

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned on a white background that is partially framed by these green shapes.

Ashgrove School Improvement Planning

2020-2021

DATA SUMMARY Spring to Spring

Due to closure of school campuses and quick implementation of remote teaching, 2019-2020 spring assessments were not given

▶ WY-TOPP Reading

- ▶ 2017-2018 28% Proficient/Advanced
- ▶ 2018-2019 45% Proficient/Advanced

▶ aReading

- ▶ 2017-2018 68% 30th percentile and above
- ▶ 2018-2019 73% 30th percentile and above

▶ CBMReading (no 1st)

- ▶ 2017-2018 61% 30th percentile and above
- ▶ 2018-2019 66% 30th percentile and above

▶ Early Reading (1st only)

- ▶ 2017-2018 68% 30th percentile and above
- ▶ 2018-2019 59% 30th percentile and above

▶ WY-TOPP Math

- ▶ 2017-2018 47% Proficient/Advanced
- ▶ 2018-2019 35% Proficient/Advanced

▶ aMath

- ▶ 2017-2018 68% 30th percentile and above
- ▶ 2018-2019 73% 30th percentile and above

▶ EarlyMath (1st Only)

- ▶ 2017-2018 61% 30th percentile and above
- ▶ 2018-2019 66% 30th percentile and above

DATA SUMMARY Fall to Spring

Comments:

30 Percentile and above

- ▶ aReading
 - ▶ 2017-2018 59% to 68%
 - ▶ 2018-2019 72% to 73%
 - ▶ 2019-2020 71%
 - ▶ 2020-2021 65%
- ▶ CBMReading (no 1st until 19/20)
 - ▶ 2017-2018 57% to 61%
 - ▶ 2018-2019 66% to 66%
 - ▶ 2019-2020 59%
 - ▶ 2020-2021 57%
- ▶ Early Reading (1st only)
 - ▶ 2017-2018 57% to 68%
 - ▶ 2018-2019 55% to 59%
 - ▶ 2019-2020 59%
 - ▶ 2020-2021 68%

20 to 29.99 Percentile

- ▶ aReading
 - ▶ 2017-2018 12% to 9%
 - ▶ 2018-2019 8% to 11%
 - ▶ 2019-2020 12%
 - ▶ 2020-2021 12%
- ▶ CBMReading (no 1st until 19/20)
 - ▶ 2017-2018 10% to 16%
 - ▶ 2018-2019 9% to 16%
 - ▶ 2019-2020 9%
 - ▶ 2020-2021 8%
- ▶ Early Reading (1st only)
 - ▶ 2017-2018 21% to 7%
 - ▶ 2018-2019 13% to 22%
 - ▶ 2019-2020 12%
 - ▶ 2020-2021 12%

0-19.99 Percentile

- ▶ aReading
 - ▶ 2017-2018 29% to 23%
 - ▶ 2018-2019 20% to 16%
 - ▶ 2019-2020 18%
 - ▶ 2020-2021 22%
- ▶ CBMReading (no 1st until 19/20)
 - ▶ 2017-2018 34% to 25%
 - ▶ 2018-2019 24% to 20%
 - ▶ 2019-2020 34%
 - ▶ 2020-2021 36%
- ▶ Early Reading (1st only)
 - ▶ 2017-2018 21% to 26%
 - ▶ 2018-2019 33% to 20%
 - ▶ 2019-2020 29%
 - ▶ 2020-2021 21%

DATA SUMMARY Fall to Spring

Comments:

30 Percentile and above

▶ aMath

- ▶ 2017-2018 59% to 68%
- ▶ 2018-2019 72% to 73%
- ▶ 2019-2020 71%
- ▶ 2020-2021 82%

▶ Early Math (1st only)

- ▶ 2017-2018 57% to 68%
- ▶ 2018-2019 55% to 59%
- ▶ 2019-2020 75%
- ▶ 2020-2021 74%

20 to 29.99 Percentile

▶ aMath

- ▶ 2017-2018 6% to 13%
- ▶ 2018-2019 6% to 9%
- ▶ 2019-2020 10%
- ▶ 2020-2021 5%

▶ Early Math (1st only)

- ▶ 2017-2018 2% to 2%
- ▶ 2018-2019 9% to 16%
- ▶ 2019-2020 10%
- ▶ 2020-2021 2%

0-19.99 Percentile

▶ aMath

- ▶ 2017-2018 20% to 13%
- ▶ 2018-2019 14% to 11%
- ▶ 2019-2020 12%
- ▶ 2020-2021 13%

▶ Early Math (1st only)

- ▶ 2017-2018 12% to 9%
- ▶ 2018-2019 17% to 10%
- ▶ 2019-2020 16%
- ▶ 2020-2021 23%

DATA SUMMARY Behavior

- ▶ 2017-2018 149 Office Referrals
- ▶ 2018-2019 128 Office Referrals (Goal was 119)
103 August to March
- ▶ 2019-2020 54 August to March (Goal for year 96)

ASHGROVE SIP 2020-2021

Data Analysis Summary: (Due to the closure of school campuses due to the COVID-19 pandemic and the move to remote learning, some data points from 2018-2019 are being used.) The comprehensive needs assessment of our 2018-2019 State Assessment data demonstrated that about 45% of our third grade students were proficient in reading and about 35% were proficient in math. As a school, 65% of students scored as low or no risk on our Fall 2020 district reading screener, 57% of students scored as low or no risk on our Fall 2020 district reading CBM screener, and 82% of students scored as low or no risk on our district math screener. This data indicates that Tier 1 Instruction still needs to be improved in Reading. In Math, we do have more than 80% proficient on our Fall 2020 district Math screener. This indicates that we need to work on remediating foundational skills for those students in order to move them from Tier 3 to Tier 2. In behavior, Ashgrove office referrals dropped from 103 in 2018-2019 (August - March) to 54 in 2019-2020 for the same time frame. This shows that the work around Tier 1 in behavior has been successful. The MTSS Root Cause analysis sessions of the MTSS Implementation Checklist support the fact that Ashgrove still has work to do around Tier 1 in academics as we are at 85% implementation in Academics. On the behavior side, the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) shows that we need to maintain our systems and continue to refine practices around Tier 3 as we are at 100% implementation for Tier 1 and Tier 2. The scores on the SWPBIS TFI for Tier 3 range between 38% and 83%. Family Engagement and Sustainability within the MTSS Implementation Survey are also areas needing improvement - 17% and 73% on the Literacy Survey and 50% and 55% on the Behavior Survey.

Areas of Greatest Progress: red=meeting notes	Areas of Greatest Challenge:
<p data-bbox="96 875 1149 915">The focus on math fluency - cohesive focus for the whole school</p> <p data-bbox="96 965 1217 1089">We decreased our office referrals by 50% Fall screening data indicates students are maintaining skills over the summer and from year to year.</p> <p data-bbox="96 1139 1195 1218">Tier 1 work has been successful - Reading is above 70% and Math was above 80%.</p> <p data-bbox="96 1268 1098 1346">Percent of students needing Tier 2 and Tier 3 interventions is declining.</p>	<p data-bbox="1261 875 2249 915">Reading CBM is still lagging behind the other content areas.</p> <p data-bbox="1261 965 2397 1089">Still seeing a gap in foundational skills - we only have 5% scoring in the Tier 2 range, and 13% in the Tier 3 range.</p> <p data-bbox="1261 1139 1798 1172">Family Engagement is a challenge.</p>

ASHGROVE SIP 2020-2021

Data Analysis Summary: (Due to the closure of school campuses due to the COVID-19 pandemic and the move to remote learning, some data points from 2018-2019 are being used.) The comprehensive needs assessment of our 2018-2019 State Assessment data demonstrated that about 45% of our third grade students were proficient in reading and about 35% were proficient in math. As a school, 70% of students scored as low or no risk on our district reading screener, 57% of students scored as low or no risk on our district reading CBM screener, and 78% of students scored as low or no risk on our district math screener. This data indicates that Tier 1 Instruction still needs to be improved in both Reading and Math. The MTSS Root Cause analysis sessions of the MTSS Implementation Checklist and the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) support the fact that Ashgrove still has work to do around Tier 1 as we are at 85% implementation in Academics and 72% in Behavior. Family Engagement and Sustainability within the MTSS Implementation Survey are also areas needing improvement - 17% and 73% on the Literacy Survey and 50% and 55% on the Behavior Survey (MTSS Implementation Surveys last given in spring 219)

Source of Progress: (Causal Data)	Source of Challenge: (Root Cause Analysis)
<p>Fact Fluency is a collective for our school so that has lead to a more consistent focus.</p> <p>We have implemented both Energy Bus and Restorative Justice as pieces of our PBIS system. The students respond well to the positive rewards. The PBIS system is well defined, clear expectations, and was systematically implemented.</p> <p>The school has implemented a clear system surrounding MTSS which includes collaborative planning, data teams, reviewing instructional units to plan Tier 2 interventions, well defined decision making rules for Tier 3. Interventions were also targeted through the use of consistent programs and instruction.</p>	<p>Students language skills don't always align with the assessed foundational skills.</p> <p>Students lose skills over the summer when not practiced regularly.</p> <p>Many in the community are from low economic status, with almost 60% of our student population at free and reduced lunch status.</p> <p>There is not as much data around family engagement, we may need to look at different data.</p> <p>MTSS systems were new, so families were not on the committee.</p>

ASHGROVE SIP 2020-2021

Long Term Goals (5-Year - started 2017-2018): By Spring 2022, Ashgrove Elementary will implement successful Tier 1 instruction in Reading and Mathematics as measured by increasing the WAEA Achievement Performance level to 80% of students scoring proficient on the Spring WY-TOPP Summative Assessment in 3rd grade and 80% of students scoring at or above the established cut scores on Spring WY-TOPP Interim Assessments in 1st/2nd Grade

Goals for this school year: (SMART Goals)

- **Ashgrove Elementary will improve student performance in Tier 1 Reading and Math** measured by the following criterion:
 - Ashgrove Elementary will increase the WAEA Achievement Performance level in READING to 53% of 3rd grade students scoring proficient on the 2021 Spring WY-TOPP Reading Summative Assessment - up from 45% on the 2019 Spring WY-TOPP Summative Assessment.
 - Ashgrove Elementary will increase the WAEA Achievement Performance level in MATH to 45% of 3rd grade students scoring proficient on the 2021 Spring WY-TOPP Math Summative Assessment - up from 35% on the 2019 Spring WY-TOPP Summative Assessment.
 - Ashgrove Elementary will have 50% of 1st and 2nd grade students scoring at or above the established cut scores on the 2021 Spring WY-TOPP Reading Interim Assessment.
 - Ashgrove Elementary will have 50% of 1st and 2nd grade students scoring at or above the established cut scores on the 2021 Spring WY-TOPP Math Interim Assessment.
- **Ashgrove Elementary will implement an explicit and systematic word study program in order to improve the foundational reading skills of accuracy and fluency** as measured by all students showing growth in their percentile ranking on FastBridge CBM Reading, with 67% of Ashgrove Elementary students performing at the “low risk” level or better on Spring FastBridge CBM Reading, with students in interventions meeting or exceeding their goal line during progress monitoring - up from 57% on Fall FastBridge CBM Reading.
- **Ashgrove Elementary will implement Second Step Curriculum, PBIS, Energy Bus Principles, and Restorative Practice structures in order to improve student learning through a decrease in behaviors that interrupt learning measured by** reducing the number of office referrals by 25% (from 128 to 96) by implementing consistent PBIS structures and using Restorative Justice practices (conversations, education, reteaching, connection circles, etc.).

Strategies and Activities

Strategy 1: Improve student performance in Tier 1 reading and math by consistently implementing the district units of instruction and using the Data Team process to collaboratively analyze data and adjust instruction. *red type= notes*

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: Federal, State, and/or Local)	Implementation Benchmarks	Status of Action Step (e.g. completed, in progress, not begun)
<p>Grade Level Collaborative Planning and PD to focus on 4 questions of PLC to ensure consistency of essential standards, learning targets, and common formative assessments</p>				<p>Identify PD needs</p>	<p>In progress Collaborative Planning scheduled to address instructional needs - Data Team/PLC calendaring has occurred Shared Collaborative Planning Process and Collaborative Unit Planning Tool (Validation and Use of District Units) shared with staff Explicit Use of Learning Targets with students identified as 1st area of need</p>
<p>Tier 2 and Tier 3 WIN Time (What I Need) in Literacy and Math to address intervention and enrichment needs</p> <p><i>Work session/PD alignment of CFA's to Unit Summatives</i></p> <p><i>Tier 3 interventions occur 4-5 X/week 30 min each students are placed in Specific interventions based on diagnostic assessments, recent data, and performance in prior interventions.</i></p>				<p>Set master schedule that includes time for both Tier 2 and Tier 3 Weekly PLC team discussions to address intervention instruction On-going coaching around intervention programs (Orton-Gillingham/IMSE, Do the Math, Lexia, Project Read) as needed <i>PD around virtual interventions</i> <i>Planning time with Paraprofessionals</i></p>	<p>In progress Master schedule set Weekly grade level collaboration time set</p>

Strategies and Activities

Strategy 1: Improve student performance in Tier 1 reading and math by consistently implementing the district units of instruction and using the Data Team process to collaboratively analyze data and adjust instruction. *red type = notes*

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: Federal, State, and/or Local)	Implementation Benchmarks	Status of Action Step (e.g. completed, in progress, not begun)
<p>Data Team Meetings to evaluate performance on CFA's and District Assessments in Reading and Math</p> <p><i>Work session/PD alignment of CFA's to Unit Summatives</i></p>				<p>Calendar out Data Team Meetings</p> <p>Develop/Refine CFA's for instructional units</p> <p>Establish intervention cycles</p> <p>Schedule quarterly PD/work session days</p>	<p>In progress</p> <p>Collaborative Planning scheduled - Data Team/PLC calendaring has occurred</p> <p>Shared Collaborative Planning Process and Collaborative Unit Planning Tool (Validation and Use of District Units) shared with staff</p> <p>Intervention cycles have begun</p> <p>First PD days scheduled</p>
<p>Daily Fluency practice in Reading and Math</p> <p><i>Did not have a full year of this so we would like to continue</i></p>				<p>Set time for daily fluency practice</p> <p>Establish focus, by grade level, for daily fluency practice</p> <p>Carry out Daily Fluency Practice- Guiding Coalition will report out grade level progress, questions, concerns at monthly meeting</p>	<p>On going</p> <p>Daily fluency practice has been put into the schedule</p> <p>Grade levels have determined focus for math and reading fluency practice</p>

Strategies and Activities

Strategy 2: Improve student performance in reading by implementing an explicit and systematic word study program. *red type = notes*

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: Federal, State, and/or Local)	Implementation Benchmarks	Status of Action Step (e.g. completed, in progress, not begun)
<p>Grade Level PD for the implementation of Project Read, and IMSE Orton-Gillingham techniques</p> <p><i>Move towards leading peer observations and coaching</i></p>	School year 2019-2020	Classroom Teachers Title 1 Teacher District Instructional Facilitators	Project Read materials (district, already purchased) Orton-Gillingham/IMSE 3 Part Drill materials (already purchased)	<p><i>Professional Development for all staff on 3-part drill</i></p> <p><i>Schedule grade level peer observations each semester</i></p> <p><i>Individual coaching from Instructional Facilitator</i></p>	<p>In progress</p> <p><i>New staff have been trained in 3 Part Drill</i></p> <p><i>Instructional Facilitator has developed a schedule for coaching</i></p>
<p>Classroom Lab Sites on Project Read and Follow-up Coaching</p> <p><i>Move towards peer observations and coaching</i></p>	1 Lab Site session during the 2018-2019 school year	Classroom teachers Title 1 Teacher Instructional Facilitator Principal	Subs PD trainer from Project Read (district, Feb)	<p>Schedule Lab Sites for each grade level</p> <p>Establish Focus for Lab Sites/Coaching Visit</p> <p>Establish protocols for preparation, classroom visits, discussion and reflection</p> <p>Schedule learning walks around Project Read</p> <p>Review Tier 1 performance at winter and spring testing periods and compare to fall</p>	In progress

Strategies and Activities

Strategy 2: Improve student performance in reading by implementing an explicit and systematic word study program.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: Federal, State, and/or Local)	Implementation Benchmarks	Status of Action Step (e.g. completed, in progress, not begun)
<p>Follow-up Coaching on IMSE 3-part Drill</p> <p>Move towards peer observations and coaching add to coaching above</p>	<p>On-going coaching during the 2018-2019 school year</p>	<p>Classroom teachers Title 1 Teacher Instructional Facilitator Principal</p>		<p>Individuals schedule coaching with District Instructional Facilitator Review Tier 1 performance at winter and spring testing periods and compare to fall</p>	<p>In progress Sign up sheet being developed</p>
<p>Universal Screening on FastBridge CBM Reading - progress monitoring for Tier 2 and Tier 3 students</p>	<p>Universal Screening 3x across year Progress monitoring every two weeks for Tier 2 Progress monitoring every week for Tier 3</p>	<p>Classroom Teachers Paraprofessionals Title 1 Specialist Principal</p>		<p>Yearly training and certification on FastBridge assessments Schedule Universal Screening Schedule Progress monitoring Complete assessments</p>	<p>On going Certification by all staff completed Universal Screening scheduled Progress Monitoring scheduled Fall screening completed</p>

Strategies and Activities

Strategy 3: Develop and implement PBIS and Restorative Justice Practices as Tier 1 behavior instruction for our Multi-Tiered System of Support (MTSS).

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: Federal, State, and/or Local)	Implementation Benchmarks	Status of Action Step (e.g. completed, in progress, not begun)
Update the MTSS Action plan for 2019-2020 Already a piece of our MTSS Systems	Started in May 2017; on-going	PBIS Committee		Review and update Action Plan at monthly meetings Complete the MTSS Implementation Surveys and Checklists Annually in the spring	In progress
Review PBIS Structures Work on combining PBIS and Energy Bus to have one fluid system Implementing DOJO to track PBIS at 2nd and 3rd grade and in Social Skills; 1st grade implementing classwide community builders.	2019-2020 school year	All staff and students	PBIS Incentives- PBIS funds	Student Beginning of year assembly and PBIS Kick-off stations Monthly staff meetings to address PBIS and Second Step Focus Monthly committee meetings Winter PBIS review with students (January) administration of SWPBIS Fidelity Inventory Student of Month	In Progress Committees and meeting schedule established PBIS whole staff PD occurs once monthly PBIS Kickoff completed and monthly focuses established Sharing PBIS focus with parents
Restorative Practice Follow up Book Study We need to finish	2019-2020	All staff	Book: <u>Hacking School Discipline: 9 Ways to Create a Culture of Empathy & Responsibility using Restorative Justice</u>	Address needs through Monthly PBIS committee meetings and adding Restorative Practices to current structures	In Progress Committees and meeting schedule established Whole staff PD occurs once monthly