

## 2023-2024 Continual Improvement Plan - Oakwood

### **Year-End Mission, Vision, and Goal Reflection**

What is your school's **vision statement**?

We are a blended school community where all families have confidence their student(s) will have an abundance of opportunities and the excellent academic experience Oakwood is known for whether they participate in our traditional program or Chinese DLI program.

What is your school's **mission statement**?

We work together to learn, grow, and to become our best selves.

We use student assessment data (academic and social skills) to guide and differentiate our instruction for our students. I have high academic expectations for our students with appropriate, targeted support in place. We use a variety of teaching strategies and assessment data to achieve student proficiency.

We create a safe learning environment for our students so they can SOAR academically, as well as have a safe place to come if needed.

Our students receive the grade level core with enrichment opportunities (i.e. art education).

Do all in our power to ensure each student makes at least a full year of growth during the time they are in our classrooms.

Celebrate student success in areas of academics, social skills, and individual accomplishments outside of school.

How do you **communicate your vision and mission** statements to stakeholders?

School Community Council  
School's PTA  
School Website  
Faculty Meetings over the course of the year  
Student Support Team  
Social Media  
Class Dojo

### **Review and Reflection of Stakeholder Input**

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

The school is effective at teaching my student core curriculum.  
The school is effective at teaching my student "life skills" (e.g. responsibility, character building).  
The school is effective at teaching to my individual child's needs.  
The school is effective at preparing my student for graduation and college and career readiness.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

The school maintains high standards for my students academic achievement.  
The school deals with student discipline matters fairly.

## 2023-2024 Continual Improvement Plan - Oakwood

### Reflection on School Achievement Data

What **strengths** stood out while reviewing student levels of academic achievement?

Increase of school's Acadience Reading Pathways of Progress in grades 1st - 5th.  
 Increase of school's Acadience Math Pathways of Progress in grades 2nd - 5th.  
 Students making typical or above typical progress in the area of reading rose from 74% in 2020-21 to 87.4% in 2021-22.  
 ELA Grade Level Achievement from 2020-21 to 2021-22 increased by 11% in 3rd grade and 4% in 5th grade.  
 Math Grade Level Achievement Data was at 58% and the District average was 39%.

What are areas of school "**critical academic need**?"

Decrease of school's Acadience Reading Pathways of Progress in kindergarten.  
 Decrease of school's Acadience Math Pathways of Progress in kindergarten and 1st grade.  
 ELA Grade Level Achievement from 2020-21 to 2021-22 decreased by 3% in 4th grade.

### Setting School Goals

#### Academic Goals

Goal:	Leading indicators:	Review intervals:
1a. At least 60% of students in each grade will achieve either typical or above typical progress on the End of Year (EOY) Acadience Reading and Math assessments. Specific % will be determined by grade level teachers following the EOY assessments in 2022-23.	This goal will be monitored using beginning of year (BOY) and middle of the year (MOY) assessment data in both academic areas (reading and math), progress monitoring between BOY and MOY as well as between MOY and EOY, iReady Diagnostic assessments, progress monitoring in both reading and math, data review during weekly PLCs, and targeted Tier II and III interventions with the support of the student support team (SST).	Beginning of Year Middle of Year End of Year Weekly PLCs Student Support Team Community Council Monthly meetings
1b. Based on the 2023 WIDA Access Exam, 80% of students will meet their WIDA Growth Target.	This goal will be monitored using proficiency monitoring throughout the school year on reading assessments and proficiency towards standards.	BOY, MOY, EOY Weekly PLCs Student Support Team ALP Team

#### Social Skills and Dispositions Goals

Goal:	Leading indicators:	Review intervals:
2a. Students' Self-Efficacy: By the end of the 2023-2024 school year, at least 80% of students will report that they believe they can succeed in achieving academic outcomes.	Goal monitored by using Panorama Survey (Grades 3 – 5), progress monitoring across all grades and Acadience Reading and Math assessments (BOY, MOY, and EOY) across all grades.	BOY, MOY, EOY Weekly PLCs Student Support Team Community Council Monthly meetings

## 2023-2024 Continual Improvement Plan - Oakwood

### Talent Development Goals

Goal:	Leading indicators:	Review intervals:
3a. Staff Trainings: For the professional learning events throughout the year, 90% of staff will report that the training was worthwhile and helped them improve their instructional practice.	Staff needs assessment, post-training survey, Coaching Cycles, Leadership Team determine and teach PDs, PLC agendas and work, Differentiated instruction for grade levels, Break out sessions (Autonomy for teachers), Drop in notes based on that months PDs	Beginning of Year Middle of Year End of Year Weekly PLCs Leadership Team

### Strategies

#### Academic Strategies

Academic Learning Strategy #1	<b>Intervention:</b> If a schoolwide system of intervention is established, then all staff will provide data-driven interventions as needed and identify students as part of the SST process; this in turn will provide students needed support while closing learning gaps. <b>Effect size: between 0.29 and 1.09</b>
Academic Learning Strategy #2	<b>Paraprofessionals:</b> If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, this will enhance the classroom instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students' ability to perform well on assessments. <b>Effect size: between 0.12 and .19</b>
Academic Learning Strategy #3	<b>PLCs:</b> If professional learning community (PLC) time is used by each team to analyze student data and to plan student interventions and extensions together, then all students will receive effective, targeted instruction to meet their needs. <b>Effect size: up to 1.39</b>
Academic Learning Strategy #4	<b>Technology Purchase:</b> If classroom instruction is supported with additional technology (Chromebooks, accessories, connectivity, etc.), then teachers will be better able to individualize and differentiate instruction and increase rigorous learning in every classroom, allowing students to read and perform well on their assessments. <b>Effect size: 0.16</b>
Academic Learning Strategy #5	<b>Intervention:</b> If a schoolwide system of intervention is established, then all staff will provide data-driven interventions as needed and identify students as part of the SST process; this in turn will provide students needed support while closing learning gaps. <b>Effect size: between 0.29 and 1.09</b>

#### Social Skills & Dispositions Strategies

School Behavioral Plan	<p>To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts.</p> <p>The link to your current School Behavior Plan is <a href="#">here</a>.</p>
------------------------	--

## 2023-2024 Continual Improvement Plan - Oakwood

SSD Strategy #1	<p><b>Relationships:</b> If we build positive relationships and understand the social-emotional needs of students, then teachers will be better able to provide the support needed to decrease office referrals and increase parental involvement and school attendance.</p> <p><b>Sense of belonging:</b> If schools utilize PBIS teams, social media and other school messaging, and create an overall school culture that fosters a sense of belonging among all students and faculty, then students will have increased protective factors and desire to engage in the learning process, improving academic performance.</p>
SSD Strategy #2	<p><b>Parent and Family Engagement:</b> If we engage parents more effectively in their child’s learning through a school family and parent engagement plan, then parents will have increased capacity to assist their children navigate the education system and perform better academically.</p>
SSD Strategy #3	<p><b>Attendance Tracking:</b> If the school implements an attendance tracking system that provides accurate information to teachers and parents about the attendance patterns of their students, has early interventions students, and motivates improved attendance, then attendance patterns will increase, allowing students to receive more Tier I instruction, thus improving academic performance.</p>

### Talent Development Strategies

Talent Development Strategy #1	<p><b>PD (increase general effectiveness):</b> If all teacher professional development offered to staff is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration, then teacher practices and subsequently positive student outcomes will increase.</p> <p><b>PD (geared towards student groups):</b> If we increase the amount of professional development for teachers in adjusting Tier I instruction to meet the needs of (Multilingual Learners, Students with Disabilities, Gifted and Talented) students then teachers will be better able to meet the needs of this student group.</p>
Talent Development Strategy #2	<p><b>Instructional Coaching:</b> If administration and coaches engage in frequent coaching cycles with teachers that include a pre-conference, observation event, and post-conference that reflects on changed practice/improved performance, then teachers will improve instructional practices, increasing student growth and achievement.</p>