

Comprehensive Progress Report

Mission:

We are a diverse team committed to excellence. We believe that through rigorous academics and collaboration every student will achieve. We hope to cultivate perseverance, integrity and dedication in all students.

Vision:

Our Vision at Community House Middle School (CHMS) is for all students to leave our doors with the necessary skills for college and career readiness.

Goals:

Increase school-wide literacy grade level proficiency (GLP) from 78.9% to at least 85% with exceeded growth by 2024. Align to: A 2.04

Decrease the End-of-Grade (EOG) composite achievement gap, according to GLP, between African American and Hispanic students as compared to their White counterparts by no more than 10 percentage points by 2024. Aligned to A2.04 and A4.06

Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. ALIGN TO: A4.06

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06



! = Past Due Objectives

KEY = Key Indicator

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>August 2022:</p> <p>Based on the data we were able to collect, we have implemented EL Education and OpenUp with fidelity and integrity. We have established PLC structures to support teachers and teams with the implementation. Our team continues to enrich and enhance the EL Education curriculum through the creation of lessons, seminars and rigorous resources and curricular content. Advisory was also put in place within the master schedule and then implemented throughout the year. We will continue to build upon these implementations this year.</p> <p>Our staff collaborate in PLCs on a weekly basis with a content specialist assisting to guide the work. PLC meetings are focused on the standards with the Instructional Look-Fors and core actions anchoring the work. Common assessments are implemented across all PLCs and lead the backwards planning design. Three curriculum experts assist PLCs with aligned planning...a Literacy Specialist, Math Specialist and a Science Specialist. School-based administrators also work with PLCs to help ensure standards-based planning and work products are consistent.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Student support services				
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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
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<i>Initial Assessment:</i>		<p>August 2022:</p> <p>Based on the data we were able to collect last year, we implemented an Advisory block and continue to improve upon the processes and structures. We have a structured curriculum to support direct instruction during this time to meet our students' social emotional needs. We will continue to run our MTSS team and implementing the core curriculum with fidelity in both ELA and math. We have established semester long learning lab times for Tier 2 and Tier 3 interventions during elective times. We also have year long learning labs to support our EC students.</p> <p>Teachers are using common planning times to consider the individual learning needs of students when planning core instruction. Teachers analyze data from common assessments, MAP and EOG results to identify students in need of Tier 2 interventions. Tier 2 interventions are in place in most ELA and Math classrooms. A math and reading interventionist work as leads of the MTSS team and also help to implement interventions, analyze data and progress monitor. The interventionists also provide Tier 3 interventions to identified students. An Academic Counselor is in place who assists with the development of Tier 2 interventions for behavior. Additionally, a learning lab course has been developed for 8th grade students who are struggling in reading and/or math in order to provide added support. There is room to grow in our implementation of classroom level Tier 2 interventions so that they are consistently in place without interrupting the core curriculum.</p>	Limited Development 08/15/2022		
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<i>How it will look when fully met:</i>					
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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
<i>Initial Assessment:</i>	<p>August 2022:</p> <p>Based on the data we were able to collect last year, we established an Flex/MTSS block for all students. We will continue to embed appropriate resources within our Flex/MTSS Block. Our counselors have taken the lead in continuing with the implementation of this block of time this year. We are working to address both their current state in response to the pandemic as well as continuing to further their social-emotional development by implementing a behavior universal screener called Panorama and the Caring Schools curriculum for direct social-emotional instruction. Teachers continue to place emphasis on building relationships with students, implementing Paideia seminars on character and using materials that allow all children to see themselves in the curriculum. Club opportunities are in place along with procedures for students to begin their own clubs in an effort to provide students a place to belong at CHMS.</p>	Limited Development 08/15/2022			
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		<p>August 2022:</p> <p>Mr. Slattery continues to implement research-based processes and systems. He has worked to delegate instructional responsibilities to ensure the entire administrative team is supporting teachers and staff. Currently we have an observation cycle which assigns staff to the same observer throughout the year in order to provide consistency with instructional coaching. Additionally, all administrative team members complete walk-throughs. Learning Walks for teachers occur four times during the school year and peer mentoring also is in place for new staff. Facilitators teach model lessons as requested in all core subject areas. Facilitators have begun to implement modeling of lessons within some PLCs.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>August 2022:</p> <p>Based on the data we were able to collect last year, we have strongly established communication methods in place to keep our community informed with school events and instructional practices. The principal sends a weekly "Cavalier Courier" newsletter to families as well as teachers and other building administrators communicate regularly with families as needed.</p> <p>Currently we host one Curriculum Night where parents are informed about the standards in each of the subject areas along with what they can do to support their children's learning at home. We also offer quarterly Coffees with the Principal where parents learn about new instructional initiatives and are able to answer questions or provide feedback. All parents are invited to be a part of the PTO and/or SLT where their voice can be heard with regards to the academic progress of our school. We communicate home with parents regarding their children's progress through the use of school email and connect ed messages. All teachers have a website linked to the school's web page where parents can access assignments. Additionally, we provide Power School support so that parents can get real-time access to their children's academic progress. Many teachers use CMS digital platforms in addition to their websites which can sometimes lead to parental frustration with regards to the multiple systems they are attempting to learn and navigate.</p>	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					