

Comprehensive Progress Report

Mission:

Oakdale’s mission is to navigate and elevate students toward life-long learning and student centered growth with the support of all stakeholders.

Our learning community's daily affirmation is:

Each and everyday I will exhibit Scholarly behavior, Offer kindness, Accept Responsibility, so I can spread my wings and SOAR.

Vision:

Oakdale’s vision is to launch the advancement of 21st century students to become innovative, productive and competitive citizens.

Goals:

Goal 1: The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 1.6% in October 2021-22 to 25.8% in SY2022-23 and 50% in SY2023-24.

Goal 2: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Goal 3: The percent of students reporting a positive self-perception of their self-efficacy will increase from 56% on the Fall 2021 Panorama Screener (in Grades 3-5) to 65% in SY2022-23 and 75% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Goal 4: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 2.5% in SY2021-22 to 1.5% in SY2022-23 and 1% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Goal 5: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. This will lead to a safe, orderly, and bully-free school environment, with at least 80% of our staff, students, and parents indicating our school is a good place to teach and learn as indicated on EOY surveys.

Goal 6: Teachers will be provided a duty-free lunch period for every teacher on a daily basis, leading to better recruitment and retention of at least 85% of effective teachers for the next school year as indicated on the Cultural Insight EOY survey for Teachers.

Goal 7: Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The staff has been trained in No Nonsense Nurturer strategies, but will be on-going. Training will be differentiated based on the Tier placement for teachers based on Core Action Walks. Real time teacher coaching throughout the year will be focused on assessing the implementation of these strategies and building the staff's skills in the area of management and increased student engagement.</p> <p>In addition to NNN strategies, teachers will continue to use restorative practices to help students to learn to communicate to solve problems. Panorama data will also be used to determine the SEL needs of students. The CARE curriculum will be utilized to meet their SEL needs based on this data.</p>	Limited Development 10/04/2017		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Based on Panorama data, 60% of students will believe they can succeed in achieving academic outcomes. This will result in a 20% reduction in school based referrals, reducing the total number from (2018-19) 111 to 89.</p> <p>Increase student engagement in 90% of the classrooms to 90% as measured by the Real Time Teacher Coaching Data.</p> <p>At least 50% of teachers will indicate on the TNTP spring survey that there are consistent expectations and consequences for student behavior in the school.</p>			Ramona Matthews DOE 9/14/22	06/15/2024
Actions			0 of 3 (0%)		
8/15/22	<p>RTTC and observation and feedback will take place to help teachers to increase their use of NNN practices, leading to focused instruction for students. (3rd ELA, EVAAS)</p> <p>Staff will participate in professional development on instructional practices to increase student engagement in the classroom based on their individual needs as teachers. (3rd ELA, EVAAS, SEL)</p>			Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					
8/15/22	Panorama assessments will be given to students to determine their SEL needs at the BOYear and EOYear. (SEL, Disproportionality)			Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					
8/15/22	100% of teachers in all grades will receive real time teacher coaching in management as well as full implementation of the schoolwide WINGS chart. (SEL, Disproportionality)			Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					
Implementation:			05/10/2018		
Evidence	<p>5/10/2018</p> <p>5/10/2018--We have CT3 data in their data base, as well as coaching schedules created with our CT3 rep that can provide evidence of this objective being met.</p>				

<i>Experience</i>	5/10/2018 5/10/2018--We realized that there is a need to acquire additional support staff for teachers next school year so as to provide on going coaching for teachers.			
<i>Sustainability</i>	5/10/2018 5/10/2018--We will hire Reach coaches and teachers for the next school year so as to provide sustained support for our teachers, especially in K-2nd grade.			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Each grade level has a planning period for instruction with the MCL's and facilitators, as well as the administrators assigned to their teams. During these meetings, they collaborate with these instructional coaches to look at student work; analyze data; and unpack standards for instruction based on the needs of the students, as well as the critical power standards for that grade level. The focus this year will be on creating engaging small group data driven instruction for students based on their monthly assessments. Targeted visits by the learning community will be focused on providing feedback on student engagement and rigorous instruction.</p>	Limited Development 10/04/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			<p>Teachers will implement small guided reading and math groups to improve scholar's ability to perform at or above grade level and achieve mastery on standards based assessments. During weekly planning, teachers will work with the MCLs to plan lessons based on student data and the standards for the content for which they are planning* 80% of K-5 students will meet or exceed growth in math and reading based on MAP data.</p> <p>Based on 2018-2019 EOG Data - (38.4/17.7) Math Composite scores will improve to 40% GLP 20% CCR -(42.2/25.0) Science Composite 45% GLP 28% CCR -(26.0/17.4) Reading Composite 30% GLP 20% CCR</p>		Sharrone Powell DOE 11/2/21	06/15/2024
<i>Actions</i>				0 of 2 (0%)		
	8/15/22	Weekly planning will be focused on the standards and the instructional coaches will be working with all grade levels during planning using the ELA and Math curriculum, as well as other resources that will aid teachers in teaching the standards. (3rd ELA, EVAAS)			Yolanda Parsons	06/09/2023

<i>Notes:</i>				
8/15/22	Weekly data planning will take place to determine the specific skill needs of students to create small group instruction that will be analyzed biweekly. (3rd ELA, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>				
Implementation:		06/07/2021		
Evidence	9/10/2020 We do not have EOYear student data, but our teachers feel that the EC teachers are able to better support student learning.			
Experience	9/10/2020 Our EC Impact teacher has worked with EC teachers to create schedules to help them support student learning, as well as provide support for the writing of effective IEPs.			
Sustainability	9/10/2020 She will continue to work with our EC teachers and provide support for their instructional and compliance needs.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<p>The instructional schedule allows for teachers to have data meetings once a week, as well as during instructional planning. This will lead to planning small group instruction through both in class and pull out models.</p> <p>The Core instruction for all students will be augmented to increase skill deficits for students due to the pandemic.</p> <p>The Branching Minds platform will be used to create and monitor interventions and progress of students.</p>	Limited Development 10/05/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		To address supplemental and intensive needs of students, 75-80% of students will meet their intervention goals as measured by progress monitoring tools. Based on 2021-22 EOG Data - (30.4%)Math Composite scores will improve to 40% GLP 20% CCR Reading Composite (23.3%) will improve to GLP 30% 15% CCR; Science Composite from 24.7% GLP 14.8% CCR to 45% composite. 80% of K-5 students will meet or exceed growth in math and reading based on MAP data projected growth from the fall.		Jovetta Dennis - DOE 8/28/18	06/15/2024
Actions			0 of 4 (0%)		
	8/15/22	Bimonthly MTSS meetings will include grade level teams, administrators and student support services. The Branching Minds platform will be utilized for MTSS. Student plans will be created, reviewed and revised with one week designated for behavior plans and one week designated for academic plans. The additional weeks will focus on individual students in order to be more intentional with layers of support. (3rd ELA, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					

	8/15/22	Our end of year 2022 data indicates that the CORE for students will need to be augmented. The instructional coaches will work with teachers to plan instruction based on the students' data and alignment with grade level standards. Instruction will be continuously augmented to meet the needs of students since the Covid pandemic hindered the growth of skills. (3rd ELA, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
	<i>Notes:</i>				
	8/15/22	The MTSS Team will ensure that the MTSS process is being followed with fidelity and to review protocols and procedures to enhance the process utilizing the Standard Treatment Protocol and Data Decision Rules. (3rd ELA, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
	<i>Notes:</i>				
	8/15/22	Data days will take place with a review of multiple data points and the creation of targeted interventions plans for students using the Standard Treatment Protocol and Data Decision Rules. (3rd ELA, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
	<i>Notes:</i>				
Implementation:			06/07/2021		
	Evidence	9/30/2019 9/30/2019--The training took place and the teachers are equipped to create MTSS plans. 5/7/2021--Plans documented in the Ecats system and notes of student progress on the OES MTSS Intervention Planner.			
	Experience	9/30/2019 9/30/2019-- The professional development was provided and teachers feel they are better equipped to create plans. 5/7/2021--Teachers met and discussed the progress of students each month. Notes on student progress was documented in the MTSS Intervention Planner, as well as on their progress monitoring logs.			
	Sustainability	9/30/2019 9/30/2019--Each week the MTSS team will meet with teachers to help them consistently review plans and put in progress monitoring data for students based on their interventions. 5/7/2021--Next year, teachers will need to be trained on using the Ecats system so they can document their students' progress in that platform. This year it was completed by a team.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>A sense of community in each classroom will be created by using the Care curriculum and restorative practices in morning and afternoon class meetings. Teachers will also review Panorama data and use the Care curriculum to address the SEL needs of students.</p> <p>All teachers will participate in differentiated RTTCoaching. All staff will also participate in professional development on equity in education; individual biases, and individual mindsets.</p>	Limited Development 10/05/2017		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	<p>Increase student engagement in 90% of the classrooms to 90% as measured by the CT3 rubric.</p> <p>80% of K-2 teachers will indicate that students report having a positive self-perception of their self-efficacy based on EOYear Panorama data.</p> <p>The percent of students reporting a positive self-perception of their self-efficacy will increase from 56% on the Fall 2021 Panorama Screener (in Grades 3-5) to 65% in SY2022-23 and 75% in SY2023-24.</p>		Dashiel Pollard DOE 9/14/22	06/15/2024
Actions		0 of 5 (0%)		
	9/26/18 The teachers will be trained on the Care curriculum so teachers use it to guide class meetings and use it to help foster positive relationships; teach social skills; and build a sense of community in the classroom. (SEL)		Tania Sanders DOE 1/11/2021	01/24/2023

<i>Notes:</i>				
2/1/22	Panorama data is disaggregated and discussed with teachers in MTSS behavior meetings. Guidance lessons will also be paced out and small group guidance lessons created by the guidance counselor when Panorama data is collected from students so as to meet the needs identified in the data. (SEL, Disproportionality)		Tania Sanders	01/24/2023
<i>Notes:</i>				
9/5/22	The social worker will create an attendance plan that includes procedures for identifying high- risk students, mobilizing all support resources, monitoring students, and providing incentives to change attendance behaviors. (SEL)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>				
10/16/18	MTSS behavior support will be given to students for behaviors. The students will have plans created and reviewed on a regular basis. (SEL)		Tania Sanders DOE 1/11/2021	06/09/2023
<i>Notes:</i>				
10/16/18	The guidance counselor will provide guidance lessons and other resources to meet the needs of students in the class that is in need of this additional support. (SEL)		Tania Sanders DOE 1/11/2021	06/09/2023
<i>Notes:</i>				
Implementation:		05/14/2019		
Evidence	5/14/2019			
Experience	5/14/2019			
Sustainability	5/14/2019			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The guidance counselor, will be working with teachers in helping students with 5th grade transitions at the end of the year and with kindergarten students at the beginning of the year that are having trouble with their transition to school.</p> <p>Vertical planning with teachers will take place on Early Release Days. Extensions teachers will collaborate more with each other on IEPs during transitions from one class to another. ECGC teachers will also collaborate more with general education teachers on IEPs when students are transitioning to a new grade and are in need of a reevaluation.</p>	Limited Development 10/05/2017			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	<p>80% of ML students will show growth on the ACCESS test at the end of the year.</p> <p>80% of EC students will show growth on their EOYear assessments.</p> <p>The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 1.6% in October 2021-22 to 10% in SY2022-23 and 50% in SY2023-24.</p>		Portia Mendu DOE 9/14/22	06/15/2024	
Actions			0 of 3 (0%)		
9/30/19	Open House, Back to the Nest, parent-teacher conferences will all allow parents to meet the administrative team and allow Oakdale families to have a strong sense of community. (3rd ELA, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023	
Notes:					

9/6/22	Communication to parents will occur weekly electronically and via Wednesdays folders. As much as possible, correspondence will be in multiple languages to support our non-English speaking parents. (3rd ELA, EVAAS)		Sharrone Powell DOE 11 2 21	06/09/2023
<i>Notes:</i>				
9/6/22	Parent Q and A sessions will be held to address questions that parents may have about learning throughout the school year. (3rd ELA, EVAAS)		Sharrone Powell DOE 11 2 21	06/09/2023
<i>Notes:</i>				
Implementation:		09/10/2020		
Evidence	4/2/2020 5/14/2019-- We have agendas and social media posts from our Open House events; middle school nights for rising 6th graders; and our protocols for on-boarding new staff members.			
Experience	9/10/2020 The annual back to school even was held virtually, with a parent Q and A session held a week prior to the event to answer parent questions about			
Sustainability	4/2/2020 5/14/2019--Continuously assessing the needs of our students and working with other schools to transition our students both into and out of our school.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		District Current Implementation: 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. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.	Limited Development 01/12/2022		
<i>How it will look when fully met:</i>		We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)		Sharrone Powell DOE 11/2/21	06/15/2024
<i>Actions</i>			1 of 3 (33%)		
	10/2/22	Provide professional development to staff around Branching Minds and the Standard Treatment Protocol (3rd ELA, EVAAS, Disproportionality)		Jovetta Dennis - DOE 8/28/2018	01/24/2023
<i>Notes:</i>					
	10/2/22	Routinely collaborate and seek support from the West Learning Community and other CMS department staff (3rd ELA, EVAAS, Disproportionality)		Sharrone Powell DOE 11 2 21	06/09/2023

<i>Notes:</i>						
10/2/22	Utilize funding to provide support to 3rd-5th grade ELA teachers via literacy facilitators (3rd ELA)			Complete 08/05/2022	Sharrone Powell DOE 11 2 21	08/05/2023
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>			Our school improvement team was comprised of mostly staff in the past. There has been an effort to increase the number of parents and community members on the team this school year.	Limited Development 01/12/2022		
<i>How it will look when fully met:</i>			<p>The Oakdale Elementary School Improvement Team will consist of parents, staff, and community members.</p> <p>The Oakdale Elementary School Improvement Team will meet monthly to review implementation of effective practices.</p> <p>The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 1.6% in October 2021-22 to 10% in SY2022-23 and 50% in SY2023-24.</p> <p>We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)</p>		Jovetta Dennis - DOE 8/28/18	06/15/2024
Actions				1 of 2 (50%)		
10/2/22	Seek parents and community members to be a part of the SIT and have elections by secret ballot (3rd ELA, SEL, Disproportionality)			Complete 10/04/2022	Jovetta Dennis - DOE 8/28/2018	10/04/2022
<i>Notes:</i>						

10/2/22	The Oakdale Elementary Instructional Leadership Team will meet each week to conduct Core Action Walks and discuss the professional development needs of staff and provide targeted coaching and feedback. (3rd ELA, SEL, EVAAS, Disproportionality)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The ILT has collaborated and created a schedule that allows teachers to have duty free planning on a daily basis. The schedule also allows the teachers to have content specific planning days, as well as team planning days.	Limited Development 01/12/2022		
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<i>How it will look when fully met:</i>	<p>We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)</p> <p>The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 1.6% in October 2021-22 to 10% in SY2022-23 and 50% in SY2023-24.</p>		Sheila Deas DOE 9/14/22	06/15/2024
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Actions		0 of 2 (0%)		
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10/2/22	The ILT will routinely meet with teachers to review data and plan instruction. (3rd ELA, SEL, Disproportionality, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
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Notes:

10/2/22	Planning days will be designated for the review and discussion of data so as to create targeted interventions for students. (3rd ELA, SEL, Disproportionality, EVAAS)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
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Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal has developed daily schedules to all the admin team to observe teachers and give feedback on a regular basis. The teachers also are tiered according to their skills and needs, which allows the multi classroom coaches to provide on going Real Time Teacher coaching as a way to provide relevant feedback that leads to a change in their practice. Informal and formal observation data will be shared with the ILT routinely so as to provide targeted coaching based on observed instruction.	Limited Development 10/21/2019		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, teachers will be able to deliver instruction at a high level of academic rigor and engagement. Students will be able to reach targeted goals set at the beginning of the year and experience high academic achievement.</p> <p>Based on 2021-22 EOG Data - (30.4%)Math Composite scores will improve to 40% GLP 20% CCR Reading Composite (23.3%) will improve to GLP 30% 15% CCR; Science Composite from 24.7% GLP 14.8% CCR to 45% composite)</p>		Sharrone Powell DOE 11/2/21	06/15/2024
Actions			0 of 4 (0%)		
9/23/20	Teachers will experience observation and feedback and/or Real Time Teacher coaching on a regular basis to receive feedback and coaching throughout the year. Teachers will also receive formal observations according to their licensure status. (3rd ELA, EVAAS, SEL)		Sharrone Powell DOE 11 2 21	06/09/2023	
<i>Notes:</i>					
10/7/20	The ILT will routinely observe and give feedback to teachers in real time. This information will be analyzed so as to determine PD and/or coaching needs of teachers. (3rd ELA, EVAAS, SEL)		Sharrone Powell DOE 11 2 21	06/09/2023	
<i>Notes:</i>					
1/28/21	The ILT in collaboration with the SIT will review data on a regular basis and create goals and actions as part of our school's continuous improvement plan. (3rd ELA, EVAAS, SEL)		Sharrone Powell DOE 11 2 21	06/09/2023	

Notes:

9/6/22 The DUSI team will routinely meet with the ILT to discuss data that leads to more strategic planning and improvement. (3rd ELA, EVAAS, SEL)

Jovetta Dennis -
DOE 8/28/2018

06/09/2023

Notes:

Core Function:

Dimension C - Professional Capacity

Effective Practice:

Quality of professional development

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
			<p>Initial Assessment:</p> <p>Based on observations in classrooms, data, and surveys to teachers, the administrative team will seek professional development opportunities to support the needs of the teachers. This data is discussed in the weekly ILT meeting, as well as in weekly coaching sessions with the MCLs and facilitators.</p> <p>Based on 2021-22 EOG Data - (30.4%)Math Composite scores will improve to 40% GLP 20% CCR Reading Composite (23.3%) will improve to GLP 30% 15% CCR; Science Composite from 24.7% GLP 14.8% CCR to 45% composite)</p>	Limited Development 10/05/2017		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
			<p>How it will look when fully met:</p> <p>80% of K-5 students will meet or exceed growth in math and reading based on MAP data fall projections.</p> <p>Based on 2021-22 EOG Data - (30.4%)Math Composite scores will improve to 40% GLP 20% CCR Reading Composite (23.3%) will improve to GLP 30% 15% CCR; Science Composite from 24.7% GLP 14.8% CCR to 45% composite)</p> <p>As determined by the Spring TNTP survey 80% of teachers will indicate they receive feedback to support their continuous improvement by providing differentiated coaching throughout the year.</p>		Jovetta Dennis - DOE 8/28/18	06/15/2024
				0 of 4 (0%)		
		9/26/18	The ILT will routinely observe and give feedback to teachers via the observation and feedback protocol and formal observations. (EVAAS)		Christine Reid - DOE 8/28/2018	06/09/2023

<i>Notes:</i>				
10/15/18	The MCLs and facilitators will have data conversations with teachers during planning as students complete assessments. These conversations will be used to plan for whole group and small group instruction on a weekly basis. (EVAAS, 3rd ELA)		Yolanda Parsons - DOE 8/28/2018	06/09/2023
<i>Notes:</i>				
10/16/18	Benchmark assessments will be given to K-5th grade students three times a year to help formulate instruction based on student needs. (EVAAS, 3rd ELA)		Christine Reid	06/09/2023
<i>Notes:</i>				
10/16/18	Mastery Connect will be utilized so teachers can routinely review data as a team to determine strategies and plans to meet the needs of students in small groups. (EVAAS, 3rd ELA)		Christine Reid - DOE 8/28/2018	06/09/2023
<i>Notes:</i>				
Implementation:		06/03/2019		
Evidence	6/3/2019 6/3/2019--Teachers indicate that they have received feedback that will allow them to grow professionally this year.			
Experience	6/3/2019 6/3/2019----Teachers were routinely observed and given feedback via the Eagle gram and/or the RTTCoaching model.			
Sustainability	6/3/2019 6/3/2019--Continue PD on RTTCoaching model for the MCL's and Admin team so as to provide coaching to teachers.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Oakdale Elementary interviewing team regularly review applications for staff and interviews candidates that they feel will be an asset to the school learning environment.	Limited Development 01/12/2022		
<i>How it will look when fully met:</i>		The Oakdale Elementary school will be fully staffed with highly qualified instructional staff that is equity centered on increasing student achievement. We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)		Jovetta Dennis - DOE 8/28/18	06/15/2024
Actions			0 of 2 (0%)		
10/2/22	Create behavioral centered interview questions that allow the interviewing team to determine if candidates are results and data driven (EVAAS)			Tania Sanders	01/24/2023
<i>Notes:</i>					
10/2/22	Review applicants in the My App portal until all staff have been hired for the school year (EVAAS)			Jovetta Dennis - DOE 8/28/2018	01/24/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers are required to send home monthly newsletters, as well as routine correspondence, to inform parents on how they can support learning that is taking place in the classroom.</p> <p>A PTA has been established and more parents are volunteering to serve on the executive board. Several teacher leaders are still supporting the PTA. Additionally, community partners support the PTA's efforts as well.</p> <p>PTA purchased Parent Square, a comprehensive communication tool, that will allow staff to communicate with parents in a more comprehensive way.</p>	Limited Development 10/05/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>The Oakdale school parent center will become a hub of collaboration between parents, teachers, and members of the school community.</p> <p>The goal is for each classroom teacher to be supported by either a parent or a community member, so they can better meet the needs of their students.</p> <p>Cultivate partnerships with families, business, faith based groups, and community organizations to provide sustainable support systems and care for scholars and families in the Oakdale learning community. This will result in a viable PTA that will have at least 50% parent participation in membership for the school year.</p>		Samantha Davis DOE 9/14/22	06/15/2024
<i>Actions</i>			0 of 4 (0%)		
	9/1/21	Partnerships will be cultivated with local businesses and faith based organizations to support the vision and mission of the school. Current partnerships include: Coke Consolidated, R.J. Reynolds, Pleasant Grove Church, and Kingdom Kutz (3rd ELA, SEL)		Jovetta Dennis - DOE 8/28/2018	01/24/2023

<i>Notes:</i>				
10/6/21	Actively seek parents to serve on the School Improvement Team so as to have adequate parent representation. (3rd ELA, EVAAS, SEL)		Jovetta Dennis - DOE 8/28/2018	01/24/2023
<i>Notes:</i>				
9/26/18	Parents will be able to participate in Q and A sessions with the principal during the school year to address their concerns and questions to the administrative team. (3rd ELA, SEL)		Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>				
1/11/21	Routinely use Parentsquare to engage parents by publishing a weekly newsletter that informs parents of school events, attendance, as well as solicit parents to participate in SIT. (3rd ELA, SEL)		Sharrone Powell DOE 11 2 21	06/09/2023
<i>Notes:</i>				
Implementation:		06/08/2020		
Evidence	5/14/2019 We have committee notes and emails from our efforts.			
Experience	5/14/2019 Our PTA and the Community Involvement committee has created ways for our families to be involved during virtual learning.			
Sustainability	5/14/2019 We will need to get more input from families so as to provide activities that they feel they can support virtually.			


Oakdale: Approval of School Improvement Plan and Safety Plan

§ 115C-105.27. Development and approval of school improvement plans. (c) School Vote on the Plan. - Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.


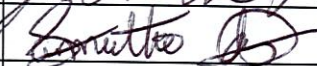
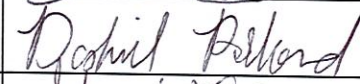
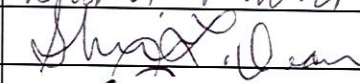




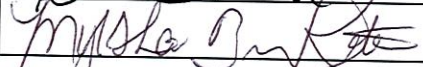
Signature Process: Please have each SIT Member sign by:

1. Selecting the appropriate row with their name
2. Select "Insert"
3. In the Insert Section, select "Drawing"
4. In the Drawing Section, select "+ New"
3. Under the line type, select "scribble" and draw signature
4. Press "Save & Close"

My signature verifies that I adhered to the aforementioned statutory requirement. The 2022-2023 School Improvement Plan was voted on by on the 10/4/2022.

Principal Name	Sharrone Powell	Principal Signature		10/4/22
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Please have all voting School Improvement Team members sign and date below

SIT Team Member Name	SIT Committee Position <small>*please identify members with elected roles</small>	SIT Team Member Signature	Date
1. Jovetta Dennis	Assistant principal		10-4-22
2. Samantha Davis	Kindergarten teacher		10-4-22
3. Dashiel Pollard	1st grade teacher		10-4-22
4. Sheila Deas	2nd grade teacher		10-4-22
5. Christine Reid	MCL - K/1		10/04/22
6. Annette Wagner	Teacher Assistant		10/4/22
7.			
8. Raven Joiner	Parent		10/6/22
9. Teka Gordon	PTA VP of Communication		10/6/22
10. Myisha Burkett	PTA Treasurer		10/6/22

11. Ta'Shay Roper	PTA Secretary	<i>T. Roper</i>	10-6-22
12. Monique Harrison	Parent	<i>Monique Harrison</i>	10/6/22
13.			
14.			
15.			