

Comprehensive Progress Report

Mission:

Our Mission: Oaklawn Language Academy is united and committed to providing a high quality education in a language immersion environment. Students embrace diversity and become responsible leaders who demonstrate integrity in a multicultural world.

Vision: Vision: Empowering globally minded leaders in a multicultural world.

Goals:

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 26.5% in SY2021-22 to 38.3% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 4.0% in SY2021-22 to 16.0% in SY2022-23 and 28.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS 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)

The percent of students reporting a positive self-perception of their engagement will increase from 24% on the Fall 2021 Panorama Screener (in Grades 6-8) to 32% in SY2022-23 and 40% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

If a disproportionality is not present, add: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



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>We will be providing instruction in-person this school year. Our master schedule includes an OWL block before 5th block and service delivery models to ensure we are providing standards aligned instruction using our district curricula in all subject areas.</p> <p>We are moving into year three of our K-3/6 EL Education adoption and K-5 enVision adoption/8th grade OpenUp. 4th and 5th grade has adopted EL Education and 6th and 7th grade is using OpenUp. We will be utilizing the Canvas platform for all online content and within classrooms. SORA and EPIC will serve as our online text resources.</p> <p>In terms of PLCs and planning, we are currently working to to meet in person when possible.</p> <p>We have used (instructional) school funds to purchase supports for standards-aligned instruction.</p> <p>We are using MasteryConnect to take data dives into our student learning and using that information to make academic decisions on student progress.</p>	Limited Development 08/09/2022		
<i>How it will look when fully met:</i>		In PLC's teachers will participate in richer conversations revolving around student outcomes. They will engage in intentional discussions that will lead to increased student achievement. Using backwards planning, teachers will develop cohesive lessons that involve scaffolding and differentiated strategies to address all subgroups. These conversations will inform future core and supplemental instruction.		Liz Bertke	06/15/2024
Actions			0 of 3 (0%)		
	8/9/22	Utilize PLC time to plan, model, and rehearse strategies and protocols with implementation of new curriculum. Grade level PLCs in K-5 split into ELA, math, and Spanish to address content specific strategies.		Liz Bertke	06/15/2024
<i>Notes:</i>					
	8/9/22	Analyzing provided exemplars to plan for misconceptions, prepare to give students feedback, and target students for assistance.		Liz Bertke	06/15/2024

Notes:

8/9/22 Hold weekly or every other week data meetings to analyze student assessments/student work to determine foundational needs and/or instructional next steps for small group instruction.

Liz Bertke

06/15/2024

Notes:

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
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<p>Initial Assessment:</p>	<p>We will be providing instruction in-person this school year. We have updated our master schedule to include an OWL block before 5th block and service delivery models to ensure we are providing standards aligned instruction using our district curricula in all subject areas to ensure we are meeting the needs of all student IEPs, LIEPs, and TD plans. Additionally, we are utilizing the district’s updated Standard Treatment Protocol when providing supplemental and intensive interventions. Due to COVID and remote hybrid learning we are working to fill in the gaps of unfinished learning.</p> <p>In terms of our MTSS leadership team, we are currently working on implementing tiered interventions with fidelity. Student placement and student schedules were designed to maximize these efforts and impact on student achievement. All teachers, facilitators, and support staff will be providing interventions to ensure all students below the 30th percentile, as determined by MAP, are receiving additional supports.</p> <p>Teams are meeting bimonthly to analyze student data and teacher instruction to determine next steps.</p> <p>PD related to MTSS, core instruction, the Standard Treatment Protocol, progress monitoring tools, as well as teaming structures and meeting formats provided by the school and district.</p> <p>We are utilizing mCLASS and Aimsweb online platforms to track and analyze student data.</p>	<p>Limited Development 08/09/2022</p>		
<p>How it will look when fully met:</p>	<p>When MTSS is faithfully implemented there will be bi-monthly meetings to identify students, review their progress, and discuss the integrity of the interventions and the effectiveness of the strategies to reduce the disproportionality of special education referrals. A highly functioning MTSS team used designated assessment tools and have accessed multiple resources to implement the tiered interventions. When fully met, students will show significant growth and eventually only need core strategies from the classroom curriculum.</p>		<p>Kristi Trangsrud</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
	<p>8/9/22 Continue to monitor implementation of protocols in meetings to review data and the fidelity of the process.</p>		<p>Kristi Trangsrud</p>	<p>06/15/2024</p>
<p>Notes:</p>				

	8/9/22	Staff will enhance their knowledge of interventions through work with facilitators and LETRS PD. Admin and facilitators will monitor the effectiveness of interventions.		Liz Bertke	06/15/2024
<i>Notes:</i>					
	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
Initial Assessment:			<p>Due to Covid-19, the previous transition to a widely remote environment has had a tremendous impact on the social and emotional development of our students. Now that we are in person we are working to address both their current state in response to the pandemic as well as continuing to further their social-emotional development by implementing a social emotional universal screener called Panorama, the Caring Schools curriculum and an Advisory Block for direct social-emotional instruction.</p> <p>We are working on getting our staff fully trained in restorative practices and circles, as a shift in mindset to address student behaviors.</p> <p>In terms of our Student Services PLC, we are currently working to identify students who may benefit from behavioral interventions by following the CMS behavioral intervention flow chart. This allows us to identify the proper behavioral intervention to fit their need.</p> <p>We have used (general and instructional) school funds to purchase supports for supporting our students social and emotional states:</p> <p>Additional SEL resources included any funded positions (BMTs</p>	Limited Development 08/09/2022	
How it will look when fully met:			<p>When fully implemented, teachers are confident in their ability to support their students' development of social/emotional competencies through having created a healthy classroom culture and used evidence based programs. Teacher will use restorative practices and circles. Students are aware of what bullying is and how to report it. Full implementation would represent less office referrals, a change in data on the Panorama screener, healthy classroom environments.</p>		Daniel Bar
Actions				0 of 2 (0%)	06/15/2024
	8/9/22	Continually monitor the SEL plan for students and staff throughout the year.		Elisabeth Mclean	06/15/2024

Notes:

8/9/22 Ensuring consistency of SEL lessons that are tailored for the appropriate grade level in social-emotional learning.

Elisabeth Mclean

06/24/2024

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
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<i>Initial Assessment:</i>	<p>We will be providing in person instruction this school year. We will be using Core Learning walks for monitoring instruction and providing timely, meaningful feedback. Our principal and leadership team will observe and use tiered coaching for teachers.</p> <p>We have used (general and instructional) school funds to purchase: Funding for subs for peer observations or coaching</p>		Limited Development 08/09/2022		
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<i>How it will look when fully met:</i>	<p>When fully implemented, the principal and admin team will have spent 60 percent or more of their time in classrooms and in PLCs to observe teaching and improve instruction. Principal will have conducted calibration walks, Core learning walks, and coaching with ILT members to increase impact of supportive and honest feedback.</p>			Kristi Trangsrud	06/15/2024
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Actions 0 of 2 (0%)

8/9/22 Continued support from ILT in tiered coaching to support all teachers and especially new teachers in MS ELA and Math.

Kristi Trangsrud

06/15/2024

Notes:

8/9/22 Use a coaching document to provide supportive and honest feedback to support needs and increase teacher impact.

Liz Bertke

06/15/2024

Notes:

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>Whole school newsletters will happen bi-weekly that include at home supports, activities, and curriculum updates. Weekly Connect Eds are sent by email and phone about events, ways to help the school, and updates. Teachers will have parent conferences. Volunteer emails are sent monthly. The counseling department sends a monthly newsletter. We will host a curriculum and global literacy night to the curriculum. We also make use of social media accounts (Facebook, Instagram, Twitter) as other forms of communication</p>	Limited Development 08/09/2022		
<i>How it will look when fully met:</i>		<p>When fully implemented, the school will have helped parents fully engage in the learning lives of their children as a necessary function of the school. The school will have maintained a consistent message of what is expected of parents, through multiple resources of communication. Parents were fully supported and aware of the "curriculum of the home" to assist their children at home to create healthy habits, attitudes, and skills.</p>		Kristi Trangsrud	06/15/2024
Actions			0 of 1 (0%)		
	8/9/22	Continued communication (email, text, phone) with parents about positive news and learning in the classroom. Communication is documented in the school's contact log.		Kristi Trangsrud	06/15/2024
<i>Notes:</i>					