

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 ___% in SY2021-22 to ___% in SY2022-23 and ___% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2: 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) *Schools can also focus on specific grade levels or content areas based on their individual school data.

Goal 3: The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from ___% on the Fall 2021 Panorama Screener (in Grades 3-5) to ___% in SY2022-23 and ___% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) *Schools can focus on one, two or all three of the domains based on their individual school data.

Goal 4: If a disproportionality is present, add: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from ___% in SY2021-22 to ___% in SY2022-23 and ___% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1) OR If a disproportionality is not present, add: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at ___% in SY2022-23 and 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 the Cultural Insight EOY survey. (SIP)

Goal 6: Needs to be duty free lunch and planning.



Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
!		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers will be trained on LETRS and OG. Teachers will utilize Mastery Connect in order to store and analyze data. Teachers will plan weekly with the MCLs using the data, and create small group instructional plans based on the data.	Limited Development 08/31/2021		
How it will look when fully met:			Once teachers are trained on using the assessment tools, they will be able to have data conversations that lead to targeted instructional practices during small group instruction. This small group instruction will help to build students' skills and help them to show growth on their EOYear formal assessments.		Jovetta Dennis - DOE 8/28/2018	05/20/2022
Actions				0 of 3 (0%)		
	8/15/22	Teachers will complete the Balanced Assessment PD at the beginning of the school year.			Jovetta Dennis - DOE 8/28/2018	08/31/2022
Notes:						
	8/15/22	Teachers will participate in weekly planning and data conversations about students' data.			Jovetta Dennis - DOE 8/28/2018	06/09/2023
Notes:						
	8/15/22	Teachers will participate in on-going district provided professional development to help them to plan rigorous instruction for students.			Jovetta Dennis - DOE 8/28/2018	06/09/2023
Notes:						
!	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

Initial Assessment:

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.

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.

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>			Esther Moua DOE 8/2021	06/17/2022
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.</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.</p>			Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					
8/15/22	<p>Panorama assessments will be given to students to determine their SEL needs at the BOYear and EOYear.</p>			Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					
8/15/22	<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.</p>			Jovetta Dennis - DOE 8/28/2018	06/09/2023
<i>Notes:</i>					
Implementation:			05/10/2018		
Evidence	<p>5/10/2018 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>				

Experience	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.			
Sustainability	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
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Effective Practice:	Curriculum and instructional alignment
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!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>Each grade level has a planning period for instruction with the MCL's 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		
How it will look when fully met:	<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.</p> <p>* 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	05/20/2022
Actions			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.			Jovetta Dennis - DOE 8/28/2018	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.			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.				

<i>Experience</i>	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.			
<i>Sustainability</i>	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>	Limited Development 10/05/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			<p>To address supplemental and intensive needs of students, 75-80% of students will meet their intervention goals as measured by progress monitoring tools.</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>80% of K-5 students will meet or exceed growth in math and reading based on MAP data.</p>		Jovetta Dennis - DOE 8/28/2018	05/20/2022
Actions				0 of 4 (0%)		
	8/15/22	Bimonthly MTSS meetings will include grade level teams, administrators and student support services. 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.			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.		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.		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.		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
<i>Initial Assessment:</i>			<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		
<i>How it will look when fully met:</i>				Objective Met 05/14/19	Dione Brown-DOE 9/11/2020	05/20/2022
Actions						
	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 SSTeam when Panorama data is collected from students so as to meet the needs identified in the data.		Complete 05/13/2022	Tania Sanders	05/13/2022
<i>Notes:</i>						

9/26/18	The Care curriculum will be given to teachers and used to help guide class meetings and be used to help foster positive relationships; teach social skills; and build a sense of community in the classroom.	Complete 05/06/2022	Tania Sanders DOE 1/11/2021	05/20/2022
<i>Notes:</i>				
10/16/18	MTSS behavior support will be given to students in the top tier for behaviors. The students will have plans created and reviewed on a regular basis.	Complete 05/20/2022	Tania Sanders DOE 1/11/2021	05/20/2022
<i>Notes:</i>				
10/16/18	The student support team will provide guidance lessons using the Care Curriculum and other resources to meet the needs of students in the class that is in need of this additional support.	Complete 05/13/2022	Tania Sanders DOE 1/11/2021	05/20/2022
<i>Notes:</i>				
10/7/20	The end of each school day is Advisory block with students setting both daily and weekly goals for themselves.	Complete 05/06/2022	Tania Sanders DOE 1/11/2021	05/20/2022
<i>Notes:</i>				
Implementation:		05/14/2019		
Evidence	5/14/2019			
Experience	5/14/2019			
Sustainability	5/14/2019			
A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Every day teachers are observed and instruction is monitored throughout the building. The staff is well aware of the coaching model being utilized throughout the school community, and they are receptive to feedback and coaching that occurs as a result of classroom observations. This constant monitoring of instruction will ensure that our students are receiving engaging and rigorous instruction, which will help them to increase their student achievement and be able to set long term goals in the future.</p> <p>We will also continue with our Avid initiative, expanding the strategies in 3rd-5th grade in the classroom. Writing will be incorporated throughout the curriculum and school-wide writing contests will take place as an expansion of our Multi-cultural focus each month.</p> <p>We will also expand the students' career exploration and opportunities beyond attending colleges and universities.</p>	<p>Limited Development 09/26/2018</p>		
<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> * Teachers receive meaningful professional development based on needs identified in observations. * Teachers will receive immediate coaching based on what is observed in the classroom * Students will be engaged in instruction 90% of the time they are in class. * 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>Objective Met 06/10/22</p>	<p>Jessica Fogarile- DOE 5/2021</p>	<p>05/20/2022</p>
<p>Actions</p>				
<p>10/16/18</p>	<p>AVID strategies will be implemented in 3rd-5th grade classrooms, with K-2nd grade teachers being provided PD on strategies throughout the year. An AVID cohort has been created and meets once a month to assess the implementation of AVID throughout the building and in targeted classes.</p>	<p>Complete 05/20/2022</p>	<p>Utrilla Patterson - DOE 8/28/2018</p>	<p>05/20/2022</p>

Notes:

9/30/19

The multi-cultural committee will have a writing contest each quarter to integrate writing into our school-wide celebrations.

Complete 05/20/2022

Susan Tyagi-DOE
5/2021

05/20/2022

Notes:

	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
Initial Assessment:			<p>The student support services team, will be working with teachers in helping students with transitions at the end of the year, as well as when there is a change in personnel and / or when classrooms have to change based on student needs.</p> <p>This year, vertical planning with teachers will take place on Early Release Days, if there is not district-wide required PD. EC teachers will collaborate more with each other and with general education teachers on IEPs when students are transitioning to a new grade and are in need of a reevaluation. The ELL team will provide targeted support for new ELL students with limited English.</p>	Limited Development 10/05/2017		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6			
How it will look when fully met:				Objective Met 09/10/20	Jovetta Dennis - DOE 8/28/2018	
Actions						
	9/30/19	<p>Open House for families will allow new students to meet the administrative team; all families to join PTA; and allowed the kindergarten students to go on a scavenger hunt of the school to learn about the facilities. For the 2020 school year, the first event was virtual.</p> <p>Parent Q and A sessions will be held periodically to address questions that parents may have about virtual and in person learning throughout the school year.</p>	Complete 05/21/2022	Jovetta Dennis - DOE 8/28/2018	05/20/2022	

Notes:

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>		The Charlotte-Mecklenburg School system has created learning communities. These learning communities are based on a district-wide commitment to three key beliefs. Schools are the unit of academic transformation and achievement for our students. The Center City 1 learning community support our school in the attainment of academic achievement for our students.	Full Implementation 01/12/2022		
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 Leadership Team meets each month to review and give progress toward our school improvement goals. Our SLT has a representative from each grade level and/or team in the school. Our school Instructional Leadership Team meets each week to review student work samples; discuss coaching of teachers; plan professional development; and discuss our overall school improvement goals.	Full Implementation 01/12/2022		
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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The schedule will be created so teachers have the equivalent of 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.</p> <p>The staff will continue to use Restorative practices, the Care Curriculum, and AIC feedback so as to create a positive school and work environment. Panorama data will also be used to determine the SEL needs of students.</p>	Limited Development 10/16/2018		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>* 80% of staff feel the leadership works hard to retain effective teachers and that the school is a good place to teach and learn as indicated on the TNTP spring survey.</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>	Objective Met 09/01/21	Myisha Burkett DOE 5/2021	05/20/2022
Actions					
	9/30/19	Create a viable FAC that routinely reports concerns to the admin team	Complete 09/03/2021	Sharrone Powell DOE 11 2 21	10/29/2021
<i>Notes:</i>					

9/30/19	Team building activities will take place to help build a collaborative and trusting environment. Team building activities will also be pursued throughout the year. A social committee will be created to allow staff to attend social events together and support each other with family milestones.	Complete 05/11/2022	Tania Sanders DOE 1/11/2021	05/20/2022	
<i>Notes:</i>					
9/30/19	Leadership opportunities will be routinely publicized in the staff newsletter. Staff will also receive notes to remind them of SEL support as well as motivational quotes in the newsletter, as well as on social media platforms like the Remind App.	Complete 06/07/2022	Jovetta Dennis	06/06/2022	
<i>Notes:</i>					
Implementation:		09/01/2021			
Evidence	6/12/2020 FAC notes are available.				
Experience	6/12/2020 6/12/2020-Teachers met each week as a FAC.				
Sustainability	6/12/2020 The FAC will need to continue next year so as to allow teachers the opportunity to voice their concerns.				
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
Initial Assessment:		Full Implementation 01/12/2022			
		At the beginning of the year, our teachers received their instructional schedules; planning schedules; and a document that informs them of their duties and who they can see for support of their instructional practices. This document was recently updated with the change in our principal. In addition, the use of MCL's and other coaches for all grade levels will allow for each team of teachers to receive targeted coaching on a regular basis.			

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 MCLs 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>			Objective Met 06/10/22	Sharrone Powell DOE 11 2 21	05/27/2022
Actions					
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. A partnership with the learning community coach as well as with CT3 will help leverage the amount of support that will available to coaches and ultimately teachers as well	Complete 05/13/2022	Sharrone Powell DOE 11 2 21	05/21/2022	
<i>Notes:</i>					
10/7/20	The ILT will routinely observe and give feedback to teachers in real time,using the Eagle Gram observation form; observation and feedback protocol; and formal observations. This information will be analyzed so as to determine PD and/or coaching needs of teachers	Complete 05/13/2022	Sharrone Powell DOE 11 2 21	05/21/2022	
<i>Notes:</i>					
1/28/21	The ILT in collaboration with the SLT will review data on a a regular basis and create goals and actions as part of our school’s continuous improvement plan. The following areas will be addressed in the plan.	Complete 06/06/2022	Sharrone Powell DOE 11 2 21	06/08/2022	
<i>Notes:</i>					
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 bi-monthly ILT meeting, as well as in weekly coaching sessions with the MCLs.</p> <p>Our Insight data indicates that we need to continue to use NNN strategies to increase student engagement in the classroom. Our teacher data indicated an increased need to provide targeted and differentiated professional development for staff.</p>	Limited Development 10/05/2017		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	Index Score: 9		
			<p>How it will look when fully met:</p> <ul style="list-style-type: none"> * 80% of K-5 students will meet or exceed growth in math and reading based on MAP data. *(2018-19 EOG Data) 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 * Increase student engagement in 90% of the classrooms to 90% as measured by the CT3 rubric. * As determined by the Spring TNTP survey 80% of teachers will indicate they receive feedback to support their continuous improvement by providing differentiated RTTCoaching throughout the year. 	Objective Met 06/03/19	Jovetta Dennis - DOE 8/28/2018	05/20/2022
Actions						
		10/16/18	Benchmark assessments will be given to 3rd-5th grade students three times a year to help formulate instruction based on student needs.	Complete 03/25/2022	Christine Reid	03/30/2022

<i>Notes:</i> September ILT--The dates for the BOY benchmark assessments were established.				
9/26/18	The ILT will routinely observe and give feedback to teachers using the Eagle Gram observation form; observation and feedback protocol; and formal observations.	Complete 05/13/2022	Christine Reid - DOE 8/28/2018	05/20/2022
<i>Notes:</i>				
10/15/18	The MCL's will have data conversations with teachers during planning as students complete assessments. These conversations will be used to plan for instruction on a weekly basis.	Complete 05/13/2022	Yolanda Parson - DOE 8/28/2018	05/20/2022
<i>Notes:</i>				
10/16/18	Mastery Connect will be utilized so teachers can routinely review their literacy data as a team to determine strategies and plans to meet the needs of students in small groups.	Complete 05/06/2022	Christine Reid - DOE 8/28/2018	05/20/2022
<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
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Effective Practice:	Talent recruitment and retention
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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
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Initial Assessment:	<p>The Charlotte-Mecklenburg Schools human resource department regularly recruits staff for employment. Once their application has been accepted, each school has access to a database of potential applicants.</p> <p>At Oakdale Elementary, our administrative team reviews applicants and interviews them with teams of staff that would potentially work with the applicant. A protocol was created for on-boarding new staff hired post start of the new school year.</p> <p>Once they have been hired, all staff are routinely observed and given feedback on their performance. (See B3.03)</p> <p>Our administrative team created several awards to give to staff members on a monthly basis as part of our culture of care. Additionally, staff that go beyond on a regular basis are routinely publicly acknowledged at that moment.</p>	Full Implementation 01/12/2022		
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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
Initial Assessment:		<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		
How it will look when fully met:			Objective Met 06/08/20	Jovetta Dennis - DOE 8/28/2018	06/09/2022
Actions					
9/1/21	Partnerships will be cultivated with local businesses and faith based organizations to support the vision and mission of the school.		Complete 12/17/2021	Jovetta Dennis - DOE 8/28/2018	12/20/2021
<i>Notes:</i>					
10/6/21	Actively seek parents to serve on the School Leadership Team so as to have adequate parent representation.		Complete 12/13/2021	Jovetta Dennis - DOE 8/28/2018	01/31/2022
<i>Notes:</i> Still working towards goals. COVID is creating an issue with getting parents in building.					
9/26/18	Seek and/or provide opportunities for parents to participate in workshops throughout the year so as to support their students with increasing achievement. Parents will also be able to participate in Q and A sessions with the principal during the school year to address their concerns and questions about in person and virtual learning.		Complete 06/06/2022	Jovetta Dennis - DOE 8/28/2018	05/24/2022

Notes: September 3, 2020--First Chat and Chew was held at lunch time and in the evening.

September 10th-- Curriculum Night/Back to the Nest was held to inform parents of Title 1 goals for the year.

October 22nd--Chat and Chew scheduled.

Techtoberfest being scheduled to pass out 2nd quarter supplies and to provide tech support for parents.

December 2020--A community partner provided free coats along with our school supplies and tech support at our quarterly drive through.

Each quarter, tech support and school supplies were provided to parents and students.

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 SLT.	Complete 06/10/2022	Sharrone Powell DOE 11 2 21	06/09/2022
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Notes:

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.