

## 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 percentage of 8th grade students scoring at or above (CCR) College and Career Ready on End of Grade Science will increase from 40.3% in SY2024-25 to 50% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 6-8 will increase from 33.1% in SY2024-25 to 40% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 100% in SY2024-25 to 100% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)
- The percentage of 6th-8th grade students who score at the College and Career level (CCR) -4 or 5 - on the Mathematics EOG will increase from 28.8% in SY2024-25 to 32% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 3)
- The number of students who experience OSS/ISS will decrease from 26% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- The percent of Chronic Absenteeism will decrease from 44% in SY2024-25 to 34% in SY2025-26. (Guardrail 3)
- This school will retain 90% of our highly effective classroom teachers throughout the 2025-26 school year that remain in the school district. (Guardrail 4)
- The percent of ML students that exit the ML program will increase from 20 students in 24-15 to 24 in 25-26. (Aligns to CMS Goal 1 and 2 and Guardrail 1)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**2025-2026**

Limited Development  
07/31/2024

Based on last year's data and teacher feedback, we recognized the value of timely feedback during walkthroughs. Consequently, we established a structured walkthrough schedule that includes specific checkpoints throughout the school year. We formed teams to conduct walkthroughs for the same group of teachers every other week. This approach provided teachers with the opportunity to implement recommendations from previous walkthroughs effectively. This schedule enabled us to gain a comprehensive view of how Professional Learning Communities (PLCs) and individual teachers were progressing against specific success criteria. Subsequently, we aligned our feedback and professional development (PD) efforts to address identified needs. Our Instructional Leadership Team (ILT) monitored this data weekly, allowing us to identify teachers requiring additional support, assist those on the verge of meeting expectations, and identify teacher leaders for support in fostering a Success Culture at ARMS. We organized practice clinics tailored for specific teachers and conducted learning walks to observe exemplary practices among "rock star" educators, focusing on academic monitoring and small group instruction expectations. Our professional development initiatives were strategically designed around small group instruction, collaboration, and academic monitoring throughout the academic year. We shared data with staff on a monthly basis, ensuring transparency throughout the process. Continuous discussion and feedback were prioritized, demonstrating staff effectiveness in fostering their own professional growth. Challenges with this indicator involve developing a larger teacher leadership cohort for grade level and PLC support. Moving into the next academic year, we will continue to leverage this indicator as a tool for monitoring both teacher and student success.

2024-2025

Our SIP Goals that align to this indicator are:

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

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

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

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

better with keeping that time sacred; however, we were successful with the use of our SAM calendars.

**How it will look when fully met:**

When this objective is fully reached, we will consistently visit classes and provide face-to-face feedback and practice with all teachers. We will create model lessons and demonstrations to help our teachers visualize success. We will have outlined high expectations for lesson structure, small group instruction, PLCs, appropriate tasks, and student engagement. The principal and instructional leaders will prioritize classroom visits and support the instructional program. Instructional leaders will provide timely, bite-sized feedback to teachers and monitor improvement in subsequent visits. Opportunities to practice and demonstrate mastery will be provided through practice clinics and professional development. When this goal is fully met, greater than 75% of teachers will report getting enough feedback on the Insight Survey.

**Toni Perry**

**06/10/2026**

**Actions**

**0 of 2 (0%)**

8/29/25

The Instructional Leadership Team (ILT) will implement a calibrated walkthrough tool to be used during weekly classroom walkthrough observations. This tool will help identify instructional strengths and coaching needs, with a focus on ensuring consistent, standards-aligned instruction across all grade levels and content areas. The feedback form for teacher will focus on areas for improvement and teachers will engage in this calibration process.

Toni Perry

06/10/2026

*Notes:*

8/29/25

The school implements a data analysis and action planning process for MVPA data, benchmark data, common assessments, and other data sources to increase student achievement creating targeted lists from the beginning of the year and adjusting as needed. (Aligned with FAM-S 29 and Goals 2 and 3).

Toni Perry

06/10/2026

*Notes:*

**Core Function:**

**Domain 2: Talent Development**

**Effective Practice:**

**Practice 2B: Target professional learning opportunities**

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p><b>2025-2026</b></p> <p>Success related to this goal includes continuous focus on hiring and retaining strong math teachers, implementing effective instructional goals and expectations, and following the cycle of continuous improvement which leads to intensified strategy and support. In September, we professionally developed our entire staff on the strategies we would be implementing to help or EC and underachieving population to grow and improve student proficiency. We are using a school-wide success culture that outlines the classroom environment, supervision, classroom Capturing Kids Hearts Culture, the small group instructional culture and the small group aggressive monitoring indicators.. attached Success Culture This was set up in phases beginning in September and moving through November. As an Instructional Leadership Team we monitored the successes and determined the staff that may need support and re-adjusted our timeline. This was monitored throughout the entire school year. To increase retention of our most effective teachers, we met with the TLP department to determine which teachers in Math, ELA, and Science 8 teachers who qualify for the TLP and recruited them to join the pool. These teachers have become leaders on their teams and help to implement the program successfully. Challenges with this indicator relate to the release of monies from Title 1 and how we are able to spend this money. The challenge moving into 2025-2026 is determining the most effective intervention and balancing the intervention with grade level instruction for our EC students. An opportunity to address this challenge is to market stipends for the Teacher Leadership Pathway to incoming teachers. Also, providing ongoing PLC/teacher support and gathering feedback from our teams to create a more effective instructional program.</p> <p><b>2024-2025</b></p>	<p>Limited Development 09/16/2022</p>		

Our SIP Goals that align to this indicator are:

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

and

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

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

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

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

plans/incentives for perfect attendance on those days.

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

**How it will look when fully met:**

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

**Toni Perry**

**06/30/2026**

**Actions**

**0 of 2 (0%)**

8/29/25 The school implements a data analysis and action planning process for MVPA data, benchmark data, common assessments, and other data sources to increase student achievement creating targeted lists from the beginning of the year and adjusting as needed. (Aligned with FAM-S 29 and Goals 2 and 3)

Toni Perry

06/10/2026

*Notes:*

8/29/25 The leadership team will conduct weekly walkthroughs using our instructional monitoring and formulaic instructional tool to analyze instructional practices to impact and gauge trends throughout the building determining necessary growth and professional development growth decisions including a need for practice clinics. During ILT we will identify trends that will inform PLC support and guide coaching priorities, (Goal 2 & Goal 3)

Kimberly Hazel

06/10/2026

*Notes:*

<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>				
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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
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<i>Initial Assessment:</i>		<p><b>2025-2026</b></p> <p>Success for this indicator is defined as follows: During the 2024-2025 school year, we transitioned to using the iReady Universal Screener as our primary diagnostic tool to assess our current students. The iReady diagnostic is administered at the beginning, middle, and end of the school year, helping us place students on personalized learning pathways. To support this, we focused on academic enrichment by dedicating 25 minutes each day to iReady practice, encouraging students to complete 2 lessons and spend 40 minutes of practice per subject each week. We started the year with three MTSS (Multi-Tiered System of Supports) groups to provide additional support for Tier 2 students in ELA and Math. By mid-year, we adjusted our academic enrichment courses for over 400 students, aligning them with the content and teachers who could provide the most support. Preliminary data from the Middle of the Year (MOY) diagnostic shows growth from Diagnostic 1 (September) to Diagnostic 2 (January), with final growth data to be collected from the End of Year (EOY) diagnostic. The table below outlines growth from the beginning of the year (BOY) to the middle of the year (MOY):The EOY growth data will be collected soon and is expected to show further progress.</p> <p>Beginning of Year to Middle of Year iReady Data (Waiting on iReady Screener Data from BOY)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Math</th> <th>% Growth</th> <th>Reading % Growth</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>35%</td> <td>36%</td> </tr> <tr> <td>7th</td> <td>26%</td> <td>44%</td> </tr> <tr> <td>8th</td> <td>35%</td> <td>33%</td> </tr> </tbody> </table> <p>Our MTSS facilitator meetings focused on behavior with our counselors and behavior support coordinators. They discussed specific student behaviors that may be hindering academic progress, and these meetings were held monthly. Results were shared with the staff members who work directly with the students involved.</p>	Math	% Growth	Reading % Growth	6th	35%	36%	7th	26%	44%	8th	35%	33%	Limited Development 07/18/2024		
Math	% Growth	Reading % Growth															
6th	35%	36%															
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8th	35%	33%															

Throughout this school year, our emphasis has been on small group instruction and continuous academic monitoring. Teachers received training to provide targeted small group instruction based on data, helping students who need extra support each day. The Instructional Leadership Team (ILT) monitored the small group sessions and provided feedback to help both teachers and students improve. Data from these observations highlighted areas for improvement, and teachers received additional practice clinics to further enhance their skills. Moving forward, we will continue to prioritize small group instruction, academic monitoring, and teacher feedback to ensure ongoing progress.

Challenges associated with this indicator include our ongoing learning curve with the iReady program. We are working closely with iReady staff to develop our professional knowledge and refine our use of their reports for tracking student progress on a weekly, monthly, and goal-specific basis. As we move into the 2025-2026 school year, we plan to analyze the iReady data in conjunction with EOG test scores, MVPA, and EVAAS growth metrics to assess the alignment between our instructional focus and student outcomes. This analysis will help us better understand the effectiveness of MTSS and Tiered Intervention.

#### **2024-2025**

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

<p><b>How it will look when fully met:</b></p>	<p>At full implementation, 80% of our teachers will effectively implement small group instruction which will help to embrace the mindset of student responsiveness to instruction rather than student deficits or weaknesses. We will own the outcomes of our students and see their progress as directly related to the quality of instruction and make needed revisions. We will address student needs individually and monitor the impact of the intervention through ongoing data. When instructional practices are not working, we will determine a research-based replacement strategy to better support the student. When this objective is fully met, our students will achieve more than a year's growth each year and will experience greater proficiency on the EOGs. We will have maximized instructional time and impact for students and there will be less of a need for teachers to be retrained in areas of focus. Our core curriculum will be systematically impactful. We will collaboratively plan using strategies of best practices and make instructional strategy decisions based on the influence on student performance. Each demographic within our school will experience successful growth (meeting or exceeding growth projections every year). The science of effective teaching will be replicated across content areas and demonstrated between classes. Each year, we will further build on and refine the core curriculum as we learn and employ new responses to intervention.</p> <p><a href="#">iReady Implementation Plan</a></p>		<p>Toni Perry</p>	<p>06/10/2026</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>9/26/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>Toni Perry</p>	<p>06/03/2026</p>
<p><i>Notes:</i></p>				
<p>8/29/25</p>	<p>Implement a school-wide protocol for regularly scheduled, collaborative data team meetings focused on analyzing student performance data and aligning tiered instruction with evidence-based practices tailored to individual needs.</p>		<p>Toni Perry</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

8/29/25	Implement small groups, flexible groups, interventions and enrichment for students identified through multiple formal and informal data sources and assessments to support students not performing at grade level. (Aligned with FAM-S 3 and Goals 2 and 3).		Toni Perry	06/10/2026
<i>Notes:</i>				
8/29/25	Within the 2025-2026 school year, our TSI school will implement the following evidence-based intervention to increase overall performance of Exceptional Children: Data Driven Small Group Instruction. (Goals 2 & 3)		Toni Perry	06/10/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p><b>2025-2026</b></p> <p><b>As of April 2025, we continue to address the challenges noted in our 2023–2024 academic year while building on the foundation laid last year. While we did not meet our goal of increasing Math 8 CCR to 28% by June 2024, our continued focus on instructional improvement has led to meaningful progress in systems and support structures. Last year’s CCR in Math 8 increased only slightly from 3.2% to 3.3%. In response, we took action by enhancing instructional practices, reinforcing our data-driven culture, and improving leadership support within PLCs.</b></p> <p><b>Since the start of the current school year, we have assigned a leadership team member to each PLC to help stretch the thinking of teams through intentional lesson planning and deeper data analysis. Our PLCs continue to meet twice a week and often more frequently—to identify student needs and align instruction to essential standards. During PLCs, we are unpacking the standards, reviewing independent and student work, and analyzing both formal and informal data to make targeted instructional adjustments that meet the needs of our students. This approach has strengthened collaboration and ensured that re-looping efforts at the end of the year are informed by real-time student performance data.</b></p>	Limited Development 07/18/2024		

**To further support student growth in Math, we have integrated daily Academic Enrichment time for students who have not yet demonstrated proficiency. During this time, students engage in their individualized learning pathways through the i-Ready platform for at least 20 minutes each day. We monitor implementation during Academic Enrichment through walkthroughs to ensure students and teachers remain on track. We have also strengthened our instructional monitoring systems through weekly classroom visits in tested areas, where ILT members conduct paired walkthroughs with a focus on small group instruction, academic monitoring, and high-quality teaching practices. These visits provide real-time feedback to teachers on strengths and opportunities for growth, ensuring that instruction remains aligned to both NC standards and school-wide expectations.**

**Although we began the school year facing staffing challenges, every class with a vacancy was staffed with a certified teacher, and we successfully hired two guest teachers with classroom experience. We've also seen a reduction in teacher absences in our tested areas. Our continued commitment is to strengthen the consistency and effectiveness of instruction across all classrooms.**

2024-2025 As of June 2024, we did not meet our goal of increasing Math 8 CCR to 28%. Math 8 CCR remained virtually the same at 3.3% (up from 3.2% in 2022-2023). Success aligned to this indicator includes summer planning for upcoming units and the implementation of Interdisciplinary Units of study. Our PLC's met twice a week throughout

the school year led by a PLC lead in math, science, and ELA. They created meaningful plans of action including targeted lists of students lists to help them with the re-looping process at the end of the year. Our ILT utilized the Sam's Calendar and each ILT member met individually with our Sam's coach to receive feedback and rationale of the Calendar process which reinforced our goal of spending at least 60% of our daily time on instructional processes. Challenges to meeting our 23-24 goals aligned to this indicator include teacher absences and vacancies which is an area to improve across the board. Opportunities that exist to address these challenges include strengthening our team's implementation of small group instruction and having a more timely response to student data.

***How it will look when fully met:***

When this goal is fully met, 100% of students will experience content through meaningful, aligned lessons which influence maximum gains in proficiency and growth. 100% of teachers will fully implement the standards, as unpacked within PLCs and at the state level. Teachers and staff will work collaboratively to solve problems of practice, examine the impact of instructional pedagogy, collaboratively plan and critique lessons, and develop rich curricula which engage students. We will establish goals for students, collectively and individually, and monitor progress through universal screeners such as MAP. Teachers will be clear on the success criteria (mastery criterion) for each essential objective and be able to speak to and address deficiencies within their classes. We will build on mastery of learning targets throughout the year and cycle through continuous practice of the skills in a comprehensive curriculum. As a team, we will collaborate to prioritize the most essential standards, unpack the KNOW/DO skills from the standards, and identify the most essential skills from the standard. We will create appropriate pacing for the essential standards to allow depth of teaching and learning throughout the course of the year. We will utilize this information to create meaningful learning experiences and tasks for students which will enhance the richness of the curriculum. Working in tandem with specialists in EL and ESL, we will develop scaffolds to ensure all students have access to the curriculum. We will monitor student data (pre- and post-assessments) to determine progress and adjust our instructional decision-making to more closely align to student needs. We will continuously assess our effectiveness as teacher leaders and collaborators based on the instructional impact we have made with our students. Finally, we will meet our overall goal of at least 34% proficient on the NC 2025 EOG.

**Toni Perry**

**06/10/2026**

Actions		0 of 4 (0%)		
9/26/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Toni Perry	06/06/2026
<i>Notes:</i>				
8/29/25	PLCs will engage in a structured and collaborative backward design process, embedded within a calibration cycle, to ensure alignment among standards, assessments, and instruction. Teams will consistently unpack questions and interpret standards to promote a shared understanding and instructional coherence.		Toni Perry	06/10/2026
<i>Notes:</i>				
8/29/25	Teachers will engage in targeted coaching and professional development focused on planning and implementing effective small group instruction within the core instructional block. This support will include modeling strategies for analyzing formative and benchmark assessment data, as well as aligning instructional decisions with identified student needs		Toni Perry	06/10/2026
<i>Notes:</i>				
8/29/25	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)		Toni Perry	09/10/2026
<i>Notes:</i>				

**Core Function:** Domain 4: Culture Shift

**Effective Practice:** Practice 4C: Engage students and families in pursuing education goals

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p><b>2025-2026</b></p> <p>As of June 2025, success aligned to this indicator includes an increase in weekly communication through ParentsSquare. It is sent out by text, phone, and an email blast. Parents are given this information in the Parent Handbook at the beginning of the year. It is also located in our main office. These documents are housed and accessed when needed. During our Open House all parents were required to come to</p>	Limited Development 07/31/2024		
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the session on powerschool and Parent Square. We were able to reach about 650 parents that day. Updates are also provided through social media campaigns. In addition teachers use ParentSquare to communicate with parents. Communication through Canvas helps parents and students stay informed. The calendar of events are housed on the schools website and updates are provided via social media with opportunities for engagement and volunteerism. Principal Weekly Buzz is sent out every Sunday and posted on our school website and in Parent Square.

The challenges we face are communicating platform use in Spanish and translation services that are available via setting selection on various platforms, many parents are currently not aware of these features/options to receive information in their preferred language. Additionally, the establishment of a core group of parents willing to serve on the SIT is a challenge. We struggle to create an active PTO. There was not an establishment of a consistent group of parents willing to serve on the SIT or the creation of an active PTO this year. Opportunities with incentives for parental engagement, classes with high attendance to events, encouraging teacher participation and invitations to parents, providing “parent university” and educational opportunities throughout the year, and providing parent resources to get involved and help grow the school community. We must address and continue to increase parental involvement and engagement, tracking and collecting demographic information. We have utilized the parent advocate position to help with parent contacts, translation services, and developing sustaining relationships with families to gain their support and trust in collaborating with ARMS to ensure student success.

As a continued effort for the 2025-2026 school year we are trying to recruit parents from our feeder elementary schools and hope to maintain these relationships throughout the students middle school years.

#### **2024-2025**

As of June 2024, success aligned to this indicator includes an increase in weekly communication with parents through the

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

***How it will look when fully met:***

When this objective is fully met, at least 75% of families will interact regularly with the school. We will regularly implement feedback from parents to improve our overall instructional program. We will include parent education to help family better understand how they can support the school goals at home. Relationships between school and home will have an impactful influence on students' social and academic performance. Families will receive regular communication from teachers about their children's progress through apps, such as; ParentSquare, Remind and Talking Points. We will have a great presence of families on our SIT. We will have a working Parent Student Teacher Organization.

**Toni Perry**

**06/10/2026**

Actions		0 of 3 (0%)		
10/1/25	<p>Price for Services 1136.62  Fleming's Simply Divine Sweets  Parent Meeting:  Snacks, Games, Education.  Parents will rotate through educational iReady and Universal Screener Station, Infinite Campus: access, report cards and progress reports, Title 1 Overview, School Compacts, All Gas No Brakes explanation to help parents help their children. AGENDA  We will educate parents on our theme of ALL GAS NO BRAKES and how that affects their children this school year. Parents will receive education in several stations:  Parent Square  Sign Up, download the APP  How to access  How to change language  Where to find old messages  Infinite Campus  Sigh Up  How to access  How to change language  How to see grades, progress reports, report cards  School Compacts Explantation  Title 1 Meeting  iReady and Universal Screener  Explanation of Universal Screener  Students access at home  What can you do to support these results?</p>		Toni Perry	10/10/2025
<i>Notes:</i>				
7/31/24	<p>Communicate with parents each weekend through ParentSquare messages to keep them apprised of school and student updates. Post email messages to the school website for easy access reference. Utilize the school marquee to celebrate and announce important school events, achievements, and reminders. (Goal 2 &amp; Goal 3)</p>		Toni Perry	06/10/2026
<i>Notes:</i>				
8/23/24	<p>Partner with families to ensure appropriate attendance, behavior, academic, and social emotional interventions to increase student proficiency. (FAM-S 3).</p>		Toni Perry	06/10/2026

Notes: