

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 2024 Ashley Elementary School will raise proficiency in the area of Reading from 54.5% to 57% and earn a C on the NC Report Card.

By May 2024 Ashley Elementary School will raise proficiency in the area of Math from 47.7% to 57% 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 2024 Ashley Elementary School will raise proficiency in the area of 5th grade Science from 60% to 65% and earn a C on the NC Report Card.



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
Initial Assessment:			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		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			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.	Objective Met 06/19/23	Shenita Perry	05/26/2023
Actions						
	9/15/22	The school designee will provide refresher training on the use of ABE to the staff.		Complete 11/07/2022	Louvenia Locklear	10/30/2022
Notes: 1-16-2023 Ms. Locklear worked one on one with select staff to train them on ABE. Some staff members were new hires and some missed the training in November 2023.						
11-07-2022 Ms. Locklear refresher training for staff members on ABE. She conducted a whole group training them she provided one on one assistance for those that needed it.						
	8/23/22	The school support staff will provide social media ethics training to include social workers and counselors during a faculty staff meeting.		Complete 11/14/2022	Chris Fields	11/14/2022
Notes: 11-14-2022: Mr. Fields provided social media ethics training to include social workers and counselors during our faculty staff meeting. He provided a handout also to support his presentation.						
	8/23/22	The Successful Student correlate will update and provide training to the staff on PBIS.		Complete 03/03/2023	Shenita Perry	05/26/2023

Notes: 3-03-2023: 3rd quarter event was held in the media center. The students that earned 100 points or more were invited to participate in the PBIS activity. The teachers were reminded of the event in advance and discussed opportunities and expectations that would allow students to earn additional points.

11-07-2022: The correlate members discussed the quarterly event and completed a plus/delta on the event. The staff made suggestions on ways to distribute points fairly and make the staff and new students aware of the expectations and the program overall.

8-15-2022: Successful Student Correlate reviewed the expectations, matrix, quarterly award events, and overview of the district and Ashley PBIS programs.

8/23/22 Teachers provide social-emotional lessons which will reduce the number of office referrals and student support referrals.

Complete 05/26/2023

Natashauna Curtis

05/26/2023

Notes: May 12, 2023- Checking lesson plans and talking with teachers revealed that they feel the CCS-vetted resource for SEL is inadequate for some of the needs of students. Social media continues to be the source of many office referrals. Only 3 out of 5 students sent to the office are for emotional outbursts, insubordination, and fighting. We will continue to monitor this data because it imperative for students to be successful.

March 10, 2023- Office and student support referrals have increased in spite of the social-emotional lessons. Many of the referrals are due to social media, not school-initiated actions. The referrals have almost doubled since this time last year. It is repeat offenders that are referred. Many of the teachers utilize the CCS lessons, and others use the lessons on Class Dojo.

December 20, 2022- Classroom teachers shared that the lessons are beneficial, but more resources are needed for the calm corners and extensions of the lessons. Student referrals are up and so are office referrals. Many of the office referrals are bus-related, not class related. Fifth grade continues to have the most referrals and student support referrals. The team is hoping these will decrease as a result of the students completing second-step lessons in conjunction with SEL.

October 14, 2022- Teachers have been completing social-emotional lessons with their classes daily. The referrals have decreased from last time this year. Fifth grade continues to have the most office referrals at this point, and third grade has the least. The school counselors will check with teachers to see the progression for completing the social-emotional lessons they were provided.

10/12/22 The School Social Worker and School Counselors will form groups and meet a minimum of once a month to address the social and emotional needs of our black males, economically disadvantaged students, and students with disabilities.

Complete 05/12/2023

Louvenia Locklear

05/26/2023

Notes: May 15, 2023- This was the last session of the year. Mentors and mentees discussed their plans for the summer and all the things they learned during the mentoring conversations. This meeting was short due to it being the last one. The students expressed their love for the group and they looked forward to it. Due to Locklear leaving the group will be led by the new SW at Ashley for the 23-24 school year.

April 6, 2023- Mentor groups will continue coming bi-weekly. Currently, we have 4 mentors that are working with 4 students each in grades 3-5. They are addressing the current needs of the students. Primarily

conflict resolution is discussed and activities focused on how to better work with one another. On April 6th they worked on a crest and wrote about what was important to them. After finishing the crest they discussed it and had an open discussion on how if one of those things faltered due to their actions how it would affect them in the future.

March 10, 2023- On this day mentees and mentors participated in activities to get to know each other better. There were 4 mentoring groups with 4-5 students in each group. The groups discussed coping skills and mentees shared their thoughts and mentors shared their experiences.

February 24, 2023- During this session, participants received training on conflict resolution, and Manna Church mentors observed the session.

January 27, 2023- Due to staff shortage the time was changed to 1:40 p.m. -2:10 p.m. during DEAR time to avoid students missing instruction.

January 13, 2023- The mentees and current mentors discussed the norms of the group and there were formal introductions. The meeting was from 11:30-12:00 to avoid students missing instruction. Manna mentors will join in February 2023.

December 14, 2022- The administrator and social worker met to discuss the beginning of the mentor program. The mentor program is set to begin with the members of our subgroup on January 13, 2023. The mentors will be designated staff members and members of our community partners group, Manna. The social worker will ensure each volunteer completes a background check prior to meeting with any student. The administrator will inform the social worker or counselor each time a new volunteer is approved for service.

December 8, 2022- Today was the last session for our grief group. The group was taught coping strategies for recognizing the symptoms of the group and how to deal with them daily. Pizza Hut also supplied personal pan pizzas for the students today.

December 1, 2022- The grief session was exploring emotions with a craft. The students wrote for memories of their loved ones. After writing the memories on paper they buried them in a glass container in colored sand. The students shared one memory with the group.

November 17, 2022- The group participants watched a brief video on students coping with grief. The participants wrote a letter to the loved one they lost. It was a very emotional session, some participants took their letters with them, and others wanted the counselors to destroy the letters.

November 10, 2022- The grief group met and explained grief with a craft. The craft was a painting that expressed each participant's grief.

November 3, 2022- A group of seven students that represent our subgroups met for a grief group. Many of our students lost family members during Covid and a few months to school ending for 2021. During the first meeting their formal introductions, rules established for the group, and the goal(s) that would be met through this group.

October 2022- The admin and support team met and discussed the implementation of the group counseling sessions that would occur. The first series would be on grief since many of the students in the subgroup have experienced grief in the last two years including parents, grandparents, caregivers, and siblings.

September 2022- The administration team met with the student services team to discuss the students that were identified as members of the subgroups. The group strategized on groups that would be beneficial to meeting the social-emotional needs of the identified students.

10/20/22

The school social worker and school counselor will use the CCS resource of Major Clarity and Second Steps to address the specific needs of 5th-grade students.

Complete 05/15/2023

Natashauna Curtis

05/26/2023

Notes: May 3, 2023- Students discussed testing-taking strategies and how to deal with test-taking anxiety. The sessions were taught by the school's social worker.

April 3, 2023-Unit 2- Emotion Management: Lesson 4: How Happy? The session will be taught to a fifth-grade class by the school's social worker.

March 6, 2023-Unit 2- Emotion Management: Lesson 3: Take a Break. The session was taught to a fifth-grade class by the school's social worker.

Feb. 27, 2023-Unit 2- Emotion Management: Lesson 2: How Angry? The session was taught to a fifth-grade class by the school's social worker.

January 11, 2023- Unit 2- Emotion Management: Lesson 1: Why Emotions? The session was taught to a fifth-grade class by the school's social worker.

November 30, 2022-Unit 1- Growth Mindset and Goal Setting: Lesson 5: Make a practice plan. The session was taught to a fifth-grade class by the school's social worker.

November 16, 2022-Unit 1- Growth Mindset and Goal Setting: Lesson 4; Planning for practice. The session was taught to a fifth-grade class by the school's social worker.

October 26, 2022-Unit 1- Growth Mindset and Goal Setting: Lesson 3: More than practice. The session was taught to a fifth-grade class by the school's social worker.

October 12, 2022- Unit 1- Growth Mindset and Goal Setting: Lesson 2: Getting Better with Practice. The session was taught to a fifth-grade class by the school's social worker.

September 28, 2022-Unit 1- Growth Mindset and Goal Setting: Lesson 1. Changing your Brain. The session was taught to a fifth-grade class by the school's social worker.

10/20/22 Students collaborate to decide what rewards will be given at the end of each quarter for the Class Dojo celebration.

Complete 05/24/2023

Kristine Fidanza

05/26/2023

Notes: 5-24-023: Students participated in the PBIS celebration after earning 200 or more class dojo points. The participants participated in various outdoor activities including tug of war, kickball, basketball, free-style dancing, chalk drawing, and many more. It was the final event of the year.

3-3-2023: Students participated in the PBIS celebration after earning 100 or more class dojo points. The participants participated in various board games and enjoyed ice pops.

1-20-2023: Students participated in the PBIS celebration after earning 100 or more class dojo points. The participants watched a movie and ate popcorn.

10-21-2022: Students participated in the PBIS celebration after earning 100 or more class dojo points. The participants created crafts using various materials such as markers, and crayons. They also put puzzles together.

Implementation:		06/19/2023		
Evidence	6/19/2023			
Experience	6/19/2023			
Sustainability	6/19/2023			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	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.		Vannesa Montalvo	05/27/2024
Actions				0 of 5 (0%)		
	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		The Instructional Coach 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
<i>Notes:</i>						
	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
<i>Notes:</i>						

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
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.		Angela Garner	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:		August 30, 2023- Ms. Montalvo met with staff and provided documents, explained expectations and set timelines for the MTSS process. Ms. Montalvo will monitor the academic component and Ms. Bagley/Ms. Curtis will monitor the behavior component of MTSS.			
	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
Initial Assessment:			<p>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.</p> <p>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.</p>	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.		Desiree Graham	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.			Desiree Graham	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			Desiree Graham	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 Manna to provide mentors for our black male students.			Angela Garner	05/27/2024

Notes: March 10, 2023- Getting to know your Mentee- There are 4 mentoring groups with 4-5 students in each group.

January 27, 2023- "Getting to know your Mentee"

February 24, 2023- Conflict Resolution and Manna Church observing

February 10, 2023- Strengths Discovery of Mentee

January 13, 2023- The mentoring program started and is done every other week on Fridays. Originally it was from 11:30- 12:00 p.m. Then it was changed to 1:40 p.m. -2:10 p.m. The staff went over the rules and introductions.

	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		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
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.	Objective Met 06/19/23	Sherrill Haley	05/26/2023
Actions						
	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.		Complete 04/17/2023	Gerri Smith	05/26/2023

Notes: April 17, 2023- The Ashley and Glendale staff met to discuss the three lowest standards for third graders on Benchmark 3. We discussed current instruction of the standards in 3rd and 2nd grade. This was the final meeting of the year.

March 16, 2023- We decided to meet on March 30, 2023, due to the cancellation on March 8th. The date that Ashley will host the collaborative session will be March 30, 2023. This will be our final Ashdale meeting for this school year.

March 9, 2023- Dr. Dees emailed on 3/8/2023 asking to reschedule the meeting due to two of the second-grade teachers from Glendale not being able to meet. We agreed to a new date.

December 15, 2022 --The third-grade team traveled to Glendale Elementary. To meet with the Second Grade Team, District Instructional Coaches and Administration to discuss transition plans for second grade into third grade. The next date scheduled is March 9.

October 13, 2022--Ashdale meeting at AES. Discussed Coherence Map.

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 (second to third).

Complete 04/24/2023

Sherrill Haley

05/26/2023

Notes: April 24, 2023- Ashley hosted upcoming 3rd-grade parents. The parents were given an overview of the curriculum, expectations and toured the school.

March 22, 2023- Contacted Dr. Dees to see if she would be willing to share the info with her second-grade parents.

March 20, 2023- The admin team discussed the date and time for the transition meeting. We set the date for April 24, 2023, from 3:30-4:30 pm.

3/21/23 Ashley will plan a transition event for uprising second graders coming from Glendale Acres that will be attending Ashley in the fall. This event will occur in the spring.

Complete 05/05/2023

Natashauna Curtis

05/26/2023

Notes: May 5, 2023- Uprising third graders from Glendale Acres visited Ashley Elementary. The students toured the school, met with current third graders, participated in a Q&A, and enjoyed a nutritious snack.

March 21, 2023- The school counselor and third-grade team decided the visit for uprising third graders from Glendale will take place on May 5th from 8:30-9:30.

Implementation:		06/19/2023		
Evidence	6/19/2023			
Experience	6/19/2023			
Sustainability	6/19/2023			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The administrative team meets on a weekly basis with each grade level PLC to review curriculum, and instructional best practices, and to review professional development activities. 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		
<i>How it will look when fully met:</i>			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
<i>Actions</i>				1 of 2 (50%)		
	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 with administration to review data/trends from observations and create coaching plans.		Complete 04/27/2023	Gerri Smith	05/26/2023

Notes: April 27, 2023- The SIT voted to discontinue the OC program at Ashley for the next school year. I discussed this with each MCL and they were made aware of the changes. During the remainder of the school year, they provided support to only their grade level.

March 9, 2023- Due to the resignation of a 5th-grade teacher. Both MCLs have been teaching Math and Reading in the assigned class. They have not been able to continue with their coaching cycles due to this change. We worked together to revise the schedule. A new teacher is set to begin on March 13th in that classroom.

February 15, 2023- Due to MCLs teaching in the afternoons for a fifth-grade class new coaching cycles were revised and one goal was selected according to feedback from administration and MCL talking with the teacher also observations.

January 25, 2023-New coaching cycles were begun, and the previous cycles were closed out.

December 19, 2022- The two-week cycles were not sustainable. The team decided to extend the cycles into January before starting a new cycle. The assessments and data sheets revealed two of the teachers were making progress on accomplishing their cycle goals.

November 22, 2022- The two MCLs have met with all teachers and completed coaching goals for each staff member. They will work on two-week cycles.

October 10, 2022- The MCL met with the admin to discuss the expectations and goals that are to be met when they meet to discuss observations and coaching plans.

9/14/22 A peer observation schedule will be created to allow teachers to identify strong instructional practices (standards-aligned lessons) used in their teammates' classrooms. Visits will also allow teachers to provide improvement feedback to each other and occur twice a year.

Sherrill Haley

12/01/2023

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
How it will look when fully met:			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	05/27/2025
Actions				0 of 2 (0%)		
	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
Notes: September 23, 2023- Master schedule was revised due to staff changes.						
	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.			Shenita Perry	05/27/2024
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>			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>			Through the current use of learning walks and iRounds, teachers are coached on best practices. To further improve the practice, a yearly schedule ensures every teacher receives a learning walk including timely, clear, and constructive feedback at least twice a month by the administration. Teachers know what aspects (academic, instruction, engagement) will be focused on each week. The feedback opens communication for teachers to respond and for improvement to be the focus. Evidence includes a learning walk calendar and feedback forms which will also ultimately increase student performance.		Mareda Roscoe	05/27/2024
<i>Actions</i>				2 of 4 (50%)		
	9/14/22		The administration will create a schedule for admin to follow to ensure that classes are visited and feedback is provided.	Complete 03/21/2023	Sherrill Haley	05/26/2023
			<i>Notes:</i> March 6, 2023- The administration had to make changes to the schedule due to additional duties assigned to the AP/IC. The principal will have to perform more class visits. December 19, 2022- The administration met and made adjustments to the schedule to provide additional support for select staff. They also discussed changes that would need to be changed with staff resignations and promotions. October 6, 2022- The administration met and discussed the schedule that was created.			
	9/15/22		The administrative team will tier teachers based on data from iRounds, walk-through forms, benchmark/Mastery Connect results, observations, and teacher feedback.	Complete 10/12/2022	Sherrill Haley	05/26/2023

Notes: January 26, 2023- We retired the teachers according to the Mastery Connect, benchmark, and student data. Some teachers moved from one tier to the next, which was an improvement.

October 12, 2022- We discussed as the admin team the tiering of teachers on the tracking document. We tiered the teachers according to benchmark scores, iRounds, observations, and data trends. Teachers will be retired again in January 2023 after benchmark 2.

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

05/26/2024

Notes: May 15, 2023- This action needs to be continuous and never-ending.

April 17, 2023-The discussion of afterschool tutoring was discussed. What would it look like? Who would provide instruction? Who would be invited? Only two grade levels offered after-school tutoring and the other completed tutoring during the remediation block. Maastery Connect would be used to monitor the progression. CCS vetted resources and the EOG dashboard would instructional materials.

March 22, 2023- During third-grade PLCs our district Instructional Coaches shared strategies with the teachers on ways to provide additional support for students that were not making progress in spite of many interventions. Some of the strategies were chunking incentives and additional goal setting. During fifth grades PLC, Mrs. Boyd provided feedback to the grade level from her recent observation. She suggested ways to improve student engagement and staff monitoring. In all three PLCs, we discussed the data of the recent post-assessments in each subject and the pre-assessment in some subjects.

February 23, 2023-Our Instructional Coach and the fourth-grade team discussed adding rigor to instruction and standard aligned lessons. They designed lessons during the meeting to address HYS and student needs. Ms. Montalvo provides refreshing PD on the TI calculator usage.

January 25, 2023- Aligned instruction and unpacking standards was the topic discussed and each team unpacked the standards for the upcoming unit. The teachers shared that this was very valuable and useful. The Instructional Coach led the discussion and provided feedback on the process.

December 20, 2022- Mrs. Hyde, Data Accountability Specialist, met with each team and teacher individually during their PLCs. She stayed all day. The admin team was part of each meeting and afterward met with teachers to dissect the EVAAS information shared by the specialist in the past Benchmark Scores.

November 15, 2022- Ms. Montalvo discussed with each team during PLCs the following topics. What are our school EOG goals for each subject and grade level for 22-23? Are we on track to meet the goals? Are we off-track? Each teacher and team had to provide evidence to support their analysis. As a team, they described the strengths and weaknesses of your school's performance data so far this school year. They all identified target students to help meet school goals. The teachers updated their digital data tracker where they are tracking their progress. Our sub-group of students seems to be struggling still. We discussed equity issues that have emerged. An intervention plan was created and the next steps were assigned.

October 24, 2022- During fifth grade PLC district Instructional Coaches were guests during the PLC. During the PLC we focused on Science Benchmark Data, EC students that are struggling in all academic areas but are at least 90% of them are showing growth. Our current ESL students are inconsistent. The plan is to collaborate with our assigned EL teacher to implement additional accommodations if needed and teaching strategies for them. During the PLC teachers shared that Unit 4 is where Science will be going next. 5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time. The Instructional Coach shared information on small group work and vocabulary understanding. She also shared information from her monthly Coaches Academy.

September 19, 2022- During third-grade PLCs the team discussed flexible small groups based on pretest assessments for Math Clusters and ELA Units recently taken by students. The Instructional Coach provided professional development on creating and monitoring flexible grouping.

9/15/22 Utilizing the iRounds form and walk-through form administration will look for high-yield strategies to provide continuous coaching around high-yield strategy instruction.

Vannesa Montalvo

05/26/2024

Notes: May 15, 2023- This action needs to be addressed again with fidelity next school year.

April 28, 2023- During the leadership meeting the team discussed the success of students in designated classes but not all. This contributed to the use of HYS strategies and teacher preparation for the use in daily lessons. Some teachers continue to struggle with the implementation even after much coaching.

March 21, 2023- Discussed during SIT meeting the trends and patterns seen during recent iRounds and walkthroughs performed by admin and district coaches. HYS was seen in each class.

February 7, 2023- Classroom teachers participated in a refresher course PD on the HYS and discussed the findings of the new principal's visit and the plan of action suggested.

January 20, 2023- The admin team conducted walkthroughs and noted the HYS that were observed. Staff that did not use two of the three strategies while the admin was in the room met individually with the principal. During the support meeting, they discussed additional support needed and reviewed lesson plans.

December 5, 2022- The administration team escorted two teams of teachers during their PLCs to conduct walkthroughs looking for the use of the two identified HYS. The admin team added distributive summarizing in their November meeting.

November 18, 2022- The number of head pairs was noted in eight out of nine classes. The team discussed ways to support the teachers in implementing the DOK stem questions and hold them accountable. The team also discussed soliciting assistance from the district coaches for the implementation of the two identified strategies.

October 28, 2022- During the leadership meeting the team discussed the use of collaborative pairs and the patterns/trends that were noted in each class. Three out of the classes were using it with fidelity according to the iRounds and walk-through forms. IC will continue to work with each grade level during PLCs and the introduction of the next HYS of higher-order thinking skills and the use of DOK stem questions.

September 23, 2022- During the leadership team meeting they discussed the use of HYS in each classroom and what it should look like in each classroom. The team decided to start by introducing the HYS of collaborative pairs/numbered heads.

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			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.	Objective Met 09/04/23	Sherrill Haley	05/26/2023
Actions						
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
Notes: October 5, 2023- Staff completed their professional development plans prior to the deadline set forth by the district. The two goals that all staff had to include were: I will use effective classroom management strategies and reinforce classroom rules and procedures by positively teaching them (A1.07). Instructional Teams develop standard-aligned units of instruction for each subject and grade level (A2.04). Staff selected an additional goal based on their own interest if they chose.						
8/23/22			The staff will be provided with high-quality differentiated professional development throughout the year.	Complete 02/20/2023	Vannesa Montalvo	05/26/2023

Notes: February 20, 2023- Staff participated in PD for TI-15 Calculator Training. The TI is an imperative tool that students may utilize during the EOG and other testing.

January 4, 2023- Ms. Montlavo provided professional development on creating learning targets for the next unit for each subject. Staff members were divided into three teams and the admin was assigned to a group. This was a refresher course for staff that had been with us since August and a new PD for newly hired staff. They used the unpacking doc and coherence maps to complete the assigned tasks during the PD.

November 16, 2022- Staff attended a Math PD for our current adopted curriculum enVision. Math is our lowest-tested subject for the past few years. During this PD the staff learned to teach a whole group lesson in 35-40 minutes to allow for more time in small groups.

September 13, 2022- Staff attended a workshop on Mastery Connect. This training entailed the use of the testing complaint and Teacher grade book. Teachers were shown how to create trackers for testing and retrieve class reports.

8/23/22

The admin team will meet with staff individually to provide differentiated support using data and observations.

Complete 05/26/2023

Sherrill Haley

05/26/2023

Notes: April 27, 2023- Admin met with staff for the last data talk for the school year. During the meetings with staff, we discussed the strategies they were using to prepare their students for testing. The use of Mastery Connect to continue monitoring the success of standards. The goals of proficiency were explained and reviewed again.

March 21, 2023- The admin discussed with each staff member the upcoming benchmark and support that they need according to current iRounds. Benchmark 3 will be administered this week to all students. Teachers updated their digital data notebooks and identified the students that were proficient and students that needed additional support to reach proficiency.

February 27, 2023- The admin discussed with staff information gathered from iRounds, learning walks, and formal observations. The midyear PDPs were completed during the meetings also. Goals were updated and artifacts were uploaded.

January 27, 2023- The admin discussed Benchark 2 data with teachers. Reengagement activities were discussed and standard aligned lessons. Roigor and HYS were also noted and viewed in lesson plans.

December 21, 2022- I had to change my schedule for meetings due to staff resignations and the school schedule and holiday break. Admin did meet with each staff member once during this month. The data that was discussed were report cards and iRound data.

November 2022- We discussed mClass BOY data. We have many students that met their pathway thru the BOY. None of the fourth-grade RTA students met a pathway thru mClass. Our discussion was on the Unit 4 pretest and Unit 3 post-test. They explained their plan of action based on the results of these assessments.

October 28, 2022- During the meetings this month we discussed the benchmark data and test. This was the first benchmark for our third graders. The teachers felt this was a concern and put some weight on the scores. I had to meet with two teachers in addition to meeting to provide feedback/support due to our individual conference.

September 29, 2022-During the initial meeting the admin team met and discussed the norms, expectations, and goal(s) for the individual staff meetings that were scheduled for the remainder of the year.

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.	Complete 05/26/2023	Sherrill Haley	05/26/2023
<p><i>Notes:</i> April 3, 2023- Teachers and admin reviewed Benchmark data during the weekly PLCs. Fourth grade continues to score below the district in both tested areas. Fifth and fourth-grade math were below the district. Our goal is 56%. We discussed an intervention plan and identified students' levels of proficiency.</p> <p>January 25, 2023- Staff met and discussed and analyzed test results. A fourth-grade class scored negative in double digits and one of our third classes scored in the forties. Our goal is 56%. We discussed an intervention plan and identified students' levels of proficiency. Our students scored higher on Math than Reading. Math is our focus but we need to focus equally on all subjects at this time. The next Benchmark is in March. It will be cumulative.</p> <p>November 4, 2022- The benchmark test was administered to all the students present during the testing window. The teachers were concerned about the numerous students that were not present for testing. The results revealed that we met the target for three classes but did not in the others. Science for 5th grade exceeded our expectations. One of our 4th-grade classes scored well below the expected achievement level. The staff analyzed the data completed the data sheet and created renegagment activities for standards not mastered. The next Benchmark is in January.</p>				
Implementation:		09/04/2023		
Evidence	6/19/2023			
Experience	6/19/2023			
Sustainability	6/19/2023			

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.		Corena McNeill	05/27/2025
Actions				0 of 2 (0%)		
	10/9/23		Weekly a staff member will be recognized on our Staff board located in A Hallway.		Corena McNeill	05/25/2024
<i>Notes:</i> October 9, 2023- Three staff members have been recognized thus far. Ms. Montalvo works with the Premiere Professional correlate weekly to select staff members. Mrs. Haley announces the staff member on the morning announcements each Monday morning. September 16, 2023- Ms. McNeill took pictures of each staff member to be used for the staff recognition board.						
	9/14/22		The instructional leadership team 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	05/27/2025
<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
Actions				0 of 2 (0%)		
	9/14/22	Twice a year 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>			September 28, 2022- Ashley Parent Survey were sent to parents to complete for each child they have enrolled at Ashley. The results will be used to assist with planning events for staff, students, and parents. The survey will close on October 7, 2022.			

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.		Vicky Corpuz	05/26/2024
<p><i>Notes:</i> Virtual Sessions were held via Webex. The staff split into teams to present to the families present. April 18, 2023- EOG Family Prep (Admin, TAs)</p> <p>March 14, 2023 - Helping your child overcome test anxiety (Locklear, Curtis, Roscoe, Bagley). Forty one people attended the session.</p> <p>February 7, 2023- How to Help Your Child using Assessment Data - (Heimbueger, Hirvela). Twenty-two people attended the session.</p> <p>January 17, 2023 - Math Strategies (Smith, Sanders). Twenty-five people attended the session.</p> <p>December 13, 2022- Reading Strategies and Using Reading Strategies in Science (Fidanza, Perry, Corpuz) Ten people attended the session.</p> <p>November 16, 2022- Strategies for helping your child at home Canvas, Rapid Identity, Home Extension Activities (Fidanza, Smith, Lawhorn) Twelve people attended the session.</p>				