

## Comprehensive Progress Report

**Mission:** Our mission is to provide equitable rigorous learning opportunities in a compassionate environment while developing the skills and knowledge necessary to succeed in a global society.

**Vision:** Our vision is to educate and motivate every student to be a life-long learner and productive global citizen.

**Goals:**

By May 2023 Ashley Elementary School will raise proficiency in the area of Reading from 41% to 56% and earn a C on the NC Report Card.

By May 2023 Ashley Elementary School will raise proficiency in the area of Math from 34% to 56% and earn a C on the NC Report Card.

Ashley students will develop the SEL skills needed to be successfully engaged learners and adapt to challenging situations thus resulting in a reduction in office referrals.

By May 2023 Ashley Elementary School will raise proficiency in the area of 5th grade Science from 58% to 70% and earn a C on the NC Report Card.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are to provide social-emotional lessons daily to students utilizing the curriculum provided by the district. This is currently not being implemented with fidelity in each classroom. Office referrals increased by referring the same students with the same behavior multiple times. Teachers used ABE to input the office referrals and many were classroom violations but were referred to the office.	Limited Development 08/23/2022		
<i>How it will look when fully met:</i>		When this objective is met the staff will be using the curriculum provided by the district and retraining of PBIS the office referrals will be decreased as well as a decrease in classroom interruptions due to behavior. This will increase students' time on task, and engaged learning, and result in student academic success. Full implementation of this objective will be determined by data from ABE, lesson plans, parent/student feedback, and observations.		Shenita Perry	05/26/2023
<b>Actions</b>			<b>0 of 7 (0%)</b>		
	9/15/22	The school designee will provide refresher training on the use of ABE to the staff.		Louvenia Locklear	10/30/2022
<i>Notes:</i>					
	8/23/22	The school support staff will provide social media ethics training to include social workers and counselors during a faculty staff meeting.		Chris Fields	11/14/2022
<i>Notes:</i>					
	8/23/22	The Successful Student correlate will update and provide training to the staff on PBIS.		Shenita Perry	05/26/2023
<i>Notes:</i>					
	10/12/22	The School Social Worker and School Counselors will form groups and meet a minimum of twice a month to address the social and emotional needs of our black males, economic disadvantaged students, and students with disabilities.		Louvenia Locklear	05/26/2023
<i>Notes:</i>					
	10/20/22	Students will use Class Dojo and CCS social-emotional calendar lessons to address specific needs.		Natshauna Curtis	05/26/2023
<i>Notes:</i>					

10/20/22	Students collaborate to decide what rewards will be given at the end of each quarter for the Class Dojo celebration.		Kristine Fianza,	05/26/2023
<i>Notes:</i>				
8/23/22	Teachers provide social-emotional lessons daily which will reduce the number of office referrals and student support referrals.		Shauna Curtis	05/26/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</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>		Teachers meet as teams to develop standard-aligned units of instruction for each grade level and subject. These meetings occur during grade level planning, vertical planning, and PLCs.	Limited Development 08/23/2022		
<i>How it will look when fully met:</i>		Teachers will utilize current resources to align the instruction resulting in an increase in student achievement on Benchmark assessments and other assessments created by the state, district, and teacher.		<b>Gerri Smith</b>	<b>05/27/2024</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
8/23/22		During grade level planning, teachers will use Cumberland County Resources to ensure that their lessons are aligned with the standards that are taught.		Vannesa Montalvo	05/27/2024
<i>Notes:</i>					
8/23/22		During professional learning communities, teachers will use the CCS unpacking document when unpacking standards to create lesson plans that are aligned to the NC Standard course of study.		Vannesa Montalvo	05/27/2024
<i>Notes:</i>					
8/23/22		MCL will review lesson plans to ensure that specific learning activities are aligned with the standards being taught.		Sherrill Haley	05/27/2024
<i>Notes:</i>					
10/20/22		The administration and Instructional Coach will meet frequently with all grade levels during planning periods to ensure that the faculty's planning needs are both addressed and fully met. During this time the administration team will also ensure the time is used for instructional planning only and that each team member maintains a position supporting planning.		Vannesa Montalvo	05/27/2024

Notes:

10/20/22 Google Docs and a Google Shared Staff Folder will be used to share lesson plans, record meeting minutes, and to allow for collaboration between team members. Administration, instructional coach, and teachers will provide comments on lesson plans as needed

Vannesa Montalvo

05/27/2024

Notes:

**Core Function:** Dimension A - Instructional Excellence and Alignment

**Effective Practice:** Student support services

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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**Initial Assessment:**

The MTSS team has been formed but new members have to be added due to staff retirements and resignations. Currently, the team meets and discusses with teachers who have concerns about the academics and behaviors of identified students. The team discusses each student and the support they are currently receiving based on their tier. The team will decide the next steps.

Limited Development  
08/23/2022

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

Teachers will provide equity-based tiered instruction using various resources and data to meet the needs of the students. This will result in academic success for all students. The MTSS team will operate in accordance with the model designed by our state.

**Rechilda Rico-Lawhorn**

**05/26/2025**

**Actions** 1 of 4 (25%)

8/23/22 The administration will provide staff with an overview at the beginning of the year about the MTSS process.

Complete 08/15/2022

Vannesa Montalvo

09/06/2022

Notes:

8/23/22 The MTSS team will be restructured and training will be provided to the staff due to recent changes in staff employment status at staff meetings and PLCs.

Jessica Brunson Bagley

05/26/2025

Notes:

8/23/22 In response to meeting the needs of our targeted subgroups, all teachers, tutors, and identified staff will provide equity-based tiered instruction using multiple data sources to meet the differentiated needs of students in small and whole-group instruction.

Sherrill Haley

05/26/2025

*Notes:* The instructional coach and two MCLs will work collaboratively to ensure this goal is met.

10/10/22 In response to subgroup data our EC and AIG teachers will provide professional development to our staff to address the subgroup data during faculty meetings.

Shannon Blue

05/26/2025

*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
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**Initial Assessment:**

Currently, teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. However, this is not done in every situation at all times, therefore, progress must be made until all students receive what they need. As a PBIS school, we have practices in place to meet the needs of 80% student population. Our area of improvement is to meet the specialized needs of the remaining 20% of students who need additional support.

Recent data revealed that there is a learning gap between black males at Ashley and other student groups. There is no program established at Ashley to provide additional support for black males currently.

Limited Development  
09/14/2022

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

This objective will be fully met when the social-emotional needs of every student are addressed in a way that supports individual needs. When the learning gap is reduced between black males and other subgroups at Ashley resulting in proficiency in reading and math at the same rate as other student groups.

Rechilda Rico-Lawhorn

05/27/2024

**Actions**

0 of 3 (0%)

9/14/22 The PBIS team will meet monthly to refine and revise school-wide practices with a focus on the 20% of students that universal practices do not meet their needs. Additionally, the team will meet on an as-needed basis to provide strategies for students who need social-emotional support.

Kristine Fidanza

05/27/2024

*Notes:*

9/14/22 Student social-emotional needs will be addressed through lessons with the school guidance counselor and using the ABE system. Lessons will be provided during small group, and individual sessions and support provided to teachers

Natashauna Curtis

05/27/2024

Notes:

10/19/22 To address the subgroup data and gap that exist between black males and their peers we will form a partnership with Fayetteville State University to provide mentors for our black male students. Quinesha Roscoe; 05/26/2024

Quinesha Roscoe

05/27/2024

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:**

Currently, the school does not consistently support transitions for grade-to-grade or level-to-level. Our school only grades third, fourth, and fifth with a sister school with kindergarten, first, and second grade. We do not work as closely with our partner schools as needed to ensure student preparedness. Current practice is for the second-grade students to visit our school prior to their upcoming third-grade year.

Limited Development  
09/14/2022

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

Full implementation of this objective will be evident when staff members of the two schools meet on a regular basis to discuss student learning and the alignment of standards. Additionally, the two teams will review student data for trends of strengths and weaknesses to address specific needs. Students will have greater opportunities to review the expectations for upcoming years and make stronger connections with teachers of the next grade level.

**Sherrill Haley**

**05/26/2023**

**Actions**

**0 of 3 (0%)**

9/14/22 The third-grade team will meet on a regular basis with the second-grade team to review the curriculum in a vertical manner and address areas of need.

Gerri Smith

05/26/2023

Notes:

9/14/22 The second and third-grade teams will participate in peer observations with the goal of identifying best practices to support the transition of second-grade students to third grade

Sherrill Haley

05/26/2023

Notes:

9/14/22 Parents will have greater access to the transition process through a parent night to be held once a year in the spring (fifth to sixth and second to third).

Vannesa Montalvo

05/26/2023

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Melody Boyd	06/01/2023
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	10/21/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.		District Curriculum Specialists, Area Supt.	06/01/2023
<i>Notes:</i>					
	10/21/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.		Melody Boyd	06/01/2023
<i>Notes:</i>					

10/21/22	In accordance with State Board Education Policies, the principal will complete an additional formal observation for all licensed employees in low performing schools regardless of evaluation type. This formal observation will be the first observation of the school year and overall standard rating will be assigned for each standard. (Super Observation) The prior years' summative evaluation and all available student growth data (EVAAS or ASW) will be utilized as data points and documented on the Fillable Summary Rating Form. The form will then be uploaded into TNL as an attachment in the Mid-Year PDP comment section.		Sherrill Haley	06/01/2023
<i>Notes:</i>				
10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.		Melody Boyd	06/01/2023
<i>Notes:</i>				
10/21/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.		Melody Boyd	06/01/2023
<i>Notes:</i>				
10/21/22	Area Superintendents of low performing schools will visit assigned schools no less than twice a month. During each coaching visit the Area Superintendent and the principal will discuss appropriate data (MClass, Mastery Connect, Benchmark results, EVAAS,Subgroup,discipline, attendance, etc.), and track and support progress towards SIP goals.		Melody Boyd	06/01/2023
<i>Notes:</i>				



	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
<b>Initial Assessment:</b>			The administrative team meets on a weekly basis with each grade level PLC to review curriculum, instructional best practices , and to review professional development activities. With the addition of Opportunity Culture, the MCLs vertical meetings focused specifically on the progression of content standards our teachers will gain a greater understanding of the respective standards. The goal is to further refine this practice by also ensuring curriculum planning by the teams for the purpose of preparing to meet the needs of individual students.	Limited Development 09/14/2022		
<b>How it will look when fully met:</b>			This objective will be fully met when all Grade Level PLC meetings have a strong focus on curriculum and instructional lesson planning that is aligned and informed by data. Additionally, with the implementation of Opportunity Culture, MCLs will meet monthly with the administrative team to review data and plan support for staff and students.		Joshua Dawson	05/27/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/14/22	With the implementation of Opportunity Culture, two MCLs have been assigned to support students and staff in the areas of ELA and Math. The MCLs will meet weekly with the administrative team to review data, develop weekly plans, and create coaching plans.			Gerri Smith	05/26/2023
<i>Notes:</i>						
	9/14/22	A peer observation schedule will be created to allow teachers to identify strong instructional practices used in their teammates' classrooms. Visits will also allow for teachers to provide improvement feedback to each other.			Sherrill Haley	05/27/2024
<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
<i>Initial Assessment:</i>		Currently, time in the master schedule has been allocated for instructional planning. However, specific duties have not been provided for the team.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		When this objective is fully met grade level PLC meetings will be run in an efficient manner that focuses on instructional planning using student data, professional development of staff based on staff surveys, and utilization of high-yield instructional practices led by staff other than admin.		Vannesa Montalvo	05/27/2024
<i>Actions</i>			<b>0 of 2 (0%)</b>		
10/20/22		The creation of a master schedule that provides adequate planning time each week will be designed by the administration and the leadership team. The master schedule will be reviewed often to ensure effectiveness in meeting the needs of the students and staff.		Sherrill Haley	05/27/2024
<i>Notes:</i>					
10/20/22		Ensure that all teams prepare agendas for their meetings, maintain minutes and share with the entire school to establish a team structure amongst staff with specific standards, events, and data that may be used for instructional planning and academic support.		Gerri Smith	05/27/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the administration conducts learning walks (iRounds) and leaves feedback. In the effort of continuous improvement, the process will be refined and more purposeful. Dates and specific classroom practices will be looked for and feedback provided.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		This objective will be fully met when the current learning walks involve a coaching aspect that leads to continuous improvement. Currently, iRounds are utilized to provide feedback to teachers. To further improve the practice, a schedule has been created to ensure every teacher receives a learning walk including timely, clear, and constructive feedback at least twice weekly by the administration, MCLs, and instructional coach. Teachers will know what aspect (academic, instruction, engagement) will be focused on each week. The feedback will open communication for teachers to respond and improvement to be the focus. Evidence will include a learning walk calendar and feedback forms which will also ultimately increase student performance.		Shannon Blue	05/26/2023
<i>Actions</i>			<b>1 of 4 (25%)</b>		
9/14/22		The administration will create a schedule for admin and MCLs to follow to ensure that classes are visited every day and feedback is provided.		Sherrill Haley	05/26/2023
<i>Notes:</i>					
9/14/22		Teachers will meet with the instructional coach and administration on a weekly basis for curriculum updates and the sharing of instructional practices and data during PLCs.		Vannesa Montalvo	05/26/2023
<i>Notes:</i>					
9/15/22		Utilizing the iRounds form MCLs will look for high yield strategies to provide continuous coaching around high yield strategy instruction.		Vannesa Montalvo	05/26/2023
<i>Notes:</i>					
9/15/22		The administrative team will tier teachers based on data from iRounds, observations, and teacher feedback.	Complete 10/12/2022	Sherrill Haley	05/26/2023
<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
<i>Initial Assessment:</i>		Staff and the leadership team regularly look at data to make decisions on the instruction that will improve school performance during grade level meetings, staff meetings, leadership team meetings, and PLCs. Each teacher has a digital spreadsheet that is required to be updated and reviewed monthly.	Limited Development 08/23/2022		
<i>How it will look when fully met:</i>		A review of data sheets will ensure that all staff members are completing the data sheets as assessment scores are received. Professional development will meet the needs of the staff and the surveys will attest to that. The school improvement plan will be a living document and actions will be added as needed.		Shannon Blue	05/26/2023
<b>Actions</b>			<b>1 of 4 (25%)</b>		
	8/23/22	Teachers will create a PDP based on their SIP indicators, summative evaluation, and school performance results from the previous year.	Complete 10/07/2022	Sherrill Haley	10/10/2022
<i>Notes:</i>					
	8/23/22	The staff will be provided with high-quality differentiated professional development throughout the year.		Vannesa Montalvo	05/26/2023
<i>Notes:</i>					
	8/23/22	The admin team will meet with staff individually to provide differentiated support using data and observations.		Sherrill Haley	05/26/2023
<i>Notes:</i>					
	10/12/22	Deep data dives will be conducted after each benchmark to analyze the results. Teachers will be provided coverage for the deep data dives.		Sherrill Haley	05/26/2023
<i>Notes:</i>					

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>		Currently, many practices are in place to support recruiting, evaluating, rewarding, and replacing staff. However, some practices are implemented on a more consistent and regular basis. Starting with the 2021-2022 school year, and the implementation of Opportunity Culture, we reward MCLs and RAs monetarily as part of an effort to have those highly effective teachers reach staff with support, coaching, and planning, and also as a way to retain those excellent teachers. This will distribute leadership and have a positive effect on student achievement.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		The objective will be met when a clear consistent established system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Meeting this objective will be evident through multiple avenues of celebrating staff members, clear interview procedures, and consistent recruiting protocols.		Sherrill Haley	05/27/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/14/22	The instructional leadership team/MCLs will develop a differentiated instructional support plan for each teacher based on his/her professional needs. Evidence will be documented in PDPs, professional development rosters, and correspondence.		Sherrill Haley	05/27/2024
<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>		Family events are held on a monthly basis with very limited parental involvement. The events are planned around parent interest and events that were successful in the past.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		<p>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).</p> <p>When this goal is met, the school will have a higher rate of parent participation regarding academic endeavors. Participation will increase to at least 70% whether through in-person events or live-streaming information. Teachers will communicate with parents regarding academics and SE health. Staff will communicate with parents equally for positive encounters with students when discussing areas of need.</p> <p>This goal is an opportunity for our school to deliver our own message of the success students encounter at Ashley Elementary.</p>		Joel Santiago	05/26/2025
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	9/14/22	Twice a year (beginning of the school year and start of the second semester) parents will have an opportunity to complete a survey to aid in continuous improvement. The survey will provide parents the ability to share their feelings regarding what works well, areas to improve and needs that the school can fulfill.		Sherrill Haley	05/20/2024
<i>Notes:</i>					

9/14/22 Plan and implement Parent Engagement Nights for parents and guardians focused on increasing student achievement and preparing their children for success. This will increase positive parental engagement and address the subgroup data that has shown our deficiencies.

November- Strategies for helping your child at home Canvas, Rapid Identity, Home Extension Activities (Fidanza, Smith, AIG Blue, EC Lawhorn)

December- Reading Strategies and Using Reading Strategies in Science (Fidanza, Perry, Corpuz)

January - Math Strategies (Smith, Merritt, Sanders)

February- How to Help Your Child using Assessment Data - (Heimbueger, Randell, Hirvella)

March - Helping your child overcome test anxiety (Locklear, Curtis, Roscoe, Bagley)

April- Your Child and Their Education Plan (Administration and Instructional Assistants)

May- EOG night (3-5 teachers)

Vicky Corpuz

05/26/2024

*Notes:*