

Comprehensive Progress Report

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

Vision: Preparing Tomorrow's Leaders Today

Goals:

By June 2020, Oak View Elementary will increase the school performance composite from 39.7% to a minimum of 42.7%. • Reading composite from 38.2% to 41.2%. o 3rd Grade Reading From 38.1 % to 42.3%. o 4th Grade Reading from 39.3% to 41%. o 5th Grade Reading from 35.5% to 37.3%. • Math composite from 36.9% to 37.7%. o 3rd Grade Math from 47.6% to 48%. o 4th Grade Math from 29.9% to 31%. o 5th Grade Math from 34.2% to 35%. • 5th Grade Science From 55.3% to 57.3%.

By June 2020, we will reduce the number of office referrals from 29 to 15 or less in Power School. OSS will be reduced to less than 7 occurrences.

By June 2020, we will reduce the achievement gap by 5% in Reading, Math, Science and Office Referrals. We will focus on the areas with the largest gaps from 2018-2019 which are African Americans, Economically Disadvantaged, and Students With Disabilities.

For the 2019-2020 school year we will retain 80% of the staff and reduce lost instructional days by 20%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	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
<i>Initial Assessment:</i>		Teachers use mainly a whole class approach to Eureka Math, ARC, and CKLA Listen and Learn instruction. Small groups are utilized for K-2 during Flexible skill groups and for 3-5th grade during ARC conferences.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>		Teachers will deliver rigorous instruction in all academic areas to meet the needs of students. Lessons will be structured as full group, small group, intervention group, or online practice to meet the needs of all students.		Heather Bowden	05/01/2020
Actions			0 of 3 (0%)		
10/7/19	Teachers will produce lesson plans that match standards.			Heather Bowden	12/01/2019
	<i>Notes:</i> By this date all grade levels will utilize standards when writing I can statements and lesson focus.				
10/7/19	Students will participate and actively engage in small group lessons for each subject weekly. (Math, reading, science)			Heather Bowden	01/30/2020
	<i>Notes:</i> Plans will reflect this with consistency by the end of 2nd quarter.				
10/7/19	All staff will participate and utilize information from MTSS module training.			Pat Wallace	04/01/2020
	<i>Notes:</i>				

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Teachers use PBIS expectations, clip charts with common colors, Bear Paws, and other classroom management plans to reinforce positive behavior in students.</p> <p>Notes toward progress:</p> <ul style="list-style-type: none"> -All classrooms receive at least 1 guidance lesson each month with an average of 2 lessons per month. -All classroom teachers attended a training at the beginning of the school year and a refresher in January on our PBIS goals, incentives, policy as a school, and ways to implement with our students. -The school has a plan for applying for the NC School of Character in the 2019-2020 school year. This will give us our current school year of 2018-2019 to continue to implement some improved procedures and policies within our school PBIS plan to better meet our student needs, and train staff on a variety of needs our students have from emotional/social skills, to coping with trauma. -Received grant for supplies for calm-down space in each classroom K-5 and a calm-down room to help students have space to learn self-regulation skills for making choices. These areas also have data trackers to help check effectiveness and impact on students in the classroom. -School received PBIS award for 2018-2019 school year. 	Limited Development 08/31/2017		
How it will look when fully met:			100% of teachers will effectively use PBIS incentives and positive classroom management tools daily to decrease our number of write up and office referrals.		Courtney Copeland	06/15/2021
Actions				11 of 12 (92%)		
	8/31/17	All classrooms will utilize PBIS positive behavior incentives and rewards in their classroom management plan.	Complete 12/19/2017	Elizabeth Day	06/13/2018	
<i>Notes:</i>						
	10/2/17	Classroom teachers will teach students the Oak View Bully Prevention lessons.	Complete 12/19/2017	Courtney Copeland	06/15/2018	
<i>Notes:</i> Review these lessons after any major breaks.						

10/2/17	Guidance is one of the 'specials' rotations on Friday. Lessons will focus on character education, self control, and behavior management techniques.	Complete 10/03/2017	Courtney Copeland	06/15/2018
<i>Notes:</i>				
10/2/17	Professional Development on PBIS and Tiered Intervention Support (MTSS Model) for student behavior.	Complete 08/29/2017	Aimee Prevatte	06/15/2018
<i>Notes:</i>				
10/2/17	Utilize CHAMPS coach for supporting strong classroom management strategies. In meetings we will disaggregate the data and look for disproportion representation of minorities.	Complete 04/17/2018	Shanta Buchanan	06/15/2018
<i>Notes:</i> Teachers will be directed to the CHAMPS coach by administration as need arises.				
10/2/17	Use PBIS with fidelity of giving out BEAR PAWS (change color by month) to students who are doing the right thing.	Complete 02/06/2018	Courtney Copeland	06/15/2018
<i>Notes:</i> Teachers get weekly amounts of BEAR PAWS to distribute to deserving students showing good behavior in common areas.				
10/2/17	Be a Model PBIS School	Complete 05/21/2018	Courtney Copeland	06/15/2018
<i>Notes:</i>				
10/2/17	Have quarterly PBIS celebrations for students who have earned them by having positive behavior for the duration of that specific quarter in the school year.	Complete 02/06/2018	Shanta Buchanan	06/15/2018
<i>Notes:</i>				
10/2/17	Each classroom will have a mission statement to increase students' sense of belonging, motivation in work, and positive choices.	Complete 10/03/2017	Courtney Copeland	06/15/2018
<i>Notes:</i> Mission Statements are written annually but should be referred to				
9/4/18	Weekly lessons working with students on coping strategies, using calm-down spaces in classrooms, and individual plans to teach students self-regulatory coping strategies.	Complete 01/11/2019	Courtney Copeland	06/15/2019
<i>Notes:</i> Title I Funds used to purchase an additional school counselor.				
6/13/19	All classrooms will utilize calm-down space tools and techniques along with social-emotional posters to help students with self-regulation techniques to help promote positive choices in the classroom and school.		Courtney Copeland	06/08/2020
<i>Notes:</i>				
8/30/18	PBIS Professional Development Course at Oak View to retrain and/or train all new and returning staff in how to effectively implement PBIS in the classroom and school.	Complete 01/11/2019	Courtney Copeland	06/15/2020

Notes:

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Curriculum and instructional alignment

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Teachers type up weekly plans aligned to CC or NC Essential Standards. EC and ELL had some pull out time. Differentiation has been done through guided reading but not other subjects.

Progress Notes:

-ARC coach has completed several visits on 9/28/18,12/19/18, 1/25/19 for classroom observations, model teaching, PLC discussions and feedback in 3rd-5th grade ARC program.

-CKLA coach Dr. Parker visited on 9/18/18, 12/6/18 for classroom observations, co-teaching, model teaching, PLC discussions and feedback in K-2 CKLA.

-Eureka coach on 10/8/18,11/1/18, 12/10/18, 1/30/19 for classroom observations, model teaching, PLC discussions and feedback in math.

-ILT Team conducted K-5 math walk-through for all teachers with feedback on grows and glows for math instruction. Goals were set per grade level, and classroom as needed, and placed on a checklist for teachers to use as a reminder of major grows from the walk through.

-Principal, Assistant Principal, Math Facilitator, and Curriculum Facilitator continue to walk-through classrooms and give feedback in writing and discussions with teachers.

-BOY assessment team worked on assigned classrooms to complete TRC and DIBELS assessments. MOY assessment team added an additional teacher and worked as a unit to test each class and complete all K-2 DIBELS and TRC assessments. Our 3rd grade has used the same team of 3rd grade teachers to test students they do not teach during both BOY and MOY testing.

-Teachers are attending PLCs on Tuesdays that focus on literacy. BOY and MOY data for TRC and DIBELS along with CKLA Skills and Common Formative Assessments have been discussed during Literacy PLCs.

-2020: Teachers will use PLC Notebooks to house data for their class that will be used in all discussions on ELA and Math instruction. For 2018-2019 Teachers are encouraged to use their own methods to take notes during PLCs and keep track of student data.

Limited Development
08/26/2016

How it will look when fully met:	By June 2019, 100% of classroom teachers will fully implement Eureka Math small group instruction in addition to using the Eureka Math Curriculum with fidelity. By June 2019, 35% of our students will be proficient in math as measured by NC EOG tests. Our subgroups will each increase as follows: AA from 21 to 27.7%; Hispanic - 39.2% to 45.2%; White 41.1% to 45.8%; EDS -24.2% to 30.6%.		Shanta Buchanan	06/14/2021
Actions		16 of 17 (94%)		
10/10/16	Work closely with Classroom teachers and monitor lesson plans to ensure GM is being implemented in all classrooms. The ERG Coach, CF, and Principal will conduct walk-throughs and provide feedback to each teacher.	Complete 04/04/2017	Shanta Buchanan	06/06/2017
<p><i>Notes:</i> Provide GM Professional Development - August 2016 and ongoing each month. This will be provided by ERG coach, CF, and Principal. Make sure teachers have the resources needed to be successful.</p> <p>12/6- Focus walks have been conducted with and without the ERG coach.</p> <ul style="list-style-type: none"> - Teachers have observed each other teaching guided math. - Demo lessons completed by ERG coach. - continue walkthroughs and coaching monthly: recheck at end of school year <p>Teachers are using Guided math in the classroom. CF and Principal continue to walk through and provide feedback.</p>				
10/14/16	Teachers will use the Guided Math Lesson Plan Template to plan daily lessons.	Complete 04/04/2017	Heather Bare	06/19/2017
<p><i>Notes:</i> Lesson plans are posted by teachers using SharePoint website. Plans are checked for standards and monitored for rigor and effective lessons by Mrs. Buchanan (CF) and Mrs. Bare (Principal). Feedback is given to teachers through email and conversations.</p>				
10/14/16	The EC staff will be involved in inclusion Guided Math in most grade levels.	Complete 04/04/2017	Heather Bare	06/19/2017
<p><i>Notes:</i> EC Staff is involved in guided math using inclusion for grades 2-5. They are working with the teachers to follow guided math routines and set-up for each classroom.</p>				

10/14/16	The AG staff will continue working in inclusion Guided Math in 4th grade.	Complete 04/04/2017	Elizabeth Day	06/19/2017
<i>Notes:</i> AG teacher works with inclusion Guided Math in 4th grade daily.				
10/14/16	ESOL staff and classroom teachers will work together to differentiate using students' vocabulary and language needs	Complete 06/02/2017	Elizabeth Day	06/19/2017
<i>Notes:</i> ESOL teacher works with classroom teachers to meet individual student needs. She provides a checklist of modifications for teachers to use to assist ESOL students in their regular classrooms. She provided a Professional Development session that focused on how it feels to be an ESOL student with little language knowledge. She even had a previous Oak View student return to discuss his experience at Oak View as an ESOL student. She gave part of the presentation in Spanish so that teachers could feel how confusing words can be without vocabulary building assistance such as picture clues, context, and repetitive use of the word correctly.				
8/30/18	ARC Coach will visit and complete observations and model lessons and provide feedback to improve the use of ARC program in grades 3-5.	Complete 04/02/2019	Shanta Buchanan	04/02/2019
<i>Notes:</i> Title I Funds were used to add one additional coaching day for ARC.				
8/30/18	Eureka coaches will visit Oak View and provide feedback on how to most effectively align lessons to standards and increase rigor in lessons through student engagement during math.	Complete 04/18/2019	Shanta Buchanan	04/15/2019
<i>Notes:</i>				
8/30/18	CKLA coach, Tiffany Parker, will conduct observations and model lessons with teachers and students in grades K-2 to increase effective use of CKLA program.	Complete 05/03/2019	Shanta Buchanan	05/12/2019
<i>Notes:</i>				
8/30/18	Principal, Assistant Principal, and other curriculum support staff will conduct walk-throughs and provide feedback to teachers to help increase student engagement in standards aligned lessons.	Complete 06/03/2019	Heather Bare	05/15/2019
<i>Notes:</i>				
8/30/18	Assessment teams will work with students to complete BOY, MOY, and EOY DIBELS and TRC assessments.	Complete 05/17/2019	Shanta Buchanan	05/28/2019
<i>Notes:</i>				
8/30/18	All teachers will participate in weekly PLCs focused on Literacy each Tuesday. PLCs will be data and standards based discussions to improve our instruction and interventions for students.	Complete 06/10/2019	Meredith Morales	06/07/2019
<i>Notes:</i>				

8/30/18	All teachers will participate in weekly PLC's on Wednesdays for Math data and standards driven discussions to improve our instruction and interventions with students.	Complete 06/10/2019	Meredith Morales	06/07/2019
<i>Notes:</i>				
8/30/18	Utilize Canvas for online access to resources to deepen understanding of standards correlations and tasks for increasing rigor in all subject areas.	Complete 06/10/2019	Meredith Morales	06/07/2019
<i>Notes:</i>				
8/30/18	Teachers will use PLC Notebooks to house data for their class that will be used in all discussions on ELA and Math instruction.	Complete 06/07/2019	Meredith Morales	06/07/2019
<i>Notes:</i>				
8/30/18	Data Analysis in PLCs will occur through using common assessments and student work samples.	Complete 06/10/2019	Meredith Morales	06/07/2019
<i>Notes:</i>				
8/30/18	Professional Development will include standards based courses and content based courses to improve instruction in all classrooms at Oak View.	Complete 06/10/2019	Shanta Buchanan	06/08/2019
<i>Notes:</i>				
6/13/19	Teachers will utilize pacing guides and unit order (domain schedule) that was set at the end of the 2018-2019 year to best align teaching to standards and keep pacing appropriate for each class. This will be evident in lesson plans, walk-through documents, and team PLC planning session discussions.		Meredith Morales	06/08/2020
<i>Notes:</i>				

A2.17		ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use school-wide PBIS expectations to help form class agreements or rules. Teachers use individual and class-wide incentive systems daily. Teachers model and teach responsibility,cooperation, and concern for others. Teachers use the GCS character trait months to teach responsibility and cooperation.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>		Teachers use school-wide PBIS expectations to help form class agreements or rules. Teachers use individual and class-wide incentive systems daily. Teachers model and teach responsibility,cooperation, and concern for others. Teachers use the GCS character trait months to teach responsibility and cooperation.		Heather Bare	12/30/2019
Actions			0 of 1 (0%)		
10/7/19	Teachers will model and teach responsibility, cooperation, and concern for others throughout the school year.			Courtney Copeland	04/01/2020
<i>Notes:</i>					
A2.26		All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use GCS pacing guides for Eureka, ARC, and CKLA. Teachers discuss pace in PLCs on Tuesdays and Wednesdays with our CF and Math/STEM teacher.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>		Teacher pace lessons to keep consistency and rigor. Pacing is scheduled and intentional. Pace is tiered for each classroom during small group lessons or interventions. Teachers across the grade level and school are aware of pacing in all grade levels. Teaching pace is held accountable through walk-throughs and lesson plans.		Heather Bowden	02/29/2020
Actions			0 of 1 (0%)		
10/7/19	Grade levels will intentionally pace next ARC Unit, CKLA Domain/Unit, and Eureka Module.			Heather Bowden	10/31/2019
<i>Notes:</i> Done in PLCs. Kept on a calendar to review for accountability.					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		<p>We meet the needs of our on level students through Core instruction. We partially differentiate lessons and tasks EC, ELL, and AG students. We need to focus on differentiation for EC, ELL, AG, IST, and struggling learners in all grade lessons and all subjects.</p> <p>Notes on Progress:</p> <ul style="list-style-type: none"> -Teachers and tutors are working using research based interventions for students in the IST process to help students who have not yet met standards. - Teachers are using differentiation in small grouping students for skill based small groups in reading and math. Tutors are being used strategically to best serve our students who need additional time with an adult practicing skills in reading and math. -All teachers attend IST with their grade levels on Thursdays. The student plans for IST are written as a group during these meetings. 	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>		<p>Teachers and support staff will differentiate lessons for all students in all content areas in order to eradicate the achievement gap. This will include focused work with EC, AG, and ESL work together with classroom teachers to provide support and differentiation in all classrooms.</p> <p>By June 2019, Our school will strive to close the achievement gap in reading and math by 5% each school year.</p>		Veronica Harris	06/15/2021
Actions			8 of 9 (89%)		
	10/19/17	Ensure that students with disabilities and ESOL students are not pulled during core instruction.	Complete 10/03/2017	Heather Bare	08/25/2017
<i>Notes:</i> This is done at the start of the year and monitored throughout the year.					

10/2/17	Teachers will participate in IST discussion for their grade level during planning weekly. All teachers on the grade level will share ideas and collaborate on strategies for assisting students with difficulties.	Complete 06/15/2018	Courtney Copeland	06/15/2018
<i>Notes:</i>				
10/2/17	Teachers will be trained on the MTSS 3 Tiered system of support.	Complete 09/26/2017	Psychologist	06/15/2018
<i>Notes:</i>				
10/2/17	Full time Social Worker who also is in charge of our IST/MTSS process and caseload for the school. (Title I Funds)	Complete 08/28/2017	Heather Bare	06/15/2018
<i>Notes:</i>				
8/31/17	Teachers will work together as grade levels with assigned specialist to discuss and complete the IST process.	Complete 10/26/2017	Tammy Greenawalt	06/13/2019
<i>Notes:</i>				
8/30/18	Evidence based interventions will be used with students who are in the IST process.	Complete 06/10/2019	Veronica Harris	06/15/2019
<i>Notes:</i> IST Paperwork will be evidence.				
8/30/18	Differentiated instruction will be included in lesson plan development.	Complete 06/07/2019	Meredith Morales	06/15/2019
<i>Notes:</i> Lesson plans and teacher anecdotal notes will show data for differentiation effectiveness. Title I Funds will provide 3 tutors, 20 hours per week for 24 weeks. The tutors to be used strategically with students.				
8/30/18	Exceptional Children Teachers will work collaboratively with regular education teachers to ensure instruction is differentiated according to developmental ability of each student.	Complete 06/07/2019	Veronica Harris	06/15/2019
<i>Notes:</i>				
6/13/19	Staff who work with Nuture (K-2) and AG (3-5) students will be encouraged to attend the online training through Canvas.		Shanta Buchanan	06/08/2020
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We refer students to the guidance counselor as needed. Teachers work with students as they have time. We will continue to focus on emotional needs of students.</p> <p>Progress Notes: -All students are receiving guidance lessons at least one time per month. -Small groups of students meet to work on specific targets with a counselor on an as needed basis with referrals from counselors, parents, and staff.</p>	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>			<p>If a student has a behavior improvement or management plans it will be followed by the classroom teacher. The counselor will do follow up lessons on a weekly basis teaching all students self-regulatory skills. Teachers will use SEL strategies to help students form and use self-regulation skills each day. Teachers will follow the flow chart for helping students de-escalate when emotionally not in control. The calm down room will be utilized as needed. Staff will help get students to and from this location to assist them in being successful at school.</p>		Pat Wallace	06/15/2020
Actions				3 of 10 (30%)		
	8/31/17		All classes will have guidance classes monthly.	Complete 06/07/2019	Courtney Copeland	06/13/2019
			<i>Notes:</i> Title I Funds were used in 2018-19 for an additional counselor to teach strategies to all students.			
	9/9/19		Teachers will follow the flow chart for when it is a classroom managed behavior vs. calling for assistance using our PBIS flowchart from our initial staff meeting. (Also located in PBIS binders.)	Complete 09/05/2019	Shanta Buchanan	09/05/2019
			<i>Notes:</i>			
	6/13/19		Staff will utilize calm-down tools and spaces to keep data on usage and effectiveness of these strategies for our students.	Complete 10/01/2019	Courtney Copeland	10/01/2019
			<i>Notes:</i>			

6/13/19	All classrooms will utilize social-emotional learning posters to assist students through learning the process of how to complete life skills such as listening, accepting no, receiving criticism, and disagreeing with others.		Courtney Copeland	10/31/2019
<i>Notes:</i> All classes will have used at least one poster by this date. Another check-point to be set in the Spring 2020 as needed.				
9/9/19	Teachers will keep a log of students who use the calm-down corner. Maintaining notes on what helps that student and their emotional state upon exiting the calm-down corner.		Pat Wallace	11/01/2019
<i>Notes:</i> All teachers will turn in calm-down corner log to Mrs. Bare by Nov. 1, 2019.				
9/9/19	Teachers turn in calm-down corner logs to one person. This person will look for trends within the classroom or for particular students/grade levels.		Courtney Copeland	12/01/2019
<i>Notes:</i> Trends discussed among staff at a staff meeting, vertical teams, or in PLCs as the need fits.				
9/9/19	Students will track their feelings and understanding of their emotional state using the calm-down corner tracker. Teachers will use this data to help students have self-awareness of their emotions when using the calm space.		Pat Wallace	02/01/2020
<i>Notes:</i>				
10/7/19	Staff will participate in MTSS training monthly.		Heather Bare	05/01/2020
<i>Notes:</i> The PBIS/MTSS team will also have further discussions with representatives from all grade levels to properly plan interventions for students.				
10/7/19	Teachers will reduce the amount of times a student needs to use the calm-down corner by 20% from 1st and 2nd quarter as we enter the 4th quarter. (So a teacher with 20 uses will aim for 15 uses in 4th quarter. With students using other self-control techniques to not miss instructional time.		Shanta Buchanan	06/11/2020
<i>Notes:</i>				
10/7/19	Staff will take SEL PD through GCS.		Pat Wallace	06/11/2020
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Currently we have a uniform behavior plan throughout the school, common PBIS goals, and common specialist expectations.</p> <p>Progress Notes:</p> <ul style="list-style-type: none"> -Title I funds have been allotted for Kindergarten Orientation and 5th grade transition night. -PreK from Triad Daycare attended a "move-up" day to prepare for entering a regular school setting next year. They serve many of our students in their PreK-5th grade after-school program. -Field trip with 5th graders to Welborn Middle School where many of our students will attend next year for 6th grade. 	No Development 08/31/2017		
How it will look when fully met:			The school will implement a move-up day or process for students to understand and know about the change in expectations as they move up in grade levels. Teachers will communicate with parents how the expectations will be different in the next grade level to ease transition.		Shanta Buchanan	06/15/2020
Actions				3 of 4 (75%)		
	8/30/18		Use Title I Funds to schedule a 5th grade parent and student transition night.	Complete 06/07/2019	Courtney Copeland	06/15/2019
<i>Notes:</i>			Use Title I Funds to schedule a 5th grade parent and student transition night.			
	8/30/18		Title I Funds will be used for parents and students attending kindergarten orientation.	Complete 05/16/2019	Kathryn Tyndall	06/15/2019
<i>Notes:</i>			Title I Funds will be used for parents and students attending kindergarten orientation.			
	8/30/18		Pre-K will create a transition plan to allow students to visit kindergarten and experience a morning lesson to help ease the transition into kindergarten the following year.	Complete 05/24/2019	Nikkia Mack	06/15/2019
<i>Notes:</i>						

6/13/19	All grades will participate in "move-up" activities to help students prepare for the adjustment. Teachers will show students where the next grade level classrooms are located. Students will write letters to the incoming groups to explain "all about" their grade level they just completed.		Courtney Copeland	06/08/2020
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing PD to our school leaders and commits to making transformative work to increase student achievement in the district.		Heather Bare	06/15/2020
Actions			0 of 1 (0%)		
9/27/17		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Heather Bare	06/13/2020
<i>Notes:</i>					

	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:			<p>The school has a SIT team that includes members from all grade level teams and other teaching staff within the school along with administration and parents to make decisions and increase effective practices within our classrooms.</p> <p>Progress Notes: -Oak View has an Instructional Leadership Team (ILT team) that is attending monthly trainings with tasks between each meeting to help our school increase achievement and instruction. (Principal, Assistant Principal, STEM/Math lead teacher, Curriculum Facilitator, Teacher representative. -Oak View SIT team with members from all grade levels, EC, classified staff, and specialists meet on the first and 4th Tuesday of the month to track progress on our SIP plan, Title I, and make other school-wide decisions.</p>	Limited Development 08/30/2018		
How it will look when fully met:			Along with our School Improvement Team there will be an additional team called an Instructional Leadership Team that will meet regularly to continue deeper discussions to increase effective instruction in all classrooms at Oak View.		Heather Bare	06/15/2020
Actions				1 of 2 (50%)		
	8/30/18	Instructional Leadership Team (ILT) will be created and will meet regularly to review data for all grade levels.		Complete 06/10/2019	Heather Bare	06/15/2019
<i>Notes:</i>						
	6/13/19	The ILT team will set a meeting schedule beginning Fall 2019 for next school year.			Heather Bare	06/08/2020
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our School has a School Improvement team that consists of all grade levels, parents, support staff and classified staff. This team works to share leadership and make decisions to improve student proficiency and school climate. Our School has a team structure to monitor Instruction/planning using our grade level teams which meet in PLCs 2-3 times weekly. PLCs meet to plan, monitor student progress, use data to make instructional decisions, and ensure plans aligned with state and district expectations. In addition to PLCs, our staff meets monthly in Vertical Teams to ensure continuation of learning in all subject areas. For parent/family engagement we have a Covey Parent Involvement team that meets monthly to create and design activities to improve parent engagement and communicate between home and school. This team works closely with our Title 1 Ambassador parent and the our PTA board.	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>		Grade levels meet 3 times per week for planning. 2018-2019 -Tuesday: ELA PLC Wednesday: Math PLC Thursday: IST (changing to MTSS for 2019/2020)		Courtney Copeland	06/13/2020
<i>Actions</i>			1 of 2 (50%)		
	8/31/17	Teachers will meet in PLC meetings 3 days a week. One day is devoted to IST students. The other 2 days are focused on planning, student needs, and data.	Complete 06/07/2019	Courtney Copeland	06/13/2019
<i>Notes:</i>					
	6/13/19	Based on survey data from 2018-2019 school year, our school will utilize a new PLC schedule for 2019-2020 school year. The expectations for use of planning time will be explained for staff to follow. Protocols for this will be set at the beginning of school by ILT team August 2019.		Heather Bare	06/08/2020
<i>Notes:</i>					
Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			

	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
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Initial Assessment:	<p>Currently we are using Guided Math and CKLA and/or American Reading Company for ELA. Both of these companies require monitoring by the CF/Principal. During each of these visits, the admin team (Principal, CF, and Coach) conduct walk through and feedback information to the teachers. This information is shared with staff and used to determine next steps as well as evaluating PD or need for additional PD.</p> <p>Progress Notes:</p> <p>-Oak View has an Instructional Leadership Team (ILT team) that is attending monthly trainings with tasks between each meeting to help our school increase achievement and instruction. (Principal, Assistant Principal, STEM/Math lead teacher, Curriculum Facilitator, Teacher representative.) This group meets at least two times monthly to ensure progress in leadership and instruction in classrooms at Oak View.</p>	Limited Development 08/26/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The administration team will be highly visible spending the majority of their time in classrooms. Honest and supportive feedback will be given for areas of strength and need for each teacher.</p> <p>2018-2019 ILT completed walk-through observations for ELA and Math K5. We then discussed the data and set "next steps" for each grade level to be sure to focus on for reading and math lessons daily. These documents were used for observations throughout the year. Per teacher feedback, this was a good way to receive direct, clear, and timely feedback.</p>		Heather Bare	06/15/2020
Actions		17 of 18 (94%)		
8/31/17	Administrators will conduct walk-throughs and provide timely feedback to all teachers.	Complete 05/01/2018	Heather Bare	06/13/2018

<i>Notes:</i>				
10/2/17	New Leaders Training for Principal and Assistant Principal	Complete 05/24/2018	Heather Bare	06/15/2018
<i>Notes:</i>				
10/2/17	Staff will have PLC discussions on Effective Instruction and Quality Task (based on the instructional framework)	Complete 11/07/2017	Tammy Greenawalt	06/15/2018
<i>Notes:</i>				
10/2/17	Growth Mindset Professional Development	Complete 09/12/2017	Shanta Buchanan	06/15/2018
<i>Notes:</i> Using Guilford County Schools training materials and resources.				
10/2/17	Kindergarten and 1st Grade Staff Trained in CKLA	Complete 10/10/2017	Heather Bare	06/15/2018
<i>Notes:</i>				
10/2/17	UNCG Grant Partnership: We are a T4 School with UNCG that will provide Professional Development on MakerSpace items that can be used for Math stations. This partnership will also allow for STEM guides who will volunteer in the MakerSpace and classroom settings.	Complete 12/19/2017	Roberta Turner	06/15/2018
<i>Notes:</i>				
10/2/17	Strategic use of tutors to provide intervention and enrichment for students within target subgroups.	Complete 12/19/2017	Shanta Buchanan	06/15/2018
<i>Notes:</i>				
10/2/17	Purchase additional ARC materials (Using Title I Funds) - Culturally relevant/culturally inclusive -purchase of white/black level toolkits - purchase more materials for needed reading levels (orange, purple, and above) -purchase Best Books for Boys for K-2 classroom use -ARC take home reading materials -Purchase hardcover books for publishing one piece of work per student (grades 3-5) - Purchase ARC reading medals for incentive	Complete 12/19/2017	Heather Bare	06/15/2018
<i>Notes:</i> Title I Funds Used				
10/2/17	Purchase additional ERG Guided Math Coaching Days (Title I Funds)	Complete 12/19/2017	Shanta Buchanan	06/15/2018
<i>Notes:</i> Coaching days will focus on teachers new to Oak View or new to Guided Math				
10/2/17	50% of the Curriculum Facilitator position was purchased with Title I Funds. She will focus to analyze data, assist teachers in math planning, math assessments, and math instruction. Data driven discussions will be included in PLC meetings weekly.	Complete 09/11/2017	Tammy Greenawalt	06/15/2018
<i>Notes:</i>				

10/2/17	Equity Team of 5 staff members will attend Professional Development and return to school to train staff on practices of equity and diversity.	Complete 11/21/2017	Heather Bare	06/15/2018
<i>Notes:</i>				
10/2/17	Local instructional dollars used to purchase resources including Mystery Science and STEM interactive resources.	Complete 02/06/2018	Heather Bare	06/15/2018
<i>Notes:</i>				
10/2/17	5 additional ARC coaching days (for a total of 9 coaching days) for grades 3-5.	Complete 05/22/2018	Shanta Buchanan	06/15/2018
<i>Notes:</i> Total of 9 coaching days with the same coach.				
8/30/18	Create an instruction feedback form to use during classroom walk-throughs.	Complete 08/31/2018	Heather Bare	09/01/2018
<i>Notes:</i>				
8/30/18	Create an Instructional Leadership Team (ILT) that has 4 members.	Complete 08/03/2018	Heather Bare	09/01/2018
<i>Notes:</i>				
8/30/18	Meet with ILT team to discuss data and effective instructional practices within the school. Areas needing improvement will have plans in place to increase effective instruction. Areas excelling will have a plan for celebrating and sharing those practices within the school.	Complete 06/07/2019	Shanta Buchanan	06/15/2019
<i>Notes:</i>				
8/30/18	The Instructional Leadership Team (ILT) will attend New Leaders professional development to increase effective use of leadership in the school.	Complete 06/07/2019	Heather Bare	06/15/2019
<i>Notes:</i>				
6/13/19	With the ILT team: Based on beginning of year observations and walk-through data there will be a set "next steps" check-list for each grade level which can be individualized as needed throughout the year. These documents will then be used for ELA and Math walk-throughs during the 2019-2020 school year.		Kathryn Tyndall	06/08/2020
<i>Notes:</i>				
Implementation:		05/24/2018		
Evidence	5/24/2018 The administration team will be highly visible spending the majority of their time in classrooms. Honest and supportive feedback will be given for areas of strength and need for each teacher.			

<p><i>Experience</i></p>	<p>5/24/2018 We focused on getting experts to come and help train staff in target program areas. We had positive constructive feedback from each coach and from our administration. Feedback is being used by teachers to improve instructional practices.</p>			
<p><i>Sustainability</i></p>	<p>5/24/2018 We will continue to have training on CKLA, ARC, and Eureka Math Programs to ensure teachers are trained on how to effectively implement the programs. We will continue to have PLCs to discuss data and student needs. We will also continue to have coaches come in to help with ARC, CKLA, and Eureka Math.</p>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		<p>LEA response -Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School Response - We currently use school performance data across the school for decisions. We use classroom observations in PLCs but not in decision making with SIT. The SIT team discussed but does not make decisions on professional development.</p> <p>Progress Notes: -Teachers are sent to training with the county based on teacher need (such as CHAMPS, lateral-entry, CKLA/ARC, etc.) - Tuesdays are ELA PLC meetings for all grade levels and Wednesday are Math PLC meetings for all grade levels. Discussions are on units of instruction, materials, resources, and plans for teaching and adjusting implementation based on all types of assessments.</p>	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>		By June 2020 the school's instructional teams will use a variety of assessment information including classroom observation data, student performance assessment data, anecdotal data and the ARC IRLA to monitor students reading performance and group/move students in Guided Math Groups.		Heather Bare	06/15/2020
<i>Actions</i>			9 of 14 (64%)		
	10/14/16	In PLCs teachers will share how they are taking anecdotal notes currently and decide a method to be used as each grade level to record student progress.	Complete 01/31/2017	John Haviland	01/09/2017
		<i>Notes:</i> Teachers from Pre-K through 5th grade brought their anecdotal note pages to the meeting.			

10/14/16	The ARC coach will conduct observations and visits with feedback that will be used across the faculty.	Complete 04/04/2017	Heather Bare	04/04/2017
<p><i>Notes:</i> 12/5- 4 original dates have been completed - feedback is being used in 4th and 5th grade classes - ARC coaches have added 3 additional dates. -Total of 8 walk-throughs by the end of the year have been completed.</p>				
10/10/16	Lesson plans will be monitored weekly to ensure alignment with district and state expectations. Teachers will receive feedback on their lesson plans. 100% of classroom teachers will share data at PLCs for how they are monitoring student progress and making adjustments to plans and flexible groups.	Complete 06/02/2017	Heather Bare	06/13/2017
<p><i>Notes:</i> - Use classroom observation data more often to move students in Guided Math Groups. The ERG coach will do walk throughs and assist with this. -ARC program is used in 4th and 5th grade ELA. The ARC coach does visits with feedback that will be used across the faculty. -Teachers will decide a method to take anecdotal notes on student progress. -In future PLCs teachers will share how they are taking anecdotal notes currently. -Continue to monitor TRC/Dibles, IRLA, and Quarterly BM and share data at PLCs and in weekly Game Plan. 12/6 *Lesson plans are checked weekly as posted - K-3 is disaggregating data from Progress Monitoring with DIBELS - 4-5 ARC using IRLA levels, skill check off, conference scheduling, and addressing student power goals - Math: Unit assessments and tasks (proficiency is gauged on these) -Assessment team is sending coach to work with 3rd, 4th, and 5th on creating formative assessments using SchoolNet</p>				
10/14/16	The ERG coach will do walk throughs and assist instructional teams in analyzing student performance data and identifying instructional strategies for achieving the school target goals in reading and math.	Complete 04/04/2017	Heather Bare	06/19/2017
<p><i>Notes:</i> The ERG coach has conducted walk throughs and model lessons in all grade levels. She has left positives and suggestions each visit for each grade level to review.</p>				

7/31/17	Professional Development will be offered based on staff and student needs as they are assessed during the school year.	Complete 06/07/2019	Shanta Buchanan	06/08/2019
<i>Notes:</i>				
8/30/18	PLC discussions on ELA and Math will be standards based and data driven to drive instructional planning and teaching practices in our school.	Complete 06/07/2019	Meredith Morales	06/15/2019
<i>Notes:</i>				
9/9/19	Teachers will communicate data to TA's for small groups. IST and teachers will communicate data with Ms. Bivens to ensure best IST intervention fidelity and student growth.	Complete 10/01/2019	Angela Bivens	10/01/2019
<i>Notes:</i>				
6/13/19	Per staff vote for the 2019-2020 school year we will join Cohort 2 of Arts Integrated Academy. All staff will complete the online modules as well as the face-to-face ARCH sessions to learn about this strategy and how to implement it with our students.	Complete 10/09/2019	Heather Bare	10/09/2019
<i>Notes:</i>				
9/9/19	All staff will bring current data to ELA PLC's on Tuesdays and Math PLC's on Wednesdays.	Complete 10/02/2019	Heather Bowden	10/31/2019
<i>Notes:</i>				
9/9/19	Small groups and small group lessons will be designed based on data collected from current modules and units.		Candace Scott	11/01/2019
<i>Notes:</i>				
9/9/19	Teachers will use assessments (checklists, anecdotal notes, and rubrics) to track student performance data. Method decided by this due date and used in a variety of subjects.		Shanta Buchanan	02/01/2020
<i>Notes:</i>				
9/9/19	Data will be used to plan daily lessons for best classroom success.		Heather Bowden	06/11/2020
<i>Notes:</i>				
9/9/19	All classrooms will utilize AIA in at least one lesson per quarter.		Melissa Burrell	06/11/2020
<i>Notes:</i>				
9/9/19	Teachers will communicate data with parents in parent friendly language.		Heather Bare	06/11/2020
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>LEA response -It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School Response -</p> <p>Progress Notes:</p> <ul style="list-style-type: none"> -Teachers are rewarded with postive notes and emails, "Positive Passenger" awards at monthly staff meetings (previously called MVPs), and shout-outs in weekly newsletter to staff. -We have team building activities at each monthly staff meeting. -All beginning teachers have mentors. -All staff are working on their Energy Bus and we have had 4 tasks so far this school year. 	Limited Development 08/26/2016		

How it will look when fully met:	Oak View will be fully staffed with positive, highly qualified employees.		Shanta Buchanan	06/15/2020
Actions		2 of 3 (67%)		
8/31/17	Teachers are rewarded and encouraged with "drops in the bucket", MVPs, weekly newsletter to staff, memos with shout outs, team building activities at meetings, and mentors.	Complete 06/07/2019	Shanta Buchanan	06/13/2019
	<i>Notes:</i>			
8/30/18	School wide "Energy Bus" initiative to create a positive team environment for our staff and increase morale among staff and the community.	Complete 05/21/2019	Heather Bare	06/15/2019
	<i>Notes:</i>			
6/13/19	Using our new theme staff will have successes praised through the weekly emails (newsletter updates from Bare) and through the use of nominations and monthly rewards for teachers who are doing great things.		Shanta Buchanan	06/08/2020
	<i>Notes:</i>			

Core Function:	Dimension E - Families and Community
Effective Practice:	Family Engagement

	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
<i>Initial Assessment:</i>			<p>Most teachers send home weekly newsletters with curriculum updates and information. We use iMom and All-Pro Dad at the school but not as effectively as we could. Some teachers share what to do at home during parent conferences.</p> <p>Progress Notes: -We have had a literacy night with a student/parent dance. We have held parent conference days with the opportunity for more available times for parents to meet with teachers. We also held a PTA welcome back to school night with information for parents. -Staff and families are working on planning upcoming events such as Multicultural Extravaganza, Mommy and me Yoga, Math Night.</p> <p>2018-2019 We used parent survey data to plan daytime and evening events to meet their requests for academic events and family building events to support our students.</p>	Limited Development 08/26/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			By June 2020, the school will have 100% participation using online apps to communicate with parents. Oak View parents will have at least one positive contact and at least two face to face meetings with their child's teacher. Parents and teachers will work as partners to increase student achievement.		Heather Bare	06/13/2020
Actions				18 of 24 (75%)		
	10/14/16	The Leadership Team will create an acronym cheat sheet online for parents for commonly used acronyms such as BOY for Beginning of Year (DIBELS and TRC).	Complete 11/03/2016	Kerry Terry	12/05/2016	

Notes: Completed with acronyms. Will be posted on website and emailed to staff for teachers to send home to parents.

10/14/16 A Parent Academy sessions will be scheduled to help parents sign onto Parent Portal. The session can be offered in conjunction with iMoms and/or All-Pro-Dads.

Complete 01/31/2017

Heather Bare

02/15/2017

Notes: These were completed during the month of October.

All dates and parent participation were confirmed in the SIT meeting during January.

10/10/16 Increase parent involvement through the use of surveys, weekly newsletters, and a variety of communication methods.

Complete 05/02/2017

Roberta Turner

05/02/2017

Notes: -Teachers complete weekly newsletters in all grade levels. Classroom teachers will bring a copy of the class newsletter to each monthly SIT meeting. --complete 12/6/16
-REMIND app or Class Dojo are used in 4 classrooms currently. Our goal is to have 8 classrooms using it by October. 10/4/16 met this goal
As of 12/6/16 Pre-K through 3rd using an strategy to communicate with parents.
-Get parent academy to come and help parents sign onto parent portal. This can be done after iMoms and All-Pro-Dads. Completed 2 times.
-Create an acronym cheat sheet online for parents for commonly used acronyms such as BOY for Beginning of Year (DIBELS and TRC) Completed Nov. 2016
-Create the survey to be given November and April of this year.
-Survey will go out in January and April.
-Use Connect Ed to inform parents of weekly events. - completed as of 12/6/16

-PTA has created a FaceBook page to inform parents of events.
-Teachers are using REMIND or ClassDojo apps to communicate regularly with parents.
-Newsletters are sent weekly by each grade level or classroom to communicate needs with parents.
-Survey was sent home with students to get feedback on how we can improve parent communication.
-End of Year survey was sent home for notes parents wanted to share about their concerns or excitement about their child's next year at Oak View. They can comment on their child's need so that Mrs. Bare (principal) can best set up classrooms.

10/14/16	Teachers will complete weekly newsletters in all grade levels and share their class newsletter to each monthly SIT meeting.	Complete 04/04/2017	Kerry Terry	06/19/2017
<i>Notes:</i> Teachers brought newsletters to the meeting from various times throughout the year. Teachers continue to use newsletters to communicate with parents.				
10/2/17	Classroom teachers will use either ClassDojo or Remind apps to reach all parents.	Complete 10/03/2017	Kathryn Tyndall	10/03/2017
<i>Notes:</i> Teachers will create a class for these applications once a year. The applications will be used daily, weekly, or monthly to inform parents of school events and their child's progress as fits the student and classroom.				
7/31/17	Classroom teachers will use at least 2 methods to communicate with parents.	Complete 10/20/2017	Courtney Copeland	06/08/2018
<i>Notes:</i>				
7/31/17	Parents nights will occur on a different night of the week including Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday events.	Complete 02/22/2018	Courtney Copeland	06/08/2018
<i>Notes:</i>				
10/2/17	Oak View will have a Math/STEM Oak View Showcase Night for parents. Parents will get to use the MakerSpace, MakerSpace challenge items, sign up for Parent Portal, learn about Guided Math, and discuss any specific needs with teachers.	Complete 09/21/2017	Alina Thompson	06/15/2018
<i>Notes:</i>				
10/2/17	Oak View will host a Literacy in Motion Parent Night that will incorporate literacy activities, ways to help at home, and Zumba.	Complete 10/24/2017	Courtney Copeland	06/15/2018
<i>Notes:</i>				
10/2/17	Oak View will host a Snow Ball parent engagement night with science activities and resources.	Complete 12/15/2017	Roberta Turner	06/15/2018
<i>Notes:</i>				
10/2/17	Teachers will complete weekly newsletters and send home with students to update on classroom information, learning materials, and ways to help with curriculum at home.	Complete 05/01/2018	Shanta Buchanan	06/15/2018
<i>Notes:</i>				
10/2/17	Teachers will make at least 1 positive contact with each child's family per quarter.	Complete 05/24/2018	Shanta Buchanan	06/15/2018
<i>Notes:</i>				

10/2/17	Teachers will have conferences with parents to discuss student learning, successes and areas of improvement.	Complete 05/01/2018	Heather Bare	06/15/2018
<i>Notes:</i>				
9/4/18	Classroom teachers will use either ClassDojo or Remind apps to reach all parents.	Complete 11/06/2018	Kathryn Tyndall	06/15/2019
<i>Notes:</i> Teachers will create a class for these applications once a year. The applications will be used daily, weekly, or monthly to inform parents of school events and their child's progress as fits the student and classroom.				
9/4/18	We will have monthly content based parent engagement activities to increase parent involvement and student achievement. This will help parents better understand school initiatives, student goals, and the county strategic plan.	Complete 06/07/2019	Heather Bare	06/15/2019
<i>Notes:</i> Title I Funds will be used at all events to provide refreshments and/or supplies and materials for all Oak View families in attendance.				
9/9/19	Remind/Class Dojo apps will be used to communicate with parents. Each teacher may choose which texting application to use.	Complete 09/20/2019	Kathryn Tyndall	09/30/2019
<i>Notes:</i>				
9/9/19	Implement AIA Parent Engagement night: AIA Oakview WAY "Full STEAM ahead!".	Complete 09/30/2019	Candace Scott	09/30/2019
<i>Notes:</i>				
9/9/19	Connect Ed Messages will be sent to inform parents of information and upcoming events in a timely manner.		Heather Bare	10/31/2019
<i>Notes:</i>				
9/9/19	Classes will send home weekly newsletters. These will include current content, ways to help at home, grades/comments, student work, and methods for communication.		Shanta Buchanan	11/30/2019
<i>Notes:</i> By this date all teachers will have created their method for communicating information to parents.				
9/9/19	Teachers will communicate with parents through use of REMIND/ Dojo with at least one positive message per quarter.		Kathryn Tyndall	01/30/2020
<i>Notes:</i>				
6/13/19	We will utilize multiple strategies to reach reluctant or hard to reach parents to better involve them in our school community.		Courtney Copeland	06/08/2020
<i>Notes:</i> Continue the use of REMIND. Parent survey shows this was a positive during the 2018-2019 school year.				

9/9/19	Contact logs will be completed and turned in by every classroom teacher documenting all contact with parents. (Choose your own method but must include child's name, parent contacted, method, date/time, and reason for contact)		Shanta Buchanan	06/11/2020
<i>Notes:</i>				
9/9/19	Positive ways to Spotlight parents will be used during awards assemblies. This includes volunteering, going above and beyond in working as a team with a classroom teacher, or contributing to our school positively.		Heather Bare	06/11/2020
<i>Notes:</i>				
9/9/19	Plan AIA Parent Engagement night: AIA Oakview WAY "Full STEAM ahead!".	Complete 09/27/2019	Candace Scott	09/30/2020
<i>Notes:</i>				
Implementation:		05/24/2018		
Evidence	5/24/2018 By June 2018, the school will have 100% participation using online apps to communicate with parents. Oak View parents will have at least one positive contact and at least two face to face meetings with their child's teacher. Parents and teachers will work as partners to increase student achievement.			
Experience	5/24/2018 For the 2016-17 and 2017-18 school year we have focused to increase parent involvement at Oak View. We have provided opportunities for events for parents to have academic experiences and family building experiences at Oak View on all days of the week Monday through Saturday. We have included parents in afterschool clubs and classroom experiences. We are seeing an increase in parent communication through using the classroom apps to communicate with parents. Parents are pleased with the use of the classroom communication text/email apps.			
Sustainability	5/24/2018 We will continue to have all classroom teachers use either REMIND or Class-Dojo to communicate with parents. Teachers will be required to make positive contacts with all families during the school year. Teachers will continue to involve parents			