

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 42% on the Fall 2021 Panorama Screener in Grades 6-8 to 47% in SY2022-23 and 52% 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)

We will increase our Black and economically disadvantaged subgroup performance grade from a F to a D or higher in 2023-24. (Aligns to A4.01)



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>		<p>In the 22-23 School year, we did not meet our goal of decreasing OSS Disproportionality for Black students to 12.2% The disproportionality increased from 17.2% in 2021-2022 to 22.5% in 2022-2023. However, we had a number of measures in place to support teachers and students with behavior. Ashley Park Instructional coaches collected quarterly engagement counts to provide real time teacher coaching to staff that are below 70%. Instructional coaches also tracked coaching targets through coaching tracker for weekly check-ins with Principal. Some successes that we experienced related to this indicator include all of our staff have received No Nonsense Nurturing training at the beginning of the school year, a school wide hierarchy and the utilization of 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. Some challenges that we faced in this indicator relates to providing additional development opportunities for teachers who show need based on trend data. An opportunity that we plan leveraging to address this challenge include our implementation of bi-weekly practice clinics during morning planning.</p>	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	06/08/2024
<i>Notes:</i>					
	9/30/22	Monitor coaching tracker and engagement counts to provide coaching to staff that are below 70% engagement (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	06/08/2024

Notes: In the 22-23 School year, Ashley Park Instructional coaches collected quarterly engagement counts to provide real time teacher coaching to staff that are below 70%. Instructional coaches also tracked coaching targets through coaching tracker for weekly check-ins with Principal. This is a practice Ashley Park would like to continue building consistency with.

10/4/22 Principal will monitor teacher coaching through weekly coaching check-ins and data trackers. (EVAAS, 3rd ELA, 8th Math)

Joline Adams

06/08/2024

Notes: In the 22-23 School year, Ashley Park Instructional coaches collected quarterly engagement counts to provide real time teacher coaching to staff that are below 70%. Instructional coaches also tracked coaching targets through coaching tracker for weekly check-ins with Principal. This is a practice Ashley Park would like to continue building consistency with.

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
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<p>Initial Assessment:</p>	<p>As of June 2023, our 3rd grade CCR 2.9% and GLP 5.9%. 8th grade Math showed a 5% growth from 21-22 to 22-23 school year. Overall, As a result GLP data increased in 80% of grade levels in both Reading and Math. In the 2022-23 school year, Ashley Park utilized Title I funding to support teacher leader pathways to retain highly effective teachers as well as utilizing Restart funding for flexibility in hiring. Some successes we experienced with this indicator is the utilization of a rubric to identify teachers based core action walkthrough and the leverage professional development opportunities through our monthly PD Calendar. A challenge that we faced in this indicator was leveraging opportunities for teachers to plan effectively for strategic moves that will be used during intervention block. Some opportunities to address this challenge include utilizing extended planning days grade level teams vertically plan, and 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. Another opportunity to address this challenge is to include instructional assistants on all professional developments. Coaches will meet with teachers and instructional assistants 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. Instructional leadership team will have a focus on Bi-weekly data meetings to unpack and model standards that have not been mastered. Data sources will be Mastery Connect district assessments, MAP , and Iready for Reading and Math Interventions.</p>	<p>Limited Development 08/11/2022</p>		
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<p>How it will look when fully met:</p>	<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>		<p>Teshira Newton</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/9/22</p>	<p>The School leadership team will utilize the Relay Strong start playbook to plan, develop and execute a school-wide data analysis action plan tool (EVAAS, 3rd ELA, 8th Math, FAM-S 29)</p>		<p>Teshira Newton</p>	<p>02/01/2024</p>
<p><i>Notes:</i> Extended planning days will be hosted by instructional coaches with vertical teams to analyze data that comes from MAP, district assessments, and iredy. Teachers will take this data to make intentional moves that they will leverage during small groups in SOAR.</p> <p>Instructional leadership team will have a focus on Bi-weekly data meetings to unpack and model standards that have not been mastered. Data sources will be Mastery Connect district assessments, MAP , and Iready for Reading and Math Interventions.</p>				
<p>9/9/22</p>	<p>ILT members will monitor and track weekly data to plan and differentiate whole school and individual professional developments in order to establish core instructional practices (EVAAS, 3rd ELA, 8th Math, FAM-S 29)</p>		<p>Joline Adams</p>	<p>06/09/2024</p>
<p><i>Notes:</i> 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.</p>				
<p>7/20/23</p>	<p>Instructional leaders will support teachers to create standard aligned lesson plans that allow students multiple opportunities to engage in rigorous aligned independent practices and demonstrate learning through intentional checks for understanding. (EVASS, 3rd ELA, 8th Math, Title I)</p>		<p>Teshira Newton</p>	<p>06/09/2024</p>

Notes: Develop and execute a high quality lesson plan that unpacks standards and internalizes curriculum to increase student achievement

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>		As of June 2023, MTSS data retrieved from Branching Minds, Tier 3 students in Reading and Math shows a decrease from 46% to 38%. Tier 1 students showed an increase from 40% to 46%. The implantation of intervention blocks added in our master schedule has assisted in increased proficiency in 70% of EOG/EOC tested grade levels. A highlight in our data could be found 4th grade reading where students has an 11% growth as well as 8th grade math I in which students shown an 20% increase in GLP. Some successes that we experienced in this indicator is the incorporation of T SOAR block. This intervention 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. A challenge that we experienced in this indicator was creating opportunities for instructional assistants and elective teachers to be closer in the work of content planning and understanding. An opportunity to address this challenge that we plan to use is developing professional development for instructional assistants and elective teachers in content and small group instruction strategies. These team member will also receive Real-time teacher coaching and content based feedback. Our MTSS leadership team will continue to meet every other Monday with grade levels to align on progress monitoring and action steps to support students. Staff will be trained on the operation of Branching minds with expectations on how to track student data.	Limited Development 08/11/2022		

<p>How it will look when fully met:</p>	<p>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.</p>		<p>Teshira Newton</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/9/22</p>	<p>MTSS facilitator will develop and execute professional development for staff that support core, supplemental, and Intensive support for attendance, academic, behavior, and social and emotional support. (EVAAS, SEL, FAM-S 3)</p>		<p>Joline Adams</p>	<p>02/01/2024</p>
	<p><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.</p>			
<p>9/9/22</p>	<p>MTSS teams will meet weekly to review grade level data, problem solve and create supplemental and intensive intervention plans (EVAAS, 3rd ELA, 8th Math,FAM-S 3)</p>		<p>Joline Adams</p>	<p>02/28/2024</p>
	<p><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. This work will continue through the 23-24 school year</p>			

9/21/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention(s): Utilize Title I and restart funds to supplement additional allotments/positions that will pull small groups for core, supplemental and intensive instruction to increase overall performance of economically disadvantaged students. (EVAAS, 3rdELA, 8th Math,TSI, Restart)		Joline Adams	02/28/2024	
<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, 3rdELA, 8th Math,TSI)		Joline Adams	06/08/2024	
<i>Notes:</i> In the 22-23 School year, Grade level teams utilized MAP, district assessment and iready to create grade level action plans for reading and math for small group instruction. Grade level teams will continue this work and utilize support documentation to identify students in need of social-emotional interventions and supports.					
9/21/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention(s) : engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices.to increase overall performance of Black students. (EVAAS, 3rdELA, 8th Math,TSI)		Teshira Newton	06/09/2024	
<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

Initial Assessment:

As of June 2023, students showed a decrease in self efficacy from BOY 2022 to EOY 2023 panorama survey data. Students reporting positive perceptions of their self efficacy in grades 6-8 decreased from 42% in 2021-2022 to 38% in the Spring of 2023. In the 22-23 School year, we did not meet our goal of decreasing OSS Disproportionality for Black students to 12.2% The disproportionality increased from 17.2% in 2021-2022 to 22.5% in 2022-2023. Some successes that we have experienced in this indicator professional development, staff members received training at the beginning of the year on developing culture through the No nonsense Nurturing Model. Weekly walkthroughs and coaching occurred for staff reinforcing no nonsense nurturing. A challenge that Ashley Park faced in this indicator is maximizing a 95% completion rate of the Panorama survey. Currently, the completion rate for Ashley Park increased 15% and lives at a 35% completion rate. Another challenge that is faced is the effective use of the SEL time giving to leverage caring schools curriculum. Some opportunities that we plan to leverage in addressing these challenges include providing time in our Master Schedule for SEL time using caring schools curriculum to build relationships and support students with lifelong skills. Counselors and support team members will deliver guidance lessons on specifically Panorama Surveys. This guidance lesson will break down a definition of the terms/ phrases that will be seen on the survey. Team members will also create an incentive for classrooms with the highest completion rate.

Limited Development
08/12/2022

<p>How it will look when fully met:</p>	<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>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>10/20/22</p>	<p>School support team members will create and plan strategies, pull small groups, and host parent meetings to get and reduce chronic absenteeism. By June 2024, whole school chronic absenteeism rate will decrease by 5 percentage points from 36.15% to 31.15%. (SEL, School Culture) https://docs.google.com/document/d/1E8p6tdpSjPy5LF_hhlo4KrR5OsETONQjjzDt5pppHps/edit?usp=drive_link</p>		<p>Cheryl Laster</p>	<p>02/28/2024</p>
<p><i>Notes:</i> School support team members, created and delivered guidance lessons monthly. Team members utilized why try interventions with students based on data provided through Branching Minds. In the 23-24 school year.</p>				
<p>9/8/23</p>	<p>Support team members will plan and execute whole school professional developments to leverage restorative practices, caring Schools curriculum, and Capturing kids hearts resources in classrooms based on Panorama survey data. (SEL, OSS, FAM-S 30)</p>		<p>Cheryl Laster</p>	<p>06/08/2024</p>

Notes: Support team members will align Panorama Survey data with monthly guidance lessons. Support team members will continue to deliver whole school professional developments on restorative practices, Planning from Caring Schools, and supporting students with SEL. Ashley Park will continue to partner with district for De-escalation PD and walkthroughs.

9/21/23 School Counselors will review panorama survey results to plan and provide effective guidance lessons to support self- efficacy and emotional regulation for all students in order to maximize instructional time. (SEL, FAM-S 31)

Cheryl Laster

06/08/2024

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

<p>Initial Assessment:</p>	<p>As of June 2023, our percentage of students earning high school Math I credit by passing the Math I EOC increased from the 2021-2022 school year. In 2022-2023, 77.8% of students who took the Math I EOC scored grade level proficient. This is an increase of 20.7 percentage points. As of June 2023, some successes that we experienced throughout this indicator include the Pre-K - Home transition meetings that took place over the summer. Kindergartners had beginners day and staggered entry. Students in 8th grade attended the Woman's and Girls conference hosted by Dr. Michelle Meggs, Women + Girls Research Alliance and Rhonda Caldwell. Students in 8th grade also visited West Charlotte High schools celebratory event for all rising 9th graders who will be attending in the next year (23-24). Middle school counselor, scheduled two opportunities for school counselors from West Charlotte High school to meet with 8th grade scholars to select course for high school. This work will continue throughout the 23-24 School year. One challenge that Ashley Park experienced in implementing this indicator lives in creating opportunities for 5th grade students to experience transition to middle school in a K-8 setting. An opportunity that we plan to leverage In the 23-24 school year includes counselors meeting with 5th grade students to plan middle school electives and transition. Counselors will plan opportunities for 5th graders to transition to middle school.</p>	<p>Limited Development 08/12/2021</p>		
<p>How it will look when fully met:</p>	<p>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.</p>		<p>Cheryl Laster</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>9/21/23 Counselors and teachers will plan for students to have out of school opportunities to explore CMS high school and magnet program options. (Positive School Climate, SEL, A4.06)</p>		<p>Teshira Newton</p>	<p>02/28/2024</p>
<p><i>Notes:</i></p>				

10/5/22	Counselors will meet and support students and families in 5th and 8th grade to select courses and enter advance placement lotteries in middle and high school. (SEL, A4.06)		Cheryl Laster	06/08/2024
<p><i>Notes:</i> Middle school counselor, scheduled two opportunities for school counselors from West Charlotte High school to meet with 8th grade scholars to select course for high school. This work will continue in 23-24 School year.</p> <p>Students in 8th grade attended the Woman's and Girls conference hosted by Dr. Michelle Meggs, Women + Girls Research Alliance and Rhonda Caldwell. Students in 8th grade also visited West Charlotte High schools celebratory event for all rising 9th graders who will be attending in the next year (23-24). This goal has been updated to include 3 opportunities for students per year.</p>				
6/24/23	PreK teachers will conduct home visits to support students and families in transitioning to school. PreK and Kindergarten team members will create and execute staggered entry plan for all students. (SEL, A4.16)		Cheryl Laster	06/08/2024
<p><i>Notes:</i> The Pre K and Kindergarten team will create staggered entry plan for all scholars.</p>				

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>			<p>As of June 2023, we have maintained a 60% attendance rate in our School improvement team meetings. Some successes that we experience in this indicator includes 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. A challenge that we faced in maximizing this goal is the attendance of parents in our SIT meetings. An opportunity to address this challenge is to calendar and develop a weekly Parent Smore that gives information about upcoming meetings and events. We will still utilize zoom/ Microsoft teams to offer a virtual setting for parents to be involved.</p>	Limited Development 08/12/2021		
<i>How it will look when fully met:</i>			<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
<i>Actions</i>				0 of 3 (0%)		
		10/5/22	Instructional leadership team will celebrate staff members through weekly shoutouts, monthly "Eagle of Excellence" awards as well as monthly attendance awards.(SEL, Positive school climate)		Teshira Newton	05/25/2024

Notes: In the 22-23 School year, Instructional leadership team delivered professional developments in (Turn and talks, No nonsense nurturing, and 100% protocols through Teach like a champion protocols. In the 23-24 School year, instructional coaches will deliver bi-monthly planning clinics for teacher development and practice in pedagogy and instructional needs based on trend data collected from walkthroughs

9/8/23	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	06/08/2024
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Notes:

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	06/08/2024
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Notes: Principal conducted walkthroughs with ILT members to norm of core action Qualtrics data. Ashley Park instructional coaches received and applied professional development from the Center of Transformative Teachers on real time feedback and developing action targets. This work will continue throughout the 23-24 School year.

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>		As of June 2023, students in grades 4-8 Met/ exceeded growth based on MAP assessment data. Some success that we experienced in this indicator includes the creation of a duty schedule 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. instructional coaches held weekly planning and data meeting to identify misconceptions and plan/ practice exemplar responses. A challenge that we faced in this indicator includes maximizing additional planning opportunities for teachers and instruction. An opportunity to address this challenge lives in adding additional planning opportunities during morning breakfast. During this 40 minute window, Instructional coaches will also deliver BI-monthly planning clinics to teachers and instructional assistants based on trend data retrieved from engagement counts, Core action walk through data, district and MAP assessments.	Limited Development 08/12/2021		
<i>How it will look when fully met:</i>		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
Actions			0 of 2 (0%)		
	9/12/23	Instructional coaches will collect and track data bi-weekly utilizing engagement counts (CT3) and core actions walk throughs to provide feedback.(EVAAS, 3rd ELA, 8th Math)		Teshira Newton	01/25/2024
<i>Notes:</i>		In the 22-23 school year, instructional coaches held weekly planning and data meeting to identify misconceptions and plan/ practice exemplar responses. In the 23-24 School year, Instructional coaches will also deliver BI-monthly planning clinics to be intentional about pedagogy and curriculum/data.			

9/12/23	Instructional Coaches will provide and lead several opportunities of professional development to staff through Practice clinics, whole school professional development as well as extended data planning days to review student trend data. (EVAAS, 3rd ELA, 8th Math)		Teshira Newton	06/08/2024
<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
<p><i>Initial Assessment:</i></p>			<p>As of June 2023, The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level is 2.9%. 8th grade Math showed a 5% growth from 21-22 to 22-23 school year. Some success that we experienced in this indicator is regularly observed classrooms and provided teachers feedback in-the-moment or during a time when the teacher was not teaching. Principal walked classrooms with coaches and provided feedback to coaches and teachers. A challenge that Ashley Park experienced was consistently utilizing core action tracker, engagement tracker, and Center of transformative teachers tracker. Coaching tracker completion rate will need to increase from a 60% completion rate to an 85% completion rate. An opportunity that we will leverage to address this challenge In the 23-24 school year, is to consolidate engagement tracker and coaching tracker to allow feasibility of completion and implementation. The principal will meet regularly with coaches to review core action walkthrough resources, coaching trackers, action steps, and PD development based on trends in the building. The admin team will also attend planning meetings, DDI meetings and real time teacher meetings. In the 23-24 school year, Ashley Park 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. Principal will complete bi-weekly walk throughs with ILT member to continuously norm on entering core action Qualtrics data as well CT3 engagement counts.</p>	<p>Limited Development 08/15/2022</p>		

How it will look when fully met:	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.		Joline Adams	06/15/2024
Actions		0 of 3 (0%)		
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	01/24/2024
<i>Notes:</i> 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 This work will continue throughout the 23-24 school year.				
9/21/23	The principal will meet with leadership team to review progress on coaching plans, MTSS practices, and Relay strong start playbook (EVAAS, 3rd ELA, 8th Math, FAM-S monitoring)		Teshira Newton	02/28/2024
<i>Notes:</i>				
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, Restart Budget Flexibility)		Joline Adams	06/08/2024
<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. This work will continue throughout the 23-24 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>		As of June 2023, students in 5-8 math Met Growth according to MAP EOY assessment results. Students in 8th grade Mathematics showed a 5.0 growth measure from BOY to EOY MAP assessments results. Some successes that we experienced as it relates to this indicator is the use of coaching and alignment meetings. Instructional leadership team met to review achievement data and walkthrough data to create action steps for the school. The utilization of 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. Some challenges that we faced in implementing this indicator fully would be scheduling practice clinics to target needs based on trends from core action walk throughs. An opportunity to address this challenge in the 23-24 school year, will be to schedule practice clinics twice monthly. Instructional coaches will utilize vertical team planning to leverage lead teachers and develop Professional learning Communities. The zone will continue to visit the school to conduct walkthroughs in 8th grade math and 3rd grade ELA utilizing the core action walkthrough guide. The zone will continue to provide district support to the school based on need. 3rd grade teachers, 8th grade math teachers and coaches will 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
<i>Actions</i>			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	01/25/2024

<i>Notes:</i> This work will continue throughout the 23-24 school year				
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	05/25/2024
<i>Notes:</i> This work will continue throughout the 23-24 school year.				
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	06/08/2024
<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

Initial Assessment:

As of June 2023, Ashley Park has an 100% retention rate of its instructional coaches and leaders. Some successes that we experienced as it relates to this indicator is the development of instructional coaches that received and applied professional development from the Center of Transformative Teachers on real time feedback and developing action targets. Coaches also applied professional development from RELAY training. This work will continue throughout the 23-24 School year. Grade levels in 3-8 utilized MAP, district assessments, and iredy to create grade level action plans for Reading and math for small group instruction. The school utilized support staff and elective teachers to assist and carry out small groups. A challenge that Ashley Park experienced was development of our support staff in carrying out small group instruction. An opportunity that we plan on leveraging in the 23-24 school year lives in the Schools' Admin team attending weekly data meetings on an Admin rotated calendar utilizing Microsoft teams and Outlook. Instructional Coaches will add Instructional assistants will attend practice clinics to develop strong pedagogy and will attend vertical planning meetings to align with content implementation. Ashley Park will continue to 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

<p>How it will look when fully met:</p>	<p>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.</p> <p>Ashley Park instructional coaches received and applied professional development from the Center of Transformative Teachers on real time feedback and developing action targets. Coaches also applied professional development from RELAY training. This work will continue throughout the 23-24 School year. Grade levels in 3-8 utilized MAP, district assessments, and iready to create grade level action plans for Reading and math for small group instruction. The school utilized support staff and elective teachers to assist and carry out small groups. A challenge that Ashley Park experienced was development of our support staff in carrying out small group instruction. In the 23-24 school year, the Schools' Admin team will attend weekly data meetings on an Admin rotated calendar utilizing Microsoft teams and Outlook. Instructional Coaches will add Instructional assistants will attend practice clinics to develop strong pedagogy and will attend vertical planning meetings to align with content implementation.</p>		<p>Joline Adams</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>10/5/22</p>	<p>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)</p>		<p>Teshira Newton</p>	<p>06/08/2024</p>
<p><i>Notes:</i> Ashley Park instructional coaches received and applied professional development from the Center of Transformative Teachers on real time feedback and developing action targets. This work will continue throughout the 23-24 School year.</p> <p>In the 22-23 School year, Instructional leadership team delivered professional developments in (Turn and talks, No nonsense nurturing, and 100% protocols through Teach like a champion protocols. In the 23-24 School year, instructional coaches will deliver bi-monthly planning clinics for teacher development and practice in pedagogy and instructional needs based on trend data collected from walkthroughs</p>				

10/5/22	Principal will create written warnings and performance counseling letters for teachers and staff members who do not meet school goals (EVAAS, 3rd grade ELA,8th grade Math)		Joline Adams	06/08/2024
<i>Notes:</i> This work will continue in the 23-24 school year.				
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	06/08/2024
<i>Notes:</i> Grade levels in 3-8 utilized MAP, district assessments, and iready to create grade level action plans for Reading and math for small group instruction. The school utilized support staff and elective teachers to assist and carry out small groups. In the 23-24 school year, the Schools' Admin team will attend weekly data meetings on an Admin rotated calendar utilizing Microsoft teams and Outlook.				
10/5/22	Principal will create quarterly surveys for staff on coaching effectiveness and utilize the data to support the growth of each coach (School Climate, EVAAS)		Joline Adams	06/08/2024
<i>Notes:</i> This work will continue in the 23-24 School year to engage staff in feedback and effectiveness of instructional coaches (School Climate, EVAAS)				

Core Function:	Dimension D - Planning and Operational Effectiveness
Effective Practice:	Resource Allocation

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<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. A success that we experienced includes our curriculum specialist who supported 5rd grade Math and Science through planning and curriculum break down development. In the 23-24 school year, Monthly Leadership meetings will continue to have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.</p>	<p>Limited Development 09/21/2023</p>		
How it will look when fully met:	<p>We will retain and hire high-quality staff to support high-quality instruction needed for improvement, and place staff in roles that are suited to their strengths while providing professional learning to improve weaknesses. Effective leaders also ensure that staff have the time and instructional resources necessary for instructional planning and improvement. Ashley Park will maximize our resources to support small-group instruction across the building.</p>		<p>Joline Adams</p>	<p>06/15/2024</p>
Actions		0 of 1 (0%)		
<p>9/21/23</p>	<p>Within the 2023-24 school year, our school identified the following resource inequity, Instruction/ Training, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches.(EVAAS, 3rd ELA, 8th Math, TSI)</p>		<p>Joline Adams</p>	<p>02/28/2024</p>

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>		<p>As of June 2023, Ashley park has maintained an attendance rate of 85% to all school events based on parent survey data. Some successes we experienced as it relates to this indicator includes Ashley Park's Black History Science Expo, where students shared their learnings through STEM as it relates to the history of African Americans. School Improvement team planned a student-led data meetings for students to share growth on MAP, district assessments and iredy. Ashley Park re-established the Parent of Excellence support group and created roles Parents were invited and attended MTSS meetings. A Challenge that we experienced as it relates to this indicator is the consistency in parent involvement in SIT meetings / PTA meetings. An opportunity to address this challenge in the 23-24 School year, is to create Family engagement committee to engage in the work of curriculum nights surrounding our goals for 3rd grade ELA and 8th grade Math. Parent events will be calendared for the school year including Parent of excellence team meetings. Support group will meet bi monthly to align on assess group goals. Meetings will be offered Virtually to increase parent participation</p>	Limited Development 08/15/2022		

<p>How it will look when fully met:</p>	<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. The school will host parent conferences every six weeks. 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 - FALL FESTIVAL • NOVEMBER- CURRICULUM NIGHT #goal+guardrails (3RD GRADE + 8TH GRADE) • DECEMBER- WINTER FESTIVAL • FEBRUARY- BLACK HISTORY EVENT: • MARCH-WOMEN'S MONTH: Women's Event • APRIL-CURRICULUM NIGHT • MAY- GEARING UP FOR END OF YEAR TESTING 		Teshira Newton	06/15/2024
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>6/24/23</p>	<p>The school will communicate to parents regularly through Parent Square to inform families with updates about student grades, MTSS meetings, curriculum nights, parent conferences, school events and other relevant updates. (EVAAS, SEL)</p>		Teshira Newton	02/28/2024
<p><i>Notes:</i> Ashley Park will continue to use Classdojo and will adopt Parent square for consistent parent communication</p> <p>The school will communicate to parents regularly through Parent Square to inform families with updates about student grades, MTSS meetings, curriculum nights, parent conferences, school events and other relevant updates. (Evaas, SEL)</p>				
<p>9/9/22</p>	<p>Collaborate with district family engagement to provide various parent engagement and events hosted by "Parents of excellence at Ashley Park." (EVAAS, SEL)</p>		Teshira Newton	02/28/2024

Notes: Collect dues and begin reinstatement of PTA for School improvement and overall involvement . This work will continue throughout the 23-24 School year.

10/4/22 Parents will actively participate in MTTSS meetings that support behavior, academics and attendance. (School climate, 3rd ELA, 8th Math, EVAAS, FAM-S 3)

Teshira Newton

06/09/2024

Notes: In the 22-23 School year, Ashley Park re-established the Parent of Excellence support group and created roles Parents were invited and attended MTSS meetings. In the 23-24 school year, Parent events will be calendared for the school year including Parent of excellence team meetings. Support group will meet bi monthly to align on assess group goals. Meetings will be offered Virtually to increase parent participation

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, FAM-S 3)

Teshira Newton

06/09/2024

Notes: In the 22-23 School year, Ashley Park led the Black History Science Expo, where students shared their learnings through STEM as it relates to the history of African Americans. School Improvement team planned a student-led data meetings for students to share growth on MAP, district assessments and iready. For the 23-24 School year, Ashley park will create Family engagement committee to engage in the work of curriculum nights surrounding our goals for 3rd grade ELA and 8th grade Math.