2025-2026 CIP-Needs Assessment - Oakridge Elementary

Staff Talent Development

Talent Development Reflection

Recruitment and Retention:

What was the school's **turnover rate** for the 2024-2025 school year?:

We had two teachers leave; one retired and one relocated due to personal circumstances.

Professional Learning:

What **professional learning** took place in 2024-2025?

Multiple HMH reading trainings, writing training, data analysis and reflection, tech AI integration

Why was this **professional learning** given?

This aligned with our school continual improvement plan goals and were identified by school staff as a need and want.

How do you know that this **professional learning** was impactful?

We had school staff complete a survey after the PD to give us feedback on how beneficial the training was. Our coaching staff utilized the information from PD during our PLC sessions, coaching cycles, and observation and feedback sessions with teachers.

Where is your school headed into 2025-2026 in building on your **professional learning** plan?

We have good momentum and need to continue to help our teachers learn and navigate the tools in HMH. This will also include a continued focus on writing integration.

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Evaluating Tiers of Interventions

Academic Tier I School Strengths:	**Behavioral Tier I Supports:**
Strengths: Grade level teams identify their focus standards at the beginning of each quarter and set grade goals based on those standards. Teachers share this information with parents so they know what the students will be learning during that quarter. Teachers are using the proficiency scales tied to the standard to assist in making the assessments for each standard.	Strengths: Our school PBIS team has rolled out our plan to our school faculty and student body. Each classroom made their own rap or parody with the Graduate of Granite Characteristics. This helped students and staff learn the focus traits. We scored very high on our TFI this year and have a great foundation with positive behavior supports and a school decision tree. Now we need to look at refining and planning ongoing events and activities throughout each school year to keep the momentum going.
What are priority areas for improvement in your Tier I (whole school) Systems of Support? Fidelity to the master schedule and teaching the required components of structured literacy in each grade level.	
Academic Tier II Supports: How do content PLCs and/or grade level teams support students who need additional academic support? We have grade level PLC's in each week where we align our tasks with the instructional cycle to look at instructional strategies, plan instruction, design assessments, and analyze student data. During these meetings we specifically look at individual student needs to put together small groups and identify the area of focus for each group. This data tracking has helped us be consistent in monitoring student progress and responding to the data.	**Behavioral Tier II Supports:** How do content PLCs and/or grade level teams support students who need additional behavioral support? Our SST team has helped determine behavior needs and supports for students. The SST team has been very involved in setting up behavior contracts and reward menus for students. Our BHA has provided support in doing check ins and rewards for contracts.
What are priority areas for improvement in your Tier II (group) Systems of Support? Developing consistency for math interventions and data documentation.	
Academic Tier III Supports: What are some systems or practices working especially well in providing Tier III academic support?	**Behavioral Tier III Supports:** What are some systems or practices working especially well in providing Tier III behavioral support?

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Our SST team helps set specific goals, determine data tracking systems, and follow up supports to help teachers provide interventions.	Our SST team helps set specific goals, determine data tracking systems, and follow up supports to help teachers provide interventions. The team has put together the behavior contracts that are easy to manage and track.
What district or other supports are needed in improving your Tier III (individual) Systems of Support? We are one of two elementary schools who have a part time special ed teacher. This is very challenging with scheduling and support. Although we receive para support hours, we have not been able to hire someone to fill this position and provide this support to our special ed. students in the afternoon.	

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Review of Student Achievement Data:

Student Achievement Reflection

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

Our math scores in fifth grade were much higher than in previous years. This group of students came into fifth grade with high levels of proficiency and maintained those levels. Our science scores were great. The students leaving second grade have higher levels of reading proficiency than previous years. This is exciting for our third grade teachers to start off with these students.

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

We had some fourth grade students who dropped in math proficiency and scaled scores. We still have some students leaving kindergarten that do not have the literacy and math skills needed. We will need to start off strong at the beginning of the year providing intervention support for them so they do not get further behind.

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Reflection on use of TSSA funds:

Financial Reflection and Preview

How is your school utilizing TSSA funds this school year (2024-2025)?

We are carrying over these funds to help pay for .5 FTE and any para support for next school year.

List your TSSA expenses for 2024-2025 (this current school year) here, noting which goal each expense supports.

We used a small amount of this to pay teacher stipends for teachers to attend back to school night. This supported our goal and action step to engage parents in student learning.

Lastly, how are TSSA funds influencing the school's current level of success?

The money will be very helpful for next school year. We are fortunate we will have this for carryover when our school is very impacted by declining enrollment.