

Comprehensive Progress Report

Mission:

Our Mission: Oaklawn Language Academy is united and committed to providing a high quality education in a language immersion environment. Students embrace diversity and become responsible leaders who demonstrate integrity in a multicultural world.

Vision:

Vision: Empowering globally minded leaders in a multicultural world.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.7% in SY2024-25 to 89.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 39.5% in SY2024-25 to 44.5% in SY2025-26. (Aligns to A2.04, B3.03, E1.06 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 65.4% in SY2024-25 to 100.0% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of OSS/ISS incidents will decrease from 28.8 in SY 2024-25 to 23.8 in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The school will retain 95% of licensed classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 10.2% in SY 2024-25 to 8.5% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 will increase from 73.9% in SY 2024-2025 to 77.9% during the 2025-2026 school year.



! = Past Due Objectives

KEY = Key Indicator

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>			*Based on the unofficial 2024–2025 EOG scores prior to reengagement testing, our overall College and Career Readiness (CCR) rate in literacy is 37.4% which exceed our SIP goal. A persistent challenge continues to	Limited Development 07/25/2024		

be performance in the informational text and vocabulary standards, as identified through MVPA data and classroom performance. Based on this data, we will continue to implement targeted vocabulary instruction using research-based strategies in grades 3–5 ELA.

Although we have quite reached our math GLP goal of 73.2%. We are unofficially at 68.6%, which is a 2.4 percent increase from last year before the makeup and reengagement testing. Instruction was enhanced through the analysis of student work, MVPA data, and unit assessments. With ongoing collaboration and the ILT's consistent monitoring of data, teachers effectively adjusted small group instruction, leading to measurable student growth. However, challenges persist—particularly in integrating Spanish language skills with math concepts to deepen student understanding. Another significant challenge was the implementation of the new K–5 Open Up Math curriculum, which required substantial planning, professional development, and instructional shifts.

To address these needs, the school will introduce a bilingual math facilitator next year. This role will strengthen DLI (Dual Language Immersion) strategies in math and support instructional improvement through regular walkthroughs and targeted coaching on math content, cognates, and levels of questioning.

Based on current projections from EVAAS and our preliminary results, we anticipate meeting or exceeding our EVAAS growth goals. Official results will be available in October 2025. We will continue to address these areas through the principal's ongoing monitoring during PLCs and Core Action Walks. Strategic supports, including small group instruction, Extended Day tutoring, and the use of support staff, will remain in place and be refined to target these specific areas of need.

As of June 2024, we did not meet our 3rd grade reading goal of 50% of our Black and Hispanic students combined to score at CCR level. We had 23% of Black and Hispanic students score CCR. One success is that we improved our CCR score by 10% from the previous year. Although we didn't meet the goal, we were featured as district models for the curriculum and our 3rd grade teacher participated in district training, modeling, and core action walks throughout the year. One challenge for our students continues to be in the informational text and vocabulary standards. We noticed the data from MVPA's and classroom work. An

opportunity based on the data is to implement specific vocabulary work through research-based methods for grades 3-5 in ELA.

Through the principal's monitoring of this goal during PLCs and Core Action Walks, We will continue utilizing our support staff, small group instruction, and Extended Day tutoring to continue to address these challenges.

As of June 2024, we did meet our Math 8 goal of 28% of students scoring CCR on the EOG. We had 36.8% score CCR in Math 8. The successes to highlight are 57.9% of students met GLP on the test, and not one of the 19 students was predicted to pass the test. Another success is that every student met/exceeded their percentile projection. A challenge to meeting this goal will be the continued consistency with small groups and Extended Day tutoring attendance. We partnered with Teaching Labs to work with the teachers on specific lessons to enhance various standards. We monitored student work and MVPA data to exceed our goal.

Through the principal's monitoring of the data through MVPA's and other data, the teachers were able to analyze and redistribute small groups to continually grow students in various skills and standards. We paired with the Teaching Lab and the math teachers to change the way they taught specific lessons within the standards. The specific feedback and Core Action Walks showed continual progress and growth on MAP, MVPA, and unit assessments. We will continue to utilize small groups and Extended Day tutoring to address as well.

Based on projected numbers from EVAAS and actual numbers, I believe we will meet/exceed our EVAAS goal, but we won't know our results until October 2024.

How it will look when fully met:

*When fully implemented literacy will look like: **Targeted Vocabulary Instruction:** Classrooms in grades 3–5 will have a clear emphasis on vocabulary development, especially related to informational texts. Word walls, student-friendly definitions, context clue exercises, and root word analysis will be visible in classroom displays and lesson plans.
Instructional Routines: Teachers will use consistent, research-based vocabulary strategies during reading blocks, integrated into shared and guided reading of nonfiction texts.

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Collaborative Planning: PLCs (Professional Learning Communities) will regularly review MVPA (Multi-Variable Predictive Assessment) and classroom data to fine-tune vocabulary instruction and address student misconceptions.

Student Engagement: Students will be more confident and better equipped to engage with complex texts, reflected in classroom discussions, writing tasks, and assessment performance.

In math: **Use of Data to Drive Instruction:** Teachers will continue adjusting instruction based on ongoing analysis of student work, assessments, and MVPA data, especially in small group settings.

Stronger Instructional Support: A bilingual math facilitator will be visible in DLI classrooms, coaching teachers, modeling lessons, and conducting walkthroughs to ensure alignment with math content and language acquisition goals. Teachers will be supported in using cognates and questioning strategies that bridge Spanish and math instruction, deepening comprehension and boosting academic language.

Implementation of Open Up Math: Classrooms will reflect the curriculum's emphasis on inquiry-based learning, with students engaged in discourse, problem-solving, and conceptual understanding.

Increased Teacher Confidence and Collaboration: With ongoing professional development, teachers will demonstrate stronger facilitation of Open Up Math routines and improved pacing and planning.

Ongoing Principal and ILT Engagement: During PLCs and Core Action Walks, the principal and Instructional Leadership Team (ILT) will monitor implementation fidelity and provide real-time feedback and support.

Improved Student Outcomes: With sustained growth in EOG performance and projected EVAAS gains, students will be on stronger paths to grade-level proficiency and long-term academic success.

When fully implemented, the principal and admin team will have spent 60 percent or more of their time in classrooms and in PLCs to observe teaching and improve instruction. Principal will have conducted calibration walks, Core learning walks, and coaching with ILT members to increase impact of supportive and honest feedback.

Actions		0 of 5 (0%)		
9/23/25	<p>Oaklawn will allocate \$27,000 (excluding benefits) to support six Teacher Leader Pathway teachers currently in EIT2 status through targeted professional development, coaching, and collaborative planning sessions. These Teacher Leaders will focus on implementing evidence-based instructional strategies aligned with SIP priorities to increase student achievement in reading and math.</p> <p>By investing in the growth and support of these six Teacher Leader Pathway teachers, we anticipate a measurable improvement in student outcomes, specifically targeting a 5% increase in proficiency rates on state assessments in reading and math within the academic year. The Teacher Leaders will serve as catalysts for instructional improvement, fostering collaborative teacher practices and data-driven interventions that directly address student learning gaps highlighted in the SIP.</p>		Kristi Trangsrud	01/06/2026
<i>Notes:</i>				
9/23/25	<p>Oaklawn will allocate \$2,250 (excluding benefits) of Title I funds to support 1 Teacher Leader Pathway teachers currently in EIT1 status through targeted professional development, coaching, and collaborative planning sessions. This Teacher Leader will focus on implementing evidence-based instructional strategies aligned with SIP priorities to increase student achievement in reading and math.</p> <p>By investing in the growth and support of this 1 Teacher Leader Pathway teacher, we anticipate a measurable improvement in student outcomes, specifically targeting a 5% increase in proficiency rates on state assessments in reading and math within the academic year. The Teacher Leader will serve as a catalyst for instructional improvement, fostering collaborative teacher practices and data-driven interventions that directly address student learning gaps highlighted in the SIP.</p>		Elizabeth Bertke	01/06/2026
<i>Notes:</i>				

9/23/25	<p>Oaklawn will allocate a total of \$18,250 (without benefits) of Title I funds to support one Teacher Leader Pathway (TLP) teacher currently at the MCL2 level through targeted professional development, coaching, and collaborative planning sessions.</p> <p>This Teacher Leader will leverage their MCL2 skills to serve as an instructional leader, driving collaborative teacher practices and data-informed interventions focused on closing student learning gaps. Through this investment, we expect a 5% increase in student proficiency rates on state assessments in reading grades 3-8 and an almost 8% increase in Dibels proficiency in grades 1-2 within the academic year, demonstrating a measurable impact on student achievement as a result of strengthened instructional leadership and targeted support.</p>		Kristi Trangsrud	01/06/2026
<i>Notes:</i>				
8/7/24	<p>Develop, implement, and monitor a tiered coaching and support system aligned with CMS's Beginning Teacher Support Plan and school improvement indicator B3.03. This system will ensure that 100% of instructional staff receive high-quality, job-embedded coaching with clear, timely, and constructive feedback. The coaching model will be differentiated based on teacher performance data and professional growth goals, including regular observations, tailored coaching cadences, and bi-monthly ILT monitoring. The goal is to increase teacher effectiveness, support growth on the NC Professional Teaching Standards, and improve retention—particularly among beginning and developing teachers.(Goals 1-3, Guardrail 1, Title I, Monitors FAM-S 29)</p>		Kristi Trangsrud	01/12/2026
<i>Notes:</i> Evidenced through coaching tracker.				
8/7/24	<p>Conduct monthly instructional walkthroughs, classroom observations, and calibration walks with the Instructional Leadership Team (ILT) to monitor and support effective instructional practices. Track and report the percentage of classrooms meeting identified "look-for" expectations, with a target of measurable improvement within a 6-week cycle. Align walkthrough findings directly to weekly PLC agendas to target instructional gaps and reinforce best practices. Evaluate the ILT's effectiveness by monitoring growth in look-for attainment, teacher movement along GBF development stages, and alignment of support to walkthrough trends and student achievement data.</p>		Kristi Trangsrud	01/12/2026
<i>Notes:</i> Coaches using and updating tracker once or twice a month.				

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	
<i>Initial Assessment:</i>			<p>*Although we do not yet have EVAAS data, we have actively utilized Branching Minds to organize small groups and track progress monitoring data. (Cohort data for GLP and CCR is included below.) A continuing challenge in meeting and monitoring this goal with fidelity is ensuring we have adequate staff capacity to implement interventions consistently and effectively. However, the use of the STP (Strategic Teaching Protocol) for targeted interventions remains a valuable asset. Looking ahead, we will maintain our monthly MTSS meetings with full participation from all support staff to ensure students' needs are discussed and addressed. In addition, we will continue to offer MTSS intervention support in grades K–3 through a dedicated staff position. We are also pleased to introduce a bilingual math facilitator, who will provide MTSS instruction in the target language, further enhancing our ability to meet the needs of our multilingual learners.</p> <p>Cohort data for GLP and CCR from 2023-2024 to 2024-2025 is below:</p> <p>Cohort Difference GLP:</p> <p>Grade 4 Reading EOG: +13.6%</p> <p>Grade 5 Reading EOG: -11.2%</p> <p>Grade 6 Reading EOG: +8.4%</p> <p>Grade 7 Reading EOG: -17.6%</p> <p>Grade 8 Reading EOG: +17%</p> <p>Grade 3 Math EOG: +12.9%</p> <p>Grade 4 Math EOG: +13.5%</p> <p>Grade 5 Math EOG: -15.6%</p> <p>Grade 6 Math EOG: +6.2%</p> <p>Grade 7 Math EOG: -7.3%</p> <p>Grade 8 Math EOG + Math 1: -0.8%</p>	Limited Development 07/25/2024		

Cohort Difference CCR:

Grade 4 Reading EOG: +15%

Grade 5 Reading EOG: -4.6%

Grade 6 Reading EOG: +16%

Grade 7 Reading EOG: -1.3%

Grade 8 Reading EOG: +30%

Grade 3 Math EOG: +25.7%

Grade 4 Math EOG: +13.5%

Grade 5 Math EOG: -4.6%

Grade 6 Math EOG: +5.7%

Grade 7 Math EOG: -12.9%

Grade 8 Math EOG + Math 1: -8.8%

Although we don't have EVAAS data yet, we utilized Branching Minds to input small groups and progress monitoring data. (Cohort data is below for GLP and CCR) One success is that almost every student that was recommended for evaluation by the team qualified for EC services after the thorough process of MTSS over the year or more. A challenge to meeting this goal and monitoring it with fidelity is the staff power to ensure interventions are completed as assigned. An opportunity to meet this goal continues to be the STP for some of the interventions. Dreambox and I-Ready aren't the best opportunities for our students. We continue to stick to the STP for the specific interventions, but also supplement support from the classroom teacher around those areas. We will continue to hold the monthly meetings and ensure all support staff is present to discuss students. We have had the opportunity based on allotments to add a MTSS Intervention Teacher for the 24-25 school year to really help support K-2 as our MCL2 supports grades 3-5. This will allow us to meet the needs of even more students.

Cohort data for GLP and CCR from 2022-2023 to 2023-2024 is below:

Cohort Difference GLP:

Grade 4 Reading EOG: +6%

Grade 5 Reading EOG: -9.8%

Grade 6 Reading EOG: +6.4%

Grade 7 Reading EOG: +14.4%

Grade 8 Reading EOG: -3.1%

Grade 4 Math EOG: -5.7%

Grade 5 Math EOG: -4.8%

Grade 6 Math EOG: +15.1%

Grade 7 Math EOG: -6.6%

Grade 8 Math EOG + Math 1: +17.6%

Cohort Difference CCR:

Grade 4 Reading EOG: +14.7%

Grade 5 Reading EOG: -9.8%

Grade 6 Reading EOG: -8.8%

Grade 7 Reading EOG: +4%

Grade 8 Reading EOG: -3.1%

Grade 4 Math EOG: -6.8%

Grade 5 Math EOG: -11.2%

Grade 6 Math EOG: +15.1%

Grade 7 Math EOG: +20.1%

Grade 8 Math EOG + Math 1: +17.7%

How it will look when fully met:

*When this objective is fully met, MTSS (Multi-Tiered System of Supports) will be a systematically embedded process characterized by regularly scheduled, data-driven meetings and targeted interventions. Bi-monthly MTSS team meetings will be held with fidelity to identify students needing additional academic support, monitor their progress, and ensure that interventions in math and reading are implemented with integrity and adjusted based on student response. These meetings will also include focused conversations around equity to address and reduce the disproportionality in special education referrals.

A highly effective MTSS team will use diagnostic and progress-monitoring tools such as i-Ready, mClass, and Lectura, and implement tiered interventions using evidence-based resources such as Orton-Gillingham, and i-Ready instructional supports. Team members will analyze assessment data regularly to inform instruction and intervention decisions.

Full implementation will be demonstrated through the following evidence:

Consistent Bi-Monthly Meetings: Documented meeting notes showing use of data to guide instructional changes and monitor intervention fidelity.

Data-Driven Decisions: Progress-monitoring data from i-Ready, mClass, and Lectura demonstrating student growth across tiers.

Reduced Special Education Referrals: A measurable decrease in special education referrals among subgroups that have historically been overrepresented.

Student Academic Growth: Improvements in cohort-level GLP (Grade Level Proficiency) and CCR (College and Career Readiness) data will be used to measure the system's effectiveness.

For example, recent 2023–2024 to 2024–2025 cohort data shows:

Significant growth in GLP and CCR in:

Grade 4 Reading (+13.6% GLP / +15% CCR)

Grade 6 Reading (+8.4% GLP / +16% CCR)

Grade 8 Reading (+17% GLP / +30% CCR)

Grade 3 Math (+12.9% GLP / +25.7% CCR)

Grade 4 Math (+13.5% GLP and CCR)

Areas of concern that MTSS would address include:

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Declines in Grade 5 Reading (-11.2% GLP / -4.6% CCR)
 Grade 7 Reading (-17.6% GLP / -1.3% CCR)
 Grade 5 Math (-15.6% GLP / -4.6% CCR)
 Grade 7 Math (-7.3% GLP / -12.9% CCR)
 Grade 8 Math & Math 1 (-0.8% GLP / -8.8% CCR)

These data will be essential in evaluating the impact of MTSS. When fully implemented, students who once required Tier 2 or Tier 3 support will demonstrate sustained progress and transition to successful participation in Tier 1 core instruction, indicating a reduced need for intensive interventions.

23-24 When MTSS is faithfully implemented there will be bi-monthly meetings to identify students, review their progress, and discuss the integrity of the interventions in math and reading and the effectiveness of the strategies to reduce the disproportionality of special education referrals. A highly functioning MTSS team will use designated assessment tools such as i-Ready, mClass, and Lectura and have accessed multiple resources such as Dreambox, Orton-Gillingham, and i-Ready to implement the tiered interventions. When fully met, students will show significant growth and eventually only need core strategies from the classroom curriculum.

Actions

0 of 3 (0%)

8/7/24 Monitor the fidelity of intervention implementation across grade levels through consistent data-based decision making. Use progress monitoring data every 6 weeks to review all Tier 2 and Tier 3 students, with the goal that over 60% demonstrate on-track growth. Analyze subgroup performance trends to ensure interventions are effectively accelerating student progress. Track and report the percentage of students successfully transitioning from Tier III to Tier II and from Tier II back to core instruction, using this data to refine small group instruction, intervention schedules, and individualized student support plans. (Goal 1, 2, 3, Guardrail 1)

Elizabeth Bertke

01/12/2026

Notes: Evidenced by multiple MTSS trackers for ELA and math. Evidenced by PLC agendas and calendar events.

8/8/24	Leverage the linked teaming structure to conduct bi-monthly reviews of individual student progress by analyzing behavioral interventions (e.g., Why Try, CICO) and academic data (e.g., i-Ready, Orton-Gillingham). Use these reviews to guide and adjust targeted supports and interventions. Monitor the fidelity of intervention implementation through detailed logs, requiring at least 90% of planned sessions to be delivered. Track student response to interventions, paying close attention to the progress of specific subgroups. Additionally, ensure the Student Support PLC (SSPLC) is monitoring D/F reports and using this data to identify trends. Highlight and track a reduction in the percentage of students appearing on D/F reports as a direct outcome of academic supports developed and implemented by the SS PLC. (FAM-S 3, Guardrail 3).		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				
9/12/25	Oaklawn will utilize \$17,297.80 of Title I funds to provide 1st-3rd grade teachers with all day data training and professional development absences three times during the year so that they are prepared to accurately give English and Spanish assessments and read data reports to group students, plan for small group instruction, and set individual student goals in order to meet the SIP goal of "The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.7% in SY2024-25 to 89.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)"		Kristi Trangsrud	05/15/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>*Based on the unofficial 2024–2025 EOG scores prior to reengagement testing, our overall College and Career Readiness (CCR) rate in literacy is 37.4% which exceed our SIP goal. A persistent challenge continues to be performance in the informational text and vocabulary standards, as identified through MVPA data and classroom performance. Based on this data, we will continue to implement targeted vocabulary instruction using research-based strategies in grades 3–5 ELA.</p> <p>Although we have quite reached our math GLP goal of 73.2%. We are</p>	Limited Development 07/25/2024		

unofficially at 68.6%, which is a 2.4 percent increase from last year before the makeup and reengagement testing. Instruction was enhanced through the analysis of student work, MVPA data, and unit assessments. With ongoing collaboration and the ILT's consistent monitoring of data, teachers effectively adjusted small group instruction, leading to measurable student growth. However, challenges persist—particularly in integrating Spanish language skills with math concepts to deepen student understanding. Another significant challenge was the implementation of the new K–5 Open Up Math curriculum, which required substantial planning, professional development, and instructional shifts.

To address these needs, the school will introduce a bilingual math facilitator next year. This role will strengthen DLI (Dual Language Immersion) strategies in math and support instructional improvement through regular walkthroughs and targeted coaching on math content, cognates, and levels of questioning.

Based on current projections from EVAAS and our preliminary results, we anticipate meeting or exceeding our EVAAS growth goals. Official results will be available in October 2025. We will continue to address these areas through the principal's ongoing monitoring during PLCs and Core Action Walks. Strategic supports, including small group instruction, Extended Day tutoring, and the use of support staff, will remain in place and be refined to target these specific areas of need. This year's professional development centered on Teach Like a Champion strategies, which provided specific, actionable, and immediately applicable techniques to support both academic rigor and classroom management. Areas of focus included setting high academic and behavioral expectations, increasing engagement, strengthening classroom culture, and improving instructional pacing.

Teachers were videoed using the new strategies, and these recordings were shared with staff to reinforce implementation. PLC time was dedicated to integrating techniques into lesson planning and rehearsing new instructional protocols. As a result, students were frequently observed participating in high-level discussions and engaged learning across content areas. Predictive data also indicated gains in both reading and math proficiency.

For the 2025 school year, our professional development will center around a new theme: Small Changes, Big Impact — Cultivating a Culture of Excellence. This initiative is grounded in the "1% Better" philosophy, emphasizing the power of small, consistent improvements to create

meaningful, lasting change in our school community.

Professional development will be structured in phases aligned to reflective reading, collaborative analysis, and strategic planning. Key components include:

Reading and Discussion (Chapters 1–5)

Staff will identify low-effort, high-impact actions that can shift culture. Using prompts from the text, teachers will analyze our current school climate and pinpoint three areas for 1% improvement, such as hallway culture, morning greetings, or classroom transitions.

Deeper Focus (Chapters 6–10)

These chapters will guide reflection and planning around increasing student engagement, staff recognition, and school pride. Teams will define accountability structures and ways to celebrate progress in a sustainable and motivating way.

Legacy and Momentum (Chapters 11–15)

As we work toward long-term excellence, we will focus on how to create a legacy culture that is resilient and self-sustaining. Staff will finalize three action plans: Personal, Team, and School-Wide, which will inform daily practices and drive our collective goals.

Ripple PD Sessions

Teachers will draft and later facilitate "ripple sessions" — short, impactful presentations to be shared during fall staff meetings, allowing for peer-led growth and leadership development across the building.

As of June 2024, we did not meet our 3rd grade reading goal of 50% of our Black and Hispanic students combined to score at CCR level. We had 22% of Black and Hispanic students score CCR. Although we didn't meet the goal, we were featured as district models for the curriculum and our 3rd grade teacher participated in district training, modeling, and core action walks throughout the year. Our data from the BOG's and other assessments only predicted that of the whole 3rd grade would meet GLP, and we had 45.8% meet GLP and of that number 38% were Black and Hispanic students combined. We will continue utilizing our support staff, small group instruction, and Extended Day tutoring to

continue to address these challenges, but the next year's students will have different data to begin the year.

As of June 2024, we did meet our Math 8 goal of 28% of students scoring CCR on the EOG. We had 36.8% score CCR in Math 8. The successes to highlight are 57.9% of students met GLP on the test, and not one of the 19 students was predicted to pass the test. Another success is that every student met/exceeded their percentile projection. A challenge to meeting this goal will be the continued consistency with small groups and Extended Day tutoring attendance. We partnered with Teaching Labs to work with the teachers on specific lessons to enhance various standards. We monitored student work and MVPA data to exceed our goal.

Our Teach Like a Champion PD this year provides data for our performance and instructional team work. The PD was specific, concrete, actionable, and bite-sized techniques addressing both rigor and management that could be immediately taken back and utilized in the classroom. The focus was centered around how to set high academic expectations, engage students in instruction, build a strong classroom culture, maintain high behavioral expectations, and improve pacing. Teachers were videoed using the new techniques, which was then shared with the staff to reiterate the work. Teacher used PLC time to plan techniques into lesson plans and slides, and used time to rehearse new protocols. Students could be seen in many classrooms engaged in learning and high level discussions across content areas. Predictive test data was also showing gains in proficiency in reading and math.

An opportunity for next year's PD from Teach Like a Champion will be a continuation of "Teach Like a Champion: Techniques That Put Students On The Path To College." There are areas to revisit and additional techniques that have not been covered. This PD also aligns nicely with our school's coaching model and action step progression, which provides the staff with common language and consistency. A large change for next year will be pacing of the PD. We are going to differentiate our delivery for the varied strengths and needs of teachers. We will also be including teacher leaders in the PD so that they can showcase their knowledge and take advantage of leadership opportunities.

We will continue the actions of this indicator as they are working to grow our students.

How it will look when fully met:

*When fully implemented, this plan will result in a data-driven, high-performing, and student-centered school where instructional excellence and a strong school culture go hand-in-hand. Staff will be empowered through ongoing professional growth, students will show measurable academic gains, and the school community will thrive under a clear, cohesive vision for success.

CCR Literacy Rate: The College and Career Readiness (CCR) literacy rate will exceed 37.4%, showing sustained improvement in comprehension, particularly in informational text and vocabulary. Targeted vocabulary instruction in grades 3–8, grounded in research-based strategies, will be consistently applied in daily instruction and reinforced during PLCs.

Math Proficiency (GLP): The math GLP rate will meet or exceed the 73.2% SIP goal. Teachers will be confidently delivering the Open Up Math curriculum with support from the bilingual math facilitator. Spanish-speaking students in DLI will demonstrate deeper conceptual understanding and improved performance, as the integration of language and math instruction becomes seamless.

Instructional Quality - Targeted Support: Teachers will routinely use MVPA data, unit assessments, and student work to adjust small-group instruction. Instruction will be sharply aligned with student needs and state standards, fostering consistent academic growth.

Classroom Environment: Instruction will be marked by high levels of student engagement, strong classroom culture, and effective pacing. “Teach Like a Champion” techniques will be internalized and visible in daily instruction, including active student participation, rigorous questioning, and clear behavioral expectations.

DLI Integration: The bilingual math facilitator will provide regular coaching, walkthroughs, and content support. Teachers in DLI classrooms will confidently use academic cognates and structured questioning to support both language acquisition and math mastery.

Professional Development Culture - Collaborative and Reflective Practice: Teachers will engage deeply in the Small Changes, Big Impact professional development cycle. Staff will embrace a mindset of continuous improvement through:

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Actionable plans tied to real-time school needs (e.g., hallway culture, staff recognition). Peer-led "ripple sessions" that foster shared leadership and innovation.

Sustainable Change: Each teacher, team, and the school at large will develop and implement personalized development plans. These plans will guide daily practices that enhance climate, academic rigor, and staff morale. Celebrations of progress will be routine and meaningful, creating a self-reinforcing culture of success.

Leadership and Monitoring - Strategic Oversight: The principal and ILT will continue active data monitoring via PLCs and Core Action Walks. Adjustments to instruction, interventions, and PD will be data-informed and responsive.

Support Structures: Extended Day tutoring, targeted small-group instruction, and strategic use of support staff will be highly effective. These structures will be continually refined based on student progress and feedback.

School Culture - Culture of Excellence: A clear sense of shared ownership and pride will permeate the school. From morning greetings to hallway transitions, students and staff will exhibit a unified culture focused on respect, responsibility, and academic excellence.

Student Experience: Students will benefit from consistent routines, engaging lessons, and visible growth. They will feel known, challenged, and supported—key components of a thriving learning environment.

In PLC's teachers will participate in richer conversations revolving around positive student outcomes. They will engage in intentional discussions that will lead to increased student achievement. Using backwards planning, teachers will develop cohesive lessons that involve scaffolding and differentiated strategies to address all subgroups. These conversations will inform future core and supplemental instruction.

Actions		0 of 11 (0%)		
9/23/25	Oaklawn will utilize Title I funds of \$2,064.48 to purchase instructional rugs from School Specialty for Kindergarten through 2nd grade classrooms. These rugs will be used in learning centers and for independent learning activities, providing a dedicated, comfortable space that promotes literacy skill development. This supportive environment is expected to contribute to an increase in the percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy (DIBELS) from 81.7% in SY2024-25 to 89.5% in SY2025-26. (Aligns to A2.04, B3.03, and CMS Goal 1)		Kristi Trangsrud	11/01/2025
<i>Notes:</i>				
8/8/24	Oaklawn will utilize \$15,000 of Title I funds for a group of 4 teacher leaders to participate in professional development at Ron Clark Academy and stay at the Omni Atlanta Hotel in Centennial Park in Nov. 2025 in order to increase students' ELA CCR scores on the EOG from 39.5% to 44.5%, math GLP EOG scores on the EOG from 73.9% to 77.9%, and decrease percent of OSS/ISS incidents from 28.8 in SY 2024-25 to 23.8 in SY 2025-26.		Kristi Trangsrud	12/01/2025
<i>Notes:</i>				
9/23/25	Oaklawn will utilize \$10,000 of Title I funds for the purchase of 10 Apple iPad Pro devices paired with Apple Pro Pencils from Apple. The iPads and Apple Pencils will be deployed for use by instructional coaches, school administrators, and teachers during classroom coaching cycles, Professional Learning Community (PLC) meetings, instructional walkthroughs, and collaborative planning sessions. The technology will support real-time observation, feedback, and data-driven instructional planning to improve student outcomes. To meet our goals of - Increase the percentage of students scoring College and Career Ready (CCR) on reading EOGs in grades 3–8 from 39.5% (2023–24) to 44.5% (2024–25). -Increase the percentage of students scoring Grade Level Proficient (GLP) on math EOGs in grades 3–8 from 74.2% (2024–25) to 79.2% (2025–26).		Kristi Trangsrud	01/06/2026
<i>Notes:</i>				

9/23/25	Oaklawn will utilize \$8,940.64 of Title I funds to PosterMaker Express for purchase the Poster Studio Express Flex Series Printer Cutter System to enhance instructional and behavioral supports. This system will enable teachers to create targeted visual aids, bilingual materials for Dual Language Immersion, and customized behavior incentives, directly supporting our SIP goals of improving reading and math achievement, reducing disciplinary incidents, and promoting equity and engagement across all classrooms. Increase the percentage of students scoring College and Career Ready (CCR) on reading EOGs in grades 3–8 from 39.5% (2023–24) to 44.5% (2024–25). Increase the percentage of students scoring Grade Level Proficient (GLP) on math EOGs in grades 3–8 from 74.2% (2024–25) to 79.2% (2025–26).		Lakeisha Morris	01/06/2026
<i>Notes:</i>				
7/25/24	Provide targeted instructional coaching, curriculum alignment, and professional development for Dual Language Immersion (DLI) math teachers through a bilingual math facilitator, with the goal of increasing DLI students' math proficiency as measured by state and district assessments. (Goal 1, 2, 3, Title I, FAM-S 29).		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				

7/25/24	<p>Use PLC time to collaboratively plan, model, and rehearse structured, student-centered protocols aligned to the implementation of EL Education (ELA) and Open Up Resources (math) curricula. Grade-level PLCs in K–5 will be divided into ELA, math, and Spanish to support content-specific planning and instructional practice.</p> <p>In ELA PLCs, educators will incorporate EL Education protocols such as Chalk Talk, Circle Jump, Cold Call, and Jigsaw—routinized classroom procedures that center student voice, promote accountable talk, and deepen comprehension of complex texts.</p> <p>In math PLCs, teachers will plan for and model Open Up Resources protocols including Notice and Wonder, Number Talks, and Which One Doesn't Belong, which promote mathematical reasoning, discourse, and critical thinking in alignment with the curriculum's instructional routines.</p> <p>PLCs in grades 6–8 will be organized by content area and will use discipline-specific protocols that similarly prioritize collaborative planning and student-centered instruction.</p> <p>Implementation fidelity will be monitored through ongoing PLC walkthroughs using a protocol implementation tracker and a PLC Look-For Tool. These tools will gather evidence of protocol planning, rehearsal, and reflection on student learning. Walkthrough and observation data will inform differentiated coaching and professional learning supports, ensuring protocols lead to measurable improvements in student engagement and academic achievement. (Goal 1, 2, 3, Title I)</p>		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				
7/25/24	<p>Analyzing provided exemplars to plan for misconceptions, prepare to give students feedback, and target students, especially ML for assistance. (Goal 1, 2, 3, EVAAS)</p>		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				
8/8/24	<p>Oaklawn will utilize Title I funds of \$2,385.70 to purchase instructional supplies from Blick and Biggs Camera in order to enhance and enrich curriculum throughout various grade levels to support literacy goal of (CCR) on reading End of Grade assessments in grades 3-8 will increase from 39.5% in SY2024-25 to 44.5% in SY2025-26 and math goal of (GLP), on math End of Grade assessments in grades 3-8 will increase from 73.9% in SY 2024-2025 to 77.9%.</p>		Kristi Trangsrud	01/12/2026

<i>Notes:</i>						
9/12/25	Oaklawn will utilize \$6,000 of Title I Funds to fund field trips at Carolina Raptor Center, BrightStar Theater, Rose Transportation, and in order to increase student learning and proficiency in literacy toward our SIP goals of The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.7% in SY2024-25 to 89.5% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)			Elizabeth Bertke	05/20/2026	
	The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 39.5% in SY2024-25 to 44.5% in SY2025-26. (Aligns to A2.04, B3.03, E1.06 and CMS Goal 2)					
<i>Notes:</i>						
8/14/25	Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).			Kristi Trangsrud	06/12/2026	
<i>Notes:</i>						
9/23/25	Oaklawn will utilize \$58,812.52 of Title I funds to support instructional leadership team members in a structured summer curriculum planning initiative. During this time, the team will reflect on the previous school year's End-of-Year (EOY) goals, analyze student performance data, and collaboratively develop new, targeted goals for continuous improvement. This strategic planning will enhance curriculum alignment and instructional practices, ultimately leading to increased student outcomes in the following academic year.			Kristi Trangsrud	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
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Initial Assessment:

*As of June 2025, our school worked toward Interim Guardrail 1.3: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2023-24 and SY2024-25. (Aligns to A4.06 and CMS Guardrail 1.) We are still awaiting our results for this year.

One additional success was the schoolwide implementation of SEL lessons for grades K-8. In the middle school, this included advisory meetings and daily morning meetings using the Caring Schools Curriculum and developmentally appropriate topics. Another positive outcome was the tiered attendance plan Oaklawn used to address chronic absenteeism and tardies.

This year we joined the Capturing Kids' Hearts (CKH) program. We completed two days of whole-staff training and committed to using schoolwide signs and shared language to support a positive school culture. Additionally, we identified and trained CKH process managers who led multiple professional development sessions for staff throughout the year to ensure consistent implementation and growth. As a result of our commitment and progress, Oaklawn was named a Capturing Kids' Hearts Rising Star School.

As of June 2024, we did not participate in the Panorama survey in the spring. Additionally, our school worked toward Interim Guardrail 1.3: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1) One success is we met our goal of 0%. Our PD through Teach Like a Champion helped us achieve this goal. The PD was specific, concrete, actionable, and bite-sized techniques addressing both rigor and management that could be immediately taken back and utilized in the classroom. The focus was centered around how to set high academic expectations, engage students in instruction, build a strong classroom culture, maintain high behavioral expectations, and improve pacing. Teachers were videoed using the new techniques, which was then shared with the staff to reiterate the work. Teacher

Limited Development
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used PLC time to plan techniques into lesson plans and slides, and used time to rehearse new protocols. Students could be seen in many classrooms engaged in learning and high level discussions across content areas.

As of June 2024, one of the challenges we faced meeting this goal was SB-49 and participation in the survey to determine how many students could participate in the Panorama survey. We had less than 45% of our school population complete the survey to determine eligibility, so we decided to decline spring participation of the Panorama survey because the data wouldn't be representative of our school population.

One success was the schoolwide fidelity of SEL lessons K-8. The middle school specifically held advisory meetings and daily morning meetings using Caring Schools Curriculum and middle school topics. Another was a tiered attendance plan that Oaklawn used to address chronic absenteeism and tardies. This year we are a part of the Capturing Kids' Hearts program. We have completed two days of whole staff training and agreed to adopt the whole school signs and language.

How it will look when fully met:

*When this objective is fully met, Oaklawn will maintain a 0% disproportionality rate in Out-of-School Suspensions (OSS) for Black students, demonstrating a sustained, equitable approach to student discipline. Classrooms across all grade levels will exhibit strong, consistent instructional practices and a positive school culture where high academic and behavioral expectations are clearly communicated and supported. Teachers will proactively implement social-emotional learning (SEL) and restorative practices, and students will be actively engaged in learning and contributing to a respectful and inclusive environment.

There will be visible evidence of consistent SEL instruction, including daily morning meetings and advisory sessions using the Caring Schools Curriculum. CKH language and relationship-building practices will be embedded in daily routines, and staff will use a shared, positive approach to behavior and classroom management. Attendance improvements will be evident through the success of the tiered attendance plan, and the school culture will reflect a sense of belonging and connectedness for all students.

We will use the following information to determine that the objective has reached full implementation:

OSS Data: Monthly and year-end suspension reports will confirm

Daniel Bar

06/30/2026

continued 0% disproportionality for Black students.

SEL and Culture Evidence:

Classroom observations will reflect consistent SEL instruction.

Walkthroughs will show implementation of CKH practices and language.

CKH Process Managers will provide PD documentation.

Staff participation in ongoing PD led by CKH Process Managers.

Student Engagement and Climate:

Student surveys and classroom observation data will reflect high levels of engagement, respectful interactions, and positive relationships with staff and peers.

Attendance Data: Chronic absenteeism and tardiness will show year-over-year improvement as a result of the school's tiered attendance plan.

Recognition and Sustainability: Continued participation in CKH with potential for further recognition beyond the Rising Star level, and ongoing school-based leadership driving cultural and instructional alignment.

When fully implemented, teachers are confident in their ability to support their students' development of social/emotional competencies through having created a healthy classroom culture with morning circles and weekly class meetings through use of Caring Schools Community and Capturing Kids' Hearts. Teacher will use restorative practices and circles. Students are aware of what bullying is and how to report it. Full implementation would represent less office referrals and healthy classroom environments.

Actions

0 of 6 (0%)

9/23/25	Oaklawn will utilize \$3,500 of Title I funds to implement the Navigate360 PBIS system and SmartPass digital hall pass program during the 2025–26 school year. Funds will support staff training, digital licenses, and implementation resources to improve schoolwide behavior systems and student accountability. The goal is to reduce out-of-school suspension (OSS) and in-school suspension (ISS) incidents from 28.8% in SY 2024–25 to 23.8% in SY 2025–26, decrease the number of unexcused hallway violations and class tardies by 30%, and increase the number of students earning over 2,000 PBIS points by 20% by the end of the 2025–26 school year.		Karen Meadows	12/19/2025
<i>Notes:</i>				
8/8/24	Provide comprehensive professional development for teachers within the first two weeks of school, focusing on Capturing Kids’ Hearts and Teach Like a Champion strategies, along with student assemblies and explicit classroom instruction, to clearly communicate and model consistent expectations aligned to the school-wide behavior matrix. Define and conduct regular fidelity checks (e.g., classroom observations, checklists, peer feedback) to monitor implementation. Track and report the percentage of teachers demonstrating consistent use of strategies. Analyze and link implementation data to trends in discipline referrals and truancy to assess impact and drive continuous improvement. (Aligns to Guardrail 3 and FAM-S 30)		Daniel Bar	01/12/2026
<i>Notes:</i> Completed the PD on 8/15 and 8/16 for Capturing Kids Hearts. Evidenced by Google attendance forms. Reviewed Teach Like a Champion strategies with all staff - evidenced by BOY Staff PD slides.				
8/8/24	Through the CKH Committee, provide ongoing professional development throughout the year on Caring Schools, Capturing Kids' Hearts (CKH), and SEL Playground. Ensure 100% of classrooms implement SEL and CKH strategies, and monitor implementation fidelity through quarterly walkthrough data. Measure impact by tracking changes in student attendance, discipline referrals, and engagement, with the goal of increasing overall student academic achievement. (FAM-S 31, Title I, Goal 1-3 and Guardrails 1-4)		Daniel Bar	01/12/2026
<i>Notes:</i>				

8/8/24	Implement a three-tiered Attendance Intervention Plan aimed at reducing the percentage of chronically absent students from 10.3% in 2024-25 to 7.3% in 2025-26. Monitor the effectiveness of the plan by tracking student movement between tiers—specifically, how many students improve from Tier III to Tier II and from Tier II to Tier I. Progress will be monitored bi-monthly using attendance data dashboards and student tracking sheets, allowing for timely adjustments and parental contacts. (Goal 1-3, Guardrail3, FAM-S) * https://tinyurl.com/y46mf2dh (linked plan)		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				
8/14/25	Duty Free Lunch: The NC SBE’s statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).		Kristi Trangsrud	06/12/2026
<i>Notes:</i>				
8/14/25	Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).		Daniel Bar	06/12/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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>*As of June 2025, one of our key successes has been the high level of parent engagement throughout the year. Parents consistently interacted with posts on Parent Square, often leaving comments or messages of appreciation. Both our School Improvement Team (SIT) and PTSA held regular meetings that provided parents with opportunities to discuss school policies, share feedback, and participate in decision-making processes.</p> <p>The SIT focused on addressing school needs and gave parents the chance to review and offer input on draft versions of the schoolwide plan before it was finalized. In addition, administrators, staff, and the PTSA maintained open lines of communication through newsletters, emails, and social media updates to ensure parents were informed about ongoing planning efforts and upcoming opportunities to get</p>	Limited Development 07/25/2024		

involved.

Our school's Open House and Curriculum Night, held at the start of the school year, allowed parents to meet teachers, learn about the curriculum, and gain insight into schoolwide initiatives. Furthermore, both the school and the district distributed surveys and hosted public forums to collect parent feedback on critical issues such as curriculum, safety, and other key areas.

Thanks to the success of these efforts—and adjustments to the timing of monthly meetings—these initiatives will continue into the next school year.

In January 2025, we welcomed 525 student family members to our Title I sponsored biliteracy and science night. This night was organized in response to our data needing more support in informational literacy and science standards. In March 2025, we welcomed over 1,300 parents to our Multicultural Fair. The PTSA also exceeded its fundraising goal, raising over \$35,000 (goal: \$30,000) to support various school needs identified through a parent survey. The PTSA's capital campaign was a significant achievement this year.

One ongoing challenge remains: ensuring all parents are engaged. While information is widely distributed, it ultimately depends on parents taking action to engage. To address this, we are exploring the implementation of coded messages to signal urgency and encourage prompt responses—for example, using tags such as "Action Needed (AN)" or "Response Needed (RN)."

-As of June 2024, one success was our parent engagement was high this year. Parents regularly engaged with comments or appreciation on every post for Parent Square. Both our SIT and PTSA held regular meetings where parents can discuss school policies, share feedback, and participate in decision-making processes. The SIT specifically addresses school needs and allows the parents the opportunity to review and provide feedback on draft versions of the schoolwide plan before finalization. Admin, staff, and the PTSA provide regular updates via newsletters, emails, and social media to keep parents informed about the planning process and upcoming opportunities for involvement. Our school hosts Open House and Curriculum Night at the beginning of the school year gives parents a chance to meet teachers, understand the curriculum, and gain insight on school wide initiatives.

Additionally both the school and school district have distributed surveys and hosted open public forums with parents to gather their opinions on various aspects of curriculum, safety, and other aspects critical to school. Due to the success of these initiatives and the adjustment of the times for monthly meetings, they will be continued the next school year.

We had over 1,000 parents attend our Multicultural Fair in March. The PTSA helped raise over \$31,000 for a variety of school needs. The goal was \$30,000. The needs were based on a parent survey. The PTSA capital campaign was a huge success for us this year. One challenge is still engaging all parents. The information is out there, but parents have to engage with it. An opportunity to address this challenge is to code messages to alert parents on urgency (Action Needed (AN), Response Needed (RN), etc.

How it will look when fully met:

*When this objective is fully achieved, the school will have successfully fostered active and meaningful parental engagement in their children's education as an integral part of the school community. Parents will consistently understand and embrace their role in supporting their children's learning. This will be evident through regular, clear communication from the school via multiple channels such as Parent Square, parent-teacher conferences, phone calls, and social media platforms. Additionally, the school will have created an environment where parents are fully informed about and supported in the "curriculum of the home"—practices that encourage healthy habits, positive attitudes, and essential skills in their children. As a result, the school will observe a measurable reduction in the chronic absenteeism rate.

To determine that this objective has been fully met, the following information and data will be used:

Communication Records: Consistent and ongoing messages shared through Parent Square, social media, conference notes, and phone call logs demonstrating regular outreach and clarity about parental expectations.

Parent Engagement Metrics: Attendance rates at parent conferences, participation in school events, and interactions on digital platforms indicating active parental involvement.

Absenteeism Data: School attendance reports showing a sustained decrease in the chronic absenteeism rate compared to baseline figures

Kristi Trangsrud

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prior to implementation.

Parent Feedback and Surveys: Qualitative data from surveys or interviews reflecting parents' understanding of their role, awareness of the home curriculum, and confidence in supporting their child's learning at home.

Support Resources: Documentation of resources and programs provided to parents to assist with the home curriculum, such as workshops, guides, or informational materials.

Together, these pieces of evidence will demonstrate that parents are not only engaged but also empowered and equipped to contribute positively to their children's academic and personal growth.

When fully implemented, the school will have helped parents fully engage in the learning lives of their children as a necessary function of the school. The school will have maintained a consistent message of what is expected of parents, through Parent Square, parent conferences, phone calls, and social media platforms. The chronic absentee rate for the school will be reduced. Parents were fully supported and aware of the "curriculum of the home" to assist their children at home to create healthy habits, attitudes, and skills.

Actions		0 of 3 (0%)		
8/8/24	Continued communication (email, text, phone, Parent Square) with parents about positive news and learning in the classroom. Communication is documented in Branching Minds for phone calls and conferences in order to build positive relationships and increase student achievement. (Title I, Goals 1-3, Guardrail 3)		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				
8/8/24	Create and implement and then communicate about a tiered attendance plan to monitor and reduce absences. (Guardrail 3, Title I, FAMS 3)		Kristi Trangsrud	01/12/2026
<i>Notes:</i>				

1/27/25	Oaklawn will utilize \$1285.92 of Title I funds for pizza from Papa Johns Pizza to hold one Title I parent engagement event, Hispanic Heritage and Curriculum Family Night in alignment with curriculum and DLI program structure in order to increase parental support and student engagement to help meet our SIP academic goals (Title I, FAM-S 3, Goals 1-3, Guardrails 1-4).		Daniel Bar	01/12/2026
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