

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2015-2016 Ashley Park PreK-8 School Improvement Plan Report

Ashley Park School Contact Information

School:	Ashley Park	Courier Number:	311
Address:	2401 Belfast Dr. Charlotte, NC 28208	Phone Number:	980-343-6018
		Fax Number:	980-343-6024
Learning Community	Project LIFT	School Website:	http://schools.cms.k12.nc.us/ashleyparkES/Pages/Default.aspx

Principal:	Meaghan Loftus
Learning Community Superintendent:	Denise Watts

Ashley Park School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Meaghan Loftus	Meaghan.loftus@cms.k12.nc.us	8/24/15
Assistant Principal Representative	Cheryl Laster	Cheryl.laster@cms.k12.nc.us	10/24/15
Teacher Representative	Cassandra Black	c.black@cms.k12.nc.us	8/24/15
Inst. Support Representative	Doug Neill	d.neill@cms.k12.nc.us	8/24/15
Teacher Assistant Representative	Cheryl Forney	Cheryl.forney@cms.k12.nc.us	8/24/15
Parent Representative	Ms. Edwards		8/24/15

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2015-2016 Ashley Park PreK-8 School Improvement Plan Report

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Ashley Park equips scholars with the academic skills and habits of character to ensure their limitless potential in high school, college and beyond.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Ashley Park PreK-8 School ensures scholars' limitless potential through data driven instruction, coaching for all teachers, and a strong school culture.

Ashley Park Shared Beliefs

- Grit: We always teach until our scholars learn.
- Flexibility: We are always willing to change in response to our scholars' needs.
- Love: We love our scholars as if they are our own.
- Family: We rely on each other as a family.

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Ashley Park SMART Goals

- Provide a duty-free lunch for teachers on a daily basis.
- Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- 90% of staff will be No Nonsense Nurturers (NNN), as measured by walk-through engagement data.
- 100% of teachers will implement Core Knowledge/Expeditionary Learning(CK/EL)through the use of weekly content planning meetings and coaching support
- Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.



2015-2016 Ashley Park PreK-8 School Improvement Plan Report

Ashley Park Assessment Data Snapshot

Ashley Park PreK-8 School									
Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	26.3	14.9	43.1	28.4		22.1		52.9
Grade 03 EOG Math	All	31.6	15.8	50.0	31.0		23.5		84.3
Grade 03 EOG Reading	All	21.1	14.0	36.2	25.9		20.6		52.9
Grade 04 EOG Composite	All	24.5	15.1	25.4	14.1		20.2		42.4
Grade 04 EOG Math	All	15.1	9.4	21.1	12.7		19.3		68.2
Grade 04 EOG Reading	All	34.0	20.8	29.6	15.5		21.1		42.4
Grade 05 EOG Composite	All	30.3	17.9	30.1	19.1		21.7		46.9
Grade 05 EOG Math	All	29.9	19.4	17.2	12.1		22.2		77.6
Grade 05 EOG Reading	All	19.4	9.0	19.3	12.3		14.3		49.0
Grade 05 EOG Science	All	41.8	25.4	53.4	32.8		28.6		77.6
Grade 06 EOG Composite	All	16.7	13.3	40.4	30.1		31.3		52.3
Grade 06 EOG Math	All	11.7	10.0	51.5	41.2		42.9		80.0
Grade 06 EOG Reading	All	21.7	16.7	29.4	19.1		19.6		60.0
Grade 07 EOG Composite	All	28.6	18.6	25.0	16.1		32.4		43.6
Grade 07 EOG Math	All	22.2	13.6	21.4	12.5		36.8		69.1
Grade 07 EOG Reading	All	35.0	23.8	28.6	19.6		27.9		49.1
Grade 08 EOG Composite	All	30.4	22.4	48.3	35.4		33.3		44.7
Grade 08 EOG Math	All	22.2	18.5	38.6	30.0		31.1		86.8
Grade 08 EOG Reading	All	22.2	7.4	37.1	27.1		15.6		44.7
Grade 08 EOG Science	All	47.2	41.5	69.6	49.3		53.3		81.6
EOC Math I	All	81.8	54.5	100.0	94.7				
School EOG Reading Composite	All	25.9	15.6	30.3	20.0		20.2		50.0
School EOG Math Composite	All	22.3	14.5	33.6	23.6		29.1		76.9
School EOG Science Composite	All	44.2	32.5	62.2	41.7		38.9		79.3
EOG Composite	All	26.9	17.5	36.3	24.7		26.5		47.2
EOC Composite	All	81.8	54.5	100.0	94.7				
School Composite	All	27.6	18.0	37.6	26.1		26.5		65.3

GLP: Grade Level Proficiency. Level III/IV/V in 2013-14 and beyond.
CCR: College and Career Readiness. Level III/IV in 2011-12 & 2012-13. Level IV/V in 2013-14 and beyond.

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Charlotte-Mecklenburg Schools: School Improvement Plan
Comprehensive Data Snapshot
AMO Target Summary 2014-2015

Ashley Park PreK-8 School											
Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	376	0	5	337	27	2	5	317	11	60	1
Participation Percent	99	0	0	99	0	0	0	99	0	98	0
Participation Status	Met	~	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	327	0	5	292	25	1	4	280	11	49	1
Proficiency Percent	15.3	0	0	13.7	0	0	0	15.4	0	2.0	0
Goal Percent	55.1	0	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	376	0	5	337	27	2	5	317	11	60	1
Participation Percent	99	0	0	99	0	0	0	99	0	98	0
Participation Status	Met	~	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	328	0	5	293	25	1	4	281	11	49	1
Proficiency Percent	15.5	0	0	14.7	0	0	0	14.9	0	4.1	0
Goal Percent	53.9	0	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	~	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

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Charlotte-Mecklenburg Schools: School Improvement Plan
Comprehensive Data Snapshot
AMO Target Summary 2014-2015

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	124	0	0	110	10	1	3	105	3	17	0
Participation Percent	97	0	0	96	0	0	0	97	0	0	0
Participation Status	Met	~	~	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	~
Proficiency Denominator	110	0	0	96	10	1	3	94	3	15	0
Proficiency Percent	30.9	0	0	29.2	0	0	0	29.8	0	0	0
Goal Percent	61.8	0	0	46.0	51.7	63.3	71.7	50.0	33.2	36.4	0
Proficiency Status	Not Met	~	~	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	~

Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	11	0	0	10	1	0	0	9	0	0	0
Participation Percent	0	0	0	0	0	0	0	0	0	0	0
Participation Status	Insuf.	~	~	Insuf.	Insuf.	~	~	Insuf.	~	~	~

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Rate	98.5	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

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Ashley Park PreK-8 School equips scholars with the academic skills and habits of character to ensure their limitless potential in high school, college and beyond.

Grade and Subject	2014-15 3 rd year of LIFT	2015-16 Goals 4 th year of LIFT	2016-17 Goals 5 th year of LIFT
3 rd Math	31.6%	60.6%	90%
3 rd Reading	21.1%	55.5%	90%
4 th Math	15.1%	60.6%	90%
4 th Reading	34%	55.5%	90%
5 th Math	30%	52.6%	90%
5 th Reading	19.4%	62%	90%
5 th Science	42%	66%	90%
6 th Math	12%	60%	90%
6 th Reading	21.7%	54.7%	90%
7 th Math	22.2%	51%	90%
7 th Reading	35%	55.9%	90%
8 th Math	22.2%	56.1%	90%
8 th Reading	22.2%	62.5%	90%
8 th Science	47.1%	66.5%	90%
Composite	27.8%	58.9%	90%

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Ashley Park Profile

Ashley Park PreK-8 School serves scholars in the west Charlotte area. Our demographics are above 90% African-American scholars and above 90% Economically Disadvantaged Students (EDS). Our overall EOG composite score is 27% proficiency. This score includes data from math, reading and science assessments in 2015. The majority of Ashley Park's teachers have taught between one and seven years, and we yielded 70% retention from the 2014-15 school year. Ten percent of our teachers have Masters degrees in Educational Leadership or in Teaching.



2015-2016 Ashley Park PreK-8 School Improvement Plan Report

Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	Retention
Data Used:	Observation

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Improved cafeteria system • Training for all staff • Incentive structure for each class in cafe	Loftus/Principal	Minimal infractions in cafeteria; safe environment	NA	All Staff	Training: 8/17 Weekly monitoring: 8/28-6/8
2. Use of lunch captains for every grade to provide coverage • Schedule from 10:30-1	Loftus/Principal	Teachers able to take daily lunch break	NA	All Staff	Daily: 8/24 – 6/8



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	Retention, Leadership Development
Data Used:	Master schedule

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Master schedule changes • Provision of 60 minutes each day	Loftus/Principal	60 minutes of planning achieved every day for every teacher	NA	All Staff	Creation: 8/3
2. PLC training and execution • One meeting for content • One meeting for coaching	Coaches	Efficient and effective PLC meetings and coaching check-ins weekly	NA	All Staff	Weekly: 8/24-6/8



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	Social and Emotional Health
Data Used:	Suspension data, bullying reports

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> • Second Step Tier 3 program implementation 	Nazer/Counselor	Reduction in suspensions and bullying reports	NA – Second Step already purchased	Counseling team	Weekly: 8/24-6/8
2. Character Education <ul style="list-style-type: none"> • Morning news • 3-5 Assemblies • 6-8 Advisory 	Loftus/Principal Neill/Dean	Character language in every classroom; reduction in suspensions and bullying reports	NA	Admin	Monthly Assemblies: 9/2, 10/6, 11/5, 12/2, 1/6, 2/3, 3/2, 4/6, 5/4



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3. Healthy Active Child 30 min. <ul style="list-style-type: none">• PD on strategies• Monitoring	Codgell/PE	Targeted PD on strategies and healthy active child in process in all classrooms	NA	All staff	Quarterly PD: 10/28, 12/6, 3/9, 5/11
4. School Health Team <ul style="list-style-type: none">• Team meetings	Moody/Counselor	Consistent meeting with diagnosis and action steps that are monitored	NA	Counseling Team	Weekly: 8/24-6/8



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Ashley Park's 90 Day Plan: <https://goo.gl/zqD2eh>

SMART Goal (4):	90% of staff will be No Nonsense Nurturers (NNN), as measured by walk-through engagement data.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	High engagement
Data Used:	TNTP Survey Results

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End)
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> <p>See this school's 90 Day Plan</p> </div>					

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Implementation of first six-week real time cycles. Reflection and implementation of next four week real time cycles	Principal/Loftus Coaches	Strong No Nonsense Nurturing (NNN) culture week 1; scholars engaged in lessons and in transition	NA	All staff	8/24-10/2

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2. Minute by minute systems creation and training on arrival, transitions, lunch and dismissal; training Culture Team prior to kick-off with staff	Principal/Loftus Culture Team	Strong systems in transition, cafeteria, lunch and dismissal; safe and productive environment	NA	Culture Team	8/21
3. NNN Training full-staff; NNN PD every other Wednesday focused on a case study of one teacher's use for feedback and reflection	Principal/Loftus AP Coaches, Culture Team	Growth mindset with teachers; strong NNN culture as a result; all students engaged in lessons and in transition	NA	All Staff	8/30-10/28
4. Walk-through data collection through October to progress monitor and determine "RTTC graduation"	Principal/Loftus AP/	Differentiated support for teachers; all students engaged in lessons and in transition	NA	Admin	8/24-10/30



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SMART Goal (5):	100% of teachers will implement CK/EL through the use of weekly content planning meetings and coaching support.
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	Academic growth and high achievement
Data Used:	Formative and EOG data

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End)
See this school's 90 Day Plan					

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> • Task • Task • Task (PD) 					
1. ILT training focused on the synthesis of NNN and content planning needs; Loftus will present teacher video and create mock calendar to ensure coaches	Principal/Loftus	Strong, aligned coaching calendars that provide teachers with aligned action steps for improvement.	Curriculum through LIFT	ILT	8/12

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can confidently support the mastery of action steps in both categories.					
2. After Core Knowledge and Expeditionary Learning training, all relevant teachers will go through a content planning PD with a model of content planning structure and best practice mindsets. Afternoon practice sessions for first three days included.	Coaches	Lesson plans and execution aligned to new curriculum; scholar growth and heightened engagement	Curriculum through LIFT	All ELA staff	8/20
3. Use CK/EL walk-through tool to determine the needs of each teacher and grade level, and drive rehearsal for subsequent content planning meeting.	Coaches	Improvements to scholar growth and engagement	Curriculum through LIFT	Coaches and ELA staff	Weekly: 8/26-6/8
4. Coaching support during Monday baseline; Loftus will walk with coaches during 10 minute observations to probe and support their targeted use of content planning time and RTTC sessions; use the walk-through tool to drive decisions	Principal/Loftus	Improvements to scholar growth and engagement	Curriculum through LIFT	Coaches	Weekly: 8/24-10/26



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Mastery Grading Procedures Plan	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments • Creation for K-2 math • Internalization for 3-8 • Action Planning aligned to common assessment 6-8 weeks prior	Principal/Loftus Coaches	High quality formatives And high quality action plans; high formative scores as a result (above 60%)	NA	Coaches	9/28-10/2 1/11-1/15 4/11-4/15
2. Data disaggregation • Data spreadsheet returned within 48 hours of assessment, returned to teacher for analysis	Principal/Loftus Coaches	High quality analysis and action plans that align; improvements each formative cycle	NA	Coaches	10/5-10/9 1/19-1/22 4/18-4/22
3. Flexible grouping • Weekly meetings per grade level to regroup scholars	Coaches Teachers	Gaps closed on formative assessments	NA	Coaches Teachers	Weekly: 8/18/15 – 6/8/16



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4. Late and make-up work <ul style="list-style-type: none"> Systems for communicating and grading work 	Coaches	Gaps closed on formative assessments	NA	Coaches Teachers	Weekly: 8/18/15 – 6/8/16
5. Additional learning opportunities <ul style="list-style-type: none"> Instructional pull out by MCL's, Blended Learning to accelerate, Mastery Connect, and Leveled Literacy Interventions are our intervention resources Scholars will be reassessed on non-mastered standards and grades will be updated accordingly 	MCL's, PLC's, ILT	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data		Coaches Teachers	10/5-10/9 1/19-1/22 4/18-4/22
6. Late and make-up work <ul style="list-style-type: none"> A student who misses homework assignments or other assignments or due dates because of absences, whether excused or unexcused, will be allowed to make up his/her work. Arrangements for completing the work will be 	Teachers, ILT,	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data		Coaches Teachers	Weekly: 8/18/15 – 6/8/16

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made within five school days of the scholars return to school.					
<ul style="list-style-type: none"> These arrangements should include a schedule for completion of the work. 					
<p>7. Grade reporting</p> <ul style="list-style-type: none"> Grading will be on a 10pt Scale Teachers must maintain a minimum of 10 class work/informal assessment grades per quarter for classes that meet daily and 4 for classes that meet on an A/B day schedule Teachers will maintain a minimum of 10 homework grades per quarter for classes that meet daily. Teachers will maintain a minimum of 4 formal assessment grades per quarter for classes that meet daily and 2 for classes that meet on alternating days. 	Principal, Administrators, Power-school Administrator	Assessment Reports, Agendas, Progress Monitoring tools, Progress Reports, Benchmark/CIA Data		Principal, Coaches, Teachers, Power-school Administrator	Weekly: 8/18/15 – 6/8/16



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Ashley Park -600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Meaghan Loftus		10/15/15
Assistant Principal Representative	Cheryl Laster		10/15/15
Teacher Representative	CS Derrick Courtney Derrick		10/15/15
Inst. Support Representative	Lashin Libkey		10/15/15
Teacher Assistant Representative	Cheryl Forney		10/15/15
Parent Representative	Stephanie Edwards		10/15/2015



Partnership for Leaders in Education

Darden School of Business
Curry School of Education

90-DAY ACTION PLAN

District: Project L.I.F.T.

School: Ashley Park PreK-8 School

Principal: Meaghan Loftus

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.

PURPOSE OF THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

Ashley Park PreK-8 School equips scholars with the academic skills and habits of character to ensure their limitless potential in high school, college and beyond. Our turnaround will help us achieve this mission efficiently and effectively, by focusing specifically on scholar culture, and instructional planning and literacy.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	For the past year we have focused on improving student culture at Ashley Park as it is foundational to the success of our scholars. 90% of staff will be No Nonsense Nurturers (No Nonsense Nurturing), as measured by walk-through engagement data.	44% of staff agreed the TNTP metric "Across my school there are consistent expectations and consequences for student behavior." 50% of staff as No Nonsense Nurturing	70% of staff will agree with the TNTP metric "Across my school there are consistent expectations and consequences for student behavior." 90% of staff as No Nonsense Nurturing.	Arrival, transition, lunch and dismissal systems will be executed with fidelity 90% of the time as evidenced by scholars following expectations (i.e. level 0 voice, legs moving safely) and teacher actively reinforcing them. 100% of staff will be real time teacher coached by the end of October. 90% of staff will attain 80% of higher engagement during walk-throughs after October. School visits by the LIFT team focused on school culture.
2	We have historically struggled to move the dial on reading EOG scores. This year, with the addition of our new curriculum, 100% of teachers will implement Core Knowledge/Expeditionary Learning through the use of weekly content planning meetings and coaching support.	27.8% composite EOG score	60% composite EOG score	100% of coaches are following content planning structure and script with teams weekly. Formative composite will reach 60% by formative 2. 80% of staff will agree with TNTP item "My school implements a rigorous academic curriculum."

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Scholar Culture			
School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> <ul style="list-style-type: none">No Nonsense Nurturing is being used with 50% fidelity across this building. This gap is related to training, support and mindset.System breakdowns are happening during lunch and during transitions; this is related to teachers’ inconsistent use of the No Nonsense Nurturing model in these shared school spaces.Lack of systematic, tiered real time coaching for staff. Differentiation is not tied to need.		School Leader Responsible: Loftus <ul style="list-style-type: none">Ensuring the use of a real time calendar for every coachReflecting with and training culture teamExecuting No Nonsense Nurturing case study Professional Development monthlyEnsuring weekly walk-through data collection	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> <ul style="list-style-type: none">90% of staff will be No Nonsense Nurtuerers. This means they will be consistently reaching 80% engagement and above, as measured by engagement walk-throughs. Engagement will be assessed by the number of scholars who are following all parts of the direction - including their body, mind and voice expectation.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> <p>Our staff has been trained and reinforced for using No Nonsense Nurturing at a shallow level. We have engaged in case study Professional Development, but the real issue is around consequences. It’s the part of the model teachers are most tentative about executing. If we train hard on it and engage in consequence practice before day 1, we are more likely to start our No Nonsense Nurturing training at the right place in alignment to our skill deficit. From there, we can focus our ongoing No Nonsense Nurturing Professional Development on consequencing and relationships, and our real time coaching can be targeted on the individual teacher need to deviates from there. Right now, much of our staff doesn’t believe we are directly addressing what’s toughest about No Nonsense Nurturing – the top 10% of behaviors. Consequence training will acknowledge this and address it.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Instructional Leadership Team training on balancing RTTC/No Nonsense Nurturing with content planning. Presentation of tiered RTTC calendar, which prioritizes Tier 3 (new) teachers getting RTTC-ed first.	Loftus	8/12/15	Relay
Implementation of first six-week real time cycles. Reflection and implementation of next four week real time cycles	Loftus, coaches	8/12/15 9/16/15	Walk-through data and coaching feedback
Minute by minute systems creation and training on arrival, transitions, lunch and dismissal; training Culture Team prior to kick-off with staff	Loftus, Culture Team	8/24/15	Relay templates

No Nonsense Nurturing Training full-staff; No Nonsense Nurturing Professional Development every other Wednesday focused on a case study of one teacher's use for feedback and reflection	Loftus, AP, coaches, Culture Team	8/17/15-10/28/15	LIFT for No Nonsense Nurturing training
Walk-through data collection through October to progress monitor and determine "RTTC graduation"	Loftus, AP	8/24/15-10/18/15	N/A

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/4/15	Engagement walk-through data for teachers in cycle 1 and 3 shows 80% and above engagement in MVP directions given.	Individual coaching support needed for cycle 5
9/11/15	Engagement walk-through data for teachers in cycle 2 shows 80% and above engagement in MVP directions given.	Individual coaching support needed for cycle 4
10/2/15	Engagement walk-through data for all staff shows 80% and above engagement in MVP directions given.	Use to determine who will be real timed month 2 (regardless of tier)

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Content Planning	
<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>After a composite in the high 20’s last year, it became obvious that we had clear gaps in our alignment to our end-of-grade assessments. This alignment should have been addressed in weekly planning meetings. When thinking through the root cause, there was no correlation between the highest scores and the best learning environment, leading us to believe that rigor was the biggest issue. Thus, it becomes our priority to ensure every single content teacher is planning weekly and daily with guiding documents (Core Knowledge/Expeditionary Learning curriculum for reading, formatives/scope and sequence for math and science), and reacting thoughtfully to the data they capture. Last year, our administration missed the mark on pushing planning as a high priority with our coaches; coaching check-ins too often revolved around learning environment, even through May.</p>	<p>School Leader Responsible: Loftus</p> <ul style="list-style-type: none">● Training on content planning with all ELA/SS staff● Coaching coaches on content planning● Using baseline data to coach highest needs through content planning
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>100% of teachers will implement Core Knowledge/Expeditionary Learning through the use of weekly content planning meetings and coaching support. 60% or higher formative composite by formative 2.</p>	
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i></p> <p>Only 57% of our staff believed we were implementing a rigorous academic curriculum last year. We were hyper-focused on No Nonsense Nurturing and learning environment, and our coaching shifted to all RTTC after a real time principal coach visited in March. This put less pressure, monitoring and importance on alignment. As the coach of coaches, administration did not put enough emphasis on using guiding curriculum-based resources with coaches in weekly planning, nor did we do enough rigor-based Professional Development. As a result, scores in even the best learning environments showed no discernable difference from the year before.</p>	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Instructional Leadership Team training focused on the synthesis of No Nonsense Nurturing and content planning needs; Loftus will present teacher video and create mock calendar to ensure coaches can confidently support the mastery of action steps in both categories.	Loftus	8/12/15	Rookie teacher guide
After Core Knowledge and Expeditionary Learning training, all relevant teachers will go through a content planning Professional Development with a model of content planning structure and best practice mindsets. Afternoon practice sessions for first three days included.	Derrick, King, Dawson	8/20/15	Content planning structure and coaching guides (created by AP over summer)
Use Core Knowledge/Expeditionary Learning walk-through tool to determine the needs of each teacher and grade level, and drive rehearsal for subsequent content planning meeting.	Loftus, Derrick, Cabbage	Starting 8/26/15	Walk-through tool
Coaching support during Monday baseline; Loftus will walk with coaches during 10 minute observations to probe and support their targeted use of content planning time and RTTC sessions; use the walk-through tool to drive decisions	Loftus, Derrick, Cabbage	10/26/15	Rookie teacher guide, Walk-through tool
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
9/25/15	Consistent use of content planning structure in each content planning meeting; all components are addressed, including rehearsal of critical skills.	Coaching feedback on specific action steps to increase pace and effectiveness	
9/25/15	Coaching baselines show evidence of high engagement and alignment of execution to plans	Individual coaching conversations regarding execution; admin back-up when necessary	
10/2/15	Formative mastery for 3-8 reading trending towards 60%.	Alignment conversations in content planning	

Quick Win Plan (Only for first semester)

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.



The school will feel noticeable wins when the building looks and feels different to the staff and the scholars. This requires sharing successes and best practices across grade level and sharing full staff. Giving shout-outs related to No Nonsense Nurturing and systems growth, as well as strong content planning sessions, will reinforce teachers’ hard work and practice, and how it’s manifesting.

Identify up to 4 specific actions that will make the quick win plan happen.

	Action	Person Responsible	Timeline
1	Use first Wednesday staff meeting to show best practice No Nonsense Nurturing and system tape to honor and upgrade; align to practice.	Loftus; RTTC coaches	8/26/15
2	Daily shout-outs on staff morning announcements for teams and teachers implementing two “super levers” with fidelity.	Loftus	Daily through October
3	Sharing best practice content planning video and impact with other Expeditionary LearningA teams; highlighting what’s being observed that is going well and how that relates to content planning practice.	Loftus, Cubbage, Derrick	9/16/15
4	Staff meeting start with stories of successful scholars – benefiting from reading growth and/or No Nonsense Nurturing in behavior – so staff can see how efforts manifest in individual scholar growth	Loftus	Weekly on Wednesdays
5	Individual notes and shout-outs for engagement count growth from Loftus, with coach included	Loftus; RTTC coaches	Weekly on Fridays