

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:

The percentage of students who score at the College and Career (CCR) level -- a 4 or 5 -- on the state's End-of-Course (EOC) test for Math I will increase from 90.2% in SY2024-25 to 100% in SY2025-2026. Aligns to A2.04 and B3.03 and CMS Goal 3

Equitable enforcement of the CMS Code of Student Conduct, with the addition of Capturing Kids Hearts (CKH) and continued use of Restorative Practices, will have a positive impact on schoolwide disciplinary incidents (OSS/ISS), which will decrease from 10.1% in SY2024-25 to 0.1% in SY2025-2026. Aligns to A4.06 and CMS Guardrail 2

The percentage of students who score at the College and Career (CCR) level -- a 4 or 5 -- on the state's End-of-Course (EOC) test for Reading will increase from 57.8% in SY2024-25 to 67.8% in SY2025-2026. Aligns to A2.04 and B3.03 and CMS Goal 2

The percent of students scoring Grade Level Proficient (GLP) for our EOG composite will increase from 85.5% in SY2024-2025 to 95.5% in SY2025-2026. Aligns to A4.01, B3.03 and CMS Guardrail 1

The percent of chronic absenteeism will decrease from 9.7% in SY2023-2024 to 0.7% in SY2024-2025. Aligns to A4.06 and CMS Guardrail 3

The school will retain 95% of its highly effective classroom teachers throughout SY2025-2026. (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP), on Science End-of-Grade (EOG) assessments in grade 8 will increase from 88.4% in SY 2024-25 to 98.4% in SY 2025-26. (A2.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	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>				Limited Development		

08/06/2024

August /September 2025: We made significant progress with student success last school year. The feedback and coaching that was given to teachers helped to increase their instructional practice, which translated into higher student test scores. Going into this school year, we are even more intentional about our walkthroughs and data discussions with a more succinct schedule for observations and feedback. All deadlines will be met ahead of time according to strategic scheduling. Data is frequently being analyzed to assist in specialized instruction.

The challenge in this indicator is time. We continue to look for ways to be more efficient in our walkthroughs and feedback. An area for growth that we will work towards is completing more data reviews during PLC's from MVPA and i-Ready assessments. Having one less MVPA on the testing schedule will be helpful.

Our commendable growth this year is: Performance 89%, Growth 100%, Growth index 11.26, and overall proficiency score A. Previously we had only met growth in the areas of: two or more races and students with disabilities. This year we exceeded growth in all subgroups. All students - 89%, African-American - 78%, White - 87%, Hispanic - 82%, Asian - 94%, two or more races - 82%, English learners - 80%, students with disabilities - 47% and economically disadvantaged - 75%.

We will need to focus on improving the subgroups of students with disabilities and economically disadvantaged students.

August 2024: We gather multiple data points from learning walks to identify and highlight effective instructional practices throughout the building. Using learning walk results, we work with teacher teams to highlight effective instructional practices throughout the building. Further, CHMS utilizes an organized observation schedule during which administrators observe, coach, and provide written feedback on classroom performance. Teachers are encouraged to reflect upon their practices and administrator feedback to ensure that all students are receiving appropriate instruction.

We were successful in providing teachers with meaningful feedback throughout the year. The plan that we used was to have administrators assigned to the same group of teachers for the entire year on their observations and summative. This strategy provided teachers with

consistent feedback and follow-up as needed. It allowed them to build upon each observation with targeted interventions and consistency. It also allowed the administrator and teacher to build a strong rapport with the teacher. Teachers felt that they had sufficient support and follow-up in targeted areas as opposed to a new administrator coming in and not fully knowing what they were working on with the previous administrator.

We believe that growth comes from the work that is done in the PLC. Therefore, we prioritize the PLC meetings so that there are no distractions. During that time they (teachers and facilitators) are working on four questions: What do the students need to know? How do we know that they know? What do we do with those students that know? What do we do with the students that don't know? They are reviewing the curriculum, common assessments and benchmarks. There was a team approach to school-wide walk-throughs. The administrators and facilitators would complete a walk-through on the entire PLC. The qualtrics forms from the district were used to document the walk-throughs. This allowed the leadership team to identify trends and patterns across entire PLC's and for individual teachers.

The success in this strategy is noted with high growth proficiency scores in the following areas: Reading: 6th grade - 1.25%, 7th grade - 2.23% and 8th grade - 2.45%. Math: 6th grade - .56%, 7th grade - 1.02%, 8th grade - 4.99%, Math 1 - 9.66% and Math 3 - 3.98%. Science: 8th grade - 7.08%. Some of this success is also attributed to teachers tutoring 1 day a week before or after school. There is also designated flex time which is equivalent to a remediation block. On Monday and Tuesday students have flex blocks for ELA. Wednesday is the day for Science and Social Studies. Thursday and Friday are the days for Math. During that designated time, students are either in flex block, or clubs depending on the amount of support they need. Common assessments, benchmark test and the universal screener data is used to designate which students go to the flex blocks and which students have clubs.

Growth opportunities that we continue to address include addressing the academic gaps in our sub groups. The overall school composite for high growth was 82.1%. African-American students scored 63.5%, White students scored 82.9%, Hispanic students scored 70.5% and Asian students scored 92.4%. Our goal is to continue closing these gaps. We are intentional on working with teachers to build relationships with all students. We are intentional in addressing diversity through district initiatives. We are continuing to work towards the highest performing PLC's sharing out that strategies with the hope of other PLC's becoming

equally interdependent of each other.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

A formal process for completing walk-throughs will be established. All staff will receive structured feedback aligned to CMS Core Actions and classroom walkthrough/observation rubrics. The data collected from these classroom visits will be analyzed and discussed weekly at administrative meetings. Data analysis will guide immediate PLC professional development, ongoing individual professional development and long-term school-wide professional development. Analysis of student work will occur within all PLCs and administrators will participate in the work quarterly.

Brian Slattery

06/10/2026

Actions

0 of 3 (0%)

9/23/24

The principal will develop a weekly walkthrough calendar with strategic items to look for that are reflective of the curriculum implementation, CKH instruction, individualized instruction by data and classroom management. (FAM-S 29)

Brian Slattery

10/30/2025

Notes: 2025-2026

We have identified and tiered the teachers for strengths and weaknesses. We made a schedule for walkthroughs and feedback accordingly. We have successfully met and adhered to the schedule for the last 3 weeks.

The "look-fors" will change monthly depending on the areas of concern.

The standards and learning targets will be on the next walkthrough.

Created a master schedule during Cavalier Time to ensure that every block was able to complete a social contract. Also built in was the ability for teachers that missed the training to observe social contract creation and implement at a later date with their other blocks.

Social contracts for every block were created on anchor charts and are displayed in every classroom.

At staff meeting on 10/16 Math 1 PLC shared methodology for using classroom/benchmark data to determine student needs, create groups, and provide individualized instruction through strategic grouping of students and teachers

9/23/24

Academic facilitators will lead weekly PLC meetings to ensure a cohesive and comprehensive planning session for all teachers to review data, create standards aligned lesson plans and discuss individual needs of students. (FAM-S 29)

Brian Slattery

11/26/2025

Notes: 2025-2026

We have utilized the data from i-Ready to create small group sessions of remediation everyday for 50 minutes. The students will be start the flex schedule during "Cavalier Time" on 9-29-25.

8/6/24

The principal will lead data talks at bi-weekly administrative and instructional meetings in order to assess the progress of all the strategies (walkthroughs, tutoring, Cavalier time, i-Ready pathway updates and feedback) put in place to assist students with academic success.

Brian Slattery

06/10/2026

Notes: I-Ready pathway usage by grade level has started in the weekly updates 9/22.

Implementation:		06/26/2025		
<i>Evidence</i>	4/30/2025			
<i>Experience</i>	4/30/2025			
<i>Sustainability</i>	4/30/2025			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3A: Diagnose and respond to student learning needs

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><u>August/September 2025:</u> We continue to work on ways to improve instruction and strategies for our students that are struggling the most. We are successful with utilizing the tutoring program each day. We have started to add the i-Ready updates in the weekly news updates for teachers by grade level. Seeing the statistics every week of the number of students that utilize their pathways will hopefully keep everyone motivated to continue using them.</p> <p>Growth opportunities for us include adding the i-Ready reports early in the school year to the weekly updates to increase participation. Helping our teachers to focus on the blended model for i-Ready and adding some additional motivation for the students that are participating with fidelity. Finding ways to increase student attendance, more participation with overall morning tutoring for those that need it most and implementing work in small groups and centers.</p> <p><u>August 2024:</u> At CHMS, students have time during the school day (Cavalier time) for intentional engagement with clubs, interventions (Tier 1 and/or MTSS), and/or self-selected activities, while not missing core instructional time. Our Student Services Team (SST) meets weekly to discuss student progress monitoring and goal-setting for students in the MTSS cycle.</p> <p>We were successful in moving a majority students through this process in the 2023-24SY with favorable outcomes. Last year we had around 70</p>	Limited Development 08/06/2024		
----------------------------	--	-----------------------------------	--	--

students go through the Multi-Tiered Systems of Support (MTSS) process. 30 of those students were able to make enough progress to move back into the Tier-1 group. 5 of the students qualified for the Exceptional Children's program. 2 students were referred for an EC evaluation, but their parents declined testing. Having almost half of the students' transition back to Tier 1 was considered a success.

Some of the strategies and methods that we used to accomplish this was strategic hiring. We hired a person to work with the MTSS program exclusively. This program was and is her only job. She utilized the Universal screener to select the students that fell into Tier-2 and Tier-3 categories. After that she made sure that some students in the Tier-1 category were supported during flex time with relooping, reteaching and retesting. The Tier 1 students are also supported during the regular classroom instructional time with small group and differentiated instruction. There were the tutoring days before school and in the Spring, Extended Day program. The difference between the tutoring at the beginning of the year and extended day in the Spring, is that the teachers for Extended Day, offered tutoring 3 times a week as opposed to once. They were also paid for Extended Day tutoring. She then worked through the Standard Treatment Protocol for the remaining students in Tier 2-3. Students were progressed monitored for 6-8 weeks using Aimsweb and iReady was used for the reading intervention. In math, most students used DreamBox as their intervention and were progressed monitored through EasyCBM math measures. The main difference for this school year is that iReady replaced DreamBox as the math intervention. The other processes and procedures stayed the same.

In addition to the role that the MTSS specialists played, classroom teachers still offered tutoring each week. Students still had access to flex time for additional support daily. Students in Tier-3 that were not making progress, had their schedules changed to include learning lab in place of electives. If progress was still not made, they received a referral for the EC process. Parents are notified through the entire process. There is an in-person parent meeting if the student is in Tier-3.

The areas for growth last year were attendance and tardy concerns. Either students did not show up for the services or support or they showed up late for them, which still lessened their time. School-wide it is challenging to keep the students motivated. This population of students were even harder to motivate because a lot of their interventions were not counted as grades in the gradebook.

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Each student has access to a rich, rigorous and diverse core curriculum. Teachers have the tools and skills available to track individual student progress, implement in-class interventions, progress monitor and refer to the next level when appropriate. Teachers have the skills and resources necessary to differentiate the core curriculum to meet the needs of accelerated and struggling learners so that students, regardless of entry point, show academic growth. Tier 2 and Tier 3 interventions work together within a complex support system helping to properly identify students in need of EC assessment and/or placement.			Brian Slattery	06/10/2026
Actions			0 of 3 (0%)		
9/24/24	In addition to extended day tutoring time, students will have access to teachers tutoring once a week in different core classes to provide extra support to students before and after school. (Guardrail 1 and FAM -S 29)			Brian Slattery	11/22/2025
	<i>Notes:</i> This weekly tutoring schedule was in place and students actively participated. 2025-2026				
9/24/24	The teachers will create flex small groupings based on data during Cavalier Time which will focus on differentiated instruction. The ELA and Math classes will do this twice a week. The science and social studies classes will do this once a week. (Goal 2 and 3)			Jennifer Weiss	03/28/2026
	<i>Notes:</i> Flex groupings were developed based on a lot of different data points. Cavalier Time was included as a part of the schedule. Teachers worked with students in these specified groupings. 2025-2026				
8/6/24	Student Services Team (SST) meets monthly in order to plan for targeted interventions alongside social and emotional support. The team will review and utilize resources from i-Ready and CKH in order to use specific interventions. (FAM-S 3)			Ms. Goode	06/10/2026

Notes: This team met monthly and worked on plans for targeted interventions based on student need.

Implementation:		06/23/2025		
<i>Evidence</i>	6/23/2025			
<i>Experience</i>	6/23/2025			
<i>Sustainability</i>	6/23/2025			

Core Function:	Domain 3: Instructional Transformation
-----------------------	---

Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
----------------------------	---

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

August/September 2025: Our current assessment is that we are showing growth in this indicator. Our benchmark and i-Ready data showed an increase each quarter and that has translated into student success. We utilized the multiple data points to make adjustments to the way that we used and tracked i-Ready pathways. We started reporting student usage and that awareness helped to increase participation. We saw a direct correlation between participation and student achievement each quarter. Our teachers using Cavalier Time and flex grouping has also contributed to our success in this area.

Growth opportunities that we will implement include an increased use in Vanderbilt lessons in ELA honors classes. We will start to utilize the student usage report earlier in the school year.

August 2024: GLP and CCR projections for CHMS students have fluctuated based upon MVPA Benchmark data for all grade levels. MAP data is also disaggregated and utilized for intentional lesson planning and delivery. Classroom data (formative & summative) have also identified fluctuations. These multiple data points allow teachers and admin to be more intentional with classroom planning and interventions. We will continue to place greater emphasis on academic rigor (CCR) during planned weekly PLC sessions. CHMS will continue to reflect upon our progress from this SY, as well as previous years, and to then intentionally continue to build upon our strengths.

The staff is currently utilizing the i-Ready data to make small groups for additional support. They are holding tutoring sessions before school, Monday through Friday for any student that needs additional help. A dedicated block (Cavalier Time) that is broken up into two session (Flex and Clubs) has been built into the master schedule each day to provide enrichment and remediation for students. During this time, students will go to either a remediation group or a club. A tracker was developed to know where students are at all time. Students are assigned to flex time but a student who feels like they need additional support in an area can attend. The level of support and groups will fluctuate as specific skills and concepts become mastered.

Limited Development
08/06/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>All PLCs will generate student work tasks that are consistently implemented across classrooms and will align 100% with state standards and applicable district-provided curricula. PLCs will have established norms that have become internalized and planning meetings will demonstrate strong evidence of unpacked standards. PLC time will be spent focusing on student misconceptions, modeling of instructional strategies, analysis of sample lessons and developing exemplars for student work tasks. Classroom observations will demonstrate 100% alignment to standards and work tasks from EL, Open Up and other district-provided curriculum will be properly implemented in all applicable classrooms. Data analysis during PLC planning will be done monthly as observed by administrative representatives and data-guided planning will result in academic gains for all students as evidenced through academic growth on state assessments.</p> <p>When walking into a classroom, all students will be engaged in work that meets their current ability level with some additional rigor to attain a slight academic struggle. The use of small group settings within the class along with differentiated instruction will occur daily. These groups will be dispersed based on formal data from assessments like i-ready, and quarterly benchmarks. Teachers will also use informal data from their in-class assessments that are aligned to the curriculum. Students will be assisting in each other in collaborative work and the work displayed in the class along with the grades in the grade book will reflect all students being on grade level and beyond.</p>			Brian Slattery	06/10/2026
Actions			0 of 3 (0%)		
9/25/24	The teachers will create flex groupings based on data during Cavailer Time. The ELA and Math classes will do this twice a week. The science and social studies classes will do this once a week. (Goal 2 and 3)			Brian Slattery	12/13/2025
<i>Notes:</i> Flex time is occurring as scheduled.					
2025-2026					
9/25/24	The facilitators will assist the classroom teachers with the use of Vanderbilt lessons and other supplemental materials from the Advanced Study department to differentiate instruction for students that need additional enrichment. (FAM-S 29)			Brian Slattery	02/21/2026

<i>Notes:</i>				
9/29/25	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.		Stephen Salisbury (elected August 2025)	06/10/2026
<i>Notes:</i>				
Implementation:		06/25/2025		
<i>Evidence</i>	6/25/2025			
<i>Experience</i>	6/25/2025			
<i>Sustainability</i>	6/25/2025			

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:

August/September 2025: We are currently doing a host of things that are allowing us to be successful in this indicator. This success is noted in our Rising Star recognition from Capturing Kid's Hearts program. Our restorative circles, culture club, participation and success in competitive clubs, social contracts, CARL assemblies, common vocabulary, use of Educators handbook and Cavalier Time activities have us excelling as well.

Growth in this area would focus on continuing the work around mental health concerns, the number of homebound students and anxiety among our other students. We will integrate more social and emotional lessons into our club times that will be taught by our school counselors.

October is officially, "Conflict Resolution Month". Counselors and Culture Club will create a circle's lesson focusing on conflict resolution during first block. This lesson would encourage students to problem-solve and manage conflicts in a productive, empathetic, and respectful manner. The student-led Culture Club will be promoting "Conflict Resolution Month" through a variety of posts, bulletins, and activities throughout the month of October. November 13 is "World Kindness Day" - the student-led Culture Club will be promoting it throughout the building by creating positive messages and posting them throughout the building. They will also create a bulletin board for all to add comments to. Circles were used throughout the first week of school to inform students of CHMS expectations. Circles are continually referred to and accessed through the link in Canvas. CARL BINGO will take place in January to review school expectations through the use of circle meetings. Launches are the expectation at the end of every block to prepare and motivate students.

August 2024: Last year the entire staff completed training on Restorative Circles. This year the entire staff completed training on Capturing Kid's Hearts. We utilize these two platforms to build community and strengthen our school culture.

We have launched a Restorative Circle Hub for the school year that is located on the Professional Learning Community (PLC) Canvas page. This hub contains a list of circle lessons that are broken up by topics to help build relationships that are teacher-to-student and student-to-student. Some of the topics include: check-ins, taking responsibility,

Limited Development
08/06/2024

building community, celebrating each other, exploring values, just for fun, and exploring relationships. These lessons are taught during Advisory time, class time within the curriculum, during daily restorative conversations, when conflicts occur as part of the remediation and as a re-entry into the classroom setting after some discourse has occurred.

Capturing Kid's Hearts was included in the master schedule with a designated block of time. The staff was trained this summer and has fully embraced the training this school year. During Advisory time during the first two weeks of school, students and teachers built their classroom social contracts for each block. Throughout each class, teachers have posted the social contracts and they are using them as reminders and redirection throughout the day. They are intentional about using the common vocabulary with students to build that capacity school-wide. Utilizing this platform helps to build character and community within the school.

The major opportunities for growth in both platforms include consistency and buy-in of stakeholders. Having created designated time in the schedule has helped to stamp both initiatives. The Principal models one tenet of the CKH everyday with an inspirational launch called "Thought for the Day" (T4tD) that he emails to the entire staff. Our goal is to have 100% full participation from the staff in every class, every day. We would like this participation to be out of a belief that it will benefit all students and that it will work, rather than just compliance.

There are other opportunities for students to have time during the school day (Cavalier time) for engagement with clubs, interventions (Tier 1 and/or MTSS), and/or self-selected activities, while not missing core instructional time. This includes Social Emotional Learning (SEL) during Cavalier Time as well as during core classes given our emphasis on instructional rigor/College & Career Readiness, professional development and intentional use of Restorative Circles, Paideia Seminars and Capturing Kids Hearts (CKH). This helps to foster a sense of reflection, accountability and balance for students.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>Weekly activities during Cavalier Time and class meetings will result in students feeling supported in their social and emotional growth as evidenced by a reduction in visits to see the counselor, a reduction in office disciplinary referrals (ODRs) for unacceptable student behavior and improved student survey results in the area of feeling supported, feeling self-sufficient, and self-confident. Cavalier Time will lead to students being able to self-monitor their academic progress and respond to their own needs through the tracking of personal data. We will see a reduction in class failures for missing work and an increase in classroom grades related to every child being monitored by classroom teachers. Staff will recognize and celebrate the cultural diversity within their classrooms.</p>		<p>Pamela Ratliff</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/24/24</p>	<p>The Administrative team will hold grade level expectation assemblies (CARL) at the beginning of the year and at the beginning of the 2nd semester. (FAMS - 30, guardrail 3, and ISS/OSS goal).</p> <p>Grade-level teams will utilize classroom, anecdotal, and assessment data to drive discussion (Kid Talk) of individual students, or groups of students, in order to intentionally and thoughtfully plan for weekly Cavalier Time activities.</p>		<p>Brian Slattery</p>	<p>02/01/2026</p>
<p><i>Notes:</i> CARL Assemblies were held on: September 3rd, November 8th, January 31st and April 4th.</p> <p>2025-2026</p> <p>Monthly Restorative Circles meetings occur to analyze, review, plan expectations related to circles lessons and restorative practices.</p> <p>CARL BINGO - Teams create and implement circles lessons that align with individual/team needs (semester 1)</p> <p>12/11/24: Staff meeting with CKH/Circles Scavenger Hunt to learn more about both. Took CKH Survey.</p> <p>12/16/24: SIT meeting slideshow to exemplify CKH/circles information to team and request circle lessons for students in the new year</p> <p>1/27/25: SIT meeting presentation to share learning circles information.</p>				

9/29/25	Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis.		Jeana Brown (elected August 2025)	06/26/2026
<i>Notes:</i>				
9/29/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Stephen Salisbury (elected August 2025)	06/26/2026
<i>Notes:</i>				
Implementation:		06/24/2025		
Evidence	6/24/2025			
Experience	6/24/2025			
Sustainability	6/24/2025			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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:		<u>August/September 2025:</u> We are currently successful in reaching our parents in multiple ways. We have a small percentage of parents that are not connected to the school through Parent Square or Power School. As we transition to a new program for the upcoming school year, we hope to have all parents communicating through the newest platform (Infinite Campus). We engage our students and families through new family orientation nights held twice a year at the school. We utilize the PTSO website as a tool for communicating. We held a successful multi-cultural fair for our non-English speaking families. We will continue with these efforts to keep our strong family connection and support.	Limited Development 08/06/2024		

An area of growth is making sure that our parents transition from Powerschool to Infinite Campus and utilize the new platform to stay connected and up-to-date to the school.

August 2024: We have effective communication methods in place to keep our community informed with school events and instructional practices to assist parents with staying informed and helping their children at home. The principal sends the "Cavalier Courier" newsletter to families as well as teachers and other building administrators bi-weekly. This communication/newsletter keeps everyone up-to-date with events that occur at school. The courier also contains links from each grade level team that provides information to assist parents with helping their students at home. The elective teachers also have links within the newsletter. They provide instructional information on classroom assessments, district assessments and tutoring opportunities.

We utilize Parent Square as another resource for reaching parents. Currently we have 98% reachability with parents. Our school counselors work on identifying students whose parents do not have an account. The previous school year, we averaged 1,305 Parent Square posts and 21,683 direct messages between teachers and parents. This year we are currently at 263 Parent Square posts and 4,168 direct messages since August. The challenges are to make sure that parents are not overwhelmed with too many messages.

Prior to the beginning of the school year, we host a New Family Orientation. This event in conjunction with the Community House Middle School 101 orientation video provides our incoming families with information about the school. These activities help us to instantly build relationships with new families to our school. It allows them to become familiar with the school, staff members and it reduces their anxiety about having their child attend a new school.

Another way that we keep our parents informed is through Curriculum Night. This is typically held in the fall near the beginning of school. At this event, 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 ask/answer questions and/or provide feedback. All parents are invited

to be a part of the PTO and/or SIT where their voice can be heard with regards to the academic progress of CHMS.

We also host registration nights. This provides our families with an opportunity to make core selections for the upcoming year. They get to ask questions and learn the expectations for the specific contents. We discuss with families the sequencing of courses through middle school and into high school. Previously we have been having these discussions around core contents. This year we have added CTE (Career in Technical Education) to the list of sequencing classes. We now have a pathway for students in 7th or 8th grade that take medical detectives as a course that leads into high school courses.

A huge part of our curriculum includes building character, citizenship and acceptance through diversity. We utilize Restorative circles, Paideia seminars and embed tenets from each of these into our curriculum.

We communicate with parents regarding their children's progress through the use of school email, Canvas, Parent Square, and BlackBoard Connect messages. Additionally, we provide PowerSchool and Canvas support so that parents can get real-time access to their children's academic progress. Instructions for how to locate and sign-up for these various platforms is on our school website.

Our current areas for growth includes: trying reach 100% of parents on Parent Square, creating a streamlined progressive plan with restorative circles and paideia seminars that flows from one grade level to the next.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>All parents will be aware of the various platforms available to them which allow monitoring of school assignments and academic progress. Parents will be informed of other communication procedures available to them such as Remind 101, Stand UP/Speak Out and our bi-weekly Cavalier Courier newsletter. Our newsletter will include a monthly message about ways to support learning at home which parents can refer to when in need. Quarterly parent coffees will include topics focused on academic and ways to assist from home. Parents will be provided with frequent, timely data regarding their child's progress.</p> <p>Students will know and understand that racism is not tolerated at our school. They will understand how inappropriate remarks affect other people. They will refrain from using inappropriate comments and language. Our OSS/ISS data will be related in the students making better choices with their actions. The OSS/ISS data will decrease from 17.4% to 7.4%.</p>		<p>Brian Slattery</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/25/24</p>	<p>The principal will send out a school newsletter (The Cavalier Courier) to keep parents abreast of the activities going on at the school twice a month. (FAM-S 3)</p>		<p>Brian Slattery</p>	<p>10/31/2025</p>
<p><i>Notes:</i> Sending twice a month</p> <p>2025-2026</p>				
<p>9/24/24</p>	<p>The ML teachers will hold two Events with support/resources for our Multilingual Families to ensure access for all families in leveraging our existing tools for student academic support. (Goal 1)</p>		<p>Brian Slattery</p>	<p>04/24/2026</p>
<p><i>Notes:</i> January 7th - welcoming parent meeting, multi-lingual support will be provided</p> <p>ML informational night, right before testing, proctor list - April/May</p> <p>2025-2026</p>				
<p>8/6/24</p>	<p>Schedule registration events in order to assist families in learning more about CHMS, curriculum and successful course registration for the next school year. (FAM-S 3)</p>		<p>Brian Slattery</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>Implementation:</p>		<p>06/25/2025</p>		

<p><i>Evidence</i></p>	<p>6/24/2025 All actions items have been met with fidelity. Throughout the year, we encountered minimal situations where parents indicated that they did not hear from the school.</p>			
<p><i>Experience</i></p>	<p>6/24/2025 Utilizing the master calendar allowed us to schedule the majority of these actions. A lot of the actions were repetitious, therefore, it was easy to duplicate after the intial set-up.</p>			
<p><i>Sustainability</i></p>	<p>6/24/2025 Helping parents transition to more digital platforms vs. paper/pencil forms of communicating. As the district continues to move towards more digital platforms, we will need to bring our parents along with that way of communicating.</p>			