

Comprehensive Progress Report

Mission: Our mission is to provide a nurturing and inclusive environment that empowers all students to reach their full potential academically, socially, and emotionally through engaging and innovative teaching. We strive to inspire a love for learning, critical thinking, and a thirst for knowledge.

Our Vision at the Hive is to help our students grow both academically and socially in a global community through Accountability, Compassion, Motivation, and Synergy

Vision:

Goals:

Anne Chesnutt will increase composite math achievement to 48.6% by June 2024.

Anne Chesnutt Middle will increase composite ELA achievement to 52.2% by June 2024

Anne Chesnutt Middle will increase 8th Grade SCI achievement to 81.1% by June 2024

ACMS will increase Students With Disability Overall Proficiency to 37% (School Performance Letter Grade: D) by June 2024



! = 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 received training on these procedures from the administration at the beginning of the year and will revisit it throughout the year.</p>	<p>Limited Development 10/03/2022</p>		

<p>How it will look when fully met:</p>	<p>When this objective is fully met, we will see a decrease in administrative referrals which will increase 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 (Cognia Student Survey 2023). The staff feels supported by administration, and recognizes the need to follow the discipline matrix on a consistent basis (Cognia Staff Survey 2023). 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>		<p>Aisha Melvin</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>7/20/23</p>	<p>In an effort to reduce discipline incidents and increase positive school climate, the school leadership team will analyze discipline data (ABE/PowerSchool) monthly by identifying the when, where, who, and why through a discipline tracker to provide support and professional development for identified high risk behavior areas that need interventions. Support structures and professional development will reduce the amount of time off task and increase instructional time, as well as increase school safety and promote a positive environment.</p>		<p>Aisha Melvin</p>	<p>06/30/2024</p>
<p><i>Notes:</i> 8/28/23 - During the first 2 weeks of school, teachers shared with students the CCS Code of Conduct presentation and followed up with a quiz. ABE training was discussed and will be scheduled during Quarter 2.</p> <p>10/16/23 - The Exceptional Environment Correlate proposed a date of Monday, November 27th for the Staff ABE Training which will be held afterschool.</p>				

7/20/23	<p>In an effort to reduce discipline incidents and increase a positive school climate, the Exceptional Environment Correlate will utilize PBIS strategies such as student incentives (point purchases/incentive days) to increase positive reinforcement strategies in identified areas of need detailed in the monthly discipline data tracker (ABE/PowerSchool). Monthly PBIS incentives and intervention strategies will reduce the amount of time off task and increase instructional time, as well as increase school safety and promote a positive environment.</p>		Joel Holston	06/30/2024
<p><i>Notes:</i> 8/28/23 - The PBIS Arcade Incentive is scheduled for 9/14/23 during each grade level elective. PBIS events Sneaker Jam is scheduled for Friday, 10/20 from 3-5 PM.</p> <p>10/16/23</p> <p>Scheduled PBIS Events/Incentive Days The PBIS Store will open on Friday, October 20th, Friday, November 3rd Friday, December 1st</p> <p>The grade level with the least amount of discipline referrals will be allowed to dress down: Friday, October 20th Friday, November 3rd Friday, November 17th Friday, December 1st</p>				
7/20/23	<p>In an effort to reduce discipline incidents and increase a positive school climate, the MTSS team will create a student intervention plan to schedule weekly interventions with identified at-risk students in the areas of academics, social and emotional support, and attendance. Weekly interventions will reduce the amount of time off task and increase instructional time, as well as increase school safety and promote a positive environment.</p>		Jobina Johnson	06/30/2024
<p><i>Notes:</i> 8/28/23 - MTSS team has not had their initial meeting at this moment. 10/16/23: MTSS met during Week 8 to discuss roles and expectations.</p>				

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>		<ul style="list-style-type: none"> 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 teachers they are assigned. The MCLs 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 includes, but is not limited to, weekly Instructional Leadership Team meeting minutes (MCLs & admin), weekly collaborative planning meeting minutes, MCL schedules, ILT coaching plans and feedback documents, and assessment data documents. In order to sustain this effort, the ILT Team must continue to meet weekly, and the administration must be accountable for the continued growth of the MCLs as they continue developing in their coaching role. 	Limited Development 10/03/2022		

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> When this objective is fully met, Anne Chesnutt Middle School will have consistent weekly collaborative planning sessions with each grade level Math, ELA, and SS/SCI teachers, and the PLC will be facilitated and monitored by the Master Classroom Leaders (MCLs - Opportunity Culture) . The collaborative planning will be scheduled weekly (180 minutes for Math/ELA and 90 Minutes for SS/SCI) with teachers as they collaborate together to develop lesson plans, instructional activities, research-based practices, and other content related resources to facilitate learning and instruction. When this objective is fully met, the MCLs will develop and facilitate coaching plans for the teachers they are assigned. The MCLs will utilize common planning, CCS-approved instructional resources, and district-level curriculum and instruction meetings to improve student growth. When this objective is fully met, teachers will make data-driven decisions in curriculum and instruction. Evidence of implementation includes but is not limited to, weekly Instructional Leadership Team Meeting Minutes (MCLs & Admin), Weekly Collaborative Planning Meeting Minutes, MCL Schedules, ILT Coaching Plan and Feedback Document, and Assessment Data Documents. 		<p>Whitney Iglesias</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/3/22</p>	<p>ACMS's academic focus is Standards Aligned Instruction. The Instructional Leadership Team (ILT) will facilitate the planning of unit plans that assure that students master standards-based objectives and also provide opportunities for enhanced learning. The ILT will facilitate PLCs with core teachers (ELA/Math/SS/SCI) every Tuesday and Wednesday for 90 minutes per collaborative planning with a teacher check-in on Thursday. The PLCs will utilize the CCS Instructional Framework and the Lesson Study to develop weekly lesson plans that are standards aligned.</p>		<p>Joel Holston</p>	<p>06/30/2024</p>
<p><i>Notes:</i> 8/28/23 - Each member of the team is monitoring this action plan by making sure each staff member is attending their Department/ Grade Level PLC's weekly.</p> <p>10/16/23 - The Lesson Study is being utilized in weekly content planning to ensure lessons are aligned with specific NC Standards.</p>				

8/20/23	ACMS's academic focus is Standards Aligned Instruction. The Instructional Leadership Team will facilitate weekly PLCs by first ensuring the teachers complete the CCS Lesson Study. The Lesson Study helps the teachers review the Unit standards for lesson planning. During PLCs, the teachers will align the lesson objectives with instructional strategies that follow the CCS Instructional Framework. During PLCs, the Multi-Classroom Leader (MCL) and the teachers will complete 3 main task with the objectives for the unit/lesson: (1) prioritize (identify the most critical learning standards for the grade level or course from among the full set of relevant standards), (2) unpack (identify the most critical learning standards for the grade level or course from among the full set of relevant standards), and (3) power (identify the explicit and implicit domain skills for those learning standards at the grade of the course level).		Whitney Iglesias	06/30/2024
<p><i>Notes:</i> 8/28/23 - Each member is monitoring by making sure every classroom teacher is completing a lesson study each week in their department PLC and facilitating standard-aligned instructional activities. 10/16/23 - Standards are aligned and are being unpacked. Evidence is shown in the lesson study for each grade level content.</p>				
8/20/23	ACMS's academic focus is Standards Aligned Instruction. The ILT will include standard specific learning activities that are aligned with the objectives by utilizing the Standards Aligned Instruction roadmap and CCS Year-At-A-Glance resources during each weekly PLC.		Aisha Melvin	06/30/2024
<p><i>Notes:</i> 8/28/23 - Each member is utilizing Canvas. In Canvas we are familiar with the Important County Documents for our content and how to access it during planning. As a school, were focusing on Standard Align instruction and prioritizing DOK Level questioning. 10/16/23 - Standard-aligned instruction roadmap and CCS Year-At-A-Glance is being utilized during each weekly PLC</p>				
8/20/23	ACMS's academic focus is Standards Aligned Instruction. The ILT will ensure that teachers are including pre-/post-tests to assess student mastery of standards-based objectives and disaggregate the data to adapt instruction through enrichment and small group instruction to close the achievement gaps identified by the data.		Joel Holston	06/30/2024

Notes: 8/28/23 - Each Department is meeting weekly with their MCL to plan and discuss Data. Core teachers will utilize the data from Post Assessments in Mastery Connect to form weekly small groups in the classroom.

10/16/23 - Mastery Connect is being used for Pre/Post Assessment. Each content will meet after every Post assessment is given to discuss the data.

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		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<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	06/30/2025
Actions			3 of 4 (75%)		
	7/8/22	MCLs will pre-plan coteaching opportunities with teachers.	Complete 09/14/2022	Joel Holston	06/30/2025
		<i>Notes:</i> 10/31/22 - This step is in progress with all three MCLs. When the MCLs meet with their assigned teachers, they determine opportunities to co-teach, and discuss the process for the lesson.			

	7/8/22	MCLs will model high-yield instructional and behavior management strategies in the classroom.	Complete 06/30/2023	Joel Holston	06/30/2025
	<i>Notes:</i> 10/31/22 - This action is in progress. During collaborative planning, the MCLs work with the teachers to incorporate High Yield Strategies.				
	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.	Complete 06/30/2023	Joel Holston	06/30/2025
	<i>Notes:</i> 10/31/22 - MCLs are still working to incorporate this action step.				
	10/6/23	In order to increase student proficiency in Math, ELA, and 8th Grade SCI, the ILT will utilize performance data from previous years EOG scores, current EVAAS predictions, current Unit Assessments, and Benchmarks to ensure necessary instructional adjustments such as acceleration, remediation, and differentiation are implemented to meet the students individual needs. Teachers will incorporate instructional strategies such as high yield strategies and small group based on formal and informal assessments. The planning and disaggregation of data will occur during the required 180 minutes of collaborative planning which is done weekly. After each Unit Assessment, a third day of collaborative planning will take place to disaggregate the data to determine next steps to support the students.		Aisha Melvin	06/30/2025
	<i>Notes:</i>				
	Implementation:		08/20/2023		
	<i>Evidence</i>	8/20/2023			
	<i>Experience</i>	8/20/2023			
	<i>Sustainability</i>	8/20/2023			
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>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 & 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>		
How it will look when fully met:	<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>Objective Met 08/23/23</p>	<p>Franco Rodriguez</p>	<p>06/30/2025</p>
Actions				
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 06/30/2023</p>	<p>Nicholas Watson</p>	<p>06/03/2022</p>

Notes: 10/31/22 - This action is in progress.
 11/28/22 - This action is in progress.
 1/30/23 - This action is in progress. Grade Level meetings have been moved to Monday. Student Services has been attendance.
 2/20/23 - This action is in progress. Grade Level meetings have been moved to Monday. Student Services has been attendance. During the grade level meetings on 2/13/23 - Grade levels & SIT to discuss Retentions.

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

Notes: 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.

10/31/22 - In progress, teachers are sharing academic data.
 11/28/22 - In progress, teachers are sharing academic data.
 1/30/23 - In Progress, teachers are sharing academic and behavioral progress.
 2/20/23 - This action is in progress. Grade Level meetings have been moved to Monday. Student Services has been attendance.

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.

Complete 06/09/2023

David Greene

06/06/2023

Notes: Grade level/Department meetings have already started to acquire student data to be analyzed by the MTSS Team.

10/31/22 - First meeting was on 10/28/22 and the second meeting is set for 11/4 to identify High Risk students.
 11/28/22 - MTSS Meeting on 12/2/22: identifying at risk student students and created a study hall for students that are failing classes.
 1/30/23 - MTSS Meeting 1/26/26: identifying at risk student students and created a study hall for students that are failing classes. We have noticed a reduction in retention candidates.
 2/20/23 - This action is in progress. Grade Level meetings have been moved to Monday. Student Services has been attendance.

	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"> • ACMS 8th graders will tour 71st high school in the 2nd semester. This tour is organized by the 71st administration and guidance department. • 71st Guidance department uses the 8th grade Social Studies classes to do high school registration for 8th graders. • ACMS guidance department organizes 5th grade tours of ACMS with the local feeder schools. 	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
Actions				0 of 2 (0%)		
	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	B1.03	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
Actions			0 of 1 (0%)		
	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

Notes:

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	06/30/2025
Actions			0 of 1 (0%)		
	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	06/30/2025
<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>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.</p>	<p>Limited Development 10/03/2022</p>			

<p>How it will look when fully met:</p>	<p>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.</p>		<p>David Greene</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/12/23</p>	<p>The ACMS Instructional Leadership Team (ILT) will utilize a weekly schedule created on a google sheet to ensure that progress monitoring is the main focus of the ILT Team. The MCL and Administrative team will pre-plan the following week's schedule. The Multi Classroom Leaders (MCLs) will include PLCs, and any walk-throughs, modeling, co-teaching, and individual teacher coaching sessions on the schedule. The administrators will plan to attend PLCs, schedule weekly check-ins with the MCLs, iRounds, and observations. The schedule will include scheduled check-ins between the Principal and Assistant Principals to discuss progress for the core subjects. Utilizing a common planning schedule will ensure accountability based on academic conversations with Administration, MCLs, and Teachers.</p>		<p>David Greene</p>	<p>06/30/2024</p>
<p><i>Notes:</i></p>				

10/12/23	<p>The Admin Team will ensure progress monitoring by attending PLCs for at least 30 minutes each session weekly. This will allow the Admin team to have an opportunity to progress monitor the effectiveness of PLCs and provide coaching to the MCLs. The Admin Team will have scheduled check-ins with the MCLs to progress monitor the effectiveness of teacher lesson plans in correlation with the academic focus of Standards Aligned Instruction, monitor coaching and support of the intensive teachers, and to monitor the effective use of data for High Yield Strategy and Small Group Implementation. The weekly check-in between the MCLs and Administrative Team ensures collaboration, coaching and support for the MCLs.</p>		David Greene	06/30/2024
<i>Notes:</i>				
10/12/23	<p>The Administrative Team will progress monitor the effectiveness of instruction by utilizing the use of the Instructional Leadership Team (ILT) walk-through tool/iRounds and NCEES Observations. These progress monitoring tools will facilitate the conversations with the MCLs to ensure proper support and coaching for teachers as the Instructional Leadership Team reviews lesson plans, checks for standards aligned instruction, pacing, and proper assessment tools. Progress monitoring will be scheduled weekly between the Administrative Team and the Multi-Classroom Leaders.</p>		David Greene	06/30/2024
<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>			0 of 1 (0%)		
	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
Actions			0 of 1 (0%)		
	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>		<p>11-28-22: ACMS has had a Data day, in which subs were provided to disaggregate benchmark data and work on small group/remediation plans. P. Allen comes on Wednesdays to work with ELA & Math teachers over data.</p> <p>1-30-23: P. Allen comes on Wednesdays to work with ELA & Math teachers over data. Data is being used to determine small groups.</p> <p>2-20-23: The ILT has been providing small group and HYS support and PD for staff.</p>			

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		
How it will look when fully met:		When this indicator is fully implemented, an effective evaluation system is established at ACMS. A rigorous approach to evaluation is clearly used and connected to the district’s system. Evaluation feedback/data are used to identify the needs for professional development so that growth opportunities are well-aligned with areas of weakness. The evaluation system is accurate, fair, linked to growth opportunities, and fully transparent. ACMS's Premier Professional Correlate will have monthly faculty and staff recognitions and rewards to retain 90% of our faculty and staff for the 2023-2024 school year (with the exception of staff promotions). Anne Chesnutt will also retain highly qualified teachers in every teaching position. Anne Chesnutt Middle School will recruit new highly qualified staff for potential vacancies by promoting a welcoming, positive, and supportive culture as well as participate in county and state recruiting events.		Jennifer Simmons	06/30/2025
Actions			1 of 4 (25%)		
	7/28/22	Anne Chesnutt Middle School's Premier Professional Correlate 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	06/30/2024
<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>					

8/23/23	All evaluators are properly trained to use the NCEES assessment instruments and rubrics when conducting formal observations and informal walk-throughs. Formal and informal evaluations will be conducted frequently, using multiple measures to gain a comprehensive and accurate of a teacher's competencies. Immediate formative feedback will be provided by the responsible evaluator.		Whitney Iglesias	06/30/2025
<i>Notes:</i>				
8/23/23	Anne Chesnutt Middle School will actively and strategically market ACMS strengths on social media (Class Dojo, Facebook, Twitter, etc.) to attract high-quality educators and promote the schools positive culture through stakeholder recognition.		Aisha Melvin	06/30/2025
<i>Notes:</i>				
Implementation:		10/03/2022		
Evidence	10/3/2022 10/3/2022: Staff Member of the Month Voting Document Incentives			
Experience	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.			
Sustainability	10/3/2022 10/3/2022: We need to make sure we are consistent will implementing the staff member of the month initiative.			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Donell Underdue	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Donell Underdue	03/29/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

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:

Open House Activities

Parent/Teacher Conferences

Parent University

ClassDojo Messages

Documentation of communications between parents, teachers, and students.

Limited Development
07/28/2022

Initial Assessment:	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: Open House Activities Parent/Teacher Conferences Parent University ClassDojo Messages Documentation of communications between parents, teachers, and students.	Limited Development 07/28/2022		
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<p>How it will look when fully met:</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>06/30/2025</p>
<p>Actions</p>		<p>3 of 10 (30%)</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>Complete 06/30/2023</p>	<p>Ruyi Baker</p>	<p>06/30/2023</p>

Notes: 8/28/23 Committed Community correlate meets once a month. Student services reached out to community resources to plan for the month of the military family. The plan is to have the events planned and set up by the time we leave for intercession.

10/16/23 Committed Community met today and shared the upcoming Spirit Night - 10/16 at Chick-fil-A, 11/2 at Sweet Frog, and 11/15 at Panda Express. Student services reached out to community resources to plan for the month of the military family. The plan is to have the events planned and set up by the time we leave for intercession. A military breakfast will be held on 11/9 for all military-connected students and families.

7/28/22 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.

Complete 06/30/2023

Ruyi Baker

06/30/2023

Notes: 10/31/22 - First Parent University is 11/1/22 (5-7PM)
 11/28/22 - Parent University was structured well, plenty of involvement from staff, but need to find ways to get parents involved.
 1/30/23 - We have set a date, but are we looking to include student performances to get parents to participate.
 10/16/23 - ACMS has planned a Math Night on either 11/9 or 11/16 for our first Parent University for 23-24 SY.

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.

Complete 06/30/2023

Aisha Melvin

06/30/2023

Notes: 10/31/22 - This action is in progress.
 11/28/22 - This action is in progress.
 1/30/23 - This action is in progress.
 2/20/23 - ACMS has a Family Ambassador that is assisting with communicating with parents.
 10/16/23 - Communication avenues- Class Dojo, Parent question/suggestion box for admin, and telephone connect.

8/23/23 Home Visits are conducted to ensure that a student's well-being needs are met including attendance, health, or when a parent/ guardian has been unresponsive in communication with the child's teacher, administration, faculty, and staff.

Jobina Johnson

06/30/2024

Notes:

8/23/23	Parent University provides a valuable opportunity for parents, schools, and communities to become jointly involved in education. Parent University helps to support and empower parents to become leaders and advocates for their child's learning, resulting in greater school and community improvement. Parent University meets twice a year to bring parents, community and staff together. Parents receive valuable information, participate in activities and have the opportunity to voice any concerns that may arise. Data is received through sign in logs ,rsvp's, and feedback from parents, faculty, staff and students.		Jobina Johnson	06/30/2025
<i>Notes:</i> 10/16/23 - A Math Night will be held at ACMS on 11/9 or 11/16 for the 1st Parent University 23-24 SY.				
8/23/23	Administration will create and submit weekly calls through BlackBoard APP (ParentLink) provided parents, students, faculty, and staff with weekly school-related updates. Administration will ensure the weekly ParentLink will be posted on ClassDojo as well. This action will ensure stake-holders receive pertinent information regarding school events and important updates.		Aisha Melvin	06/30/2025
<i>Notes:</i>				
8/23/23	Class Dojo provides communication from school to home on a daily basis. It helps keep the parent and teacher relationship together as shared information is sent regarding students' overall progress in their student achievement. Class Dojo is also an important tool for parents to know what is going on at the school regarding upcoming events and if any issues should arise throughout the school day.		Tiffany Robinson	06/30/2025
<i>Notes:</i> 10/16/23 - Important communication has been made on ClassDojo on a daily basis to keep our parents/guardians in the know about what is going on in the school - school spirit night, fall picture day, federal cards, daily bus updates, weekly admin letter, etc.				
8/23/23	Parent Portal Access/given out at school events: The Home Base Parent Portal allows every parent and student access to their attendance, grades, and assignments. The parents or caregivers are encouraged during orientation and other school events to utilize the parent portal to stay up on their student's overall academic progress.		Tiffany Robinson	06/30/2025
<i>Notes:</i>				

8/23/23	<p>Parent-teacher conferences will be available to all parents whether it's virtual or in-person, for behavior or academic concerns. They just have to work out when with the teachers. We will also conduct school-wide parent-teacher conferences twice a reporting period around the times of Report Cards and Progress Reports, with the goal of more parents getting involved once they see their child's report cards or progress reports. This will be put on the school calendar and all teachers are required to stay for this. Sign-Up Genius will be utilized so we have a copy of what teachers met with what parents.</p>		Nicholas Watson	06/30/2025
<p><i>Notes:</i> 10/16/23 - We have held the Q1 parent-teacher conference on 8/17. We will have the Q2 parent-teacher conference will be held on 11/15.</p>				
8/23/23	<p>PTA/Family Ambassador- The school will have a Parent Teacher Association that will meet monthly to discuss events and fundraisers that can positively impact parent engagement. The family ambassador posts on the class dojo actively and also collaborate with staff stakeholders as well as. These meetings can be put on the school's calendar. We can utilize the data point of PTA membership as well as class dojo views (possibly) for documentation.</p>		Nicholas Watson	06/30/2025
<p><i>Notes:</i> 10/16/23 - The ACMS family ambassador often sends messages on ClassDojo to help our parents/guardians with up-to-date information on how to better support our students at home. A Social Media Awareness Workshop was held at ACMS on 10/12 for our parents/guardians.</p>				