



Ashley Elementary Improvement Plan

2021-2022

Vision for Improvement	
School Centered Focus	Improving students' futures through reading and math proficiency.
Problem of Practice	We need to focus on having learning intentions and success criteria for each lesson and conveying these to students so that they understand and can explain the learning target.

Goal: Ashley Elementary students will score above the state average in proficiency in language arts in all state assessed areas by Spring 2024	
Lead/Lag Measures	<p>Lead Measures:</p> <ul style="list-style-type: none"> ● Acadience progress monitoring protocols/actions ● CKLA CFAs and unit assessments protocols/actions ● Follow the CKLA pacing guide within three days ● Principal observations ● Teachers will post and communicate learning intentions and success criteria daily <p>Lag Measures:</p> <ul style="list-style-type: none"> ● Acadience BOY, MOY, EOY assessments ● CKLA MOY Placement Assessment ● RISE (3-5) ● KEEP BOY, EOY (Kindergarten)
Ashley Essential Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will complete the LETRS units 5-8 and implement instructional strategies . <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will self report they made changes in their practice. <input type="checkbox"/> Principal will observe changes in teacher instructional practice.



	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will complete LETRS assessments with 80% or better. <input type="checkbox"/> Teachers will implement CKLA with fidelity. <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will use the Primary Focus as the daily lesson learning intention. <input type="checkbox"/> Teachers will use CKLA daily lesson exit tickets as the success criteria. <input type="checkbox"/> Teachers will convey what the primary focus and success criteria are for each lesson. <input type="checkbox"/> Teachers will collect and record exit ticket mastery daily. <input type="checkbox"/> Teachers will review exit ticket mastery data weekly in their PLC. <input type="checkbox"/> Administrator and instructional coach will observe instruction monthly. <input type="checkbox"/> Administrator will observe PLCs every two weeks. <input type="checkbox"/> Provide reading intervention aides to review and instruct students who are not reading proficiently. <input type="checkbox"/> Provide a .5 kindergarten teacher for one all-day kindergarten class in order to provide extra instructional time for those kindergarten students who start school without the prerequisite skills. <input type="checkbox"/> Enhance learning of academic subjects and enhance student motivation through art and music instruction. <ul style="list-style-type: none"> <input type="checkbox"/> Provide funding for art and music supplies. <input type="checkbox"/> Purchase staff shirts to enhance unity of staff and encourage unity to our goal of improving reading instruction. <ul style="list-style-type: none"> <input type="checkbox"/> Purchase staff shirts or sweatshirts with staff logo. <input type="checkbox"/> Purchase staff shirts that encourage reading.
Funding Allocations	
TSSA	<ul style="list-style-type: none"> ● Four reading intervention aides ● Reading instructional supplies ● Computer related materials, i.e. mice, carts, headphones, etc. ● .5 kindergarten teacher ● School staff shirt purchase to show solidarity with our instructional goals.
Title 1	<ul style="list-style-type: none"> ● .5 first grade teacher for class size reduction in a critical grade



	<ul style="list-style-type: none"> • .5 (20 hr/wk) instructional coach to support teacher instruction and classroom management • .425 (17 hr/wk) ELL aide to support language acquisition for English Language Learners • 3 Reading Intervention aides to administer interventions for struggling readers. • Instructional supplies and materials including paper, manipulatives, card stock, office supplies. • Parent engagement including paper for newsletters, treats and materials for parent nights, and materials for Back to School and Parent/Teacher Conferences.
Trust Lands	<ul style="list-style-type: none"> • 3 Classroom aides to support reading instruction and small group instruction in the classroom • 1 Reading Intervention aide to administer interventions for struggling readers. • Instructional supplies and materials including paper, manipulatives, card stock, office supplies.

Goal: Ashley Elementary students will score above the state average in proficiency in math in all state assessed areas by Spring 2024

Lead/Lag Measures	<p>Lead Measures:</p> <ul style="list-style-type: none"> • Ready Math weekly CFAs protocols/actions • Team PM CFAs • Math interventions • Follow the Ready Math pacing guide within three days • Teachers will post and communicate learning intentions and success criteria daily <p>Lag Measures:</p> <ul style="list-style-type: none"> • iReady Math BOY, MOY, EOY diagnostic assessments • Acadience math assessment (1-3) • RISE (3-5) • KEEP BOY, EOY (Kindergarten)
Ashley Essential Actions	<ul style="list-style-type: none"> ❑ Teachers will implement Ready Math with fidelity. <ul style="list-style-type: none"> ❑ Teachers will post the daily lesson learning intention. ❑ Teachers will use Ready Math daily lesson exit tickets as the success criteria.



	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will articulate what the learning intention and success criteria are for each lesson. <input type="checkbox"/> Teachers will collect and record exit ticket mastery daily. <input type="checkbox"/> Teachers will review exit ticket mastery data weekly in their PLC. <input type="checkbox"/> Teachers will continue to use Ready Math program with fidelity. <input type="checkbox"/> Teachers will have students master basic math facts by practicing with Reflex Math in grades 2-5. <input type="checkbox"/> Administrator and instructional coach will observe math instruction monthly. <input type="checkbox"/> Administrator will observe PLCs every two weeks. <input type="checkbox"/> Teachers will implement new science standards.
Funding Allocations	
TSSA	<ul style="list-style-type: none"> ● Math instructional classroom supplies, i.e. paper, manipulatives, etc. ● Reflex Math license renewal ● Science instruction classroom supplies, i.e. paper, STEM project supplies
Title 1	<ul style="list-style-type: none"> ● .5 first grade teacher for class size reduction in a critical grade ● .5 (20 hr/wk) instructional coach to support teacher instruction and classroom management ● .425 (17 hr/wk) ELL aide to support language acquisition for English Language Learners ● Instructional supplies and materials including paper, manipulatives, card stock, office supplies. ● Parent engagement including paper for newsletters, treats and materials for parent nights, and materials for Back to School and Parent/Teacher Conferences.
Trust Lands	<ul style="list-style-type: none"> ● 3 Classroom aides to support math instruction and small group instruction in the classroom. ● Instructional supplies and materials including paper, manipulatives, card stock, office supplies.

Goal: In order to improve our instructional goal, we will focus on decreasing negative behavior incidents and improving the social/emotional well-being of students. Negative behavior incidents and incidents of bullying at Ashley Elementary will decrease by 30% by May of 2022. Students and parents will report that students solve social problems without



fighting will increase by 20% on 2022 Stakeholder Survey.

<p>Lead/Lag Measures</p>	<p>Lead Measures:</p> <ul style="list-style-type: none"> ● Behavior PLC will monitor progress of students who have significant behavior issues. ● Record and monitor incidents in Behavior Reporting Form. ● Monitor incidents on ASPIRE. ● Improved performance on Acadience progress monitor. ● Improved performance on iReady standards mastery assessments. ● Students will recite the school motto daily ● Principal/teachers/social worker will identify struggling students daily by observation when greeting them. <p>Lag Measures:</p> <ul style="list-style-type: none"> ● Summative EOY total of incidents in ASPIRE ● Summative EOY total of incidents in Bullying spreadsheet ● Stakeholder Survey ● Improved performance on RISE Summative (3-5) ● Improve performance on Acadience BOY, MOY, EOY assessments ● Improved performance on KEEP (K)
<p>Essential Actions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social Worker will teach Second Step program during library time once a month. <input type="checkbox"/> Social Worker along with our behavior interventionist will direct behavior interventions and behavior plans.. <input type="checkbox"/> Social worker and behavior intervention aide will assist at-risk and traumatized students to improve academic and social performance. <input type="checkbox"/> As required by state law, we will create and implement a positive school culture plan to be completed by 5/2022 and completely implemented for the 22/23 school year. <input type="checkbox"/> Teachers/Principal/Social Worker will greet students in the morning to promote positivity and caring.
<p>Funding Allocations</p>	
<p>TSSA</p>	<ul style="list-style-type: none"> ● 29.5 hour/week behavior intervention aide



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| | <ul style="list-style-type: none">• Supplies for behavior intervention program, i.e. paper, pencils, office referral forms, intervention referral forms, crayons, etc.• Social skills instructional materials and programs |
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