

Comprehensive Progress Report

Mission: Through a culture of collaboration, we will inspire and advocate for success in all students while honoring individual strengths

Vision: At Oak Hill Elementary, we are nurturing a safe, diverse environment to promote collaborative learning where we facilitate a sense of community that is committed to growing students socially, emotionally, and academically through a fresh lens.

Goals:

By June 30, 2025, Oak Hill Elementary will increase its overall Performance Composite by at least 3 percentage points, from 36.5% in 2022-23 to 40.0% in 2024-25.

By the end of 2024-25, increase 2023-24 Math Proficiency (grades 3 through 5) by at least 3 percentage points 37.1 % - 40.1%

By the end of 2024-25, increase 2023-24 Reading Proficiency (grades 3 through 8) by at least 3 percentage points from 28.9 % -31.9%

By the end of 2024-25, increase 2023-24 Science Proficiency (grade5) by at least 3 percentage points from 55.4% and 58.4%.

By the end of 2024-25, decrease the 2024-25 percentage of students who were chronically absent by 5 percentage points from 34.5 % to 29.5%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 10/27/2022		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	Objective Met 06/04/25	Melinda Shrewsbury	06/02/2025
Actions						
	10/27/22	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Complete 06/04/2025	Melinda Shrewsbury	06/02/2025
<i>Notes:</i>						
Implementation:				06/04/2025		
<i>Evidence</i>			6/4/2025 6/4/2025- Meeting agendas			
<i>Experience</i>			6/4/2025			
<i>Sustainability</i>			6/4/2025 - continued discussions on school improvement.			

!	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
Initial Assessment:			Leadership team consists of the principal, assistant principal, curriculum facilitator, and a representative from every grade level and specialist. The whole team meets once a month for an hour and a half. The administration team meets additionally several times during the month.	Limited Development 10/26/2022		
How it will look when fully met:			<p>To fully implement this objective the Instructional Leadership Team (ILT) will meet to discuss data.</p> <p>The School Improvement Leadership Team (SILT) will meet monthly and as needed additionally to discuss ways to bring the school out of low performing status.</p> <p>The School Improvement Leadership Team (SILT) members will ensure that effective practices are employed during PLC meetings. By doing so, this can assist with increased data improvement.</p> <p>Meeting this objective will allow the school to increase the students' performance composite to 36.3% and allow Oak Hill to exit low performance status.</p>		LaShaunda Alston	06/10/2025
Actions				1 of 2 (50%)		
	10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. Interventionists will meet weekly with the Instructional Leadership Team. DIBELS, NWEA, and Power BI will also be used to determine student needs.		Complete 06/02/2024	Trina McCoy	06/02/2023
Notes:						
	10/26/22	ILT will conduct walk throughs with fidelity School Improvement Team meets at least once a month for an hour and a half ILT meets weekly to discuss data from walkthroughs, and assessments			LaShaunda Alston	06/10/2025
Notes:						

	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:			At the beginning of each school year, a duty schedule and master schedule is created.	Limited Development 10/25/2022		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			Create a duty schedule and a master schedule for staff members that maximizes student instruction.	Objective Met 04/04/23	Sonia Marquez	11/30/2022
Actions						
	10/25/22	Create a duty schedule for staff.		Complete 08/29/2022	Melinda Shrewsbury	11/30/2022
Notes:						
	10/25/22	Create a master schedule that maximizes student instruction and allows for team planning. Adjust as necessary.		Complete 08/29/2022	Sonia Marquez	11/30/2022
Notes: Make adjustments as needed.						
Implementation:				04/04/2023		
Evidence			4/4/2023 See Master Schedule			
Experience			4/4/2023 See Master Schedule			
Sustainability			4/4/2023 See Master Schedule			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
Initial Assessment:			Administration provides feedback on walkthroughs with staff. Completes the state required observations in NCEES.	Limited Development 10/25/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			https://www.indistar.org/app/AssessCreateMonitor.aspx?needs=505730&ind=5149#https://www.indistar.org/app/AssessCreateMonitor.aspx?needs=505730&ind=5149#4 The Instructional Lead Team will use a walkthrough document to monitor instruction. They will use the Look For's that have been shared by the Eureka and CKLA coach. Teachers will receive consistent feedback from walkthroughs. By providing consistent feedback to teachers, students' performance composite will increase to 36.3%. The achievement gap will also be closed by 5 percentage points, and EC student proficiency will be increased to 10%. By meeting this goals, Oak Hill will exit low performance status.	Objective Met 06/04/25	Trina McCoy	06/07/2025
Actions						
	10/25/22	Instructional Leadership Team will complete walkthroughs.		Complete 05/31/2024	Melinda Shrewsbury	06/02/2024
Notes:						
	10/25/22	Instructional Leadership Team will complete walkthroughs with the Eureka and CKLA coaches.		Complete 05/31/2024	Trina McCoy	06/02/2024
Notes: This will depend on the schedule of the Eureka and CKLA coach.						
	10/25/22	A common walkthrough document will be developed		Complete 10/01/2024	Trina McCoy	10/01/2024
Notes:						
Implementation:				06/04/2025		
Evidence			6/4/2025 - Evidence of full and effective implementation includes completed walkthrough forms consistently used by the leadership team, trend data collected and reviewed during leadership meetings, and follow-up coaching conversations with teachers. Additionally, feedback from teachers indicates the walkthroughs have supported instructional improvement and alignment to school goals.			

<i>Experience</i>	6/4/2025 - We collaboratively developed a walkthrough document aligned to our school’s instructional goals. The leadership team identified key focus areas such as student engagement and discourse, a			
<i>Sustainability</i>	6/4/2025 6/4/2025To sustain our efforts, we will need to consistently use the walkthrough tool, calibrate as a team to ensure inter-rater reliability, and provide timely feedback to teachers. Ongoing data review and adjustments based on trends will also be essential to support continuous improvement.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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
<i>Initial Assessment:</i>			The administration team hires staff as vacancies arise and work to celebrate staff throughout the year. Administration completes formal observations on staff as required by the district.	Limited Development 10/25/2022		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			<p>The administration team will create an interview team to determine who will be hired. The administration team will create an observation schedule to follow to evaluate teachers and determine best ways to support teachers in their growth. Teachers will be recognized throughout the year to celebrate their accomplishments.</p> <p>By hiring qualified staff, students' performance composite will improve to 36.3%. This will allow Oak Hill to exit low performance status.</p>	Objective Met 06/04/25	Jakima Ledbetter	06/02/2025
Actions						
	10/25/22	Complete required observations and establish ways to support teachers during Instructional Leadership Team meetings.		Complete 05/31/2025	Trina McCoy	05/31/2025
<i>Notes:</i>						
	10/25/22	Establish an interview team.		Complete 11/30/2024	Trina McCoy	11/30/2025
<i>Notes:</i>						
Implementation:				06/04/2025		
<i>Evidence</i>		6/4/2025				
<i>Experience</i>		6/4/2025				
<i>Sustainability</i>		6/4/2025				
Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			

	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
<i>Initial Assessment:</i>			During the 2021-2022 school year, the principal created a spreadsheet which included student data (attendance, interims, DIBELS, NWEA). Data was reviewed with teachers during PLC meetings. Power BI was shared and introduced to new staff. Staff was asked to use the site to determine next steps. Homeroom teachers met with administration and curriculum facilitator to create plans using data to prepare for end of year testing. Teachers analyzed data and grouped students based off of interims.	Limited Development 10/25/2022		

<p>How it will look when fully met:</p>	<p>Administration and the curriculum facilitator will lead teachers in the process of Data Inquiry Cycles. Teachers will be guided to analyze data and then share results with their team at a PLC meeting. The team will then determine trends and create a plan of action for next steps. Teachers will adjust core and small group instruction to meet the needs of students as determined by the data. After teachers have adjusted instruction, they will collect more data and then repeat the cycle. Administration and the curriculum facilitator will use this data and information collected from classroom observations to determine how the CKLA and Eureka coaches will support the classroom teachers during professional development sessions. Teachers will be proficient at utilizing Power BI and analyzing various data points (DIBELS, NWEA, Interim Assessments, EVAAS, etc).</p> <p>Administration will lead discussions on how specific sub groups are performing. Discussions will include how to close the achievement gap between students of color and white students in the areas of reading, math, and science. The achievement gap will be decreased by 5 percentage points. Administration will also track students' performance composite data to show growth on assessments. We will analyze the data of students with disabilities and meet with EC teachers and homeroom teachers to discuss their progress. This will lead to increasing proficiency for these students. Students' performance composite will increase to 36.3% and EC students will increase to 10% proficient.</p> <p>Increasing the level of proficiency in data analysis and implementing next steps to meet the needs of students will allow Oak Hill to exit low performing status.</p>	<p>Objective Met 06/04/25</p>	<p>Melinda Shrewsbury</p>	<p>06/02/2025</p>
<p>Actions</p>				
<p>10/27/22</p>	<p>Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. These small groups will support multi-tiered support system. DIBELS, NWEA, and Power BI will also be used to determine student needs.</p>	<p>Complete 06/02/2023</p>	<p>Sonia Marquez</p>	<p>06/02/2023</p>
<p><i>Notes:</i></p>				
<p>10/25/22</p>	<p>Analyze DIBELS, NWEA and interim data.</p>	<p>Complete 05/31/2024</p>	<p>Melinda Shrewsbury</p>	<p>06/02/2024</p>

<i>Notes:</i>				
10/25/22	Lead session on Power BI with new staff members and additional staff members as needed.	Complete 05/31/2024	Melinda Shrewsbury	06/02/2024
<i>Notes:</i> Repeat as needed.				
10/27/22	Title I funds will be used to hire after-school tutors. Tutors will work with students in small groups. They will focus on the differentiated needs of students as determined by student performance data. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 05/31/2024	Trina McCoy	06/02/2024
<i>Notes:</i>				
10/25/22	Create spreadsheet of current and historical data to review at PLC meetings.	Complete 06/02/2025	Melinda Shrewsbury	06/02/2025
<i>Notes:</i> Update throughout the school year.				
10/25/22	Administration and curriculum facilitator lead data meetings with teachers.	Complete 06/02/2025	Monica Weathers	06/02/2025
<i>Notes:</i>				
10/25/22	Teachers analyze data and share results of trends and create action plans of next steps to guide instruction in core and small group settings.	Complete 06/02/2025	Monica Weathers	06/02/2025
<i>Notes:</i>				
10/25/22	Instructional Leadership Team meets to determine plan of action for Eureka and CKLA coaching sessions.	Complete 06/02/2025	Trina McCoy	06/02/2025
<i>Notes:</i>				
10/25/22	Teachers create formative assessments to assess the effectiveness of their data action plans.	Complete 06/02/2025	Melinda Shrewsbury	06/02/2025
<i>Notes:</i> Teachers may create assessments more often as needed.				

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><i>Initial Assessment:</i></p>	<p>During the 2021-2022 school year teachers were introduced to the MTSS Tiers. Teachers began to implement selected students to receive Tier 2 interventions. Teachers utilized the Standard Treatment Protocol and completed progress monitoring. This was a new format for our staff. Staff was supported during PLC meetings.</p> <p>During the 2022-2023 school year teachers have worked during PLC meetings to identify students using a spreadsheet that included student data (attendance, NWEA, DIBELS, EL status, EC status, etc). EL teachers and Reading Interventionist consulted on the identification of students. The school psychologist assisted in providing the topics needed for the data analysis.</p>	<p>Limited Development 10/20/2022</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Teachers will consistently facilitate the interventions weekly and complete the progress monitoring bi-weekly for Tier 2 supports. Teachers, as assigned, will be trained in Tier 3 95% training and provide those supports for identified students. Teachers will thoroughly complete Tier 2 and Tier 3 documentation. The IPS team will lead Review of Student Data and make appropriate decisions for next steps. DIBELS and FastBridge data will be reviewed monthly.</p> <p>Our EC team will progress monitor students weekly on their IEP goals. They will utilize FastBridge to guide instruction and create/ modify IEP goals based on their progress monitoring data.</p> <p>The MTSS Attendance team will meet weekly to discuss chronic absenteeism. Team members will be assigned students that have missed at least 10 percent of the school year. The attendance team will develop goals and work with families and students to reduce the chronically absenteeism rate by ten percent.</p> <p>By increasing the intentionality of the supports provided to our students performing in the lowest 20% and by decreasing our chronic absenteeism rate by ten percent we will also increase our school's performance composite to 36.3%. With our EC team progress monitoring weekly we will increase their proficiency to 10%. By working to complete these action steps with fidelity we will exit low performance status.</p>		Objective Met 06/04/25	Melinda Shrewsbury	06/09/2024
Actions					
10/20/22	Identify students for Tier 2 supports.		Complete 10/28/2022	Melinda Shrewsbury	10/31/2022
Notes:					
4/4/23	Create an Attendance Team to identify which students are Tier 2 and Tier 3 for chronically absent.		Complete 10/28/2022	Sonia Marquez	10/31/2022
Notes: The Attendance Team will consist of Principal, Assistant Principal, Curriculum Facilitator, Social worker, data manager, School counselor, and Parent Liaison					
10/20/22	Identified staff complete 95% training.		Complete 10/28/2022	Melinda Shrewsbury	12/31/2022
Notes:					
10/20/22	Review progress monitoring data.		Complete 01/27/2023	Melinda Shrewsbury	01/31/2023
Notes:					

10/20/22	Identify students for Tier 3 Academic and Behavior supports.	Complete 01/27/2023	Melinda Shrewsbury	01/31/2023
<i>Notes:</i>				
10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. These small groups will support multi-tiered support system. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 06/05/2023	Melinda Shrewsbury	06/02/2023
<i>Notes:</i>				
10/27/23	After-School tutoring will begin in January 2024 using Title 1 funds. Approximately 12 teachers will be employed to conduct tutoring after school 2 days a week.	Complete 05/31/2024	Trina McCoy	05/16/2024
<i>Notes:</i>				
10/27/22	Title I funds will be used to hire after-school tutors. Tutors will work with students in small groups. They will focus on the differentiated needs of students as determined by student performance data. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 05/31/2024	Trina McCoy	06/02/2024
<i>Notes:</i>				
10/27/22	Provide quarterly incentives for students that have 3 or less absences and/or tardies.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i>				
10/20/22	Review data from 10 weeks intervention cycle and determine next steps for students.	Complete 05/31/2024	Melinda Shrewsbury	06/02/2024
<i>Notes:</i>				
10/25/22	EC team will progress monitor weekly using FastBridge.	Complete 05/31/2024	Nosipho Dlangalala	06/02/2024
<i>Notes:</i>				
10/25/22	Monthly popcorn attendance parties for grade level classes.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i>				
10/25/22	Teachers will contact parents each time students are absent.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i> Contact each day students are absent via phone, dojo, or email.				
10/25/22	Attendance team members will contact families weekly to share progress on improving chronic absenteeism.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i>				
9/30/24	2 interventionist will be purchased with Title 1 funds.	Complete 10/30/2024	Trina McCoy	10/30/2024
<i>Notes:</i>				

9/30/24	100 Headsets will be purchased with Title 1 funds.	Complete 06/20/2025	Trina McCoy	10/30/2024
Notes:				
Implementation:		06/04/2025		
Evidence	6/4/2025 - A receipt can be provided for purchase			
Experience	6/4/2025			
Sustainability	6/4/2025			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers facilitate instruction in a variety of modes; including, teacher directed whole group, small group, independent based, and computer based. During Covid, teachers were not able to work in small groups due to social distancing. New staff will need support in these areas.	Limited Development 10/27/2022		
How it will look when fully met:			Teachers will be supported by CKLA coaches and Eureka coaches in planning whole group lessons. The Instructional Leadership Team will utilize the look for documents to observe trends in core instruction. Grade level teams will plan together using the CKLA and Eureka planning guides. Teachers will work with support staff (EL, EC, and Interventionists) to create small groups based on the needs in DIBELS, NWEA, and Power BI. Teachers are able to provide resources on how they are teaching in whole group whether it is a PowerPoint, classwork, quizzes and assessments can be counted as data and a resource. Teachers will also utilize journals and group discussion boards.	Objective Met 06/04/25	Melinda Shrewsbury	06/02/2025
Actions						
	10/27/22		Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 05/25/2023	Sonia Marquez	06/02/2023
Notes:						
	10/27/22		CKLA and Eureka Squared coaches will provide model team planning professional development sessions. Teachers will plan as a team using these models.	Complete 06/02/2024	Katherine Karam	06/02/2024
Notes:						

10/27/22			Teachers demonstrate explicit instruction in a whole-group setting while differentiating with student needs to check for understanding.	Complete 06/02/2024	Ashley Stone	06/02/2024
Notes:						
10/27/22			Teachers will provide differentiated independent work.	Complete 06/03/2024	Francesca Caraway	06/15/2024
Notes:						
10/27/22			Instructional Leadership Team will provide feedback from walkthroughs using the "look for" documents provided by the CKLA and Eureka coaches.	Complete 06/04/2025	Trina McCoy	06/15/2025
Notes:						
10/27/22			Teachers will demonstrate explicit instruction during SOAR Time (intervention groups) by providing evidence based instruction based on needs demonstrated in DIBELS, NWEA, and Power BI.	Complete 06/04/2025	Monica Weathers	06/15/2025
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:	<p>At the beginning of the 2022-2023 school year teachers were asked to come up with a grade level behavior plan. For learning to take place, the classrooms at Oak Hill will be organized with a clear plan for student behavior. It is our responsibility to educate the whole child by teaching conduct and character to students in addition to content. To do so, structured and engaging lessons will be planned daily. In addition, clear behavioral expectations will be communicated, taught, practiced, and re-taught often to ensure students know what is expected. Also, teachers will establish and teach regular routines and procedures in the classroom.</p> <p>1st offense – Verbal Warning.</p> <p>2nd offense - Time out (time separated from the group, either in a Calm Down Corner or in another teachers classroom). Bounce pass must include Written reflection</p> <p>3rd offense – Parental contact either via Dojo, email, text, or phone call</p> <p>4th offense – Loss of Privilege and Guidance referral (ex: meet with the guidance counselor during specials)</p> <p>5th offense - Office referral and parent contact with student present</p> <p>If an interpreter is needed, teachers should sit with interpreters when making the call or meeting with the parent so that 2-way communication can occur.</p>	Limited Development 10/26/2022		
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How it will look when fully met:	<p>All teachers will consistently employ effective classroom management skills, while reinforcing school rules and procedures. Teachers will develop effective working relationships with students. Classroom learning time will be protected. The teachers will be able to anticipate student behaviors and create environments where students will be successful. Establish standards of behavior that promote student learning.</p> <p>Increased positive student behavior will have a positive effect on our student performance composite by increasing to 36.3%. The achievement gap will be closed by 5 percentage points in academic areas due to increased positive behavior. Meeting these goals will allow Oak Hill to exit low performing status.</p>	Objective Met 06/04/25	Keva Napper	06/02/2025
Actions				
10/26/22	All teachers will teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Complete 10/28/2022	LaShaunda Alston	10/31/2022
Notes:				
10/27/22	Professional development sessions will be provided as needed to staff.	Complete 06/02/2024	Katina Chance	06/02/2024
Notes:				
8/31/23	Each grade level will create a grade level behavior plans with incentives.	Complete 06/03/2024	LaShaunda Alston	06/14/2024
Notes:				
8/31/23	Teachers will teach and implement PBIS expectations daily.	Complete 06/03/2024	Nosipho Dlangalala	06/14/2024
Notes:				
10/27/22	Beginning Teachers will be provided the opportunity to observe classroom with effective classroom management systems.	Complete 06/04/2025	Melinda Shrewsbury	06/02/2025
Notes:				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers plan using the Eureka Squared and CKLA units. They plan with their grade level teams and with the Eureka and CKLA consultants. The consultants plan along with the team to model "deep dives" with the units when planning. District-provided pacing guides exist for all subject and grade levels. Teachers are expected to adhere to these pacing guides.	Limited Development 10/21/2022		
How it will look when fully met:			<p>When the objective is fully met, Instructional Teams will have developed quarterly standards-based pacing guides and instructional units for each subject in each grade level. These units will also aligned to Quarterly Interim Assessments for Grades 3-5. District data and/or classroom data will reflect that for each subject in each grade level standards are being deliberately and intentionally targeted with growth from an established baseline (historical data). Further resources include the ELA, Math, and Science Interim specification for grades 3-5. NWEA Assessments are administered in all grade levels; this is a school-wide and the primary way we have of tracking progress.</p> <p>By teachers planning using district curriculum and pacing guides there will be a positive effect on our student performance composite by increasing to 36.3%. The achievement gap will be closed by 5 percentage points in academic areas common instructional planning. By providing evidence based instruction in small groups, it will positively impact the lowest 20% of students. This will also have a positive impact on our EC students. Meeting these goals will allow Oak Hill to exit low performing status.</p>	Objective Met 06/04/25	Ashley Stone	06/02/2025
Actions						
	10/26/22	Ensure each teacher on every grade level has knowledge of and access to a digital and/or printed copies of the district-wide pacing guides and scope and sequence for each grade level.		Complete 12/16/2022	Kathy Karam	12/31/2022
<i>Notes:</i>						

10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. Interventionists will support homeroom teachers in implementing standard aligned units of instruction. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 01/03/2023	Sonia Marquez	06/02/2023
<i>Notes:</i>				
10/26/22	In tested grades/subjects ensure all grade levels have interim specifications of which standards will be tested each quarter for to ensure we are teaching and testing the same standards each quarter.	Complete 05/31/2024	Katina Chance	06/02/2024
<i>Notes:</i>				
10/21/22	Teachers will plan Eureka Squared and CKLA units as a team. They will use the model provided by the Eureka and CKLA consultants.	Complete 06/03/2024	Katina Chance	06/03/2024
<i>Notes:</i>				
10/26/22	Instructional Teams will compare their instructional material with standards, since not all of the material covered in CKLA or Eureka Squared is aligned to grade-level content standards.	Complete 06/04/2025	Melinda Shrewsbury	06/02/2025
<i>Notes:</i> This will help to prevent textbook-based instruction rather than standards-based instruction.				
10/26/22	Instructional Teams will develop standards-aligned units using district provided materials, such as CKLA and Eureka. Where CKLA and/or Eureka deviate from North Carolina Standard Course of Study, or from quarterly aligned standards according to the district scope and sequence and/or pacing guide, Instructional Teams will develop plans within the units that are aligned to the NCSCS and District Scope and Sequence. By completing this objective with fidelity, Oak Hill will exit the low-performing status.	Complete 06/04/2025	Monica Weathers	06/02/2025
<i>Notes:</i> This objective may entail a significant amount of time initially to identify misalignment instructional material and address it through the development of cohesive standards-aligned units.				
10/26/22	Instructional Teams will create binders with the developed units of instruction for each subject on each grade level to ensure all teachers have a "manual" to guide and inform their practice.	Complete 06/02/2025	Monica Weathers	06/02/2025
<i>Notes:</i>				

		A4.08	ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.(5126)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Pre-k teacher employs the Teaching Strategies Gold curriculum. The curriculum is observation based formative assessment that includes development progressions across all areas of development. It includes social- emotional, physical, approaches to learning and language cognitive development	Limited Development 10/27/2022		
How it will look when fully met:			Teaching Strategies Gold Curriculum has embedded progress monitoring tool, which allows teacher to mark the growth of students with the use of formative and informative assessment. This includes planning and on the spot recording. Teachers will fully implement this curriculum.	Objective Met 06/04/25	Sandy McGoogan	06/02/2025
Actions						
	10/27/22	Teacher will use progress monitor tools to track the stage development growth of each student based on the checkpoint system within teaching strategies gold Fall 10/28/2022 Winter 2/14/2023 05/22/2023		Complete 06/04/2025	Sandy McGoogan	06/02/2025
<i>Notes:</i>						
Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3C: Remove barriers and provide opportunities				

	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
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Initial Assessment:	At the beginning of the 2022 - 2023 school year, the School Improvement Leadership Team discussed the end of the year Transition nights for Kindergarten, Third Grade, and Fifth Grade students. These grade levels were chosen because they see the most transitions (e.i. Third Graders take the EOG and Fifth Graders are transitioning to middle school). Throughout the year, teachers of all grade levels (Kindergarten - Fifth Grade) are able to look at standards for the other grade levels to see what students have been taught and how each standard builds upon current grade level standards to ensure academic success for each student throughout each grade level. In addition to classroom teachers, this year interventionist teachers have been added to work in a small group to address standards that students need more support on. There are also day tutors that support students one-on-one or in small groups to give extra support. Later in the year after-school tutoring will be available to address standards and skills that students need more support with to get students on-track for current grade level academic success as well as have academic success in their next grade level.	Limited Development 03/17/2022		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	<p>Three transition nights will be held for parents. One for PK to K, one for 2nd to 3rd, and one for 5th to middle school. HP Partnership for Children will attend the K event and area middle schools will attend the 5th grade event. Interventionists will help students be prepared for the next grade level transition. Teachers will be allotted time for vertical planning. The school will host an event for new kindergarteners prior to the start of school.</p> <p>By providing supports for student transitions, the students' performance composite will increase to 36.3%. By meeting this goal, Oak Hill will exit low performance status.</p>	Objective Met 06/01/22	Jakima Ledbetter	06/02/2025
Actions				
10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. These small groups will support multi-tiered support system. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 06/09/2023	Sonia Marquez	06/02/2023
Notes:				

10/27/22	Title I funds will be used to hire after-school tutors to serve students in small intervention groups. The focus of the groups will be based on student performance data. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 06/03/2024	Trina McCoy	06/02/2024
<i>Notes:</i>				
10/26/22	GCS tutors and after-school tutors will give students additional support throughout the year.	Complete 06/03/2024	Megan Brewster	06/02/2024
<i>Notes:</i>				
6/1/22	Three transition nights will be held. One for PK to K, one school-wide for each grade level and for 5th to middle school.	Complete 06/03/2024	Trina McCoy	06/02/2025
<i>Notes:</i>				
10/26/22	Teachers will understand grade level standards, standards students learned the previous school year, and standards students will learn in the next school year. This vertical planning will take place during PLC time.	Complete 06/02/2025	Megan Brewster	06/02/2025
<i>Notes:</i> It will be helpful for teachers to complete a PD for standards across grade levels.				
Implementation:		06/01/2022		
Evidence	6/1/2022 See agenda and school wide calendar.			
Experience	6/1/2022 Three transition nights will be held. One for PK to K, one for 2nd to 3rd, and one for 5th to middle school. Our community partners attended the events for support			
Sustainability	6/1/2022 Ongoing partnerships with outside stakeholders will be necessary to sustain efforts			
Core Function:	Domain 4: Culture Shift			
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			

	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
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Initial Assessment:	<p>At the beginning of the 2022-2023 school year, teachers were asked to create a Class dojo page and invite parents to join. Class dojo is a space where teachers can share updates, curriculum information, strategies, homework and other important information. Parents are also able to use Class dojo to ask questions and communicate important information about their child. Along with class dojo, there is a school-wide dojo page, in which information is disseminated to parents about community events, district/school-wide activities and opportunities for mental health needs and physical assessments.</p> <p>Teachers were also informed that we would have several curriculum nights to specifically share curricula with parents to empower them to be active participants in their child's education.</p> <p>Face to face conferences are required three times a year to share data regarding the status of their child. Some of the conferences are student led, which empowers the students to take ownership of their learning.</p>	Limited Development 10/26/2022		
How it will look when fully met:	<p>Teachers/staff will consistently use class/school dojo pages to positively communicate with parents. Teachers will provide weekly updates, curriculum information, strategies, homework and other important information. We will have 95% of parents connected to dojo using it to communicate effectively with teachers and staff at Oak Hill.</p> <p>Parents will be aware of what is happening in the school and through out the community which will have a positive effect on our attendance, student growth and overall parent and student engagement in the school.</p> <p>By communicating with parents, we will decrease the number of chronically absent students by 10 percent. This will increase the student's performance composite to 36.3%. Meeting this objective will allow Oak Hill to exit low performance status.</p>	Objective Met 06/07/24	Jakima Ledbetter	06/02/2024
Actions				
10/26/22	Teachers will create a class dojo page.	Complete 10/28/2022	Jakima Ledbetter	10/31/2022
Notes:				

10/27/22	Host a kindergarten orientation session prior to school starting to share expectations with parents.	Complete 08/09/2022	Sonia Marquez	06/02/2023
<i>Notes:</i>				
1/30/24	Host a kindergarten orientation session prior to school starting to share expectations with parents.	Complete 10/20/2023	Francesca Caraway	09/01/2023
<i>Notes:</i>				
10/26/22	Teachers will conference with parents at least once each quarter to share updates and offer support for student learning.	Complete 05/31/2024	LaShaunda Alston	06/02/2024
<i>Notes:</i>				
10/26/22	Teachers will lead curriculum nights to engage and educate parents on how to increase their child's learning as well as their knowledge of what is happening in the school and community.	Complete 06/03/2024	Katherine Karam	06/02/2024
<i>Notes:</i>				
10/27/22	Title I funds will be used to support Parent and Family Engagement. Title I nights and other parent events will be planned throughout the year to support families.	Complete 06/03/2024	Sandy McGoogan	06/02/2024
<i>Notes:</i>				
10/27/22	Teachers will contact parents as students are absent and encourage them to return to school.	Complete 06/03/2024	Keva Napper	06/02/2024
<i>Notes:</i>				