

Comprehensive Progress Report

Mission:

ARES Mission: ARES is a community of global citizens. We use habits of character to empower ourselves and contribute to a better world.

Vision:

ARES Vision: ARES will empower scholars by teaching the habits of ethical people and effective learners. Through collaboration and initiative, our scholars will contribute to the community in pursuit of a better world.

Goals:

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (Aligns to A2.04 and CMS Goal 1).

Bullying Prevention: 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 and CMS Guardrails 3.1-3.3).

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 7.6% in SY2021-22 to 28.8% in SY2022-23 and 50% in SY 2023-24 (Aligns to A2.04 and CMS Goal 1).

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24 (Aligns to A4.01 and B3.03 and CMS Goal 4).

The percent of students reporting a positive self-perception of their self-efficacy will increase from Spring 2022 53% to 61% SY2022-23 and to 68% SY2023-24. The percent of students reporting a positive self-perception of their self-management will increase from Spring 2022 59% SY2022-23 and to 68% SY2023-24. The percent of students reporting a positive self-perception of their engagement will increase from 59% SY2022-23 to 61% and to 68% in SY2023-24. (Aligns to A4.06 and CMS Guardrails 3.1-3.3)

Decrease the total number of Out-of-School Suspension (OSS) for Black students from 21 suspensions in SY2020-2021 to 19 suspensions in SY2022-23 and 17 suspensions in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

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

Support and increase teacher leadership capacity, growth, and development to increase and support student achievement (Aligns with B3.03 and CMS Guardrail 1.1).



Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>As of September 2023 we have partially met our goal aligned to this indicator. OSS disproportionality decreased from 8.9% in 21-22 to 7.3% in 22-23. In addition OSS suspensions decreased from 126 suspensions in 21-22 to 37 OSS suspensions in 22-23.</p> <p>A success aligned to this indicator is our focus on restorative practices and consistent SEL focus during our morning meetings.</p> <p>A challenge aligned to this indicator is the fact that we have many new staff members and many classroom teachers who are new to teaching.</p> <p>An opportunity to address this challenge is revising the ARES behavior matrix to include a focus on "RISE". Respect, Integrity, Strive for greatness and Empathy. Staff members were introduced to the matrix and it was a focus of staff meetings during the August workdays. All staff was able to participate in a 2 day Capturing Kids Hearts training on 8/22 and 8/23. The focus of this training was on building strong relationships with students and building a positive and effective classroom culture. Teachers were introduced to the concept of creating a classroom social contract. Capturing Kids Hearts and our Behavior Matrix are expected to be the foundation of our behavior and SEL practices.</p>	Limited Development 09/10/2023		

<p>How it will look when fully met:</p>	<p>When fully implemented, each ARES homeroom class and Related Arts class will have a written Social Contract that has been developed in collaboration with students. Each class will have the contract posted in the classroom. Each classroom will also have their classroom matrix displayed in class. Teachers will spend time the first few weeks of class teaching the behavior matrix and social contract to students. Students and teachers will use common adopted signals to indicate when attention is needed as well as positive affirmations at appropriate times during instruction.</p> <p>Things that will indicate implementation: 1. posted social contract, 2. posted behavior matrix, 3. teacher and students refer to the contract and matrix when behavior needs attention, 4. review of Educator's Handbook data, 5. RISE hot air balloons presented to the class and displayed around the door.</p>		<p>Arsella Austria</p>	<p>06/14/2024</p>
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<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/10/23</p>	<p>Ensure that all classes and Related Arts classes have created a Social Contract in line with methods taught during Capturing Kids Hearts training. All contracts will be developed as a class and with student collaboration. (Aligns to guardrail 3)</p>		<p>William Jones</p>	<p>10/31/2023</p>
<p><i>Notes:</i> Once this action has been successfully implemented in each class, Admin, SST and ILT will complete monthly walkthroughs in order to determine how well teachers are referring back to the contract and matrix as the year continues.</p>				
<p>9/10/23</p>	<p>Admin team, SST and ILT will conduct classroom walkthroughs that focus on looking for social contract and RISE implementation (Aligns to guardrail 3)</p>		<p>Catherine Reiter</p>	<p>06/01/2024</p>
<p><i>Notes:</i></p>				

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

Initial Assessment:

As of September 2023, we did not meet our 22/23 goal aligned to this indicator. However, 3rd grade CCR for Black and Hispanic students increased from 1.1% BOG to 7.5% EOG for an increase of 6.4% for the 22/23 3rd grade cohort. As of June 2023, we have also shown progress in terms of our DIBELS Data for grades K-3. K-3 students at and above grade level increased 16% from 33% BOY to 49% EOY As of June 2023, we have also shown progress in terms of our DIBELS Data for grades K-3. K-3 students at and above grade level increased 16% from 33% BOY to 49% EOY.

The successes that we experienced related to this indicator include the reexamination of the needs of scholars to restructure WIN Time based on the recent EOY DIBELS and EOY MAP. We incorporated the restructuring of the Instructional Assistants, Title I Tutors and the ILT. We restructured K-2 groupings to best meet the needs of scholars based on EOY MAP and Amplify Data. We incorporated the district support with the EL Coach and the monthly visits. Staff took advantage of the intervisitation opportunities within the district to learn how to fully implement the EL curriculum with fidelity and integrity.

The challenges that we are facing in meeting our 2023-2024 SIP goals aligned to this indicator will include to continue professionally developing and supporting new and newish staff to both curricula and the importance of targeted, small group instruction.

The opportunities that exist to address these action steps with respect to continuing to implement both the EL and Envisions Math 2020 curricula are to arrange for SELC school visits for individual teachers on a grade level to visit their peers in other schools to learn something that they can take back to improve upon instruction.

Limited Development
08/15/2022

<p>How it will look when fully met:</p>	<p>After two years of implementation, the number of students will be reading on grade level thereby increasing the percentage of college and career ready students. Students will show significant growth on MAP assessments and DIBELS administration trending upwards from BOY through EOY. Data Walls within classrooms will track the growth of scholars on all assessments and increase scholar accountability as they will be able to see their data, speak to their data, and own their data. The gaps that exist for ML students and EC students will be narrowed. More ML students will exit the program and reach the consultative stage. The co-teaching model would continue to be seen throughout the school. PLCs would operate in the fashion of grade-level teacher led not teacher leader led. Title I Funding would continue to be used for to maintain human capital to work directly in the classroom to continue to support students' needs i.e. Title I Tutors. Students will show full engagement in literacy as would be evidenced by Core Action Walkthroughs and Classroom Observations. Absenteeism will steadily decrease based on the collaborative efforts of the SST, Teachers, and Families.</p>		<p>Monica Palmer</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>8/17/22 Ensure overall Planning in PLCs in grades K-2 support this goal (building blocks-alignment of grade levels). Teachers are discussing their data trackers to track the progress of scholars and plan accordingly for small groups based on their aggressive monitoring. PD on aggressive monitoring has taken place and teachers are using their mastery connect data trackers in grades 2-5 to disaggregate the data and best plan for student needs. PLCs plan for standards-alignment, culturally responsive instruction, core actions, student engagement, scaffolding, rigor, and higher level thinking. (Aligns to CMS Goal 1, Guardrail 1, FAMS-29).</p>		<p>Monica Palmer</p>	<p>02/28/2024</p>
<p>Notes:</p>				

8/17/22	Evaluate attendance, in terms of absenteeism, to account for students missing instruction. The SST is working in collaboration with teachers to contact families to get ahead of chronic absenteeism. This is being carried out via phone calls, letters, and home visits. An incentives initiative has been created to encourage students to be present at school which, in turn, will lessen the margin of absenteeism and increase instruction and academic achievement and engagement. (Aligns to CMS Goal 1 and Guardrail 1).		Monica Palmer	06/09/2024
<i>Notes:</i>				
10/4/22	EL Curriculum Implementation will continue to be the basis of literacy planning in conjunction with data disaggregation of the foundational microphases and DIBELS data to support the increase in students' reading proficiency levels. (Aligns to CMS Goal 1 and Guardrail 1).		Monica Palmer	06/09/2024
<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>As of September 2023, we partially met our goal aligned to this indicator. ARES met growth overall with composite scores for GLP and CCR increasing from 32.7 to 37 GLP and 17.5 to 22.4 CCR. In addition we exceeded EVAAS growth goals in Math with a growth index of 4.15 and met growth in reading with a growth index of -1.09. Some additional school data points that show evidence of student growth include our MAP and MTSS data. MAP reading projected proficiency increased 3.4% from 22% BOY to 25.4% EOY. MAP math projected proficiency increased 5.1% from 39% BOY to 44.1% EOY.</p> <p>As of June 2023, there were a total of 145 ELA and 144 Math Tier 2 Plans. There were a total of 283 ELA and 213 Math Tier 3 Plans. For EC, we had 20 EC referrals-13 qualified, 2 did not qualify due to attendance issues, 5 moved from our site. Schoolwide: in math, 141 students moved down a Tier either from Tier III to Tier II or Tier II to Tier I. In reading, 90 students moved down a Tier.</p> <p>The successes that we experienced related to this indicator include that</p>	Limited Development 08/15/2022		

our MTSS is functioning at the highest level possible through the work that they did to work within the team and in conjunction with the MTSS Interventionist to restructure WIN time to best meet the needs of scholars. Our K-1 teams are working at the highest potential. Second grade is working toward mastery. Our 3-4 teams are working at a high level. Grade 5 only worked on WIN time through science. We continued to adapt the groupings based on the needs of scholars in terms of remediation, language or extension support based on EOY MAP Data, Amplify Data EOY, and EOY Mastery Connect Data. In addition, we utilized EOY ALFA Data to best support the needs of MLS. ML, EC, and TD Service Providers worked in conjunction with the ILT to best meet the needs of the scholars while maintaining the integrity and fidelity of the time.

The challenges that we are facing in meeting our 2023-2024 SIP goals aligned to this indicator will include to continue developing and growing in our top tier capacity for MTSS. As we onboard new staff, we want to make sure they are familiar with the district protocols and able to identify, support, and progress monitor their students.

The opportunities that exist to address these challenges in the 2023-2024 school year include ensuring our PD plan aligns with providing necessary onboarding for new staff and updates for returning staff. Our interventionist with host Drop-in Tuesdays and non PLC planning days to provide additional support. Admin will collaborate with district personnel to provide 15 min updates at monthly staff meetings.

<p>How it will look when fully met:</p>	<p>Students' individualized needs will be met as evidenced by the increase in the amount of ML Learners being exited and becoming consultative. EC scholars would be receiving push-in services based on the co-teaching model thereby creating a more inclusive realm. There would be less scholars in MTSS, in particular, tier two and three because there is a continuum of effective implementation of interventions from the Standard Treatment Protocol to best meet their needs. Students will be reading on grade level thereby increasing the percentage of college and career ready students. Students will show significant growth on MAP assessments and DIBELS administration. Title I Funding would be used for to maintain human capital to work directly in the classroom to continue to support students' needs i.e. Title I Tutors. There would be higher levels of student engagement as evidenced by Core Action Walkthroughs and Classroom Observations.</p>		<p>Sue Kind</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/4/22</p>	<p>Equitable service delivery models for all students are being provided to best support their needs; namely, ML Learners, EC support, and AIG/TD extension services. (Aligns to CMS Goal 1 and Guardrail 1).</p>		<p>Ethel McCauley-Wiesecke</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>8/17/22</p>	<p>MTSS Meetings will be held that include family and community supports when appropriate. The Team will be able to discuss the processes and procedures that they will use for scholar referrals and tracking in order to access the needs of the scholar and choose the best intervention to support academic and SEL needs. The MTSS interventionist along with the Admin Team, Guidance Counselors, Social Worker, and School Psychologist will all provide expertise in specific problem areas and help to create solutions. The rationale behind this is to have the different stakeholders share their feedback and ideas and track the progress of interventions being offered to students on the different tiers. Branching Minds is the database where data is being maintained and analyzed. (Aligns to CMS Goal 1, Guardrail 1, FAM-S 3).</p>		<p>Sue Kind</p>	<p>06/09/2024</p>

Notes:

10/4/22 Employ strategic academic support during intervention time (W.I.N. Time) via Flex Time-W.I.N. Time (EC, TD, ML Teacher Support and Title I Funded Tutors' Support). This support is designed based on the aggressive monitoring data to determine the level of needs of students beyond small group instruction to support students' mastery of the standards. This planned intervention time in the master schedule is framed around the interventions in the standard treatment protocol. (Aligns to CMS Goal 1 and Guardrail 1).

Sue Kind

06/09/2024

Notes:

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, we decreased our OSS disproportionality 4.8% from 8.8% in 2022 to 4.1% in 2023 and have exceeded our 22/23 disproportionality goal of 4.5%. Our OSS Disproportionality has decreased due to the restorative work of our BMTs and the Guidance Counselors. We focused on restorative work to keep scholars in school and engaged in their learning. We did not meet our goals self-management and engagement, however we have shown progress in terms of our Spring Panorama Data for grades 3-5 for self-efficacy, Self-efficacy increased 3% while self-management stayed the same at 64% and engagement decreased 6%. We decreased chronic absenteeism by 3.02% by holding meetings with parents. In addition, the SST embraced new strategies and techniques to incentivize scholars to be here i.e. treasure chest, raffles, celebrating families, etc...

The successes that we experienced related to this indicator include, based on the district requirements for the equity committee, the district mandated PD was offered, staff participated in culturally aware lessons to celebrate the differences, and staff participated in implicit bias teaching. Our OSS Disproportionality has decreased due to the restorative work of our BMTs and the Guidance Counselors. We focused on restorative work to keep kids in school and engaged in their learning. Panorama Data is not truly reflective of how scholars feel, in particular, their relationships with staff members. The Caring Schools- the lessons that the Guidance Counselors have offered and the amount of the check-ins with scholars have increased. The amount of SST home visits and contacts with families started to really show third quarter into fourth quarter. Finally, "How to tie a tie" continued to be

Limited Development
08/15/2022

implemented with fourth-grade young men.

The challenges that we are facing in meeting our 2023-2024 SIP goals aligned to this indicator will include continuing to increase the staff's capacity to implement Restorative Circles to alleviate situations before they escalate. Next, in order to successfully complete our Male Empowerment Action Step, we need additional district support as this program did not take off the way that we were led to believe based on the training that were attended. Additional challenges include continuing to incentivize and communicate the need for scholars to attend school and arrive on time for instruction. A lot of our families are working through real life situations in which education takes second seat for them, unfortunately.

The opportunities that exist to address these challenges in the 2023-2024 school year will include continuing to work through full implementation of restorative work schoolwide. In addition, we will seek more district level guidance to help us to successfully incorporate and engage fathers to increase male empowerment for our scholars. The opportunities that exist to address attendance challenges in the 2023-2024 school year will include the continued work of the SST to incentivize and speak with families to encourage attendance and on-time arrivals to minimize the loss of instruction delivery.

<p>How it will look when fully met:</p>	<p>Scholars will be able to fully discuss or express their social emotional struggles in a conducive way. This would thereby result in less disciplinary action, less Out-of-School Suspensions occurrences, and an increase in the restorative work from a more student-led fashion with the staff member facilitating the discussion. Teachers would become more well versed in terms of working with the SEL Curriculum, the delivery of Caring Schools Curriculum in a collaborative fashion where students will have the opportunity to share their social emotional struggles and awareness in order to speak do and work through their feelings. Teachers will know and be able to speak to their Panorama Data in order to be accountable to address the social emotional needs of their students based on the data growth opportunities. The restorative approach will be seen throughout the building and this would decrease the amount of Out-of-School-Suspensions. Teachers would be more are of their implicit biases and work through them in order to ensure that equitable opportunities are available for all students. The Male Empowerment Program will continue to have an integral role in the lives of K-2 male students in that these mentors will become overall social emotional support buddies.</p>		<p>Monica Palmer</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/17/22</p>	<p>Establish school-wide, culturally responsive behavior expectations via the ARES behavior matrix and employ the use of Restorative Practices, ISS, and Behavior PD to address the behavior and thereby decrease the number of Out-of-School-Suspensions. (Aligns to CMS Goal 1 and Guardrail 3, FAM-S 30).</p>		<p>William Jones</p>	<p>01/01/2024</p>
<p><i>Notes:</i></p>				
<p>10/3/22</p>	<p>The Male Empowerment Program will be hosted by ARES in order to provide male scholars with positive role models who can serve as mentors to our male scholars. The target audience will be K-2 in order to build a supportive foundation to address the social emotional needs of male scholars at a young age so that they can thrive as they grow. (Aligns to CMS Goal 1 and Guardrail 3).</p>		<p>Harrison Horne</p>	<p>06/09/2024</p>
<p><i>Notes:</i></p>				

8/17/22 The SST, in collaboration with teachers and students will create schoolwide behavior expectations that are culturally responsive and create positive and productive classroom and school cultures. These expectations will be visible in all classrooms through the Capturing Kids Hearts Social Contracts as well as the RISE Matrix. (Aligns to CMS Goal 1 and Guardrail 3, FAM-S 31).

Monica Palmer

06/14/2024

Notes:

	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:			<p>As of September 2023, we have partially met our goal aligned to this indicator.</p> <p>We have been able to hold successful 5th grade transition nights, middle school meetings with counselors and have in the past taken students to visit the middle schools. Our EC team has also collaborated with middle school EC staff to ensure a smooth transition for our students entering middle school.</p> <p>Challenges aligned to this indicator are the difficulty we have had with attendance for the Kindergarten Beginners Night as well as giving our 5th grade parents the opportunity to get help in making registration choices about middle school opportunities.</p> <p>Opportunities to address these challenges include making use of our Bilingual Family Advocate to advertise Beginners Night more effectively and setting a date and getting commitments early from the middle school magnet programs to attend our Middle School options night.</p>	Limited Development 09/16/2023		
How it will look when fully met:			<p>When fully implemented, ARES will hold a Beginners Night as well as a Middle School Options night where parents can be given information about transitions into and out of elementary school. These parent events will provide parents with information as well as help them to become more familiar and comfortable with the school options that are available for their children. These evening events will be advertised and organized with the assistance of the Bilingual Family Advocate and will make accommodations for our families with communication needs.</p>		Monica Palmer	06/15/2024
Actions				0 of 2 (0%)		
		9/17/23	<p>A middle school options night will be held for 5th grade students and their families that introduces them to the middle school magnet programs and gives parents an opportunity to register for magnet programs on-site with assistance from staff. Representatives from the middle schools will be present to introduce parents to the options available to their students.</p>		Savion Aikens (Bilingual Family Advocate)	01/20/2024

Notes: This is an approximate date. The date may need to be adjusted as information is received from the district about deadlines for magnet program requests and middle school registration.

9/17/23 A Beginners Night will be held for all incoming Kindergarten students and parents. This event will be advertised early and often through multiple outlets including an in-person visit to local daycare facilities and information distributed to the apartment complexes within the ARES attendance area.

Savion Aikens
(Bilingual Family Advocate)

04/01/2024

Notes:

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Strategic planning, mission, and vision

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2023 we have partially met our goal aligned to this indicator. According to our spring 2023 Insight survey data: 69% of staff agree (from 57% in the fall) with the statement "I regularly discuss feedback with an instructional leader". In addition 72% of teachers agree (from 68% in fall) that the feedback they get from being observed helps improve student outcomes.

A success aligned to this indicator is the Instructional Leadership Team meeting weekly to discuss instructional plans and the implementation of instructional strategies.

A challenge aligned to this indicator is ensuring teachers receive consistent support to implement changes suggested in observation feedback. In addition, although our ILT is highly effective, it was noted from some staff members that there was a bit of a disconnect between instruction and behavior/social emotional learning.

We will meet the challenge of providing support to teachers through the schools involvement in RELAY. Through this program, we will be able to effectively coach. An opportunity to build cohesion between instruction and SEL is through the expansion of our team to include the SST and the MTSS interventionist. The plan is to be able to bridge the gap between attendance, instruction and Social Emotional Learning.

Limited Development
09/10/2023

How it will look when fully met:	<p>A leadership team consisting of: Admin team, teachers who lead grade level PLCs, MTSS interventionist, School Social Worker, School Counselors and School Psychologist will meet weekly for 1 hour. This meeting will focus on the implementation of Capturing Kids Hearts, RISE behavior matrix, Attendance Plan, EL curriculum implementation, Envisions math curriculum implementation, MTSS implementation and data to support each of these areas.</p> <p>Full implementation of this objective will be informed by meeting agendas, discipline data, attendance data and academic data (benchmark assessments, MAP, DIBELS, Mastery Connect).</p>		Monica Palmer	06/15/2024
Actions		0 of 2 (0%)		
9/12/23	Introducing and incorporating Relay and Get Better Faster to support the ARES coaching model in providing real time feedback and practice/support in implementing changes. (Aligns to goal 1 and goal 4)		Monica Palmer	06/07/2024
<i>Notes:</i>				
9/12/23	Meet weekly with ILT to discuss grade level and school wide trends evident or observed during walk throughs, and action plan accordingly. (Aligns to goal 1 and goal 4)		Monica Palmer	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of September 2023 we have partially met our goal aligned to this indicator. According to the spring 2023 insight survey 64% of teachers are satisfied with the support they receive at school for instructional planning. In addition 72% (57% in fall) of teachers agree with the statement "I have ready access to content experts with deep subject area knowledge to support my instructional planning".

A success aligned to this indicator is the utilization of the Teacher Leader Pathway to provide teachers with consistent access to academic support via Multi-classroom leaders and Expanded Impact Teachers.

A challenge aligned to this indicator is ensuring that teachers have support planning small group instruction based on students' performance.

This challenge will be met by ensuring that teachers have the training they need and the time they need to analyze student data and make plans that address the needs of students as presented in the data.

Limited Development
09/12/2023

How it will look when fully met:	<p>Upon completion of this goal, 80% of instructional staff members will have participated in the following:</p> <ol style="list-style-type: none"> 1. District provided ALL Block, Skills Block and/or Orton Gillingham training depending on the grade level taught. 2. A school based training for math teachers at each grade level that supports implementation of small group math instruction with a focus on using math manipulatives and accessing the resources in the Math Rocks Canvas shell. 3. At least quarterly data analysis meetings held after identified assessments in the specific content area. <p>Evidence of completion of this goal will include a staff data sheet that includes dates that each instructional staff member has attended these trainings as well as agendas from school implemented trainings and data review meetings.</p>		Sue Kind	06/15/2024
Actions		0 of 3 (0%)		
9/17/23	School based instructional leaders will create and offer a school based training for math teachers at each grade level that supports implementation of small group math instruction with a focus on using math manipulatives and accessing the resources in the Math Rocks Canvas shell.		Charon Davis	10/18/2023
<i>Notes:</i> This training will be provided to math instructional staff and referred to at PLC meetings. It may be offered again during the school year as needed.				
9/17/23	All Literacy instructional staff will be encouraged to attend ALL Block, Skills Block and/or Orton Gillingham training during the 2023/2024 school year. A documented will be created to keep track of staff members that have completed these trainings.		Sue Kind	02/28/2024
<i>Notes:</i> By this target date, staff will have attended or be registered for these trainings.				
9/12/23	Including time during weekly PLC's to disaggregate data and plan for small groups. (Aligns to Goal 1 and Goal 4)		Sue Kind	06/07/2024

Notes:

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
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Initial Assessment:

As of June, 2023, we did not increase 3rd grade ELA CCR for Black and Hispanic students and did not meet our 22/23 goal. However 3rd grade CCR for Black and Hispanic students increased from 1.1% BOG to 7.5% EOG for an increase of 6.4% for this cohort.

Spring insight survey saw improvement around Observation and Feedback (grew to 5.4). Specifically, “the feedback I get from being observed helps me improve student outcomes” grew 4% to 71% and “when I am observed I get feedback that gives me specific actions to improve my teaching practice” grew 4% to 65%. Our overall domain score in Observation and Feedback increased 5% and is above both the National and CMS average.

The successes that we experienced related to this indicator include successfully engaging new/newer teachers in the BTSP. In addition, we have some staff who have made lateral position changes to further grow and develop within our school community. There was also support from the Grade Level Chair, Mentor, and the Peer Buddy.

The Instructional Leadership Team collaborated to assign all teachers an instructional coach/mentor and provided feedback on progress towards the goals and guardrails.

The challenges that we are facing in meeting our 2023-2024 SIP goals aligned to this indicator will include ensuring staff receive enough feedback (declined 4%) and receive support to implement changes (declined 6%) and we have new members to our instructional leadership team.

The opportunities that exist to address these challenges in the 2023-2024 school year include visiting other schools within the learning community to observe and discuss best practices. Admin and the ILT will continue working together to collaborate on coaching and calibration of feedback to all instructional staff. Intentional work and focus with our SST team to provide ancillary support centered on removing some of the barriers (attendance, medical appts, MCV) to accessing consistent education remains a priority.

Limited Development
08/15/2022

<p>How it will look when fully met:</p>	<p>Teachers will continue to show growth in terms of students' performance on benchmark and formative assessments. Teachers will analyze and own this data. They will be able to speak to it and plan accordingly to support each student's academic needs. Instead of Teacher Leaders being the instructional coaches for classroom teachers, teachers would be paired to coach one another in order to increase the peer-buddy collaboration. Teachers would continue to function as content specialists and continue to collaborate with one another. Teachers will show growth in EVAAS based on the assessment data showing that students are meeting or exceeding growth. Core Action Walkthroughs and Classroom Observations will continue to be the thriving forces behind immediate feedback. The Strategic Staffing Model will continue to be used in terms of have grade level chairs and content based leads.</p>		<p>Monica Palmer</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/4/22</p>	<p>Strategic Staffing will continue to take place to drive instruction and thereby meet the needs of students. The placement of staff on grade levels is based on the data and student needs. Each grade level has a Grade Level Chair. Newer teachers also have the support of a Peer Buddy and a Mentor. (Aligns to CMS Goal 4 and Guardrail 1).</p>		<p>Monica Palmer</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>9/22/23</p>	<p>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, EVASS, 3rd Reading)</p>		<p>Monica Palmer</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>8/17/22</p>	<p>Employ Intentional Coaching in order to increase teacher leadership by way of using the strategies suggested in Get Better Faster and Relay training. (Aligns to CMS Goal 4 and Guardrail 1).</p>		<p>Monica Palmer</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

8/17/22	Instructional walkthroughs will be conducted to include monitoring of FAM-S actions. FAM-S actions and priorities will be looked for and feedback will be shared with teachers on appropriate implementation and areas for growth. (Aligns to CMS Goal 4 and Guardrail 1).		Monica Palmer	06/07/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Quality of professional development

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>As of September 2023 we have partially met our goal aligned to this indicator. ARES met growth overall with composite scores for GLP and CCR increasing from 32.7 to 37 GLP and 17.5 to 22.4 CCR. In addition we exceeded EVAAS growth goals in Math with a growth index of 4.15 and met growth in reading with a growth index of -1.09.</p> <p>A success aligned to this indicator is our use of data to inform student placement into WIN groups. Our MTSS Interventionist has led the work in continually analyzing student assessment and progress monitoring data in order to inform instruction and interventions.</p> <p>A challenge aligned to this indicator is successfully supporting the diverse needs of our teaching staff. Our staff currently consists of teachers a varying levels of expertise and experience.</p> <p>In order to address this challenge, the school leadership will differentiate professional development and activities created for early release and workdays. We will use data to inform plans for meeting the needs of individual teachers.</p>	Limited Development 09/12/2023		
How it will look when fully met:			<p>After being fully implemented, ARES administration, Instructional Leadership team and Students Services Leadership will have completed data analysis at least one week prior to each of the 1/2/24, 2/14/24 and 3/13/24 early release and teacher workdays. This data analysis will be used to plan for staff activities during these workdays. The data analysis will focus on teacher walkthrough data, trends seen in teacher observation data as well as data collected through Relay activities. Activities and PD for these 3 workdays will be based on the analysis of this data.</p>		Monica Palmer	06/15/2024
Actions				0 of 3 (0%)		
	9/17/23	<p>Prior to the Winter break (12/20/23), the Administrative team, Instructional Leadership team and Student Services Leadership will meet to disaggregate and discuss: Teacher walkthrough data and trends in teacher observation data. Plans for the 1/2/24 Teacher workday will be created to address the needs presented in this data.</p>			Monica Palmer	12/19/2023

Notes: Data analysis will be conducted prior to each required staff development or teacher workday.

9/17/23 Prior to 2/7/24, the Administrative team, Instructional Leadership team and Student Services Leadership will meet to disaggregate and discuss: Teacher walkthrough data and trends in teacher observation data. Plans for the 2/14/24 early release day will be created to address the needs presented in this data.

Monica Palmer

02/07/2024

Notes:

9/17/23 Prior to 3/6/24, the Administrative team, Instructional Leadership team and Student Services Leadership will meet to disaggregate and discuss: Teacher walkthrough data and trends in teacher observation data. Plans for the 3/13/24 early release day will be created to address the needs presented in this data.

Monica Palmer

03/06/2024

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of spring 2023 we have partially met our goal aligned to this indicator. According to the spring 2023 insight survey 64% (30% in the fall) of teachers said they were provided positive regular feedback. In addition 69% of teachers experienced 2 or more retention strategies.</p> <p>A success aligned to this indicator is leveraging Teacher Leader Pathway to recognize high performing current staff members and utilize them in instructional leadership positions. In addition, The Instructional Leadership Team collaborated to support teachers and provided regular feedback on progress towards the goals and guardrails.</p> <p>A challenge aligned to this indicator is providing more opportunities for teachers to have leadership opportunities within the school and outside of the classroom.</p> <p>An opportunity to address this challenge is utilizing teacher leader pathway to create additional teacher leader roles, and expanding our committee structures.</p>	Limited Development 09/12/2023		
<i>How it will look when fully met:</i>		When fully implemented, ARES will decrease staff turnover as well as implement a process for recruiting new staff, have an effective staff evaluation process and provide leadership opportunities for current staff. Coaches will calibrate feedback utilizing Get Better Faster and provide said feedback in a timely manner.		Arsella Austria	06/14/2024
<i>Actions</i>			0 of 3 (0%)		
	9/18/23	The evaluation timeline and assignments will be shared with staff at the beginning of the school year.		Monica Palmer	10/01/2023
<i>Notes:</i>					

9/18/23	In order to encourage and reward staff that is performing at a high level, we will create a list of high performing classrooms that will be used for modeling and observations by teachers seeking continual growth. These teachers will also be met with and encouraged to apply for the Teacher Leader Pathway. At least one time during the 2nd Quarter we will hold an information session for teachers wishing to pursue the Teacher Leader Pathway.		Arsella Austria	01/24/2024
<i>Notes:</i>				
9/18/23	As vacancies arise, ARES will make use of Parent Square, social media and staff contacts to recruit for positions. ARES will make every effort to reach out to parents and community members to fill vacancies.		Arsella Austria	06/14/2024
<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 September 2023 we have partially met our goal aligned to this indicator. ARES met growth overall with composite scores for GLP and CCR increasing from 32.7 to 37 GLP and 17.5 to 22.4 CCR. In addition we exceeded EVAAS growth goals in Math with a growth index of 4.15 and met growth in reading with a growth index of -1.09.</p> <p>A success aligned to this indicator is utilizing the Teacher Leader Pathway to increase access for all students to highly effective teachers and coaches.</p> <p>A challenge aligned to this indicator around instruction/training is ensuring our instructional leaders have aligned practices via coaching and support.</p> <p>An opportunity to address this challenge is participating in Relay PD. and in investing in additional staffing in the form of Title I Tutors who are able to work directly with students to provide research based academic interventions.</p>	Limited Development 09/12/2023		
<i>How it will look when fully met:</i>		When this goal is being fully implemented, ARES will have a group of 4 Title I Tutors who support the MTSS process. The Tutors will be responsible for pulling small groups and providing interventions based on student needs as evidenced in student performance data. In addition to using funds to hire Title I Tutors, we will be investing in staff training through the district approved RELAY initiative. This will provide teachers and instructional leadership with the training necessary to implement an effective coaching model for growth.		Monica Palmer	06/14/2024
<i>Actions</i>			0 of 2 (0%)		
	9/12/23	Utilize title one funds to trade for additional allotments/positions that will provide additional instructional support via the four title one tutors that focus specifically on reading support. (Aligns to Goal 1 and Goal 4)		Sue Kind	02/28/2024
<i>Notes:</i>					

9/12/23	Within the 2023-2024 school year our school identified the following resource inequity, instruction/training. As a result our school plans to mitigate this inequity by engaging in Relay professional development to increase leader capacity around instructional best practices. (Aligns to Goal 1 and 4).		Arsella Austrie	06/07/2024
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Notes:

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
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<i>Initial Assessment:</i>			<p>As of June 2023, we feel that we have shown progress in terms of our Family Engagement as seen in the communication with Blackboard Connect. 397 messages were sent via Blackboard Connect in the 22/23 school year.</p> <p>The successes that we experienced related to this indicator include Parent Square Implementation and the SST maintained high levels of communication. There was real time communication with staff during morning arrival. In addition, "How to tie a tie" was implemented for fourth-grade young men for our male empowerment action step within this indicator.</p> <p>The challenges that we are facing in meeting our 2023-2024 SIP goals aligned to this indicator will include engaging more parents in non-academic events. This is a work in progress as next year we will incorporate more ways to increase their engagement by connecting them to cultural awareness events and how to support their scholars in the different grade levels.</p> <p>The opportunities that exist to address these challenges in the 2023-2024 school year will include the continuation of the work of SST and the continued use of Parent Square. With our bilingual parent advocate returning to ARES, we continue to build opportunities for our parents to engage in our school community.</p>	Limited Development 08/15/2022		
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<p>How it will look when fully met:</p>	<p>We will continue to use the communicative parent information portal to loop in parents and keep them in awareness of happenings at the school house and to share information specific to their student. We will continue to have a bilingual Family Advocate to address the communicative needs of our leading demographic subgroup. The Male Empowerment Program will continue to have an integral role in the lives of K-2 male students in that these mentors will become overall social emotional support buddies. These mentors will also support the families and create a network parent partner. There would be increased parent engagement and thereby increase positive partnership between school and home. There would be increased presence of families at school events. There would be an increase or parents participating on the School Improvement Team and the PTA. There would be more volunteerism in the school.</p>		<p>Monica Palmer</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/22/22</p>	<p>Parents will be invited to participate in all meetings related to their students specific MTSS intervention progress. These meetings will include how families can support their students progress at home. (Aligns to CMS Goal 1 and Guardrail 3, FAM-S 3).</p>		<p>Monica Palmer</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				
<p>8/17/22</p>	<p>Continue to increase parent involvement and engagement via the use of Parent Square in order to provide consistent school communication in the parent's native tongue. (Aligns to CMS Goal 1 and Guardrail 3).</p>		<p>Monica Palmer</p>	<p>06/09/2024</p>
<p><i>Notes:</i></p>				