Comprehensive Progress Report

Mission:

Produce high-achieving and globally competitive students by providing quality teachers, administrators, and staff within a context of innovative leadership for 21st century schools. Students will be skilled collaborators, innovative leaders, effective communicators, key contributors and resilient problem solvers.

Vision:

The community of Cuthbertson Middle School is dedicated to continuing a safe and rigorous learning environment, in which students will: advance and utilize 21st century skills, increase global awareness, civic engagement and be challenged to their fullest potential to emerge as independent lifelong learners.

Goals:

All students will be engaged using the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations.

Develop, implement and create a multi tiered system of support with fidelity.

Activity in the last 12 months

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Domain 2: Talent Development			
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**			

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		UCPS and CMS have established procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Although we have a moderate turnover rate, we partner with human capital to recruit new staff. Admin selects two staff members of the month and celebrates monthly at staff meetings for ongoing success. A staff spotlight has been created in the staff workroom. A 'good things' board will be posted in the workroom for staff to complement each other.	Limited Development 10/01/2019		
How it will look when fully met:		Administration will make a concerted effort to celebrate and highlight staff for their outstanding instructional and supportive efforts. All staff members will pay attention to the good things going on throughout the building and celebrate their peers. These actions will increase morale and facilitate staff retention.		**Catherine Perry**	**06/02/2025**
Actions			0 of 5 (0%)		
	10/16/24	Create a staff spotlight highlighting one team per month to include education, experience, and interests outside of school.		Diane Scaduto	06/02/2025
	Notes:	September- Front office staff October- 6th grade			
	10/16/24	Implement the use of a 'good things' board for staff to complement each other.		Catherine Perry	06/02/2025
	Notes:	Begin in October, 2024			
	10/16/24	Partner with Human Capital to recruit effective teachers.		Catherine Perry	06/02/2025
	Notes:	Review candidates monthly			
	10/16/24	Lab classrooms will be open for observation on a rotational basis. These classrooms will exemplify the principal's vision for the school and serve as a model for teachers to model their classrooms after. Teachers will be recommended to observe specific classrooms as admin deems necessary based on their areas of need. Teachers may sign up if there is a skill they want to observe to improve their practice.		Catherine Perry	06/02/2025
	Notes:				

	10/16/24	Classroom walk-throughs are completed on a rotational basis with each teacher being provided with a glow and a grow. Teachers will be tiered such that tier 3 teachers receive a weekly walk-through, tier 2 teachers are bi-weekly, and tier 1 teachers are monthly.			Catherine Perry	06/02/2025
	Notes:					

Core Function:	Domain 2: Talent Development				
Effective Practice:	**Practice 2B: Target professional learning opportunities**				
A1.03	**The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)**	**Implementation Status**		**Assigned To**	**Target Date**
Initial Assessment:	Teachers meet for PLC's weekly to collaborate and lesson plan using district pacing guides.	Limited Development 10/16/2024			
How it will look when fully met:	CMS teachers are active participants in the PLC process to improve instruction and student achievement. Teachers will strengthen their content knowledge and instructional practices. CMS students will demonstrate high levels of learning.			**Danielle Nadata**	**06/02/2025**
Actions		0 of 4 (0%)			

10/16/24	Teachers and administration attend weekly PLC meetings.			Danielle Nadata	06/02/2025
Notes:					
10/16/24	Unpack and understand the grade-level content standards.			Danielle Nadata	06/02/2025
Notes:					
10/16/24	Share best practices with colleagues and analyze student data.			Danielle Nadata	06/02/2025
Notes:					
10/16/24	Consider student data when planning next steps for teaching and learning.			Danielle Nadata	06/02/2025
Notes:					

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			CMS will be revitalizing the focus on strong instructional strategies & activities in classrooms. Utilizing data to drive instruction is a priority.	Limited Development 10/14/2022		
How it will look when fully met:			Regular use of data (formative and summative assessment measures) to drive daily instruction and provide more individualized & small-group instruction, in an effort to achieve student success.		Catherine Perry	06/01/2025
Actions				4 of 8 (50%)		
	10/14/22		Teachers will identify & post daily learning objectives on their classrooms boards.	Complete 12/16/2022	Catherine Perry	12/16/2022
	Notes:					
	10/14/22		Use of 'Check-In' data to identify students who need remediation of skils.	Complete 04/28/2023	Catherine Perry	04/30/2023
	Notes:					
	10/14/22		Teachers will meet within PLC structures weekly to review standards, instructional activities, & student data.	Complete 05/26/2023	Catherine Perry	06/01/2023
	Notes:					
	10/14/22		Use of iReady assessments to evaluate student strengths & needs as well as provide individualized instruction for each student.	Complete 05/12/2023	Catherine Perry	06/09/2023
	Notes:					
	10/14/22		All teachers will utilize a variety of instructional strategies to deliver instruction (whole group, small group, hands-on, manipulatives, technology, collaborative, etc.).		Catherine Perry	06/01/2025
	Notes:					
	10/16/23		Infuse PBL type activities into instruction at least 1x per grading period.		Catherine Perry	06/01/2025
	Notes:					
	10/14/22		Teachers will utilize small group instruction to remediate and enrich student skills.		Catherine Perry	06/01/2025
	Notes:					

	10/14/22	Identify & schedule professional development opportunities for teachers (ex. content-specific, PLC work, small group PD, etc.)		Catherine Perry	06/01/2025
	Notes:				

	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	Implementation Status	Assigned To	Target Date
Initial Assessment:			Cuthbertson Middle School has formed a fully functioning MTSS team and has implemented a tiered instructional support plan to take place during CAVS block. MTSS will be a schoolwide effort with all instructional staff invested. The MTSS team in partnership with the administration will review student data monthly to determine the appropriate need for instructional support.	Limited Development 10/01/2019		
How it will look when fully met:			Monthly MTSS leadership meetings began in August 2024 and biweekly MTSS discussions take place in PLC's biweekly. Professional Development will be provided for the CMS Staff to support the implementation of evidence-based instruction. This will be monitored through MTSS meeting notes, grade level/PLC observations and conferences, staff surveys, teacher anecdotal data, EOG scores, NC Check In's, i-Ready Diagnostic results, term grades, attendance, and Educators Handbook data.		**Jennifer Siddall**	**06/02/2025**
Actions				4 of 7 (57%)		
	10/13/22		Develop an MTSS team to include representation of all school stakeholders	Complete 09/01/2024	Jennifer Siddall	09/01/2024
	Notes:		The team was formed in September and meets monthly. Team members are Hoefert, Cassada, Sinople, Willis, Smith, Vaughn, Parrot, Markley, and Siddall.			
	10/21/19		Schedule monthly MTSS meetings for the team to review school data, assist teachers with support, and fully roll out MTSS.		Jennifer Siddall	06/02/2025
	Notes:		Siddall has scheduled ongoing MTSS meetings on the third Thursday of each month to continue thru May.			

10/21/19	Use Early Warning data to determine which students need intervention within the first 5 weeks of school. Use attendance, common assessment, and behavior data to identify additional students throughout the school year.			Jennifer Siddall	06/02/2025
Notes:	ongoing				
10/21/19	Utilization of iReady online instruction to target reading in tier 2 and 3. Utilization of Freckle online instruction in math in tier 2 and 3.	Complete 06/01/2023		Jennifer Siddall	06/02/2025
Notes:	ongoing - Tuesday-Thursday in CAVS block				
10/13/22	Attend district-level MTSS meetings to secure the information needed to identify action steps for school implementation.	Complete 06/01/2023		Jennifer Siddall	06/02/2025
Notes:					
10/13/22	Implement small group (or one-on-one) instruction to target skill intervention/ enrichment			Jennifer Siddall	06/02/2025
Notes:	Teachers will have 1:1 conferences with their tier 3 students weekly.				
10/16/23	MTSS team facilitator to attend Supplemental Virtual and AP academy sessions as required by UCPS.	Complete 06/21/2024		Jennifer Siddall	06/02/2025
Notes:					

Core Function:	Domain 3: Instructional Transformation				
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**				
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**
Initial Assessment:	The need for a behavior core has been identified to reduce behavior referrals and create a consistent set of expectations at CMS. Implementation of a PBIS Behavior Matrix to identify and display positive behaviors across all school contexts and settings will ensure consistent reinforcement of key behavioral expectations during our students' daily routines.	Limited Development 10/01/2019			
How it will look when fully met:	CMS teachers will communicate school expectations by the school behavior matrix. Students who demonstrate misbehavior will be retaught behavior, redirected, and addressed by the Student Code of Conduct.			**Jennifer Siddall**	**06/01/2025**
Actions		**1 of 4 (25%)**			
10/16/23	Provide refresher training of Educator's Handbook & review Minor & Office referrals through actual scenarios.	Complete 08/23/2024		Molly Russell	08/26/2024

Notes:				
10/13/22	Design a PBIS behavior matrix to communicate schoolwide expectations and provide training to staff in the November staff meeting.		Jennifer Siddall	11/06/2024
Notes:	Initial training in November with additional PD as needed.			
10/13/22	Admin will monitor school-wide office referrals & minor incidents and develop action steps, if trends are observed.		Catherine Perry	06/01/2025
Notes:				
10/14/22	School staff will develop more individualized interventions (ex. check-in/ check-out procedures) with students requiring more intensive behavior suports.		Hillary Vaughn	06/01/2025
Notes:				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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:			Cuthbertson Middle School has implemented social emotional support for students and staff. Student assemblies, student recognition, positive behavior postcards and staff professional development are scheduled throughout the year.	Limited Development 10/01/2019		
How it will look when fully met:			We will identify SEL champions who will share with the staff their personal experiences of how SEL helped them and their students. These champions will support staff in serving our students and staff needs. Our staff will connect with students directly about how they see social-emotional skills benefiting them, and include student voice in how you implement and sustain any social-emotional learning programs. We will share resources with parents to extend SEL from classrooms to homes. Information needed to reach full implementation: • Student, teacher, community surveys • Behavior data • Guidance data • MTSS/PLC data		Molly Russell	06/01/2025
Actions				2 of 3 (67%)		
	2/16/21		The CMS Staff will receive training on being trauma-informed and the lasting impact traumatic events have on people, even when they occur at a very young age.	Complete 10/06/2020	Shane Ferron	12/30/2021
	Notes:					

10/21/19	The staff will complete information about each student in the school. That data will be reviewed by administration and guidance counselors to identify opportunities for the staff to connect with students to build rapport and positive interactions.	Complete 02/16/2022	Michael Murray	06/03/2022
Notes:				
10/16/23	School counselors to lead class & small group activities to target social emotional skills.		Molly Russell	06/01/2025
Notes:				