

Comprehensive Progress Report

Mission: Ashley Park PreK-8 School provides academic skills and habits of character to ensure scholars both believe in and fulfill their limitless success in high school, college and beyond.

Vision: Ashley Park PreK-8 School provides academic skills and habits of character to ensure scholars both believe in and fulfill their limitless success in high school, college and beyond.

Goals:

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. Aligned to Key Indicators: A1.07, A4.06, A4.16, B2.03

Provide a duty-free lunch period for every teacher on a daily basis, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. Aligned to B2.01

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 7.7% % in SY2021-22 to 28.9% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 0% in SY2021-22 to 14% in SY2022-23 and 28% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, will increase from 30 % on the Fall 2021 Panorama Screener in Grades 6-8 to 35% in SY2022-23 and 40 % in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 17.2 % in SY2021-22 to 12.2% in SY2022-23 and 7.2% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)



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>		All of our staff have received No Nonsense Nurturing training at the beginning of the school year. We have a school wide hierarchy. We utilize class dojo as our system for positive reinforcement. We have a school incentive store that happens monthly. Real time teacher coaching is used to support consistent use of No Nonsense Nurturing.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		All Ashley Park staff will consistently utilize NNN language and the four step model to contribute to strong classroom management across our school. This will also reinforce consistent positive behavior schoolwide. Weekly coaching will support all staff growing on the engagement rubric and the four step model. Principal will monitor real-time teacher coaching through CT3 tracker data entries		Teshira Newton	06/15/2024
Actions			0 of 3 (0%)		
	9/30/22	Conduct quarterly walkthroughs collecting data on the use of No Nonsense Nurturing and Engagement counts utilizing rubrics. (EVAAS, 3rd ELA, 8th Math)		Joline Adams	01/24/2023
<i>Notes:</i>					
	9/30/22	Monitor coaching tracker and engagement counts to provide real time teacher coaching to staff that are below 70% (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
<i>Notes:</i>					
	10/4/22	Principal will monitor real-time teacher coaching through weekly coaching check-ins and data trackers. (EVAAS, 3rd ELA, 8th Math)		Joline Adams	01/24/2023
<i>Notes:</i>					

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>		<p>Ashley park begins our recruitment in January to support and maintain a full staff. Our highly effective staff members attend CMS career fairs and conduct team interviews using scripted questions and rubric. In these interviews, Ashley Park highlights our schools vision and mission as well as our school goals. We utilize Title I funding to support teacher leader pathways to retain highly effective teachers as well as utilizing Restart funding for flexibility in hiring. Ashley Park utilizes a rubric to identify teachers based on turnaround principals and offer professional development opportunities. Through coaching and walkthroughs, teachers are given feedback and expected to met school wide professional goals.</p>	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<p>Teams meet weekly and extended planning three times a year for data driven instruction and content planning with coaches. Teachers use a variety of rigorous resources including district and school based resources to demonstrate integrity of curriculums. Teachers will utilize weekly learn checks, district unit /formatives, and MAP data to inform MTSS interventions and SOAR small groups. All teachers regardless of content will come prepared to quarterly extended planning meetings with solved unit /district formatives, unpacked standards utilizing school protocol and updated scholar achievement data in order to effectively backwards plan for upcoming assessments and EOG testing.</p> <p>We will continue this work with all staff to build the internalization of standards and curriculum. As a result, Ashley Park will increase overall Career and College readiness for students.</p>		Teshira Newton	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	9/9/22	Grade level teams will utilize MAP, district assessments, and iredy to create grade level action plans for reading and math for small group instruction to improve student achievement for all (EVAAS, 3rd grade ELA,8th grade Math)		Teshira Newton	01/24/2023

Notes: Extended planning days will be hosted by instructional coaches with vertical teams to analyze data that comes from MAP, district assessments, and iready. Teachers will take this data to make intentional moves that they will leverage during small groups in SOAR.

9/9/22 Monitor weekly data meetings/ morning clinics by leveraging school PD plan and weekly action trackers. (EVAAS, 3rd ELA, 8th Math)

Joline Adams

01/24/2023

Notes: Coaches will meet with teachers during their morning planning block to complete morning clinics that support practice in pedagogy or weekly data meetings that support reacting to in the moment data.

10/4/22 The instructional leadership team will review multiple pieces of data to create data action plans that will drive instructional planning for small groups to grow student achievement. (EVAAS, 3rd ELA, 8th Math)

Teshira Newton

01/24/2023

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
<i>Initial Assessment:</i>		We have a master schedule that has a SOAR block included for every grade level. The SOAR block is a time for small group intervention and acceleration to meet the needs of all students. SOAR block is differentiated times across grade levels. These differentiated times allow for support staff, instructional assistants and coaches to push in and pull small groups. Our MTSS leadership team meets every other Monday with grade levels to align on progress monitoring and action steps to support students. Staff was trained on the operation of Branching minds with expectations on how to track student data.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		Instruction will occur bell to bell, teachers will utilize core time efficiently to deliver grade level and standards based instruction, in addition our school wide master schedule includes approximately 45 minutes of SOAR time, which will be data driven research based interventions / small groups supported by coaches, EC, ELL and MTSS facilitator. Ashley Park teachers will implement effective teaching practices that align with the same standards and skills as their peers teaching other tiers of intervention. Behavior communications will be monitored monthly by Admin, BMT staff ,school counselors ,social workers and behavior interventionist to ensure all scholars requiring supplemental or intensive behavior interventions will have an individualized BIP/MTSS plan. Teachers will be trained on the use of branching minds as well as how to leverage the implementation and use of the standard treatment protocol and data decision rules.		Teshira Newton	06/15/2024
Actions			0 of 4 (0%)		
	9/9/22	Monitor and complete whole staff Branching minds training. (EVAAS, 3rd ELA, 8th Math)		Christine Esterman	01/24/2023
		<i>Notes:</i> Ms. Esterman is our MTSS facilitator. In this role she will give staff a training on the resource of branching minds and provide support on what it looks like to give differentiated interventions to students in a given classroom. Esterman will complete a branching minds training and bring it to our staff members at Ashley Park.			

9/9/22	MTSS teams will meet weekly to review grade level data, problem solve and create supplemental and intensive intervention plans (EVAAS, 3rd ELA, 8th Math)		Christine Esterman	01/24/2023
<i>Notes:</i> Meetings with grade bands to discuss students, interventions and progress monitoring. These meeting will include Admin team member, Instructional coach, Counselors, and social workers as we provide wrap around support for all students.				
10/5/22	Grade level teams will utilize MAP, district assessments, and iready to create grade level action plans for reading and math for small group instruction to improve student achievement for all (EVAAS, 3rd grade ELA,8th grade Math)		Christine Esterman	01/24/2023
<i>Notes:</i>				
10/5/22	The instructional leadership team will review multiple pieces of data to create data action plans that will drive instructional planning for small groups to grow student achievement. (EVAAS, 3rd ELA, 8th Math)		Christine Esterman	01/24/2023
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			<p>Staff members received training at the beginning of the year on developing culture through the No nonsense Nurturing Model. Weekly walkthroughs and coaching occurs for staff reinforcing no nonsense nurturing. All grade levels have SEL time using caring schools curriculum to build relationships and support students with lifelong skills. Counselors utilize panorama data deliver classroom guidance lessons to all grade levels.</p>	<p>Limited Development 08/12/2022</p>		
<i>How it will look when fully met:</i>			<p>Ashley Park will have a 95% completion rate of Panorama surveys in grades 6-8. Student daily attendance will increase to 95%. With the given data school counselors will create and provide guidance lessons based on needs shown in panorama survey data and daily attendance . All staff members will model the four components of No Nonsense Nurturing to achieve 100% engagement consistently. Ashley Park will have 4 houses one family modeled after the Ron Clark Academy house system. All staff and scholars will be sorted into houses. Scholars will have the opportunity to earn house points through academic efforts and positive behavior reinforcement. The school will have quarterly house competitions that will be both academic and athletic to build the positive school culture at Ashley Park.</p> <p>As a result The percent of students reporting a positive self-perception of their self-efficacy, will increase from 30 % on the Fall 2021 Panorama Screener in Grades 6-8 to 35% in SY2022-23 and 40 % in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)</p> <p>Another result will be an increase in student attendance with a goal of 95% daily attendance.</p>		<p>Cheryl Laster</p>	<p>06/15/2024</p>
Actions				0 of 4 (0%)		
		9/9/22	Administer and support teachers with a 95% Completion of Panorama survey Fall and Spring. (SEL)		Cheryl Laster	01/24/2023
			<i>Notes:</i> Ensure that 95% of students take panorama survey during window of opportunity			
		9/9/22	School support team members will create strategies, pull small groups and host professional developments to support teachers and students with increasing self efficacy of 6-8 grade students. (SEL)		Tamara Luckey	01/24/2023

		<i>Notes:</i> Meet with support team members to think of strategies to close gaps that can be found in Panorama data.				
	10/5/22	Counselors will create and deliver guidance lessons for students based on fall and spring panorama results (SEL)			Tamara Luckey	01/24/2023
		<i>Notes:</i>				
	10/20/22	School support team members will create and plan strategies, pull small groups, and host parent meetings to get and maintain 95% attendance rate. (SEL, School Culture)			Tamara Luckey	01/24/2023
		<i>Notes:</i>				
	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Pre-K - Home transition meetings take place over the summer. Kindergartners have beginners day and staggered entry. 5th graders meet with counselor to plan middle school electives and transition. 8th graders meet with counselor of High School, tour high school, apply to magnets and complete course registration. 8th graders attend high schools in the summer to prepare for 9th grade.		Limited Development 08/12/2021		
<i>How it will look when fully met:</i>		Pre K will be offered to all of our families to support all scholars. Pre K teachers will complete home visits over the summer and staggered entry to support their transition to school. Kindergartener families will attend beginners day and participate in staggered entry to support their transition. 5th graders meet with counselor to plan schedule choices and plan transition. High school counselors come to Ashley Park to meet with incoming students. 8th grade scholars take a field trip to high school to tour and attend assembly. Middle school counselors holds individual meetings to apply to magnets and complete course registrations. 8th graders attend high school bridge program in summer to prepare for 9th grade entry.			Cheryl Laster	06/15/2024
<i>Actions</i>				0 of 3 (0%)		
	10/5/22	The Pre K and Kindergarten team will create staggered entry plan for all scholars. Pre k will conduct home visits. (Positive School Climate)			Cheryl Laster	01/24/2023
		<i>Notes:</i>				
	10/5/22	Counselors will meet with 5th grade and 8th grade scholars to select courses for middle and high school. (Positive School Climate)			Cheryl Laster	01/24/2023

Notes:

10/5/22 Counselors will schedule middle and high school transition trips and meetings. (Positive School Climate)

Cheryl Laster

01/24/2023

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>		<p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p>	Limited Development 08/12/2021			
<i>How it will look when fully met:</i>		<p>Collaboration and support from LC and other department staff. Professional Development around use of curriculum and instructional materials aligned to the district Goals and Guardrails. Professional Development around the use of Branching Minds and Standard Treatment Protocol interventions and Progress monitoring tools.</p>		Joline Adams	06/15/2024	
Actions			0 of 3 (0%)			
	10/5/22	The LEA will provide PD aligned to district Goals and Guardrails. (EVAAS, 3rd ELA, 8th Math)		Michael Butler	01/24/2023	

Notes:

10/5/22	The LEA will provide PLC opportunities for 3rd grade ELA and 8th grade math teachers. (EVAAS, 3rd ELA, 8th Math)		Michael Butler	01/24/2023
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10/5/22	The LEA will provide training on Standard Treatment protocol, progress monitoring and Branching Minds. (EVAAS, 3rd ELA, 8th Math)		Michael Butler	01/24/2023
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	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
Initial Assessment:			<p>The principal has a schedule of weekly instructional leadership team meetings to align on action steps and goals of the school. The principal and coaches collect data aligned to the CT3 engagement rubric, review action steps and share data and feedback with the teacher. Engagement data is also shared with whole staff and teachers above 90% are recognized. The principal is strategic about staffing and makes moves to support teachers in highest priority grade levels. The principal uses additional resources (position allocations, Title I funding, Restart flexibilities) to provide professional development for teachers and teacher leaders as well as promote retention.</p>	Limited Development 08/12/2021		
How it will look when fully met:			<p>Principal regularly observes classrooms and provides teachers feedback in-the-moment or during a time when the teacher is not teaching. Principal walks classrooms with coaches and provides feedback to coaches and teachers. The principal meets regularly with coaches to review core action walkthrough resources, coaching trackers, action steps, and PD development based on trends in the building. The principal attends planning meetings, DDI meetings and real time teacher meetings.</p> <p>The principal will implement a PD plan at the building capacity to give strategy to all teachers in the building regularly. Principal and coaches will continue to provide CT3 real-time teacher coaching. Walkthrough data will be gathered to determine specific action steps and PD needed for teachers.</p>		Joline Adams	06/15/2024
Actions				0 of 3 (0%)		
	10/5/22	Principal will complete bi-weekly walk throughs with ILT member to continuously norm on entering core action Qualtrics data as well CT3 engagement counts. (EVAAS, 3rd ELA, 8th Math)			Joline Adams	01/24/2023
<i>Notes:</i>						
	10/5/22	Principal will create a PD plan that will leverage best practices to increase data found in both Core action walkthroughs and CT3 engagement counts. These professional developments will continue throughout the school year (EVAAS, 3rd ELA, 8th Math)			Joline Adams	01/24/2023
<i>Notes:</i>						

10/5/22	Instructional leaders will plan and deliver monthly professional developments that reflects the needs of teachers based on trend data collected from walkthroughs		Teshira Newton	01/24/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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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
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Initial Assessment:	A duty schedule is created for morning, afternoon and lunch. A master schedule is created to allow for at least 5 hours of planning each week. Teachers meet with coaches weekly to unpack standards and district curriculum. They also use this time for weekly data meetings to review data to plan small group instruction.		Limited Development 08/12/2021		
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How it will look when fully met:	All teachers will utilize planning time to plan for instruction using district curriculum and data with fidelity and integrity. Coaches will meet weekly with teachers to support the alignment of planning to meet the needs of all scholars. Weekly walkthroughs using the core actions will occur to review alignment with plans, grade level standards and level of rigor. In the moment coaching will be provided to support all teachers growth.			Teshira Newton	06/15/2024
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Actions			0 of 2 (0%)		
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10/5/22	Teachers and coaches will meet weekly to identify possible misconceptions and plan exemplar responses. (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
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Notes:

10/5/22	Instructional coaches will conduct weekly walkthroughs and utilize the core action look fors to provide feedback. (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
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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>		The principal has a schedule of bi-weekly walks with each instructional coach. The principal and coach collect data aligned to the CT3 engagement rubric, review action steps and share data and feedback with the teacher. Engagement data is also shared with whole staff and teachers above 90% are recognized. The principal is strategic about staffing and makes moves to support teachers in highest priority grade levels. The principal uses additional resources (position allocations, Title I funding, Restart flexibilities) to provide professional development for teachers and teacher leaders as well as promote retention.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Principal regularly observes classrooms and provides teachers feedback in-the-moment or during a time when the teacher is not teaching. Principal walks classrooms with coaches and provides feedback to coaches and teachers. The principal meets regularly with coaches to review core action walkthrough resources, coaching trackers, action steps, and PD development based on trends in the building. The principal attends planning meetings, DDI meetings and real time teacher meetings. The principal will implement a PD plan at the building capacity to give strategy to all teachers in the building regularly. Principal and coaches will continue to provide CT3 real-time teacher coaching. Walkthrough data will be gathered to determine specific action steps and PD needed for teachers.		Joline Adams	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	9/9/22	Principal will complete bi-weekly walk throughs with ILT member to continuously norm on entering core action Qualtrics data as well CT3 engagement counts. (EVAAS, 3rd ELA, 8th Math)		Joline Adams	01/24/2023
	<i>Notes:</i>	Principal will complete bi-weekly walk throughs with ILT member to continuously norm on entering core action Qualtrics data as well CT3 engagement counts.			
	9/9/22	Principal will create a PD plan that will leverage best practices to increase data found in both Core action walkthroughs and CT3 engagement counts. These professional developments will continue throughout the school year (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023

Notes: Principal will create a PD plan that will leverage best practices to increase data found in both Core action walkthroughs and CT3 engagement counts. These PD will continue throughout the school year

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>		The instructional leadership team meets to review achievement data and walkthrough data to create action steps for the school. The school utilizes engagement rubrics and core action walkthrough guides to determine coaching and planning needs for each teacher. Coaches provide differentiated coaching to teachers based on data. The zone visits the school to conduct walkthroughs in 8th grade math and 3rd grade ELA utilizing the core action walkthrough guide. The zone provides district support to the school based on need. 3rd grade teachers, 8th grade math teachers and coaches attend Zone PLC planning meetings to align our practices.	Limited Development 10/05/2022		
<i>How it will look when fully met:</i>		All classroom teachers will utilize data to plan data driven instruction that aligns to standards and curriculum. Coaches will ensure alignment of planning and delivery of instruction through walkthroughs and coaching. The zone will support the school by walking classrooms utilizing core actions to ensure alignment and provide supports to the school as needed. Classroom teachers and coaches will participate in district PLC to align our practices.		Joline Adams	06/15/2024
Actions			0 of 3 (0%)		
	10/5/22	Instructional coaches will monitor integrity of district provided curriculums through weekly walkthroughs and collaborate with principal to create action steps for teachers. (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
<i>Notes:</i>					
	10/5/22	West learning community will collaborate with school principal and instructional leadership team to conduct walkthroughs and give feedback to align core actions and provide supports to the school as needed (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
<i>Notes:</i>					

10/5/22	Classroom teachers, instructional leaders and principal will attend professional cycles of learning provided by district specialist to collaborate and plan best practices within given district provided curriculum (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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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
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<i>Initial Assessment:</i>	Ashley park begins our recruitment in January to support and maintain a full staff. Our highly effective staff members attend CMS career fairs and conduct team interviews using scripted questions and rubric. In these interviews, Ashley Park highlights our schools vision and mission as well as our school goals. We utilize Title I funding to support teacher leader pathways to retain highly effective teachers as well as utilizing Restart funding for flexibility in hiring. Ashley Park utilizes a rubric to identify teachers based on turnaround principals and offer professional development opportunities. Through coaching and walkthroughs, teachers are given feedback and expected to meet school wide professional goals.		Limited Development 08/12/2021		
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How it will look when fully met:	Weekly coaching and feedback will support all teachers growth. Walkthrough data on core actions, engagement rubrics will be utilized to identify professional development and coaching needs to grow all teachers. Teachers that do not meet goals will be provided with written warnings and or performance counseling letters. Quarterly surveys will be used to gain feedback for our coaching model to support our continued growth.			Joline Adams	06/15/2024
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Actions			0 of 5 (0%)		
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10/5/22	Instructional leaders will plan and deliver monthly professional developments that reflects the needs of teachers based on trend data collected from walkthroughs (EVAAS, 3rd grade ELA,8th grade Math)			Teshira Newton	01/24/2023
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<i>Notes:</i>					
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10/5/22	Instructional leaders will conduct weekly walkthroughs to support engagement counts and core actions and provide real time teacher coaching to staff that are below 70% (EVAAS, 3rd ELA, 8th Math)			Teshira Newton	01/24/2023
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<i>Notes:</i>			
10/5/22	Principal will create written warnings and performance counseling letters for teachers who do not meet school goals(EVAAS, 3rd grade ELA,8th grade Math)	Joline Adams	01/24/2023
<i>Notes:</i>			
10/5/22	Grade level teams will utilize MAP, district assessments, and iready to create grade level action plans for reading and math for small group instruction to improve student achievement for all (EVAAS, 3rd grade ELA,8th grade Math)	Teshira Newton	01/24/2023
<i>Notes:</i>			
10/5/22	Principal will create quarterly surveys for staff on coaching effectiveness and utilize the data to support the growth of each coach	Joline Adams	01/24/2023
<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>		Ashley Park teachers are in regular contact with their scholars' parents. The parents are also notified of school events through Connect Ed messages, class dojo and flyers. Ashley Park also plans an average of three parent nights to share student success and data.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<p>Activities will be provided throughout the year to increase parent engagement and student performance, by providing information about curriculum, extracurricular opportunities, academic progress, parent-teacher conferences, and community resources. There will be an active participation from parents through school improvement teams as well as through the PTA organization. PTA will host events for families and students at Ashley park and community locations Activities and events are authentic to the needs and interests of the families.</p> <p>Rough Plan of Family Engagement</p> <ul style="list-style-type: none"> • OCTOBER 26- END OF QUARTER PARENT CONFERENCES • NOVEMBER- CURRICULUM NIGHT #goal+guardrails (3RD GRADE + 8TH GRADE) • DECEMBER- FALL /WINTER FESTIVAL • FEBRUARY- BLACK HISTORY EVENT: SCHOOL PLAY • MARCH-WOMEN'S MONTH: MUFFINS WITH MOM • APRIL-CURRICULUM NIGHT # STEMLEARNERSSCIENCE FAIR • MAY- GEARING UP FOR END OF YEAR TESTING 		Teshira Newton	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	9/9/22	Create, plan, and organize parent curriculum nights surrounding our goals for 3rd grade ELA and 8th grade math. Teachers will share expectations and strategies to use at home to support our goals. (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/24/2023
<i>Notes:</i>					

9/9/22	Collaborate with district family engagement support to create action steps to increase consistent parent involvement and engagement at Ashley Park. (Positive School Climate)		Teshira Newton	01/24/2023
<i>Notes:</i> Collect dues and begin reinstatement of PTA for School improvement and overall involvement				
10/4/22	Create active parent participation through MTSS development and planning for students , parent teacher conferences and bi-monthly parent teacher association meetings, (School climate, 3rd ELA, 8th Math, EVAAS)		Lisa Link	01/24/2023
<i>Notes:</i>				

Principal Attestation

My signature verifies that I adhered to the aforementioned statutory requirements. The 2022-2023 School Improvement Plan was voted on by staff secret ballot on 10/6/22.

Principal Name	Joline Adams	Principal Signature	Joline Adams	Date	10/6/22
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My signature verifies that I am a voting member of the School Improvement Team and that I have reviewed and approve the 2022-2023 School Improvement Plan and Safety Plan.

SIT Team Member Name	SIT Role/Representative <small>*Please identify what seat or group this member is representing. See examples below.</small>	SIT Team Member Signature	Date
1. Joline Adams	Principal	Joline Adams	10/6/22
2. Cheryl Laster	AP Representative	Cheryl Laster	10/6/22
3. Candice Bates	Teacher	Candice Bates	10/6/22
4. Sherita Brown	Teacher	Sherita Brown	10/6/22
5. Teshira Newton	Instructional Coach	Teshira Newton	10/06/2022
6. Sabrina Brooks	Assistant, Teacher	Sabrina Brooks	10/6/22
7. Tiffany Mungo	Parent	Tiffany Mungo	10/6/22
8. Lisa Link	Parent	Lisa Link	10/6/2022
9. Lisa McIntyre	Parent	Lisa McIntyre	10/6/22
10. PAT Landor	Parent	PAT Landor	10/6/22
11. Auyana Sherrill	Parent	Auyana Sherrill	10/6/22
12. Randy Brown	Parent	Randy Brown	10/6/22
13.			
14.			
15.			