

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Oakdale ES School Improvement Plan Report

Oakdale ES Contact Information			
School:	Oakdale ES	Courier Number:	485
Address:	1825 Oakdale Road	Phone Number:	980-343-6076
	Charlotte, NC 28216	Fax Number:	980-343-6134
Learning Community	West-West Meck	School Website:	http://schools.cms.k12.nc.us/oakdaleES

Principal:	Kimberly Alexander
Learning Community Superintendent:	Mr. Paul Pratt

Oakdale ES School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Kimberly Alexander	Kimberly.alexander@cms.k12.nc.us	8-28-15
Assistant Principal Representative	Dr. Priscilla Graham	p.graham@cms.k12.nc.us	8-28-15
Teacher Representative	Christina Stephens	Christinam.marsicano@cms.k12.nc.us	8-28-15
Inst. Support Representative	Christine Reid	Christine.reid@cms.k12.nc.us	8-28-15
Teacher Assistant Representative	Denise York	d.york@cms.k12.nc.us	8-28-15
Parent Representative	Gloria Clanton	Glorial.clanton@cms.k12.nc.us	9-2-15
Parent Representative			
Parent Representative			



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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: The vision of Oakdale is to ensure that our scholars take ownership of their learning goals and how education will impact their future.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The mission of Oakdale is to provide challenging learning experiences that will prepare scholars to be productive citizens in a globally competitive society.

Oakdale ES Shared Beliefs

- We believe in using data to inform instruction
- We believe that all students can learn and that learning has to be purposeful
- We believe that differentiation is a critical part to student success
- We believe that students thrive in a safe environment
- We believe that working with families and the community provides support to our students and sends a message that they matter



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Oakdale ES SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- By the spring of 2016, 50% or more of our students will perform at or above grade level on the NC End of Grade Reading Test.
- By the spring of 2016, 50% or more of our students will perform at or above grade level on the NC End of Grade Math Test.
- By the spring of 2016, we will decrease the number of office referrals by 10%.
- By the spring of 2016, 60% or more of our students will perform at or above grade level on the NC End of Grade Science Test.
- By the spring of 2016, 80% or more of our students in K-2 will perform at or above grade level as measured by DIBELS.
- By the spring of 2016, unexcused absences will decrease by 10%.



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Oakdale ES Assessment Data Snapshot

Oakdale Elementary School									
Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	42.7	26.5	44.9	31.1		19.4		51.9
Grade 03 EOG Math	All	40.2	25.6	54.1	36.7		10.7		70.4
Grade 03 EOG Reading	All	45.3	27.4	35.7	25.5		28.2		59.3
Grade 04 EOG Composite	All	31.9	22.5	28.2	15.8		35.0		60.0
Grade 04 EOG Math	All	26.5	17.6	27.6	18.1		35.5		77.1
Grade 04 EOG Reading	All	37.3	27.5	28.8	13.5		34.6		62.9
Grade 05 EOG Composite	All	42.0	32.0	46.4	33.6		21.2		55.9
Grade 05 EOG Math	All	40.0	34.0	50.9	42.7		32.2		74.8
Grade 05 EOG Reading	All	32.0	18.0	38.2	27.3		20.9		58.3
Grade 05 EOG Science	All	54.0	44.0	50.0	30.9		10.4		60.6
School EOG Reading Composite	All	38.6	24.5	34.3	22.1		27.7		60.0
School EOG Math Composite	All	35.7	25.7	44.1	32.6		26.5		74.1
School EOG Science Composite	All	54.0	44.0	50.0	30.9		10.4		60.6
EOG Composite	All	39.4	27.6	40.8	27.9		24.6		55.9
School Composite	All	39.4	27.6	40.8	27.9		24.6		66.0

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Fourth Quarter Data for Kindergarten through Second Grade

Reading Data taken from DIBELS

Grade Levels	Proficient	Below
Kindergarten	71%	29%
First	50%	50%
Second	60%	40%

2012-2013 Unexcused Absences

		Total Enrolled		At Least 1 Day		1-2 Days		3-5 Days		6-9 Days		10+ Days	
		N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	318	46.3	274	86.2	69	21.7	93	29.2	59	18.6	53	16.7
	Male	369	53.7	319	86.4	93	25.2	105	28.5	69	18.7	52	14.1
	Total	687	100.0	593	86.3	162	23.6	198	28.8	128	18.6	105	15.3

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2013-2014 Unexcused Absences

		Total Enrolled		At Least 1 Day		1-2 Days		3-5 Days		6-9 Days		10+ Days	
		N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	336	49.7	300	89.3	83	24.7	110	32.7	57	17.0	50	14.9
	Male	340	50.3	298	87.6	90	26.5	102	30.0	67	19.7	39	11.5
	Total	676	100.0	598	88.5	173	25.6	212	31.4	124	18.3	89	13.2

2014-2015 Unexcused Absences

		Total Enrolled		At Least 1 Day		1-2 Days		3-5 Days		6-9 Days		10+ Days	
		N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	336	49.7	297	88.4	87	25.9	111	33.0	54	16.1	45	13.4
	Male	340	50.3	297	87.4	95	27.9	101	29.7	66	19.4	35	10.3
	Total	676	100.0	594	87.9	182	26.9	212	31.4	120	17.8	80	11.8

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Oakdale ES Profile

Oakdale Elementary is a K-5 neighborhood school. There are 667 students and the school is very diverse. The demographics of our population consist of: 76% African American, 10% American Indian, 4% Asian, 2% More than one race, and about 7% White. With the population changing, the school is also now 14% Hispanic with approximately 74 Spanish speaking families.

The staff consists of approximately 78 members. Their demographics are as follows: 60% are African American 34% are White, 5% Hispanic and about 1% Pacific Islander. Out of the 35 classroom teachers, 20 are in their first 3-4 years of teaching. The other 23 teachers have an experience range from 5-30 years. There are 6 staff members with a degree in School Administration, 16 with an Advanced degree and 2 staff members have a Doctoral degree.

With the switch to Common Core, the school's performance data declined the first year and has made minimal growth in subsequent years. This school year has included new staff members who have transferred from other schools with experience and several grade level changes to strengthen and support student achievement.

To address the deficits in achievement, we have implemented a Reading Lab (SWAG Lab) run by two certified teachers with the help of TA's and Title I tutors. Using the data, they are pulling students in grades K-5 who are below in reading and using the LLI program as remediation.

As a staff we have been awarded several grants to support our school, they include:

- *The Green Teacher Network Garden grant*
- *Achieve 225 which is a physical activity grant*
- *Healthier Generation grant*
- *Partnership with UNCC that provides grant money for teacher PD each school year*
- *Numerous Donor's Choose projects funded*



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Recruit, develop, and retain a premier workforce
Strategic Plan Focus Area:	Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development
Data Used:	Teacher Insight Survey, Oakdale Impact Survey-In the spring of 2015.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Survey Staff a. Conduct staff survey to gather perceptions of the working conditions in the school b. Use survey information to address trends and needs of the school	K. Alexander Principal	50% or more of our students will perform at or above grade level on the NC End of Grade Reading Test 50% or more of our students will perform at or above grade level on the NC End of Grade Math Test 85% of our teachers will report they are satisfied with the working conditions at Oakdale	CMS	Teachers Admin. Team Students	April 2015 Sept 2015 Jan. 2016 March 2016 June 2016



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		95% Teacher Retention Rate Student Survey Data			
Align Master Schedule a. Create a Scheduling committee with each grade and team represented b. Design a master schedule to ensure teachers have a duty free lunch each and every day.	K. Alexander Principal	50% or more of our students will perform at or above grade level on the NC End of Grade Reading Test 50% or more of our students will perform at or above grade level on the NC End of Grade Math Test 85% of our teachers will report they are satisfied with the working conditions at Oakdale 95% Teacher Retention Rate		Teachers Admin. Team Students	August, 2015
Interview a. Post the position b. Conduct job search/interview for an	Admin Team	50% or more of our students will perform at or above grade level on the		Teachers Admin. Team Students	September, 2015- June 9, 2016



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individual that works well with children and understand the flow and “working” of a school cafeteria c. Allow teachers to assist with the interviewing process		NC End of Grade Reading Test 50% or more of our students will perform at or above grade level on the NC End of Grade Math Test 85% of our teachers will report they are satisfied with the working conditions at Oakdale 95% Teacher Retention Rate			
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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	To provide uninterrupted instructional planning time and PD for teacher teams.
Strategic Plan Focus Area:	Professional Development, Retention, Leadership Development
Data Used:	Insight, Observations, EOG Results, DIBELS Assessment and Progress Monitoring

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Align Master schedule a. Create a planning schedule that includes 90 minute planning time for literacy, 45 minute planning time for math and 45 minute data planning day.	Kim Alexander Principal	Work products displayed and discussed Assessment scores Data trackers Teacher Survey	N/A	All K-5 and Special Area teachers	August 2015
Decide on systems and procedures a. Put systems in place to ensure that planning is aligned to standards, relevant, and meaningful	S. McQueen Christie Reid Facilitators	Agenda Meeting Notes/Minutes Surveys	N/A	All K-5 teachers	08/2015-06/2016

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Schedule PD a. Provide teachers with on-going PD in the areas of literacy and math monthly and support as needed. b. Allow teachers to take learning walks and visit other sites	Dr. Priscilla Graham Assistant Principal C. Reid S. McQueen	Work products displayed and discussed Assessment scores Data trackers Teacher Survey	N/A	Facilitators Dean of Students All Teachers	08/2015-06/2016
SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.				
Strategic Plan Goal:	To create a safe, orderly, and bully-free school				
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Cultural Competency				
Data Used:	2014-15 Discipline Data, Parent-Teacher Conferences, Administrative Conferences, and Administrative Parent Notification				

Strategies (determined by what data) a. Task b. Task c. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Bully Liaison / Bully-prevention a. Student Support/Mentor Groups b. Tiered Behavior Plan c. Teaching Children to Care (PD)	Ebony Williams Dean Of Students P. Graham Assistant Principal	Reduction in disciplinary infractions Reduction in classroom disturbance	PTA sponsorship Community Partner Sponsorship	E. Williams O. El-Amin S. Sorrells B. Sherrill S. League P. Graham	(Aug-Sept.) Code of Conduct Assemblies (Oct-June) On-going bullying lessons and anti-bullying campaigns

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Character Education a. Guidance Lessons on character education for all students b. Teaching through the use of Social Stories c. Student Support Mediation Sessions	S. Sorrells Counselor	Reduction in disciplinary infractions Reduction in classroom disturbance	PTA sponsorship Community Partner Sponsorship	B. Sherrill O. El-Amin S. Sorrells S. League	(Aug-June) Character Ed lessons in class Mediation Support Sessions Ongoing Character Education Assemblies
Healthy Active Child 30 min. a. Assisting teachers with ideas and materials for organized play time b. Teaching about healthy eating habits c. Organize a running club	Murphy R. Matthews Ridge Dolphin(PEP Grant)	Reduction in disciplinary infractions Reduction in classroom disturbance Increase in student achievement	PTA sponsorship	A. Olert Dolphin Murphy R. Matthews Ridge	(Sept-June) Running Club, classroom active transitions share, hygiene and health support group Structured PE
School Health Team a. Meet regularly about students with health concerns and provide support to the teachers b. Assist families in finding resources such as glasses, or	Nurse Katie E. Williams P. Graham	Reduction in instructional disturbance Reduction in the number of accidents and incidents	N/A	Nurse Katie N. Ridge B. Sherrill N. Ridge O. El-Amin S. Sorrells P. Graham	(Aug-June) Ongoing update and reminder meetings



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immunizations such as glasses, or immunizations					
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SMART Goal (4):	<i>Increase the percentage of students in grades 3-5 scoring proficient in reading to 50% and math to 50% and science to 60% or more as measured by the NC End of Grade test.</i>
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	MAP, DIBELS, Common Assessments, 2014-2015 EOG results in reading, math

Strategies (determined by what data) d. Task e. Task f. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Train teachers and TA's on LLI a. Implement the Reading Lab for flexible small group instruction using LLI with the help of staff, Instructional Assistants and Title I tutors. b. Provide on-going PD and feedback c. Organize Reading Lab to track student data/progress	C. Reid/S. McQueen Facilitators A. Spicer A. Davis	Data collected weekly , monthly, and quarterly based on the assessment cycle for LLI	Title I (32,000) Tutors	Alexander Graham Reid McQueen Dozier Spicer Davis	8/2015-6/2016
Use 2014-15 data as a baseline for students. a. Teachers will utilize assessment data to differentiate instruction, analyzing test data including exit tickets, informal and formal assessments as well	K. Alexander Principal K. Dozier Dean of Students P. Graham AP	Data Trackers kept by teachers Data walls in classrooms and hallways Lesson Plans with re-teaching One-on One Data chats with Admin	N/A	Alexander Graham Reid McQueen Dozier E. Williams	8/2015-6/2016 10/7 1/20 3/1 4/20

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as district assessments during their data planning time as well as district designated early release days b. Utilize planning time to discuss data and individual student progress	C. Reid/S. McQueen Facilitators				
Provide academic support to families outside the regular school day. a. Students will be given the opportunity to come to school with their parents on two Saturdays a month to get extra help in reading, math and science. b. The online tutorial programs each have a tracking system imbedded.	K. Alexander Principal P. Graham AP	Reports from: Raz-kids Dreambox Compass Learning First in Math Data trackers	N/A	Alexander Graham Reid McQueen Dozier E. Williams Parents Guardians	10/10; 10/17 11/14; 11/21 12/12 1/9; //23 2/13; 2/20 3/12; 3/19 4/9; 4/16 5/14
Train teachers on district initiatives to increase student achievement and integrate literacy into all subject areas. a. On-going district-led site based PD for close reading, vocabulary and writing on district designated early release days with follow-up in 90 minute planning	Facilitators Reid/McQueen Dean of Students Karen Dozier Principal Alexander AP Graham	Lesson Plans Planning Calendar/Schedule for re-teaching loop Benchmark Tests Progress Monitoring DIBLES/AMC	N/A	Title I PD Dept. Classroom Teachers Reid/McQueen Karen Dozier Alexander Graham	9/23 10/7 1/20 3/1 4/20



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Train teachers on district initiatives to increase student achievement and integrate literacy into all subject areas. a. On-going district-led site based PD for math to integrate vocabulary and writing through the use of interactive math journals, teacher facilitated learning walks on district designated early release days with follow-up in 90 minute planning	Facilitators Reid/McQueen Dean of Students Karen Dozier Principal Alexander AP Graham	Investigations Lesson Plans Planning Calendar/Schedule for re-teaching loop Benchmark Tests AMC (3 rd) Walkthroughs First in Math	N/A	Title I PD Dept. Classroom Teachers Reid/McQueen Karen Dozier Alexander Graham L. Lemaster	9/23 10/7 1/20 3/1 4/20
SMART Goal (5):	Increase the percentage of students in K-2 that are on or above grade level to 80% as measured by DIBELS.				
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready				
Strategic Plan Focus Area:	Academic growth/high academic achievement				
Data Used:	DIBELS				

Strategies (determined by what data) g. Task h. Task i. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Implement DIBELS Blitz Team and train teachers on how to Progress Monitor students a. examine teacher data	C. Reid Facilitator	Teacher DIBELS data and student gains from test to test	N/A	Reid McQueen Shuss A. Davis	9/2015 12/2015 5/2016

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<ul style="list-style-type: none"> b. assemble a Blitz Team c. provide professional development on calibration d. create a "blitz team schedule" 				A. Spicer K. Dozier K. Duffy	
<p>Teachers will progress monitor students and use that data for instruction</p> <ul style="list-style-type: none"> a. Create and maintain data notebooks b. Create and update data walls and data trackers c. Review data during grade level meetings and create a plan for students based on the results of progress monitoring 	C. Reid Facilitator	Progress monitoring in DIBELS to show students rate of success	N/A	C. Reid K. Alexander	9/2015-5/2016
<p>Establish and sustain community based support for Tier 2 and/or Tier 3 students in 2nd Grade (Reading Partners) and 3rd Grades (3rd Grade Mentoring)</p> <ul style="list-style-type: none"> a. Use data to identify 2nd and 3rd students in Tier 2 and Tier 3 b. Create and send letter of invitation for parent participation c. Vet mentors using CMS online volunteer platform 	C. Reid Facilitator	Progress monitoring in DIBELS to show students rate of success	N/A	C. Reid K. Alexander	9/2015-5/2016



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d. Train mentors on use of Oakdale Reading Mentors Program	E. Williams S. McQueen K. Dozier	Decrease in office referrals per child	N/A	E. Williams O. El-Amin S. Sorrells B. Sherrill	Monthly Twice a month
e. Create reading fluency and comprehension schedule for 3 rd grade mentoring schedule	C. Reid K. Alexander	Increase in student engagement and reading level Students reading on grade level or higher		C. Reid 2 nd grade team Male mentors	



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SMART Goal (6):	Decrease the number of unexcused student absences by 10%.
Strategic Plan Goal:	Cultivate partnerships with families, businesses, and faith-based or community organizations to provide a sustainable system of support and care for each child.
Strategic Plan Focus Area:	Family engagement
Data Used:	Daily Attendance, parent notes, student excuse slips, Truancy Court

Strategies (determined by what data) j. Task k. Task l. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Implement a absenteeism and tardiness program (Truancy Court) a. Recruit and hire a social worker to monitor student absences b. Generate a list of students with 10+ absences from the spring as the focus group and make contact with those families. c. Send letters inviting those families to Truancy Court and host a fall and spring session of Truancy Court for them.	B. Sherrill Social Worker	Response to phone calls and in-person meetings	N/A	B. Sherrill S. Sorrells	9/2015



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d. Schedule weekly meetings for parents and teachers to meet with the judge					
<p>Analyze attendance data during PLCs</p> <ul style="list-style-type: none"> a. Teachers will take attendance daily including keeping track of tardy students. b. Teachers will complete weekly monitoring and feedback forms for truancy court c. Reward students quarterly with perfect attendance d. Send parent notification letters monthly to students with 3, 5 and 10 unexcused absences 	<p>B. Sherrill Social Worker F. Mathlage Sorrells A. Austin</p>	<p>Attendance taken at the 10-week sessions held in the fall and again in the spring Daily Attendance in Power school</p>	N/A	<p>B. Sherrill S. Sorrells R. Martin O. El-Amin E. Williams Classroom Teachers F. Mathlage A. Austin</p>	<p>9/2015- 5/2016</p>



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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Power School Grades, Student work samples

Strategies (determined by what data) m. Task n. Task o. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Create Common Assessments a. Use School Net to design common assessments aligned to objectives b. Make each assessment cumulative	Facilitators Christy Reid McQueen Grade Level Teams	Student Quarterly Grades Student Progress Reports Benchmark Tests DIBLES/AMC NC EOG Tests in reading and math Student Writing Portfolios Student Journals	N/A	Classroom Teachers Facilitators Administration	10/2015 12/2015 2/2016 3/2016
Disaggregate data a. Monitor student achievement by objective in order to facilitate remediation /intervention plans (i.e. RTI) b. During planning and PD compare student work and assessment responses to	Karen Dozier Dean of Students Shawanda Sorrells counselor Christie Reid McQueen Facilitators	Student Quarterly Grades Student Progress Reports Benchmark tests DIBLES/AMC NC EOG Tests in reading and math Student Writing Portfolios Student Journals	N/A	Classroom Teachers Literacy and Math Facilitators Administration	9/2015-6/2016 Weekly and Quarterly



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determine misconceptions and direction for instruction					
Create flexible groups a. Group students according to academic need by objective b. Routinely look at students to determine who needs to move/change groups	Facilitators Reid McQueen Dean of Students Karen Dozier Grade Level Teachers	Student Quarterly Grades Student Progress Reports Benchmark tests DIBELS/AMC	N/A	Classroom Teachers Literacy and Math Facilitators Administration	9/2015-6/2016 ongoing
Establish late and make-up work policy a. School expectations for holding students accountable for completing assignments	Reid/McQueen Classroom Teachers	Student Quarterly Grades Student Progress Reports Benchmark tests Student Writing Portfolios Student Journals	N/A	Classroom Teachers Literacy and Math Facilitators Administration	9/2015-6/2016



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Oakdale ES- 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Kimberly Alexander	<i>Kimberly Alexander</i>	10-22-15
Assistant Principal Representative	Dr. Priscilla Graham	<i>Priscilla Graham</i>	10-22-15
Teacher Representative	Christina Stephens	<i>Christina Stephens</i>	10/22/15
Inst. Support Representative	Christine Reid	<i>Christine Reid</i>	10-22-15
Teacher Assistant Representative	Denise York	<i>Denise York</i>	10-26-15
Parent Representative	Gloria Clanton	<i>Gloria Clanton</i>	10-26-15
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			