

Comprehensive Progress Report

Mission:

Oakhurst STEAM Academy will provide students with opportunities for critical thinking, problem-solving and effective communication skills through peer collaboration, student engagement, and the regular integration of STEAM concepts, to maximize student achievement.

Vision:

To provide students with unique integrated experiences that incorporate critical thinking, problem-solving, and real-world applications leading to deeper comprehension and increased student achievement.

Goals:

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors as indicated on the Student Engagement Survey. (A4.06)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 30.2% in SY2024-25 to 38% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2) [GLP 40.2% to 50% in SY2025-2026]

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 59% in SY2024-25 to 70% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Math (CCR) on math End of Grade assessments in grades 3-5 will increase from 37.3% in SY2024-25 to 44% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2) [GLP 56.5% to 65% in SY2025-26]

The percent of students scoring College and Career Ready (CCR), on 5th grade Science End of Grade assessment will increase from 40.2% in SY2023-24 to 55% in SY2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of students scoring Grade Level Proficient (GLP), for ML students, on Reading End of Grade assessments in grades 3-5 will increase from 24.7% in SY2024-25 to 35% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease by 20% from SY 2024-25 to SY 2025-26. (Guardrail 2)

The percent of Chronic Absenteeism will decrease from 22.8% in SY2024-25 to 15% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 80% of highly qualified licensed classroom teachers throughout the 2025-26. (Guardrail 4)

To increase student achievement and engagement by integrating STEAM practices across all areas, ensuring that 100% of students experience hands-on, inquiry-based learning that promotes problem solving and critical thinking.

The percent of ML students meeting or exceeding growth as measured by ACCESS will grades 2-5 will increase from 47.4% in SY 2024-25 to 68% in SY2025-26. (CMS Goal 2).



! = 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>PLC's meet multiple times each week and during the meetings, data is analyzed, MTSS progress monitoring is discussed, and lessons are planned/modeled. The instructional leadership team has a coaching caseload and they meet monthly to review progress of those being coached.</p> <p>The coaching program has seen a number of notable successes, particularly in the growth and development of many participating teachers. The data shows that teachers who have been receiving consistent coaching have demonstrated marked improvements in their instructional practices and student outcomes. These teachers have been able to apply the feedback and strategies learned through the coaching sessions to great effect in their classrooms, leading to enhanced engagement, more effective lesson delivery, and ultimately, higher levels of academic achievement for their students. At the same time, the program has also highlighted some key opportunities for enhancement. It's clear that a one-size-fits-all approach to coaching is not optimal, and that differentiated support is needed to ensure all teachers are receiving the level of guidance that is most beneficial for their specific needs and circumstances. The high-needs teachers, for instance, may require more intensive, hands-on coaching to help them overcome significant challenges, while the high-performing veteran</p>	Limited Development 01/04/2022		

teachers could benefit from a more collaborative, reflective model of coaching to help them continue growing and innovating. Ensuring this kind of tailored, responsive coaching support is available throughout the school year will be crucial to maximizing the positive impacts of the program across the entire teaching staff.

Updated June 2025: We are progressing towards full implementation by ILT meeting at least twice per month to calibrate on instructional practices.

Some of our strengths include a strong foundation for instructional leadership by ensuring that the Instructional Leadership Team meets on a regular basis, with a schedule in place for meetings to occur at least twice per month. These meetings are used to calibrate on instructional practices, monitor progress, and align on schoolwide initiatives. An area for growth could be meeting with clear and measurable goals for each meeting.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Through the ILT meeting at least twice each month, it will be evident schoolwide that effective practices are in place supporting students and their learning. Through one-on-one coaching, the capacity of our instructional leaders will continue to grow and they will be able to best support the teachers they are leading and the teachers they are coaching.

Kimberly Roberts

06/30/2026

Actions

1 of 3 (33%)

9/6/24

The Instructional Leadership Team will meet at least twice per month to level-set on PLC practices, instructional alignment, and lesson execution to give feedback to instructional leaders which will impact teachers' instructional abilities. (Goal 1 and 2, Guardrail 1)

Complete 10/11/2024

Kimberly Roberts

10/30/2024

Notes:

9/6/24

Administration will coach IL's on crucial conversations, building teacher capacity, feedback/coaching for teachers, etc. This will help to increase teacher pedagogy. (Goal 1 and 2, Guardrail 1)

Kimberly Roberts

06/20/2026

		<i>Notes:</i>			
	6/12/25	The ILT will meet monthly with a dedicated focus on instructional coaching to ensure that teachers receive the support they need for effective instruction, while also providing coaches with the tools, resources, and feedback necessary for their success.		Jill Smith	06/30/2026
		<i>Notes:</i>			
Implementation:			05/24/2022		
	Evidence	5/24/2022			
	Experience	5/23/2022 5/23/2022- Monthly teacher leader meetings were held and planning occurred a minimum of once weekly.			
	Sustainability	5/23/2022 5/23/2022- Scheduling and continued communication			
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:

There is a master schedule in place that allows teachers to have instructional planning as a team multiple times each week. There are instructional leaders in place to support teachers through the planning process and meet with them throughout each week. Small group instruction is provided in literacy and math throughout Kindergarten through 5th grade.

Successes at this time include teachers have a stronger understanding of the importance of differentiated small-group instruction. Walkthroughs are completed weekly by ILT to ensure what is being planned is being taught in classrooms. Opportunities include identifying ways to maximize time with teachers to plan effective instruction.

Updated June 2025: Based on the Wise Ways description, we are showing progress towards reaching our goal as we have scheduled, protected planning time that is purposeful and forced on aligning to the standards.

Some of our strengths include instructional leaders having developed and trained staff on a structured planning protocol focused on the intentional implementation of small group instruction. This protocol has supported teachers in making data-driven decisions that meet diverse student needs. Additionally, the master schedule was strategically adjusted to provide each grade level with an additional 90-minute planning block each week. This protected time is used for deep data analysis, instructional modeling, and unpacking standards, all of which contribute to more effective and aligned instructional planning. To improve in this area, it could be helpful to be consistent with walkthroughs starting at the beginning of the school year.

Limited Development
05/23/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The small group protocol will be implemented and evident in all classrooms around the school. The ILT will monitor teacher's progress and make adjustments to support in planning. The extra 90-minutes each 6 days teachers get to plan instruction will allow them to have more time to analyze student data, model and plan instruction, and unpack standards.			Kimberly Roberts	06/30/2026
Actions			2 of 3 (67%)		
9/8/24	The IL's will create and train teachers on a protocol (Be a Small Group HERO) for planning and implementing intentional small groups in all classrooms to ensure students are getting the academic support they need and are able to meet or exceed their growth. (Goal 1 and 2, Guardrail 1).		Complete 10/11/2024	Instructional Leaders	10/30/2024
<i>Notes:</i>					
9/8/24	The principal has adjusted the Master Schedule to afford the teachers an additional 90 minutes of planning weekly to analyze data, model instruction, unpack standards, etc. to develop teachers into strong instructional leaders. (Goal 1, 2, and Guardrail 4).		Complete 12/02/2024	Kimberly Roberts	12/10/2024
<i>Notes:</i>					
9/4/25	Strengthen instructional planning across all grade levels by developing and implementing consistent protocols through the Instructional Leadership Team (ILT), with a focus on data analysis, standards unpacking, and effective modeling of instructional practices.			Kimberly Roberts	06/30/2026
<i>Notes:</i>					
Implementation:			01/07/2025		
Evidence	1/7/2025				
Experience	1/7/2025				
Sustainability	1/7/2025				

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>		<p>The goal aligned to this indicator is that we will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>Unofficial 2023-2024 EOG data for 3rd grade ELA indicates 29.7 % of Black students and 31% of Hispanic students performed at a level 3/4/5, grade level proficient (GLP), and 10.8% of Black students and 10.3 % of Hispanic students performed at the College and Career ready level (CCR). Overall 3rd grade ELA performance data resulted in 35 % of students scoring grade level proficient and 12.5 % scoring college and career ready. DIBELS shows 47% of third graders scoring at or above benchmark per their composite score, with 44 % of Hispanic and African American students scoring at or above benchmark.</p> <p>As of June 2024, some of the successes we experienced related to this indicator consisted of administrative and ILT walkthroughs of classrooms to provide both specific and strategic feedback to teachers. There was a weekly schedule that was rotating so everyone was able to see each grade level. Each ILT member also had a coaching caseload where they intensely coached beginning teachers. The ILT facilitated planning sessions and followed up with informal observations in classrooms to ensure what was being planned was what teachers were actually instructing in their classroom. ILT met biweekly to level-set around coaching to ensure we were all on the same page with supporting and coaching teachers. The principal met with facilitators/MCL one-on-one weekly to review their coaching caseloads and identify ways to support them. One challenge is that there has not been enough coaching in place for some of our veteran teachers who could definitely benefit and grow from the support. An opportunity to consider moving into next year include Principal Roberts being in her second year at the school so the ability to gain momentum with initiatives and expectations put in place from this current year.</p> <p>Updated June 2025: We are progressing towards reaching full implementation through consistent observing of instruction and teachers receiving feedback but are lacking in areas of coaching and walkthrough data as described in Wise Ways.</p> <p>We have many strengths in this area including a weekly walkthrough schedule has been developed and implemented, incorporating strategic look-fors aligned with school goals. This system allows the leadership</p>	Limited Development 08/05/2024		

team to regularly assess instructional practices and trends across classrooms. The ILT members have been assigned coaching caseloads and provided with professional development to strengthen their capacity. These efforts have increased the school's ability to give teachers targeted and actionable feedback. Although we are progressing, we have had some challenges. To ensure consistent and impactful support, there is a need for more targeted professional development for instructional coaches. This PD should focus on shared coaching protocols, observation techniques, and delivering effective feedback so that all coaches are aligned in their approach. Currently, not all teachers may be receiving consistent coaching. Developing systems to expand coaching to reach all teachers, including those not on caseloads or those needing specific support, will be essential for school-wide instructional improvement.

How it will look when fully met:

Regular walkthroughs need to be completed and feedback is given consistently. Admin is a part of the planning process and meets with the instructional leaders to ensure what is happening in planning is also what is happening in the classroom. All instructional leaders will have a coaching caseload throughout the year. PD will be provided throughout the year based the needs of the teachers and the coaches.

Kimberly Roberts

06/30/2026

Actions

2 of 5 (40%)

8/6/24 The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)

Complete 08/30/2024

Kimberly Roberts

09/01/2024

Notes:

3/6/25 Provide whole/half-day planning time throughout the year for grade levels.

Complete 05/14/2025

Kimberly Roberts

05/14/2025

Notes: Req # 1231153 The International Center for Leadership in Education \$1490.00

8/30/24 Creation of coaching caseloads for all ILT members. Coaches will use Get Better Faster framework to provide differentiated coaching to all staff. Classroom management and instructional practices such as lesson planning, questioning, and instructional strategies. This will increase teacher capacity and knowledge of instruction as well as student achievement. (Goal 2, Guardrail 4)

Jill Smith

06/11/2026

Notes:

	8/30/24	The principal will provide coaching PD's for the instructional team including EIT's. The focus will be on how to implement the Get Better Faster playbook, how to have crucial conversations, the importance of effective questioning, etc. This will increase the capacity of instructional leaders to help grow teachers. (Guardrail 4, Goal 2)		Kimberly Roberts	06/11/2026
	<i>Notes:</i>				
	3/6/25	PD will be sought out to help support teachers and students and to grow the school.		Kimberly Roberts	06/15/2026
	<i>Notes:</i> Req# 1223476 Amount: \$333.95 Vendor: Model Schools Conference, AAA Travel Requisition #: 1231153 Amount: \$1490 Vendor: Model Schools Conference Registration, The International Center for Leadership in Education.				
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The goal aligned to this indicator is: that we will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.</p> <p>Within the 2023-24 school year, our school identified the following resource inequity, students with disabilities; as a result, our school plans to mitigate this inequity by modifying the master schedule to ensure the needs of all students are being met. Since our Students with Disabilities (SWD) did not meet expected growth on End of Grade assessments, we are working to put supports in place to support our students and teachers. Based on unofficial results 19.8% of SWD at the end of the 23-24 school year were grade level proficient which is up from 17.9% from the previous year. Some successes included all EC teachers following research-based programs for the appropriate time to ensure that students are getting the interventions needed to meet their goals and show growth. We will be partnering with district personnel and specialists to monitor instruction through the school year. Admin will increase instructional walkthroughs for 3-5 Math and Reading EC Resource. Some of the challenges we are facing include, the</p>	Limited Development 09/26/2023		

large number of students and diverse needs of EC students in certain grade levels, ensuring all staff use research-based programs with fidelity , and monitor the delivery by teachers and the impact on students. Some opportunities include the consistency of staff staying on board from the EC team. Our plan for next year is to continue to build consistency and monitor instructional practices with fidelity.

Updated June 2025: We are showing progress toward full implementation based on the description in Wise Ways as we have used resource allocations to meet EC needs.

Some of our strengths include creating efforts to align resources with its instructional priorities. A key strength has been the increased instructional monitoring of EC resource classes to ensure all students are receiving high-quality, standards-aligned instruction. The master schedule was modified to ensure that student needs are being met effectively. Additionally, the school prioritized hiring more qualified staff to provide targeted support for EC students, enhancing instructional capacity and equity across the school. A challenge is ensuring we are providing this type of support to other subgroups to ensure they are meeting the mark as well.

Priority Score: 2

Opportunity Score: 1

Index Score: 2

How it will look when fully met:

The principal will work closely with the EC team to monitor plans, service time, etc. to ensure students are receiving the services they need as well as the appropriate time. Weekly walkthroughs will be conducted by admin team to ensure students are receiving services based on research-based programs. This will support the results from our FAM-S.

Link to CNA: https://drive.google.com/file/d/13uC2VYIFKF9J2DexDz31-waNuDSvT3I2/view?usp=drive_link

Kimberly Roberts

06/30/2026

Actions

8 of 11 (73%)

9/11/24	Admin will increase instructional monitoring of EC resource classes through walkthroughs and providing feedback to the teachers and support staff. This will increase the teacher's capacity which will increase student achievement on EOY testing (Goal 2, Guardrail 1).	Complete 12/06/2024	Kimberly Roberts	12/10/2024
<i>Notes:</i> Link to CNA: https://drive.google.com/file/d/13uC2VYIFKF9J2DexDz31-waNuDSvT3I2/view?usp=drive_link				
9/11/24	Within the 2024-2025 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by modifying the master schedule to ensure the needs of all students are being met and hiring more qualified staff to support this subgroup. (Goal 1)	Complete 12/06/2024	Kimberly Roberts	12/10/2024
<i>Notes:</i> https://docs.google.com/document/d/10qDXTQRMHjk_Afie7SLc6PqNQyvtCsU2/edit				
<i>Notes:</i> Link to CNA: https://drive.google.com/file/d/13uC2VYIFKF9J2DexDz31-waNuDSvT3I2/view?usp=drive_link				
1/31/25	We will purchase rugs to help facilitate a welcoming and productive learning environment for our students.	Complete 03/14/2025	Renee Moon	04/01/2025
<i>Notes:</i> Requisition #: 1226458 Total amount: \$5250 Vendor: Kurtz Bros Inc				
6/16/25	ATSI funding received in February was used to purchase instructional items for the EC classrooms (see notes below)	Complete 04/25/2025	Kimberly Roberts	05/20/2025
<i>Notes:</i> Sensory kits, SEL resources, flexible seating, iPads, academic games, books, manipulatives were all purchased with ATSI funds.				
3/26/25	Student agendas will be purchased and distributed to all students to help them stay organized, track assignments, and manage their schedules effectively throughout the academic year.	Complete 05/30/2025	Jill Smith	05/30/2025
<i>Notes:</i> Requisition# 1234923 Vendor: Success By Design Amount: \$2546.22				
3/26/25	Copy paper will be purchased to help provide instructional resources to all students.	Complete 05/30/2025	Renee Moon	05/30/2025
<i>Notes:</i> Requisition#: 1235620 Vendor: CMS Warehouse Amount: \$7201.70				
6/23/25	ILT will conduct weekly walkthroughs with a focus on supporting teachers.	Complete 06/06/2025	Jill Smith	06/12/2025

Notes: Walkthrough schedule for 2nd quarter is linked here: https://docs.google.com/document/d/1ayMkjyH786EMjGJqCYkA8-SY0F-QVpqlMyRWCK7NOxc/edit?tab=t.0				
6/16/25	Review ATSI School Annual Resource Allocation Self-Assessment.	Complete 06/16/2025	Jill Smith	06/30/2025
Notes: https://docs.google.com/document/d/1k6Ydj1qZFTBr48OvQyLQTKWBAf8xqnb6cDK3vS_u-qw/edit?tab=t.0				
9/29/25	We will purchase printed decodable texts to support students in developing their fluency and decoding skills.		Renee Moon	10/30/2025
Notes: Vendor: Amount: Requisition Number:				
9/11/24	We will be partnering with district personnel and specialists to unpack data, and calibrate on core action walkthroughs to more intentionally monitor instruction throughout the school year to ensure student growth in EOY testing. (Goal 1, Goal 2).		Kimberly Roberts	01/30/2026
Notes: Link to CNA: https://drive.google.com/file/d/13uC2VYIFKF9J2DexDz31-waNuDSvT3I2/view?usp=drive_link				
9/5/25	Review ATSI School Annual Resource Allocation Self-Assessment.		Jill Smith	06/30/2026
Notes:				
Implementation:		08/07/2024		
Evidence	8/7/2024 it has not yet been met			
Experience	8/7/2024 we are working towards it.			
Sustainability	8/7/2024 continue working as a team.			

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

Initial Assessment:

The goal aligned to this indicator is that we will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Unofficial EOG data shows a decrease from 2022-2023 to 2023-2024 in terms of Grade Level Proficiency and College and Career Ready. In 2022-2023 overall composite GLP was 47.8% and in 2023-2024 overall composite CCR is 41.9%.

As of June 2024, the successes we experienced were MTSS intervention groups that were seen during our BOOST time, and plans were created on the Branching Minds platform. The MTSS team, grade level PLC team, and ILT work closely together to create and monitor the plans. Each grade level has a scheduled BOOST time to account for students on an academic intervention plan. If the student is not served during the BOOST time then time is allotted during the academic small group time. In math and literacy PLC meetings, time was designated for MTSS to check on data input into branching minds as well as check on intervention fidelity and progress. The facilitators also held review meetings at the end of MTSS intervention cycles. We have faced some challenges including not having consistent and effective communication between the MTSS team and the EC team. In order to improve in this area, creating a planned time for the teams to meet on a consistent basis (monthly or bi-weekly) will help to eliminate this challenge. As of June 2024, the opportunities that exist to address these challenges are to ensure a calendar is created to have consistent meetings on it where the MTSS team meets with the EC team. Also the team will need to do fidelity checks consistently to ensure students are receiving what they need.

Updated June 2025: Based on the Wise Ways description, we continue to make progress toward the full implementation as we have MTSS plan in place for instructional support, interventions being provided, and progress monitoring happening consistently.

A strength has been our investment in personnel and scheduling to strengthen intervention delivery. We have hired two Title I tutors to support both instruction and intervention efforts. In addition, we have expanded our EC team, allowing for increased capacity to provide small-group instruction, push-in classroom support, and ongoing data

Limited Development
08/05/2024

collection and monitoring. The master schedule has been adjusted to maximize the involvement of support staff during instructional time. One key area for growth or challenge this year is the development of a strong, cohesive MTSS leadership team. A more clearly defined and active MTSS team would help ensure that grade-level teachers, intervention providers, and EC staff are aligned in how they support students across all tiers.

How it will look when fully met:

A calendar will be in place to ensure all meetings are scheduled throughout the year. Teachers and other instructional support staff will provide interventions with fidelity and MCL/Facilitator will monitor this as well. The MTSS team and EC team will work closely with each other to ensure everyone is on the same page.

Kimberly Roberts

06/30/2026

Actions

7 of 10 (70%)

8/30/24 The principal will hire additional staff to support our EC program. These staff members will assist in pulling groups, pushing into classrooms, monitoring and collecting data. This will provide additional support to our students with disabilities. (Guardrail 1, Goal 2)

Complete 09/06/2024

Kimberly Roberts

09/30/2024

Notes:

12/20/24 Use funds to pay for Heart Math Tutors.

Complete 12/16/2024

Kimberly Roberts

12/20/2024

Notes: Requisition number 1223187

8/30/24 The principal will intentionally adjust the master schedule to will allow support staff (EC, ML, TD) to be more involved in instructional time and supporting student. During that time, they will provide instruction through push-in and/or pull-out including remediation and enrichment. This will help to close the gap of all subgroups. (Guardrail 1, Goal 2)

Complete 01/17/2025

Kimberly Roberts

02/01/2025

Notes:

2/10/25 Funds used to purchase a Die Cut and Poster Machine.

Complete 03/21/2025

Renee Moon

04/01/2025

Notes: Requisition #: 1230254
 Amount: \$1496.08
 Vendor: The Library Store, Inc
 Die Cut

Requisition #: 1234925
 Amount: \$1,362.02
 Vendor: Poster Studio Express,
 Poster Supplies

2/11/25	Use Title 1 funds to hire 2 tutors to support instruction and interventions.	Complete 03/21/2025	Kimberly Roberts	04/01/2025
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Notes:

2/28/25	We will purchase headphones to help students to access district provided resources including resources for EC and ML students.	Complete 05/30/2025	Kimberly Roberts	06/01/2025
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Notes: Requisition 1232674 INTEGRAL TECH \$3,100.00 Head phone
 Requisition 1232693 CDW-G \$2,000.00 Head phones

6/16/25	Review our ATSI School Annual Resource Allocation Self-Assessment	Complete 06/16/2025	Jill Smith	06/30/2025
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Notes: https://docs.google.com/document/d/1k6Ydj1qZFTBr48OvQyLQTKWBAf8xqnb6cDK3vS_u-qw/edit?tab=t.0

8/7/24	Our TSI school will implement an MTSS team that consists of team members who have expertise in the area being problem solved, administrative authority, knowledge of students, and knowledge of school operations to increase overall student performance of our SWD. (FAM-S 3, Guardrail1, Goal 2))		Kimberly Roberts	06/30/2026
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Notes: There are meeting agendas posted in the Manage Meeting section.

9/5/25	There will be a revamp of the MTSS Team led by a member of the Instructional Leadership Team. The team will include one representative from each grade level who will be responsible for developing and monitoring intervention plans specific to their grade. Collaboration between classroom teachers and the EC and student services team will be a key component of this initiative. The primary goal is to improve student achievement through targeted academic and behavioral supports.		Jill Smith	06/30/2026
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Notes:

9/24/25	Implement iReady as a targeted instructional tool to support academic growth by providing personalized learning pathways and data-driven interventions for students in reading and math.		Jill Smith	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>The unofficial EOG results for our overall school composite showed a decrease from 47.9% in 2022-2023 to 41.9% in 2023-2024 for Grade Level Proficient. For College and Career Ready, the overall composite scores decreased from 33.2% in 2022-2023 to 27.1% in the 2023-2024 school year. However, we did show an increase in 3rd Grade DIBELS from 42% At or Above BOY to 45.2% At or Above EOY, an increase of 5.2%.</p> <p>As of June 2024 the successes we experienced related to this indicator consisted of administrative and instructional leadership team walkthroughs of classrooms to provide both supportive and evaluative feedback of teachers. Each member of the Instructional Leadership Team and Administrators had a coaching caseload throughout the year to give specific and strategic support to teachers. Teachers were given quarterly, full-day planning sessions where they had the opportunity to analyze data and create short-term, small group plans.</p> <p>The challenges that we are facing in meeting our SIP 2023-2024 goal targets related to this indicator is to make sure every subgroup demonstrates growth. While we demonstrated growth, AIG trended negatively and SWD only slightly improved. One challenge we experienced was in terms of 3rd Grade reading data. The unofficial EOG results for 3rd Grade reading show a 3.2% decrease in GLP and 14% decrease in CCR.</p> <p>Moving into the next school year, there are some opportunities to consider for next year would be the changes in staff at different grade levels. Also, Principal Roberts will be in her second full year at Oakhurst so building momentum and consistency will be helpful. Within the 2024-25 school year, our ATSI school will implement evidence-based intervention(s) and small group instruction to increase overall student performance (3rd Reading and EVAAS). Teachers, counselors, social worker, and MCL's/Facilitator will provide academic and behavioral</p>	Limited Development 07/18/2024		
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interventions to students in the 1st-40th percentile. 1st-10th percentile will receive priority.

Update June 2025: A major success has been the establishment of a structured and collaborative content planning process, which includes dedicated 90-minute planning blocks for each grade level once every 6-day rotation, in addition to their daily 45- or 55-minute planning periods. This time allows instructional teams to unpack standards, develop cohesive unit plans, and align assessments and instructional strategies across classrooms. Students are also actively engaged in their learning progress, using individual data trackers and setting academic goals throughout the year. Our PLCs operate consistently and are effectively led by content leaders. The ILT supports this work by monitoring progress, providing feedback, and ensuring that collaborative planning remains focused and productive. Challenges remain in ensuring consistency across all grade levels. While many teams are thriving under strong content leader guidance, there is a need to standardize expectations and practices school-wide so that the level of collaboration and instructional quality does not vary.

How it will look when fully met:

Instructional planning expectations will be rolled out at the beginning of the year and the instructional leaders will follow up with PD throughout the year to grade levels who need it. The instructional leadership team will complete informal walkthroughs consistently to ensure the work is being done as planned. This will speak to what PD is needed for teachers/grade levels around the building.

Kimberly Roberts

06/30/2026

Actions

3 of 7 (43%)

8/30/24 Create the PLC schedule that will allow teams to meet for 90-minutes, uninterrupted once every six days as well as an additional 45-55 minutes every day. In the 90 minutes, teachers will be able to model, analyze data, create small groups based on data, etc. The creation of this plan will impact teachers' understanding of standards, curriculum, and instructional practices. (Goal1, Goal2)

Complete 09/06/2024

Kimberly Roberts

09/12/2024

Notes:

12/20/24 Poster maker and laptop/software were purchased.

Complete 12/16/2024

Kimberly Roberts

12/20/2024

Notes: Requisitions: 1225080 and 1225090.

2/11/25	Content Leaders will introduce student data sheets to teachers to help students to create individual goals and track their progress.	Complete 03/21/2025	Samantha Meyers	04/01/2025
<i>Notes:</i>				
9/24/25	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		Jill Smith	06/30/2025
<i>Notes:</i>				
9/5/25	Develop and implement a walkthrough observation form aligned to CMS' Core Actions to ensure instructional practices are consistently monitored and supported across classrooms. This tool will guide feedback, promote instructional alignment, and inform professional development needs.		Jill Smith	06/30/2026
<i>Notes:</i>				
7/18/24	Quarterly full-day planning sessions for all K-5 teachers to focus on data analysis and action planning to help grow teacher capacity and increase student growth. (FAMS 29, Goal 1, Goal 2 Guardrail 1)		Kimberly Roberts	06/30/2026
<i>Notes:</i>				
7/18/24	PLC's are facilitated by the facilitator/MCL's. Administrators are present, engaged, and monitoring instructional planning and data dives. Implementation of EL and Open-Up Math with integrity as expected and monitored. Supplementation will happen as necessary to ensure all standards are taught. There is a PLC protocol in place to ensure the standards and curriculum are being instructed the way it was planned to. There will be follow-up with ILT walkthroughs to ensure alignment to planning. (Goal1, Goal2)		Kimberly Roberts	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The goal aligned to this indicator is to improve the number of students who are chronically absent. At the end of the 22-23SY, 24.29% of students were considered chronically absent but by the end of the 34-24SY, that was improved to 18.26% of students considered chronically absent</p> <p>Our successes this year include that every classroom has designated SEL</p>	Limited Development 08/05/2024		

time at the beginning of the school day to have a morning meeting with their students. The school counselors have done whole group guidance lessons with each grade level throughout the year focusing on the needs of that grade level. Panorama was given to students but since it was an opt-in this year, only 18% of our 3rd-5th grade students completed it. Success this year includes Tier 1 support including classroom guidance lessons provided by the school counselor for all students in grades K-5. Topics include bullying prevention, coping skills, career exploration, and kindness. Tier 2 supports for students include small groups (of 9-12 students for 10-12 weeks. Topics for these groups include attendance, motivation, kindness, and emotion regulation. These students are progress monitored within the small groups through surveys that they answer at the beginning of the group, in the middle of the group, and at the end. These groups also loop in parent participation to update the parent on the progress of the students in the group as well as how implementation can occur at home. Capturing Kids' Hearts was also prioritized as a method of common behavior practices in the school. As a new initiative, teachers were trained at the beginning of the year with refreshers throughout the year and modeling of expectation by their peers during staff meetings. We had a committee that was led by our social worker that focused on attendance concerns throughout the year and they did all they could to get students in the building from using outside services, to completing home visits.

Challenges have occurred when Tier 3 students are placed in ECATS and are formally monitored with the help of the student support team and the classroom teacher. If the data suggests that student(s) are in need of further support, the 504/IEP referral process will then take place. Also, not having the same data we have from previous years due to a small percentage of parents opting in for the Panorama Survey has been a huge challenge with ensuring we provide the best support for all students. The opportunities that exist to address this goal are to ensure all staff implement Capturing Kids Hearts and follow the consequence hierarchy to help to identify students needed to be on tier 2 or tier 3 supports. Our goal for next year also includes identifying ways to get more SEL data on students to help support their needs.

Updated June, 2025: Based on the Wise Ways description, we are showing progress towards full implementation as our teachers have implemented SEL strategies, we have tiered supports for students and SEL practices are embedded into daily instruction.

Some of our strengths include all teachers conducting daily morning

meetings focused on building community and reinforcing social-emotional learning skills. All staff have been trained in and are implementing CKH strategies, such as greeting students at the door, affirmations, social contracts, and intentional relationship-building practices. As we work to implement this indicator, there are some challenges we face and areas where we can grow. While strong Tier 1 SEL supports are in place, the comprehensive school counseling program currently emphasizes social-emotional development more than academic support. There is a need to strengthen the academic component of the program to provide a more balanced and effective support system for all students.

How it will look when fully met:

Capturing Kids' Hearts will be implemented schoolwide, specifically the EXCEL model and will continue to be modeled during staff meetings. 100% of teachers will have Morning meetings in each classroom every day that will focus on CKH, our Rocket Rules and SOAR expectations.

Jill Smith

06/30/2026

Actions

3 of 7 (43%)

8/7/24 100% of all teachers will implement morning meetings in all classrooms that focus on ways to support students and their social-emotional growth. (Guardrail 1 and 4, FAM-S 30)

Complete 10/11/2024

Kimberly Roberts

10/30/2024

Notes:

8/7/24 The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to increase teacher knowledges so that it will help enhance the school culture (Guardrail 3, FAM-S 31)

Complete 10/11/2024

Kimberly Roberts

10/30/2024

Notes:

3/13/25 Flexible seating will be purchased to provide students with a variety of seating options, allowing them to choose a comfortable and supportive learning environment that best meets their needs.

Complete 05/06/2025

Kimberly Roberts

06/12/2025

Notes: Requisition #: 1233117
Amount: \$1514.00
Vendor: Adaptivemall.com, LLC

8/23/25	The Behavior team will participate in a reflection session where they will assess our current practices and current strategies to address behavior. The team will then consult with the CKH Strategist to determine what are appropriate ways to align our current practices with CKH. She also will work to ensure CKH is done with fidelity in our school.		Jill Smith	05/30/2026
<i>Notes:</i> Vendor/Event: Custom Consulting - Education; Cost: \$1,000.00				
8/30/24	The principal will create a system for support staff to consistently communicate with families about the importance of attendance and the impact it has on in academic progress. This will increase students attending school consistently. (Guardrail 3, Goal 2)		Kimberly Roberts	06/26/2026
<i>Notes:</i>				
9/24/25	Provide a duty-free lunch period for every teacher on a daily basis.		Kimberly Roberts	06/30/2026
<i>Notes:</i>				
9/24/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors as indicated on the Student Engagement Survey.		Jill Smith	06/30/2026
<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

Initial Assessment:

The following data points show the progress we have made for this indicator: 95% of our families are connected to Parent Square with the following posts being made: 155 School Posts, 1,436 Class Posts, and 258 Group Posts as well as over 29,000 direct messages sent.

Some of the successes we experienced related to this indicator in meeting our goal consist of monthly newsletters sent out by grade levels to parents as well as one from the principal. Parent square messages are sent by teachers, support staff, and administration as necessary to ensure information is communicated effectively. Connect Ed messages are also used, just not as frequently. Our school has worked in conjunction with our PTA to amp up a social media presence this year and have had a positive response because of it. We had a fall STEAM/Curriculum night, a winter performance, a spring performance paired with the STEAM Fair, a spring play, and a spring EOG night all of which were attended by students and families. Some of the challenges that we are facing in meeting our 2023-2024 goal targets related to this indicator is finding ways to get parents more involved in the actual school. Parent turnout was lower this year than some previous years although it was communicated more. The opportunities that exist as we move into next year to address these challenges is to streamline our communication with families and making sure all are connected to Parent Square. Providing support will help to engage families to form a more comprehensive picture so we can better serve our students.

Updated June 2025: Based on the Wise Was description, we are progressing through providing resources and strategies to families and having ongoing family engagement initiatives.

The school has established strong and consistent communication with families through ParentSquare, ensuring that parents are informed and engaged. Multiple parent engagement events, such as Math Game Night, the STEAM Fair, and ACCESS Family Night, have provided meaningful opportunities for families to connect with the curriculum and learn how to support learning at home. All of which had excellent turn-outs. A key area for growth is rebuilding a functioning PTA to foster deeper, sustained collaboration with families.

Limited Development
08/05/2024

How it will look when fully met:	Communication via Parent Square will be consistent throughout the year. There will be more engagement of families in afterschool events such as curriculum nights.		Jill Smith	06/30/2026
Actions		4 of 7 (57%)		
8/7/24	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3, FAM-S 3)	Complete 10/18/2024	Kimberly Roberts	10/30/2024
<i>Notes:</i>				
1/28/25	There will be an ACCESS Family night (ACCESS Granted) for all of our ML students and their families to review expectations and help prepare students for testing.	Complete 03/07/2025	Jill Smith	03/02/2025
<i>Notes:</i> Requisition #1227626, Vendor- Jason's Deli				
2/10/25	Devices will be purchased to help support students and their learning.	Complete 04/01/2025	Renee Moon	04/01/2025
<i>Notes:</i> Chromebooks- \$9008.40, Requisition Number- 1230255, Vendor- CDW Government Inc iPads- \$12504.28, Requisition Number- 1230256, Vendor- Apple Store iPad installation- \$321, Requisition Number- 1230257, Vendor- Applied Data Technologies INC				
1/28/25	Students in grades 3-5 will participate in a schoolwide STEAM Fair where families will come to support.	Complete 04/30/2025	Jennifer Nicholson	05/01/2025
<i>Notes:</i> Tri-fold boards purchased: \$2,231.18 (Early Childhood LLC)				
2/11/25	We will strategically market and plan initiatives to rebuild and revitalize the PTA, with the goal of fostering stronger school-community partnerships that will include outreach efforts to engage families from diverse backgrounds, clear communication of the PTA’s mission and impact, regular events to encourage participation, and leadership development opportunities for interested families.		Michaela Stovall	10/01/2025
<i>Notes:</i>				
9/8/24	The principal will have 3 curriculum nights throughout the school year for families which will allow parents to know ways to support their children at home and in turn will increase student achievement. One of which will be to inform parents about ACCESS testing. Another will be a performance.		Kimberly Roberts	06/30/2026

Notes: 24-25 School Year:

Requisition #1227626 for amount of \$2,507 for ACCESS Family Night, Jason's Deli.

Requisition #1226846 for amount of \$590 for the musical performance.

Requisition #1235546 for amount of \$2,306.69 for EOG/Dibels Night, Jason's Deli.

25-26 School Year:

Requisition # R27873 Vendor: Jason's Deli Cost: \$2,531.53

The parents will engage in Literacy and Math related activities aligned to grade level standards. The activities will be strategically aligned to prior and upcoming standards. This is directly aligned to the SIP action step around ensuring we specifically address parent involvement.

6/12/25

To help grow our PTA, we will actively utilize school functions as key opportunities to engage parents and encourage involvement including having swag available for purchase at these events to promote school spirit and support fundraising efforts. These strategies aim to create a welcoming atmosphere, increase visibility of the PTA, and inspire more families to get involved.

Jill Smith

06/30/2026

Notes: