

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

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

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

The percent of 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.

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

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 61% in the Fall 2021 Panorama Screener (in Grades 3-5) to % in SY2022-23 and 68% in SY2023-24.

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 31.4% in SY2019-2020 to % in SY2022-23 and 23.0% in SY2023-24



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>

	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>			Working together as an overall team in terms of the school-wide implementation to best address	Limited Development 08/15/2022		

<p><b>How it will look when fully met:</b></p>	<p>Fully Met Implementation-Achievement of the District Goal.</p> <p>Albemarle Road Elementary School Goal 1: 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 15.9% in October 2021 to 50.0%, by October 2024.</p> <p>Albemarle Road Elementary School Interim Goal 1.1: The percentage of Black 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024</p> <p>Albemarle Road Elementary School Interim Goal 1.2: The percentage of Hispanic 3nd grade students projected to be College and Career Ready (CCR) on the Winter administration of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024.</p> <p>Albemarle Road Elementary School Interim Goal 4.1: The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in Mathematics on the Measure of Academic Progress (MAP) assessment will increase from 40% in June 2021 to 70% in June 2024.</p> <p>Albemarle Road Elementary School Interim Goal 4.2: The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in English Language Arts (ELA) on the Measure of Academic Progress (MAP) assessment will increase from 38% in June 2021 to 70% in June 2024.</p>		<p>Monica Palmer</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
	<p>8/17/22 Employ strategic support during intervention time (W.I.N. Time) via Flex Time-W.I.N. Time (EC/ML Teacher Support), Title I Tutors' Support. This support is designed based on the aggressive monitoring to determine the needs of scholars-small group instruction</p>		<p>Kristen Hoyt</p>	<p>06/15/2024</p>

<i>Notes:</i>				
8/17/22	Ensure overall Planning in PLCs in grades K-2 to support this goal (building blocks-alignment).		Robin Tench	06/15/2024
<i>Notes:</i>				
8/17/22	Evaluate Attendance to account for required seat time and instruction time.		Kristen Hoyt	06/15/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Student support services</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			We have a PLC structure that adheres to the schedule and allows differentiated instruction. We build our teachers, intentionally targeting teachers that need additional support. Our MTSS program served our 10% student population; An area of growth will be implementation of MTSS with 60% of our population served and monitored within the next two years. Our 90 day plan includes establishing an MTSS/SST leadership team and building a school PDP plan that includes MTSS using Branching Minds focusing on attendance, social emotional and academic support. Teachers will continue to be trained and monitored in the multi-tiered instructional practices. We will allocate budget to support this plan for MTSS for the next two years (Title 1 tutors, MTSS Facilitator). We will use our resources and support teachers including TD, MLS, & EC etc. to support our students in their instructional needs.	Limited Development 08/15/2022		

<p><b>How it will look when fully met:</b></p>	<p>Fully Met Implementation: The district goals would have been achieved.</p> <p>Albemarle Road Elementary School Goal 1: 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 15.9% in October 2021 to 50.0%, by October 2024</p> <p>Albemarle Road Elementary School Interim Goal 1.1: The percentage of Black 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024</p> <p>Albemarle Road Elementary School Interim Goal 1.2: The percentage of Hispanic 3rd grade students projected to be College and Career Ready (CCR) on the Winter administration of the Grade 3 ELA Measure of Academic Progress (MAP) assessment will increase from its baseline in February 2022 to 45% in February 2024.</p> <p>Albemarle Road Elementary School Interim Goal 4.1: The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in Mathematics on the Measure of Academic Progress (MAP) assessment will increase from 40% in June 2021 to 70% in June 2024.</p> <p>Albemarle Road Elementary School Interim Goal 4.2: The percent of students in Grades 2-8 that have a growth projection that met their annual growth projection in English Language Arts (ELA) on the Measure of Academic Progress (MAP) assessment will increase from 38% in June 2021 to 70% in June 2024.</p>		<p>Kristen Hoyt</p>	<p>06/15/2024</p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>8/17/22</p>	<p>Employ strategic support during intervention time (W.I.N. Time) via Flex Time-W.I.N. Time (EC/ML Teacher Support), Title I Tutors' Support. This support is designed based on the aggressive monitoring to determine the needs of scholars-small group instruction</p>		<p>Kristen Hoyt</p>	<p>06/15/2024</p>
<p>Notes:</p>				

	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
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<b>Initial Assessment:</b>	We planned and implemented Caring Schools throughout the grade levels; we will continue to build a community with a focus on Caring Schools and Panorama to engage students and staff in our two year plan. Our 90 day focus includes a full staff professional development of the Caring Schools program. We will also include monitoring of attendance within the first 90 days of school.	Limited Development 08/15/2022		
<b>How it will look when fully met:</b>	<p>Fully Met Implementation: The district goals would have been achieved.</p> <p>Albemarle Road Elementary School Interim Guardrail 1: The superintendent will not allow inequitable treatment of students.</p> <p>Albemarle Road Elementary School Interim Guardrail 1.3: Out-of-School Suspension (OSS) disproportionality for Black students in all grades will decrease from 31.4 percentage points in June 2019 to 23 percentage points in June 2024.</p> <p>Albemarle Road Elementary School Interim Guardrail 3: The superintendent will not neglect students' social/emotional health, wellness and development.</p> <p>Albemarle Road Elementary School Interim Guardrail 3.1a: Percent of students reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 61% in Grades 3-5 in September 2021 to 68% in Grades 3-5 in September 2024.</p> <p>Albemarle Road Elementary School Interim Guardrail 3.2a: Percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 72% in Grades 3-5 in September 2021 to 75% in Grades 3-5 in September 2024.</p> <p>Albemarle Road Elementary School Interim Guardrail 3.3a: Percent of students reporting a positive self-perception of their engagement in school on the Fall Panorama Screener will increase from 66% in Grades 3-5 in September 2021 to 72% in Grades 3-5 in September 2024.</p>		<b>Catherine Reiter</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/17/22	Equity Committee will provide staff with professional development.		Monica Palmer	06/15/2024

*Notes:*

8/17/22 Employ the use of Restorative Practices, ISS, and Behavior PD instead of OSS to decrease the occurrences of OSS.

Kristen Hoyt

06/15/2024

*Notes:*

8/17/22 Disaggregate social emotional data via Panorama Data Analysis and deliver the Caring Schools Curriculum, and make use of Guidance Counselor Check-ins and classroom lessons in order to best address the social emotional needs of students.

Kristen Hoyt

06/15/2024

*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
<i>Initial Assessment:</i>		Principal in attendance of grade level PLCs to support teachers and staff; Continue to work with PLCs to support teachers and staff. Principal engaged in problem solving with EC and MLS and will continue to do so; Principal regularly met with MCLs and Facilitators and ILT to build the school community and will continue to do so. In the first 90 days, the principal will monitor the school roll out and support the ILT with intentional coaching and instructional support.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Fully Met Implementation: The district goal will be achieved.  Albemarle Road Elementary School Goal 4: The percent of schools who met or exceeded expected Educator Value Added Assessment System (EVAAS) growth will increase from 71.7% in October 2019 to 95% by October 2024.		Robin Tench	06/15/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/17/22	Employ Intentional Coaching in order to increase teacher leadership by way of using the Get Better Faster.		Robin Tench	06/15/2024
<i>Notes:</i>					
	8/17/22	Instructional support to increase teacher leadership capacity in terms of feedback provided by Walk-throughs and Classroom Observations.		Monica Palmer	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We utilize Snap Connect! and delegate funds for Bi-lingual Parent Advocate to support families; Our leadership team, including the support services team, utilizes families and the community to support students.In the first 90 days, we will be inviting parents in for Open House and providing opportunities of engagement for families within the school.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Fully Met Implementation: Parent engagement will continue to increase via the positive partnership between school and home.		Darlene Espinoza	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/17/22	Continue to increase parent involvement and engagement via the use of Snap Connect in order to provide for school communication in the parent's native tongue.		Kristen Hoyt	06/15/2024
<i>Notes:</i>					