

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:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 68.3% in SY2024-2025 to 73.3% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring Grade Level Proficient (GLP) in 4th Grade on their Math End of Grade assessment will increase from 63% in 2024-2025 to 65% in 2025-2026 in our lowest performing students. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 17.2% in SY2024-2025 to 18.2% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percentage of chronically absent students will decrease from 16% to 10% in the 2025-2026 school year . (Aligns to E1.06, A4.06, CMS Guardrail 3)

The percentage of OSS students away from the classroom will decrease from 15% in SY 2024-25 to 13% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 80% of licensed classroom teachers throughout the 2025-2026. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2024, 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 school translators to support multilingual parents as well as Microsoft teams to offer a virtual setting for parents to be involved.

Limited Development
08/12/2021

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<p>How it will look when fully met:</p>	<p>The Principal and Instructional Leaders will observe classrooms each week and provide teachers in-the-moment feedback or during a time when the teacher is not giving direct instruction. Each week, the 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>During the summer, the Principal will create a PD plan to build capacity within teachers. Quarterly, the PD plan will be revised based on at the building capacity to give strategy to all teachers in the building regularly. The Principal and coaches will continue to provide CT3 real-time teacher coaching and Getting Better Faster expectations. Walkthrough data will be gathered to determine specific action steps and PD needed for teachers. PD will be differentiated to include practice clinics, whole staff and small group.</p>		<p>Joline Adams</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>10/5/22</p>	<p>Principal will complete bi-weekly walk throughs with ILT member to continuously norm on entering core action walk through data as well CT3 engagement counts. (Goal 2 and 3)</p>		<p>Joline Adams</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>10/5/22</p>	<p>Instructional leadership team will celebrate staff members through weekly shoutouts, monthly "Eagle of Excellence" awards as well as monthly attendance awards. (Guardrail 4)</p>	<p>Complete 06/06/2025</p>	<p>Alicia Edwards</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/8/23</p>	<p>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 (Goal 2 and 3)</p>	<p>Complete 06/06/2025</p>	<p>Joline Adams</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/12/25</p>	<p>Ashley Park will utilize \$2,000 in Title 1 funds for summer planning sessions to create schoolwide plan for meeting schoolwide goals and providing needed teacher professional development.</p>		<p>Joline Adams</p>	<p>06/30/2026</p>

Notes:

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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

Initial Assessment:

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 24-25 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.

June 2025 update- Ashley Park School is committed to aligning its resource allocation—money, time, and human capital—with its instructional priorities to ensure equitable access to high-quality teaching and learning. Through a recent needs assessment, the school identified a resource inequity in the area of Instruction and Training.

To address this, Ashley Park is leveraging the Teacher Leader Pathway program to expand access to highly effective teachers and instructional coaches for all students. This initiative supports the development of teacher leadership while directly enhancing instructional quality across classrooms.

Additionally, the school is investing in additional teacher assistants to support small group instruction throughout the building. This strategic staffing decision is designed to provide more targeted, differentiated support to students, particularly in core content areas.

Looking Ahead:

Limited Development
09/21/2023

Ashley Park will continue to monitor the impact of these resource shifts through regular data reviews and stakeholder feedback. The school plans to refine its resource allocation model annually to ensure that all investments are directly tied to student achievement and instructional excellence.

Within the 2024-25 school year, our school identified the following resource inequity, not enough staff to support small group instruction across our campus, as a result, our school plans to mitigate this inequity by utilizing Title I funds to hire additional teacher assistants to support small groups.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

We will work to retain 85% of desired highly-qualified staff to support rigorous, standards-aligned instruction which is needed for improvement. 90% of staff will be placed in roles that are suited to their strengths while providing professional learning to improve weaknesses.

Joline Adams

06/30/2026

Actions

2 of 4 (50%)

9/21/23

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. (Guardrail 4)

Complete 06/06/2025

Joline Adams

06/30/2026

Notes:

8/9/24

Additional teacher assistants will be hired to support small group instruction across the school. (Title 1 Funding, TSI)

Complete 06/06/2025

Joline Adams

06/30/2026

Notes:

9/12/25

Ashley park will hire Instructional Assistant (excluding benefits) to support small group instruction in K-2.

Julie barker

06/30/2026

Notes:

9/12/25

Ashley Park will utilize \$2,000 in Title 1 funds for supplies from Staples and School Specialty Supplies to purchase general and special school supplies to ensure classrooms and small groups have needed materials.

Aza Alford-Robinson

06/30/2026

Notes:

Implementation:

06/23/2025

Evidence	8/5/2024 We consistently retain over 80% of irreplaceable staff and promote within to support sustainability.			
Experience	8/5/2024 The principal collaborates with district support including HR, Teacher Leader Pathway, District Leaders to align all resources to our school goals.			
Sustainability	8/5/2024 Keep the lines of communication/collaboration open between all stakeholders.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	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
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Initial Assessment:

June 2025 Update - Ashley Park continues to strengthen its tiered instructional system to ensure all students receive the support they need. Through monthly data meetings, teachers and staff apply targeted interventions, prioritize small group instruction, and utilize evidence-based strategies aligned with individual student needs across all tiers. To further enhance instruction, the school has invested in key resources that support differentiated learning. Notably, data from Branching Minds indicates a positive trend, with the percentage of students identified as Tier 3 decreasing to 33%. This progress reflects the effectiveness of our tiered supports and our commitment to continuous improvement in student outcomes.

As of June 2024, MTSS data retrieved from Branching Minds, Tier 3 students in Reading and Math shows a decrease from 44% to 39%. Tier 1 students showed an increase from 38% to 43%. The implantation of intervention blocks added in our master schedule has assisted in increased proficiency in 60% of EOG/EOC tested grade levels. A highlight in our data could be found 8th grade reading where students has an 16.1% growth as well as 3rd grade Math with 54% proficiency. Some successes that we experienced in this indicator is the incorporation of 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
08/01/2024

<p>How it will look when fully met:</p>	<p>100% of students who are needing MTSS services will be identified and be pulled into intentional small groups by the MTSS Coordinator. Additionally, PLCs will analyze data and create differentiated groups in order to have 100% of Ashley Park students receiving differentiation small group support.</p> <p>Within the 2024-25 school year, our ATSI school will implement the following evidenced-based intervention(s) of small group instruction to increase overall performance of 100% of students at Ashley Park.</p>		<p>Shelley Pinks</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>4 of 5 (80%)</p>		
<p>8/5/24</p>	<p>Facilitate monthly MTSS grade level meetings where academics, attendance and behavior are the main focus of debriefing. We will be using data from Branching Minds to create both supplemental and intensive plans. (FAMs 3, Guardrail 1)</p>		<p>Christine Esterman</p>	<p>06/30/2026</p>
<p><i>Notes:</i> Updated from bi weekly to monthly on June 23, 2025</p>				
<p>8/5/24</p>	<p>The Master Schedule will reflect opportunities for small groups in all grade levels and all contents. Teachers will be trained in research-based interventions and progress monitoring through professional development. (FAMs 3, Guardrail 1)</p>	<p>Complete 06/06/2025</p>	<p>Christine Esterman</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>8/5/24</p>	<p>Support Staff (Coaches, Instructional Assistants, EC Teachers, ML Teachers, and Enrichment Teachers) will push in and/or provide small group instructional support. (FAMs 3, Guardrail 1)</p>	<p>Complete 06/06/2025</p>	<p>Christine Esterman</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>9/2/24</p>	<p>Within the 2024-25 school year, our ATSI school will implement the following evidenced-based intervention(s) of small group instruction to increase overall performance of 100% of students at Ashley Park.</p>	<p>Complete 06/06/2025</p>	<p>Christine Esterman</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>3/28/25</p>	<p>In order to provide interventions in Reading and Math, school supplies are essential. We will need to purchase general and special school supplies to ensure small groups work effectively. The two vendors are Staples (\$967.00) and School Speciality Supplies (\$6,100).</p>	<p>Complete 06/06/2025</p>	<p>Alicia Edwards</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				