

School Vision and Mission Statements for (Oakwood Elementary)

Vision:

- We believe that high expectations of all will lead to high outcomes from all.
- We believe that a quality education will instill a lifelong love of learning.
- We believe that a quality education will provide each learner the skills to become a responsible, contributing member of society who accepts the worth and dignity of self and others.
- We believe that a quality education for each learner will begin with a common base of knowledge and skills, a positive value system, the ability to think critically and will challenge each learner to achieve his or her full potential.
- We believe that a quality education for each learner is best delivered through the cooperation of home, school, and community.

Mission:

The mission of Oakwood Elementary School is to provide a stimulating educational environment tailored to individual needs, while maintaining a need to teach students the importance of being a responsible, courteous, and caring citizen.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Science EOG score was high. Our Caucasian students outperformed other subgroups in passing both reading and math EOG's. Our Hispanic students increased (marginally) in passing both reading and math from the previous year. Students have an adequate number of books located in the media center. Teachers enjoy working at Oakwood Elementary (Teacher Working Conditions Survey). School attendance was equal to the District and above the State (by 1%). Teachers report high community support and involvement based on the Teacher Working Conditions Survey. Parent survey showed a high satisfaction in the quality of the instructional program and the quality of teaching in the school.



2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Our African American performance on the EOG's is low and needs to improve. Our Economically Disadvantaged Students also need to improve in both reading and math. LEP students need to show improvement, too. Oakwood did not make AYP and this is a priority. Need to improve our average age of our book collection in the media center. Class size and time available to collaborate with colleagues were low on the Teacher Working Conditions Survey.

3. What is data is missing, and how will you go about collecting this information for future use?

We have not used math benchmarks in grades 3-5 to collect data and regroup. This school year there is a focus on this.



4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Increase the performance of our African American subgroup in both reading and math.
2. Increase the performance of our Hispanic subgroup and the LEP subgroup in both reading and math.
3. Utilize benchmark assessment to regroup and reteach in math.



Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading score proficiency of the following subgroups: African American, Hispanic, LEP, and SWD were lower than Caucasian students, measured by EOG's, during the 2009-2010 school year.

School Goal 1: Increase the Reading scores of the following subgroups (African American, Hispanic, LEP, SWD).

Supports this district goal: Improve student achievement

Target: Increase student performance in the above subgroups by 15 percentage points from the previous year.

Indicator: EOG Proficiency Scores in Grades 3-5

Milestone date: June 10, 2011

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Strategy: Create, post, and utilize high quality learning targets for all instructional lessons	
	Action steps:	
	1. Review elements of learning targets.	5.
	2. Align all learning targets with the NCSCOS	6.
	3. Teachers post learning targets in "kid friendly" language for all lessons.	7.
	4. Conduct classroom walkthroughs to ensure that learning targets are posted and students understand them.	8.
Strategy 2:	Strategy: Align 90% of classroom instruction in K-5 classrooms with the Anatomy of a Lesson framework.	
	Action steps:	
	1. Provide professional development on the Anatomy of a Lesson framework	5.
	2. Teachers plan instruction utilizing the Anatomy of a Lesson Format	6.
	3. Conduct classroom walkthroughs	7.



	4. Provide teachers feedback on the classroom walkthrough data collected	8.
Strategy 3:	Strategy: Utilize data to establish whole and small flexible Reading groups based on student needs.	
	Action steps:	
	1. Analyze formal and informal data	5. Provide common planning for grade level teams to review data and work collaborately on lesson plans
	Teachers provide differentiated instruction to students in small group setting.	6.
	3. Conduct classroom walkthroughs to verify whole and small group lessons are being conducted.	7.
4. Administrators meet with teachers to review student performance data and grouping success.	8.	



How will we fund these strategies?

Funding source 1: Select a funding source	Funding amount:	\$0
Funding source 2: Select a funding source	Funding amount:	\$0
Funding source 3: Select a funding source	Funding amount:	\$0
Funding source 4: Select a funding source	Funding amount:	\$0
Funding source 5: Select a funding source	Funding amount:	\$0
	Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Administrators, teachers, and Literacy Coach

What data will be used to determine whether the strategies were deployed with fidelity?

Classroom walkthrough data, classroom teacher records, report cards, lesson plans.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Comparing EOG results in reading from 09-10 to 10-11.

Milestone date:

Check

Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Math score proficiency of the following subgroups: African American, Hispanic, LEP, and SWD were lower than Caucasian students, measured by EOG's, during the 2009-2010 school year.

School Goal 2: Increase the Math scores of the following subgroups (African American, Hispanic, LEP, SWD).

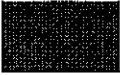
Supports this district goal: Improve student achievement

Target: Increase student performance in the above subgroups by 15 percentage points from the previous year.
Indicator: EOG Proficiency Scores in Grades 3-5
Milestone date: June 10, 2011

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Strategy: Create, post, and utilize high quality learning targets for all instructional lessons	
	Action steps:	
	1. Review elements of learning targets.	5.
	2. Align all learning targets with the NCSCOS	6.
	3. Teachers post learning targets in "kid friendly" language for all lessons.	7.
4. Conduct classroom walkthroughs to ensure that learning targets are posted and students understand them.	8.	
Strategy 2:	Strategy: Align 90% of classroom instruction in K-5 classrooms with the Anatomy of a Lesson framework.	
	Action steps:	
	1. Provide professional development on the Anatomy of a Lesson framework	5.
	2. Teachers plan instruction utilizing the Anatomy of a Lesson Format	6.
	3. Conduct classroom walkthroughs	7.
4. Provide teachers feedback on the classroom walkthrough data collected	8.	
Strategy 3:	Strategy: Utilize data to establish whole and small flexible Math groups based on student needs.	
	Action steps:	
	1. Analyze formal and informal data	5. Provide common planning for grade level teams to review data and work together on lesson plans
	2. Teachers provide differentiated instruction based on students needs delivered through small group setting.	6.
	3. Conduct classroom walkthroughs to verify whole and small group lessons are being conducted.	7.





4. Administrators meet with teachers to review student performance data and grouping success.

8.



How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team: Administrators, teachers, and Literacy Coach

What data will be used to determine whether the strategies were deployed with fidelity?

Classroom walkthrough data, classroom teacher records, report cards, lesson plans.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Utilizing the benchmark assessments in grades 3-5.
from 09-10 to 10-11.

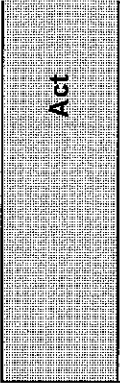
Comparing EOG results in math

What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Check





Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Establish baseline data by utilizing assessments based on the Harcourt Trophies series combined with the DIBELS Next assessment tools.

School Goal 3:	Provide K-2 teachers with training on teaching and assessing reading utilizing Harcourt Trophies series and DIBELS Next.
Supports this district goal:	Improve student achievement

Target:	100% of teachers trained using the DIBELS Next Benchmark assessments and Harcourt Trophies series.
Indicator:	Staff Development rosters
Milestone date:	June 10, 2011

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Strategy: Utilize assessment data to guide reading instruction in the classroom.	
	Action steps:	
	1. Teachers attend professional development sessions during the 2010-2011 school year.	5.
	2. Teachers conduct benchmark assessments and regroup students based on performance.	6.
	3. Utilize the progress monitoring tools to reteach for those students that are not performing on level.	7.
4. Provide reading instruction tailored to specific student needs through small, flexible grouping.	8.	
Strategy 2:	Strategy: Utilize a Literacy Coach to extend teacher knowledge and skill in Reading instruction.	
	Action steps:	
	1. Hire and train a Literacy Coach.	5.
	2. Literacy Coach helps through model lessons, grade level meetings, individual meetings, planning, and data analysis.	6.
3. Literacy Coach meets weekly with principal and grade level teams.	7.	



	4. Literacy Coach conducts classroom walkthroughs and analyze student performance data.	8.
Strategy 3:	Strategy:	
	Action steps:	
	1.	5.
	2.	6.
	3.	7.
4.	8.	



How will we fund these strategies?

Funding source 1: Federal funds - Title I
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team: Administrators, teachers, and literacy coach

What data will be used to determine whether the strategies were deployed with fidelity?

Assessment data, teacher grouping records, classroom walkthrough data, and attendance records for staff development.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Through the benchmark assessments, we would monitor the results and expect to see increases for each period. We will also utilize the progress monitoring tools to work on specific skills.

What does data show regarding the results of the implemented strategies?

Check





Based upon identified results, should/how should strategies be changed?

Act

