

Comprehensive Progress Report

Mission:

Oakwood Middle School's mission as an International Baccalaureate School, we will empower students to become creative problem solvers, global citizens, and lifelong learners by facilitating collaborative, compassionate, and creative learning experiences; Involving students in service as action; Offering a balanced, whole minded education; Teaching students different avenues of learning.

Vision:

Oakwood Middle School's vision is to empower students to become creative problem solvers, global citizens, and lifelong learners.

Goals:

20-21 School year - 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)

20-21 School year - A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)

20 - 21 School Year - E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189)

Academic Goal for 2021-2022: All teachers will use student assessment data to differentiate instruction to meet the needs of students.

SEL Goal for 2021-2022: All staff will contribute to creating an environment that promotes overall well-being and encourages positive relationships.

Continuation from 21-22 school year to 22-23 school year community goal: All staff, with the help of the student body, will unite with the surrounding community by building greater partnerships, provide opportunities for outreach and volunteer work, creating more informed stakeholders, and resulting in an increase in enrollment by at least 10%.

22-23 School year academic goal - 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)

22-23 school year SEL Goal: All staff will contribute to creating an environment that promotes overall well-being and encourages positive relationships, as evidenced by 95% of students reporting they have a trusted adult at the school to talk to on the Advisory survey .

All teachers will use student assessment data to differentiate instruction to meet the needs of students, as evidenced by IB unit plans and MTSS documents.

Academic Goal 2023-2024: All teachers will use student assessment data to differentiate instruction to meet the needs of students, as evidenced by IB unit plans and MTSS documents.

SEL Goal 2023-2024: All staff will contribute to creating an environment that promotes overall well-being and encourages positive relationships, as evidenced by 95% of students reporting they have a trusted adult at the school to talk to on the Advisory survey and by a reduction in major disciplinary referrals in Educators Handbook.

Community Goal 2023-2024: Due to the transitions with our staff this school year and amount of new teachers and teachers with a variety of educational experiences, we want to build a positive staff culture at Oakwood Middle School.

24-25 MTSS Goal: By using MTSS processes, we will increase the percentage of students in Tier 1 while decreasing the percentages of students in Tier 2 and Tier 3.

24-25 SEL Goal: By utilizing CKH and consistent behavioral management strategies through MTSS, we will decrease the amount of lost days of instruction for our students.

24-25 Community Goal: According to our ISS culture survey, 100% of our staff will feel our school is safe and a great place to learn and work.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1C: Customize and target support to meet needs			
	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>24-25 school year: Being the second year for many staff members, we are growing our relationships in the building as well as welcoming the new staff with mentoring, training, and new to IB meetings.</p> <p>23-24 school year: Much of our staff is new and currently trying to onboard them with technology, school climate, and reaching them where they are in terms of their educational experience that ranges from first year teachers to seasoned educators.</p>	Limited Development 09/11/2023		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>24-25 school year: According to our ISS culture survey, 100% of our staff will feel our school is safe and a great place to learn and work</p> <p>23-24 school year: Due to the transitions with our staff this school year and amount of new teachers and teachers with a variety of educational experiences, we want to build a positive staff culture at Oakwood Middle School.</p>		Carrie Tulbert	05/30/2025
<i>Actions</i>			5 of 9 (56%)		
	9/11/23	Beginning Teacher(BT) support network within the school; monthly BT meetings; induction process	Complete 11/15/2023	Maria Roldan, Keri Webster, Sheila Sarrafi, Mariss	11/15/2023

Notes:

9/11/23	Distribution of roles and leadership roles to all staff; not just veterans	Complete 12/20/2023	Carrie Tulbert	12/20/2023
<i>Notes:</i>				
9/21/23	Continuing the Sunshine Committee for staff.	Complete 06/06/2024	Marissa Holbrook	05/30/2024
<i>Notes:</i>				
9/21/23	Breakfast for whole staff.	Complete 06/06/2024	Lorie Giesler	05/30/2024
<i>Notes:</i>				
9/21/23	Quarterly evening optional activities.	Complete 06/06/2024	Lorie Giesler	05/30/2024
<i>Notes:</i>				
8/29/24	Distribution of roles and leadership roles to all staff, not just veterans.		Carrie Tulbert	12/30/2024
<i>Notes:</i>				
8/29/24	Continuing the sunshine committee. This committee provides encouragement to staff with small treats, celebrating birthdays, positive messages, celebrations, etc. throughout the year.		Sunshine Committee members	04/30/2025
<i>Notes:</i>				
8/29/24	BT support network within the school; monthly BT meetings once a month.		Sarah Pittman	05/01/2025
<i>Notes:</i>				
8/29/24	Quarterly evening optional activities offered for staff members. Seasonal celebrations, local meet-ups, walking ghost tour of Statesville.		Lorie Giesler	05/30/2025
<i>Notes:</i> Sunshine Committee will support Lorie Giesler.				
Implementation:		08/21/2024		
Evidence	6/6/2024 - According to our NCTWCS, staff are pleased with our overall culture.			
Experience	6/6/2024 - We planned activities outside of campus.			
Sustainability	6/6/2024 - We will continue our Sunshine committee and focus on staff culture.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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

<p>Initial Assessment:</p>	<p>24-25 school year: Continue to develop our MTSS focusing on implementing Math and Reading and analysing Social Studies and Science.</p> <p>23-24 school year: All teachers will use student assessment data to differentiate instruction to meet the needs of students, as evidenced by unit plans and MTSS documents. We will implement MTSS at the level of support determined by the data of each child using iReady, NC Check ins, classroom data, etc.</p> <p>iReady - BOY - after 9/28, MOY - after 1/31, EOY - after 5/22</p> <p>SS/Sci Baseline - after 9/16, after 1/27</p> <p>NC Check-ins - #1 - between 10/1-12/15, #2 - between 1/1 - 3/17, #3 - between 4/1-5/13</p>	<p>Limited Development 09/19/2022</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>	

How it will look when fully met:

24-25 school year:

A. Enhance Core 1 Instruction: implementation in Reading and Math connecting to Core Plans and analysis/reflection in Science and SS connecting to SIP Goal. Specifically focusing on differentiation in Core 1 instruction by using Small Groups.

B. 1) MTSS Leadership, MTSS Goal Team, and MTSS PLC analyze data including progress monitoring such as: Lexia, Extended Path, IXL, or Delta Math. How It Will Work: MTSS PLC will move students to appropriate Tiers for intervention/enrichment following data analysis.

2)How It Will Work: Once a week the MTSS PLC will review progress monitoring data and/or develop lessons that support Tier 2 and 3 instruction.

3) How It Will Work: school intervention identification matrix.

23-24 school year: All teachers will use student assessment data to differentiate instruction to meet the needs of students, as evidenced by unit plans and MTSS documents. We will implement MTSS at the level of support determined by the data of each child using iReady, NC Check ins, classroom data, etc.

iReady - BOY - after 9/28, MOY - after 1/31, EOY - after 5/22

SS/Sci Baseline - after 9/16, after 1/27

NC Check-ins - #1 - between 10/1-12/15, #2 - between 1/1 - 3/17, #3 - between 4/1-5/13

Carrie Tulbert

05/30/2025

Actions		4 of 8 (50%)		
9/19/22	We will offer Advisory at the start of every day. We will have a 5 day outline for every Advisory teacher: Mondays and Fridays will be a focus on building relationships and proactive restorative practices; Tuesdays and Thursdays will have an academic focus on enrichment, intervention, and support; Wednesdays will be the SEL focus of the 2nd step curriculum. Fidelity measure: Advisory calendar	Complete 10/03/2022	Lisa Brooks	10/05/2022
<p><i>Notes:</i> We will offer Advisory at the start of every day. We will have a 5 day outline for every Advisory teacher: Mondays and Fridays will be a focus on building relationships and proactive restorative practices; Tuesdays and Thursdays will have an academic focus on enrichment, intervention, and support; Wednesdays will be the SEL focus of the 2nd step curriculum. Fidelity measure: Advisory calendar</p>				
9/19/22	All teachers will implement MTSS at the level of support determined by the data of each child using iReady, NC Check ins, classroom data, etc.	Complete 12/16/2022	Classroom Teachers	12/15/2022
<p><i>Notes:</i> After iReady, Baselines, an NC Check-ins complete. Data reviewed by grade-levels</p>				
9/19/22	MYP unit planning (MYP unit planners include a section that documents differentiation) 1st year MYP teachers have a draft of MYP unit plan written by January. Have unit plan taught by June. Teachers should also have their entire year's curriculum chunked so that these units will be more fully developed next year. 2nd year MYP teachers turn in Inquiry part of at least 1 unit planner at end of each quarter OR have at least 2 MYP units written and implemented by June. 3rd year MYP teachers and veteran teachers -at the end of each quarter, teachers will turn in at least 1 unit that they fully taught during that quarter, along with an example of assessed student work with scored rubric and feedback, and self-reflection of the unit. Veteran teachers should have all units written and taught. 2 or more teachers at each grade level will plan at least 1 full interdisciplinary unit in which all students for that grade level will participate.	Complete 02/07/2023	Elisabeth White	01/25/2023
<p><i>Notes:</i> Differs by what year the teacher is in at MYP</p>				

9/19/22	Oakwood will meet growth as determined by EVAAS with a positive growth measure.	Complete 06/12/2023	Carrie Tulbert	06/12/2023
<i>Notes:</i> Once EVAAS data is out, we will define growth measure.				
8/29/24	Define small group instruction within a department. Small group instruction will utilize programs listed in the Core Plans for Reading and Math like Lexia, Extended Path, IXL, or Delta Math.		Math & ELA Department Chairs	03/28/2025
<i>Notes:</i>				
8/29/24	Data analysis will be completed 2 weeks before the end of each quarter, MTSS Rosters will be updated quarterly (while some students may stay in intervention for multiple quarters if necessary for their growth). Teachers will utilize diagnostic data, progress monitoring from lexia, ixl, delta math as well as anecdotal notes after reviewing data. We will create data driven agendas for MTSS Goal Committee Team to review and analyze MTSS impact on both Core 1 and T2/T3 instruction. MTSS PLC will support the development of an OMS intervention matrix with the guidance of the ISS MTSS Matrix.		Marissa Holbrook	05/01/2025
<i>Notes:</i> MTSS Goal committee will assist Marissa Holbrook.				
8/29/24	Create and use PD to support DOK, Inquiry for critical thinking in Core 1 and Tier 1, standard alignment, and MTSS.		Sarah Pittman	05/30/2025
<i>Notes:</i> Department chairs will support Sarah Pittman.				
8/29/24	Weekly Content PLCs, monthly Department Meetings, and monthly Staff meetings to support DOK, Inquiry for critical thinking in Core 1 and Tier 1, standard alignment, and MTSS.		Carrie Tulbert	05/30/2025
<i>Notes:</i>				
Implementation:		08/29/2024		
Evidence	9/11/2023 https://drive.google.com/file/d/1oZxmKQNe1u3fYa3O4-VYBon9bDes_88G/view			
Experience	9/11/2023 Oakwood ranked #5 out of 38 ISS schools when it comes to the overall grade, and we also met growth.			
Sustainability	9/11/2023 Continue to meet growth			

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3C: Remove barriers and provide opportunities

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>	<p>24-25 school year: We are in our second year of Capturing Kids Hearts (CKH) implementation. New staff are learning what CKH is, how it works, and the EXCEL model. Using 2nd step, proactive circles, and the EXCEL model, we are working to create positive classroom cultures where students are self-managing their own behaviors.</p> <p>23-24 school year: Check and connect mentors being trained. Started using proactive circles in Advisory. Some use of second step.</p>			<p>Limited Development 09/11/2023</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>			

<p>How it will look when fully met:</p>	<p>24-25 school year: By utilizing CKH and consistent behavioral management strategies through MTSS, we will decrease the amount of lost days of instruction for our students. We will focus on having a culture that honors ALL of our stakeholders.</p> <p>23-24 school year: Our school community will use common vocabulary and strategies to build capacity in students as learners with Capturing Kids Hearts.</p> <p>Students that are assigned as a MTSS tier 2 or 3 level student will receive a check and connect mentor as a monitored intervention (based on attendance, office referrals, and grades). Students who are Tier 3 will be referred for SBT</p> <p>We will focus on having a culture that honors ALL of our stakeholders through utilizing a staff culture survey as well as principal led advisory councils.</p> <p>Evidences:</p> <ol style="list-style-type: none"> 1. 2/2024 - district recognizes OMS for having one of highest amount of students completing Second Step. 2. Each student will be able to identify one adult advocate at the school by the end of their first semester - first semester we are at 90%. 3. Implement Capturing Kids Hearts - Teachers all have social contracts and implementing CKH strategies. 		Lynn Stone	04/30/2025
Actions		4 of 9 (44%)		
9/11/23	Use the district required curriculum of 2nd Step once a week in advisory.	Complete 10/30/2023	Lynn Stone	10/30/2023

<i>Notes:</i>				
9/21/23	Each student will be able to identify one adult advocate at the school by the end of their first semester.	Complete 06/06/2024	All teachers	12/17/2023
<i>Notes:</i>				
9/11/23	Implement Capturing Kids Hearts	Complete 12/20/2023	All teachers	12/20/2023
<i>Notes:</i> Staff had CKH training in June, currently trying to implement.				
9/21/23	Use the restorative practice strategy of proactive circles once a week in advisory.	Complete 01/30/2024	All Advisory teachers	01/30/2024
<i>Notes:</i>				
8/29/24	Consistently utilize the CKH EXCEL model to create positive classroom cultures where students are self-managing their own behaviors. We will use engage and explore as a means of proactive circles. Use the district required curriculum of 2nd Step once a week in advisory.		All teachers	12/30/2024
<i>Notes:</i>				
8/29/24	Each student will be able to identify one adult advocate at the school by the end of their first semester.		All teachers	12/30/2024
<i>Notes:</i>				
8/29/24	Students that are assigned as a MTSS tier 2 or 3 level student will receive a check and connect mentor as a monitored intervention (based on attendance, office referrals, and grades). Students who are Tier 3 will be referred for SBT or the targeted Tier 3 behavioral support group.		Academic Goal Team	03/28/2025
<i>Notes:</i> Academic Goal Team - data analysis once a quarter.				
8/29/24	Principal-led parent advisory council (held every 9 weeks). 10/11, 12/20, 3/7, 5/23		Carrie Tulbert	05/23/2025
<i>Notes:</i> Supported by Sarah Pittman and Marissa Holbrook				
8/29/24	CKH stakeholder surveys are completed twice a year (Dec. 20 and May 23)		Carrie Tulbert	05/30/2025
<i>Notes:</i>				
Implementation:		06/06/2024		

Evidence	6/6/2024 - 87% of students that completed the optional survey said they had a trusted adult in the building.			
Experience	6/6/2024 - We implemented CKH strategies and sent student surveys.			
Sustainability	6/6/2024 - This is important to us and will continue to be a goal for us.			