

Comprehensive Progress Report

Mission: Preparing leaders by having high expectations and working collaboratively to achieve academic growth and personal success.

Vision: A community of educational excellence and equity where all members are of a growth mind-set and work together to achieve at high levels.

Goals:

By the end of the 2025-26 school year, 65% of K-2 scholars will reach or exceed their individual reading target, showing growth instead of progress in accuracy, rate, and understanding of text.

By the end of the 2025-2026 school year, Oak View Elementary schools will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By the end of the 2025–26 school year, at least 65% of students in grades 3–5 will meet or exceed their individual reading growth targets, as measured by MAP and/or DIBELS, through small group instruction, focused vocabulary development, and daytime tutoring.

By the end of the 2025-26 school year Oak View Elementary will plan and facilitate a minimum of three professional development opportunities that focus on literacy, social emotional learning, or utilizing data that are related to roles and responsibilities of the staff.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Instructional leadership team meets weekly on Tuesday to discuss instructional progress, trends, and assessment data. Each meeting provides reflection opportunities and allows teachers to make customizations to instruction that addresses the needs of their scholars.</p> <p>The school leadership team meets on the second Wednesday of the month and features artifacts from committees who are responsible for assessing the progress of the grade level.</p>	Limited Development 09/24/2025		
<i>How it will look when fully met:</i>		<p>The Instructional leadership team meets weekly on Tuesday to discuss instructional progress, trends, and assessment data. Each meeting provides reflection opportunities and allows teachers to make customizations to instruction that addresses the needs of their scholars.</p> <p>The School Leadership Team meets on the second Wednesday of the month and features artifacts from committees who are responsible for assessing the progress of the grade level.</p> <p>ILT and SLT agendas and minutes will be posted to Indistar after the completion of each meeting.</p>		Bennie Bradley	06/12/2026
<i>Actions</i>			0 of 2 (0%)		
9/24/25	Instructional Leadership Team meetings will consistently contain an agenda and minutes from each meeting.			Bennie Bradley	06/12/2026
<i>Notes:</i>					
9/24/25	School Leadership Team meeting will feature committee reports that share data and artifacts that measure the school's progress towards SIP goals.			Bennie Bradley	06/12/2026
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Restart funds are used to purchase two EIT teachers to broaden their reach within a specific grade level.	Limited Development 09/24/2025		
<i>How it will look when fully met:</i>		Restart funds are used to purchase two EIT teachers to broaden their reach within a specific grade level.		Bennie Bradley	06/12/2026
Actions			0 of 2 (0%)		
	9/24/25	MCLs will meet EITs for data meetings to discuss scholar growth and trends.		Kerrian BlakeRichardson	06/12/2026
<i>Notes:</i>					
	10/16/25	Assistant Principal, School Psychologist, and Counselor will meet to discuss scholars in Tier II and III and the process to identify scholars.		Rachel Holoman	06/15/2026
<i>Notes:</i>					

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>		<p>MCLs paid for by Title I and Restart funds will facilitate weekly data meetings with teachers to discuss their classroom data and trends.</p> <p>MCLs paid for by Title I and Restart funds will facilitate weekly PLCs to strategically plan with teachers, coach teachers, and discuss how teachers can customize their instruction for their scholars.</p>	Limited Development 09/24/2025		
<i>How it will look when fully met:</i>		<p>MCLs paid for by Title I and Restart funds will facilitate weekly data meetings with teachers to discuss their classroom data and trends.</p> <p>MCLs paid for by Title I and Restart funds will facilitate weekly PLCs to strategically plan with teachers, coach teachers, and discuss how teachers can customize their instruction for their scholars.</p>		Kerrian BlakeRichardson	06/12/2026
Actions			2 of 3 (67%)		
	10/3/25	MCLs paid for by Title I and Restart funds will facilitate weekly data meetings with teachers to discuss their classroom data and trends.	Complete 06/12/2025	Bennie Bradley	06/12/2025
<i>Notes:</i>					
	10/3/25	MCLs paid for by Title I and Restart funds will facilitate weekly PLCs to strategically plan with teachers, coach teachers, and discuss how teachers can customize their instruction for their scholars.	Complete 06/12/2025	Morgan Drummer	06/12/2025
<i>Notes:</i>					
	9/24/25	Agenda and minutes from PLCS and Data meetings will be posted weekly		Kerrian BlakeRichardson	06/12/2026
<i>Notes:</i>					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Form a leadership team to evaluate and select evidence-based academic and behavioral screening tools.</p> <p>Create a school-wide calendar for administering screenings at least three times per year (fall, winter, spring).</p> <p>Develop clear, data-based criteria (cut scores, percentiles, behavioral indicators) to determine which students require Tier 2 or Tier 3 interventions.</p>	No Development 09/24/2025		
<i>How it will look when fully met:</i>		<p>Form a leadership team to evaluate and select evidence-based academic and behavioral screening tools.</p> <p>Create a school-wide calendar for administering screenings at least three times per year (fall, winter, spring).</p> <p>Develop clear, data-based criteria (cut scores, percentiles, behavioral indicators) to determine which students require Tier 2 or Tier 3 interventions.</p> <p>Provide professional development on administering screeners, interpreting data, and applying decision rules.</p>		Rachel Holoman	06/12/2026
Actions			0 of 2 (0%)		
	9/24/25	Develop clear, data-based criteria (cut scores, percentiles, behavioral indicators) to determine which students require Tier 2 or Tier 3 interventions.		Rachel Holoman	06/12/2026
<i>Notes:</i>					
	9/24/25	Conduct data review meetings after each screening period to identify students needing support and monitor progress.		Rachel Holoman	06/12/2026
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<p>Title I funds are used for 2 EIT Differentials</p> <p>Title I funds are used for Supplies and Materials</p> <p>Title I funds are used for Parent – Staff Development Instructor Stipend</p> <p>Title I funds are used for Parent – Professional Development</p> <p>Title I funds are used for Parent - Postage</p> <p>Title I funds are used for Parent Food Purchases</p> <p>Title I funds are used to pay for 1/2 of the Social Worker position.</p>	Limited Development 10/03/2025		
<i>How it will look when fully met:</i>		<p>Title I funds are used for 1 EIT Differential</p> <p>Title I funds are used for Supplies and Materials</p> <p>Title I funds are used for Parent – Staff Development Instructor Stipend</p> <p>Title I funds are used for Parent – Professional Development</p> <p>Title I funds are used for Parent - Postage</p> <p>Title I funds are used for Parent Food Purchases</p>		Bennie Bradley	06/12/2026
Actions			0 of 1 (0%)		
	10/3/25	Title I funds will be used for the following activities: Used to Pay 2 EIT differentials, for Supplies and Materials for teachers, for staff development for parents/guardians, parent/guardian staff development, postage for parent/guardian communications, and 1/2 of the Social Worker position, and food for parent/guardian school events.		Bennie Bradley	06/12/2026
<i>Notes:</i>					