

# Oakdale Elementary School



School Improvement Plan  
2021-2022  
Title I School-Wide Plan

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## Mission Statement:

The mission of the Oakdale Elementary School community is to provide the children of our community with the best education possible through relationships, collaboration, best practices, and regular communication.

- As lifelong learners and models of good character, educators will empower students with strategies that address life's challenges positively and without reserve.
- The educators at Oakdale Elementary School will provide students with an exemplary education that helps each student reach their full potential academically and socially.
- Oakdale Elementary School's educators will provide guidance and support in a safe, positive learning environment that leads to the development of lifelong learners that have the confidence to ask questions and an excitement for knowledge.

Oakdale Community  
Positive Attitudes  
Producing  
Productive Citizens  
For an  
Ever-changing world

*"Who I am is not who I will become."*

## Our Vision:

Our Oakdale family will instill within our community love, respect, compassion, and empathy for all to become healthy, happy, and successful members of society. Our students will reach their full potential through a nurturing environment that encourages relationships, rigorous learning, and individuality.

- The educators, students, parents and community members strive together to create a place where all students succeed and progress.
- OES creates a positive and safe environment where students are honored, respected, and encouraged to strive to the highest level of excellence.
- We are committed to creating a friendly, caring and welcoming atmosphere for all families and community members.

The Oakdale Elementary School Motto is: *Education opens doors to your future.*

## Oakdale Elementary School Introduction

Oakdale Elementary School is located in Boonville, Indiana, the county seat of Warrick County. Warrick County is located in the southwest corner of Indiana. The school district is in a rural, close-knit community. The corporation consists of single

family homes, apartments, duplexes and farms. The population of Boonville is approximately 6,500. The student population of Oakdale Elementary School is currently 468 students. The socioeconomic level of Oakdale's clientele is low to middle income. Free and reduced lunch students represent 58.3% of the school's population.

Oakdale Elementary School houses kindergarten through fifth grade classes. Oakdale's staff consists of 35 teachers and 15 program assistants. However, it is essential to know that all of our staff members, custodians, office staff, cafeteria staff, school psychologist, health aides and nurses contribute to the success of our students. Mental Health agencies, such as Youth First and Southwestern, have partnered with OES to better serve our students' mental health. Throughout our partnership, we have transformed and strengthened the lives of students and families. All students are supported in the development of their academic growth as well as citizenship and character traits. We feel staff, parents, students, and the community share equally in the responsibility of maintaining our thriving learning environment.

### **Description of Assessment Instruments**

Oakdale staff members work collaboratively to create an environment of data driven decisions based on students' needs. Teams meet in grades k-2 and 3-5 to discuss and analyze NWEA and k-2 MAP Fluency data at BOY, MOY, and EOY, along with ILEARN data. Once benchmark assessments are completed, reports are sent home to parents. If there's an area of concern, parents are asked to attend a MTSS meeting to discuss strengths and weaknesses of the individual student. Grade level teams, along with special education, and title teams meet every three weeks to continue to look at data for all students.

- Grade-level meetings occur weekly to discuss data, classroom assessments, and needs of the students.
- Progress monitor testing on MTSS students occurs bi-weekly (research based tests such as NWEA checklists and IXL grade level standards).
- IDOE Blueprint is used to design rigorous critical standard assessments within the classroom.
- MTSS and special education teams meet regularly to update data and intervention needs.
- Checks for understanding are done informally on a daily basis.
- Needs that can be met by computer programs such as Study Island or Exact Path are analyzed for sustainability.
- Lollipop assessment determines the readiness of the child to attend kindergarten.
- IREAD 3 assessment determines readiness of third grade students to advance to fourth grade.
- CoGAT screener to help identify the students' CSI scores.
- SRSS behavior screener at BOY, MOY, and EOY is used to detect elementary students at risk of antisocial behavior patterns.
- Adverse Childhood Experience (ACE) questionnaire is used to determine trauma appropriate services.

**SEL Instruction:** OES's strong belief in Social Emotional Learning (SEL) and character education is even more important than ever following the state-mandated school shut down of 2020. OES offers the Second Steps social emotional learning curriculum to develop the skills students need to connect and build positive relationships with others. This curriculum focuses on the foundational competencies of the Indiana Department of Education SEL Wellness Program. Additionally, we are implementing components from Positive Behavior Interventions and Supports (PBIS). PBIS has allowed us to focus on three school-wide expectations: We are Respectful, We are Responsible, We are Engaged. Students are focusing on mindful activities which include yoga, growth mindset, and how to be in control of their emotions throughout the day.

**NWEA:** This assessment is given three times a year (BOY, MOY, EOY). It allows all staff to differentiate instruction for every student, pinpoint intervention and enrichment needs, accelerate students' academic growth and achievement, and maximize classroom instructional time.

### Current School Goals and Supporting Data

#### ILEARN Performance

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA	21.3%	21.3%	41.0%	16.4%
Math	13.1%	20.9%	34.4%	31.6%

#### ELA

Grade	Spring 2019 ILEARN Percent At or Above Proficiency	2021 Projections from NWEA/ILEARN Linking Study (MOY Data)	Spring 2021 ILEARN Percent At or Above Proficiency (% change from 2019 ILEARN)
3	53%	51.1%	55% (+2%)
4	58%	62.2%	60% (+2%)
5	58%	58.1%	53% (-5%)

Areas of Strengths and Concerns in Language Arts:

Strengths	Weaknesses
Structural Elements & Organization/Connection of ideas Media Literacy	Writing

LA grade 3 Standards	2018-2019	2021
Key Ideas and Textual Support/Vocab	84%	82%
Structural Elements & Organization/Connection of ideas/Media Literacy	75%	84%
Writing	75%	65%

LA Grade 4 Standard:	2018-2019	2021
Key Ideas and Textual Support/Vocab	85%	87%
Structural Elements & Organization/Connection of ideas/Media Literacy	90%	92%
Writing	80%	68%

LA Grade 5 Standard:	2018-2019	2021
Key Ideas and Textual Support/Vocab	87%	85%
Structural Elements & Organization/Connection of ideas/Media Literacy	88%	92%
Writing	78%	70%

Language Arts ILEARN Percent Passing

		■ %Below	■ %Approaching	■ %At Proficiency	■ %Above Proficiency
2018-2019	Grade 3	29%	18%	37%	15%
2020-2021	Grade 3	27%	18%	39%	16%
2018-2019	Grade 4	18%	24%	44%	15%
2020-2021	Grade 4	17%	23%	27%	33%
2018-2019	Grade 5	20%	22%	39%	19%
2020-2021	Grade 5	28%	19%	34%	19%

ILEARN LANGUAGE ARTS SCORES Disaggregated by Sub-groups - % Spec. Ed. Passing

Grade	2018 - 2019	2020 - 2021
3 <sup>rd</sup>	18%	31%
4 <sup>th</sup>	44%	22%
5 <sup>th</sup>	18%	27%

Areas of Strengths and Concerns in Math:

Strengths	Weaknesses
Geometry and Measurement	Number sense and computation

### Math ILEARN Percent Passing

Grade	Spring 2019 ILEARN Percent At or Above Proficiency	2021 Projections from NWEA/ILEARN Linking Study (MOY Data)	Spring 2021 ILEARN Percent At or Above Proficiency (% change from 2019 ILEARN)
3	64%	47.7%	47% (-17%)
4	64%	50%	64% (0%)
5	65%	36.5%	53% (-12%)

### ILEARN Math Percent Passing Scores

		<span style="color: red;">■</span> %Below	<span style="color: yellow;">■</span> %Approaching	<span style="color: green;">■</span> %At Proficiency	<span style="color: blue;">■</span> %Above Proficiency
2018-2019	Grade 3	19%	17%	32%	32%
2020-2021	Grade 3	27%	26%	30%	17%
2018-2019	Grade 4	18%	24%	44%	15%
2020-2021	Grade 4	20%	16%	36%	28%
2018-2019	Grade 5	20%	22%	39%	19%
2020-2021	Grade 5	19%	28%	34%	19%

ILEARN MATH Disaggregated by Sub-groups - % Spec. Ed. Passing

Grade	2019	2020 - 2021
3 <sup>rd</sup>	36%	26%
4 <sup>th</sup>	36%	28%
5 <sup>th</sup>	17%	23%

Math grade 3 Standards	2018-2019	2020-2021
Algebraic Thinking and Data Analysis	90%	70%
Computation	80%	69%
Geometry and Measurement	88%	79%
Number Sense	89%	73%

Math grade 4 Standards	2018-2019	2020-2021
Algebraic Thinking and Data Analysis	87%	82%
Computation	85%	83%
Geometry and Measurement	95%	82%
Number Sense	94%	80%



Math grade 5 Standards	2018-2019	2020-2021
Algebraic Thinking and Data Analysis	87%	73%
Computation	83%	80%
Geometry and Measurement	90%	80%
Number Sense	81%	78%

### Comprehensive Needs Assessment:

A Comprehensive Needs Assessment will be conducted during the 2020-2021 school year utilizing survey data and our most recent test results. Surveys will be administered to students, teachers, parents, and community members. Areas such as satisfaction with curriculum, expectations for student achievement, school rules, bullying, positive school climate, safe environment, professional development, social and emotional needs, etc., will all be included in the surveys.

GOAL 1	All students will improve in math computation and number sense across the curriculum. Benchmark: Students will demonstrate 4% improvement in the overall Math score on the ILearn in computation and number sense for grades 2-5 and NWEA for grades K-1.			
Data Checkpoints (dates)	August	December	May	
Evidence at Checkpoints	NWEA/ILearn/Critical Assessments	NWEA/ILearn/Critical Assessments	NWEA/ILearn/Critical Assessments	
Evidence-Based Strategy 1	Children develop knowledge of quantity even before math instruction in schools, and kindergarten number sense is predictive of math computation and problem solving skills in elementary school (Jordan et al., 2010). These basic math skills include understanding of number magnitudes, relations, and operations (e.g., adding). Children link basic number sense to symbolic representations of quantity (numbers); the math "language". Poor early number sense predicts math LDs in later grades (Mazzocco & Thompson, 2005).			PD Needed: No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Grade 2-5: students will be given the opportunity to use the XtraMath app	August - Learning Extension - May 2022	Homeroom Teachers	App tracks mastery of facts.

	as electronic tutorials in the area of math. Students will use the following Math strategies: Drill and practice Cover, copy and compare Detect, practice, repair (finding errors) Reciprocal Peer Tutoring <a href="https://www.ldatschool.ca/evidence-based-interventions-for-math/">https://www.ldatschool.ca/evidence-based-interventions-for-math/</a>			
	Kindergarten: students will use Number Talks for instruction. Students will use the following strategies: Finger counting and Verbal counting strategy (sum, max and minimum counting). Grade 1: students will use verbal counting strategy, decomposition of a number into different facts, automatic retrieval (fact fluency) and start XtraMath. <a href="https://www.ldatschool.ca/evidence-based-interventions-for-math/">https://www.ldatschool.ca/evidence-based-interventions-for-math/</a>	August - Learning Extension - May 2022	Homeroom Teachers	85% of students will show mastery of standard using standards based grading. 85% of students will show mastery on Critical assessments.
Action Step 2	Designated staff will work with small groups of struggling and special needs students on math problem solving strategies using the following programs: Touch Math, RTI intervention, RAGS.	August - May	Homeroom, Title, and Special Education teachers	
Evidence-Based Strategy 2	Word problems require both receptive and expressive language skills, unlike simple calculation, so students with language-based LDs may struggle even if math skills are good. Students must translate math problem sentences/words into numbers and equations, so they must identify what the sentences are asking them to do in terms of calculation, and then perform the calculation. There is a strong relationship between fluid reasoning, executive functioning, and quantitative reasoning (Hale et al., 2008)			PD Needed: No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students will use Graham Fletcher's 3 Act task and Number Talks. <a href="https://gfletchy.com/3-act-lessons/">https://gfletchy.com/3-act-lessons/</a>	October - Learning Extension - May 2022	Homeroom, Title, and Special Education teachers	Students can complete tasks and use concepts as they work problems in class or on

				assessments. Students demonstrate a better mastery of concepts.
Action Step 2	Teachers will use the performance tasks. Illustrative Mathematics Engage NY <a href="https://www.edcite.com/collection-learn-practice-tests-2018-2019-indiana">https://www.edcite.com/collection-learn-practice-tests-2018-2019-indiana</a> McGraw Hill My Math 21st Century Assessments (one per chapter) <a href="https://www.zearn.org/">https://www.zearn.org/</a>	January -May	Homeroom, Title, and Special Education teachers	Teachers will use the provided data collection form to track mastery and analyze this data with the grade level team. <a href="#">Performance Tasks Data 2021-2022</a>
Action Step 3	Students will have opportunities to practice problem solving strategies.	August-May	Homeroom, Title, and Special Education teachers	Showing growth in algebraic thinking strand on NWEA and classroom assessments

<b>GOAL 2</b>	Students will improve constructed response writing and grammar across the curriculum. Benchmark: Students will improve their benchmark writing rubric score by 10%			
Data Checkpoints (dates)	September	December	March	
Evidence at Checkpoints	RACES Rubric	RACES Rubric	RACES Rubric	
Evidence-Based Strategy 1	Students will receive instruction in the use of the RACES strategy to answer constructed response questions.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will develop a grade-level rubric to grade and assess student writing. The rubric will include constructed response, conventions, and grammar.	September 20-May	Classroom, Title, and Special Education Teachers	Average of Graded response from rubrics increases
Action Step 2	Students will respond to literature in written form. This will be used for a baseline writing sample.	September 20-May	Classroom, Title, and Special Education Teachers	Increase in scores on checks in September, December, and May
Action Step 3	Teachers will participate in professional development on teaching and using the	November 1 -May	Classroom, Title, and Special Education	Teacher surveys and feedback.

	RACES rubric.		Teachers	
Action Step 4	Teachers will conference with students after scoring RACES to reflect and set goals for future writing assessments.	September-May	Classroom, Title, and Special Education Teachers	Increase in scores on checks in September, December, and May
Evidence-Based Strategy 2	Students will receive instruction using grammar and conventions in context using their own writing.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action 1	Staff will review/learn how to teach grammar/conventions. (Ex. Writing Revolution Book, <a href="#">Smekens videos</a> )	November 29th - May	Classroom, Title, and Special Education Teachers	
Action Step 2	Staff will develop a checklist for students to use when self-editing their writing responses. Staff will collaborate and grade as a team.	November 29th - May	Classroom, Title, and Special Education Teachers	Checklist is implemented and used throughout the building.
Action Step 4	Teachers will provide students with opportunities to self-edit their own writings.	January 24th	Classroom, Title, and Special Education Teachers	Students begin to recognize mistakes and correct errors in their own writing. Errors in writing decrease.

<b>GOAL 3</b>	A supportive and equitable environment in all classrooms serves as a platform for all academic, social and emotional learning. At the core of a supportive classroom is a caring, engaging teacher who establishes authentic trusting relationships with each student. Engage families to build positive relationships that support learning and the development of the whole child.			
Data Checkpoints (dates)	September	December	April	
Evidence at Checkpoints	BOY School Survey MTSS/First Responder Data	MOY School Survey MTSS/First Responder Data	EOY School Survey MTSS/First Responder Data	

<b>Evidence-Based Strategy 1</b>	School - Students and staff feel safe when a warm, nurturing environment is fostered and every interaction with peers and adults is supported socially and emotionally.			<b>PD Needed: No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Restorative Practices	Continuous	All Stakeholders	-Amygdala reset area -Think sheets -Modeling practices
Action Step 2	PBIS and other behavior support programs	Continuous	All Stakeholders	MTSS Data Tracking
Action Step 3	Target at-risk students and support to make them successful.	Continuous	Cindy Phillips	-spreadsheet
Action Step 4	Provide a safe and supportive physical space	Continuous	All Stakeholders	-Amygdala reset area tracking sheet -Regulation room -Teacher collaboration space -Tap-IN/Tap-Out Practice
Action Step 5	Tribes - Based off of Ron Clark's Essential 55	October	Warrick Way Committee	-Decrease in SEL levels on Friday afternoon.
<b>Evidence-Based Strategy 2</b>	Classroom- Students thrive when teachers know them well, and affirm their individual differences.			<b>PD Needed: No</b>
Action Step 1	Community Building	August	Homeroom Teachers	Mutually developed Classroom Contract
Action Step 2	Building groundwork for students to focus on student learning	Continuous	All staff and stakeholders	Surveys, 2X10 Strategy

Action Step 3	All grade levels will implement the Tier I Second Step social emotional program for teaching and modeling social and emotional skills into classroom structures.	Second Step program September to May	Classroom Teachers	-Lesson plans -Posted learning targets -Classroom walkthroughs Short-Term Impact & Longer-Term Outcomes: -Students will improve social interaction. Target at-risk students
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Evidence-Based Strategy 3	Family Partnerships build two-way communication that invite families to understand, experience and inform the social and emotional development of their students.			PD Needed: No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Newsletters	August through May	Principal classroom teachers special education Title teachers	
Action Step 2	RTI Meetings- Invite families to participate in meetings and discussions concerning academic, social, and emotional supports for individual students	September through May	Classroom teachers, Title Teachers, Homeroom Teachers	Data tracking, progress monitoring, and contact logs
Action Step 3	Family Nights	August-May (At least 3 per school year)	Title 1 teachers and volunteers from school staff	-Attendance Sheets -Positive Feedback -Parent Survey

### **Schoolwide Reform:**

Oakdale Elementary School houses grades kindergarten through fifth grade and has developed a curriculum based on the current Indiana Academic Standards. The school considers the academic and social emotional needs of all learners within the school community to provide opportunities for all children to meet proficient and advanced levels of achievement. Oakdale Elementary implements research based practices in both academic and social/emotional learning areas to ensure every student has the opportunity to acquire, develop, and master new skills to achieve future success.

Oakdale Elementary is committed to a systematic approach, which is data driven, based on informed decisions which are implemented building wide through scheduled behavioral, social, and academic interventions (MTSS). School wide curriculum maps are developed based on the Blueprints from the IDOE. The academic vocabulary needed to be mastered with each standard is identified to ensure consistent language between grade level classrooms and vertical alignment of grade levels. Curriculum maps are updated frequently during collaboration. All strategies and decisions are research based and decided upon by all stakeholders in the school community. The SEL initiative has not only improved the culture and climate of the building, but has also met the needs of the whole child. This improvement has led to an increase in engagement in the classroom, which has resulted in higher academic growth in NWEA and ILEARN data. Additionally, students develop ownership of their growth by monitoring data and setting goals.

Students in grades K-3 participate daily in a 90 minute reading block while students in grades 4 and 5 participate in a 70 minute reading block. Teachers in all grades deliver instruction using best practices and researched based interventions. Teachers follow a grade-level curriculum map to ensure all standards are mastered from the blueprint listed on the IDOE. The core reading framework uses the CKLA Amplify program with item supplementation to assure a balanced literacy framework as well as to make sure that all components of the state standards are addressed. Oakdale strives to have a researched based, balanced literacy framework encompassing phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension that is aligned to Indiana College and Career Readiness Standards for English Language Arts. EVERY student at Oakdale is closely monitored throughout the reading block by the teacher through observation, checks for understanding, exit tickets, classroom assessments, small group instruction, Critical Standard Assessments, and technology based assessments from Exact Path or Study Island. Teachers also use data from the NWEA assessment, Map Fluency for grades K-2, NWEA Skills Checklist (at all grade levels), COGAT, I-Learn and I-Read data when forming instructional small groups. All grade levels utilize small group instruction daily. Every general education classroom receives reading push-in services five days a week in which a teacher or aide pushes into the room to help with small groups for 30 minutes. Teachers place students in groups of six or less based on NWEA, Critical Assessments, and daily assignments. Teachers reflect daily on students' performance based on data and the needs of the students. This allows for a more diverse instructional range in

which more differentiated instruction can take place and more support can be given to an increased number of students. Students are highly engaged for a greater amount of time which is showing positive results in educational growth.

Teachers use a variety of instructional strategies to implement curriculum in accordance with the College and Career Ready Indiana Academic Standards. The writing process is taught incrementally at every grade level. Acronyms have been created school wide to help ensure that each year we are consistent with what the students are learning and to ensure writing skills are progressing in difficulty as students move to a higher grade level. Examples are RACES (restate, answer, cite, explain, and summarize) to help with shorter responses and OREO (opinion, reason, evidence, and opinion) for an opinion writing. The implementation of the writing strategies include writing persuasive, narrative and informational pieces. This process encompasses modeling, teacher conferencing, peer editing, and use of word walls. Students are asked to participate in the writing process constantly to build confidence and stamina. Students are asked to read and respond with the writing strategies taught across all content areas and with a variety of prompts to build better writing skills.

Students in grades K-5 receive a 60 minute daily math block. The core framework utilizes the McGraw-Hill Math Program along with supplemental outside materials to ensure all standards are being reached and in multiple experiences. During the math block, all classrooms utilize a problem of the day in which students work on the productive struggle of higher level questions as well as utilizing a building wide acronym RAGS (Read, Answer, Given, Strategy/Solve) to help deepen the understanding of word problems. Teachers use think and share, student led discussions, whole brain teaching and small groups during this time to ensure all student needs are being addressed and to deepen the understanding of our learners. Teachers utilize results from benchmark assessments on NWEA, K-2 MAP Fluency, Critical Assessment, and daily assignments to guide instruction as well as small groups. Every general education classroom receives math push-in services four days a week where a teacher or an aide pushes into the room to help with small groups for 30 minutes. Small groups allow for a more diverse instructional range in which targeted differentiated instruction can take place and more support can be given to an increased number of students. Students are highly engaged for a greater amount of time which is showing positive results in educational growth. Data is used from NWEA skills checklists, K-2 MAP Fluency, Exact Path, Study Island, critical standard assessments, and checks for understanding daily in the classroom to guide the instructional pace of the curriculum map and small groups. All students in grades K-5 are involved in the WIN program. Some students may require additional intervention if they are not making progress with in-class TIER 1 intervention efforts. Students who haven't progressed under Tier 1 instruction are provided additional support through Tier 2 interventions. Tier 2 interventions include providing instruction in small group settings, preferably outside of the classroom. Students with similar instructional needs are grouped together, limiting the size of the group based on the intensity of the instruction needed. The WIN program is designed to address student needs in relation to specific critical standards. Title I staff and general education teachers utilize data from NWEA and K-2 Map fluency to drive decisions as they group students and provide them with the best learning environment. The WIN program will continue to be assessed in order to maximize the benefits of focused instruction on the critical standards which are difficult for students to comprehend.



Technology is advancing and influencing our curriculum more each year. Students in grades K-5 have Chrombooks and utilize them daily. During this time, students will be reinforcing the academic material learned in the classroom, learning basic typing skills, and learning new computer skills. NWEA and K-2 MAP Fluency assessments are taken in the computer labs or on the students' Chromebooks depending on the grade level along with bi-weekly progress monitoring on the computer for our students in Tier 3 interventions. Each classroom has at least one computer, two iPADS, which students use for AR testing, writing, research, technology centers, and academic games. During WIN, students utilize the computer labs for technology programs such as Exact Path and Study Island, but also class projects, writing, and reteaching a skill or intervention. In addition to school wide technology, all classrooms are outfitted with Promethean Boards, document cameras and LCD Projectors. IPADS are utilized by the music, art, program assistants, Title I, classroom teacher, and special education programs at Oakdale. Teachers utilize Google suites to share data, lessons, assessments and any other paperwork.

Specific classroom examples to address the social emotional learning for all children to meet proficient and advanced levels of student academic achievement are:

- Morning meetings/SEL activities
- Monthly and quarterly team meetings to look at data and needs of students
- 5 point scale check-in for all students
- Amygdala reset area in classrooms
- Daily regulations times and activities
- Social Emotional Learning curriculum map with neuroscience strategies/Second Steps.
- Curriculum maps/use of math and literacy Framework/Item specifications
- I Can statements
- Differentiated Instruction
- Spiral review
- Building wide Behavioral procedures
- Building wide token system utilizing money
- Focused attention activities
- Mindfulness breaks
- Tier II Regulation Room for top behaviors
- Identifying top 3 behaviors per classroom
- Whole brain teaching
- Youth First - Life Skills instruction

Include strategies to address the needs of all children in the school but particularly the low achieving children and those at risk of not meeting state standards:

All students in grades K-5 are involved in the WIN program. The WIN program is designed to address student needs in relation to specific critical standards. Title I staff, general education, sp. ed teachers utilize data from NWEA, Map Fuency, and classroom critical assessments to group students and provide them with the best learning opportunities. The WIN program will continue to be assessed in order to maximize the benefits of focused instruction on the critical standards which are difficult for students to comprehend.

Some students may require additional intervention if they are not making progress with in-class TIER 1 intervention efforts. Students who haven't progressed under Tier 1 instruction are provided additional support through Tier 2 interventions. Tier 2 interventions include providing instruction in small group settings, preferably outside of the classroom. Students with similar instructional needs are grouped together, limiting the size of the group based on the intensity of the instruction needed. Students who need Tier 3 intervention are at the highest level of intervention. The MTSS team reviews the data and meets frequently to decide the next steps. The following list is key to a student's success.

## WIN TIME

### Focus on Learning:

Prevention, Intervention, and Reassessment

### Assigning students for WIN Time:

- Teachers will assign students for WIN Time based on NWEA and classroom assessment data.
- Teachers use data to identify students who may need extra time and support learning essential targets.
- During Collaboration and Planning Time, teachers will identify students who need additional support. Students will assess at the 3 week period to determine if intervention and support were effective.

The Master Schedule indicates a built in WIN Time period of the day. Students will not be pulled out from enrichment programs, extracurricular programs, or core classes.

### Student-Ratio

Services for reading and math interventions are provided in small groups to maximize the instruction. Typically groups will range from 5-7 students.

- MTSS-meetings to discuss data and next steps per child
- Bi-weekly progress monitoring
- WIN Time (groups of 6 or less on a focused skill students show a deficit in)
- WIN Time is for 30 minutes five days a week
- Resource students receive direct instruction during WIN. Ratio 1:6
- SEL Regulation room for identified top dysregulated students.
- Morning labs to work on critical standards or math facts
- Acorn buddies to work on attendance and relationships
- Push-in support (a staff member pushes into the general education classroom to work with a small group for 30 minutes in ela and math)
- After School Academy
- YREAD
- Title 1 summer school
- Targeted small groups use the sensory path at various parts of the day
- Targeted Social Emotional Groups
- Southwestern (therapist and skills on site)
- Youth First

Address how the school will determine if those needs of the children have been met:

Oakdale staff members work collaboratively to create an environment of data driven decisions based on students needs. Teams meet in grades K-2 and 3-5 to discuss and analyze NWEA and K-2 MAP Fluency data at BOY, MOY, and EOY, along with ILEARN data. Once benchmark assessments are completed, reports are sent home to parents. If there's an area of concern, parents are asked to attend a RTI meeting to discuss strengths and weaknesses of the individual student. Grade level teams along with special education and title meet every three weeks to continue to look at data for all students.

- Grade-level meetings occur regularly to discuss data and needs of the students
- Progress Monitor testing on MTSS students - Bi weekly (research based tests such as NWEA checklists, ACE score, SRSS screener for SEL, and IXL grade level standards)
- Weekly collaboration by grade level to discuss students' needs and classroom assessments
- Critical standard assessments within the classroom
- RTI and special education meetings to update data and intervention needs
- Checks for understanding is done informally daily
- Decide on other needs by analyzing computer programs such as Study Island or Exact Path

Are consistent with, and are designed to implement state and local school and local plans if any:

Oakdale Elementary School has been an “A” school for the past six years. Our population is ever-changing and we continuously strive to address the whole child's social emotional needs first then his/her academics needs. We utilize best practices and implement researched based strategies that prove successful for our student population. The Oakdale School Wide Improvement Plan is the same as our Title 1 Schoolwide Plan which is aligned with the state and district expectations.

### **Ongoing Professional Growth and Development**

The principal, paraprofessionals, and teachers conduct and participate in ongoing evidence-based professional development that is aligned with our school goals. Staff members believe strongly in continuing to grow as a team. We continue to focus on professional development that is evidence-based, along with best practices to align with our curriculum and social emotional needs of the students. Our leadership team visits the IDOE website frequently for professional development opportunities based on our School Improvement goals. Training is provided in a variety of opportunities depending on the need of the building as a whole, a grade level specific need, and/or a teacher specific need. Some examples of the professional development opportunities and expectations that take place at Oakdale are:

- Weekly collaboration by grade levels - specific format required to complete during collaboration which utilizes the framework and item specs from the IDOE.
- Intentional Monthly Team meetings with special ed, title, and other departments.
- Monthly staff meetings to discuss building-wide needs and decision of possible solutions to address needs.
- Monthly PL221 meetings to focus on new initiatives, changes, and school needs.
- Book Studies
- Corporation wide professional development breakout sessions
- Quarterly Staff PD from the corporation on SEL
- IEP and 504 conferences yearly
- Teachers attend IDOE PD opportunities
- Weekly Social Emotional Learning meetings to discuss behaviors
- Weekly Mental Health meetings with Youth First and Southwestern
- Individual staff members and grade-levels attend external evidence based professional development aligned with our school goals as needed to facilitate continuous professional growth.
- OES PD plan is organized by our leadership team through surveys completed by the staff.
- The principal participates in the above activities when available. She believes in working side by side with educators. She also attends the Annual Principal Conference and other PD with classroom teachers.

### **Attracting High Quality Employees**

Oakdale, along with Warrick County, attracts effective teachers yearly by utilizing student teacher placements in a variety of classrooms and grade levels. Using job fairs at local colleges as well as offering a competitive pay scale are other ways to help attract effective and competitive teacher candidates. When new staff members join, we use a mentor program to create a relationship in the building with an established teacher that can provide extra guidance and support. Oakdale specifically is able to retain strong teachers by having a collaborative team atmosphere where relationships are most important and everyone has a voice.

### **Parental Involvement (Information also in action plan for all three goals.)**

Oakdale Elementary strives to have a relationship with parents through multiple communication tools. We strive to give our parents numerous opportunities to be a part of the school community and collaboratively work towards their child's future. Our mission is to create an environment where parents are comfortable and are encouraged to seek assistance with their child's learning without feeling intimidated. Parents have access to the gradebook as well as receiving data reports from benchmark assessments with each report card. Our school strives to have an open door policy. We encourage our parents to sign up for daily announcements emailed from the main office as well as sign up for our various facebook pages (Oakdale School, Title I, Fine Arts, and homerooms) on which communication is posted daily. OES parents have the ability to contact the building principal through email, Facebook page, and cell phone. Staff members and the principal make weekly positive phone calls and remind parents to attend family events. Classroom teachers and the RTI program use the Remind App for weekly RTI meetings and specific information for their classroom. Oakdale hosts many family events throughout the year such as:

- 3 yearly Title 1 Family events such as Family Game Nights, French Toast with Families or Pastries with Parents
- Back to School - Meet the Teacher Night
- Choir events- Winter Concert, Veteran Day Program, etc.
- Grandparents Luncheon week
- Musicals
- Talent Show
- Fine Arts night
- Meetings with local churches
- OPT (Oakdale Parent Teacher Organization) monthly meetings
- Field Trips
- School Carnival- an OPT event in the spring
- Classroom celebrations

- Operation Oaks - Parents volunteer to assist classroom teachers in running copies or creating materials for the classroom.
- Mentor program
- Friday snack day volunteers
- Fifth grade Celebration
- Data is gathered by parents through surveys
- Student Council participate in Food drives and other community service projects
- Acorn buddies
- Good News Club
- St. Johns
- Diamonds
- Fire Safety
- Purdue extension office

Oakdale Elementary meets annually with our stakeholder group, which includes teachers, parents, students, administration, and non-certified staff to review, update, and adjust our schoolwide plan for continual improvement.

### **Transition from Early Childhood Programs**

All Title I schools provide a kindergarten round-up day where incoming students and families visit the schools to enroll their children. Students and families are also introduced to the respective buildings, teachers, and staff during the Lollipop exam date. As a result of the Lollipop exam, families are provided with some skills for students to work on over the summer prior to the start of kindergarten. These skills include both academic and social emotional learning skills. Students' data from the Lollipop and teacher observations are assessed and communicated with parents/guardians. Teachers communicate specific academic and behavioral strategies and/or interventions to assist parents in preparing for the coming school year.

Schools work in conjunction with our local preschools to share information and promote a welcoming environment for our families. OES arranges a meeting with our local preschools to discuss a smooth transition along with academic and social needs of future students. We also coordinate with our special education preschool as the receiving school in the annual case conference to design a transition plan. In addition, families are invited to our Back to School night prior to the start of kindergarten where students and families get a more extensive orientation to the school, staff, and classroom. Oakdale offers guided tours to local preschools for students to meet the three kindergarten classroom teachers.

## Data Driven Team Decision Making

Oakdale Elementary believes all staff members are a part of a collaborative team. Collaboration is the foundation of our success at Oakdale. All stakeholders, including teachers, students, parents, non certified staff, have a voice in developing a plan, to ensure continued growth in all areas, as they journey toward becoming successful members of our community. Our general education teachers, Title I, special education, SEL team, and mental health team meet once a week to discuss and reflect on each department. Grade level teams reconvene once every three weeks during our Learning Extensions week. During this week, grade-level teachers meet for three hours to analyze data or participate in a short PD based on our needs as a school. Students have an extra rotation of art, music, and library during this time. The art, music, and library teachers coordinate a project-based lesson that aligns with Amplify. The students also have an extra technology lesson and an extra SEL lesson during Learning Extensions week. It is essential to work together as a team to achieve success.

In order to meet the needs of all the stakeholders in the building, we first surveyed our staff on areas of improvement needed for students' success. The data showed we needed an increase in behavior and trauma support. An SEL team was created consisting of a Youth First counselor, ED Teacher, general education teacher, principal, SEL aide, Home School Advisor, school psychologist, and behavioral consultants. We created professional development based on our students' needs, along with strategies and scheduled interventions for classroom teachers to use daily.

Oakdale schedules grade level meetings weekly, along with special education and title. During this time, students are at specials so they are not missing instructional time. During this time, each grade level completes a systematic collaboration sheet containing intentional strategies for the upcoming lessons. The template includes I Can statements for SEL, reading and math which are directly from the IDOE framework. Then, each teacher discusses and shares lessons for the weekly critical standards. During this time, it is imperative to reflect on students' performance to make adequate data-driven decisions. Teachers discuss data with students and create learning goals in NWEA, K-2 MAP Fluency, and ILEARN. The teachers are instructed to use backward design when planning. The following examples explain how teachers are included in the decision making regarding the use of academic assessment results to improve student achievement.

- Monthly staff meetings to brainstorm ideas of how to meet the needs of students in the building.
- Analyze data to drive instruction, remediation, and enrichment within the WIN program at benchmark work days and every three weeks at grade level collaborations.
- Serve on the leadership team which is composed of a variety of teachers from the building.
- Lead school committees
- Weekly collaboration to share ideas, break down standards, develop assessments, discuss strategies
- Mentor new teachers
- Model best practices and implementation of new technology
- Participate in the development and instrumentation of surveys to drive professional development assess school climate and needs

- Serve on district committee for curriculum development and adoption
- Assist in developing school procedures and safety plans

In addition to our ongoing review, Oakdale Elementary meets annually with our stakeholder group that includes teachers, parents, students, administration, and non-certified staff to review, update, and adjust our schoolwide plan for continual improvement.

### **Meeting the Needs of Struggling Learners**

Oakdale Elementary has created a schoolwide environment of continual learning and growth for all student populations. Our school teams continually assess our student data points to identify the students with the most need. Then, we create an appropriate service plan. Staff members are very proactive, ensuring they reach EVERY student at their specific need. Social Emotional needs are met first and foremost and then the academic need is addressed. Using our MTSS program, we are able to meet students at a variety of levels and needs. Students at the most risk are put in a Tier 3 system of support whether that be for behaviors or academic intervention. Students in this Tier 3, and even some in the Tier 2, are progress-monitored very frequently. In addition, the team meets to discuss the next steps in these students' learning progress. Staff members meet the needs of struggling students by implementing the following strategies:

- Differentiated instruction within the classroom
- Available staff members push-in to general education classrooms during language arts and math for 30 minutes.
- WIN groups for the Tier 2 students needing further instruction on a classroom standard. WIN groups change every three weeks based on student needs and subject area.
- Title 1 summer school
- Kindergarten Kickstart for incoming Kindergarten students.
- YREAD after school for identified 3rd graders to further reach Tier 2 or 3 students before the IREAD assessment
- After School Academy for struggling students in grades 3-5 are chosen specifically by subject using the most current benchmark data along with classroom data.
- Each grade-level identifies the bottom 25% students based on NWEA performance.
- RTI and special education progress monitoring frequently to analyze growth or areas of need per student.
- SEL groups are developed with a variety of staff members.

### **Consolidated Opportunities for the Title I Program**

While the district understands and is aware of consolidating federal funds, we do not participate in consolidation; however, Warrick County School Corporation's philosophy is to fund our district's comprehensive plan through the coordination of services through all grants received, including Title I, Title II, Title III, Title IV, NESP and Early Literacy. Funds from these respective grants result in additional staffing, programming opportunities, and instructional materials that allows for the



overarching programmatic coordination that benefits all student groups. Any Title I funding will be used in coordination with other funds and serve as above and beyond measures to meet all student needs.

All students, including English Language Learners, Title I students, students receiving MTSS interventions, students receiving special needs services, and high ability students will all be able to benefit from teacher assistance and extra paraprofessional support for double dosing of deficit skills regardless of whether the funding sources are from federal, state or local funds.

Results from assessments given to all student groups, K-2 MAP Reading Fluency, NWEA Skills Checklists, and K-8 MAP Growth Assessment will be used to identify any student at risk of not meeting benchmark scores for grade level. These students will benefit from paraprofessional and teacher support and additional instruction in the form of flexible small grouping, push in, and flexible grouping pull out.

All students in K, 2, and 5 will benefit from the CoGAT assessment to determine students who show promise for achieving at much higher levels. These results can identify students whose non-verbal and quantitative scores may go unnoticed by their teachers as a child demonstrating the potential for higher level classroom performance. With appropriate levels of expectations for these students, their academic performance can be developed and maximized.

All students including Title I students, English Language Learners, students with special needs, and high ability students can receive their instruction inclusively within the regular education classrooms, with this “push in” approach using instructional assistants, the ESL staff, and the special education teachers to support and lead co-teaching learning groups.

The principals, as the instructional leaders, the special education teachers and ESL staff can meet the needs of all struggling students who would benefit from additional help in developing results based interventions. They will be able to offer planning support with any classroom teacher seeking assistance for students not succeeding in the classroom.

The respective building-level school-wide plans are embedded in the school improvement plans. The new school-wide comprehensive plans will open services to all student groups rather than only the students identified previously for Targeted Assistance. School-wide plans will be reviewed annually with a diverse group of stakeholders to evaluate the success of our programs and to make data-driven adjustments as needed.