School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2023-2024 to 2027-2028
Upcoming School Year: 2026-2027

School Name:	Oakbrook Elementary School
SIDN:	1802017
Plan Submission:	School does utilize Cognia
Grade Span:	PreK-5
District:	Dorchester District Two
Address 1:	306 Old Fort Dr.
Address 2:	
City, State:	Ladson, SC
Zip Code:	29456
School Renewal Contact Person:	Kimberly Boutin
School Plan Contact Phone:	843-821-1165
School Plan E-mail Address:	kboutin@dorchester2.k12.sc.us

Superintendent

Printed Name	Signature	Date
Chad Daugherty		4/13/26

Principal

Printed Name	Signature	Date
Kimberly Boutin		3/17/26

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Dr. Ashley Wimberly		4/13/26

Chairperson, School Improvement Council

Printed Name	Signature	Date
Shantae Gilliard		3/17/2026

School Read To Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Shantae Gilliard		3/17/2026

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004))
Yes	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development** The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special

	opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan. A participant for each numbered position is required.

	Position	Name
1.	**Principal**	**Kim Boutin**
2.	**Teacher**	**Treva Luellen**
3.	**Parent/Guardian**	**Breylon Taylor**
4.	**Community Member**	**Kim Flood**
5.	**Paraprofessional**	**Autumn Pirkel**
6.	**School Improvement Council Member**	**Nancy Evans**
7.	**Read to Succeed Reading Coach**	**Shantae Gilliard**
8.	**School Read to Succeed Literacy Leadership Team Lead**	**Shantae Gilliard**
9.	**School Read to Succeed Literacy Leadership Team Member**	**Dottie McGrady**

OTHERS

(May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)
** Must include the Literacy Leadership Team for Read to Succeed

**Add rows as necessary*

Comprehensive Needs Assessment Data

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.) *Note: A link to the school report card will no longer be accepted.*

Reading MAP Data:

Spring 2024-2025 MAP Data Reading -Percentage of Students Scoring within percentile ranges

Grade Level	Low	Low Average	Average	High Average	High
Kindergarten	16%	14%	17%	25%	28%
First Grade	8%	20%	18%	27%	27%
Second Grade	26%	17%	16%	27%	14%
Third Grade	16%	8%	25%	32%	19%
Fourth Grade	20%	11%	18%	29%	27%
Fifth Grade	22%	18%	17%	25%	18%

Fall 2024-2025 MAP Data Reading -Percentage of Students Scoring within percentile ranges

Grade Level	Low	Low Average	Average	High Average	High
Kindergarten	16%	14%	17%	25%	28%
First Grade	8%	20%	18%	27%	27%
Second Grade	26%	17%	16%	27%	14%
Third Grade	16%	8%	25%	32%	19%

Fourth Grade	20%	11%	18%	29%	22%
Fifth Grade	22%	18%	17%	25%	18%

Fall 2024-Spring 2025 MAP Reading Growth Data -Percentage of students who met growth projections

Grade Level	Percentile
Kindergarten	49%
First Grade	42%
Second Grade	40%
Third Grade	47%
Fourth Grade	46%
Fifth Grade	70%

Math MAP Data:

Spring 2024-2025 MAP Data Math-Percentage of Students Scoring within percentile ranges

Grade Level	Low	Low Average	Average	High Average	High
Kindergarten	10%	17%	20%	24%	29%
First Grade	9%	23%	20%	14%	34%
Second Grade	24%	27%	27%	15%	7%
Third Grade	19%	26%	25%	23%	7%
Fourth Grade	24%	26%	20%	18%	12%
Fifth Grade	21%	24%	23%	21%	11%

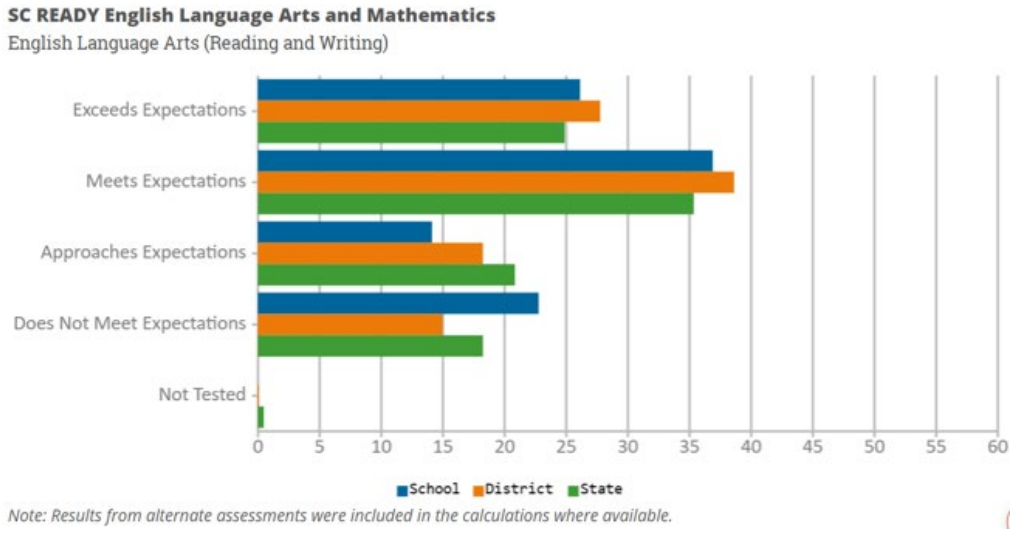
Fall 2024-2025 MAP Data Math-Percentage of Students Scoring within percentile ranges

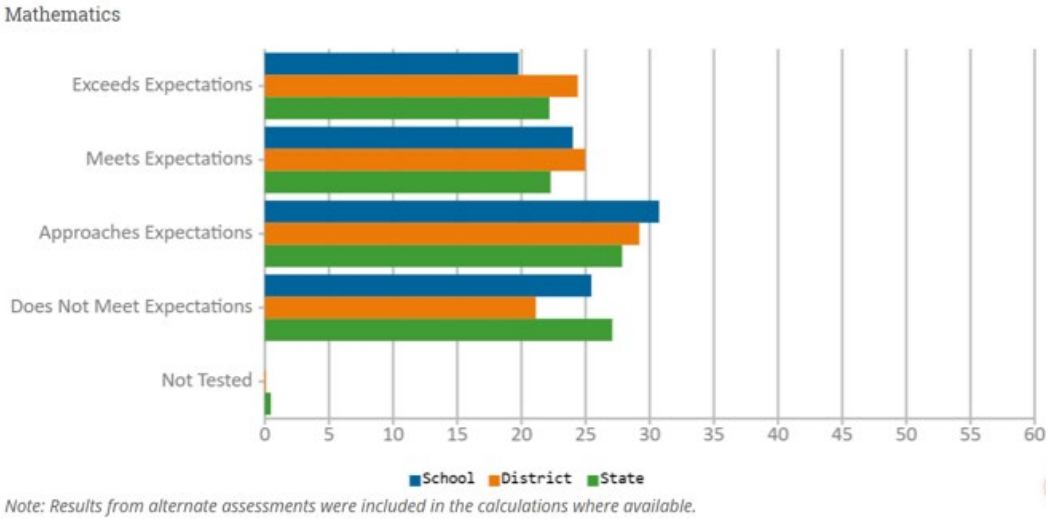
Grade Level	Low	Low Average	Average	High Average	High
Kindergarten	n/a	n/a	n/a	n/a	n/a
First Grade	17%	23%	13%	27%	20%
Second Grade	18%	21%	19%	33%	9%
Third Grade	10%	21%	29%	25%	15%
Fourth Grade	17%	21%	21%	22%	19%
Fifth Grade	22%	21%	16%	22%	19%

Fall 2024-Spring 2025 MAP Math Growth Data -Percentage of students who met growth projections

Grade Level	Percentile
Kindergarten	N/A
First Grade	68%
Second Grade	31%
Third Grade	31%
Fourth Grade	30%
Fifth Grade	34%

SC READY English Language Arts Mathematics





School Climate Data

- 643 Referrals
- 1. Hit/Kick/Push – 197 referrals
- 2. Bus – 124 referrals
- 3. Disrupting Class – 64
- 15 students – 10 or more referrals
- *4 - IEP
- 27 students – 5 – 9 referrals
- *14 IEP
- 56 students – 2-4 referrals
- *9 IEP
- 74 students – 1 referral
- *13 IEP

Teacher Quality Data

Teacher Survey data shows 93% of our teachers feel that Teachers and students get along well with each other at my school. Through the use of Capturing Kids Hearts, the focus is on building relationships.

70.2% of students feel that Students from different backgrounds get along well at my school.

Executive Summary of Needs Assessment Data Findings

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups
In previous years, all K-2 students were assessed using the Developmental Reading Assessment (DRA2). However, we transitioned our primary literacy assessment to a K-2 quarterly administration of the Foundational Skills Survey (FSS) from Really Great Reading to comply with the new amendments to the Read to Succeed legislation. The FSS is a formative assessment that provides teachers with the data necessary to plan differentiated learning activities based on their students' strengths and weaknesses in the foundational literacy skills needed to be proficient readers. According to our current FSS data, most of our students are performing at or above grade level proficiency in early foundational reading skills. Our current data reflects 65% of Kindergartners, 91% of 1st graders, and 75% of 2nd graders are scoring "On Track" towards reading proficiency. Our most recent End of Year DRA data (2023-2024) indicated the following percentages of students performing on or above grade level expectations: Kindergarten (72.9%), 1st Grade (54.7%), and 2nd grade (64%). In addition to the FSS, the Reading MAP was given to Kindergarten -2nd graders in the spring of 2024. The percentage of students scoring Average and Above includes kindergarten at 71%, 1st Grade at 57%, and 2nd grade at 56%. To remain consistent with our 3-5th grade goals and to track growth through all elementary grade levels, we will use MAP Growth Reading data as evidence for our Reading Achievement Goal.
Elementary/Middle (3-8):
Oakbrook Elementary School saw an increase in our percentage of students scoring "met" or "exceeding" on SC Ready in 5th grade Language Arts 2023-2024 school year. Students continued taking the MAP assessment three times throughout the year in both reading and math. Title funds continued to provide an extra rotation of fine arts for STEAM with a certified, experienced teacher in grades three through five. Grades 3-5 were exposed to a common academic vocabulary in STEAM and provided incentives for growth on the MAP assessment. Students were assessed throughout each quarter with our district common assessments that focus on the state standards in math and reading. Debriefings after the assessments were taken were held with the grade level teachers, reading coaches, and administration to prepare instruction utilizing the given data.
Teacher/Administrator Quality
Oakbrook Elementary School continues to thrive on relationships not only with our families but also with our faculty and staff. Each staff member has a place on our Affirmation Station where we can write positive words to encourage each other throughout the year. Staff members are recognized in a variety of ways such as positive referrals, staff shout-out bulletin board, and "Tell Me Something Good" grams from parents. Each faculty meeting starts with "Good Things," where staff members share positivity in their personal lives along with the recognition of positive referrals from other staff members or students. Staff assist in greeting faculty members to faculty meetings as well as dismissing the meeting with a "launch." Since becoming a Capturing Kids' Heart school, qualifying teachers have been trained as CKH Process Champions. They model and help other staff members with the CKH process. OES was named "National Capturing Kids Hearts Showcase School" for the 8th year in a row.

Teachers are encouraged as leaders during our school-based professional development days by helping present current topics and strategies in education. Through our Title One funding, teachers can volunteer to attend a variety of professional development conferences that occur throughout the year.

Data-driven instruction is a priority. Our Title One funds have provided substitute teachers to allow teachers to analyze data and then use it for planning with professional development coaches for half a day each quarter. Funds were also utilized for a vertical alignment committee to meet each semester to examine standards, to determine strategies for instruction across the grade levels, and devise schoolwide supports for reading and math. Grade levels meet weekly for Professional Learning Community (PLC) meetings. They discuss student achievement, plans, and ideas, as well as current data collected.

School Climate

In addition to our focus on academic data, behavioral data was a focus as well. During the 2023-2024 school year, Oakbrook Elementary had a total of 709 discipline referrals. Bus referrals were the number one violation, with 171 referrals and Hit, Kick, Push followed with 133 referrals. Students complete Microburst lessons which focus on developing positive soft skills. Our title funds provided a full-time adult to run our Behavior Intervention Room this year utilizing resources from our school counselors and psychologists. All our faculty and staff were given access to the Capturing Kids Hearts online lessons to implement with their students addressing current issues in their classrooms. We continue to apply our Capturing Kids Hearts strategies into our daily routines at OES. Students have numerous opportunities to be highlighted for positive behavior by earning Bear of the Day, Terrific Kid, Positive Referrals, and Bear Bucks to spend in our PAWsome Cart store. Students without discipline referrals can participate in quarterly school-wide PBIS Celebrations such as carnivals, lip sync battles, dodge ball games, etc. Students in all grades also set academic goals with guidance each semester and worked toward participating in Winter Fest and Beach Bash. Classes met with their guidance counselors monthly for class lessons and discussed their progress with their goals.

OES was recognized as National Capturing Kids Hearts School for the 8th year in a row.

We continue to build relationships not only with our students, but their families and our community through several events such as our Fall Festival, monthly Story Time, monthly Grade Level Showcase Nights, STEAM Night, PTA Family Dances, Book BINGO, Family Game Night, Career Day, Career Vehicle Day, Booster Fun Run, Raising Readers Events, and Field Day. The percentage of students satisfied with our learning environment is 90.3% while the parents' satisfaction is at 92%. We continue to work on implementing strategies to ensure our teachers, students, and parents feel welcomed and involved.

Other (such as district and/or school priorities)

As we continue to strive to be world class, digital learning has become more prevalent and necessary. Students continue to learn how to use computers and platforms as tools to enhance education and to widen their scope of knowledge. Through classroom walkthroughs, administration and leadership can assess how students are using technology to gain information, work as groups and communicate through work submissions. At OES, students use programs such as Canva, Powerpoint, Word and

submit work through the platform Schoology. Individual enhancement programs such as Edmentum Exact Path, IReady, and Zearn are also used daily.
At OES, we also see the importance of students being in the classroom in order to master goals and gain the knowledge needed to be successful on SC Ready. Through our special needs services programs, we continue to evaluate data in order to determine appropriate services and the skills that are needed for additional support. In our special services classes, teachers use manipulatives during small group for hands on learning, IReady is used as the curriculum to support the standards students are to master, as well as monitor the computer activities students are completing daily. Goals are set daily, weekly and on benchmark assessments and are celebrated when met. Teachers reinforce learning both at the classroom level, as well as the school level. Student behavior is celebrated with positive referrals and behaviors that need to be retaught are done in the classroom and with administrative guidance. We continue to be a Capturing Kids Hearts National Showcase School at OES, focusing on expectations for behavior both individually and as a class. Students work together to develop social contracts that are reinforced daily. Behavior charts, BIPs and individual conferences are used to reinforce and adjust behavior.

Performance Goals

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Performance Goal Area: District Priority

*(*required)*

PERFORMANCE GOAL: The percent of walkthroughs/observations to include the Digital Learning Environment (DLE) will increase from 20% to 75% by the end of the 2027-2028 school year as measured by Classroom Mosaic.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Classroom Mosaic	20%	*Target: 20%* *Actual: 34%*	*Target: 44%* *Actual: 45%*	*Target: 54%* *Actual: 23%*	*Target: 64%* *Actual:*	*Target: 75%* *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
Conduct Classroom Mosaic observations utilizing the Digital Learning Environment walkthrough form.

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION

1. Provide classroom feedback utilizing the Digital Learning Environment	August 2023-June 2028	Leadership Team	None	N/A	Classroom Mosaic Walkthroughs
2. Provide students with the opportunities to utilize technology within lessons	August 2023-June 2028	Teachers	None	N/A	Lesson Plans

Performance Goal Area: District Priority

*(*required)*

PERFORMANCE GOAL: The ratings of student use of digital tools/technology for learning will increase from 2.20 to 3.0 by the end of the 2027-2028 school year as measured by Classroom Mosaic.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Classroom Mosaic	2.20	*Target: 2.35* *Actual: 2.69*	*Target: 2.8* *Actual: 2.43*	*Target: 2.87* *Actual: 3.04*	*Target: 2.93* *Actual:*	*Target: 3.0* *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
Provide professional development as well as coaching for using technology in instruction.

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide targeted professional development for teachers and staff regarding technology integration	August 2023-June 2028	Leadership Team, Professional Development Coaches Teachers	None	N/A	Professional Learning registrations; Renewal credits

Performance Goal Area: District Priority Choose an item.

*(*required)*

PERFORMANCE GOAL: The percent of students with disabilities scoring Not Met on SC READY Math in grades 3rd-5th will decrease by 1% each year through the 2027-2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
SC Ready	61%	*Target: 60%* *Actual:58.5%*	*Target: 57.5%* *Actual: 62.7%*	*Target: 56.5%* *Actual: 57.8*	*Target: 55.5%* *Actual:*	*Target: 54.5%* *Actual:*

Choose an item. **STRATEGY #1**
Increase rigor and consistency during the math block in special education

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Targeted intervention by special education teachers-an intervention designed to support learners who are off target get back	August 2023-June 2028	Special Education Teachers Administration	None	N/A	Lesson Plans Schedule Classroom Observations
2. Quarterly data meetings and IEP review meetings	August 2023-June 2028	Special Education Teachers Case Managers Leadership Team	None	N/A	Notes taken during meetings
3. Weekly PLC meetings to discuss student progress	August 2023-June 2028	Special Education Teachers Leadership Team	None	N/A	PLC notes

Performance Goal Area: District Priority Choose an item.

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percentage of students with disabilities suspended beyond 10 days (OSS only) in identified schools (by the SCDE Office of Special Education) will not exceed 1% by end of 2027-2028.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Powerschool	1%	*Target: 1%* *Actual: 5%*	*Target: 4.5%* *Actual: 1%*	*Target: 1%* *Actual: .04%*	*Target: 1%* *Actual:*	*Target: 3%* *Actual:*

Choose an item. **STRATEGY #1**
Maintain training on behavior management

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue professional development with Responsibility-Centered Discipline	August 2023-June 2028	Administration Leadership Team	$8,000	Title One	Professional Learning attendance
2. Monitoring of FBA and BIP	August 2023-June 2028	Administration Special Education Teachers Case Managers	None	N/A	Meeting notes

Performance Goal Area: School Climate Choose an item.

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of Oakbrook Elementary School employees who have successfully completed the State Law Enforcement Division's (SLED) Active Shooter Training will increase from 67% to 98% by the end of the 2027-2028 school year as measured by Professional Learning (PL) attendance reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Professional Learning	67%	*Target: 74%* *Actual: 88%*	*Target: 91%* *Actual: 93%*	*Target: 94%* *Actual: 100%*	*Target: 97%* *Actual:*	*Target: 98%* *Actual:*

Choose an item. **STRATEGY #1**
Implement Standard Response Protocol

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Staff identification lanyards with I Love You Guys protocol	August 2023-June 2028	Staff	None	N/A	Lanyards with ID
2. Active Shooter Training	August 2023-June 2028	SLED Staff	None	N/A	Professional Learning Credits

Performance Goal Area: School Climate Choose an item.

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percentage of students satisfied with the learning environment at Oakbrook Elementary School will increase by 1% yearly throughout the 2027-2028 school year as indicated on the SC Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Professional Learning	90.5%	*Target: 90.5%* *Actual: 97.6%*	*Target: 98.6%* *Actual: 90.3%*	*Target: 93.1%* *Actual: %*	*Target: 94.1%* *Actual:*	*Target: 95.1%* *Actual:*

Choose an item. **STRATEGY #1**
Continue to focus on the implementation of programs to maintain a satisfactory learning environment.

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue to implement Capturing Kids Hearts strategies and lesson plans in general classroom procedures and.	August 2023-June 2028	Teachers Administration	None	N/A	Lesson Plans
2. Capturing Kids Heart Refresher for new teachers	August 2026-June 2028	Administration Teachers District	District incurred	District	Sign in Sheets through Professional Learning

Performance Goal Area: Student Achievement Choose an item.

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percentage of students in kindergarten through fifth grades meeting Fall to Spring Growth targets on NWEA MAP Math will increase at least 3% per year through the end of the 2027-2028 school year as measured by NWEA MAP Math Reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
NWEA Math MAP Growth Reports - Kindergarten	43%	*Target: 46%* *Actual: 55.1%*	*Target: 58.1%* *Actual: 73.8%*	*Target: 49%* *Actual: N/A*	*Target: 52%* *Actual:*	*Target: 55%* *Actual:*
NWEA Math MAP Growth Reports - First Grade	47%	*Target: 50%* *Actual: 67.1%*	*Target: 68.6%* *Actual: 65.6%*	*Target: 71.6%* *Actual: 68%*	*Target: 73.6%* *Actual:*	*Target: 76.6%* *Actual:*
NWEA Math MAP Growth Reports - Second Grade	18%	*Target: 21%* *Actual: 35.8%*	*Target: 36%* *Actual: 33%*	*Target: 39%* *Actual: 31%*	*Target: 42%* *Actual:*	*Target: 45%* *Actual:*
NWEA Math MAP Growth Reports - Third Grade	48%	*Target:51%* *Actual: 61.7%*	*Target: 62%* *Actual: 37.4%*	*Target: 65%* *Actual: 31%*	*Target: 68%* *Actual:*	*Target: 71%* *Actual:*
NWEA Math MAP Growth Reports - Fourth Grade	40%	*Target: 43%* *Actual: 38.7%*	*Target: 46%* *Actual: 38.9%*	*Target: 49%* *Actual: 30%*	*Target: 52%* *Actual:*	*Target: 55%* *Actual:*
NWEA Math MAP Growth	45%	*Target:48%* *Actual: 53.7%*	*Target: 51%* *Actual: 44%*	*Target: 54%* *Actual: 34%*	*Target: 94.1%* *Actual:*	*Target: 95.1%* *Actual:*

Reports – Fifth Grade						

Choose an item. **STRATEGY #1**
Increase rigor and consistency during the math block

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Focused observations during the math block	August 2023June 2028	Leadership Team	None	N/A	Classroom Mosaic Observation
2. Continued implementation of preplanned differentiated instruction daily	August 2023 June 2028	Teachers	None	N/A	Classroom Mosaic Observations; Schedule
3. Student led goal setting for math MAP	August 2023 June 2028	Teachers, Students, Leadership	None	N/A	MAP scores SMART goals
4. Implementation of Eureka 2 Math Curriculum	August 2025 June 2028	Teachers, Students, Leadership	$7000	Title I	Classroom Mosaic Observations

Performance Goal Area: Student Achievement Choose an item.

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percentage of students in grades K-2 scoring “Average” or above on NWEA MAP Reading will increase at least 2% per year through the end of the 2027-2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
MAP Reading K-2nd grade	64.8%	*Target: 64.8%* *Actual: 64.8%*	*Target: 66.8%* *Actual: 65.9%*	*Target: 68.8%* *Actual: 60.3%*	*Target: 70.8%* *Actual:*	*Target: 72.8%* *Actual:*

Choose an item. **STRATEGY #1**
Increase student performance and foundational skills in reading.

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Training for teachers in LETRS	08/2024 - 06/2026	LETRS trainers Facilitator Admin Teachers	$0 *cost incurred by the district	District	LETRS assessments (management) LETRS survey Observations of strategies used in the classroom Attendance of sessions
2. Training on Foundational Skills Survey assessment and use of data	08/2024	District personnel Facilitator	$0 District incurred	District	Data review with teachers Spreadsheet/Benchmark Schedule
3. Use of decodable text in differentiated instruction	08/24 - ongoing	Teachers Facilitator Admin Interventionists	$0	NA	Classroom Observations DI Lesson Plans FSS data

Performance Goal Area: Teacher/ Administrator Quality Choose an item.

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

The percent of teachers returning from the previous year will increase from 82.1% to 95.6% by the 2027-2028 school years measured by the annual SC Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
School Report Card	82.6%	*Target: 83.1%* *Actual: 87.5%*	*Target: 88%* *Actual: 76.9%*	*Target: 88.1%* *Actual: %*	*Target: 95.2%* *Actual:*	*Target: 95.6%* *Actual:*

Choose an item. **STRATEGY #1**
Provide opportunities for staff recognition

ACTION PLAN FOR STRATEGY #1

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Recognize Staff Member of the Week	August 2023-June 2028	Staff	None	N/A	Announcements of Teacher of the Week Social Media Announcements

2. Implement staff incentives	August 2023-June 2028	Leadership Team	None	N/A	Monthly Fun Calendars; House Points
3. Implement staff leadership opportunities	August 2023-June 2028	Leadership Team, Staff Members	None	N/A	Professional Development Days, Faculty Meetings

School Renewal Plan Checklist

Are the following complete?

☒	School Renewal Plan Signature Page
☒	Assurances for Plan
☒	Stakeholder Involvement for Plan
☒	Comprehensive Needs Assessment Data
☒	Executive Summary of Needs Assessment Data Findings
☒	Performance Goal and Action Plan: Area – Student Achievement
☒	Performance Goal and Action Plan: Area – School Climate
☒	Performance Goal and Action Plan: Area – Teacher/Administrator Quality

Once all boxes are checked, the plan can be submitted.