Oak View Elementary 11/6/2026

Comprehensive Progress Report

Mission:

Preparing leaders by having high expectations and working collaboratively to achieve academic growth and personal success.

Vision:

A community of educational excellence and equity where all members are of a growth mind-set and work together to achieve at high levels.

Goals:

By June 2027, the percentage of students in Grades 3–5 demonstrating proficiency in reading will increase from 40.2% to 45.2%, as measured by state assessments and district benchmark assessments.

By June 2027 the percentage of Students with Disabilities (SWD) demonstrating proficiency in reading will increase from 9.2% to 12.2% through the implementation of high-quality Tier I instruction, evidence-based interventions, inclusive practices, and targeted small group support.

By June 2027, Oak View Elementary School will provide 100% of K–5 scholars with at least three opportunities to explore and engage with future grade-appropriate career-connected learning experiences. This will increase student awareness and interest in various career pathways.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			**Practice 1A: Prioritize improvement and communicate its urgency**			
	KEY	**B1.03**	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The Instructional leadership team meets weekly on Tuesday to discuss instructional progress, trends, and assessment data. Each meeting provides reflection opportunities and allows teachers to make customizations to instruction that addresses the needs of their scholars. The school leadership team meets on the second Wednesday of the month and features artifacts from committees who are responsible for assessing the progress of the grade level.	Limited Development 09/24/2025		

How it will look when fully met:	The Instructional leadership team meets weekly on Tuesday to discuss instructional progress, trends, and assessment data. Each meeting provides reflection opportunities and allows teachers to make customizations to instruction that addresses the needs of their scholars. The School Leadership Team meets on the second Wednesday of the month and features artifacts from committees who are responsible for assessing the progress of the grade level. ILT and SLT agendas and minutes will be posted to Indistar after the completion of each meeting.		**Lamont McMillan**	**06/12/2027**
Actions		**0 of 2 (0%)**		
9/24/25	Instructional Leadership Team meetings will consistently contain an agenda and minutes from each meeting.		Lamont McMillan	06/12/2027
Notes:				
9/24/25	School Leadership Team meeting will feature committee reports that share data and artifacts that measure the school's progress towards SIP goals.		Lamont McMillan	06/12/2027
Notes:				

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**
Initial Assessment:			Title I funds are used to purchase two EIT teachers to broaden their reach within a specific grade level.	Limited Development 09/24/2025		
How it will look when fully met:			Title I funds are used to purchase two EIT teachers to broaden their reach within a specific grade level.		**Lamont McMillan**	**06/12/2027**
Actions				**0 of 2 (0%)**		
9/24/25			MCCs will meet EITs for data meetings to discuss scholar growth and trends.		Kerrian BlakeRichardson	06/12/2027
Notes:						
10/16/25			Assistant Principal, School Psychologist, and Counselor will meet to discuss scholars in Tier II and III and the process to identify scholars.		Rachel Holoman	06/15/2027

		Notes:				
	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**
Initial Assessment:			Oak View Elementary School will purchase Achieve3000 to provide targeted literacy support during small-group instruction. Teachers will use Achieve3000's differentiated, standards-aligned lessons and student performance data to address individual reading needs, strengthen comprehension and vocabulary skills, and provide additional practice for scholars who need targeted support. Teachers will regularly review student progress data to adjust small-group instruction and determine next instructional steps.	Limited Development 04/14/2026		
How it will look when fully met:			This objective will be fully met when Achieve3000 is consistently used as part of targeted small-group literacy instruction and teachers are using student performance data to plan and adjust instruction. Scholars identified as needing additional reading support will regularly engage in differentiated Achieve3000 lessons aligned to their instructional needs. Evidence of full implementation will include Achieve3000 usage and progress reports, student completion and performance data, lesson plans, small-group instructional schedules, classroom walkthrough data, and PLC/data meeting notes. Teachers and the Instructional Leadership Team will review student growth data, including Achieve3000 performance, DIBELS, interim assessment results, and other reading proficiency measures, to determine whether scholars are making progress toward grade-level reading expectations. Full implementation will be demonstrated when the identified scholars are consistently participating in the intervention, teachers are using the data to make instructional decisions, and student reading performance shows measurable growth.		**Lamont McMillan**	**04/06/2027**
Actions				**0 of 5 (0%)**		
		9/25/26	Provide training for classroom teachers to implement and utilized Achieve 3000.		Kristie Campbell	11/13/2026
		Notes:				
		4/14/26	Get a quote to purchase Achieve3000.		Lamont McMillan	12/02/2026
		Notes:				
		9/25/26	Create schedule for small group instruction to utilize Achieve 3000 and		Kristie Campbell	05/26/2027

	review data at the end of each quarter to monitor student's progress levels.			
Notes:				
10/1/26	Used Title I funds and ATSI funds for daytime tutors to support SWD subgroup.		Lamont McMillan	06/30/2027
Notes:				
10/1/26	Use Title I funds to fund MCCs and EITs to support SWD subgroup and growth of teachers.		Lamont McMillan	06/30/2027
Notes:				

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**
Initial Assessment:			MCCs paid for by Title I funds will facilitate weekly data meetings with teachers to discuss their classroom data and trends. MCCs paid for by Title I funds will facilitate weekly PLCs to strategically plan with teachers, coach teachers, and discuss how teachers can customize their instruction for their scholars.	Limited Development 09/24/2025		
How it will look when fully met:			MCCs paid for by Title I funds will facilitate weekly data meetings with teachers to discuss their classroom data and trends. MCCs paid for by Title I funds will facilitate weekly PLCs to strategically plan with teachers, coach teachers, and discuss how teachers can customize their instruction for their scholars.		**Kerrian BlakeRichardson**	**06/12/2027**
Actions				**0 of 3 (0%)**		
9/24/25			Agenda and minutes from PLCS and Data meetings will be posted weekly		Kerrian BlakeRichardson	06/12/2027
Notes:						
9/3/26			MCCs paid for by Title I funds will facilitate weekly data meetings with teachers to discuss their classroom data and trends.		Lamont McMillan	06/12/2027

	Notes:				
	9/3/26	MCCs paid for by Title I funds will facilitate weekly PLCs to strategically plan with teachers, coach teachers, and discuss how teachers can customize their instruction for their scholars.		Morgan Drummer	06/12/2027
	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**
Initial Assessment:			Scholars would be identified who are in the bottom 20th percentile (SPS) and bottom 10th percentile (ISP) would receive interventions based on baseline data from DIBELS and NWEA Assessments. Scholars will be able to increase their knowledge based on small group interventions which will provide scholars the opportunity to move back into Core Instruction.	Limited Development 09/25/2026		
How it will look when fully met:			Teachers will effectively analyze student data to identify individual scholar needs and make informed instructional decisions. Progress monitoring will be implemented with fidelity and used consistently to determine whether interventions are producing the desired results. Teachers will use multiple data sources, including NWEA Assessments, DIBELS, and Interim Assessments, to measure student growth and determine positive outcomes. In addition, teachers will use the GCS Standard Treatment Protocol to select and implement appropriate interventions based on identified student needs. Successful implementation will be reflected in increased student proficiency and improved overall core instructional data.		**Rachel Holoman**	**06/18/2027**
Actions				**0 of 4 (0%)**		
	9/25/26		Send parent invitations to hear the progress of their scholar's growth.		Rachel Holoman	11/12/2026
	Notes:		Parent invitations are based on date of data view every 5 weeks.			
	9/25/26		School Psychologist and AP will meet to review progress monitoring data for scholars going through IPS and our MCCs will meet with classroom teachers to review SPS data. During this process determination will be made for scholars to return to Core Instruction or		Rachel Holoman	06/30/2027

	the next level of Tiered.			
Notes:				
9/30/26	Title I funds will be utilized for daytime and after school tutors.		Kristie Campbell	06/30/2027
Notes:				
9/25/26	Create a yearly calendar to track scholars going through the IPS and SPS process.		Rachel Holoman	10/01/2027
Notes:				
	A4.17	**The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Form a leadership team to evaluate and select evidence-based academic and behavioral screening tools. Create a school-wide calendar for administering screenings at least three times per year (fall, winter, spring). Develop clear, data-based criteria (cut scores, percentiles, behavioral indicators) to determine which students require Tier 2 or Tier 3 interventions.	No Development 09/24/2025		
How it will look when fully met:		Form a leadership team to evaluate and select evidence-based academic and behavioral screening tools. Create a school-wide calendar for administering screenings at least three times per year (fall, winter, spring). Develop clear, data-based criteria (cut scores, percentiles, behavioral indicators) to determine which students require Tier 2 or Tier 3 interventions. Provide professional development on administering screeners, interpreting data, and applying decision rules.		**Rachel Holoman**	**06/12/2027**
Actions			**0 of 2 (0%)**		
9/24/25	Develop clear, data-based criteria (cut scores, percentiles, behavioral			Rachel Holoman	06/12/2027

	indicators) to determine which students require Tier 2 or Tier 3 interventions.			
Notes:				
9/24/25	Conduct data review meetings after each screening period to identify students needing support and monitor progress.		Rachel Holoman	06/12/2027
Notes:				

Core Function:			**Domain 4: Culture Shift**			
Effective Practice:			**Practice 4C: Engage students and families in pursuing education goals**			
	KEY	**E1.06**	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Title I funds are used for 2 EIT Differentials Title I funds are used for Supplies and Materials Title I funds are used for Parent – Staff Development Instructor Stipend Title I funds are used for Parent – Professional Development Title I funds are used for Parent - Postage Title I funds are used for Parent Food Purchases Title I funds are used to pay for 1/2 of the Social Worker position.	Limited Development 10/03/2025		
How it will look when fully met:			Title I funds are used for 1 EIT Differential Title I funds are used for Supplies and Materials Title I funds are used for Parent – Staff Development Instructor Stipend Title I funds are used for Parent – Professional Development Title I funds are used for Parent Food Purchases		**Lamont McMillan**	**06/12/2027**
Actions				**0 of 1 (0%)**		

10/3/25	Title I funds will be used for the following activities: Used to Pay 2 EIT differentials, for Supplies and Materials for teachers, for staff development for parents/guardians, parent/guardian staff development, and food for parent/guardian school events.		Lamont McMillan	06/12/2027
Notes:				