

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:

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

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

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 1.8% in SY2021-22 to 14.9% in SY2022-23 and 28.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

The percent of students reporting a positive self-perception of their self-efficacy will increase from 42% on the Fall 2021 Panorama Screener (in Grades 6-12) to 47.1% in SY2022-23 and 52.0% in SY2023-24.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 11.5% in SY2021-22 to 6.5% in SY2022-23 and 1.5% in SY2023-24.

We will increase our SWD subgroup performance grade from a F to a D or higher by 2024. (A 4.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

As of September 2023, we partially met this district guardrail on OSS disproportionality for black students decreasing 2.6% from 11.2% in 2022 to 8.6% in 2023.

Success aligned to this indicator includes an increase in students earning SEL celebrations from two in September to 172 in March 2023. WIN Wednesdays encouraged students to make up work and even work ahead. Grade level assemblies occurred each quarter as a reset for students and staff. We continued to incorporate restorative practices in our interactions across the school with students. All students received the same information about school culture through the use of SEL as our guiding principle. We continued to use Educators Handbook as a data management system, which provides us with explicit details about student referrals.

'Skipping' was our number one challenge in referrals for this school year which replaced fighting as the number one in 2021-2022. Challenges we face in meeting our goals aligned to this indicator include students skipping as our number one referral and developing ways to curtail this behavior with all populations of students. We have improved in our approach to restorative practices, however the struggle with staff attendance and the amount of substitutes in the building remains an area that needs improvement.

Opportunities that exist to address these challenges include revamping our behavior incentives to continue to motivate our students. In addition, kindness and staying in class will be a focus during SEL lessons. Moving forward into next year we will revamp our SEL lessons and classroom discipline strategies to help improve the data surrounding this standard. In addition we will continue to focus on ways to improve student perceptions on self-efficacy, self-management and engagement.

Limited Development
09/15/2022

<p>How it will look when fully met:</p>	<p>When this objective is fully met, evidence will be based on limited classroom disruptions and limited suspensions. Teachers will effectively apply 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.</p>		<p>Toni Perry</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>9/15/22</p>	<p>We will post schoolwide expectations for self-management and standards of excellence throughout the building and in common spaces. We will also provide a template for teachers to create their own classroom matrix to specify classroom rules. Reminders of the cell phone policy and transition expectations will be posted throughout the building. (OSS/disproportionality)</p>		<p>Margie Scariot</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/15/22</p>	<p>School expectations reminders and updates are sent through weekly Updates to parents and announced on the morning news. Additionally, SEL lessons are created to address self-management and self-efficacy. (OSS/disproportionality).</p>		<p>Toni Perry</p>	<p>06/07/2024</p>
<p><i>Notes:</i> This occurs daily in SEL lessons and is updated weekly for students and teachers.</p>				
<p>9/15/22</p>	<p>Classroom discipline data will be monitored through Educator's Handbook and monthly feedback on discipline focus areas will be discussed during HOUSE meetings and used to establish criteria for monthly student incentives. Professional development will be focused on areas of need, according to our data. (OSS/disproportionality)</p>		<p>Matthew Adelman, Tiffany Rivers</p>	<p>06/07/2024</p>
<p><i>Notes:</i> Provide data from Educators Handbook to staff in House Meeting and have a discussion about issues, trends and patterns.</p>				

10/7/22	To solidify one culture, we created one slide deck for teachers across various content areas and assigned content teachers to teach students throughout the course of a week. We will review this information, as a school, after breaks to remind students of expectations. (OSS/disproportionality)		Matthew Adelman	06/07/2024
<i>Notes:</i> Ongoing				
10/7/22	We will teach/reinforce schoolwide expectations to students through the morning announcements, SEL lessons, and regularly scheduled grade level assemblies. (OSS/disproportionality)		Toni Perry	06/07/2024
<i>Notes:</i> Reset at 2nd Semester in all classrooms and begin new in electives.				
1/27/23	Solidify plan for monthly incentives. This will include incentives for appropriate behavior.		School Health Cadre	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

According to data as of September 2023, ARMS exceeded expected growth in ELA and did not meet expected growth in MATH.

Success aligned to this indicator includes the IB framework being merged with standards aligned units of instruction throughout all content. We reflect on the indicators for success and revise as needed, providing academic stability within all contents. The Unit Plan worked well with our guest teachers having a clear guideline as to their direction for the school year. This year we scheduled AE at the beginning of the school day and strategically placed teachers with students based on academic needs, giving them an enrichment or remediation experience. Our 8th grade math team received accolades from the district with each visit and stayed the course with the Open Up Resources curriculum. Our PLC's met twice a week throughout the school year led by a PLC lead in math, science, ELA and social studies. 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 revamping our walkthrough form, scheduling and a better implementation of walkthroughs moving into the 23-24 school year. We must develop and utilize a common walkthrough tool and share it with teachers. We must develop a better system in place to monitor AE and the tool's we use for intervention. Additionally, we will host summer planning for teachers to develop skills and strategies to address our areas of improvement.

Limited Development
09/15/2022

<p>How it will look when fully met:</p>	<p>When this goal is fully met, all students will experience content through meaningful, aligned lessons which influence maximum gains in proficiency and growth. Teachers will fully know and 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.</p>		<p>Toni Perry</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
	<p>9/15/22 Assign a trained leader to each PLC to provide leadership and stretch the thinking of our PLCs through frequent data discussions and weekly lesson planning. Monitor the work of each PLC leaders and provide feedback from PLC meeting effectiveness and collaborative classroom visits. (FAM-S 29 & District and Title 1 Funding)</p>		<p>Toni Perry</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
	<p>9/15/22 Focus classroom walkthrough feedback on the lesson impact. Ensure classroom instruction is culturally responsive, engaging for students, and lessons/activities are grade level aligned and scaffolded where appropriate. We will increase the frequency of feedback to teachers which will improve overall student performance. (FAM-S 29)</p>		<p>Toni Perry</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				

10/7/22	Align PLC systems (PLC agendas, focus areas, and data protocols). Ensure systems are clear, frequent, regular and effectively guide teachers' thinking about what students know and are able to do within the content. Data systems will allow us to create meaningful plans of action which can be monitored for improvement. Track progress between assessments for ELA, Math, and 8th science. (EVAAS)		Toni Perry	06/07/2024
<i>Notes:</i>				
10/7/22	The ILT will utilize our SAM calendars to ensure at least 60% of our time, daily, is spent on instructional tasks. We will focus on planning, curriculum, assessments, walkthroughs, and feedback. (EVAAS & 8th grade math)		Toni Perry	06/07/2024
<i>Notes:</i>				
9/15/22	Utilize Academic Enrichment (8:30 - 9:02) daily to reinforce big impact standards across all ELA and Math classes. Create pacing calendars, with the expectations of going deep on the highest impact standards and using small groups to reteach towards mastery. Monitor and assess impact on AE platforms. (EVAAS & 8th Grade Math)		Toni Perry	06/07/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Based on EOG data, we did not achieve the goals as outlined. In 8th grade math, we achieved 3.2% CCR (up from 1.8% in 2022) and 36% of our students reported strong self-efficacy (up from 34% in Fall 2022). Through district funding, we were able to hire two interventionists and a MTSS facilitator to help us implement a tiered instructional system to help us address the unique needs of our students. Our goals were to improve 8th grade Math CCR to 14.9%, ensure all teachers meet or exceed expected growth, and 47% of our students report positive self efficacy. According to our most recent data (September 2023), ARMS Met Expected Growth on EVAAS overall. We exceeded expected growth in reading but did not meet growth in math.</p> <p>Successes aligned to this indicator focus on our intervention and differentiated instructional support. This year, we strategically scheduled students in Academic Enrichment to ensure interventions for students in need of more time to master ELA or math content. Five</p>	Limited Development 09/15/2022		

hundred students were scheduled with the core ELA or math teacher and received intervention 30 minutes daily for five days per week. Teachers worked to pre-teach and reteach skills as well as provide personalized digital instruction using IXL. Students participated in leaderboards and were eligible for prizes according to their engagement. Our 8th grade math teachers were visited consistently by the SELC and school leadership and given positive feedback on the teacher/student practices observed. Feedback was offered to individuals as well as collectively to improve the impact on student learning. 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. We noticed in Math, the current iteration of Open Up Resources is not meeting the needs of our highest performing students and, in 8th grade, there is limited evidence that any group's needs are being met. In addition, 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 newly implemented MVFA (district). Making this change to a more data rich/student focused culture will support strong improvement. With self-efficacy, we have lessons that address the CASEL components but we are not organized to ensure SEL lessons, language, and strategies are employed in every class, every day. This is likely because only half of our teachers teach the SEL block. For next year, we need to adjust the expectations for SEL skill implementation so that all teachers are well versed in the emphasis of skills.

<p>How it will look when fully met:</p>	<p>At full implementation, we will 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 and with the Panorama survey. 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>Toni Perry</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
	<p>9/15/22 The MTSS facilitator will host MTSS monthly meetings, using a standard agenda that facilitates data conversations with the team and progress monitor students scheduled for interventions. The MTSS team will include stakeholders across various school operations as well as families. (FAM-S 3)</p>		<p>Andrea Fort</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
	<p>9/19/22 Focus Academic Enrichment time on essential standards in ELA/Math and the overall performance of students across the grade. Schedule students according to their tier placement in Branching Minds (8th math, tier 3 with interventionist; 8th math tier 2, with math teachers; other grade levels will follow a similar structure). Monitor programming data weekly to determine student progress. (EVAAS)</p>		<p>Math/ELA Departments</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

	10/7/22	Utilize district resources (Dream Box, Orton Gillingham, Aimsweb, and iReady) to monitor and support student growth in ELA and math through our Academic Enrichment classes. Utilize two intervention classes to address the individual needs of students according to Branching Minds, MAP, and district provided intervention resources. (EVAAS)		Math and ELA teachers & interventionists	06/07/2024
	<i>Notes:</i>				
	10/7/22	Create Learning Labs (EC) and ELD classes (MLs) as electives for students in special groups who require additional focus in reading. Utilize specialized instructional materials to address the foundational skill needs of students. Create ACCESS preparation groups during AE to better prepare targeted students for the writing portion of ACCESS testing. (EVAAS)		Matthew Adelman	06/07/2024
	<i>Notes:</i>				
	9/5/23	Through MTSS monthly meetings, the SST will discuss discipline data and make plans to intervene with students as needed and as indicated in Branching Minds. Likewise, our School Social Worker and Family Advocate will monitor attendance and make plans for intervention based on the plans required throughout the district. (SEL)		Andrea Fort	06/07/2024
	<i>Notes:</i>				
	9/8/23	Within the 2023-24 school year, our ATSI school will implement the following evidenced-based intervention(s): Implementation of Progress Learning (purchased intervention) to increase overall performance of SWD subgroup. (EVAAS)		Toni Perry	06/07/2024
	<i>Notes:</i>				
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:

As of June 2023, our OSS disproportionality was 8.6%, thus we did not meet our 2022-2023 goal of 6.2%. However, our disproportionality did decrease 2.6% from 11.6% in Fall 21-22 to 8.6% in June 2023. According to Spring 2023 Panorama data, 36% of students reported positive self efficacy (down from 42% in Fall 2021), 60% reported positive self management (down from 66% in Fall 2021), and 26% reported positive school engagement (down from 34% in Fall 2021). This year, almost 1/3 of our students were suspended (short term).

Successes aligned to this indicator include utilization of a completed curriculum this year by all SEL teachers and included our One School, One Book schoolwide Sense of Belonging initiative. We professionally developed our staff about SEL lessons and set an expectation for implementation.

Challenges aligned to this indicator include consistent monitoring of SEL implementation. We visited SEL class infrequently and with less descript focus than with core classes. Also, we did not do well with thoroughly monitoring SEL lessons and we need to address that this year. In late first semester, we learned the SST was responsible for leading the process of managing discipline/behavior plans.

Next year, with MTSS and behavior/SEL, we have an opportunity to refine our systems and begin the year with a stronger foundation with SEL. There is an opportunity for us to engage students more in dialogue that supports responsible decision-making and conflict resolution. Engaging students through clubs and extracurricular organizations will help add meaning to the school experience for students. Also, publishing and setting a vision for SEL implementation, including a common language, across all classes will help us better influence social emotional learning for students. Finally, we need to develop a process to ensure that every child has a trusted adult in the building.

Limited Development
09/15/2022

<p>How it will look when fully met:</p>	<p>When this objective is fully met, students will manage themselves responsibly and staff will use the strategies necessary to redirect without incident. Our daily SEL 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, our students will demonstrate empathy towards others. SEL 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 with the SEL class. Students and staff will master coping strategies. Our MTSS behavior supports will 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 SEL/MTSS program and utilize the feedback to adjust our program.</p>		<p>Toni Perry</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>8/3/23</p>	<p>Ensure embedded SEL implementation across non-tested courses to complement SEL lessons for the week. Provide professional development for science (6/7), social studies, and elective teachers in the Panorama platform. Focus on getting to know our students' perceptions of themselves, use of checkpoints to glean interim perceptions, and plan to address perceptions that do not meet the goal. (FAM-S 31)</p>		<p>Toni Perry</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>8/3/23</p>	<p>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. (ADD LINK)</p>		<p>Toni Perry</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/5/23</p>	<p>Provide professional development to teachers in non-tested areas focused on use of the Panorama Platform. Teachers will learn about reporting, using the check-ins, and being responsive to the results of our Panorama Survey administration in the Fall and Spring.</p>		<p>Toni Perry</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				

	9/15/22	Create calendar and goals for SEL using data from Panorama survey and adjust according to outcomes from the Fall and Spring administration. Utilize Panorama survey results to monitor students perceptions in self-management, self-efficacy, and school engagement. Adjust lessons to meet student needs in all three areas. (OSS/disproportionality)		Toni Perry	02/28/2024
<i>Notes:</i>					
	9/15/22	Incentivize students who demonstrate positive self-management on a monthly basis. Celebrate students through various media. (OSS/disproportionality)		School Health Cadre	06/07/2024
<i>Notes:</i> Become more proactive in the incentives creating a stable calendar.					
	10/4/22	Establish procedures for reporting excessive absences and provide interventions and supports for families nearing excessive absences. Home visits will be conducted, as needed, to meet with families of students with excessive absences. Ongoing attendance messaging will continue to parents, to include feedback about tardies, early dismissals, make-up assignments, and the importance of daily attendance. (FAM-S 30 & district funding family advocate)		Toni Perry	06/07/2024
<i>Notes:</i>					
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

Initial Assessment:

As of June 2023, we have met this objective. Beginning in February, we met with all of our major feeder schools and provided information about ARMS. We had CELA, JH Gunn, Piney Grove and ARES rising 6th graders visit our school, tour our elective classes, and have a discussion with a panel of Hornet ambassadors. We also held Piney Grove and ARES promotion ceremonies in our gym which provided our future parents the opportunity to visit our school. Our feeder high schools visited ARMS and provided eighth grade students' information about schedules, electives, class options and athletics. They brought their bands and ROTC to give our students the opportunity to see some of the unique programs in high school. Throughout the school year we provide IB Open House Meetings to recruit students into our IB Magnet program.

Challenges we face with this goal are parent participation and a way to show off our school for parents to see ahead of time before their children attend.

For the 23-24 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.

Limited Development
09/16/2022

<p>How it will look when fully met:</p>	<p>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.</p>		<p>Toni Perry</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/19/22</p>	<p>Emphasize the opportunity to receive High School Endorsements within CTE courses. Make connections between current coursework and high school pathways. Encourage students to begin thinking about and later seek HS endorsements. (Endorsements)</p>		<p>CTE Team, James, Miller, Wright</p>	<p>02/28/2024</p>
	<p><i>Notes:</i> 8th grade; add additional endorsements during registration to help the students prepare for the high school; high school career counselors and talk about the CTE connection between middle and high and real world application.</p>			
<p>10/4/22</p>	<p>Ensure opportunities for students to participate in World Languages and Visual and Performing Arts are equitable and plentiful. (Endorsements)</p>		<p>Matthew Adelman</p>	<p>02/28/2024</p>
	<p><i>Notes:</i></p>			
<p>10/7/22</p>	<p>Prepare Step Up Parties for rising 7th and 8th grade students to meet their next grade level administrator and teachers and to learn more about the content of each course. (Panorama)</p>		<p>GLAs</p>	<p>06/07/2024</p>
	<p><i>Notes:</i></p>			

9/16/22	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. Collaborate with elementary and high school feeder school counselors, principals, and teachers to ensure student schedules reflect their needs and create opportunities for families to interact at our school to increase the sense of belonging. (Panorama & Attendance)		Adelman, James, Wright, Miller	06/07/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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	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
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Initial Assessment:

According to data as of September 2023, ARMS exceeded expected growth in ELA and did not meet expected growth in MATH. Additional data points aligned to this indicator from our Spring Insight survey data show we have partially met our goal with 72% of our staff reporting they receive enough feedback on their instructional practice (up from 64% in Spring, 2019). Seventy-five percent of staff report the feedback they receive helps them improve student outcomes (up from 64% in Spring, 2019).

Success aligned to this indicator includes consistency of meetings (monthly School Improvement Team meetings and weekly Instructional Leadership Team meetings. There is a productive agenda, and we stick to addressing the actions on our SIP. We had two parents who were actively involved in the SIT and a few others whose participation was intermittent. Our team did well with discussing the indicators of our School Improvement Plan and determining next steps, which we adjusted as needed. The ILT met to discuss progress towards the goals of our SIP as well as upcoming special activities, instructional expectations, etc.

One challenge we notice is attendance for staff and parents at SIT meetings. Earlier in the school year, the SIT decided to hold our meetings virtually at 5:00 on the first Monday of the month. This was convenient for families and staff, according to our informal survey, but we noticed a decline in consistent attendance around change in Daylight Savings Time, holidays, and the end of the year. The elected SIT staff members are also the leadership of our Cadres.

There is an opportunity to rethink the leadership team's compilation and to develop a more structured plan for how cadre work complements the indicators in our SIP. Additionally, we will continue to increase teacher capacity through increased focus on interim data through PLCs and departments moving into 2023-2024.

Limited Development
09/16/2022

<p>How it will look when fully met:</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>06/15/2024</p>
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<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>9/16/22</p>	<p>The SIT will meet monthly to monitor the successful implementation of the school improvement plan. (EVAAS)</p>		<p>Diane Story</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>10/7/22</p>	<p>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. (EVAAS)</p>		<p>Toni Perry</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>10/7/22</p>	<p>We will refine cadre definitions and purposes to ensure clearly focused goals and actions for each cadre. Cadres will meet monthly to influence schoolwide programming and supports. (EVAAS)</p>		<p>Toni Perry</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>9/5/23</p>	<p>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. (EVAAS)</p>		<p>Toni Perry</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

<p>Core Function:</p>	<p>Dimension B - Leadership Capacity</p>
<p>Effective Practice:</p>	<p>Distributed leadership and collaboration</p>

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>According to data as of September 2023, ARMS exceeded expected growth in ELA and did not meet expected growth in MATH. We have partially met our goal aligned to this indicator. According to the Spring 2023 Insight Survey, 79% of our staff report they are satisfied with the support they receive for instructional planning, which is an increase from 54% in 2019. Eighty-one percent of staff indicate they meet at least weekly with teachers and leaders at our school to improve their instructional plans based on student responses to tasks (up, slightly, from 78% in Spring 2019).</p> <p>Success aligned to this indicator includes a dedicated time for planning weekly which is held harmless, without interruption. Teachers plan and utilize data as a tool to help them guide students and reteach and challenge them in their academic learning. These days were content-specific and dedicated to help with planning. This year they identified targeted students and their needs and provided them with re-teaching as needed. This was produced in their designated PLC time and their quarterly planning days. Department meetings were held once a quarter with data remaining at the forefront of the conversation. IB Unit plans were produced for all content areas to ensure consistency and standard as well as IB targeted goals for our students. Learning Walks happen once a quarter and our teacher leaders have organized specific professional development for the staff centered around schools targeted goals which is part of our look-fors during learning walks.</p> <p>A challenge we face in meeting our goals aligned to this indicator is the level of experienced teachers to positively impact student learning outcomes. In addition, having classes fully staffed with certified, qualified and experienced teachers remains a challenge we will continue to address in 23-24.</p> <p>As we move forward into 23-24, opportunities that exist to address these challenges include revamping and revitalizing our onboarding staffing process, and hiring experienced staff with differential salaries available if needed. We also need to begin quarter 1 with academic monitoring to target students' specific needs earlier in the school year. Finally, we will consider more co-taught classes and or rotation of students to improve teaching and learning.</p>	Limited Development 09/16/2022		

How it will look when fully met:	Teachers will adhere to assigned duties and the ARMS campus will be safe and orderly. 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	06/15/2024
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Actions		0 of 3 (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. (SEL)		Margie Scariot	02/28/2024
<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. (EVAAS)		Jenkins, Cox, Jamison, Fort, Sam, Rivers, Hazel	06/07/2024
<i>Notes:</i>				
10/7/22	Teachers, during an extended planning period outside their regularly assigned PLC block, use additional time to further prepare for high impact instruction. (EVAAS)		Teachers	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2023, we have partially met our goal for this indicator. Success aligned to this indicator are evidenced in our Spring 2023 Insight Survey. Based on teacher responses, 79% of our staff believe that when they get observed, they get feedback that gives specific actions to improve their teaching and 72% believe they get enough feedback on their instructional practice. This year, we have created an ongoing walkthrough calendar which allows ILT members to visit PLC on an every-other-week schedule. This walkthrough schedule allowed us to see, holistically, how PLCs and individual teachers are progressing and to align our feedback to those needs. We discuss the visits as a team and we make plans for supporting specific teams/teachers. 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.

Challenges aligned to this indicator include refining our Data Wars system to resolve issues with timeliness and responsibility with posting. We struggled with completion of the Core Action Walkthrough Form and need to do better with keeping that time sacred; the same is true of our SAM calendar use.

There are opportunities for us to add designated time for discussion of classroom walkthroughs and pre-scheduling visits so that more of our time is spent improving teacher and student performance. We are awaiting the results from 2023 EVAAS (school/teacher growth data), which is anticipated in October 2023

Limited Development
09/16/2022

How it will look when fully met:	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 for the instructional program. 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, instructional leaders will spend a minimum of 40% of their time in classroom. They will provide relevant, timely feedback and will use Real Time Feedback with teachers, as appropriate.		Toni Perry	06/15/2024
Actions		0 of 4 (0%)		
10/7/22	Teachers will be visited at least twice per month and visits will intensify for teachers who require additional support. Based on classroom visits, feedback will be provided from all classroom visits, either face-to-face or through email, depending on the individual need. Monitor the implementation and effectiveness of FAM - S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. (FAM-S, EVAAS, Math 8)		Toni Perry	02/28/2024
<i>Notes:</i>				
10/7/22	Learning Walks will be organized by the principal twice per year. This is a space for teachers to visit their colleagues to glean effective strategies and witness the implementation of new learning by their colleagues. (EVAAS)		Toni Perry	02/28/2024
<i>Notes:</i>				
10/7/22	Practice clinics and other professional development will be conducted in response to classroom visits and evaluations and led by teacher leaders. Teachers will be provided time for new/reinforced learning and we will monitor the implementation regularly. (EVAAS)		Toni Perry	06/07/2024
<i>Notes:</i>				
9/16/22	The leadership team will conduct 2 Core Action Walkthroughs per month. We will use this instrument to calibrate our leadership team's analysis of instructional practices/impact and to gauge trends throughout the building. We will use the Qualtrics Dashboard to determine areas of needed growth and make professional growth decisions based on outcomes. (EVAAS)		Hazel, Rivers, Adelman, Perry	06/07/2024

Notes:

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

According to data as of September 2023, ARMS exceeded expected growth in ELA and did not meet expected growth in MATH.

[2023 Projection vs. Actual](#)

Successes aligned to this indicator include improving data systems at our school, but there is more work to do. We challenged students with goals setting and follow up from MAP assessments to ensure students and teachers understood the meaning of their RIT scores and could connect it to grade level performance. We celebrated MAP performance (students who met or exceeded projection and those who grew at least 10 points from the previous MAP administration) on the Winter and Spring administrations. We met with and invited the DUSI team to our school to help with understanding the projections & MAP data as we planned for re-engagement. The principal also met with the DUSI team twice during the year and once after the end-of-year data began to populate. These meetings assisted us in understanding which parts of the data (which reports) were most illuminating. We gathered data from classroom walkthroughs and determined the next natural professional development areas for our staff (vocabulary, meaningful conversations, and academic monitoring) and enlisted teacher leaders to provide PD on the three. For the remainder of the year, we focused on these three areas when providing feedback. Data was used to celebrate and motivate teachers and students as we prepared for EOGs. Additionally, we monitored data from our intervention classes (IXL & Dreambox) and celebrated students who were consistently growing and improving their scores. One challenge we continued to face was student transitions in and out of school, making it difficult to progress monitor PLC growth collectively. Additionally, we mainly focused on the district and universal data points until later in the year. In the upcoming year, we have the opportunity to make strong adjustments to how we implement data systems at our school as well as how we gauge exceptional performance. We will make strides towards that work this summer, ahead of teacher return, so that we can begin the year with a clearer understanding of how we can shape our work to better increase student outcomes.

Limited Development
09/16/2022

How it will look when fully met:	When this objective is fully met, we will be more responsive to the data collected and utilize this data to improve teaching and learning. 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	06/15/2024
Actions		0 of 5 (0%)		
10/7/22	Review benchmark & common assessment data from core curricular classes. Calibrate the ILT by visiting one another's data meetings and providing feedback/accolades from the meetings. Support PLC leads by monitoring the implementation of next level action steps within classrooms. (EVAAS)		Toni Perry	02/28/2024
<i>Notes:</i>				
10/7/22	Review Educator's Handbook discipline data monthly to determine strengths and focus areas. identify students to incentivize and teachers who may need additional supports. Create lessons to address misalignment in our discipline data and practice clinics to improve classroom management strategies. (OSS/disproportionality)		GLAs	06/07/2024
<i>Notes:</i>				
10/7/22	Monitor intervention program data from AE, DreamBox, & Aimsweb for ELA and math. Determine which adjustments must be made and monitor the implementation of the action plan. (EVAAS)		Andrea Fort	06/07/2024
<i>Notes:</i>				
9/16/22	Implement Weekly Data Meetings within PLCs to monitor student performance on interim assessments and module/unit assessments. Provide protocol to create a standard for the meetings. (EVAAS)		Toni Perry	06/07/2024
<i>Notes:</i>				

10/7/22	Use MAP as the universal screener. Introduce a schoolwide MAP student goal tracker (by department). Emphasize the importance of goal setting and strong test taking skills. Celebrate students who accomplish their MAP goals, beginning with the Winter administration. (EVAAS)		Toni Perry	06/07/2024
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Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>As of June 2023 we have partially met our goal aligned to this indicator.</p> <p>Success aligned to this indicator includes the retention of 85% of our staff moving into the 23-24 school year. We were fortunate to have guest teachers assigned to subject areas in which we were unable to hire a full time staff member. We celebrated staff with luncheons, monthly treats, peer celebrations, super hornets, and a weeklong teacher appreciation celebration, with the help of donations from our sister school partnership. We will continue this into the 23-24 school year. We added two Teacher Leadership Pathway teachers in the middle of the year that are moving into leadership roles in 23-24. Our area of need has been math and we will have a teacher leadership pathway teacher on each grade level. We continue to advertise through social media trying to recruit or just get the word out about our needs.</p> <p>Challenges we face in meeting our 23-24 goals aligned to this indicator include the large amount of teacher absences we have in our building and the number of guest teacher positions in core areas. A challenge that may not be in our locus of control is the amount of viable candidates in core positions and licensure.</p> <p>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 hiring protocol to include teachers in the search and hiring of new staff members. Moving into 23-24 we will seek out opportunities to directly recruit from local colleges in our area.</p>	Limited Development 09/16/2022		
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How it will look when fully met:	When this objective is fully met, we will have access to viable candidates 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	06/15/2024
Actions		0 of 5 (0%)		
9/16/22	Improve our onboarding process for teachers hired after the start of the school year. Train, model and practice expectations for key areas (culture, behavior management, instructional expertise). (EVAAS)		Tiffany Rivers & Valerie Jamison	02/28/2024
<i>Notes:</i>				
9/16/22	Continue the Teacher Leadership Pathway, providing stipends to teachers who consistently exceed expectations with student outcomes in ELA, Math, and Science. Refine our coaching systems to include district funded Math Coaches (EVAAS)		Valerie Jamison, Kiara Cox	02/28/2024
<i>Notes:</i>				
10/5/22	Provide a duty free instructional planning time and lunch time for every teacher with the goal of five hours a week of planning, with the maximum extent that the safety and proper supervision of students may allow during the regular student contact hours. Teachers will use this time to lesson plan, collaborating with other teachers to improve their upcoming lessons. (EVAAS)		Matthew Adelman	02/28/2024
<i>Notes:</i>				
9/5/23	Advertise and hire 3 math coaches selected for high performance and awarded \$12,000 per year. Actively train and coach district funded math coaches to coach and support teacher and student development across the math department. (Math 8, EVAAS, Title 1 funds)		Toni Perry	06/07/2024
<i>Notes:</i>				
9/16/22	Continue to utilize interviewing and hiring protocols, which include performance/lesson demonstrations to help determine best fit for our school. (EVAAS)		Tiffany Rivers	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2023, our goal of increasing Math 8 CCR from 1.8% to 14.9% was not met. However, our Math 8 CCR did increase 0.6% to 2.4%.</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.</p> <p>One challenge we anticipate in the 2023-2024 school year around Human Resources is recruiting math teachers outside the \$12,000 Math Coach position.</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>	Limited Development 09/08/2023		
<i>How it will look when fully met:</i>		When this objective is fully met, ARMS will have a veteran group of experienced math teachers with proven success with increasing student proficiency and growth. Our math teams will be comprised of teacher leaders, invested in the work and engaged in creating data-driven experiences for students. Our team will be well-knowledgeable of content and will have a repertoire of strategies used to best meet students' needs.		Toni Perry	06/14/2024
<i>Actions</i>			0 of 2 (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 differential funds to increase student achievement and growth.		Toni Perry	06/07/2024
<i>Notes:</i>					
	9/8/23	Engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices.		Toni Perry	06/07/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2023 and according to our parent survey, success aligned to this indicator includes an increase in weekly communication with parents through the Principal Weekly Buzz. It is sent out by text, phone and email blast. Each week is housed on the ARMS website and linked on our social media outlets. Parents know where the documents are housed and access it when needing information. Through social media we add a weekly events calendar for parents and students. In addition teacher use Remind and Talking Points platforms to communicate with parents and they have them set up for individual classes. Communication through Canvas helps us to keep students in the loop as well. 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.</p> <p>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 and they were present and active in meetings. Maintaining an active parent contact list from events we have at ATMS was also a bit challenging.</p> <p>Opportunities that exist to address this goal include rewarding classes for the best attendance to events, encouraging teacher 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 communication next year.</p>	Limited Development 09/16/2022		

How it will look when fully met:	When this objective is fully met, 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 Remind and Talking Points. We will have a great presence of families on our SIT and PTO.		Toni Perry	06/15/2024
Actions		0 of 5 (0%)		
9/16/22	Create family engagement document to allow families to plan their involvement at the school. Incorporate student leadership during family nights to boost participation in school events. (Panorama: Self-Efficacy)		Kimberley Hazel	02/28/2024
<i>Notes:</i>				
9/16/22	Communicate Weekly Buzz to parents each weekend through Connect5 voice and email messages. Post email messages to our website and ParentSquare for easy reference. (Panorama: Self-Efficacy)		Kimberly Hazel	06/07/2024
<i>Notes:</i> Weekly Buzz goes out through Connect5, parent emails and it is posted on the website.				
9/19/22	Add parent education events and dinner opportunities to master calendar. Include relevant parenting tips to help parents support their middle schooler with academics at home. Post parent education videos on the school website and social media accounts. Provide instructional tools to assist parents with supporting their children at home (Panorama: Self-Efficacy)		Kimberly Hazel	06/07/2024
<i>Notes:</i>				
10/7/22	Utilize school marquee to celebrate and announce important school events, achievements, and reminders. (Panorama: Self-Efficacy)		Paola Aubourg	06/07/2024
<i>Notes:</i>				
8/3/23	Utilize counselors, parent advocate and social worker to support students and staff with outside support for mental health and well being as well as other agencies to support parents and with access to address non school based interventions that help students. (FAM-S 3)		Abby Miller, Adrienne James, Jihad Wright	06/07/2024
<i>Notes:</i>				