

Supporting the Strategic Plan Through School Improvement Planning

ASHLEY ELEMENTARY

School Improvement Indicators:

CCS Priorities & Actions:

A3.05 - The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. (5114)	1D: Create tiers of services
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)	4A: Develop a districtwide family engagement outreach program 4B: Utilize diverse communications and marketing
A1.04 - ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)	1A: Implement robust learning experiences 1B: Define, understand, and promote educational equity 1C: Develop modern learning environments
A1.05 - ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)	1A: Implement robust learning experiences 1B: Define, understand, and promote educational equity 1C: Develop modern learning environments 3D: Build the capacity of schools to serve all students
A1.06 - ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)	1A: Implement robust learning experiences 1B: Define, understand, and promote educational equity 1C: Develop modern learning environments 3D: Build the capacity of schools to serve all students
A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)	3A: Maintain safe and secure schools 3D: Build the capacity of schools to serve all students
B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)	2A: Recruit and retain premier professionals 2C: Develop educator talent pathways and data-driven professional learning
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)	2C: Develop educator talent pathways and data-driven professional learning
B1.01 - The LEA has an LEA Support & Improvement Team. (5135)	3D: Build the capacity of schools to serve all students
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)	2C: Develop educator talent pathways and data-driven professional learning 3D: Build the capacity of schools to serve all students
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)	1A: Implement robust learning experiences 1B: Define, understand, and promote educational equity 1C: Develop modern learning environments 1D: Create tiers of services
C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)	2A: Recruit and retain premier professionals 2B: Develop equitable access to human capital