

Comprehensive Progress Report

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

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

Goals:

By June 30, 2026, all PK–5 students will engage in at least three age-appropriate college and career readiness experiences to build awareness of future opportunities and connect learning to life goals.

By June 30, 2026, Oak Hill Elementary will increase its overall Performance Composite by at least 3 percentage points, from 33.5% in 2024-2025 to 36.5% in 2025-26.

By the end of 2025-26, decrease the 2025-26 percentage of students who were chronically absent by 5 percentage points from 39.5 % to 34.5%.

By June 2026, all Oak Hill Elementary staff will effectively use interim assessment data, NWEA results, and classroom assessments to identify students’ academic needs and provide targeted interventions that promote growth. Progress will be measured by an increase of at least 5 percentage points in overall student proficiency and documented evidence of data-driven instructional adjustments in lesson plans and PLC discussions. (FAM-S 22)



! = Past Due Objectives KEY = Key Indicator						
Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	During the 2021-2022 school year, the principal created a spreadsheet which included student data (attendance, interims, DIBELS, NWEA). Data was reviewed with teachers during PLC meetings. Power BI was shared and introduced to new staff. Staff was asked to use the site to determine next steps. Homeroom teachers met with administration and curriculum facilitator to create plans using data to prepare for end of year testing. Teachers analyzed data and grouped students based off of interims.	Limited Development 10/25/2022		
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How it will look when fully met:	Administration and the curriculum facilitator will lead teachers in the process of Data Inquiry Cycles. Teachers will be guided to analyze data and then share results with their team at a PLC meeting. The team will then determine trends and create a plan of action for next steps. Teachers will adjust core and small group instruction to meet the needs of students as determined by the data. After teachers have adjusted instruction, they will collected more data and then repeat the cycle. Administration and the curriculum facilitator will use this data and information collected from classroom observations to determine how the CKLA and Eureka coaches will support the classroom teachers during professional development sessions. Teachers will be proficient at utilizing Power BI and analyzing various data points (DIBELS, NWEA, Interim Assessments, EVAAS, etc).		Melinda Shrewsbury	06/02/2026
	Administration will lead discussions on how specific sub groups are performing. Discussions will include how to close the achievement gap between students of color and white students in the areas of reading, math, and science. The achievement gap will be decreased by 5 percentage points. Administration will also track students' performance composite data to show growth on assessments. We will analyze the data of students with disabilities and meet with EC teachers and homeroom teachers to discuss their progress. This will lead to increasing proficiency for these students. Students' performance composite will increase to 36.3% and EC students will increase to 10% proficient.			
	Increasing the level of proficiency in data analysis and implementing next steps to meet the needs of students will allow Oak Hill to exit low performing status.			
Actions		9 of 13 (69%)		
10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. These small groups will support multi-tiered support system. DIBELS, NWEA, an Power BI will also be used to determine student needs.	Complete 06/02/2023	Sonia Marquez	06/02/2023
Notes:				
10/25/22	Analyze DIBELS, NWEA and interim data.	Complete 05/31/2024	Melinda Shrewsbury	06/02/2024

<i>Notes:</i>				
10/25/22	Lead session on Power BI with new staff members and additional staff members as needed.	Complete 05/31/2024	Melinda Shrewsbury	06/02/2024
<i>Notes:</i> Repeat as needed.				
10/27/22	Title I funds will be used to hire after-school tutors. Tutors will work with students in small groups. They will focus on the differentiated needs of students as determined by student performance data. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 05/31/2024	Trina McCoy	06/02/2024
<i>Notes:</i>				
10/25/22	Create spreadsheet of current and historical data to review at PLC meetings.	Complete 06/02/2025	Melinda Shrewsbury	06/02/2025
<i>Notes:</i> Update throughout the school year.				
10/25/22	Administration and curriculum facilitator lead data meetings with teachers.	Complete 06/02/2025	Monica Weathers	06/02/2025
<i>Notes:</i>				
10/25/22	Teachers analyze data and share results of trends and create action plans of next steps to guide instruction in core and small group settings.	Complete 06/02/2025	Monica Weathers	06/02/2025
<i>Notes:</i>				
10/25/22	Instructional Leadership Team meets to determine plan of action for Eureka and CKLA coaching sessions.	Complete 06/02/2025	Trina McCoy	06/02/2025
<i>Notes:</i>				
10/25/22	Teachers create formative assessments to assess the effectiveness of their data action plans.	Complete 06/02/2025	Melinda Shrewsbury	06/02/2025
<i>Notes:</i> Teachers may create assessments more often as needed.				
10/2/25	Title I funds will be used to purchase supplies and materials that directly support classroom instruction. These resources will enhance student learning by providing access to hands-on activities, differentiated instructional tools, and materials that align with core standards, thereby strengthening academic achievement.		Trina McCoy	06/02/2026
<i>Notes:</i>				
9/22/25	School leadership team will analyze schoolwide performance data (DIBELS, NWEA, interim assessments, EOG benchmarks) to identify trends and inform instructional priorities.		Ashley Stone	06/10/2026
<i>Notes:</i>				
9/22/25	Administrators and curriculum facilitator will review classroom walkthrough data and share trends with teachers during PLCs to guide professional development and coaching cycles.		Brittany Clark	06/10/2026

Notes:				
9/22/25	Identified areas of need based on student performance and observation data.		Jakima Ledbetter	06/10/2026
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			During the 2021-2022 school year teachers were introduced to the MTSS Tiers. Teachers began to implement selected students to receive Tier 2 interventions. Teachers utilized the Standard Treatment Protocol and completed progress monitoring. This was a new format for our staff. Staff was supported during PLC meetings. During the 2022-2023 school year teachers have worked during PLC meetings to identify students using a spreadsheet that included student data (attendance, NWEA, DIBELS, EL status, EC status, etc). EL teachers and Reading Interventionist consulted on the identification of students. The school psychologist assisted in providing the topics needed for the data analysis.	Limited Development 10/20/2022		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will consistently facilitate the interventions weekly and complete the progress monitoring bi-weekly for Tier 2 supports. Teachers, as assigned, will be trained in Tier 3 95% training and provide those supports for identified students. Teachers will thoroughly complete Tier 2 and Tier 3 documentation. The IPS team will lead Review of Student Data and make appropriate decisions for next steps. DIBELS and FastBridge data will be reviewed monthly. Our EC team will progress monitor students weekly on their IEP goals. They will utilize FastBridge to guide instruction and create/ modify IEP goals based on their progress monitoring data. The MTSS Attendance team will meet weekly to discuss chronic absenteeism. Team members will be assigned students that have missed at least 10 percent of the school year. The attendance team will develop goals and work with families and students to reduce the chronically absenteeism rate by ten percent. By increasing the intentionality of the supports provided to our students performing in the lowest 20% and by decreasing our chronic absenteeism rate by ten percent we will also increase our school's performance composite to 36.3%. With our EC team progress monitoring weekly we will increase their proficiency to 10%. By working to complete these action steps with fidelity we will exit low performance status.			Melinda Shrewsbury	06/05/2026
Actions			15 of 18 (83%)		
10/20/22	Identify students for Tier 2 supports.		Complete 10/28/2022	Melinda Shrewsbury	10/31/2022
	Notes:				
4/4/23	Create an Attendance Team to identify which students are Tier 2 and Tier 3 for chronically absent.		Complete 10/28/2022	Sonia Marquez	10/31/2022
	Notes: The Attendance Team will consist of Principal, Assistant Principal, Curriculum Facilitator, Social worker, data manager, School counselor, and Parent Liaison				
10/20/22	Identified staff complete 95% training.		Complete 10/28/2022	Melinda Shrewsbury	12/31/2022
	Notes:				
10/20/22	Review progress monitoring data.		Complete 01/27/2023	Melinda Shrewsbury	01/31/2023
	Notes:				

10/20/22	Identify students for Tier 3 Academic and Behavior supports.	Complete 01/27/2023	Melinda Shrewsbury	01/31/2023
<i>Notes:</i>				
10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. These small groups will support multi-tiered support system. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 06/05/2023	Melinda Shrewsbury	06/02/2023
<i>Notes:</i>				
10/27/23	After-School tutoring will begin in January 2024 using Title 1 funds. Approximately 12 teachers will be employed to conduct tutoring after school 2 days a week.	Complete 05/31/2024	Trina McCoy	05/16/2024
<i>Notes:</i>				
10/25/22	EC team will progress monitor weekly using FastBridge.	Complete 05/31/2024	Nosipho Dlangalala	06/02/2024
<i>Notes:</i>				
10/20/22	Review data from 10 weeks intervention cycle and determine next steps for students.	Complete 05/31/2024	Melinda Shrewsbury	06/02/2024
<i>Notes:</i>				
10/25/22	Teachers will contact parents each time students are absent.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i> Contact each day students are absent via phone, dojo, or email.				
10/25/22	Attendance team members will contact families weekly to share progress on improving chronic absenteeism.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i>				
10/27/22	Title I funds will be used to hire after-school tutors. Tutors will work with students in small groups. They will focus on the differentiated needs of students as determined by student performance data. DIBELS, NWEA, and Power BI will also be used to determine student needs.	Complete 05/31/2024	Trina McCoy	06/02/2024
<i>Notes:</i>				
10/27/22	Provide quarterly incentives for students that have 3 or less absences and/or tardies.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2024
<i>Notes:</i>				
9/30/24	2 interventionist will be purchased with Title 1 funds.	Complete 10/30/2024	Trina McCoy	10/30/2024
<i>Notes:</i>				
10/25/22	Monthly popcorn attendance parties for grade level classes.	Complete 05/31/2024	Brooke Chiarolanio	06/02/2026
<i>Notes:</i>				

10/10/25	Title I funds will be used to purchase headphones to support students' engagement in digital learning programs, online assessments, and individualized instructional activities that enhance focus and improve academic achievement.		Trina McCoy	06/05/2026
<i>Notes:</i>				
10/10/25	Title I funds will be utilized to hire a Lead Math Teacher who will provide instructional support to teachers, model effective math practices, and assist in implementing standards-aligned lessons that promote student achievement and growth in mathematics.		Trina McCoy	06/05/2026
<i>Notes:</i>				
10/10/25	Title I funds will be utilized to hire a tutor who will provide targeted academic support to students, reinforce grade-level standards, and help close achievement gaps through small-group and individualized instruction.		Monica Weathers	06/05/2026
<i>Notes:</i>				
Implementation:		06/04/2025		
Evidence	6/4/2025 - A receipt can be provided for purchase			
Experience	6/4/2025			
Sustainability	6/4/2025			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers facilitate instruction in a variety of modes; including, teacher directed whole group, small group, independent based, and computer based. During Covid, teachers were not able to work in small groups due to social distancing. New staff will need support in these areas.	Limited Development 10/27/2022		
How it will look when fully met:			Teachers will be supported by CKLA coaches and Eureka coaches in planning whole group lessons. The Instructional Leadership Team will utilize the look for documents to observe trends in core instruction. Grade level teams will plan together using the CKLA and Eureka planning guides. Teachers will work with support staff (EL, EC, and Interventionists) to create small groups based on the needs in DIBELS, NWEA, and Power BI. Teachers are able to provide resources on how they are teaching in whole group whether it is a PowerPoint, classwork, quizzes and assessments can be counted as data and a resource. Teachers will also utilize journals and group discussion boards.		Melinda Shrewsbury	06/02/2026
Actions				6 of 10 (60%)		
	10/27/22	Title I funds will be used to hire 2 interventionists. One interventionist will serve students in small math groups. The other interventionist will serve students in small reading groups. DIBELS, NWEA, and Power BI will also be used to determine student needs.		Complete 05/25/2023	Sonia Marquez	06/02/2023
Notes:						
	10/27/22	Teachers demonstrate explicit instruction in a whole-group setting while differentiating with student needs to check for understanding.		Complete 06/02/2024	Ashley Stone	06/02/2024
Notes:						

10/27/22	CKLA and Eureka Squared coaches will provide model team planning professional development sessions. Teachers will plan as a team using these models.	Complete 06/02/2024	Katherine Karam	06/02/2024
<i>Notes:</i>				
10/27/22	Teachers will provide differentiated independent work.	Complete 06/03/2024	Francesca Caraway	06/15/2024
<i>Notes:</i>				
10/27/22	Instructional Leadership Team will provide feedback from walkthroughs using the "look for" documents provided by the CKLA and Eureka coaches.	Complete 06/04/2025	Trina McCoy	06/15/2025
<i>Notes:</i>				
10/27/22	Teachers will demonstrate explicit instruction during SOAR Time (intervention groups) by providing evidence based instruction based on needs demonstrated in DIBELS, NWEA, and Power BI.	Complete 06/04/2025	Monica Weathers	06/15/2025
<i>Notes:</i>				
9/22/25	Grade-level PLCs will collaboratively unpack standards and align them with curriculum maps and pacing guides to ensure consistent instructional delivery		Keva Napper	06/10/2026
<i>Notes:</i>				
9/22/25	Teachers will create and use common formative assessments aligned to standards and review results during PLCs to adjust instruction.		Monica Weathers	06/10/2026
<i>Notes:</i>				
9/22/25	Teachers will create and use common formative assessments aligned to standards and review results during PLCs to adjust instruction.		Monica Weathers	06/10/2026
<i>Notes:</i>				
9/22/25	The Instructional Leadership Team will monitor lesson plans and classroom instruction to ensure alignment between standards, curriculum, and assessments, providing feedback as needed.		Nosipho Dlangalala	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	At the beginning of the 2022-2023 school year, teachers were asked to create a Class dojo page and invite parents to join. Class dojo is a space where teachers can share updates, curriculum information, strategies, homework and other important information. Parents are also able to use Class dojo to ask questions and communicate important information about their child. Along with class dojo, there is a school-wide dojo page, in which information is disseminated to parents about community events, district/school-wide activities and opportunities for mental health needs and physical assessments. Teachers were also informed that we would have several curriculum nights to specifically share curricula with parents to empower them to be active participants in their child's education. Face to face conferences are required three times a year to share data regarding the status of their child. Some of the conferences are student led, which empowers the students to take ownership of their learning.	Limited Development 10/26/2022		
How it will look when fully met:	Teachers/staff will consistently use class/school dojo pages to positively communicate with parents. Teachers will provide weekly updates, curriculum information, strategies, homework and other important information. We will have 95% of parents connected to dojo using it to communicate effectively with teachers and staff at Oak Hill. Parents will be aware of what is happening in the school and through out the community which will have a positive effect on our attendance, student growth and overall parent and student engagement in the school. By communicating with parents, we will decrease the number of chronically absent students by 10 percent. This will increase the student's performance composite to 36.3%. Meeting this objective will allow Oak Hill to exit low performance status.		Yanique Jones	06/02/2026
Actions		7 of 10 (70%)		
10/26/22	Teachers will create a class dojo page.	Complete 10/28/2022	Jakima Ledbetter	10/31/2022
Notes:				

10/27/22	Host a kindergarten orientation session prior to school starting to share expectations with parents.	Complete 08/09/2022	Sonia Marquez	06/02/2023
<i>Notes:</i>				
1/30/24	Host a kindergarten orientation session prior to school starting to share expectations with parents.	Complete 10/20/2023	Francesca Caraway	09/01/2023
<i>Notes:</i>				
10/26/22	Teachers will conference with parents at least once each quarter to share updates and offer support for student learning.	Complete 05/31/2024	LaShaunda Alston	06/02/2024
<i>Notes:</i>				
10/26/22	Teachers will lead curriculum nights to engage and educate parents on how to increase their child's learning as well as their knowledge of what is happening in the school and community.	Complete 06/03/2024	Katherine Karam	06/02/2024
<i>Notes:</i>				
10/27/22	Title I funds will be used to support Parent and Family Engagement. Title I nights and other parent events will be planned throughout the year to support families.	Complete 06/03/2024	Sandy McGoogan	06/02/2024
<i>Notes:</i>				
10/27/22	Teachers will contact parents as students are absent and encourage them to return to school.	Complete 06/03/2024	Keva Napper	06/02/2024
<i>Notes:</i>				
10/2/25	Title I funds will be used to purchase parent engagement resources, such as materials and activities that strengthen the school-home connection. These resources will provide families with strategies to support literacy and mathematics development at home, increasing student achievement through consistent reinforcement of skills beyond the classroom.		Trina McCoy	06/02/2026
<i>Notes:</i>				
9/22/25	Grade levels K-5 will introduce age-appropriate career awareness lessons (e.g., community helpers, STEM careers, literacy connections) and communicate follow-up activities parents can do at home.		Elmerette Irby	06/10/2026
<i>Notes:</i>				
9/22/25	Teachers will share grade-level newsletters or Class Dojo updates with parents that highlight the career theme for the month/quarter and offer conversation starters and simple at-home activities.		Sandy McGoogan	06/10/2026
<i>Notes:</i>				