

Oak Forest Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Oak Forest Elementary will increase ELA meeting or exceeding expectations proficiency rates on TCAP in all grades (3-5) from 45.2% in 2024 to 55.6% in 2025.

Performance Measure

TCAP DATA

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Oak Forest will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none">* Quarterly formative assessment* Bi-Weekly informal walkthrough observation using a tool chosen by the school* Daily Exit Tickets <p>Effectiveness</p> <ul style="list-style-type: none">* At least 50% of students tested will meet or exceed expectations on District formative assessments (Fall, Winter and Spring) with a score of 80% or higher.* Bi-Weekly informal walk-through observations, teachers will be implementing the 7 High Impact Strategies with at least 85% proficiency.* 90% of students will score 80% or higher on daily exit tickets.	<p>[A 1.1.1] Improving Student achievement and growth through the use ofDaily Exit Tickets Oak Forest implements a daily literacy block to teach TN ELA standards. All teachers follow the district curriculum map and pacing guidelines. Teachers plan for and administer Daily Exit tickets to assess the effectiveness and student mastery of objectives.</p>	Dr. Hughes, Principal	05/23/2025		

	<p>[A 1.1.2] Improving student achievement and growth with grade level PLC Meetings and Collaborative Planning</p> <p>Oak Forest conducts weekly PLC meetings to ensure teachers engage in collaborative planning, review student work samples, share best practices, implement school/district initiatives, and review data. In addition, teachers have the opportunity to engage in deliberate practice which results in improved instruction.</p>	Dr. Hughes, Principal; Timkia Bryant-Brooks, PLC Coach, D.Bourne, Dean of Students	05/23/2025		
	<p>[A 1.1.3] Improving student achievement and growth with differentiated instruction for English Language Learners.</p> <p>Identified students with Limited English Proficiency will receive ELA instruction aligned to TN standards a minimum of one hour daily from a certified ESL teacher.</p>	Dr. Hughes, Principal, D. Bourne, Dean of Students, T. Brooks, PLC Coach, C. Cloer, ESL teacher.	05/23/2025		
	<p>[A 1.1.4] Improving student achievement and growth with Intervention.</p> <p>The Interventionist and teachers will work in planning session on Literacy focusing intervention of at risk students. They will provide opportunities for academic intervention, including providing tutoring to help students to meet state academic achievement standards in literacy.</p>	Dr. Hughes, Principal, D. Bourne, Dean of Students, T. Brooks, PLC Coach, M. Rodgers, Interventionist	05/23/2025		
	<p>[A 1.1.5] Improving student achievement and growth through Parental involvement.</p> <p>Oak Forest will provide opportunities for parent meetings and provide training opportunities for parents to help support students with reading at home.</p>	Dr. Hughes, Principal, D. Bourne, Dean, T. Brooks, PLC Coach, K. Jessee, School Counselor, M. Rodgers, Interventionist.	05/23/2025		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers on Curriculum, engagement and pedagogy ensuring all students receive a guaranteed ELA curriculum</p>	<p>[A 1.2.1] Weekly PLC Meetings</p> <p>Oak Forest conducts weekly PLC meetings to ensure teachers engage in collaborative planning, review student work samples, share best practices,</p>	Dr. Hughes Principal, Donna Bourne, Dean of	05/23/2025		

<p>that uses High Impact Strategies to increase the percentage of students who are proficient or above in ELA.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Bi Weekly classroom observations using a school-designated tool * Weekly PLC Meetings/ Collaborative Planning (agenda & sign-in sheet) * Bi-Weekly Instructional Leadership Team (ILT) meetings (agenda & sign-in sheet) <p>**Effectiveness**</p> <ul style="list-style-type: none"> * During Bi-Weekly informal walk-through observations, teachers will be implementing the 7 High Impact Strategies with at least 85% proficiency. * The students will score 80% mastery or higher on Bi Weekly short cycle assessments. * ILT members attend 95% of the bi-weekly meetings. 	<p>implement school/district initiatives, and review data. In addition, teachers have the opportunity to engage in deliberate practice which results in improved instruction.</p> <p>Benchmark Indicators-Weekly Walthrough Data, TEM data, Quarterly Assessment Data, Report Card Data</p>	<p>Students, Timkia Brooks,PLC Coach, Wendi Sutton , Optional School Coordinator, M.Rodgers, Interventionist</p>			
	<p>[A 1.2.2] Data Digs</p> <p>Oak Forest trains teachers to analyze data in order to increase student achievement in English/language arts. Specifically, teachers learn how to read data reports and analyze data in order to create trackers and develop reteaching plans. Teachers also use data to create flexible small groups during the ELA block.</p>	<p>L.Hughes, Principal, D. Bourne, Dean of Students, T. Brooks, PLC Coach, W. Sutton, IB Optional Coordinator, M. Rodgers, Interventionist</p>	05/23/2025		

	Benchmark Indicators-Walkthrough Data, Formative Assessment Data, Report Card Data				
	<p>[A 1.2.3] Instructional Leadership Team Oak Forest's Instructional Leadership Team (ILT) meets twice a month. The purpose of the team is to improve instruction in all content areas. is comprised of teachers and administration. In reference to ELA there is an administration lead and teacher lead. The ILT conducts walkthroughs to determine instructional needs and then develops professional development plans. The ILT selects professional readings and research-based strategies to share with the faculty. Teachers are given time for safe practice. Once the instructional practices are observed, teachers and ILT members review student work samples to determine instructional effectiveness.</p> <p>Benchmark Indicators- Informal Walkthrough Data, TEM Data, Common Assessment Reports, ILT minutes</p>	L. Hughes, Principal, D. Bourne, Dean of Students, T. Brooks, PLC Coach, W. Sutton, IB Optional Coordinator, M. Rodgers, Interventionist, M. Whalen, 1st Grade Teacher, S. McCutchen, 2nd Grade Teacher, J. Davis, ELA Teacher, J. Davis, Librarian	05/23/2025		
	<p>[A 1.2.4] Professional Development for Parents Parents of Kindergarten through grade 5 students and community members will be invited to participate in before and after school activities/ professional development to integrate home and school learning in literacy.</p>	Dr. Hughes, Principal, D. Bourne, Dean, T. Brooks, PLC Coach, M. Rodgers, Interventionist	05/23/2025		
<p>[S 1.3] Targeted Intervention and Personalized Learning Oak Forest will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p>	<p>[A 1.3.1] Monthly RTI2 Data Meetings Oak Forest follows RTI2 protocols and conducts monthly data meetings to discuss the progress of students identified for intervention. Based on the data, the team updates students' plans and communicates updates to parents. All teachers involved in the process offer feedback on student progress, and data is analyzed and updated in EdPlan. From this process, students receive support needed to increase academic achievement</p>	L. Hughes, Principal, M. Rodgers, Interventionist	05/23/2025		

<ul style="list-style-type: none"> * Formative Assessments using IReady Diagnostic (Fall, Winter, Spring) * Daily 45 minute block Response to Intervention RTI using IReady computer based and/or small group lessons with teacher. * Monthly RTI Data Day analyzing Tier 2 and 3 intervention **Effectiveness** * Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Students should perform at or above 70% monthly on Daily RTI intervention using Iready computer based or small group lesson with teacher. * Monthly, 70% of tier 2 and tier 3 students should progress to the next skill level in their deficit area according to AimsWeb progress monitoring data. 	<p>in ELA.</p> <p>Benchmark indicators-Tier 2 and Tier 3 Progress Monitoring Data, RTI2 Fidelity Checks</p>				
	<p>[A 1.3.2] Improving student achievement and growth through assessment</p> <p>Identifying students needing tier 2 and 3 interventions through the District Universal Screener.</p>	<p>T.Brooks, PLC Coach, M.Rodgers, Interventionist, K. Jessee, School Counselor</p>	05/23/2025		
	<p>[A 1.3.3] Improving student achievement and growth through response to intervention RTI2</p> <p>Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assisted instruction.</p>	<p>T. Brooks, PLC Coach, M. Rodgers, Interventionist</p>	05/23/2025		

[G 2] Mathematics

Oak Forest Elementary will increase Math meeting or exceeding expectations proficiency rates on TCAP in all grades (3-5) from 44.4% in 2024 to 47.5% in 2025.

Performance Measure

TCAP Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly formative assessment * Bi-Weekly informal walkthrough observation using a tool selected by the school * Daily Exit Tickets</p> <p>**Effectiveness**</p> <p>* At least 50% of students tested will meet or exceed expectations on District formative assessments (Fall, Winter and Spring) with a score of 80% or higher. * Bi-Weekly informal walk-through observations, teachers will be implementing the 7 High Impact Strategies with at least 85% proficiency. * 90% of students will score 80% or higher on daily exit tickets.</p>	<p>[A 2.1.1] Improving student achievement and growth with grade level PLC Meetings and Collaborative Planning Oak Forest Teachers create lessons to teach the TN math standards. Grade level teachers follow the districts math curriculum guide and use the designated resources to ensure that instruction is aligned with the TN math standards Math teachers use the Envision curriculum to teach math. Lessons are reviewed/annotated prior to instruction. During the planning stage, teachers complete and review with admin content lead the Lesson Prep unit Internalization Guide provided by the district.</p>	M. Rodgers, Interventionist; T. Brooks, PLC Coach	05/23/2025		
	<p>[A 2.1.2] Improving student achievement/growth Math Resources/Manipulatives Oak Forest purchases and uses math resources to build and reinforce math skills and understanding of the TN math standards. Resources include</p>	T. Brooks, PLC Coach, M. Rodgers, Interventionist	05/23/2025		

	<p>iReady Teacher Toolbox workbooks, Instructional Coach workbooks, Measuring up and/or Success Coach Workbooks.</p> <p>Benchmark Indicator-Quarterly Formative Assessment Reports, Report Card Data</p>				
	<p>[A 2.1.3] Focused Instruction and Reteaching Calendars Oak Forest teachers analyze data and create focused instruction calendars to reteach TN math standards. This practice ensures that all students including EL, SWD and ED subgroups, receive targeted support to help them master the TN math standards. Teachers work with flexible student groups and encourage students to use self selected strategies to engage in productive struggle and solve math problems.</p> <p>Benchmark indicators- Formative Assessment Data Report Card Data, Informal and Formal Observations</p>	T. Brooks, PLC Coach	05/23/2025		
	<p>[A 2.1.4] Improving student achievement and growth through assessment Grades 2-5 will give math standards based common assessments every 2 weeks to identify student progress and need for remediation around standards assessed. Teachers analyze common assessment data in order to determine standards that need to be retaught and incorporate strategies that will improve instructional practices. Teachers analyze student and class level data reports to identify the percentage of students scoring on track/mastered, approaching and below. As a result of the dig, teachers create reteaching calendars</p>	M. Rodgers, Interventionist, T. Brooks, PLC Coach	05/23/2025		

	and incorporate daily Do Nows that correlate to the TN math standards.				
	[A 2.1.5] Improving student achievement and growth through PLC Coach PL coach will provide ongoing research-based professional development for teachers and staff through various activities including modeling effective instructional practices such as reviewing data and assessment techniques, teaching strategies as well as coaching to support teachers as needed	Dr. Hughes, Principal, D. Bourne Dean, M. Rodgers, Interventionist, T. Brooks, PLC Coach	05/23/2025		
	[A 2.1.6] Improving student achievement and growth with Computer assisted instruction Kindergarten through 5th grade students will use supplemental computer programs to support math instruction.	Dr. Hughes, Principal, D. Bourne Dean, T. Brooks, PLC Coach, M. Rodgers, Interventionist	05/23/2025		
	[A 2.1.7] Improving student achievement and growth through small group instruction. Teachers will differentiate tier 1 math through small group instruction and blended learning.	Dr. Hughes, Principal, T. Brooks, PLC Coach, M. Rodgers, Interventionist.	05/23/2025		
[S 2.2] Professional Development Provide professional development for teachers on Curriculum, engagement and pedagogy ensuring all students receive a guaranteed math curriculum that uses High Impact Strategies to increase the percentage of students who are proficient or above in math. Benchmark Indicator **Implementation** * Bi Weekly classroom observations using a tool chosen by the school * Weekly PLC Meetings/ Collaborative Planning (agendas & sign-in sheets) * Bi Weekly Instructional Leadership Team (ILT)	[A 2.2.1] Weekly PLCs Oak Forest conducts weekly PLCs to ensure that teachers are planning effectively and prepared to deliver high quality instruction. During meetings, teachers plan collaboratively, engage in Deliberate Practice, identify potential misconceptions and share best practices. Math professional development that supports school/district initiatives is also provided during PLCs Benchmark Indicators- Informal Walkthrough Data TEM Data, Quarterly Formative Assessment and iReady Diagnostic Data	M. Rodgers, interventionist; T. Brooks, PLC Coach	05/16/2025		

meetings (agendas & sign-in sheets)					
<p>Effectiveness</p> <p>* During Bi-Weekly informal walk-through observations, teachers will be implementing the 7 High Impact Strategies with at least 85% proficiency.</p> <p>* The students will score 80% mastery or higher on Bi Weekly short cycle assessments.</p> <p>* ILT members attend 95% of the bi-weekly meetings.</p>					
	<p>[A 2.2.2] PLC Coach Oak Forest hires a PLC Coach to support instructional practices. The PLC Coach meets with teachers weekly to discuss math instruction, student achievement and analyze student performance data. The PLC Coach also provides professional development and monitors the implementation of school improvement action steps.</p> <p>Benchmark Indicator- Formal and Informal Observation Data, Formative Assessment and iReady Data, Report Card Data.</p>	Dr. Hughes, Principal; T. Brooks, PLC Coach	08/23/2024		
	<p>[A 2.2.3] Professional Development through coaching PLC Coach, Dean of students, Principal and School instructional Leadership Team will provide ongoing researched based professional development for teachers and staff through various activities including modeling effective instructional practices, instructional protocols, teaching strategies and co teaching.</p>	Dr. Hughes, Principal, D. Bourne Dean, T. Brooks, PLC Coach,	05/23/2025		
	<p>[A 2.2.4] Improving student achievement and growth through Parental involvement</p>	T. Brooks, PLC Coach	05/23/2025		

	Oak Forest will provide opportunities for academic enrichment, including parent meeting and trainings for parents to help support students with math at home.				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <p>* Formative Assessments using IReady Diagnostic (Fall, Winter, Spring) * Daily 45 minute block Response to Intervention RTI using IReady computer based and/or small group lessons with teacher. * Monthly RTI Data Day analyzing Tier 2 and 3 intervention **Effectiveness**</p> <p>* Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Students should perform at or above 70% on Daily RTI intervention using Iready computer based or small group lesson with teacher. * Monthly, 70% of tier 2 and tier 3 students should progress to the next skill level in their deficit area according to AimsWeb progress monitoring data.</p>	<p>[A 2.3.1] Progress Monitoring Oak Forest teachers use iReady to progress monitor tier 2 and tier 3 students. This process enables teachers to identify students' skill deficits and provide targeted instruction. Progress monitoring occurs weekly for tier 3 students and every other week for tier 2 students.</p>	M. Rodgers, Interventionist	05/23/2025		
	<p>[A 2.3.2] iReady Teacher Toolbox Oak Forest uses iReady Teacher Toolbox resources and iReady to support Tier 2, 2, and 3</p>	M. Rodgers, Interventionist;	05/23/2025		

	math instruction. Teachers use iReady Teacher Toolbox lessons to supports tier 1,2,and 3 small group instruction; and they use the iReady computer-based program to support Tier 2 and Tier 3 intervention. In addition, iReady resources are used for enrichment	T. Brooks, PLC Coach			
	[A 2.3.3] Improving student achievement and growth through assessment Identifying students needing tier 2 and 3 interventions through a school wide universal screener.	M. Rodgers, Interventionist	05/23/2025		
	[A 2.3.4] Flexible Small Group Instruction Oak Forest Math Teachers conduct small groups to ensure that the needs of all students including SWD, ED, and EL subgroups are receiving support needed to increase academic achievement. During small groups, teachers differentiate instruction and target math standards that have been identified for reteaching.	M Rodgers, Interventionist; T. Brooks, PLC Coach	05/23/2025		
	[A 2.3.5] Blended Learning Oak Forest implements blended learning strategies to support individualized learning needs	M. Rodgers, Interventionist; T. Brooks PLC Coach	05/23/2025		

[G 3] Safe and Healthy Students

By the end of the 2025 school year, Oak Forest School level interventions and supports will decrease our chronic absenteeism percentage for all students to from 21.9% in 2024 to 20.5% in 2025.

Performance Measure

- * PowerSchool Data
- * PowerBI Data
- * C.O.M.E. to Win PowerApp Data
- * SART documentation for at risk student attendance rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Oak Forest will implement targeted interventions and support programs and initiatives that address	[A 3.1.1] Attendance Incentives Oak Forest provides incentives for students who meet attendance expectations.	K. Jessee, School Counselor	05/23/2025		

<p>identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation**</p> <p>* 20 day COME to Win attendance report using the Power Bi app * Weekly Incentives and parent contact Logs * Weekly Attendance meeting minutes and SART data using Power Bi **Effectiveness**</p> <p>* Chronic absenteeism will be reduced by at least 5% each 20 day period according to the COME to WIN attendance reports using Power Bi * Attendance team will make positive contact with at least 90% of parents of high risk students weekly using parent contact log. * 95% of the members of the attendance team will meet weekly to analyze trends and identify chronically absent students.</p>					
	<p>[A 3.1.2] IB PYP Assemblies Oak Forest schedules, organizes, and conducts monthly IB PYP (Primary Years Programme) assemblies to reinforce positive behaviors, the importance of attending school, and IB Learner Profile Attributes. The assemblies also include cultural celebrations to recognize our diverse student population. All students attend the assemblies, and selected students receive awards for displaying IB attributes. Parents are invited to attend these assemblies. Assemblies are held on the last Thursday of every month.</p>	<p>T Brooks PLC Coach</p>	<p>05/16/2025</p>		
	<p>[A 3.1.3] Kid's Talk Oak Forest conducts Kids Talk, a program to reinforce school expectations each morning. Kids Talk announcers are selected to lead the pledge, review school expectations, and communicate the school motto- Remember Ned (Never Give Up. Encourage Each Other, Do Your Best.) In addition,</p>	<p>T. Brooks PLC Coach, K. Jessee, School Counselor</p>	<p>05/23/2025</p>		

	students from every homeroom have the opportunity to speak about an IB learner profile attribute or attitude. This reinforces positive behaviors, attendance, and IB standards and practices.				
	[A 3.1.4] SART Meetings Oak Forest meets with parents to discuss and put in place strategies that will improve student attendance. Meetings are scheduled based on district requirements.	K. Jessee, School Counselor	05/23/2025		
	[A 3.1.5] IB Golden Tickets Oak Forest uses an International Baccalaureate (IB) Golden Ticket to recognize students who display the IB learner profile attributes All faculty and staff members are able to nominate students for showing attributes such as caring open mindedness risk-taking, and knowledgeable. Each week names are called over the intercom to recognize the student and the attribute he/she displayed. Names written on golden tickets are placed on a school bulletin board This action step reinforces school expectations and IB program standards and practices.	K. Jessee, School Counselor	05/23/2025		
	[A 3.1.6] Improving student attendance through incentives Oak Forest will offer attendance incentives to students on a weekly, 20 day, quarterly and yearly basis.	D. Bourne, Dean of Students, T. Brooks, PLC Coach, K. Jessee School Counselor	05/23/2025		
	[A 3.1.7] Improving student achievement and growth through Attendance Team Meetings Oak Forest holds weekly attendance team meetings to analyze attendance data, identify chronically absent students and trends and develop strategies to improve the rate of chronically absent students. Members of the team are assigned a caseload of students each week in which they do check ins with students and contact parents to determine if support is needed.	D. Bourne, Dean of Students, K. Jessee, School Counselor	05/23/2025		

<p>[S 3.2] Professional Development Provide professional development for teachers on Curriculum, engagement and pedagogy ensuring all students receive a guaranteed curriculum that uses High Impact Strategies to increase the percentage of students who are proficient while decreasing chronic absenteeism.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly Parent Meetings (agenda & sign-in sheets) * Weekly attendance team Meetings using Power Bi data (agendas & sign-in sheets) **Effectiveness**</p> <p>* Chronic absenteeism among high risk students will decrease 10% weekly according to powerbi after parent training held. * Student chronic absenteeism will decrease 80% quarterly according to Power bi data after parent SART meeting held.</p>	<p>[A 3.2.1] Chronic absenteeism Data analysis Oak Forest. Ensures that all teachers know and understand the chronic absenteeism data and the strategies to decrease chronic absenteeism percentages. Teachers participate in developing strategies during RTI2B Meetings.</p> <p>Benchmark indicators- Monthly Discipline reports. Quarterly report card conduct grades</p>	K. Jessee, School Counselor	05/23/2025		
	<p>[A 3.2.2] Improving student achievement and growth and attendance through parent meetings. Oak Forest will hold meetings with parents of students with chronic absenteeism to explain the importance of school attendance and consequences for both students and parents pertaining to absenteeism.</p>	D. Bourne, Dean of Students, T. Brooks, PLC Coach	05/23/2025		
<p>[S 3.3] Parent, Family, and Community Engagement Oak Forest will promote effective parent, family and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **Implementation**</p>	<p>[A 3.3.1] Parent survey Oak Forest conducts a Parent Needs Assessment to develop a parent training schedule. Parents are given a survey and they are asked to select the training they feel would be most beneficial. After the results are tallied. The training calendar is communicated to all parents. Flyers are posted on the school website, school Facebook page and Class Dojo before each training.</p>	K. Jessee, School Counselor	01/24/2025		

<ul style="list-style-type: none"> * Quarterly Parent Meetings/Events (agendas & sign-in sheets) * Bi yearly Parent Conferences (sign-in sheets) * Weekly Parent/ Community Communication using Class Dojo, Flyers, Social Media, and school website <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Chronic absenteeism among high risk students will decrease 10% quarterly according to powerbi after parent training held. * At least 95% of parents will be informed weekly of school meetings/events through Class Dojo, Flyers, Social media and Website * At least 50% attendance at parent meetings and 90% of Parent feedback form received from bi-yearly parent conferences. 	Benchmark indicator. Parent responses from survey. Parent participation and feedback				
	<p>[A 3.3.2] Parent meetings Oak Forest conducts parent meetings to offer tips, strategies and knowledge about attendance, academics, and social emotional learning and skills. Specifically, the topics include Virtual Learning. Envision math support, homework strategies, test taking tips, importance of attendance, behavioral expectations, bully prevention, and RTI2B. Overview These sessions are scheduled throughout the school year at flexible times. Transition support is offered for our ESL parents.</p> <p>Benchmark indicators, Perceptual data. Parent participation and feedback from scheduled meetings.</p>	Dr. Hughes, Principal; K. Jessee, School Counselor; T. Brooks, PLC Coach, D. Bourne, Dean of Students, W. Sutton, IB Optional Coordinator	05/23/2025		
	<p>[A 3.3.3] ESL Parent Meetings Oak Forest, ESL Teachers and the Bilingual Cultural Mentor conducts ESL parent meetings to give non-english speaking parents information about school and student expectations. The</p>	C. Cloer, ESL Teacher; R. Quinones, Bi-lingual	05/23/2025		

	<p>importance of attendance, ESL services, the curriculum. And how they can help their children succeed. Meetings are scheduled each semester as requested by parents.</p> <p>Benchmark indicators, Parent feedback from meetings, 20 day attendance Reports.</p>	Cultural Mentor			
	<p>[A 3.3.4] Family Data Night Oak Forest conducts Family Data Night each semester to ensure that parents understand measures used to determine student achievement.</p> <p>Benchmark indicators. Parent attendance. Parent feedback.</p>	Dr Hughes, Principal	03/21/2025		
	<p>[A 3.3.5] Curriculum nights Oak Forest conducts curriculum nights to inform parents of the academic expectations, give them strategies to help their children with homework, and remove academic barriers that may contribute to chronic absenteeism. During these events, teachers prepare activities that give parents hands on experience with curriculum. Parents and their children work together to solve real world problems, and students are given the opportunity to teach their parents curriculum nights, build capacity and strengthen the learning community.</p> <p>Benchmark indicator.-Parent attendance and feedback. Parent feedback as scheduled in October.</p>	Dr. Hughes, Principal; T. Brooks, PLC Coach; W. Sutton, IB Coordinator, D. Bourne, Dean of Students	02/21/2025		

[G 4] Early Literacy

By the end of the 2025 SY, KK students will increase the met plus exceeded rate on Mastery Connect from 96.7% in 2024 to 98% in 2025 ; 1st grade 81% in 2024 to 84% in

2025; 2nd grade from 88.6% in 2024 to 92.1% in 2025.

Performance Measure

Mastery Connect

Report Cards

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Weekly Grade Level PLC's and Collaborative planning using Lesson internalization guide * Three times per year, District formal Assessments using iReady (Fall, Winter, Spring). * Quarterly review of Kindergarten standards mastery using report card data * Bi weekly analysis of Literacy walkthrough observation data using High impact strategies observation form.</p> <p>**Effectiveness**</p> <p>* 100% of teachers will participate in ELA collaborative planning weekly and complete a lesson internalization guide. * 50% of students k-2 will score 70% or higher on District formal assessments. * 80% of students will score 80% mastery or higher on report card standards. * During Bi-Weekly informal walk-through</p>	<p>[A 4.1.1] ELA PLCs Oak Forest reviews foundations plans with teachers and schedules time for teachers to share best practices. Teachers also receive feedback during deliberate practice sessions.</p> <p>Benchmark Indicators- Formative Assessment and iready assessment data, Report Card Grades Foundations Walkthrough Data, Classroom Observation Data, TCAP Data</p>	Dr. Hughes, Principa	05/23/2025		

observations, teachers will be implementing the 7 High Impact Strategies with at least 85% proficiency.					
	[A 4.1.2] Professional Development to improve student achievement All Oak Forest Literacy instructional staff will attend district and school level professional development to develop, expand and enrich their understanding of reading strategies and best practices in literacy instruction.	Dr. Hughes, Principal, T. Brooks, PLC Coach, D. Bourne, Dean of Students	05/23/2025		
	[A 4.1.3] Professional Development for parents Parents of Kindergarten-2nd grade students and community members will be invited to participate in before and after school activities/professional development to integrate home and school learning in early literacy.	T. Brooks, PLC Coach	05/23/2025		
[S 4.2] Early Literacy Opportunities Oak Forest will provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. Benchmark Indicator **Implementation** * Weekly completion of Lesson Internalization Guides * Three times per year, District formal Assessments using iReady (Fall, Winter, Spring). * Quarterly report card data * Bi weekly informal observation data using a tool selected by the school **Effectiveness** * 100% of teachers will participate in ELA collaborative planning weekly and complete a lesson internalization guide. * 50% of students k-2 will score 70% or higher on District formal assessments (Fall, Winter, Spring). * 80% of students will score 80% mastery or higher	[A 4.2.1] Improving student achievement and growth through assessment Grades K-2 will assess early literacy skills with common assessments given bi weekly to identify student progress and need for remediation.	Dr. Hughes, Principal	05/23/2025		

on report card standards. * During Bi-Weekly informal walk-through observations, teachers will be implementing the 7 High Impact Strategies with at least 85% proficiency.					
	[A 4.2.2] Improving student achievement and growth through the use of literacy stations and blended learning. Oak Forest will use research supported tier 1 literacy stations and blended learning to support students in fluency, vocabulary, comprehension and word work around ELA standards.	Dr. Hughes, Principal, D. Bourne, Dean of Students	05/23/2025		
	[A 4.2.3] Improving student achievement and growth through small group instruction. Oak Forest Teachers will differentiate literacy instruction through small group guided reading.	Dr. Hughes, Principal, D. Bourne, Dean of Students	05/23/2025		
	[A 4.2.4] Differentiated instruction for English Language Learners Identified students with Limited English proficiency will receive ELA instruction aligned to ELA standards a minimum of one hour daily from a certified ESL teacher.	Dr. Hughes, Principal, T. Brooks, PLC Coach	05/23/2025		
	[A 4.2.5] Improving student achievement and growth by supporting rich learning environments Oak Forest will secure supplies, materials, equipment and resources to support reading academic growth and achievement.	T. Brooks, PLC Coach	05/23/2025		
	[A 4.2.6] Improving student growth and achievement through curriculum Oak Forest will provide a daily foundational skills block using the Wonders Curriculum.	Dr. Hughes, Principal, D. Bourne, Dean of Students, T. Brooks, PLC Coach	05/23/2025		