

## Comprehensive Progress Report

**Mission:** Our staff envisions a school of global learners, therefore our mission is for all students to experience a variety of foreign languages and STEM learning opportunities through collaboration, communication and creativity.

Creating lifelong learners one language at a time.

**Vision:**

**Goals:**

Anne Chesnutt will increase composite math achievement to 51.3% by June 2023.

Anne Chesnutt Middle will increase composite ELA achievement to 52% by June 2023

Anne Chesnutt Middle will increase 8th Grade SCI achievement to 68.8% by June 2023

ACMS will increase Students With Disability Overall Proficiency to 37% (School Performance Letter Grade: D) by June 2023



! = 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>ACMS spends the first two weeks of school teaching and practicing the CCS Student Code of Conduct along with behavior expectations in the classroom and throughout the other areas of the building such as the bathroom, cafeteria, hallways, gym, ect. The teachers model expectations and also have the students practice the modeled expectations. ACMS is a PBIS school, which is a focus for the school in regards to developing and maintaining a positive school climate. Behavior expectations are taught with the belief that the students do not already possess these skills when they come to class. ACMS has a discipline flow chart that is divided up into 3 sections (Admin referral, Classroom Teacher Managed Issue, or School Counselor Intervention), with each section providing specific explanations for how to handle different behavior concerns. The teachers are modeled these procedures by administration at the beginning of the year, and revisited throughout the year.</p>	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, we will see a drop in administrative referrals and an increase in non-interrupted instructional time. Students and teachers are well aware of the discipline matrix, and are able to recognize potential concerns and seek help before the concern becomes an administrative referral. Students receive constant behavior support and feel safe and supported at ACMS. The staff feels supported by administration, and recognizes the need to follow the discipline matrix on a consistent basis. ACMS will also see an increase in parent/guardian involvement as well as a decrease of students that are failing 2 or more classes.</p>		Aisha Melvin	06/30/2024
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/3/22	Discipline data (ABE & PS) will be reviewed quarterly. Based on the data, administration will work to provide support and PD in areas of classroom management, PBIS Strategies, MTSS interventions in an effort to continue to support teachers and students while lowering administrative referrals and loss of instructional time.			Aisha Melvin	06/30/2024

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>		<p>Anne Chesnutt Middle School currently has Math, ELA, and SS/SCI Master Classroom Leaders (MCLs - Opportunity Culture) who meet weekly (180 minutes for Math/ELA and 90 Minutes for SS/SCI) with teachers and collaborate together to develop lesson plans, instructional activities, research based practices, and other content related resources to facilitate learning and instruction. The MCLs also develop coaching plans for the teacher's they are assigned. The MCL's will utilize common planning, CCS approved instructional resources, and district level curriculum and instruction meetings to improve student growth. Teachers will make data driven decisions in curriculum and instruction. Evidence of implementation include but are not limited to, weekly Instructional Leadership Team Meeting Minutes (MCLs &amp; Admin), Weekly Collaborative Planning Meeting Minutes, MCL Schedules, ILT Coaching Plan and Feedback Document, and Assessment Data Documents. In order to sustain this effort, the ILT Team must continue to meet weekly, and administration must be accountable for the continued growth of the MCLs as they are developing in their Coaching Role.</p>	Limited Development 10/03/2022		

<p><b>How it will look when fully met:</b></p>	<p>Anne Chesnutt Middle School currently has Math, ELA, and SS/SCI Master Classroom Leaders (MCLs - Opportunity Culture) who meet weekly (180 minutes for Math/ELA and 90 Minutes for SS/SCI) with teachers and collaborate together to develop lesson plans, instructional activities, research based practices, and other content related resources to facilitate learning and instruction. The MCLs also develop coaching plans for the teacher's they are assigned. The MCL's will utilize common planning, CCS approved instructional resources, and district level curriculum and instruction meetings to improve student growth. Teachers will make data driven decisions in curriculum and instruction. Evidence of implementation include but are not limited to, weekly Instructional Leadership Team Meeting Minutes (MCLs &amp; Admin), Weekly Collaborative Planning Meeting Minutes, MCL Schedules, ILT Coaching Plan and Feedback Document, and Assessment Data Documents.</p>		<p>David Greene</p>	<p>06/30/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>10/3/22</p>	<p>ACMS Instructional Leadership Team (MCLs &amp; Admin), ELL &amp; EC teachers, and CCS Curriculum &amp; Instruction Support Personnel (District Instructional Coaches &amp; Curriculum Specialists) will provide curriculum and instruction supports, resources, feedback, strategies, and research based interventions to EOG &amp; EOC tested content area teachers.</p>		<p>David Greene</p>	<p>06/30/2024</p>
<p><i>Notes:</i></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>		<p>ACMS administration works with the Multi-Classroom Leaders (MCLs) to create a, “Hive Student” group. This group is made up of students whose standardized test scores are within three percentage points of the next level. Teachers focus on intense remediation, tutoring, and enrichment activities that align to the North Carolina Standard Course of Study.</p> <p>ACMS MCLs meet twice weekly with core content/grade level teachers to review and discuss instructional practices and delivery, lesson plans, share best practices, and review upcoming lesson plans. MCLs give suggestions based on best researched instructional practices to implement in the classroom. They observe the delivery of classroom instruction, co-teach and model best practices. ACMS MCLs report their observations to ACMS administration at each weekly leadership team meeting.</p>	Limited Development 07/08/2022		
<i>How it will look when fully met:</i>		Once this action is fully implemented, all classrooms will have teachers providing instruction based on differentiated plans. Instruction will support all students based on performance data. During the twice weekly content/grade level planning sessions, teachers and coaches will determine the high-yield instructional strategies to be used in the classrooms. Students will be engaged and there will be a reduction in EC referrals. Students will demonstrate growth with the goal of achieving proficiency.		Joel Holston	06/16/2023
<b>Actions</b>			<b>1 of 3 (33%)</b>		
	7/8/22	MCLs will pre-plan coteaching opportunities with teachers.	Complete 09/14/2022	Joel Holston	09/14/2022
<i>Notes:</i>					
	7/8/22	MCLs will model high-yield instructional and behavior management strategies in the classroom.		Joel Holston	12/14/2022
<i>Notes:</i>					

	7/8/22	MCLs will provide a Practice Clinic (15 minute weekly all-staff training) on an instructional and/or behavior management strategy determined by teacher needs.		Joel Holston	03/08/2023
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Anne Chesnutt Middle School (ACMS) will use the Multi Tiered System of Support (MTSS) to generate a plan of action that will address the needs of our students. With this plan in place, ACMS expects a 3% decrease in student discipline occurrences. ACMS has updated the Discipline/Behavior Matrix to include a third tier, which incorporates the use of our school councilors and social workers. The teachers/staff are being trained to recognize changes in students mood/demeanor/attitude, and call for one of our student services team members to come provide an intervention before the students behavior results in a negative result. The student services team will also utilize the Calm Room as a form of intervention. During grade level/department meetings, teachers will come prepared to discuss any student that has missed 2 out of 3 assignments the week before and/or any student that had to be contacted home twice for behavior. The social worker will come prepared with a list of absences. School counselors are looping with the students they served the year before; therefore, they will come prepared to discuss any behavior/mental &amp; emotional concerns with students they have been working with. The staff will review the lists and set up team meetings to include inviting the parents/guardians and begin to add interventions to help the students. These students will be documented along with interventions being utilized.</p>	<p>Limited Development 07/28/2022</p>		
<b>How it will look when fully met:</b>	<p>When this action is fully implemented, Anne Chesnutt Middle School will have a system of interventions to support students with behavior and academic concerns. The interventions will provide communication with all stake-holders on interventions being done to promote academic and behavioral growth through support. ACMS will see a decrease in discipline rates due to a direct correlation with utilizing proactive measures to address concerns before the behavior requires possible consequences. ACMS will see an increase in parent/guardian involvement to address academic and behavior concerns.</p>		<p><b>Franco Rodriguez</b></p>	<p><b>06/30/2023</b></p>
<b>Actions</b>		<b>2 of 3 (67%)</b>		
7/28/22	<p>Administration has created a student services vertical alignment allowing for counselors to move with students they are already familiar with from the previous year. This alignment allows the counselors to be proactive in efforts to assist students with their emotional states, and allows for targeted interventions with staff members they have a pre-existing relationship with.</p>	<p>Complete 06/03/2022</p>	<p>Nicholas Watson</p>	<p>06/03/2022</p>
<i>Notes:</i>				

7/28/22	Grade level meetings will document student data, to include, attendance, grades, changes in student home life and student testing data. This is completed on a weekly basis with input from all stakeholders.	Complete 08/26/2022	Aisha Melvin	08/31/2022
<p><i>Notes:</i> Grade Level/Department meetings officially started pulling student academic and behavior data on 8/9/22. The grade level chairs have been ensuring that the information is being communicated with the stakeholders to include parents/guardians.</p>				
7/28/22	Administration will establish and ensure the MTSS team will meet to chronicle the student behaviors, and develop interventions to support the students once a month. Representation includes administration, classroom teachers, student services, and student and/or parents.		David Greene	06/06/2023
<p><i>Notes:</i> Grade level/Department meetings have already started to acquire student data to be analyzed by the MTSS Team.</p>				



	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Anne Chesnutt Middle School currently has the following actions to assist students with transitioning from grade level to grade level-</p> <ul style="list-style-type: none"> <li>• ACMS 8th graders will tour 71st high school in the 2nd semester. This tour is organized by the 71st administration and guidance department.</li> <li>• 71st Guidance department uses the 8th grade Social Studies classes to do high school registration for 8th graders.</li> <li>• ACMS guidance department organizes 5th grade tours of ACMS with the local feeder schools.</li> </ul>	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>			<p>When this objective is being fully met, ACMS will facilitate school tours with local feeder schools for the incoming 6th graders and participate at the local feeder elementary schools parent engagement nights to share information about ACMS and the choice programs. ACMS will organize tours of 71st High and Westover High for the students that are scheduled to attend those schools. ACMS will also invite 71st and Westover High to ACMS to help 8th grade students register for HS courses.</p>		Nicholas Watson	06/30/2025
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/3/22		The ACMS Student Services Department will create and organize tours and resources for our feeder elementary schools. Rising 6th graders transition.		Nicholas Watson	06/30/2025
<i>Notes:</i>						
	10/3/22		ACMS guidance department will collaborate with the 71st & Westover High School guidance departments to set up high school tours for 8th graders and have those respective guidance counselors use the 8th grade social studies classes to help students register for high school.		Nicholas Watson	06/30/2025

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/21/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to  create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Donell Underdue	06/01/2023
<i>Actions</i>			<b>0 of 6 (0%)</b>		
	10/21/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.		District Curriculum Specialists, Area Supt.	06/01/2023
<i>Notes:</i>					
	10/21/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.		Donell Underdue	06/01/2023
<i>Notes:</i>					

10/21/22	In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.		David Greene	06/01/2023
<i>Notes:</i>				
10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Donell Underdue	06/01/2023
<i>Notes:</i>				
10/21/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Donell Underdue	06/01/2023
<i>Notes:</i>				
10/21/22	Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS,Subgroup,discipline, attendance, etc.), and track and support progress towards SIP goals.		Donell Underdue	06/01/2023
<i>Notes:</i>				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			ACMS has an established leadership team made up of the Principal, Grade Level & Content/Department Chairs, Assistant Principals, and MCLs that meet once a month (SIT) as a group, but also meet weekly individually to discuss initiatives, concerns, questions, and thoughts related to the growth (behavior & academic) and school climate.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>			When the objective is fully met, the leadership team will meet once a month (SIT & MTSS meetings) for an hour to assess the actions within our SIP, discuss areas of need and create solutions to those needs. The leadership team will also review school performance data from instructional coaches during these meetings.		Aisha Melvin	06/30/2025
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/3/22	For leadership team meetings (School Improvement Team, Grade Level, Team Meetings, and Content Planning) the School Improvement Plan must guide decision making and be apart of agenda, planning, execution, and implementation within all levels.			Aisha Melvin	06/30/2025
<i>Notes:</i>						

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>		The ACMS master schedule allows for common planning (90 minute block each day, based on grade level) within its schedule to allow time for professional learning communities, school wide correlates, and collaboration.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When the objective is fully met, teachers will meet collaboratively to plan (180 minutes for Math/ELA and 90 minutes for SS/SCI) to identify and implement best research based instructional practices in the classroom. Teacher led PLC's and correlates will use the SIP and other school related materials to guide planning and instructional delivery.		Ruyi Baker	06/30/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/3/22	Professional learning communities (PLC's) and school wide correlates will use the SIP, ACMS vision, and goals when functioning in their capacities.		Ruyi Baker	06/30/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the ACMS principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers through the use of the ILT walk-through tool/iRounds and NCEES Observations. The Principal and the ILT review lesson plans, check of standards aligned instruction, pacing, and proper assessment tools. The ILT reviews the data from assessments and uses the data to make informed decisions regarding review, small group instructions, and remediation.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When the objective is fully implemented, the ACMS ILT will meet weekly to discuss classroom teacher observations, assessment data, and lesson plan construction to develop coaching plans that provide timely, clear, constructive feedback to teachers. The use of the ILT walk-through tool/iRounds and NCEES Observations will facilitate the conversations as the ILT Team reviews lesson plans, checks for standards aligned instruction, pacing, and proper assessment tools. The ILT reviews the data from assessments and uses the data to make informed decisions regarding review, small group instructions, and remediation. This will help teachers to implement the best research based instructional practices to increase student growth and proficiency.		Joel Holston	06/30/2026
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/3/22	ACMS ILT Team will meet weekly with each content area for instructional planning, review of instructional practices, and best practices.		Joel Holston	06/30/2026
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently ACMS allows for teachers to share their strengths with other teachers by participating in Correlates monthly. Teachers are also asked to participate in PD as a facilitator because of an ability that has been considered a strength and should be shared with peers.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers at ACMS will assist with putting on mini-professional development sessions monthly for their peers after the ILT recognizes a specific instructional/curricular/behavioral strength through observation and collaboration. Teachers are also able to conduct peer observations on each other. Teachers will also be highlighted for their strengths during faculty meetings.		Joel Holston	06/30/2025
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/3/22	The ILT team will identify one teacher from each core content to present a strategy that they use that is considered a strength.		Joel Holston	06/30/2025
<i>Notes:</i>					

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>		The ACMS ILT Team regularly looks at school performance data (Master connect, EOG/EOC, Benchmarks, attendance, behavior) and aggregated classroom observation data (observations, walk-throughs) and uses that data to make decisions about school improvement and professional development needs by prioritizing needs that are having the biggest impact.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, the ACMS ILT Team will look at school performance data (Master connect, EOG/EOC, Benchmarks, attendance, behavior) and aggregated classroom observation data (observations, walk-throughs) by-monthly to make decisions about school improvement and professional development needs by prioritizing needs that are having the biggest impact.		Whitney Iglesias	06/30/2026
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/3/22	The ACMS ILT Team will looks at school performance data (Master connect, EOG/EOC, Benchmarks, attendance, behavior) and aggregated classroom observation data (observations, walk-throughs) by-monthly and use the data to make decisions about school improvement and professional development needs by prioritizing needs that are having the biggest impact.		Whitney Iglesias	06/30/2026
<i>Notes:</i>					



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Anne Chesnutt Middle School adheres to Cumberland County Schools current recruitment plan and procedures for recruitment, evaluation and the replacement of staff. Our policies and procedures are in line with that of the North Carolina Department of Public Instruction.	Limited Development 07/28/2022		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When this indicator is fully implemented, the Premier Professional Correlate would have monthly faculty and staff recognitions and rewards to retain 90% of our faculty and staff for the 2023-2024 school year. Anne Chesnutt will also retain highly qualified teachers in every teaching position.		Jennifer Simmons	06/30/2026
<b>Actions</b>			<b>2 of 3 (67%)</b>		
7/28/22	Anne Chesnutt Middle School will use a peer recognition system for the faculty and staff member of the month. This action will reward faculty and staff members and improve retention of staff.	Complete 08/01/2022	Robert Blue	08/01/2022	
<i>Notes:</i>					
7/28/22	Anne Chesnutt Middle School will establish a correlate whose chief responsibility to create a culture that promotes retention through rewards and recognition of faculty and staff.	Complete 09/16/2022	Jennifer Simmons	09/16/2022	
<i>Notes:</i>					
10/14/22	Anne Chesnutt Middle will met with officials from Fayetteville State, the University of Pembroke, and Methodist University to communicate needs for staffing and supportive measure for recruiting and retaining teachers.		David Greene	06/30/2025	
<i>Notes:</i>					
<b>Implementation:</b>			10/03/2022		
<i>Evidence</i>	10/3/2022 10/3/2022: Staff Member of the Month Voting Document Incentives				

<b>Experience</b>	10/3/2022 10/3/2022: Our Premier Professional Correlate has created and implemented a staff member of the month initiative which provides recognition and a gift of appreciation to 3 employees voted on by their peers. The correlate also does staff celebrations as well.			
<b>Sustainability</b>	10/3/2022 10/3/2022: We need to make sure we are consistent will implementing the staff member of the month initiative.			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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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
<b>Initial Assessment:</b>		<p>Anne Chesnutt Middle School's current implementation includes a variety of programs to increase communication with parents/guardians. These programs that will allow for effective parent-school communication efforts include:</p> <p>Open House Activities</p> <p>Parent/Teacher Conferences</p> <p>Parent University</p> <p>ClassDojo Messages</p> <p>Documentation of communications between parents, teachers, and students.</p>	Limited Development 07/28/2022		

<p><b>How it will look when fully met:</b></p>	<p>When this action is fully implemented, Anne Chesnutt Middle School will use multiple communication avenues to establish two way communication between parents and community. Anne Chesnutt's Committed Community Correlate will facilitate and implement the communication efforts to include Open House, one parent involvement (Parent University) per semester, and parent-teacher conferences every progress report and report card release. Anne Chesnutt will use student emails, the digital marque, Parent link, and class dojo to send out weekly communication to parents and guardians. Anne Chesnutt will participate in direct communication with parents and guardians through academic and athletic events, as well as use the parent organization (PTA) to promote events and activities at the school. Parents will be given regular opportunities to provide feedback related to school activities and events. Once the two-way communication systems are in place and are being effectively implemented, the staff, students, and parents/guardians will feel connected and informed in regards to school-wide events. The overall school culture will reflect the communication efforts in a positive manner as stakeholders have multiple opportunities to be involved in school initiatives.</p>		<p>Ruyi Baker</p>	<p>06/30/2023</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>7/28/22</p>	<p>Anne Chesnutt Middle Schools Committed Community Correlate will meet monthly to address the needs of community stakeholders. The correlate will build relationships with stakeholders in an effort to increase two-way communication efforts between the school and stakeholders.</p>		<p>Ruyi Baker</p>	<p>06/30/2023</p>
<p><i>Notes:</i></p>				
<p>7/28/22</p>	<p>The Committed Community Correlate will facilitate a Parent University twice a year at the school in an effort to communicate with parents and guardians about the curriculum, instruction, and behavior support efforts being utilized at the school.</p>		<p>Ruyi Baker</p>	<p>06/30/2023</p>

*Notes:*

9/28/22 Anne Chesnutt Middle will use ClassDojo as a two-way communication format with stakeholders. Administration and staff will communicate weekly with students and parents to address the needs of the students and to share information regarding school-wide events and initiatives.

Aisha Melvin

06/30/2023

*Notes:*