

## 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 providing 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)

We will increase our students with disabilities, Black, and economically disadvantaged subgroups performance grade from a F to a D or higher in 2023-24.



! = 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>As of June 2023, we were able to train our teachers in the use of the No Nonsense Nurturing model for behavior management. This resulted in an increase in engagement, but specific Real Time Teacher engagement data is unavailable at this time. However, our goal as a result of this training was for 60% of students to believe they can succeed in achieving academic outcomes, resulting in a 20% reduction in school based discipline referrals, reducing the total number from 163 to 132. Our actual data unfortunately increased from 163 to 187 and over 90% of them were African-Americans or Hispanic. However, there were only 75 students that received these referrals. Upon closer analysis, many of our referrals came from the bus and/or from students that were new to our school and came with behavior plans from other schools. Office referrals=187 but only 75 students. Upon closer analysis, many of our referrals came from bus referrals. We were very close to meeting the Panorama Self Efficacy, with 52% of students indicating they can succeed in academic outcomes, just shy of our 60% goal. Our overall Panorama data showed a 12 point increase in teacher-student relationships from the fall to the spring. We also had some success with some interventions that were put into place for students that experienced a high number of office referrals at the beginning of the year. The teachers were also able to develop relationships with new students that received office referrals initially upon attending our</p>	Limited Development 10/04/2017		

	<p>school, which led to a decrease in their number of behavioral referrals. When you review our office referral data, there are a large number of students with disabilities that received office referrals this year. A challenge that we are facing is receiving timely support for students with disabilities that are struggling with their behavior. We also see a need for on-going support of our classroom teachers in meeting the needs of these students as well. The opportunities that exist to address these challenges are creating transition plans for new students to more quickly acclimate them to the school culture. We can also provide more targeted support and PD for classroom teachers around helping students with disabilities to manage their behavior.</p>			
	<p>Priority Score: 3                      Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p><b>How it will look when fully met:</b></p>	<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>		<p><b>Jovetta Dennis</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>8/15/22</p>	<p>Panorama assessments will be given to students to determine their SEL needs at the BOYear and EOYear. (SEL, Disproportionality)</p>		<p>Shawanda Sorrells</p>	<p>05/03/2024</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>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)</p>		<p>Vanetia Howard</p>	<p>06/08/2024</p>
<p><i>Notes:</i></p>				

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>		Janee Gregory	06/08/2024
<i>Notes:</i>				
<b>Implementation:</b>		05/10/2018		
<b>Evidence</b>	<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>			
<b>Experience</b>	<p>5/10/2018</p> <p>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.</p>			
<b>Sustainability</b>	<p>5/10/2018</p> <p>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.</p>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>As of June 2023, we have made some progress toward our goal of increasing Reading CCR for 3rd grade Black and Hispanic students. We did not meet the goal of 25.8%, but we did increase our Reading CCR for these 3rd grade subgroups from 1.6% in 2021-2022 to 13.6% in 2022-2023. Additionally, overall 3rd grade Reading GLP increased to 36.8% (+22.1%) and CCR increased to 14.5% (+13.2%). As of June 2023, the successes we experienced in working toward our goals were ensuring our ILT routinely plans with teachers, resulting in engaging and relevant lesson plans for students, based on the students' instructional needs. These lessons resulted in academic growth in all grade levels, especially in grades K and 1st as indicated by increases in DIBELS benchmark data. Kindergarten students at/above benchmark doubled</p>	Limited Development 10/04/2017		

	<p>to 26% at EOY from BOY. First grade students at/above benchmark increased to 51% at EOY. During the 2022-2023 school year, the challenges we encountered included working to fully staff our school. We experienced a number of vacancies throughout the year. Additionally, our teachers needed more support for providing scaffolds for our students with disabilities in the general education setting. Our teachers also demonstrated various needs in planning and these were a challenge to address. Many of these teachers needed additional time due to their level of experience. Guest teachers came to us without any prior teaching experience. In June 2023, the opportunities that exist to address these challenges next year include revising our instructional planning schedule to allow for more targeted instructional planning with novice teachers and seeking professional development for teachers that will help them address the needs of students with disabilities in the general education classroom.</p>			
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p><b>How it will look when fully met:</b></p>	<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>		<p><b>Sharrone Powell</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>			<p><b>0 of 4 (0%)</b></p>	
<p>8/15/22</p>	<p>Weekly planning will be focused on standards. During planning sessions, teachers will practice live teaching prior to presenting to students and engage in discussion with their coaches and team about their practice. (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29)</p>		<p>Yolanda Parsons</p>	<p>01/22/2024</p>

<i>Notes:</i>				
8/7/23	Instructional leadership team will receive coaching support to build the capacity of the coaches around observation and feedback to ultimately build the capacity of teachers. (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29. Title 1 funds will be utilized)		Dr. Sharrone Powell	01/22/2024
<i>Notes:</i>				
8/15/22	Bi-weekly data planning will take place to determine the specific skill needs of students to create instructional plans for small group instruction. (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29)		Sade Wright	02/27/2024
<i>Notes:</i>				
8/7/23	Teachers will be coached on how to collect, analyze, and utilize data to determine next steps for student growth. (Aligns to 3rd grade ELA, EVAAS, and FAM-S 29)		Sharrone Powell	02/27/2024
<i>Notes:</i>				
<b>Implementation:</b>		06/12/2023		
<b>Evidence</b>	6/12/2023 We have lesson plans and data to support student learning was taking place based on the plans created in ILT.			
<b>Experience</b>	6/12/2023 Teachers planned with a member of ILT each week and data was discussed and/or reviewed on a weekly basis.			
<b>Sustainability</b>	6/12/2023 We will continue to provide weekly planning with support from ILT in the future.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our current data as of June 2023 for this goal indicates that we have made some progress toward this goal, but this goal should be a major focus for our School Improvement Team next year. Our progress monitoring goal was to have 75-80% of students will meet their intervention goals as measured by progress monitoring tools, but our actual data indicates that only 23% of those students showed	Limited Development 10/05/2017		

	<p>improvement. Our goal for our MAP data was for 80% of K-5 students will meet or exceed growth in math and reading based on MAP data projected growth from the fall of 2022. We currently have 48% of our students meeting or exceeding their MAP growth this spring. We do not have comparative Evaas data yet, but it appears that 28.8% of our 4th and 5th graders met or exceeded growth based on this data point. Although we did not meet our goal, we did have some success in meeting our goal. As of June 2023 the successes we experienced related to this indicator in meeting our goal were our Kindergarten and 1st grade teachers being more aware of the MTSS process and the need for progress monitoring their students as indicated. Our EOYear data indicated that our Kindergarten and 1st grade completion rate for progress monitoring was 90%. We also had an MTSS CORE team that met on a regular basis. Our challenge is to replicate this completion rate across all grade levels and expand the reach of our CORE MTSS team. We have found that many of our teachers still need support in fully understanding the MTSS process. We also need to bridge the gap for students in the MTSS process that have been referred for EC testing as the process for the completion of testing was delayed this year. Our opportunities to address these challenges are to seek on-going professional development for teachers on the MTSS process via weekly PLC meetings until they feel comfortable with progress monitoring and other parts of the process.</p>			
	<p>Priority Score: 3                      Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p><b>How it will look when fully met:</b></p>	<p>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.</p>		<p><b>Jovetta Dennis</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>8/15/22</p>	<p>Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule</p>		<p>Christine Reid</p>	<p>02/27/2024</p>

	and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Aligns to EVAAS and FAM-S 3)			
<i>Notes:</i>				
8/7/23	Provide professional development and coaching to build capacity of teachers so as to make instructional decisions for student growth. (Aligns to EVAAS)		Vanetia Howard	02/27/2024
<i>Notes:</i>				
8/15/22	Analyze student data to determine next steps for student growth in bi-monthly MTSS meetings. MTSS meetings will include grade level teams, administrators and student support services. (Aligns to EVAAS and FAM-S 3)		Sharrone Powell	06/08/2024
<i>Notes:</i>				
9/26/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention, implement the Out of School Tutoring program to provide additional instructional time to students based on need to increase overall performance of students with disabilities, economically disadvantaged, and Black supgroups. (EVAAS)		Janee Gregory	06/09/2024
<i>Notes:</i>				
<b>Implementation:</b>		06/07/2021		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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
<i>Initial Assessment:</i>			<p>As of June 2023, we were able to see some growth on our Social Emotional Learning goal for our students. Our Panorama data goal was for the percent of students reporting a positive self-perception of their self-efficacy to increase from 56% on the Fall 2021 Panorama Screener (in Grades 3-5) to 65% in SY 2022-23. Although all classrooms teachers have daily morning meetings and have used the CARE curriculum for their meetings, we fell short of our goal with 52% of students indicating that they have a positive self perception of their self-efficacy. We also had hoped that these daily meetings and building strong relationships with students would reduce our office referrals by 20%. Unfortunately, our office referrals increased from 163 to 187 and over 90% of them were African-Americans or Hispanic. However, there were only 75 students that received these referrals. Upon closer analysis, many of our referrals came from the bus and/or from students that were new to our school and came with behavior plans from other schools. As of June 2023 the successes we experienced related to this indicator in meeting our goal were achieved in our daily morning meetings, which led to a deeper understanding and relationships with scholars to boost their self confidence on a daily basis. These meetings also led to the students being more willing to trust other adults and staff members in the building. . Our Panorama data showed a 12 point increase in teacher-student relationships from the fall to the spring. The challenges that we are facing are increasing our attendance rate for some students and decreasing our OSS for students. If students feel socially and emotionally secure, they will want to come to school and they will remain focused during instruction. Our current data for attendance is 90.4%, despite incentives for attendance and home visits by our Student Services team. Also our total number of suspensions increased by 24 total suspensions, which is up from last year. We can address these challenges by revising our attendance plan that we currently have and consult with more stakeholders in the learning community on the type of incentives students would enjoy. This should include a year long incentive for students with a bulletin board that all students can see and monitor their class data. Additionally, we can address the change in our suspension data by creating interventions for students that are habitually suspended from school. We can also bridge the gap between EC services for students with behavioral goals and the classroom teacher so they receive more support.</p>	Limited Development 10/05/2017		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<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>			<b>Rashanea Carroll</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/26/18	Train teachers on the Caring Schools curriculum and/or other strategies for morning meetings to build a sense of community in the classroom and address students' SEL needs . (Aligns to SEL and FAM-S 31)			Shawanda Sorrells	11/06/2023
<i>Notes:</i>					
9/28/23	Daily implementation of the WINGS chart (school wide behavior matrix) to ensure students are adhering overall school expectations for behavior. (OSS, SEL, FAM-S 30)			Vanetia Howard	01/24/2024
<i>Notes:</i>					
8/7/23	Execute a three tiered Attendance Plan and review/revise monthly to decrease our number of chronically absent students by 30% from 2022-23. (Aligns to EVAAS) <a href="https://tinyurl.com/OES-Tiered-Attendance-Plan">https://tinyurl.com/OES-Tiered-Attendance-Plan</a>			Jovetta Dennis	02/27/2024
<i>Notes:</i>					
2/1/22	Disaggregate and discuss Panorama data with teachers in MTSS behavior meetings so the SEL needs of students can be addressed in morning and/or class meetings. (Aligns to SEL and FAM-S 31)			Shawanda Sorrells	06/08/2024

Notes:

Implementation:			05/14/2019		
<i>Evidence</i>		5/14/2019			
<i>Experience</i>		5/14/2019			
<i>Sustainability</i>		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>As of June 2023, we were able to make some progress on this goal. We were able to provide transitional support to our Kindergarten students via Beginner’s Day and our 5th grade students via Middle School Orientation. Our counselor also provided specific support to some students during the Magnet School process. Our specific goals for this indicator were for 80% of Multi Language students to show growth on the ACCESS test at the end of the year. Our current data indicates that 18/107 students scored at Level 5 or 6 on the Access test. The actual growth report is currently unavailable. We also wanted 80% of our students with disabilities (EC) to show growth on their EOYear assessments. This data is currently unavailable as well, but current data indicates that our students with disabilities in 4th grade showed growth in both reading and math, and our 5th graders showed growth in ELA. We also experienced success in meeting this goal with growth for our Multi Language(ML) students in grades 3rd and 5th. We also were able to increase the number of parents at our Beginner’s Night session for rising Kindergarteners because of aggressive advertisement of the event. The challenges that we are facing in meeting this goal is providing more support for teachers in the classroom for their students that are certified as EC and ML. We also spent most of the year with only one EC teacher for students in the gen ed setting. As far as transitions, many of our 5th grade parents were still unclear about the magnet school choice process. Lastly, teacher resignations during the school year hindered our ability to meet these goals. the opportunities that exist to address these challenges are having professional development for our EC teachers and classroom teachers on how to provide support for students in the classroom during instruction on grade level standards. We also need to provide professional development for teachers on scaffolding for EC and ML students in the</p>	Limited Development 10/05/2017		

	classroom setting. We can also provide sessions for our 5th grade parents to help them gain more information about the Choice school process.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	<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>		<b>Jovetta Dennis</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/30/19	Orchestrate information sessions with parents to be able to communicate with various members of the OES learning community. i.e. Open House, Back to the Nest, Action Alert conferences, parent conferences. (3rd ELA, EVAAS, Title 1 funds will be utilized)		Sharrone Powell	02/15/2024
<i>Notes:</i>				
8/21/23	Provide support to transitional students via the Student Services Team. (5th transitioning to middle school, homebound students, MCV students, as well as Kindergarten students at the beginning of the year) (3rd ELA, EVAAS)		Shonise Kennedy	02/15/2024
<i>Notes:</i>				
8/21/23	Facilitate departmentalized classes in grades 2nd-5th to provide students exposure to various teaching styles, which will better prepare them for middle school and beyond. (3rd ELA, EVAAS)		Yolanda Parsons	02/15/2024
<i>Notes:</i>				

<b>Implementation:</b>		09/10/2020		
<b>Evidence</b>	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.			
<b>Experience</b>	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			
<b>Sustainability</b>	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.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		As of June 2023, we have made some progress toward our goal of increasing Reading CCR for 3rd grade Black and Hispanic students. We did not meet the goal of 25.8%, but we did increase our Reading CCR for these 3rd grade subgroups from 1.6% in 2021-2022 to 13.6% in 2022-2023. Additionally, overall 3rd grade Reading GLP increased to 36.8% (+22.1%) and CCR increased to 14.5% (+13.2%). Our School Improvement Team and Instructional Leadership Team were able to meet each month to discuss instructional practices and how to improve them. Our ILT met every week and routinely observed teachers to determine which teachers routinely exhibited effective instructional practices and which teachers needed growth in this area. The successes we experienced related to this indicator in meeting our goals was that our SIT was able to meet monthly and we had at least one parent at almost every meeting. We also had community members that were a part of our SIT that met with our team 90% of the year as well. Lastly, our teachers were very involved in discussions this year during our SIT meetings and actively contributed to our Annual EOY Review. The	Limited Development 01/12/2022		

	challenges that we are facing in meeting this goal is having at least 50% of our School Improvement Team be our parents or guardians. The opportunities that exist to address this challenge are to continue to build relationships with parents/guardians so as to dismiss any barriers to more parental engagement on our School Improvement Team.			
<b>How it will look when fully met:</b>	<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>		<b>Sharrone Powell</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/2/22	Conduct weekly Core Action Walks and discuss observation and feedback to provide teachers with action steps to make instructional gains(3rd ELA, SEL, EVAAS, Disproportionality)		Sharrone Powell	02/27/2024
<i>Notes:</i>				
9/6/23	Train for best practices around coaching with the ELA facilitators so as to provide targeted support for teachers(3rd grade, EVAAS)		Sade Wright	02/27/2024
<i>Notes:</i>				
10/2/22	Recruit parents and community members to be a part of the SIT and have elections by secret ballot (3rd ELA, SEL, Disproportionality)		Jovetta Dennis	02/28/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		As of June 2023, we have made some progress toward our goal of increasing Reading CCR for 3rd grade Black and Hispanic students. We did not meet the goal of 25.8%, but we did increase our Reading CCR for these 3rd grade subgroups from 1.6% in 2021-2022 to 13.6% in 2022-2023. Additionally, overall 3rd grade Reading GLP increased to 36.8% (+22.1%) and CCR increased to 14.5% (+13.2%). Twenty-eight percent of our 4th and 5th graders met or exceeded growth on their Spring 2023 EOGs. We know there is room for growth on these data points, but we did have some success with our actions aligned to the goal. We were able to allow our teachers to have time to plan and/or receive coaching during their instructional planning block. The challenge that we are facing is meeting the various planning needs of our instructional staff. the opportunities that exist to address these challenges are to continue to aggressively monitor instruction and determine the professional development and planning needs of our teachers so as to address them during instructional planning.	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)  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.		Sharrone Powell	06/15/2024
<i>Actions</i>			<b>0 of 3 (0%)</b>		
	10/2/22	Conduct bi-weekly data meetings with teachers to review and plan instruction for students. (3rd ELA, SEL, Disproportionality, EVAAS)		Christine Reid	02/27/2024
<i>Notes:</i>					
	10/2/22	Build capacity of team leads to model and lead their grade levels during PLC meetings. (3rd ELA, SEL, Disproportionality, EVAAS)		Sharrone Powell	02/27/2024

Notes:

9/6/23 Create a schedule that provides time for planning and meeting the PLC expectations as outlined by the instructional leadership team. (3rd ELA, SEL, Disproportionality, EVAAS)

Yolanda Parsons

02/27/2024

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>		<p>As of June 2023, we have made some progress toward our goal of increasing Reading CCR for 3rd grade Black and Hispanic students. We did not meet the goal of 25.8%, but we did increase our Reading CCR for these 3rd grade subgroups from 1.6% in 2021-2022 to 13.6% in 2022-2023. Additionally, overall 3rd grade Reading GLP increased to 36.8% (+22.1%) and CCR increased to 14.5% (+13.2%). We do not have comparative Evaas data yet, but it appears that 28.8% of our 4th and 5th graders met or exceeded growth based on this data point. Although we did not meet our goal, we did have some success in meeting our goal. As of June 2023 the successes we experienced related to this indicator in meeting our goal were achieved by providing timely feedback to teachers, that was discussed in our ILT and normed around prior to providing the feedback to the teachers. Teachers were able to improve their instructional practices based on the change in practice observed by the ILT upon observing again. One of the challenges that we are facing in meeting this goal is the fact that we did not completely meet our academic goals this year, even though teachers regularly received specific feedback about their instructional practice. Another challenge that we faced was documenting the observations in the Qualtrics system, which was not very user friendly and did not provide instant data that would allow our ILT to see trends in our observations. Creating a schedule that would allow the ILT to routinely observe all teachers, and not just our new teachers would provide an opportunity for us to address one of our challenges. Perhaps finding successful seasoned teachers for our new teachers to routinely observe could help them better understand the feedback that they receive. We could also create our own database of observations as a Google document to be able to see trends after observations in a timely manner.</p>	Limited Development 10/21/2019		



<p><b>How it will look when fully met:</b></p>	<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>		<p><b>Sharrone Powell</b></p>	<p><b>06/15/2024</b></p>
--	--	--	-------------------------------	--------------------------

<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
	<p>9/6/22 Attend weekly PLC meetings, SST meetings, and monthly Core MTSS team meetings to provide teachers and support staff with feedback based on live practice and instructional discussions (3rd ELA, EVAAS, SEL, FAM-S monitoring)</p>		<p>Sharrone Powell</p>	<p>01/24/2024</p>
<p><i>Notes:</i></p>				
	<p>1/28/21 Provide informal and formal feedback to teachers based on core action walks.(3rd ELA, EVAAS, SEL)</p>		<p>Sharrone Powell</p>	<p>06/08/2024</p>
<p><i>Notes:</i></p>				
	<p>8/21/23 Principal facilitates weekly coaching with the instructional leadership team to support observation and feedback that will improve classroom practice. (3rd ELA, EVAAS, SEL)</p>		<p>Sharrone Powell</p>	<p>06/08/2024</p>
<p><i>Notes:</i></p>				

<p><b>Core Function:</b></p>		<p><b>Dimension C - Professional Capacity</b></p>			
<p><b>Effective Practice:</b></p>		<p><b>Quality of professional development</b></p>			
<p><b>KEY</b></p>	<p><b>C2.01</b></p>	<p><b>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)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>
<p><b>Initial Assessment:</b></p>		<p>As of June 2023, we have made some progress toward our goal of increasing Reading CCR for 3rd grade Black and Hispanic students. We did not meet the goal of 25.8%, but we did increase our Reading CCR for these 3rd grade subgroups from 1.6% in 2021-2022 to 13.6% in</p>	<p>Limited Development 10/05/2017</p>		

	<p>2022-2023. Additionally, overall 3rd grade Reading GLP increased to 36.8% (+22.1%) and CCR increased to 14.5% (+13.2%). Twenty-eight percent of our 4th and 5th graders met or exceeded growth on their Spring 2023 EOGs. Our overall composite scores on Spring 2023 EOGs are Math composite:30.97%GLP and 11.4%CCR; Reading composite: 26.9%GLP and 9.17%CCR; andScience composite: 39% GLP and 29.3% CCR. We have made some growth, but our students are still not as proficient in core skills as we would like them to be. The successes we experienced related to this indicator in meeting our goals were utilizing the information provided by the DUSI team and other data to have targeted data discussion with teachers, which led to the creation of 6-week targeted instructional plans for students. The challenges that we are facing is being able to consistently utilize our instructional assistants to provide small group instruction for students. They had to be used for staff absences and as guest teachers when staff resigned. The opportunities that exist to address these challenges are to aggressively recruit and retain staff so the instructional assistants can provide small group instruction consistently.</p>			
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p><b>How it will look when fully met:</b></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>		<p><b>Sharrone Powell</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>	<p><b>0 of 3 (0%)</b></p>			

9/6/23	Utilize the DUSI team to analyze and disaggregate benchmark assessment data and determine next steps for instructional practices and coaching (EVAAS, 3rd ELA)		Christine Reid	01/27/2024
<i>Notes:</i>				
10/15/18	Review and prepare data sets to support teachers during half and whole day data planning days. (EVAAS, 3rd ELA)		Yolanda Parsons	02/27/2024
<i>Notes:</i>				
10/16/18	Review the Qualtrics data to determine trends, instructional shifts and professional development needs of teachers based on core action walks (EVAAS, 3rd ELA)		Sharrone Powell	02/27/2024
<i>Notes:</i>				
<b>Implementation:</b>		06/03/2019		
<b>Evidence</b>	6/3/2019 6/3/2019--Teachers indicate that they have received feedback that will allow them to grow professionally this year.			
<b>Experience</b>	6/3/2019 6/3/2019----Teachers were routinely observed and given feedback via the Eagle gram and/or the RTTCoaching model.			
<b>Sustainability</b>	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.			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		As of June 2023, we were able to hire staff and increase the percentage of staff that feel like Oakdale Elementary is a good place to work. Our specific goal for this indicator was to be fully staffed with highly qualified instructional staff that is equity centered on increasing student achievement. Our overall composite scores on Spring 2023 EOGs are Math composite:30.97%GLP and 11.4%CCR; Reading composite: 26.9%GLP and 9.17%CCR; and Science composite: 39% GLP and 29.3% CCR. Our end of year data for Kindergarten-2nd grade students on the DIBELS assessment did show that our students made some strong	Limited Development 01/12/2022		

	<p>growth in Kindergarten and first grade. The data showed that our Kindergarten students grew from 13% BOY to 26% EOY; 1st grade from 26% BOY to 51% EOY. There is room for improvement for our 2nd graders with their BOY scores at 17% and EOY at 10%. We ended the school year with four vacancies, but had guest teachers and instructional assistants to provide instruction to students, with support from facilitators. Another success we had was over 90% of our classroom teachers indicated they would return to our school next year. We also had 77% of staff say our school is a good place to teach and learn; 77% of staff say school is fun and joyful, which was an increase from last year. The challenge that we are facing is finding qualified applicants to fill our vacancies, like most public schools. The opportunity that exist to address this challenge is to attend all job fairs and use social media to promote our school as part of our recruitment.</p>			
<b>How it will look when fully met:</b>	<p>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)</p>		<b>Sharrone Powell</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/2/22	Attend district required career fairs (EVAAS)		Jovetta Dennis	10/03/2023
	<i>Notes:</i>			
10/2/22	Provide weekly and monthly rewards, incentives, celebrations for staff (EVAAS)		Yolanda Parsons	02/27/2024
	<i>Notes:</i>			
9/6/23	Utilize social media to recruit teachers (EVAAS)		Sade Wright	02/27/2024
	<i>Notes:</i>			
9/6/23	Provide each teacher with targeted coaching and support by members of the ILT(EVAAS)		Christine Reid	02/27/2024
	<i>Notes:</i>			

Effective Practice:		Resource Allocation			
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
<i>Initial Assessment:</i>		As of June 2023, we were able to receive support from our Learning Community; the DUSI team; the BTSP department; and the EC department in the form of professional development for both our ILT and our teachers. This support resulted in 28.8% of our 4th and 5th graders meeting or exceeding growth on their Spring 2023 EOGs. We know there is room for growth on this data point, but feel that we had some success on this goal by having the DUSI team train our ILT on how to have more targeted data conversations with teachers. Also the professional development provided by the BTSP team and the EC team provided tools to both new teachers and mentors that they requested as a result of a survey on professional development needs. The challenge that we are facing in showing more growth on this goal is finding support to meet the various needs of our staff. We have a lot of new teachers that need on-going professional development on the use of data and providing small group instruction for students. The opportunities that exist to address these challenges are continuing to seek support from various CMS teams to meet the professional development needs of our staff.	Limited Development 09/26/2023		
<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	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	9/26/23	Within the 2023-24 school year, our school identified the following resource inequity, instructional practice and teacher capacity, as a result, our school plans to mitigate this inequity by engaging in RELAY professional development to increase leader capacity around instructional best practices.		Sharrone Powell	06/09/2024
Notes:					

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>As of June 2023, we were able to provide our parents/guardians with a weakly Connect Ed message, as well as a weekly parent newsletter. Our actual goals for this indicator was for our school parent center tol become a hub of collaboration between parents, teachers, and members of the school community. However, the parent center was primarily used for parent meetings throughout the year. We did have a Lunch and Learn parent session for Kindergarten and First grade parents in February and an EOG day session for 3rd-5th grade parents. Both events had approximately 50 parents in attendance. Another goal we had was 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. While each classroom was not assigned a specific parent/community member, we did have support for teachers from volunteers when solicited. We also set out to cultivate partnerships with families, businesses, faith based groups, and community organizations to provide sustainable support systems and care for scholars and families in the Oakdale learning community. The goal was for this to result in a viable PTA that will have at least 50% parent participation in membership for the school year.Our PTA membership was comprised of approximately 20% of our parents, however parents supported the PTA financially resulting in both a fall and spring carnival; providing teachers with a holiday luncheon and gifts for Teacher Appreciation Week. The successes we experienced related to this indicator in meeting our goal were achieved by utilizing Parentsquare to routinely communicate with parents about events in the school community. The CMS volunteer database was also utilized to inform community members of school-wide events, with 94% of families contacted; 999 posts were made; 8,459 direct messages to parents were made. The challenges that we are facing is having more parents actively participate on our School Improvement Team and PTA on a monthly basis. Also, helping our parents feel more welcome to utilize our Parent Center and seeing it as a resource for families. The opportunities that exist to address these challenges are having Q and A sessions for parents on a regular basis to determine how to remove barriers for parental involvement on our parent leadership teams. We also could use the carnivals as a means of developing closer</p>	Limited Development 10/05/2017			

	relationships with parents and recruitment for our School Improvement Team.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>	<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>		<b>Sharrone Powell</b>	<b>06/15/2024</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
1/11/21	Utilize Parentsquare and weekly newsletters to inform parents of school events, attendance concerns, as well as solicit parents to participate in SIT and PTA. (Aligns to EVAAS, OSS, and FAM-S 3)		Sharrone Powell	02/28/2024
<i>Notes:</i>				
8/21/23	Utilize the parent advocate to assist with communication with parents, act as a liaison to promote learning, and assist parents with learning gaps. (Aligns to EVAAS, OSS, and FAM-S 3)		Jovetta Denis	02/28/2024
<i>Notes:</i>				
8/21/23	Conduct quarterly Lunch and Learn and/or information sessions for parents to keep them informed of ways to support their child's learning. (Aligns to EVAAS, OSS, and FAM-S 3)		Yolanda Parsons	02/28/2024
<i>Notes:</i>				
<b>Implementation:</b>		06/08/2020		
<b>Evidence</b>	5/14/2019 We have committee notes and emails from our efforts.			

<b><i>Experience</i></b>	5/14/2019 Our PTA and the Community Involvement committee has created ways for our families to be involved during virtual learning.			
<b><i>Sustainability</i></b>	5/14/2019 We will need to get more input from families so as to provide activities that they feel they can support virtually.			