

Comprehensive Progress Report

Mission:

To empower our students by providing a nurturing educational environment which fosters real-world critical analysis, promotes positive social involvement, and enables students to reach their maximum potential as contributing members of our global community.

Vision:

We are invested. We are engaged learners. We are respectful and scholarly. We are effective communicators. We are family.

Goals:

To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

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. (Aligns to A2.04)

Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (Aligns to A4.06).

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.3% in SY2023-24 to a minimum of 80% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percentage of Out-of-School and In-School (OSS/ISS) incidents will decrease from 26% of students to not more than 20% of students in SY 2024-25. (A1.07, A4.06, and CMS Guardrail 2)

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06, and Guardrail 3)

The percent of EC students scoring Grade Level Proficient (GLP) on the science End of Grade assessments in grade 8 will increase from 26.5% in SY 2023-24 to 35% in SY 2024-25. (Aligns to A4.01, B3.303, D1.02, and CMS Guardrail 1)

The school will retain 95% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and Guardrail 4)

The percentage of students scoring College & Career Ready on Reading End of Grade Assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to in 17% SY2024-25. (Aligns to A2.04 & B3.03, and CMS Goal 2).



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
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>			Limited Development 09/16/2022			
<p>Our SIP Goals that align to this indicator are:</p> <p>The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.3% in SY2023-24 to a minimum of 80% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p> <p>The percent of EC students scoring Grade Level Proficient (GLP) on the science End of Grade assessments in grade 8 will increase from 26.5% in SY 2023-24 to 35% in SY 2024-25. (Aligns to A4.01, B3.303, D1.02, and CMS Guardrail 1)</p> <p>The percentage of students scoring College & Career Ready on Reading End of Grade Assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to in 17% SY2024-25. (Aligns to A2.04 & B3.03, and CMS Goal 2).</p> <p>In June 2024, we fell short of our target to increase Math 8 proficiency to 28% CCR, with current Navigator Portal data showing only 2.9% CCR in Math 8 and 22.4% in Math 1.</p> <p>Based on preliminary EOG results, 77% of our Math 8 students met or exceeded their percentile projections and 69% exceeded their projected percentile by more than 4% points. We are awaiting preliminary EVAAS growth data before evaluating our progress toward this goal.</p> <p>Our recent Teacher Working Conditions Survey revealed that 89% of our staff believe observations are geared towards enhancing performance, marking a 10% increase from the previous year. Furthermore, 95% of our staff feel that the evaluation process has enhanced their instruction, with feedback being identified as a key driver of improvement.</p> <p>Our success is tied to the consistency of our meetings, such as monthly School Improvement Team meetings and weekly Instructional</p>						

Leadership Team meetings, which feature focused agendas centered on addressing actions outlined in our School Improvement Plan (SIP).

While our team has effectively discussed SIP indicators and adjusted strategies as needed, challenges persist in terms of staff and parent attendance at SIT meetings. Despite the convenience of virtual meetings held at 5:00 on the first Monday of the month, attendance dropped during Daylight Savings Time changes, holidays, and the year-end period. SIT members, who also lead Cadres, must reconsider their leadership approach to better align cadre work with SIP goals.

Moving forward into 2024-2025, we aim to enhance teacher capacity through a heightened focus on interim data across PLCs and departments, which addresses feedback we received from staff during World Cafe. If the budget allows, we will partner with Abundant Fruit Educational Services again, with focus on use of data and coaching of all new math teachers. By refining our leadership structure and developing a more relevant plan for cadre activities, we can further support the objectives outlined in our SIP.

<p>How it will look when fully met:</p>	<p>The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.3% in SY2023-24 to a minimum of 80% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p> <p>The percent of EC students scoring Grade Level Proficient (GLP) on the science End of Grade assessments in grade 8 will increase from 26.5% in SY 2023-24 to 35% in SY 2024-25. (Aligns to A4.01, B3.303, D1.02, and CMS Guardrail 1)</p> <p>The percentage of students scoring College & Career Ready on Reading End of Grade Assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to in 17% SY2024-25. (Aligns to A2.04 & B3.03, and CMS Goal 2).</p> <p>When we fully meet this objective, students will experience an effective instructional program as demonstrated by their engagement as well social and academic outcomes. Leadership Team Members and staff will share a common vision for our school. The leadership team will collaborate to set goals that align with the school vision. Interdisciplinary Teams will meet monthly to discuss the progress of students they have in common and share effective strategies ensuring success with students. Members of all teams will be compelled to openly discuss and solve problems of practice related to student performance. Instructional teams will meet twice per week for a minimum of 45 minutes to plan. Parent leaders will serve on our PTO and SIT to ensure a well-rounded perspective with instructional and social programming. Shared leadership, through teams and cadres, will be prevalent throughout the school.</p>		<p>Toni Perry</p>	<p>06/30/2025</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>10/7/22</p>	<p>We will refine cadre descriptions to ensure clearly focused goals and actions for each cadre. Cadres will meet monthly to influence school-wide programming and supports. (ELA & Math 1 CCR (Goals 2 & 3))</p>		<p>Toni Perry</p>	<p>11/01/2024</p>
<p>Notes:</p>				

8/13/24	We will utilize Title 1 funding and district funding allocations to retain our highest performing teachers and recruit additional high performers through the Teacher Leadership Pathway in Math8, Science8, and ELA 6 - 8 in order to increase overall student proficiency. (ELA & Math 1 CCR (Goals 2 & 3))		Toni Perry	11/01/2024	
<i>Notes:</i>					
9/16/22	The SIT will meet monthly to monitor the successful implementation of the school improvement plan and resolve problems of practice which will impact school improvement. (ELA CCR and Math 1 CCR (Goals 2 & 3))		Diane Story	06/30/2025	
<i>Notes:</i>					
10/7/22	The ILT will meet weekly to discuss classroom visits and determine next steps for professional development, alignment to our goals, relevant data outcomes, and upcoming school needs/projects which will inform our professional development focus. (ELA & Math 1 CCR (Goals 2 & 3))		Toni Perry	06/30/2025	
<i>Notes:</i>					
9/5/23	Principal and designee will meet with PLCs for data analysis within 3 days of assessment administration. Teams will share findings from Weekly Data Meetings and discuss their course of action to address deficiencies. (ELA & Math 1 CCR (Goals 2 & 3))		Toni Perry	06/30/2025	
<i>Notes:</i>					
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>		<p>Our SIP Goals that align to this indicator are:</p> <p>All teachers will have a duty-free instructional planning time with the goal of providing average of at least 5 hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.</p> <p>As of June 2024, we have made progress towards achieving our goal for this indicator based on our data. According to the Spring 2023 Insight Survey, 74% of our staff indicated satisfaction with the support they receive for instructional planning, a percentage that has remained consistent in 2024. Additionally, 78% of staff reported meeting weekly with teachers and leaders at our school to enhance their instructional plans based on student task responses, a slight decrease from 81% in Spring 2023.</p>	Limited Development 09/16/2022		

Success in meeting this indicator involves dedicating uninterrupted time for weekly planning sessions. Teachers utilize data to tailor their instruction, providing support and challenges to students based on their academic needs. These designated planning days are focused on reflecting on our lessons and developing specific student needs through small group and enrichment activities. Furthermore, quarterly planning days and Professional Learning Community (PLC) meetings help identify targeted students and their needs to help improve achievement. Leadership and PLC leads convene quarterly to deliberate on the latest data protocols implemented in PLC meetings. Bi-weekly assessments are employed by PLCs to gather comprehensive insights into student learning and topic mastery.

One of the challenges we encounter in achieving our goals related to this indicator is ownership for planning and internalizing lessons for teachers across each PLC. Ensuring classes are fully staffed with certified and qualified educators continues to be a priority for us moving forward into the 2024-2025 academic year. Once onboard, we will need a plan for how we onboard and professionally develop all staff.

To address these challenges, we plan to continue enhancing our onboarding and staffing processes, with a focus on hiring experienced staff and offering competitive salaries where necessary. Beginning academic monitoring in quarter 1 will enable us to identify and support students' specific needs earlier in the school year. Additionally, implementing more co-taught classes and student rotations will enhance teaching and learning outcomes.

Looking ahead to 2024-2025, we are committed to continuous improvement and addressing the challenges we face to ensure the success of our students and staff.

How it will look when fully met:	When fully met, 100% of our teachers will report having a duty-free lunch and duty-free instructional period daily. Teachers will plan and prepare standards aligned unit plans to implement throughout the school year. They will follow data protocols established to monitor the progress of students and determine the needs of the students. As a school, we will incorporate team structures into the school improvement plan and school governance policy. All teams will follow data protocols & PLC processes and document progress to help improve student achievement. ILT will ensure that teams fully emerge in processes of reviewing student data and refining instructional plans. Cadres will have greater ownership of schoolwide programming and teacher leaders will be involved in distributive leadership practices. Department will align their practices and strategies to more seamlessly address student needs and to create symmetry across the department.		Toni Perry	06/30/2025
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Actions		0 of 2 (0%)		
9/5/23	Staff will be assigned specific duties during morning transition, lunches, dismissal, and class change to ensure appropriate supervision and safety for our students. (Guardrail 4)		Margie Scariot	09/01/2024
<i>Notes:</i>				
9/16/22	PLC's will meet twice a week on Monday and Thursday during planning periods. These are dedicated planning times without interruption used for the purpose of aligning our work to the standards and creating equitable experiences across the PLC. Teachers participate in standards unpacking, tasks tuning, data conversations, and resource review. TLP staffing, funded through Title 1 district support allocations, will lead within their teams and support emerging ILs (Goal 2 & Goal 3 & Planning Periods)		Margie Scariot	06/30/2025
<i>Notes:</i>				

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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	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
Initial Assessment:			<p>Our SIP Goals that align to this indicator are:</p> <p>The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.3% in SY2023-24 to a minimum of 80% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p>	Limited Development 07/31/2024		

The percent of EC students scoring Grade Level Proficient (GLP) on the science End of Grade assessments in grade 8 will increase from 26.5% in SY 2023-24 to 35% in SY 2024-25. (Aligns to A4.01, B3.303, D1.02, and CMS Guardrail 1)

The percentage of students scoring College & Career Ready on Reading End of Grade Assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to in 17% SY2024-25. (Aligns to A2.04 & B3.03, and CMS Goal 2).

As of June 2024, we have partially met our goal for this indicator. Success aligned to this indicator is evidenced in our Spring 2023 Insight Survey. Based on teacher responses, 76% of our staff believe that when they are observed, they get feedback that gives specific actions to improve their teaching and 74% believe they get enough feedback on their instructional practice. This year (upcoming), we will intensify and specify our calendared walkthrough which will allow us to more strategically assess the implementation of our primary improvement strategies. This walkthrough schedule will allow us to see, holistically, how PLCs and individual teachers are progressing with specific success criteria and align our feedback/PD to those needs. Also last year, we struggled to sustain our meeting times due to conflicts with district schedules. This year, we anticipate there being more consistency in district professional development, which will help us keep our scheduled visits and discuss in weekly ILT meetings. Using data from MAP assessments, benchmarks, and weekly assessments, we were able to see the changes in student performance in order to diagnose the impact specific strategies had on our students' learning. With specific teachers (BTSP and new to ARMS) who were limited in impact, we co-taught, conducted Practice Clinics, created & modified lesson plans to increase performance. We significantly increased our interactions with data through designated protocols and we increased student interaction with their own data as well as planning for improvement. Challenges aligned to this indicator include creating the time to reteach/small group due to pacing calendars. We struggled with completion of the Core Action Walkthrough Form and need to do better with keeping that time sacred; however, we were successful with the use of our SAM calendars.

How it will look when fully met:	<p>When this objective is fully reached, we will consistently visit classes and provide face-to-face feedback and practice with all teachers. We will create model lessons and demonstrations to help our teachers visualize success. We will have outlined high expectations for lesson structure, small group instruction, PLCs, appropriate tasks, and student engagement. The principal and instructional leaders will prioritize classroom visits and support the instructional program.</p> <p>Instructional leaders will provide timely, bite-sized feedback to teachers and monitor improvement in subsequent visits. Opportunities to practice and demonstrate mastery will be provided through practice clinics and professional development. When this goal is fully met, greater than 75% of teachers will report getting enough feedback on the Insight Survey.</p>		Toni Perry	02/28/2025
Actions		0 of 3 (0%)		
7/31/24	<p>We will utilize data driven small groups to address gaps in student learning based on varied assessment data on our essential standards (FAM-S 29)</p>		Toni Perry	11/01/2024
<p><i>Notes:</i> We will train staff on developing the culture, routines, and accountability measures to foster successful small group instruction and monitor the implementation to gather data on gaps in implementation.</p>				
7/31/24	<p>We will implement Practice clinics data, which will be short bursts of learning and practice lead by teacher leaders and monitored subsequently to ensure all teachers meet the standard expectations according to our success culture document.</p> <p>(ELA & Math 1 CCR, Science 8 EC GLP (Goals 2 & 3))</p>		Toni Perry	02/28/2025
<p><i>Notes:</i></p>				
7/31/24	<p>The leadership team will conduct weekly walkthroughs using our instructional monitoring and our environmental checklists to calibrate our analysis of instructional practices/impact and gauge trends throughout the building. We will use the data from our monitoring checklists to determine areas of needed growth and make professional growth decisions (Goal 2 & Goal 3)</p>		Toni Perry	02/28/2025
<p><i>Notes:</i></p>				

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>		<p>Our SIP Goal that aligns to this indicator is:</p> <p>We will increase our SWD subgroup performance grade from a F to a D or higher by 2025.</p> <p>As of June 2024, our SWD GLP decreased 0.8% within the School Composite (8.4% GLP in 2023-2024 compared to 9.2% GLP in 2022-2023). We had a goal of 30 EC students to score proficient, but EOG data indicates 20 EC students scored proficient. Our goal of increasing Math 8 from to 28% CCR was not met (current Navigator Portal data = 3.3% CCR in Math 8). Our goal to have more TLP teachers has decreased to two teachers with this level. We currently have 55% of our staff with a masters degree and 3 National Board Certified teachers. We utilized funding this school year for various positions, including retention and TLP.</p> <p>Success related to this goal includes continuous focus on hiring and retaining strong math teachers, implementing effective instructional goals and expectations, and following the cycle of continuous improvement which leads to intensified strategy and support. In November, we professionally developed our EC and General Education teachers on the vision for inclusion and the metrics needed to move our EC group from a F to a D. We selected students for targeted instruction and implemented EC intervention groups during Academic Enrichment. To increase retention of our most effective teachers, we met with the TLP department to determine which teachers in Math, ELA, and Science 8 teachers who qualify for the TLP and recruited them to join the pool.</p> <p>The challenge moving into 2024-2025 is determining the most effective intervention and balancing the intervention with grade level instruction for our EC students.</p> <p>An opportunity to address this challenge is to market stipends for the Teacher Leadership Pathway to incoming teachers. Also, providing ongoing PLC/teacher support and gathering feedback from our teams to create a more effective instructional program.</p>	<p>Limited Development 09/08/2023</p>		

How it will look when fully met:	When this objective is fully met, ARMS will move our SWD student group from an F to at least a D on the 2025 NC SPG. We will achieve complete and clear alignment of resources which will directly impact our instructional priorities. Students and staff will have the instructional tools needed to be success and our human resource allocation will fully support the whole child, which will increase student success. We will have a veteran staff with proven success with increasing student proficiency and growth. Our team will be knowledgeable of content and will have a repertoire of strategies used to best meet students' needs.		Toni Perry	06/30/2025
Actions		0 of 1 (0%)		
9/8/23	Within the 2023-24 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by recruiting highly effective teachers with the use of district and school differential funds to increase student achievement and growth. (Guardrail 4)		Tiffany Rivers	11/01/2024
Notes: https://drive.google.com/file/d/1OHUPy0IBY3KFcUIWZqEcWo638Jn1paXk/view?usp=sharing				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The following data points show the progress we have made for this indicator:

Based on the Spring 2024 Insight Survey Results, 63% of our staff believe leaders at our school work hard to retain effective teachers. This is an indication that this goal is only partially met. Our most effectively utilized retention strategies include 1) Provided me with regular, positive feedback (43%), 2) Provided me with access to additional resources for my classroom (41%), and 3) Encouraged me to continue teaching at my school next year (37%).

Success related to this goal include the thorough interviewing, hiring, and onboarding protocol we use. Each year, we work to revise and upgrade our interview protocol to best match our school values. We assigned an unofficial Onboarding Coordinator who works closely with the principal to ensure we recruit teachers who will be good for our students and will be resourceful for new hires up to and through their start date. Where we experienced vacancies, Guest Teachers were assigned. We celebrated staff with luncheons, monthly treats, peer celebrations, super hornets, and a weeklong teacher appreciation celebration. The Lending Tree, Community House Middle School (our SchoolMates Partner), Starbucks, Calvary Church, Central United Methodist Church all helped to make our Teacher Appreciation Week a success.

Challenges with improving our recruiting, evaluating, rewarding, and replacing staff are related to limited teacher-certified candidates and short staffing.

Opportunities that exist to address these challenges include revamping our teacher celebrations to include attendance and determining a motivation system for attendance among staff members in our building. We have hired several positions in the transfer fair and will continue to hire and recruit over the summer to hopefully begin the school year at 100% staffing. We will continue with the hiring protocol to include teachers in the search and hiring of new staff members. Moving into 24-25 we have partnered with UNCC for clinical and student teaching experiences, which will allow us to seek opportunities to directly recruit from the local colleges.

Limited Development
09/16/2022

How it will look when fully met:	When this objective is fully met, we will have be fully staff with 100% of our teachers highly qualified across all content areas and will be fully equipped to significantly and positively stretch student performance. We will be celebrated within the district amongst teachers, students, and families as being a great place to teach and learn. Teacher retention will return to minimal and only include teachers who are underperforming. Teachers will be accurately evaluated and supported in further developing their impact on student learning. We will provide honest feedback with clear, bite-sized recommendations for improvement. We will continue to compensate our highest performing teachers for high impact teaching as well as retention. Teachers will recognize strategic moves for recruiting, interviewing, hiring, retaining, and rewarding staff by school leadership.		Toni Perry	06/30/2025
Actions		0 of 3 (0%)		
9/16/22	Continue to utilize interviewing and hiring protocols, which determine best fit for our school. Revisit onboarding processes to embrace teachers hired after the start of the year and implement. (Guardrail 4)		Toni Perry	10/01/2024
<i>Notes:</i>				
8/30/24	<p>Budget \$317,204.22 2 Classroom Teachers 1 New Teacher Support Coordinator 1/2 BMT</p> <p>ARMS has utilized Title 1 money to hire 2 Classroom teachers, 1 New Teacher Support Coordinator and 1/2 of a BMT position. We are investing in our staff to support our students and help grow the ARMS community. 1 Classroom teacher position is Spanish which helps to promote our IB program and increase the amount of students going to high school with Spanish 1 as a high school credit. 1 Classroom teacher position is a Math teacher to bring down Math class sizes and increase student achievement. 1 New Teacher Support Coordinator to support our new staff with coaching, curriculum and strategies for success. Over 40% of our staff is new to ARMS and 25% are new teachers. This position will provide needed support to this staff in efforts to retain and train them in the ARMS way. (Guardrail 4)</p>		Toni Perry	02/26/2025

Notes: (Aligns to C3.04 and Guardrail 4)
 The percentage of students scoring College & Career Ready on Reading End of Grade Assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to in 17% SY2024-25.

(Aligns to A2.04 & B3.03, and CMS Goal 2).

The school will retain 95% of licensed classroom teachers throughout the 2024-25.

9/16/22 Continue to invest in the Teacher Leadership Pathway, providing stipends to teachers who consistently exceed expectations with student outcomes in ELA, Math, and Science. (Guardrail 4)

Toni Perry

06/30/2025

Notes: Restructure our meeting schedule to include frequent professional development, practice, and data conversations with instructional leaders.

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2B: Target professional learning opportunities

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

Initial Assessment:

Our SIP Goals that align to this indicator are:

The percentage of students who score CCR (college and career ready) on reading EOG assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to ____% in SY2024-25.

and

The percentage of students who score CCR (college and career ready) on Math 1 assessment will increase from 22.4% in SY2023-24 to ____% in SY2024-25.

In June 2024, we fell short of our target to increase Math 8 proficiency to 28% CCR, with current Navigator Portal data showing only 2.9% CCR in Math 8 and 22.4% in Math 1. As of June 2024, Math 8 students scored 3.3% CCR (including all students), slightly up from 3.2% in 2022-2023. Data from June 2024 indicates we have partially met our goal aligned to this indicator, although we do not have EVAAS data to confirm. According to our Insight Survey results (Spring 2024), teachers identified Professional Development (5.5 index) and Instructional Planning for Student Growth (5.3 index) as our most productive domains, respectively. We are awaiting official EVAAS growth metrics.

Successes aligned to this indicator include expanded data systems used to influence our daily lessons. To begin with, we shifted the focus to verification of standards alignment using the unpacked standards, the released EOG, and the Open Up Resources Curriculum. Interim assessments were administered according to schedule and data protocols were followed to ensure analysis and discussion of student data occurred with the team. Principal Data Chats were another addition to our data protocols and they supported the thoughtfulness and relevance of instructional decision-making for teams. Within our MTSS team, student data was discussed at each meeting and determinations were made to help us move closer to fully meeting the needs of our students. Our ILT conducted regular Learning Walks and made decisions based on those results. To support teacher development, Practice Clinics were scheduled and led by teacher leaders and facilitated greater application of essential skills.

One challenge with this area will be time for extended teacher planning based on student/teacher data. Coupled with staff attendance as well as limited substitutes, it can be a challenge ensuring coverage for all classes while our teachers plan. To circumvent this challenge, we need

Limited Development
09/16/2022

to calendar planning days for each PLC and communicate plans/incentives for perfect attendance on those days.

With the implementation of a modified lesson structure, we will have more opportunities to address student learning based on data while fulfilling the expectations of the curriculum.

How it will look when fully met:

When this objective is fully met, there will be 100% alignment between the professional development goals for our school and specific school performance data. Steps to address learning gaps across content areas will be clear and strategic, with intermittent practice clinics to ensure all staff and students are progressing. At least 80% of our teachers will effectively implement daily, data-driven small group instruction to improve learning outcomes for students. Our systems for data review and responsiveness will be internalized and we will make decisions which significantly impact the forward movement of our school. We will celebrate strengths and address weaknesses based on our data. We will enlist support from curriculum specialists, ILT, and high performing staff to increase the effectiveness of our newest staff through informal mentorship. We will understand the mastery criteria for each standard and will determine the necessary steps for addressing gaps in our instructional program, based on student performance. We will monitor the effectiveness of the interventions/strategies on student performance and decide to continue/discontinue use.

Toni Perry

06/30/2025

Actions

0 of 3 (0%)

8/13/24 Monitor implementation of practice clinic skills and increase accountability for completion with follow ups and added feedback to expedite teacher impact on academic growth. Assess the efficacy of our plan. (Goals 2 & 3)

Toni Perry

11/01/2024

Notes: Through first quarter, monitor classroom walkthrough visit data to determine necessary adjustments to our plan or needed professional development. Standardize practice clinics and enlist teacher leaders to support the growth of our team.

9/16/22 Ensure data protocol is implemented with fidelity, that intervention plans are created ahead of the following week, and that our small group implementation meets or exceeds the criterion to ensure our students are immersed in a data-responsive learning environment that addresses individual academic needs. (Goals 2 & 3)

Toni Perry

06/30/2025

Notes: Implement frequent Data Meetings within PLCs to monitor student performance on exit tickets, interim assessments, and unit assessments.

10/7/22 Utilize data from the universal screener as well as classroom and interim assessment data to triangulate students in preparation for needed intervention or enrichment. (Goals 2 & 3)

Toni Perry

06/30/2025

Notes: Use the universal screener. Continue to utilize the schoolwide student goal tracker (by department) to engage students with their growth/learning and emphasize the importance of goal setting. Implement student conferences to amplify student voice and empower them towards improvement.

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>			Based on EOG data, we did not achieve the goals as outlined. In 8th grade math, we achieved 3.3% CCR. We emphasized the importance of MAP assessments and met with students to help set goals and set an expectation for grade level performance using the Linking Study shared with us while meeting with the DUSI team. Each quarter, we set new goals and rewarded students who met or exceeded their projection as well as those who showed significant growth between administrations (10+ points). Our challenges have been strengthening the core instruction. Math is our most transient content. There is an opportunity for us to exercise more discretion in teaching math using data which aligns to the EOG from the Mastery Connect platform and from the MVPA (district). There is also an opportunity for us to implement small groups daily this year, which will ensure the time available to address misconceptions. Making this change to a more data responsive culture will support strong improvement.	Limited Development 07/18/2024		

<p>How it will look when fully met:</p>	<p>At full implementation, 80% of our teachers will effectively implement small group instruction which will help to embrace the mindset of student responsiveness to instruction rather than student deficits or weaknesses. We will own the outcomes of our students and see their progress as directly related to the quality of instruction and make needed revisions. We will address student needs individually and monitor the impact of the intervention through ongoing data. When instructional practices are not working, we will determine a research-based replacement strategy to better support the student. When this objective is fully met, our students will achieve more than a year's growth each year and will experience greater proficiency on the EOGs. We will have maximized instructional time and impact for students and there will be less of a need for teachers to be retrained in areas of focus. Our core curriculum will be systematically impactful. We will collaboratively plan using strategies of best practices and make instructional strategy decisions based on the influence on student performance. Each demographic within our school will experience successful growth (meeting or exceeding growth projections every year). The science of effective teaching will be replicated across content areas and demonstrated between classes. Each year, we will further build on and refine the core curriculum as we learn and employ new responses to intervention.</p> <p>iReady Implementation Plan</p>		<p>Toni Perry</p>	<p>02/28/2025</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>7/31/24</p>	<p>Focus Academic Enrichment time on essential standards in ELA/Math. Using data from the previous year, schedule students with math and ELA teachers for added intervention utilizing the iReady platform/resources. Monitor iReady data to determine student progress. (Goals 2 & 3)</p>		<p>Andrea Fort</p>	<p>11/01/2024</p>
<p><i>Notes:</i></p>				
<p>8/30/24</p>	<p>BUDGET \$481.05 INSTRUCTIONAL SUPPLIES</p>		<p>Toni Perry</p>	<p>02/26/2025</p>
<p><i>Notes:</i></p>				

7/18/24	The MTSS facilitator will host monthly meetings which will include stakeholders across various school operations as well as families to facilitate the implementation of a multi-tiered system of support for attendance, behavior, academics, and social emotional support. MTSS meetings will include an agenda that facilitates data conversations with the team and monitors students progress. (Goals 2 & 3, FAM-S 3)		Andrea Fort	02/28/2025
<i>Notes:</i>				
7/31/24	Through MTSS monthly meetings, the SST will discuss discipline data and make plans to intervene with students as needed. Likewise, our School Social Worker and Family Advocate will monitor attendance and make plans for intervention based on the plans required throughout the district. (Guardrail 2)		Toni Perry	02/28/2025
<i>Notes:</i>				
8/13/24	Within the 2024-2025 school year, our TSI school will implement the following evidence-based intervention to increase overall performance of Exceptional Children: Data Driven Small Group Instruction. (Goals 2 & 3)		Toni Perry	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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>Our SIP Goals that align to this indicator are:</p> <p>100% of classroom teachers will implement Capturing Kids Hearts with fidelity.</p> <p>and</p> <p>The percentage of Out-of-School and In-School (OSS/ISS) incidents will decrease from 26% of students to not more than 20% of students in SY 2024-25.</p> <p>As of June 2024, our OSS disproportionality was 11.6%. Based on this data, we did not meet our 2023-2024 goal of 1.5%. We have, however, maintained our standing of fewer disproportionate suspensions for Black students than the district. Due to the passing of SB-49, we were not able to administer the panorama survey to the majority of our students and do not have current data for this goal.</p>	Limited Development 09/15/2022		

Success aligned to this indicator include discipline team meetings with admin, BMTs, CSA, and the SRO to level-set our work, reflect on the impact, and discuss Educator's Handbook data which assists us in determining behavior focus areas. WIN Wednesdays were regularly scheduled students to make up work and even work ahead. We continued to incorporate restorative practices in our interactions across the school with students. Reminders are shared by the principal and other administrators on the announcements, daily. All students participated in teacher developed lessons focused on each of the CASEL domains, which were our guidance. We also utilized the One School, One Book grade level novels to reinforce strong character/CASEL attributes. We continue to use Educators Handbook as a data management system, which provides details about student referrals to help us plan. This year, we partnered with Karen Worrell to receive anti-vaping information during lunches and anti-vaping courses for repeat offenders. We scheduled and had permission for several students to attend the sessions, but the sessions were canceled by the organizer more than once. According to the Teacher's Working Condition Survey 95% of our staff approve of the PBIS system in place for supporting students. In looking at student behavior 78% of our staff believe that leadership helps them in enforcing rules for student conduct and 76% of staff believe that leadership supports them in maintaining discipline within the classrooms. According to this data we have work to do but teachers do feel they are supported.

'Skipping' was our number one challenge in referrals for this school year for a second year, consecutively. Skipping class continues to be a challenge and we need strategies to circumvent this. We created an extended supervision schedule which includes all support staff. We have increased our vigilance with supervision and notifications/intervention regarding skipping class, however the struggle with staff attendance and the amount of substitutes in the building remains problematic and contributes to this issue.

Opportunities to address these challenges include restructuring our sixth graders to cohorts, which will reduce transitions outside and between buildings. We introduced the SmartPass app this year, but we need more training and practice with using it to keep track of student movement.

This year, during our 2024 World Cafe Reflection, we developed more specific classroom expectations, for teachers and students, which will be shared by the school for 2024-2025. We will also try a modified

version of the HOUSE system which will allow us more face-to-face time with groups of students to reinforce expectations and develop a sense of belonging.

How it will look when fully met:

When this objective is fully met, fewer than 10% of our students will experience an Out of School Suspension. Teachers will effectively apply Capturing Kids Hearts as well as steps from TLaC 2.0 strategies (Strong Start, Threshold, 100% Compliance, Precise Praise, etc.) which encourage students to follow expectations. We will share monthly discipline data with staff and teach/model effective strategies to prevent misbehaviors. Teachers will employ a bank of research based approaches to managing and interacting with students and will be seen as an advocate by students and students will advocate for themselves through responsible decision-making. Lessons on social-emotional well being will be naturally embedded into classroom instruction. Student voice will be amplified and discipline incidents will diminish across the school when this is fully met. Students will communicate effectively, manage emotions, solve problems amongst themselves creatively, respect others, and build relationships. Our MTSS team will provide positive interventions for the few students in tier 2 and 3 with behavior.

Toni Perry

06/30/2025

Actions

0 of 5 (0%)

9/15/22 We will post schoolwide expectations for self-management and standards of excellence throughout the building and in common spaces. Reminders of the cell phone policy and transition expectations will be posted throughout the building to assist students with self-management. (Guardrail 2 & 3)

Margie Scariot

11/01/2024

Notes:

8/13/24 Continue our bookbag drop zones, which require all phones and earbuds to be in bookbags and away from the students' desks to minimize disruption from digital-based communications. (Guardrails 2 & 3)

Toni Perry

11/01/2024

Notes:

8/13/24 We will strategically rollout out the implementation of Capturing Kids Hearts in order to increase student awareness, voice, and empowerment in our school systems. (Guardrails 2 & 3)

Toni Perry

06/30/2025

<i>Notes:</i>							
9/15/22	We will implement PBIS Rewards which focuses on celebrating students for achieving desired behaviors. Students will earn points through PBIS Rewards as reinforcement (Guardrails 2 & 3).				Toni Perry	06/30/2025	
<i>Notes:</i>							
9/15/22	All staff will be trained in and utilize Educators Handbook so that we are informed of student progress and may be responsive to the specific needs of our school community. Professional development will be focused on areas of need, according to our data. (Guardrails 2 & 3)				Toni Perry	06/30/2025	
<i>Notes:</i>							
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>		As of June 2024, we did not meet our goal of increasing Math 8 CCR to 28%. Math 8 CCR remained virtually the same at 3.3% (up from 3.2% in 2022-2023). Success aligned to this indicator includes summer planning for upcoming units and the implementation of Interdisciplinary Units of study. Our PLC's met twice a week throughout the school year led by a PLC lead in math, science, and ELA. They created meaningful plans of action including targeted lists of students lists to help them with the re-looping process at the end of the year. Our ILT utilized the Sam's Calendar and each ILT member met individually with our Sam's coach to receive feedback and rationale of the Calendar process which reinforced our goal of spending at least 60% of our daily time on instructional processes. Challenges to meeting our 23-24 goals aligned to this indicator include teacher absences and vacancies which is an area to improve across the board. Opportunities that exist to address these challenges include strengthening our team's implementation of small group instruction and having a more timely response to student data.			Limited Development 07/18/2024		

<p>How it will look when fully met:</p>	<p>When this goal is fully met, 100% of students will experience content through meaningful, aligned lessons which influence maximum gains in proficiency and growth. 100% of teachers will fully implement the standards, as unpacked within PLCs and at the state level. Teachers and staff will work collaboratively to solve problems of practice, examine the impact of instructional pedagogy, collaboratively plan and critique lessons, and develop rich curricula which engage students. We will establish goals for students, collectively and individually, and monitor progress through universal screeners such as MAP. Teachers will be clear on the success criteria (mastery criterion) for each essential objective and be able to speak to and address deficiencies within their classes. We will build on mastery of learning targets throughout the year and cycle through continuous practice of the skills in a comprehensive curriculum. As a team, we will collaborate to prioritize the most essential standards, unpack the KNOW/DO skills from the standards, and identify the most essential skills from the standard. We will create appropriate pacing for the essential standards to allow depth of teaching and learning throughout the course of the year. We will utilize this information to create meaningful learning experiences and tasks for students which will enhance the richness of the curriculum. Working in tandem with specialists in EL and ESL, we will develop scaffolds to ensure all students have access to the curriculum. We will monitor student data (pre- and post-assessments) to determine progress and adjust our instructional decision-making to more closely align to student needs. We will continuously assess our effectiveness as teacher leaders and collaborators based on the instructional impact we have made with our students. Finally, we will meet our overall goal of at least 34% proficient on the NC 2025 EOG.</p>		<p>Toni Perry</p>	<p>02/28/2025</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
	<p>7/31/24 Assign a leadership team member to each PLC to provide leadership and stretch the thinking of our PLCs through data usage and weekly lesson planning. (Goals 2 & 3)</p>		<p>Toni Perry</p>	<p>09/13/2024</p>
<p><i>Notes:</i> Monitor the work of each ILT member and provide feedback regarding PLC meeting effectiveness and collaborative classroom visits</p>				

8/30/24	<p>Budget: \$3664.52 AMLE Conference</p> <p>Action: ARMS will utilize these Title 1 funds to send the principal and an ELA teacher to the AMLE national conference to gain valuable insight into personalized, and engaging learning. This conference will provide information middle level education peer-reviewed research, best practice, and professional development. It will explore content and resources to learn why we are so passionate about young adolescents and get a sense of what's possible when middle school educators support each other with a shared vision of success. This initiative aims to enhance instructional practices and improve student outcomes by providing targeted training and resources. (Goal 2, Guardrail 1, & Guardrail 4)</p>		Toni Perry	02/25/2025
<p><i>Notes:</i> The percentage of students scoring College & Career Ready on Reading End of Grade Assessments in grades 6 - 8 will increase from 9.8% in SY2023-24 to in 17% SY2024-25.</p> <p>(Aligns to A2.04 & B3.03, and CMS Goal 2).</p>				
7/31/24	<p>Utilize Academic Enrichment daily to reinforce high impact ELA & Math standards for students who have not scored proficient within the content. Pace the course to enhance and/or pre-teach essential content until mastery. Monitor the impact of student learning using AE platforms (tentatively iReady). (Goals 2 & 3)</p> <p>iReady Implementation Plan</p>		Toni Perry	02/28/2025
<p><i>Notes:</i></p>				
7/18/24	<p>Create aligned monitoring systems (walkthroughs) to ensure classroom instruction meets or exceeds NC standards as well as school expectations. (Goals 2 & 3, FAM-S 29)</p>		Toni Perry	11/01/2025
<p><i>Notes:</i> Professionally develop the newly adopted lesson structure, including details for small group instruction implementation. Increase the frequency of feedback to teachers and schedule practice clinics to address skill gaps which will improve overall student performance.</p>				

7/31/24	The ILT will utilize our SAM calendars to ensure a minimum of 60% of our time is spent on instructional tasks. We will focus on planning, curriculum, assessment, walkthroughs, and feedback. We will discuss our progress in monthly data meeting with our SAM coach. (Goals 2 & 3, Guardrail 4)		Toni Perry	06/30/2026
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Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3C: Remove barriers and provide opportunities

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>The following data points show the progress we have made for this indicator:</p> <p>During this school year we have 58 students enrolled in Math 1, which is a decrease from 2023 of 20 students. Our performance in Math 1 also declined from 78% to 63%. Overall during the school year our first semester parent participation increased by about 25% from last year, however this fell off in 2nd semester. We have to maintain the momentum throughout the school year.</p> <p>At the beginning of the school year we plan our transitions for elementary to middle and middle to high school. Our counselors create documents that help them to determine the destination schools for each of our 8th grade students. They collaborate with our feeder schools and determine a schedule for the high school visits which helps to facilitate registration and what to expect in high school. Information is provided about schedules, high school endorsements, electives, class options, athletics, extra curricular activities and athletics. High Schools bring their bands, ROTC, CTE teachers and student athletes giving our students the opportunity to see some of the unique programs that are available in high school. Part of the transition plan to high school involves the Freshman Connection Program over the summer. We have provided all of our 8th grade students a flyer to their specific high school and sent home information to parents through various platforms. This Freshman Connection program gives students a head start to high school. Beginning in February we met with our elementary feeder schools JH Gunn, Piney Grove and ARES. Information was provided about ARMS and the courses they can pre-register for in sixth grade. We had rising 6th graders visit our school, tour our elective classes, and have a discussion with a panel of Hornet ambassadors. This</p>	Limited Development 09/16/2022		
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gave the students a chance to see what ARMS is about and hear from the students here at our school. We are continuing our partnership with Piney Grove and ARES to hold their promotion ceremonies in our gym which provides our future parents the opportunity to visit our school.

We need to plan our Step-up parties before the end of the year because of time constraints, testing and celebrations that happen. This should happen sometime in the middle of May.

For the 24-25 school year, opportunities that exist for the next school year include early communication with elementary schools, visits to their PTO meetings, providing our students the opportunity to visit the high schools and providing step up parties for our 6th and 7th grade students. We have to make sure all stakeholders are involved in this planning to produce a successful transition from elementary to middle to high school in order to achieve success with our programs.

As we move into next year we need to facilitate the ways we can create better partnerships with our feeder schools which will create more involved participation from parents and students. During our two elementary promotion services we spoke to both principals to make efforts to increase this participation in the 24-25 school year.

How it will look when fully met:

When fully met, feeder high school and elementary families will be acclimated to our school (elementary) and their high schools well before freshmen year. They will understand the registration system and maximize opportunities for success through school-to-school collaboration. We will communicate opportunities for Early College as well as special high school programming to our 8th grade families. With elementary feeder schools, we will participate in their school registration process, specifically attending middle school registration sessions and educating parents about the middle years program. Elementary feeder schools will be invited to our campus for tours and families will be invited to participate in sixth grade orientation. For our rising high school students, we will communicate Open House and orientation dates with families and encourage participation. Through our registration process, we will encourage participation in CTE coursework which complements our school coursework, and we will emphasize the importance of attaining a high school endorsement.

Toni Perry

06/30/2025

8/13/24	Ensure strong HS preparedness by aligning Math 1 membership to the district rubric. (Goal 3)		Matthew Adelman	09/20/2024
	<i>Notes:</i> Create Math 8 Honors course for previous honors students who do not meet the rubric criteria. Communicate high school course requirement with families of Math 1 students and remove students from the course who do not demonstrate necessary work ethic.			
9/16/22	Collaborate with elementary and high school feeder school counselors, principals, and teachers to ensure student schedules reflect their needs. (Goal 4)		Adelman, James, Miller	06/30/2025
	<i>Notes:</i> Ensure alignment between elementary and middle school programming and middle to high school programming. Create consensus about the goals and strategies used to transition our students between grades. Develop partnerships with high school music departments and athletics to facilitate a strong participation in ease of transition.			
9/19/22	Emphasize the opportunity to receive High School Endorsements within CTE courses to increase access to post secondary enrollment, enlistment, or employment. (Goal 4)		CTE Team, James, Miller	06/30/2025
	<i>Notes:</i>			
10/4/22	Ensure opportunities for students to participate in World Languages and Visual and Performing Arts are equitable and plentiful which will improve access to enrollment, enlistment, or employment. (Goal 4)		Matthew Adelman	06/30/2025
	<i>Notes:</i>			

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

<p>Initial Assessment:</p>	<p>As of June 2024, we had at total of 654 suspensions of 252 students. 96 students had a total of 159 students In School Suspensions. 229 students had a total of 495 suspensions. We have multiple suspensions of the same students which leads us to believe we have to do something different in the relm of the way in sich we handle student discipline. Our entire staff is being trained in Capturing Kids Hearts and we will begin the process of implementing this philosophy within our classrooms this school year. Successes aligned to this indicator will include utilization the new Capturing Kids Hearts program with fidelity. Challenges aligned to this indicator include consistent monitoring of the implementation of a new program. This will create growing pains and we will have to continue with professional development and training to help guide teachers, staff and students with the new philosophy. With CKH, there is an opportunity for us to engage students more in dialogue that supports responsible decision-making and learning the new worl of social contracts and how they effect the relationships we build with students. Finally, we need to develop a process to ensure that every child has a trusted adult in the building.</p>	<p>Limited Development 07/18/2024</p>		
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<p>How it will look when fully met:</p>	<p>When this objective is fully met, 80% of students will manage themselves responsibly and staff will use the strategies necessary to redirect without incident. Our Social Contracts will effectively guide students in strategies to manage themselves in relationships, and to work effectively and ethically. These skills include knowing how to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. When this target date is fully met, 80% of our students will demonstrate empathy towards others, have positive relationships with the school and enjoy class and be a productive student. CKH will positively impact teachers in becoming more effective by fostering their own social and emotional development and supporting a caring and challenging classroom climate. Social emotional learning will be embedded throughout our daily instruction and taught explicitly through the Social Contract. Students and staff will master coping strategies. Our MTSS behavior supports will also include effective strategies for addressing the social emotional needs of students in tiers 2 & 3 for behavior. Additionally, we will continuously monitor student perceptions of our social emotional learning and the MTSS program and utilize the feedback to adjust our program.</p> <p>ATTENDANCE PLAN DRAFT</p>		<p>Toni Perry</p>	<p>02/28/2025</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>7/18/24 Create an attendance plan which outlines strategies to increase our daily attendance rate along with steps to improve attendance for students who are at risk of becoming chronically absent. Additionally, the plan will include actions to address current chronically absent student attendance, with Truancy Court being one action. (FAM-S 30) (Guardrail 2)</p> <p>ATTENDANCE PLAN DRAFT</p>		<p>Jeff Axtmann</p>	<p>10/01/2024</p>
<p>Notes:</p>				

8/30/24	<p>Budget: \$2870.66 PBIS Positive Behavior Intervention Support</p> <p>Action: ARMS is dedicated to recognizing students' achievements and good behavior in efforts to enhance their educational outcomes. PBIS Rewards is an affordable schoolwide behavior management system that assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. (Guardrail 3)</p>		Toni Perry	02/26/2025
<p><i>Notes:</i> Guardrail 1: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. Guardrail 2: The percentage of Out-of-School and In-School (OSS/ISS) incidents will decrease from 26% of students to not more than 20% of students in SY 2024-25.</p> <p>Updates:</p>				
7/18/24	All staff will participate in Capturing Kids Hearts implementation, thus improving relationships and lowering Out-of-School suspensions to less than 20% of our student population by June of 2025 (FAM-S31).		Toni Perry	02/28/2025
<i>Notes:</i>				
7/18/24	ARMS teachers will share mass and individual communications on ParentSquare. 70% of families will will engage with ParentSquare, increasing their overall engagement and partnership with teachers which will positively impact student efficacy. (Guardrail 3)		Toni Perry	02/28/2025
<i>Notes:</i>				

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
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Initial Assessment:

As of June 2024, success aligned to this indicator includes an increase in weekly communication with parents through the Principal Weekly Buzz through Connect 5. It is sent out by text, phone and add an email blast. Each week is housed on the ARMS website and linked on our social media outlets. Parents are given this information in the Parent Handbook at the beginning of the year. It is also located in our main office and communicated at all parent student events throughout the year. These documents are housed and accessed when needed. Through social media campaigns we add a weekly events calendar for parents and students. In addition, teachers use Parent Square, Remind and Talking Points platforms to communicate with parents. Communication through Canvas helps us to keep students in the loop. We also have developed a calendar of events that we house on our website and social media that provides parents the opportunities to engage and volunteer within the classroom and school. Challenges we face in meeting this goal is finding and maintaining a core group of parents on our SIT and creating an active PTO. This year we retained several parents on our SIT. We struggled with consistency of parent support in our SIT meetings and have not been able to create an active PTO at this point. Maintaining an active parent contact list from events we have at ARMS was also a bit challenging. Opportunities that exist to address this goal include rewarding classes for the best attendance to events, encouraging teachers to involve and invite parents to events, providing parent education throughout the school year, and potentially opening a parent center in which parents can utilize resources and learn about opportunities to get involved on the school level to help grow our school family. We must continue to determine ways to increase parent participation and ways to track the attendance and contact information. In addition, we will use the parent advocate position to help with parent participation and to help develop relationships with families and gain trust in working with ARMS.

Limited Development
07/31/2024

How it will look when fully met:	When this objective is fully met, at least 90% of families will interact regularly with the school. We will regularly implement feedback from parents to improve our overall instructional program. We will include parent education to help family better understand how they can support the school goals at home. Relationships between school and home will have an impactful influence on students' social and academic performance. Families will receive regular communication from teachers about their children's progress through apps, such as; ParentSquare, Remind and Talking Points. We will have a great presence of families on our SIT. We will have a working Parent Student Teacher Organization.		Toni Perry	02/28/2025
Actions		0 of 5 (0%)		
8/13/24	Send home iReady reports from the Universal Screener to inform parents of student needs and areas they may need to support. (Goal 2 and Goal 3)		Toni Perry	09/20/2024
<i>Notes:</i>				
7/31/24	Communicate with parents each weekend through ParentSquare messages to keep them apprised of school and student updates. Post email messages to the school website for easy access reference. Utilize the school marquee to celebrate and announce important school events, achievements, and reminders. (Goal 2 & Goal 3)		Toni Perry	02/28/2025
<i>Notes:</i>				
7/31/24	Utilize Channing Bete resources as a foundation for developing professional development to guide home expectations which will enhance school success. (Goal 2 & Goal 3)		Toni Perry	02/28/2025
<i>Notes:</i>				
8/23/24	Partner with families to ensure appropriate attendance, behavior, academic, and social emotional interventions through our MTSS team to increase student proficiency. (FAM-S 3).		Toni Perry	02/28/2025
<i>Notes:</i>				
8/30/24	Our Parent Involvement Cadre will develop an engagement plan for families which includes conveying expectations we have for families to enhance academics as well as social/community development activities. (FAM-S 3)		Toni Perry	02/26/2026
<i>Notes:</i>				