

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:

Goal 1 The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 56% in SY2024-25 to 62% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Guardrail 1- The percent of students scoring Grade Level Proficient (GLP) in our lowest performing student group on the ELA End of Grade assessments in grades 3-5 will increase from 39.2% in SY 2024-25 to 44% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 4 The school will retain 95% of licensed classroom teachers who serve in the role of teacher of record throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

Goal 2- The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 20.4% in SY2024-25 to 25.4% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 2- The number of OSS/ISS incidents will decrease from 23 OSS/ISS incidents in SY 2024-25 to 20 OSS/ISS incidents in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3- The percent of Chronic Absenteeism will decrease from 31% in SY 2024-25 to 28% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2025-2026	Limited Development 08/12/2024		
			Our SIP Goals that align to this indicator are:			

Goal 1

The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 56% in SY2024-25 to 62% in SY2025-26.

AND

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 20.4% in SY2024-25 to 25.4% in SY2025-26.

AND

Guardrail 1

The percent of students scoring Grade Level Proficient (GLP) in our lowest performing student group on the ELA End of Grade assessments in grades 3-5 will increase from 39.2% in SY 2024-25 to 44% in SY 2025-26.

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

2024-2025

Our SIP Goals that align to this indicator are:

The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 53.8% in SY2023-24 to 60.4% in SY2024-25.

AND

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 13.4% in SY2023-24 to 19.7% in SY2024-25.

AND

The percent of students scoring Grade Level Proficient (GLP) in our Black student group on the ELA End of Grade assessments in grades 3-5 will increase from 24.4% in SY 2023-24 to 36.4% in SY 2024-25.

As of June 2025, we have partially met this indicator. The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS increased from 53.8% in SY2023-2024 to 56.0% in SY2024-2025. The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 increased from 13.4% to 19.7%. The percentage of students scoring Grade Level Proficient (GLP) in our Black student group on the ELA End of Grade assessments in grades 3-5 increased from 24.4% in SY 2023-24 to 30.5% in SY 2024-25.

One success related to this area is our strong instructional knowledge as an ILT. There are several members of ILT who are regularly involved in PLCs and also assume teaching duties. This allows leadership to stay in the trenches, familiar with the curriculum and day to day student learning.

One challenge related to this area for this school year is time management and finding the time to regularly walk classrooms and provide feedback to teachers.

One opportunity related to this area for next school year is to create and stick to a reasonable coaching load and schedule.

2023-2024

Our SIP Goals that align to this indicator are:

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.

and

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

As of June 2024, we have partially met this indicator. Our 3rd grade ELA CCR rate for the 2023-2024 school year decreased to 7.5%. We have not received EVAAS growth data. We will further reflect upon our progress toward meeting our EVAAS goal once this information is released from the state. According to the 2023-2024 Insight survey,

Observation and Feedback is trending downwards from 5.6 in 2023 to 5.0 in 2024. The one area that did increase is that 74% of teachers indicated feedback from observations helps improve their practice as compared to 29% in the previous year.

One success related to this area is our small group walkthrough google form that our ILT used. It allowed us to track data trends as an ILT, as well as allowed teachers to receive immediate feedback. This was not implemented until spring 2024, so we expect this to be reflected in next year's insight survey.

One challenge related to this area is the volume of new teachers due to our difficulty recruiting and retaining teachers. We currently have 33 BTs who are eager for observation and feedback. We are spread very thin in trying to provide the level of support needed by so many BTs.

One opportunity for next year will be to continue to use our small group walkthrough form and to expand this to whole group as well as additional grade levels and content areas. Also, if we are able to improve our retention rate, it will help in having a more manageable caseload of new teachers.

How it will look when fully met:		<p>When fully implemented:</p> <ul style="list-style-type: none"> • School administrators are regularly present in classrooms and PLCs, at least 50% of the day spent on instruction (i.e. in classrooms or PLCs) • Teachers receive frequent feedback beyond formal observations in the form of informal observations and walkthroughs and teachers use the feedback to improve instruction • Facilitators and administrations are using the RELAY coaching method to create coaching plans for staff who demonstrate a need for additional coaching based on core action walks. • Student academic outcomes increase in all areas, across all levels 		Monica Palmer	06/30/2026
Actions			0 of 2 (0%)		
	8/28/25	ARES will pivot to a tiered and direct coaching plan to support the teachers and support staff at ARES. There will be an additional focus on the teachers in grades 3, 4, and 5 as well as the leadership team and ML team.		Monica Palmer	10/23/2025
<i>Notes:</i>					
	8/28/25	Within 48 hours of each walkthrough, the ILT will provide teachers with written, strengths-based, and actionable feedback.		Instructional Leadership Team	06/10/2026
<i>Notes:</i>					
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
Initial Assessment:		<p>2024-2025</p> <p>As of June 2025, we have partially met this indicator.</p> <p>This school year, we used Title I money to hire 4 tutors to do reading interventions with students. We also spent money on the TLP to retain high quality staff. Additionally, we purchased iReady books and Orton Gillingham materials to support our MTSS framework.</p> <p>One success of this school year is that we invested a lot of money in TLP and we had much better data in several areas teacher leaders support. Additionally, our tutors work on K-2 foundational reading and we are closer to meeting our DIBELS goals.</p>	Limited Development 09/12/2023		

One challenge is we need to continue to buy, hire, and train staff to support the MTSS framework. Our current resource allocation helped to support reading but was not sufficient to support math.

One opportunity for next year is that we continue to purchase TLP positions and focus on spending money on human capital that directly impact instruction.

2023-2024

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.

A success aligned to this indicator is utilizing the Teacher Leader Pathway to increase access for all students to highly effective teachers and coaches.

A challenge aligned to this indicator around instruction/training is ensuring our instructional leaders have aligned practices via coaching and support.

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.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:	<p>When fully implemented, the following expenditures will be made toward human capital:</p> <p>1 Media Assistant (\$13,471.77) A.4.01</p> <p>3 Tutors at 20 hrs/week (\$55,151.65) A4.01</p> <p>1 Tutor at 25 hrs/week (\$22,975.85) A4.01</p> <p>1 Spanish Interpreter/Translator (\$38,923.08) A1.07</p> <p>1 Behavior Management Technician (\$35,792.52) A1.07</p> <p>1 EIT 1 (\$2,250) (other EITS/MCLS not funded out of Title I) C3.04</p> <p>Extended Employment (\$22,472.30) A2.04</p>		Monica Palmer	06/30/2026
Actions		0 of 6 (0%)		
9/15/25	<p>Ensure all teachers are teaching math and reading small groups. This will require purchasing small group tables for K-2 out of our Title I budget (\$1,029 per table x 5 more needed) using the company LAKESHORE. This aligns with Guardrail 1- The percent of students scoring Grade Level Proficient (GLP) in our lowest performing student group on the ELA End of Grade assessments in grades 3-5 will increase from 39.2% in SY 2024-25 to 44% in SY 2025-26.</p>		Monica Palmer	10/24/2025
<i>Notes:</i>				
9/15/25	<p>All Title I expenditures will be reviewed by the school improvement team to ensure alignment with instructional priorities. (All goals and guardrails)</p>		Monica Palmer	06/10/2026
<i>Notes:</i>				
9/24/25	<p>We will use \$1587 of Title 1 funds for workshops and PD (TBD) to support teacher development in order to increase GLP in ELA from 39.2% to 44% in 25-26 school year.</p>		Monica Palmer	06/20/2026
<i>Notes:</i>				

9/24/25	We will utilize \$41,000 of Title I funds (excluding benefits) to hire 1 MCL2 at \$18,250, 2 Expanded Impact 1 Teachers at \$4,500, 3 Expanded Impact 2 Teachers at \$13,500, and 1 Expanded Impact 4 Teacher at \$16,000 to help support Goal 2- The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 20.4% in SY2024-25 to 25.4% in SY2025-26.		Monica Palmer	06/30/2026
<i>Notes:</i>				
9/23/25	We will utilize \$19,461.54 of Title I funds (excluding benefits) to hire) to hire a 0.5 interpreter in order to provide support to bi-lingual families and to increase DIBELS from 56% to 62%.		Sue Kind	06/30/2026
<i>Notes:</i>				
9/23/25	We will utilize \$3,000 of Title I funds for family engagement events (\$500 for printing, \$1,000 for curriculum materials, \$1,500 for food (vendors TBD), in order to increase EOG CCR in ELA from 20.4% to 27%		Amanda Lawson	06/30/2026
<i>Notes:</i>				
Implementation:		06/12/2025		
Evidence	6/12/2025 At every monthly SIT meeting title one expenditures were reviewed and discussed as well as approved or denied.			
Experience	6/12/2025 The title one funds that were received were used to fund positions that would provide additional instructional support for the 2024-2025 school year. 4 title one tutors, 2 EIT 3's, 1 EIT 1, and an MCL 2.			
Sustainability	6/12/2025			

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

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

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
		<p>2025-2026</p> <p>Our SIP goal that aligns to this indicator is:</p> <p>Goal 1</p>	Limited Development 08/12/2024		

The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 56% in SY2024-25 to 62% in SY2025-26.

AND

Goal 2

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 20.4% in SY2024-25 to 25.4% in SY2025-26.

AND Guardrail 1

The percent of students scoring Grade Level Proficient (GLP) in our lowest performing student group on the ELA End of Grade assessments in grades 3-5 will increase from 39.2% in SY 2024-25 to 44% in SY 2025-26.

(Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

2024-2025

Our SIP goal that aligns to this indicator is:

The percentage of students scoring Grade Level Proficient (GLP) in our Black student group on the ELA End of Grade assessments in grades 3-5 will increase from 24.4% in SY 2023-24 to 36.4% in SY 2024-25.

As of June 2025, we have partially met this indicator. The percentage of students scoring Grade Level Proficient (GLP) in our Black student group on the ELA End of Grade assessments in grades 3-5 increased from 24.4% in SY 2023-24 to 30.5% in SY 2024-25.

One success of this school year is that in 4th grade ELA there was a 20.1% increase in GLP for our Black student group compared to the previous school year. Our 4th grade ELA team was able to have a broad reach and impact across all subgroups and obtained high achievement for this subgroup in particular.

One challenge to meeting our goal this school year does continue to be the racial disparities in our behavioral incidents. There are a disproportionate number of behavioral incidents in Educator's Handbook for this subgroup. We have also noticed discrepancies in our parental reach and involvement across subgroups which may be one of the root factors.

One opportunity for next school year will be considering ways to better involve the parents of the students in this subgroup. This will lead to fewer disciplinary incidents and less time spent out of the classroom which will result in increased academic achievement.

2023-2024

Our SIP goal that aligns to this indicator is:

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

As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator. Based on BOY DIBELS data, 52% of students required Tier 3 support in reading and 18% of students required Tier 2 support in reading. Based on EOY DIBELS data, 42% of students required Tier 3 support in reading and 15% students required Tier 2 support in reading. Based on BOY Math data, 24% students required Tier 3 support in math and 15% students required Tier 2 support in math. Based on EOY MAP data, 28% students required Tier 3 support in math and 16% students required Tier 2 support in math. This shows our MTSS framework is somewhat effective because students are reducing their tiers in Reading but not in Math. There were 21 EC referrals this school year, 14 qualified, 4 are in process, and 3 did not qualify. However, only 4 of these referrals were made by the school whereas 17 were made by a parent/guardian of the student.

One success of this school year is that we were able to hire 4 Title I tutors to provide reading interventions to students. Additionally, multiple TAs were able to be trained in Orton Gillingham to provide reading interventions to students in need. Also, ESSR funds allowed us

to have a dedicated MTSS interventionist which increased our capacity to plan for and provide interventions. We have also been able to invite parents to Tier 3 review meetings for our students that we are most concerned about in order to problem solve. Many of these conversations have led to needed EC referrals.

Some challenges as we head into the 2024-2025 school year include reduced human capital as ESSR funds are no longer available and allotments have been reduced. We struggled with our capacity to provide math interventions and this will continue to be more difficult with less human capital. Another challenge was the way our master schedule was set up this year, which did not allow students to get both a math and reading intervention because there was only one intervention block. Additionally, the planning period was very short which affected the amount of time both to plan for core instruction and review intervention progress.

We have the opportunity to re-do the master schedule to better meet the needs of students across multiple tiers for the 2024-20245 school year. We will have separate intervention times for math and reading to ensure students who need additional support in both areas receive it. Additionally, we will increase the planning period from 40 minutes to 55 minutes daily. This will allow more time for teachers to plan for core instruction and review intervention progress. Finally, we will work on training additional staff in various math interventions. We have not seen a ton of success with the intervention we use presently,

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:	When fully implemented: <ul style="list-style-type: none"> PLCs will consistently look at various data sources and use it to drive whole group and small group instruction. Teachers across the building will consistently implement EL Education (ELA) and Open Up Resources (Math) with integrity. All students requiring Tier 2 or Tier 3 intervention as indicated by the data decision rules in math, reading, behavior/SEL, and/or attendance will receive consistent intervention and timely progress monitoring. Core action walkthroughs will consistently result in observation of rigorous, standards-aligned, engaging instruction. Staff across multiple departments (EC, TD, EL, counselors, etc.) will collaborate regularly. EVAAS growth will be exceeded overall and across all content areas. 		Amanda Lawson	06/10/2026
Actions		0 of 7 (0%)		
8/28/25	The leadership team will provide guided data dives BOY, MOY, EOY 3 times a year in PLC meetings throughout the school year to provide strategic coaching and small group action plans to all grade levels. Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Sue Kind	10/24/2025
<i>Notes:</i>				
8/28/25	Review MTSS implementation effectiveness with staff twice annually and refine processes as needed		Sue Kind	06/10/2026
<i>Notes:</i>				
9/23/25	We will utilize Title I funds to hire two part-time tutors (\$36,767.77+ \$22,979.85, excluding benefits) to provide individualized or small group support for k-5 students and students in Tiers 2 and 3, in order to increase GLP from 39.2% to 44%.		Amanda Lawson	06/30/2026
<i>Notes:</i>				
9/23/25	We will utilize \$39,696.30 (excluding benefits) of Title I funds to hire a BMT to provide SEL support in order to decrease OSS from 23 incidents to 20.		William Jones	06/30/2026
<i>Notes:</i>				

9/23/25	We will utilize \$4,000.00 of Title I funds to purchase furniture and equipment such as Kidney tables from Lakeshore to support small group and individualized instruction, to increase Reading EOG scores from 20.4% to 24%.		Amanda Lawson	06/30/2026
<i>Notes:</i>				
9/23/25	We will utilize \$3,000 of Title I funds to purchase the Ron Clark app in order to provide on-going communication with families about attendance and behavior, in order to decrease chronic absenteeism from 31% to 28%		Trashonda Atkins	06/30/2026
<i>Notes:</i>				
9/24/25	We will utilize \$14,938.50 (Benefits excluded) of Title 1 funds for extended employment to support Goal 2 to increase our CCR students from 20.4% to 25.4% in the 25-26 school year.		Monica Palmer	06/30/2026
<i>Notes:</i>				
Implementation:		06/17/2025		

Evidence

6/17/2025

Principal Palmer did hire four title one tutors to work specifically with small groups providing instruction in literacy and Math

Aligned to Goal 1: The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 53.8% in SY2023-24 to 60.4% in SY2024-25.

<https://docs.google.com/spreadsheets/d/17iYxLdF9bvUuGC4wuHaEX-jcPjiG-8HIEKeWuqOtf9o/edit?gid=0#gid=0>

<https://docs.google.com/document/d/1Gwk5IYvD9LQ704XSEV-tU25gr8efgPN9PATIKpXhdPg/edit?tab=t.0>

Decodables were purchased, but work was done in Kindergarten specifically to support the implementation of these intervention tools during small group time. Monitoring was done during walk throughs to check for integrity and fidelity.

This was done and we were able to use these items to support the weeks leading up to the EOG as well as incorporate these text during our reengagement time of our scholars ahead of retesting.

This was done and accomplished by our ML team resulting in exiting the 2nd highest number of ML students in the district for the 2025-2026 school year.

This was accomplished via weekly grade level PLC meetings. This was further carried out in the bi-weekly MTSS meetings held with admin and SST.

Experience

6/17/2025
Principal Palmer did hire four title one tutors to work specifically with small groups providing instruction in literacy and Math

Aligned to Goal 1: The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 53.8% in SY2023-24 to 60.4% in SY2024-25.

<https://docs.google.com/spreadsheets/d/17iYxLdF9bvUuGC4wuHaEX-jcPjiG-8HIEKeWuqOtf9o/edit?gid=0#gid=0>

<https://docs.google.com/document/d/1Gwk5IYvD9LQ704XSEV-tU25gr8efgPN9PATIKpXhdPg/edit?tab=t.0>

Decodables were purchased, but work was done in Kindergarten specifically to support the implementation of these intervention tools during small group time. Monitoring was done during walk throughs to check for integrity and fidelity.

This was done and we were able to use these items to support the weeks leading up to the EOG as well as incorporate these text during our reengagement time of our scholars ahead of retesting.

This was done and accomplished by our ML team resulting in exiting the 2nd highest number of ML students in the district for the 2025-2026 school year.

This was accomplished via weekly grade level PLC meetings. This was further carried out in the bi-weekly MTSS meetings held with admin and SST.

<p>Sustainability</p>	<p>6/17/2025</p> <p>Principal Palmer did hire four title one tutors to work specifically with small groups providing instruction in literacy and Math</p> <p>Aligned to Goal 1: The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 53.8% in SY2023-24 to 60.4% in SY2024-25.</p> <p>https://docs.google.com/spreadsheets/d/17iYxLdF9bvUuGC4wuHaEX-jcPjiG-8HIEKeWuqOtf9o/edit?gid=0#gid=0</p> <p>https://docs.google.com/document/d/1Gwk5IYvD9LQ704XSEV-tU25gr8efgPN9PATIKpXhdPg/edit?tab=t.0</p> <p>Decodables were purchased, but work was done in Kindergarten specifically to support the implementation of these intervention tools during small group time. Monitoring was done during walk throughs to check for integrity and fidelity.</p> <p>This was done and we were able to use these items to support the weeks leading up to the EOG as well as incorporate these text during our reengagement time of our scholars ahead of retesting.</p> <p>This was done and accomplished by our ML team resulting in exiting the 2nd highest number of ML students in the district for the 2025-2026 school year.</p> <p>This was accomplished via weekly grade level PLC meetings. This was further carried out in the bi-weekly MTSS meetings held with admin and SST.</p>			
------------------------------	---	--	--	--

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

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

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:

2025-2026

Our SIP Goals that align to this indicator are:

The number of OSS/ISS incidents will decrease from 23 OSS/ISS incidents in SY 2024-25 to 20 OSS/ISS incidents in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

AND

The percent of Chronic Absenteeism will decrease from 31% in SY 2024-25 to 28% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

2024-2025

Our SIP Goals that align to this indicator are:

The number of OSS/ISS incidents will decrease from 84 OSS/ISS incidents in SY 2023-24 to 40 OSS/ISS incidents in SY 2024-25.

AND

The percent of Chronic Absenteeism will decrease from 34.97% in SY 2023-24 to 32.00% in SY 2024-25

As of June 2025, we have met our goals aligned to this indicator. The number of OSS/ISS incidents decreased from 84 OSS/ISS incidents in SY 2023-24 to 17 in SY 2024-2025. The percent of Chronic Absenteeism decreased from 34.97% in SY 2023-24 to 29.50% in SY 2024-25

One success of this school year is our various attendance incentives which allowed us to reduce chronic absenteeism across quarters. We utilized perfect attendance ceremonies as well as weekly attendance raffles. Another success is our implementation of an after school detention program with restorative practices as an alternative to suspension. This significantly reduced our suspension rate.

One challenge as it relates to chronic absenteeism is that we have a very transient population, and oftentimes there are gaps between

Limited Development
09/10/2023

when students enroll at the next school. Another challenge is the number of tardies we have each day. There are no rules or regulations about the number of allowable tardies at the elementary level. Another challenge is the increase in identified EC students with extremely high behavioral needs and the lack of prompt support available when a student is posing a serious threat to other students and staff members.

An opportunity for next year will be to continue implementing our attendance plan and detention program as they are allowing us to meet our goals.

2023-2024

Our SIP Goals that align to this indicator are:

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.

and

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.

As of June 2024, we have partially met this indicator. Due to the passing of SB-49, we were not able to administer the panorama survey to the majority of our students and do not have current data for this goal. Our suspension data is still disproportionate for our Black students - disproportionality increased from 7.3% in 2022-2023 to 23.2% in 2023-2024. Our Black students make up 23% of our student population but account for 49% of all suspensions. However, our Hispanic students account for 62% of our student population but only 51% of our suspensions. We had 17 suspensions for Black students in SY 2023-2024 which did meet our goal.

This year, we rolled out a new behavior matrix school wide. We used the R.I.S.E (Respect, Integrity, Strive for Greatness, and Empathy). In

surveying staff members as to what the letters of the matrix stand for, 0% answered correctly. No one surveyed knew what the S stood for. More time is needed to internalize the matrix among staff and students. We also used Educator's handbook to track incidents. Approximately, 70% of staff used this program as directed. This year we had 325 office referrals and 279 minor incidents, as compared to 251 office referrals and 440 minor incidents the previous school year. This data is difficult to interpret year to year because increased entries could be due to escalating behavior or due to more staff entering behaviors as they are supposed to. According to the Teacher Working Conditions Survey, 90% of staff agree that positive behavioral interventions and support are used. However, this must be referring to informal interventions, as there have been less than 10 behavior intervention plans in Branching Minds this school year.

One success of this school year was we did an initial launch of Capturing Kids' Hearts and trained all staff. 100% of classrooms had a social contract posted that was made by the students and staff. Many teachers were observed referencing their contracts throughout the year with students. At each staff meeting, various staff members were able to share what they do in their classroom that embodies Capturing Kids' Hearts.

One challenge is that we have 33 beginning teachers and classroom management tends to be an area of difficulty for beginning teachers. Most of our coaching was around content and there is a need for more coaching on classroom management.

One opportunity for next year will be to provide more professional development related to classroom management. Our beginning teacher meetings may be a good place to do this.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:	<p>When fully implemented:</p> <ul style="list-style-type: none"> All homeroom classes and related arts classes will have a written Social Contract that has been developed in collaboration with students and 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. SEL instruction is provided in each classroom according to Caring Schools Community and Capturing Kids' Hearts Behavior incidents in educators handbook will decrease 		Meredith Fox	06/30/2026
Actions		0 of 2 (0%)		
9/25/25	In lieu of straight to suspend we will run the ARES restorative after school detention program incorporating SEL, and academics as well as an opportunity for a parent conference when picked up.		Buku Guzeh	10/24/2025
<i>Notes:</i>				
9/25/25	Student attendance reports will be run weekly to incorporate shout outs on the morning announcements for classes who have no tardies and/or absences.		Amanda Lawson	06/20/2026
<i>Notes:</i>				
Implementation:		06/17/2025		
Evidence	6/17/2025 Our DOS does daily morning walks during SEL and morning meeting times each day on varying grade levels. Members of the ILT have also joined in this daily practice.			

Experience		<p>6/17/2025</p> <p>Both a BMT and a Bi-lingual family interpreter have bene hired and put in place to provide support with behavior and attendance respectively.</p> <p>Aligned to Guardrail 3: The percent of Chronic Absenteeism will decrease from 34.97% in SY 2023-24 to 30.00% in SY 2024-25.</p> <p>Aligned to Guardrail 2: The number of OSS/ISS incidents will decrease from 84 OSS/ISS incidents in SY 2023-24 to 40 OSS/ISS incidents in SY 2024-25.</p>			
Sustainability		<p>6/17/2025</p> <p>All classrooms do have a social contract and it is in line with the CKH expectations. The work done with CKH and social contracts have earned ARES the title of a national showcase school.</p>			
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:		<p>2024-2025</p> <p>Our SIP goals that aligns to this indicator are:</p> <p>The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 53.8% in SY2023-24 to 60.4% in SY2024-25.</p> <p>AND</p> <p>The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 13.4% in SY2023-24 to 19.7% in SY2024-25.</p> <p>As of June 2025, we have partially met this indicator. The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS increased from 53.8% in SY2023-2024 to 56.0% in SY2024-2025. The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 increased from 13.4% to 19.7%.</p> <p>One success of this school year is we were able to increase the percentage of 1st and 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS (+4.1%) as well as the large increase in students scoring College and Career Ready in 4th grade reading (27.6%).</p>	Limited Development 08/12/2024		

One challenge to meeting our goals was our difficulty in moving our Kindergarten students in the area of early literacy. We began the year with a very high number of our incoming Kindergarten students scoring well-below benchmark on DIBELS. We struggled to increase early literacy skills at the rate required for students to meet benchmark in one year. Additionally, we struggled in the area of 5th grade reading as well. Our 5th grade students have continued to be our lowest achieving cohort of students in the building and we struggled to break that cycle and close gaps at the rate required to meet our goals.

One opportunity for next year will be recruiting an EIT 2 teacher for Kindergarten to help with our literacy scores and provide leadership in this area for the team. Additionally, our incoming 5th grade cohort for next year is coming in with much higher achievement levels with the opportunity to continue this progress.

2023-2024

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.

As of June 2024, we have not met this indicator. Our 3rd grade ELA CCR rate for the 2023-2024 school year decreased to 7.5% as compared to 7.8% in 2022-2023 school year and 10.1% in the 2021-2022 school year. We saw more positive data at other levels/content areas through working toward this indicator. College and Career Readiness increased in 3rd grade math from 18.9% to 23.7% and 5th grade reading from 10.2% to 25.2%.

One success of this school year is we were able to slightly increase grade level proficiency in 3rd grade reading because of our small group instruction and utilizing a teacher leader to coach newer teachers. Another success was in how we ensured students assigned to the three blocks of the 5th grade ELA vacancy still got high quality instruction. We utilized a guest teacher and AP to plan for and cover the 5th grade ELA classes and this grade level/content ended up with the largest increase of CCR (15%) of any grade level/content area.

One challenge to meeting this goal is our difficulty in recruiting and

retaining highly qualified teachers. This year, two of our three 3rd grade ELA teachers were not fully licensed teachers.

One opportunity for next year will be prioritizing placing highly qualified teachers in our 3rd grade ELA classes, as well as other core content areas. Additionally, as a school with many beginning teachers, we are working on recruiting more experienced teachers to fill vacancies since we are at capacity in supporting new teachers, and also to develop better mechanisms to support the new teachers on our staff. This will affect college and career readiness at all levels.

How it will look when fully met:

What it will look like when this indicator is fully met:

- Implementation of EL Education (ELA) and Open Up Resources (Math) with integrity throughout the entire school.
- Walkthroughs consistently demonstrate teachers are engaging in core instructional practices.
- PLC time is used effectively as evidenced by backwards planning instructional design and evolving instructional decisions being made based on all available data. There will also be modeling of lessons throughout all content PLCs on a regular basis.
- Students in every classroom consistently receive differentiated support.
- Increase in student outcomes in all areas across all subgroups.

Sue Kind

06/30/2026

Actions

0 of 4 (0%)

9/23/25 We will utilize \$10,524.00 of Title I carryover funds to purchase six packs of books for each child's family from Just Right Readers to provide literacy resources to families in order to increase ELA EOG scores in grades 3-5 from 39.2% to 44%.

Sue Kind

10/24/2025

Notes:

9/24/25 Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (Aligns to A2.04 and CMS Goal 1).

Monica Palmer

06/10/2026

Notes:

9/24/25 Facilitate weekly PLC planning sessions focused on collaboratively unpacking standards and co-developing standards-aligned units of instruction for each grade level and subject area. Use district pacing guides and student data to ensure vertical alignment and instructional coherence.

Amanda Lawson

06/10/2026

Notes:

9/23/25 We will utilize \$12,288.41 of Title I funds to purchase a variety of supplies and materials from (vendors and amount TBD) in order to increase EOG ELA scores from 39.2% to 44%

Sue Kind

06/30/2026

Notes: