



2022-23 Phase One: Continuous Improvement Diagnostic
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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.



2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ashland Elementary School is located near downtown Lexington on North Ashland Avenue. A school with a strong focus on student achievement through stakeholder collaboration, the Ashland community seeks to find ways to ensure that all students thrive and experience success. The downtown location of our school makes walking field trips convenient, and the school partners with local businesses and stakeholders to engage the community. We hosted our Grown-Up Day, Block Party and annual Jog-A-thon during the month of September 2022 where families were able to come together and fellowship. The "Block Party" was a collaboration with Maxwell elementary at Woodland Park that focused on mental health and, "Putting the Blocks Together To Build Support." Another event in the Spring included our collaboration with businesses in the "warehouse district," where we hosted a "Gallery Hop" through multiple businesses that included Art displays, a talent show and other demonstrations in the areas of the ARTs. Walking field trips include the Henry Clay Estate, the Lexington Fayette Urban County Government Center offices, the Lexington Public Library-Main Campus, Christ Church Cathedral, the Living Arts and Science Center, the Lyric Theater, Woodland Park, Kenwick Community Center and more.

With an intentional focus on the ARTS, Ashland identifies students based on interest and skill in the areas of the Visual Arts, Dance/Drama, and Performing Arts.

Stakeholders collaborated with our Specials teachers to present two productions at Norsworthy Auditorium where all scholars were able to participate. This production included Music, dance, drama and Art throughout the production and was published on the internet and viewed by family members across the country.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Ashland's mission is ensure a culture that educates, empowers and encourages success (3Es). We build the foundation of this community through meaningful relationships, intentional and engaging learning, clear communication, and a collaborative commitment to coaching students to be valuable contributing members of the global community. Ashland's vision is to be a school where ALL students are critically thinking problem solvers who demonstrate perseverance, independence, responsibility, and strong moral character. While ensuring that students feel safe, loved, and excited about school and learning. Ashland teachers partner with students and families to close achievement gaps. There are school-

wide structures at Ashland Elementary to encourage students to be responsible for their learning. Expectations are clearly set for students to enter school ready to learn, as outlined in our school handbook. Safety is our number one priority. Students have a dress code and adhere to a schoolwide PBIS behavior system. Students receive character education from our Guidance Counselor and Mental Health Specialist, who also meet with small groups of students to meet their needs. During August of 2022 Ashland opened a BeWell room that focuses on mindfulness and self-regulation.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

014-15 KPREP results designated Ashland as a distinguished, progressing, high performing school with a score of 75.4, and in the 94%ile. 2015-16 KPREP results designation Ashland as a proficient school with a score of 69.5. 2016-17 KPREP results showed Ashland students with 91.4 in achievement points, 75.2 in gap points, and 75.3 in growth points. 2017-2018 KPREP results demonstrated Ashland students were above the average of both district and state in all academic and separate academic indicators. 2018-2019 KPREP results demonstrate Ashland students score 64.1% P/D in reading and 63.5% P/D in math. A focus area at our school for the next three years is closing the achievement gap. Ashland has developed a plan to address the achievement gap including intentional small group and RtI instruction as well as monthly grade level team meetings with administration and MTSS Coordinator/interventionist to discuss student progress towards goals.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Ashland strives to keep a warm and inviting school climate where students are greeted each day and students receive social skills instruction each morning through a morning meeting. Ashland celebrates its students success with the identified "Eagels Nest", where students are nominated by their instructors for exhibiting the school-wide expectations. Events at Ashland include: Literacy Night, Open House, Fall Festival, Jog-a-thon, Science Fair, Field Day, and PTA sponsored

Field Day at Woodland Park. Ashland has a Chess Team, Governor's Cup, Origami Club, STLP, and Academic Team. The Ashland Governor's Cup team finished first in the district and 2nd in the . The after school program allows parents the option to pick their students up at a later time while the scholars receive enrichment and other supervised activities.



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data was collected throughout the first quarter of the year with surveys given to all stakeholders. The primary representatives working on developing and analyzing the Needs Assessment was conducted by our certified staff during a faculty meeting.

The needs assessment was conducted and received consultation from members of the SBDM who meet monthly. The meeting minutes for both the Instructional Leadership team and the SBDM are documented through recorded and archived agenda items and meeting minutes.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Through the use of previous year's needs assessments, the leadership team identified barriers to learning as the need to update outdated technology. As a school we were able to purchase updated View Sonic boards for each classroom to ensure that teachers could display images and material without distortion. These devices were not installed in our classroom until late in the 2021-22 school year. Throughout the course of the 2022-23 school year we will continue to provide teachers with "Tech Tips" to ensure that they are trained in the devices capabilities.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of behavioral referrals was reduced to 3 students last year.

Considering many factors, the last two years have not been typical years when considering the 2020-21 school year was mostly virtual, and the 2021-22 school year required social distancing, mask and other protocols that prevented students from interacting

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: 84% of incoming Kindergarten students are ready for Kindergarten, up from 64% in the previous year. 65.% of African American students scored below proficiency in KPREP reading down from 67% in previous years. 63% of student scored below proficiency in math down from 72% in previous years. 70% of students in the free and reduced lunch group scored below proficiency in reading

and 71.9% of students in the free/reduced lunch category scored below proficiency in math

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

31% of economically disadvantaged and 35% of African American students scored Proficient or Distinguished in reading compared to 75% of students in non-gap groups. 29.1% of economically disadvantaged and 34.5% of African American students scored Proficient or Distinguished in Math compared to 72.5% of student in non-gap groups.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Ashland Writing 69% proficient/distinguished compared to 43% at the district level and 39% at the state level. This was achieved with a change in format from handwritten to word-processed assessment.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Design and Deploy Standards (What should students know to be able to do?) Ashland has completed the assurances for the current curriculum and is aligned to the state standards and components that support the instruction and assessment. Ashland follows the district curriculum map and pacing guides while also adopting the district-wide viable curriculum. Current focus will include, monitoring systems to ensure the curriculum is taught at a high level of fidelity and assessments reflect the full scope of content standards.

Ashland Elementary's Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing the achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

● [KCWP 1: Design and Deploy Standards](#) ● [KCWP 2: Design and Deliver Instruction](#) ● [KCWP 3: Design and Deliver Assessment Literacy](#)

● [KCWP 4: Review, Analyze and Apply Data](#) ● [KCWP 5: Design, Align and Deliver Support](#) ● [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. **Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. **Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May 2025 increase the combined (reading and math) percentage of Ashland students scoring proficient/distinguished from 83.6% to 90%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025 increase reading proficiency scores from 82.8% to 86%	KCKP 1: Establish a process to ensure curricular alignment reviews are an ongoing action of the PLC planning process.	Develop a practice to ensure student-friendly learning targets are constructed during PLC planning process	Teacher Clarity Walkthroughs PLC Agenda and Notes Teacher lesson plans	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	\$0
	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures.	Develop a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap, by using the work of Clarity for Learning and Teacher Clarity Playbook.	Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes Teacher lesson plans	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	\$0
	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes	Weekly walkthroughs conducted by the administration to determine alignment of learning intentions and success criteria.	\$0
Objective 2 By May 2025 increase reading proficiency scores from 84.3% to 87.5%	KCKP 1: Establish a process to ensure curricular alignment reviews are an ongoing action of the PLC planning process.	Develop a practice to ensure student-friendly learning targets are constructed during PLC planning process	Teacher Clarity Walkthroughs PLC Agenda and Notes Teacher lesson plans	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	\$0
	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures.	Develop a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap, by using the work of Clarity for Learning and Teacher Clarity Playbook.	Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes Teacher lesson plans	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	\$0

	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes	Weekly walkthroughs conducted by administration to determine alignment of learning intentions and success criteria.	\$0
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May 2025 will increase the percentage of all Ashland students scoring proficient/distinguished from 74% to 80%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025 increase all Science proficiency scores from 75.4% to 77.7%.	KCWP 3: Establish a process to create formative and summative assessments aligned to the standards	Develop a practice to identify which assessment methods are the best match for each learning target.	Weekly PLC Meetings involving science standards and inclusion in core content Teacher Learning Walks and Notes Teacher lesson plans	Weekly monitoring of science standards and the learning intentions being taught. Planning opportunities with Science Lab teacher and grade level teachers.	\$0
	KCWP 3: Establish a process to develop a tracking system for monitoring of student achievement progress by learning target and by standard	Establish a condition to increase collaboration in deconstructing standards and developing congruent learning targets	Weekly PLC Meetings involving science standards and inclusion in core content Teacher Learning Walks and Notes Faculty Meeting Agendas Teacher lesson plans	Weekly monitoring of science standards and the learning intentions being taught. Planning opportunities with Science Lab teacher and grade level teachers.	\$0
Objective 2 By May 2025 increase all Social Studies proficiency scores from 78.6% to 85.6%.	KCWP 3: Establish a process to create formative and summative assessments aligned to the standards	Develop a practice to identify which assessment methods are the best match for each learning target.	Weekly PLC Meetings involving social studies standards and inclusion in core content Teacher Learning Walks and Notes Teacher lesson plans	Weekly monitoring of social studies standards and the learning intentions being taught. Planning opportunities with K-5 teachers, district support staff and administration to ensure current standards being taught	\$0

	KCWP 3: Establish a process to develop a tracking system for monitoring of student achievement progress by learning target and by standard	Establish a condition to increase collaboration in deconstructing standards and developing congruent learning targets	Weekly PLC Meetings involving social studies standards and inclusion in core content Teacher Learning Walks and Notes	Weekly monitoring of social studies standards and the learning intentions being taught. Planning opportunities with K-5 teachers, district support staff and administration to ensure current standards being taught	\$0
Objective 3 By May 2025 increase all Writing proficiency scores from 68.1% to 74%.	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students	Establish a condition to increase collaboration in deconstructing standards and developing congruent learning targets.	Vertical Team Notes for K-2 Writing and 3-5 Writing Formative and Summative Writing Assessments	Weekly unpacking of writing standards during grade level planning to adhere to the expectations of the standards. Evaluation of student assessments and work by teachers and administration	\$0
	KCWP 2: Establish a process to ensure vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Establish a practice developing assignments and activities reflecting the learning targets students have had the opportunity to learn.	Writing PLC Notes Formative and Summative Writing Assessments Long-range plan for writing curriculum and instruction	Development of long-range plan for Ashland as it aligns to curriculum and instruction along with KAS standards for writing. Development of writing portfolio expectations for each grade level.	\$0

3: Achievement Gap for Economically Disadvantaged

Goal 3 (State your achievement gap goal.): By May 2025 will increase the percent of economically disadvantaged students scoring proficiency in: Mathematics from 48.2% to 67.0% and Reading from 47.5% to 67.0%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, increase the percent of Economically	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly PLC meetings rooted in the development of Teacher Clarity and Clarity for Learning work	Weekly learning walks and walkthroughs by teachers and administration. Informal interviews with students to determine their learning intention and success criteria	\$0

Disadvantaged Mathematics students scoring proficiency from 48.2% to 57.6%.	KCWP 6: Establish a process to collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	Establish a practice to ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Classroom Mission Statements displayed and reviewed with students	Through weekly learning walks and walkthroughs by administration, conversations and established routines of classroom procedures aligned to the class mission statement will be documented and taken note.	\$0
	KCWP 2: Establish a process to develop a clearly defined RtI school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Establish a practice to ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during and after)	Regular MTSS meetings with grade level teachers, interventionists and support staff Develop an MTSS plan for identifying students for additional supports	-At least 1 monthly MTSS meeting with Tier 2 support staff, administration and teachers to develop a plan for individual students. -Analyze and track individual student data to identify next steps for students -Establish an ESS position during the school day to provide additional support to students in Tier 2 and Tier 3 instruction.	\$0
Objective 2 By May 2025, increase the percent of Economically Disadvantaged Reading students scoring proficiency from 47.5% to 57.56%	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly PLC meetings rooted in the development of Teacher Clarity, Clarity for Learning, and methods to address individualized student needs	Weekly learning walks and walkthroughs by teachers and administration. Informal interviews with students to determine their learning intention and success criteria	\$0
	KCWP 6: Establish a process to collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	Establish a practice to ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Classroom Mission Statements displayed and reviewed with students	Through weekly learning walks and walkthroughs by administration, conversations and established routines of classroom procedures aligned to the class mission statement will be documented and taken note.	\$0
	KCWP 2: Establish a process to develop a clearly defined RtI school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies,	Establish a practice to ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during and after)	Regular MTSS meetings with grade level teachers, interventionists and support staff Develop an MTSS plan for identifying students for additional supports	-Monthly MTSS meeting with Tier 2 support staff, administration and teachers to develop a plan for individual students. -Analyze and track individual student data to identify next steps for students	\$0

	SMART goal measurement, and progress monitoring checks.			-Establish an ESS position during the school day to provide additional support to students in Tier 2 and Tier 3 instruction.	
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4: Growth

Goal 4 (State your growth goal.): By May 2025, Ashland will increase the growth indicator score from 55.4% to 61.0%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, increase Ashland school students' reading growth indicator score from 53.1% to 55.9%.	KCWP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes	Weekly walkthroughs conducted by the administration to determine alignment of learning intentions and success criteria.	\$0
	KCWP 2: Establish a process to ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed; and if so, what are those adjustments.	Establish a practice to use formative and summative evidence to inform what comes next for individual students and groups of students.	Planning PLC's agenda and notes Data Analysis of formative and summative assessments	Teachers and administration will meet weekly to unpack the grade level standards, determine learning progressions, learning intentions, success criteria and appropriate forms of assessment. Determination of next steps will be developed based on the common assessments and assignments for the grade level and individual students	\$0
	KCWP 2: Establish a process to ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Establish a practice to plan for and implement active student engagement strategies	Professional development provided to include the use of high yield engagement strategies. Teacher lesson plans	Weekly monitoring of lesson plans including the standards, learning intentions, success criteria and high yield strategies.	\$0
Objective 2 By May 2025, increase Ashland school	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC	Weekly walkthroughs conducted by the administration to determine alignment of learning intentions and success criteria.	\$0

students' math growth indicator scores from 57.6% to 60.4%.			Agenda and Notes		
	KCWP 2: Establish a process to ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed; and if so, what are those adjustments.	Establish a practice to use formative and summative evidence to inform what comes next for individual students and groups of students.	Planning PLC's agenda and notes Data Analysis of formative and summative assessments	Teachers and administration will meet weekly to unpack the grade level standards, determine learning progressions, learning intentions, success criteria and appropriate forms of assessment. Determination of next steps will be developed based on the common assessments and assignments for the grade level and individual students	\$0
	KCWP 2: Establish a process to ensure monitoring measures are in place to support holistic planning for	Establish a practice to plan for and implement active student engagement strategies	Professional development provided to include the use of high	Weekly monitoring of lesson plans including the standards, learning intentions, success criteria and high yield strategies.	\$0

	high fidelity instructional delivery of the standards.		yield engagement strategies. Lesson plans		
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