06/2023 - PD conducted with video for effectively utilizing the data analysis tool.			
			6/1/2023 - Action closed. Teachers' actions were monitored this year. Teachers no longer need to be monitored and can analyze their data.			
	9/30/22	Teachers will access and analyze district assessment data, including interim and benchmark assessments, to create intervention plans for non-proficient students.		Complete 06/01/2023	Tawanda Blount	06/16/2023

	<p><i>Notes:</i> 10/31/22 Successmaker Update -Math & ELA IP shows that each grade level is about two years behind and less than .11 gains. 9/19/22 Conduct Successmaker IP data review for ELA and Math Over 60% of middle school students are still in IP Teachers will be asked to use intervention time to allow students to finish the Successmaker diagnostic assessment The Math Department is concerned that it is taking students too long to complete Successmaker diagnostic assessment</p> <p>12/13/2022 Teachers will use the CCS data analysis tool to analyze interim and post assessments. Analysis tools will be discussed monthly in department meetings.</p> <p>02/06/2023 - School Adopted "Data Cycles" as a focus. Implemented Small Groups based on data cycles for ELA & Math.</p> <p>6/1/2023 - Action closed. Teachers have an understanding of analyzing their data.</p>			
9/30/22	Teachers will maintain an electronic data wall to collect and analyze data from class, district, and state assessments.	Complete 06/01/2023	Tawanda Blount	06/16/2023
	<p><i>Notes:</i> 12/13/2022 Teachers utilize district created Data Cycle Documents to collect data analysis tools: Middle School Data Cycle Planning Document & High School Data Cycle Planning Document</p> <p>6/1/2023 - Teachers maintained effective data walls for the 2022-2023 school year.</p>			
9/9/23	Teachers will create a data reflection protocol in Middle School ELA and Math classes to analyze students' learning progress quarterly based on quarterly time on task and performance goals set by the prescriptive scheduling report from Successmaker.		Chavonda Brown	02/06/2024
	<p><i>Notes:</i> 9/19/2023 Math and ELA Teachers are completing Initial Placement (IP) Assessments</p> <p>10/10/2023 Correlate seeks clarification on monitoring 2 sets of data.</p> <p>11/16/2023 Recommend extending to February 6, 2024.</p>			
9/9/23	Teachers will create a data reflection protocol in core classes to develop students' abilities to monitor their learning progress on post-assessments.		Tawanda Blount	03/05/2024

Notes: 10/10/2023 Staff discussed options for students monitoring their data. Will offer samples at next correlate.

11/16/2023 Extend Action 5 to March 5, 2024.

9/9/23 Core teachers will discuss post-assessment data in department meetings by presenting results from the unit's data analysis tool and gather strategies and suggestions for improvement from department members to design activities that address students' learning needs according to post-assessment data.

Charlon Long

03/05/2024

Notes: 10/10/2023 PLC Agendas will continue being monitored for compliance. Will review it at the next correlate.

11/16/2023 Extend Action 6 to March 5, 2024.

Implementation:

06/06/2023

Evidence

6/1/2023 - The school used an electronic data wall and data analysis tool to capture data.

Experience

6/1/2023 Teachers were given data analysis tools by the leadership team and the district. Teachers analyzed their data on these sheets to inform instruction in the classroom. District staff monitored the school's use of the data sheets and tools.

Sustainability

6/1/2023 The leadership team will continue to monitor teacher's analyzing of data. Teachers will continue to use their data to inform instruction.

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, Never Work Harder Than Your Students & Other Principles of Great 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

Notes: 9/19/22 Ms. Brown is a co-teacher for a new hire who is still not in Powerschool/Canvas.

1/17/2023 The use of this book has not begun for the 22-23 school year. It is recommended this book study begin next academic school year. Most BTs are BT 3's. They are trying to pass the Praxis and meet other academic requirements. In an effort to not overwhelm teachers, it is best to not add any more expectations or requirements to BTs or mentors this year.

9/11/2023 The BT program will be using the "Never Work Harder Than Your Students & Other Principles of Great Teaching"- Robyn R. Jackson

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>How it will look when fully met:</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>Actions</p>		<p>2 of 3 (67%)</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>Complete 06/01/2023</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.

01-11-22 Grades 6-8 have at least one teacher on each level posting information weekly

02-28-22 All grade levels are using ClassDojo on a weekly basis

04-05-22 In March, the middle school had 527 connected families and 126 messages were sent thorough ClassDojo. The high school had 206 connected families.

05-02-22 Teacher consistently communicate with to families via Class Dojo. There's a total of 734 parents connect for grades 6-12.

11-01-22 I need to gather accurate percentage number for engagement and connections.

11/30/22 Currently MS has 43 connected 6-8 teachers with 1058 families. - HS has 21 connected teachers, 385 reported students, and 220 connected parents. To-date HS has send 206 messages this school year with 93% positive feedback (14 week average around 9.80 msgs per week). Based on these numbers, about half the HS teachers reporting at least once a week.

1/31/22 1. Connected Families – MS: 45 connected 6-8 teachers, 1061 families. HS: 34 connected teachers, 385 reported students, and 233 connected parents.

2. Communication data – As of 02/01/23, MS sent ***messages with **% positive feedback. HS sent 206 messages with **% positive feedback.

3. Grade level leaders report regarding quantitative data centering on 3 questions – (1) Are your grade-level teachers posting the required minimum of twice per week on your Class Story, including a positive story? MS: Most do not post twice but do attempt at least once; HS: Some confusion about the minimum weekly requirements but actively working on the goal. (2) How many parents/guardians are viewing your Class Story posts regularly? MS: most averaging 3-14 views per story. 6th grader shows the most views with a record 60-70%. HS: average 6-

13 parent views per post. (3) Do you think Class Dojo is having a positive impact on parent communication? MS and HS both: While it does keep many parents current and allows cross-platform interaction, the majority of the responders find a greater benefit by getting parents to view/respond to private Dojo messages (or Google voice text messages) than Class Stories for everyone. HS teachers are experiencing notification issues across mixed media platforms; need to troubleshoot.

4/25/2023 A. Connected Families – MS connected students: 3302 (includes # for 6-12) ; MS connected families: 1057 ; MS connected teachers: 44 ; HS connected students: ; HS connected families: ; HS connected teachers:

B. Communication data – As of 04/25/23, MS % positive feedback: ; HS % positive feedback:

C. Grade level leaders report regarding quantitative data centering on 3 questions: Are your grade-level teachers posting the required minimum of twice per week on your Class Story, including a positive story? MS: 6th grade communication remains strong with all teachers reporting at least twice a week (announcements, positive messages, etc.) resulting in higher parent views (20 per story per class). All feel ClassDojo is a great tool when used.; HS: on average about once per week. How many parents/guardians are viewing your Class Story posts regularly? MS: pending; HS: approximately 2-7 parents per month. Do you think Class Dojo is having a positive impact on parent communication? MS: ; HS: “while small, I think it makes an impact on our parent communication” and similar comments. For both groups, parents pay more attention to individual messages and the new class Announcements than the stories.

6/1/2023 - Teachers posted on Class Dojo to inform parents of school happenings. Teachers also utilized Canvas announcements to keep students and parents informed of school events.

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.

Complete 12/06/2023

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
December SGA Presentation- https://twitter.com/Cumbacademy6_12
November S2S-
https://twitter.com/Cumbacademy6_12/status/1457329843100688387/photo/1
Other prideful points or communication:
https://twitter.com/Cumbacademy6_12/status/1457329843100688387/photo/1

11/1/2022 On 10/25/22 High School Teachers conducted their awards celebration for 9-12th. On 10/26, 6-8th graders held their non-traditional awards. HS and 7th Grade shared their presentation and recordings (Mots)

1/17/2023 Second Quarter Awards Celebrations are currently going on: January 19th- 6th at 4pm, 7th at 5pm, 8th at 6pm, high school at 6pm (Hall)

5/2/2023 Our final, Q4 High School Awards celebration will take place live and in-person at ERC on Thursday, May 11 at 4:30!

9/6/2023 The high school team decided the Q1 awards ceremony would be held virtually on October 30th, but the Q2 awards event would be held in person on January 22nd.

12/6/23 Action closed at SIT meeting

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.

11/01/2022 We do not have an e-newsletter yet but routinely send messages to highlight student achievements, updates, events, and weekly announcements several times per week (real-time updates versus quarterly)

1/17/2023 Ms. Matthews posted January's "Student Services Snapshot Newsletter" in ClassDojo and on the SS Canvas page on January 11th (Hall)

1/17/2023 The school e-newsletter is posted on the school website and was last updated on January 11th;
<https://www.smore.com/zk5hp-cumberland-academy-6-12?ref=email>