

Comprehensive Progress Report

Mission:

Oakdale’s mission is to navigate and elevate students toward life-long learning and student centered growth with the support of all stakeholders.

Our learning community's daily affirmation is:

Each and everyday I will exhibit Scholarly behavior, Offer kindness, Accept Responsibility, so I can spread my wings and SOAR.

Vision:

Oakdale Elementary’s vision is to empower and advance 21st-century students, fostering innovation, productivity, and competitiveness. Through a commitment to excellence in education, Oakdale prepares students to become forward-thinking citizens who can thrive in a rapidly changing world.

Goals:

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74% in SY2024-25 to 80% in SY2025-26. (A2.04 and B3.03 and CMS Goal 1)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 16% in SY2024-25 to 40% in SY2025-26. (A2.04 and B3.03 and CMS Goal 2)

Guardrail 1: The percent of SWD scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 will increase from 11.4% in SY 2024-25 to 21.6% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The number of lost instructional days due to OSS will decrease from 36 days in SY 2024-25 to 15 days in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: 100% of K-2 classroom teachers will implement morning meetings each day. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of highly qualified licensed classroom teachers throughout the 2025-26 school year. (Aligns to B3.03 and CMS Guardrail 4)



! = 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>		<p>Teachers routinely received observation and feedback from instructional coaches, which included Multi-Classroom Leaders (MCLs), facilitators, the dean of students, and the assistant principal. Each week, the Instructional Leadership Team (ILT) conducted targeted walkthroughs to calibrate instructional practices and provide feedback to teachers outside of their weekly PLCs and coaching sessions. These structures created multiple layers of support and accountability, helping teachers strengthen their instructional practices.</p> <p>As of June 2025, progress has been made toward meeting this goal. End-of-Grade (EOG) data from 2024–2025 shows that 51.8% of third grade students scored grade-level proficient in reading, with 31% achieving College and Career Ready (CCR). Among subgroups, 34.1% of Black students and 24% of Hispanic students scored CCR, while 13.6% of Black students and 8% of Hispanic students were proficient. While these results indicate areas for continued growth, they also reflect the impact of coaching and feedback systems in supporting student learning.</p> <p>One of the key successes related to this indicator is that each teacher was paired with a designated coach who met with them weekly during PLCs and at additional times to provide personalized coaching. This structure ensured that teachers consistently received guidance, feedback, and support in implementing effective instructional strategies.</p> <p>Despite these successes, challenges remain. Meeting the diverse needs of our teachers has proven difficult, as more than 40% of the staff have fewer than three years of teaching experience. Many did not complete a traditional education program and were required to earn certification through a Teacher Residency program while teaching full time. Although the residency program provided instructional strategies, the additional requirements and paperwork created extra stress and added to teachers’ workload.</p> <p>Looking ahead, the opportunities to address these challenges in the 2025–2026 school year include leveraging Title I funds to build teacher skills through targeted summer professional development. In addition, the administrative team will continue to seek support from the Beginning Teacher Support Program (BTSP) office and other district</p>	Limited Development 10/21/2019		

resources to better meet the needs of early-career educators. These steps will strengthen teacher capacity, reduce stress, and ultimately contribute to improved student outcomes.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

When the full implementation of our plan is achieved, instructional coaches and teachers will have a strong foundation in academic monitoring and how to effectively apply it in the classroom. Teachers will be well-prepared to deliver instruction with a high level of academic rigor and engagement. Through the process of unpacking state standards, internalizing lessons, and developing clear strategies for remediation and enrichment, teachers will have the tools needed to address the diverse needs of their students.

With continued support and coaching from the Instructional Leadership Team (ILT), teachers will confidently utilize academic monitoring to track student progress and adjust instruction accordingly. This will ensure that each student is allowed to meet the targeted goals set at the beginning of the year.

As a result of this focused and collaborative effort, students will experience academic achievement, with improved performance on end-of-year assessments. This comprehensive approach to instruction and academic monitoring will create an environment where both teachers and students thrive, leading to success and growth at Oakdale Elementary.

Sharrone Powell

06/30/2026

Actions

0 of 3 (0%)

9/20/24

The principal and Instructional Leadership Team (ILT) will design and implement an academic walkthrough tool to be used weekly for classroom observations. The tool will be aligned to schoolwide instructional priorities and SIP goals, ensuring consistency in what is observed and how feedback is provided. Walkthrough data will be collected and analyzed during ILT meetings to identify trends, celebrate strengths, and determine areas for professional development. Teachers will receive timely, actionable feedback following each walkthrough to support instructional improvement. (Goal 1, Goal 2, FAM-S 3)

Sharrone Powell

10/30/2025

Notes:

	8/1/24	The principal facilitates weekly coaching with the instructional leadership team to support observation and feedback that will improve classroom practice. (Goal 1, Goal 2, FAM-S 3)		Sharrone Powell	06/30/2026
<i>Notes:</i>					
	8/1/24	Provide informal and formal feedback to teachers based on ILT walk throughs and core action walks. (Goal 1, Goal 2, FAM-S 29)		Sharrone Powell	06/30/2026
<i>Notes:</i>					
Implementation:			06/05/2025		
	Evidence	6/5/2025 We keep attendance and agendas for out weekly and monthly meetings for all PLCs. 6/5/2025			
	Experience	6/5/2025 All SLT, PLC, and MTSS meetings were held weekly and monthly. This allowed for strong instructional leadership to occur and increase scores of subgroups. 6/5/2025			
	Sustainability	6/5/2025 We will continue to have PLCs to meet and work on strong instructional and SEL skills for staff. 6/5/2025			
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>			Limited Development 09/26/2023		
Title 1 funds are used to purchase materials for the classroom to assist teachers in providing small group instruction to students. The ILT members have been assigned small groups to facilitate and when possible. As of June 2025, 16 ML students exited the ACCESS. As of June 2025, progress has been made toward meeting this goal. End-of-Grade (EOG) data from 2024–2025 shows that 51.8% of third grade students scored grade-level proficient in reading, with 31% achieving College and Career Ready (CCR). Among subgroups, 34.1% of Black students and 24% of Hispanic students scored CCR, while 13.6% of Black students and 8% of Hispanic students were proficient. While these results indicate areas for continued growth, they also reflect the impact of coaching and feedback systems in supporting student learning. Our iReady universal screener indicated that >75% of students needed an ELA intervention and received them during our intervention block time in the schedule using either Orton Gillingham, iReady, EL Skills or ALL Block. >60% of students needing a math intervention					

received an intervention using Dreambox long term assignments. Our MTSS data shows there was a decrease in tiers for 50 students from the BOYear to the EOYear. This indicates some progress towards students being able access the core instruction in the classroom, and indicates success in aligning appropriate interventions and monitoring student progress. However, 24 students increased tiers and the intensity of their interventions from the BOY to the EOY. Three students did not respond to intervention and were referred to the EC department via the MTSS team. Three other students have documented behavior interventions

Successes related to this indicator in meeting our goal is that each teacher had a designated coach that was to meet with them each week during PLCs and at other times to continue to review student data and discuss the success and challenges of the 6-week plans that were created. In addition, students received Orton-Gillingham (OG) interventions by trained Orton Gillingham ELA classroom teachers. The standard treatment protocol was administered during SOAR time and the teachers monitored student progress. The EC and ML teachers also pulled students during SOAR time as well. The MTSS leadership team met regularly throughout the school year to review student's progress, and interventions.

The challenges that we are facing in meeting our 25-26 School Improvement Plan goal targets aligned to the indicator is meeting the various needs of our teachers. Over 40% of the staff has been teaching less than three years and many of them did not complete a traditional education program. In addition, another challenge is not having tutors to support Tier II/III students needing interventions in reading and math. Currently this is the responsibility of the classroom teachers, and they are having a difficult time meeting with all students that need interventions. Our current data also indicates that the Core instructional practices of all teachers needs to be strengthened. We continue to work on fidelity of progress monitoring in each classroom as well. Attendance also continues to be an area that impedes students' success with receiving and responding to interventions.

The opportunities that exist to address the challenges for the 25-26 school year is to use Title 1 funds this summer to build the skills of teachers. Additionally the coaches will use instructional planning time to allow teachers to practice lessons live so as to provide in the moment feedback. We will also build sustainable actions for the long term of MTSS intervention and support by building capacity with more permanent staff.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>At Oakdale Elementary, we are committed to exceeding expectations within the Educator Value-Added Assessment System (EVAAS) by achieving a positive overall school index score. Our dedication to academic excellence is matched by our efforts to retain highly qualified teachers and support those who are working toward becoming highly qualified.</p> <p>We collaborate with various team members, including the Performance Learning Team, SIDI Team, RRTP Team, EC Team, and the Multilingual Learner (ML) Department, all of whom play vital roles in helping us reach our goals.</p> <p>Our Instructional Leadership Team (ILT) will continue to be a positive, motivated, and highly qualified group of leaders, providing coaching and support to all staff members. With this strong foundation of teamwork and guidance, Oakdale Elementary is well-positioned to achieve positive student achievement and exceed growth targets in the coming year.</p>			Sharrone Powell	06/30/2026
Actions			11 of 14 (79%)		
10/15/24	Budget: \$28,500 The Papaya Tutoring Program aims to provide virtual academic support to 25-50 students, targeting small group sessions twice a week. During dedicated small group time, the program will focus on personalized attention and academic improvement. Tutors will be provided and trained by Papaya to deliver instruction using the virtual tool Google Meet. Majority of the students who were targeted in this program were from one of our subgroups of focus ,which is our African American students (Goal 2, Guardrail 1, and FAM 30)		Complete 05/20/2025	Miosha Taylor	10/21/2024

Notes: Goal 2: Percent of students scoring CCR (college and career ready) on Reading End of Grade assessments in grades 3-5 will increase from 9% in September 2025 to 20% by June 2025.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 34.6% in SY 2023-24 to 45% in SY 2024-25

2/11/25 Budget: \$1779.32

We ordered \$1779.32 of supplies from Staples as resources to use to continue to help teachers bridge gaps in student learning at Oakdale Elementary. These supplies will help teachers in the classroom with teaching and parent communication. This enabled teachers and coaches to have access to resources to create any additional planned items for small group time and PLC. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these resources in class.

Complete 01/15/2025

Miosha Taylor

01/14/2025

Notes:

3/19/25 Addition to budget: \$12,532.20 (ATSI)

This was an additional ATSI funds grant Oakdale applied for and received to help with increased growth in our TSI focus subgroups of African American and EC students. This enabled teachers and coaches to have access to resources to create any additional planned items for small group time and PLC. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these resources in class.

Complete 03/28/2025

Sharrone Powell

03/28/2025

Notes: We have spend funds by March 28th

10/2/24 We will have educational field trip experiences highlighting the curriculum for students. Teachers were able to use these opportunities after returning from the trip to help with student academic performance. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these opportunities in class.
(Goal 1 and Goal 2 and FAM-S 30)

Complete 05/23/2025

Amber Davis

05/01/2025

Notes: Each grade level can have two possible field trips yearly.

12/10/24	Coaches will meet with PLC weekly to discuss specifically how well identified SWD are doing through formative and benchmark testing. This enabled teachers and coaches to review data from our Name and Claim list, which focused on our African American and SWD lists of students, to know which students needed more focused small-group time with the teacher. The data will be discussed in data meetings with Performance Learning PLC and weekly ILT meetings.	Complete 05/16/2025	Sharrone Powell	05/12/2025
<i>Notes:</i>				
9/22/24	Additional ATSI Funds Budget: \$2002.12 The following items were purchased from Lakeshore to support teachers with essential classroom resources. These materials are intended to enhance student learning, especially our subgroups of focus (African American students and SWD students), and improve classroom organization. The purchases align with the allocated budget of \$2,002.12 for this line item and will be distributed among various teachers at Oakdale Elementary to maximize their impact on instructional effectiveness. This enabled teachers and coaches to have access to resources to create any additional planned items for small group time and PLC. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these resources in class.	Complete 04/11/2025	Sharrone Powell	06/12/2025
<i>Notes:</i> At Oakdale Elementary, we are committed to ensuring that our teachers and staff have access to the necessary resources and training to enhance student achievement. Utilizing Title I funds, we have secured vital support for professional development, supplies, and materials that will contribute to our overall success.				

3/12/25	<p>Additional ATSI Funds Budget: \$296.45</p> <p>Various Jones Awards were purchased to recognize and celebrate student achievements across various content areas and grade levels at Oakdale Elementary. These awards will be used for Student Academic Celebrations, acknowledging students' hard work and success while encouraging student success at school. The allocated budget for this initiative is \$296.45, ensuring that students receive well-deserved recognition for their accomplishments and motivation to continue excelling academically. This enabled teachers and coaches to have access to resources to create any additional planned items for small group time and PLC. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these resources in class.</p>	Complete 05/16/2025	Christine Reid	06/14/2025
<i>Notes:</i>				
3/12/25	<p>Additional ATSI Funds Budget: \$109.35</p> <p>A total of \$109.35 was budgeted and used for the purchase of items from Hand2Mind to support teachers in the classroom. These resources are designed to enhance academic instruction and social-emotional learning (SEL), providing teachers with valuable tools to engage students effectively. These materials will contribute to a well-rounded learning environment that fosters both academic growth and emotional development. This enabled teachers and coaches to have access to resources to create any additional planned items for small group time and PLC. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these resources in class.</p>	Complete 05/16/2025	Amber Davis	06/14/2025
<i>Notes:</i>				

3/12/25	<p>Additional ATSI Funds Budget: \$1029.60</p> <p>A total of \$1,029.60 was budgeted and used for the purchase of parent communicator folders from Rochester 100. These folders are essential tools designed to enhance communication between parents and teachers, ensuring that families stay informed about their child's progress. They will also be used to share student work and mastery, helping to strengthen the home-school connection and support student success. This enabled teachers and coaches to have access to resources to create any additional planned items for small group time and PLC. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students. This will be used to share that information with parents and help us target additional indicators.</p>	Complete 05/16/2025	Christine Reid	06/14/2025
<i>Notes:</i>				
6/17/25	<p>Completed ATSI School Annual Resource Allocation Self-Assessment Link: https://docs.google.com/document/d/1uejKlz0ldSec5S0-Jh_puHD_KZV9O-m9lxuDhv3ILMk/edit?usp=sharing</p>	Complete 06/17/2025	Miosha Taylor	06/27/2025
<i>Notes:</i> Completed ATSI School Annual Resource Allocation Self-Assessment Link: https://docs.google.com/document/d/1uejKlz0ldSec5S0-Jh_puHD_KZV9O-m9lxuDhv3ILMk/edit?usp=sharing				
8/1/24	<p>Within the 2024-25 school year, in February, we received additional ATSI funds. We are allocating that money to be spent on various materials that will help aid instruction in our classroom to increase the growth of our specific subgroups and the professional development of our teachers. Weekly coaches reviewed data from our Name and Claim list, which focused on our African American and SWD lists of students, to utilize these resources in class. (SWD and African American students). (Goal 1, Goal 2, and FAM-S 29)</p>	Complete 05/16/2025	Sharrone Powell	06/30/2025
<i>Notes:</i> Please see the additional action steps to review how additional funds were spent.				
9/28/25	<p>Oakdale Elementary will use \$5,445.44 of Title 1 funds to purchase Ready Common Core instructional workbooks from Curriculum Associates for students in grades 3-5. This instructional resource will provide students with rigorous standards aligned practice and support with differentiated small group instruction.</p>		Jack McIver (elected 2025)	10/30/2025
<i>Notes:</i> One time purchase; however the instructional resource will be used throughout the school year by all 3-5 general education students.				

9/28/25	Oakdale Elementary use \$7,200 of Title I Funds to contract with University of North Carolina at Charlotte College of Education's New Teacher Support Program to provide ongoing coaching and feedback to three teachers in years 1-3. This program will help to strengthen instructional practices, increase teacher effectiveness, and improve student achievement through targeted support for novice educators.		Vanetia Howard	10/30/2025
<i>Notes:</i>				
9/28/25	Oakdale Elementary will utilize \$564.16 of Title I funds for the Physical Education Teacher to participate in professional development (\$210 for registration for North Carolina American Alliance for Health; and 354.16 for two nights hotel stay on December 3-5) to improve PE curriculum and increase student participation in health and wellness activities through implementation of instructional practices learned (Goal 1, Goal 2, FAM-S 30).		Sharrone Powell	12/01/2025
<i>Notes:</i>				
Implementation:		06/17/2025		
Evidence	5/22/2025 We have clear evidence of implementation through measurable increases in both MVPA and i-Ready data within our SWD and African American student subgroups. These gains reflect the focused work done during PLCs, targeted instructional adjustments based on data meetings, and the effective use of coaching feedback. Additionally, the timely receipt and use of instructional materials, specifically ordered to support differentiated and scaffolded instruction, played a critical role in addressing learning gaps and reinforcing core skills. Together, these strategies led to improved engagement and academic performance across key content areas.			

Experience	<p>5/22/2025</p> <p>This year, the school strategically utilized PLC time, coaching feedback, and targeted data meetings to drive instructional improvements aimed at increasing growth among our Students with Disabilities (SWD) and African American students. PLCs focused on unpacking standards, analyzing student work, and using assessment data to plan differentiated instruction. Instructional coaches provided timely, individualized feedback to teachers, helping refine strategies to better meet the needs of these student groups. In addition, data meetings were used to track progress, identify gaps, and adjust instruction accordingly. To further support growth, we ordered specific materials aligned to student needs, including scaffolding resources, intervention tools, and culturally responsive texts. These combined efforts contributed to more targeted instruction and measurable academic growth.</p>			
Sustainability	<p>5/22/2025</p> <p>To sustain the growth we've seen among our SWD and African American students, we will continue to prioritize collaborative planning through focused PLCs, embed ongoing coaching cycles, and hold regular data-driven conversations. Teachers will receive continued support through instructional feedback and professional development tailored to equity and differentiation. We also plan to maintain access to high-quality instructional materials and intervention resources that are aligned to student needs. By building consistency in these practices and reinforcing our commitment to equity, we aim to ensure long-term academic success for all students.</p>			

Core Function:	Domain 3: Instructional Transformation				
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs				
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	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
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Initial Assessment:	<p>As of June 2025, we have made some progress towards meeting this goal. EVAAS data will be available in the fall. Our universal screener indicated that >75% of students needed an ELA intervention and received them during our intervention block time in the schedule using either Orton Gillingham, iReady, EL Skills or ALL Block. >60% of students needing a math intervention received an intervention using district prescribed long term assignments. Our MTSS data shows there was a decrease in tiers for 50 students from the BOYear to the EOYear. This</p>	<p>Limited Development 08/01/2024</p>		
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indicates some progress towards students being able access the core instruction in the classroom, and indicates success in aligning appropriate interventions and monitoring student progress. However, 24 students increased tiers and the intensity of their interventions from the BOYear to the EOYear. Three students did not respond to intervention and were referred to the EC department via the MTSS team. Three other students have documented behavior interventions

Successes related to this indicator in meeting our goal is that students' received Orton-Gillingham (OG) interventions by trained OG ELA teachers. The standard treatment protocol was administered during SOAR time and the teachers monitored student progress. The MTSS leadership team met regularly throughout to review student's progress, and interventions.

As of June 2025 the challenges that we are facing in meeting our 25-26 SIP goal targets aligned to the indicator is not having tutors to support Tier II/III students needing interventions in reading and math. Currently this is the responsibility of the classroom teachers, and have historically had a difficult time meeting with all students that need interventions. Our current data also indicates that the Core instructional practices of all teachers needs to be strengthened. We continue to work on fidelity of progress monitoring in each classroom as well. Attendance also continues to be an area that impedes students' success with receiving and responding to interventions.

As of June 2025, the opportunities that exist to address the challenges for the 25–26 school year is to build sustainable actions for the long term of MTSS intervention and support by building capacity with more permanent staff; however, with the hire of a newly hired assistant principal with a strong background in MTSS, the school will be able to strengthen systems for tiered support, provide consistent progress monitoring, and ensure staff receive ongoing professional development to effectively deliver interventions.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>By June 2025, Oakdale Elementary is committed to ensuring that 80% of students meet their intervention goals, demonstrating consistent growth throughout the year on their I-Ready assessments and End of Year (EOY) testing. Using I-Ready universal screening, MOY, and EOY data, teachers will create small groups to address individual student needs during PLC sessions. We aim for 75% of students to show progress through targeted interventions, with the remaining 25% receiving additional Tier 2 and 3 support during S.O.A.R. time.</p> <p>For 3rd through 5th grade, we are targeting a proficiency rate of 45% in both Math and Reading. We will also dedicate 45-minute planning sessions focused on MTSS implementation, led by instructional coaches, to help teachers monitor and adjust their intervention plans to ensure student success.</p>		<p>Stephen Cox</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>25 of 26 (96%)</p>		
<p>9/20/24</p>	<p>We will provide professional development and coaching to teachers to help aid in achieving student growth and proficiency, targeting our AA and SWD sub-groups. (Goal 1, Goal 2, FAM-S 29).</p>	<p>Complete 11/06/2024</p>	<p>Christine Reid</p>	<p>12/01/2024</p>
<p><i>Notes:</i></p>				
<p>3/21/25</p>	<p>Budget: \$143.82</p> <p>We are using supplies from Oriental Trading Company to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement.</p> <p>This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.</p>	<p>Complete 06/05/2025</p>	<p>Sharrone Powell</p>	<p>06/10/2025</p>
<p><i>Notes:</i> OTC 1235448</p>				

3/21/25	Budget: \$890 We are using supplies from Heggerty to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Christine Reid	06/10/2025
<i>Notes:</i> Heggerty 1235478				
3/21/25	Budget: \$741 We are using supplies from School Mate to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes:</i> School Mate 1235527				
3/28/25	Budget: \$110.00 OTC Brands items were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes:</i> Item Number: 1235751				

3/28/25	Budget: \$1,705.50 We ordered from Encore items that were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1235211</i>				
3/28/25	Budget: \$2,584.54 We ordered from Lakeshore items that were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236426 #1236154</i>				
3/28/25	Budget: \$456.60 We ordered from the Center for Response items that were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236241</i>				

3/28/25	Budget: \$538.70 We ordered from Hand2Mind INC. Items were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236237</i>				
3/28/25	Budget: \$387.00 We ordered from Really Good Stuff various items to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236227</i>				
3/28/25	Budget: \$306.00 We ordered from Scholastic items were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236221</i>				

3/28/25	Budget: \$598.20 We ordered from Kaplan items that were purchased to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes:</i> #1236217				
3/28/25	Budget: \$552.66 We are using supplies from the company Learning Resources to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes:</i> #1237211 #1237132				
3/28/25	Budget: \$4,719.92 We are using supplies from Lakeshore to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes:</i> #1237093 #1237048 #1237027 #1235211				

3/28/25	Budget: \$5,371.06 We are using supplies from Staples to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236918</i>				
3/28/25	Budget: \$148.74 We are using supplies from Hand2Mind to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236758</i>				
3/28/25	Budget: \$687.27 We are using supplies from Lakeshore to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes: #1236426</i>				

3/28/25	Budget: TBA		Complete 06/05/2025	Sharrone Powell	06/10/2025
	<p>We are using supplies from Lakeshore from this company to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement.</p> <p>This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.</p>				
<i>Notes:</i> The order is being placed on 3/28/25, so the amount is unknown at this time.					
3/21/25	Budget: \$17,520.43		Complete 06/05/2025	Sharrone Powell	06/10/2025
	<p>We are using supplies from STAPLES from this company to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement.</p> <p>This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.</p>				
<i>Notes:</i> Staples 1234066					
3/21/25	Budget: \$15,897.28		Complete 06/05/2025	Sharrone Powell	06/10/2025
	<p>We are using supplies from this Lakeshore to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement.</p> <p>This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.</p>				
<i>Notes:</i>					
	Lakeshore	1235465	\$5340		
	Lakeshore	1235393	\$3,846.27		
	Lakeshore	1235378	\$2,403.41		
	Lakeshore	1234652	\$1,904.19		
	Lakeshore	1234134	\$2,403.41		

3/21/25	Budget: \$236.80 We are using supplies from this School Speciality to support and enhance student instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/10/2025
<i>Notes:</i> School Specialty 1234475				
3/21/25	Budget: \$162.96 We are using supplies from Ward Science to support and enhance science instruction by providing materials that align with our curriculum and help engage students in hands-on, meaningful learning. These resources are used in daily lessons, small group activities, and intervention support to reinforce key concepts and improve overall academic achievement. This allowed for additional resources for our targeted AA and SWD sub-groups for targeted learning and small group instruction.	Complete 06/05/2025	Sharrone Powell	06/14/2025
<i>Notes:</i> Ward's Science 1234510				
9/25/24	Within the 2024-25 school year, our ATSI school will implement the following evidenced-based intervention(s) (i-Ready), Orton Gillingham, and additional EL block to increase the overall performance of (SWD).” (Goal 1, Goal 2, FAM-S 29)	Complete 03/07/2025	Miosha Taylor	06/15/2025
<i>Notes:</i>				
6/17/25	Completed ATSI School Annual Resource Allocation Self-Assessment Link: https://docs.google.com/document/d/1uejKlz0ldSec5S0-Jh_puHD_KZV9O-m9lxuDhv3ILMk/edit?usp=sharing	Complete 06/17/2025	Miosha Taylor	06/27/2025
<i>Notes:</i> Completed ATSI School Annual Resource Allocation Self-Assessment Link: https://docs.google.com/document/d/1uejKlz0ldSec5S0-Jh_puHD_KZV9O-m9lxuDhv3ILMk/edit?usp=sharing				

8/1/24	Implementation and use of the Standard Treatment Protocol and Data Decision Rules Strategic scheduling and staffing that supports a tiered instructional system Established an effective MTSS Leadership Team Equitable service delivery models for all students (ELL, EC, AIG/TD) Collaborative systems and processes inclusive of all Support Staff Systems and processes to track the effectiveness of tiered interventions School PD Plan - MTSS and Branching Minds (Goal 1, Goal 2, and FAM-S 29)	Complete 06/05/2025	Christine Reid	06/30/2025
<i>Notes:</i>				
9/20/25	Develop and implement a structured system for analyzing iReady diagnostic and growth monitoring data to inform differentiated instruction by grade level and content area teams. Teachers will meet regularly in Professional Learning Communities (PLCs) to review student data, identify specific instructional needs, and assign targeted iReady resources, small-group lessons, and personalized practice aligned to student proficiency levels.		Sharrone Powell	06/10/2026
<i>Notes:</i>				
Implementation:		06/17/2025		
Evidence	6/5/2025 The 2024-2025 BDR with the list of resources and materials tracked by teacher.			
Experience	6/5/2025 There were Title I and additional ATSI funds utilized to purchase resources to aid in instruction that will target our AA and SWD sub-groups.			
Sustainability	6/5/2025 We will continue to purchase resources and provide PD for instructional staff to continue the growth of all students but targeting our AA and SWD sub-groups in the school.			

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

Initial Assessment:

As of June 2025, progress has been made toward meeting this goal. End-of-Grade (EOG) data from 2024–2025 shows that 51.8% of third grade students scored grade-level proficient in reading, with 31% achieving College and Career Ready (CCR). Among subgroups, 34.1% of Black students and 24% of Hispanic students scored CCR, while 13.6% of Black students and 8% of Hispanic students were proficient.

Successes related to this indicator in meeting our goal is that we were able to staff a 3-5 MCL to work primarily with 3-5 ELA teachers during PLC to help them plan lessons based on data. Another success was that both 3rd grade ELA teachers were identified as EIT's.

The challenges that we are facing in meeting our 25-26 School Improvement Plan goal targets aligned to the indicator is meeting the various needs of our students. Many of the students were either multi-language learners and/or had IEPs written to meet their academic skill deficits. Another challenge was that we only had one Exceptional Children's teacher and she was also our compliance facilitator.

The opportunities that exist to address the challenges for the 25-26 school year is to build the amplification skills of our teachers so they are able to scaffold lessons for students that are learning English and/or have IEPs. Our admin team will seek professional development for all classroom teachers. Title 1 funds will also be used to ensure we have two full time EC teachers to meet the needs of students.

Limited Development
08/01/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Building on the success of SY 2024-2025, Oakdale Elementary aims to exceed growth in all areas of 3rd-grade to 5th-grade math and reading.</p> <p>In addition to focusing on overall growth, we will specifically target our Students with Disabilities and African American students as key sub-groups for focused intervention and support.</p> <p>To support these goals, we will implement a detailed walkthrough form and a data-tracking spreadsheet to capture instructional trends and student progress. Each teacher will identify specific students they are targeting by name and provide personalized growth plans for each.</p> <p>Through continued data-driven instruction, targeted small-group interventions, and individualized support, we aim to exceed growth across all subjects and ensure progress for our identified sub-groups.</p> <p>Goal 1: Percent of K-2 students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029.</p> <p>Goal 2: Percent of students scoring CCR (college and career ready) on Reading End of Grade assessments in grades 3-8 will increase from 31% in September 2023 to 50% by June 2029.</p>			Sharrone Powell	06/30/2026
Actions			2 of 4 (50%)		
9/20/24	The ILT will create and utilize the Oakdale Walkthrough form and utilize the Oakdale Walkthrough tracker to provide specific coaching steps in an effort to increase teacher capacity. (Goal 1, Goal 2, FAM-S 29).		Complete 10/14/2024	Sharrone Powell	12/01/2024
<i>Notes:</i>					
8/1/24	Scheduling and core instruction aligned with the instructional tenets and curriculum commitments PLC systems and processes Evidence of core actions in classrooms (Standard-alignment, Rigor, Engagement) Culturally Responsive Instruction Data analysis and action planning systems and processes aligned with the Balanced Assessment System School PD Plan - standard-alignment and curriculum implementation support (Goal 1, Goal 2, FAM-S 29).		Complete 06/05/2025	Christine Reid	06/13/2025

<i>Notes:</i>				
9/21/25	Ensure all teachers receive duty-free planning time in alignment with state requirements by developing and maintaining a master schedule that protects daily uninterrupted planning periods. Administration will monitor duty assignments, adjust staffing as needed, and provide coverage to guarantee that teachers have equitable opportunities for collaboration, instructional planning, and professional growth.		Sharrone Powell	10/30/2025
<i>Notes:</i>				
9/21/25	The ILT will utilize the RIGOR Walkthrough Tool to provide specific coaching steps in an effort to increase teacher capacity. (Goal 1, Goal 2, FAM-S 29).		Sharrone Powell	05/29/2026
<i>Notes:</i>				
Implementation:		06/05/2025		
Evidence	6/5/2025			
Experience	6/5/2025			
Sustainability	6/5/2025			