

Profile and Plan Essentials

School		AUN/Branch
Oakview Elementary School		104433903/3154
Address 1		
1387 School Road		
Address 2		
City	State	Zip Code
Stoneboro	PA	16153-2727
Chief School Administrator		Chief School Administrator Email
Keith Wolfe		K_Wolfe@lakeview.k12.pa.us
Principal Name		
Joshua Stonebraker		
Principal Email		
j_stonebraker@docs.lakeview.k12.pa.us		
Principal Phone Number		Principal Extension
7243767911		6136
School Improvement Facilitator Name		School Improvement Facilitator Email
Julie Lyon		j_lyon@lakeview.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pears	Board Member	Lakeview School Board of Directors	davidpears@docs.lakeview.k12.pa.us
Gage Bartholomew	Board Member	Lakeview School Board of Directors	gagebartholomew@docs.lakeview.k12.pa.us
Rebecca Montgomery	Teacher	Oakview Elementary School	r_montgomery@docs.lakeview.k12.pa.us
Wanda Wagner	Teacher	Oakview Elementary School	w_wagner@docs.lakeview.k12.pa.us
Patricia Sefton	Teacher	Oakview Elementary School	p_sefton@docs.lakeview.k12.pa.us
Beth Lewis	Parent	Parent of Oakview student	bethlewisphoto@gmail.com
Bryda Drumm	Parent	Parent of Oakview student	bryda.drumm@miu4.org
John Creekpaum	Parent	Parent of Oakview Student, Early Childhood Council Member	john.creekpaum@gmail.com
Julie Lyon	District Level Leaders	Administration	j_lyon@lakeview.k12.pa.us
Joshua Stonebraker	Principal	Principal	j_stonebraker@lakeview.k12.pa.us
Alyse Mundt	Education Specialist	School Psychologist	a_mundt@lakeview.k12.pa.us
Darcie Shaffer	Teacher	Title 1 Teacher	d_shaffer@lakeview.k12.pa.us
Jamie Wagler	Teacher	Title 1 Teacher	j_wagler@lakeview.k12.pa.us
Alyssa Saeler	Education Specialist	Title 1 Reading Specialist	a_saeler@lakeview.k12.pa.us

Vision for Learning

Vision for Learning

Learning transfers to life beyond the Lakeview School District. Every member of this learning community believes in their power to learn, excel, influence, and to create their own successful future. "As our educational foundation, the Lakeview School District will utilize Pennsylvania State Standards as our guiding force in educational programs. We will strive for high levels of achievement by using purposeful, data-based instruction. Educational programs will meet the various needs of students in order to continuously improve student achievement. Educating Lakeview students will be a shared responsibility among all stakeholders: students, parents, teachers, support staff members, administrators, Board of School Directors and members of the community. High quality and relevant professional development will provide administrators, teachers, and support staff members with the tools and knowledge required to sustain and enhance the District's ability to deliver a high quality program that promotes educational excellence."

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
72% of students were proficient or advanced on the PSSA ELA at Oakview Elementary.	2021-2022 Data Source/ PSSA Results
66.5% of students were proficient or advanced on the PSSA Math at Oakview Elementary. Exceeded state average	2021-2022 Data Source/Future Ready
Oakview Elementary had an Academic Growth Score of 100 in ELA. Exceeded state average	2021-2022 Data Source/Future Ready
73.8% of students were proficient or advanced on the PSSA ELA at Oakview Elementary. Exceeded state average	2022-2023 Data Source/PSSA Results
69.7% of students were proficient or advanced on the PSSA Math at Oakview Elementary. Exceeded state average	2022-2023 Data Source / PSSA Results
91.8% of students were proficient or advanced on the PSSA Science at Oakview Elementary. Exceeded state average	2022-2023 Data Source / PSSA Results

Challenges

Indicator	Comments/Notable Observations
2022-23 Academic Growth Score (60.0) was below state average Academic Growth Score (75.4) in ELA.	2022-2023 Data Source / Future Ready
2022-23 Academic Growth Score (52.0) was below state average Academic Growth Score (74.9) in Mathematics.	2022-2023 Data Source / Future Ready

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Economically disadvantaged group were 64.6% proficient or advanced in English Language Arts. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator	Comments/Notable Observations

Economically disadvantaged group were 56.6% proficient or advanced in Math. ESSA Student Subgroups Economically Disadvantaged	
--	--

Challenges

Indicator Students with disabilities group were 42.5% proficient or advanced in English Language Arts. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations
Indicator Students with disabilities group were 42.5% proficient or advanced in Math. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

73.8% of students were proficient or advanced on the PSSA ELA at Oakview Elementary. Exceeded state average
69.7% of students were proficient or advanced on the PSSA Math at Oakview Elementary. Exceeded state average

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

2022-23 Academic Growth Score (60.0) was below state average Academic Growth Score (75.4) in ELA.
2022-23 Academic Growth Score (52.0) was below state average Academic Growth Score (74.9) in Mathematics.
Students with disabilities group were 42.5% proficient or advanced in English Language Arts.
Students with disabilities group were 42.5% proficient or advanced in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience: Reading Composite Score	Beginning of Year 57% at or above benchmark End of Year 71% at or above benchmark
Acadience: 2nd Grade ORF	Decreased over the year: Beginning of Year 71% End of Year 64%
NWEA Grade Level Report	74% of students in Grade 3 were at or above the grade level mean
NWEA Growth & Achievement Overview	Grades 1, 2, 3, and 4 fell in the high growth, high achievement quadrant for ELA.

English Language Arts Summary

Strengths

71% of all K-2 students were at or above benchmark on their Acadience Reading Composite Score.
74% of students in 3rd grade and 72% of students in 4th grade scored at or above the grade level mean on their NWEA Map Growth ELA benchmark.
Grades 1, 2, 3, and 4 fell in the High Growth/High Achievement quadrant in ELA for the 23-24 school year.

Challenges

There was a decrease of students meeting benchmark on the Acadience 2nd Grade ORF assessment from the beginning of the year to the end of the year.
Grade 5 fell below the 50th percentile for growth on their NWEA Map Growth ELA benchmark comparing the beginning of the year to the end of the year benchmarks.

Mathematics

Data	Comments/Notable Observations
NWEA Grade Level Report	23% of students in Grade 1 were below or well below grade level mean.
NWEA Growth & Achievement Overview	All grades fell in the high growth, high achievement quadrant for math.
NWEA Grade Level Report	87% of students in Grade 2 were at or above the grade level mean.
NWEA Grade Level Report	82% of students in Grade 4 were at or above the grade level mean.

Mathematics Summary

Strengths

All grade fell in the high growth, high achievement quadrant on the NWEA Growth & Achievement Overview report for math.
School has adopted Go Math as a common textbook program to use across all grade levels.
Department chairperson works with all grade levels and is coordinating common language, common assessments, and intervention/extensions.

Challenges

23% of students in Grade 1 were below or well below the grade level mean on the NWEA Grade Level report.
--

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index and supporting documentation shows that 100% of students completed the required artifact for their PA339 portfolio	
Data from state reporting in our SIS (CSIU) shows 100% of students completed artifacts for PA339 portfolios during the 23-24 school year.	Artifacts are now collected both hard copy and electronically

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Future Ready PA Index and supporting documentation shows that 100% of students completed the required artifact for their PA339 portfolio
Data from state reporting in our SIS (CSIU) shows 100% of students completed artifacts for PA339 portfolios during the 2-23 school year.
Dedicating staff to Career Readiness and providing authentic learning experience.
Adoption of the Xello, a college and career readiness software, will now allow us to begin collecting student artifacts electronically.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

As we continue to develop our PA339 Career Readiness plan, we are still working to transition from completion of the artifacts to authentic and immersive experiences for students.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
NWEA MAP Growth School Profile ELA	Students with disabilities in all grades scored at the 65th percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
NWEA MAP Growth School Profile ELA	25% of students with disabilities in 4th grade scored above the norm for achievement on the end of year MAP Growth ELA assessment.
NWEA MAP Growth School Profile Math	Students with disabilities in all grades scored in the high growth, high achievement quadrant when comparing the 2023-24 beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.
NWEA MAP Growth School Profile Math	39% of student with disabilities in 4th grade scored above the norm for achievement on the end of year MAP Growth Math assessment.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
NWEA MAP Growth School Profile ELA	Economically disadvantaged students in grades 2, 3, and 4 scored in the higher achievement, higher growth quadrant when comparing the 2023-24 beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
NWEA Grade 5 MAP Growth School Profile ELA	Economically disadvantaged students in fifth grade scored at the 43rd percentile, which is slightly below norm, when comparing the 2023-24 beginning of year MAP Growth ELA assessment to end of year MAP Growth ELA assessment.
NWEA MAP Growth School Profile Math	Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2023-24 beginning of year MAP Growth Math assessment to end of year MAP Growth Math assessment.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students with disabilities in all grades scored at the 65th percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
Students with disabilities in all grades scored in the high growth, high achievement quadrant when comparing the 2023-24 beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.
Economically disadvantaged students in grades 2, 3, and 4 scored in the higher achievement, higher growth quadrant when comparing the 2023-24 beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2023-24 beginning of year MAP Growth Math assessment to end of year MAP Growth Math assessment.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

25% of students with disabilities in 4th grade scored above the norm for achievement on the end of year MAP Growth ELA assessment.
39% of student with disabilities in 4th grade scored above the norm for achievement on the end of year MAP Growth Math assessment.
Economically disadvantaged students in fifth grade scored at the 43rd percentile, which is slightly below norm, when comparing the 2023-24 beginning of year MAP Growth ELA assessment to end of year MAP Growth ELA assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice
Implement an evidence-based system of school-wide positive behavior interventions and supports

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Provide frequent, timely, and systematic feedback and support on instructional practices: Oakview Elementary needs to utilize current tools to improve instructional practices through observation. Fidelity tools and fidelity checks for implementation of the Wilson and Heggerty curriculum must continue to be a part of instructional walkthroughs and review of lesson planning.
Implement a multi-tiered system of supports for academics and behavior: Solutions Team meetings assisted in the development of intervention plans and periodic reviews of student growth following implementation. Improvements can still be made to increase the intensity of intervention and progress monitoring as we seek to move from Emerging to Operational in this area. Dedicating a staff member for coordination purposes will ensure success.
Continuing to implement our PBIS program with fidelity. The 2024-2025 goal is to continue to implement PBIS Tier 1 supports and begin to implement PBIS Tier 2 practices to benefit our students.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
73.8% of students were proficient or advanced on the PSSA ELA at Oakview Elementary. Exceeded state average	True
69.7% of students were proficient or advanced on the PSSA Math at Oakview Elementary. Exceeded state average	True
71% of all K-2 students were at or above benchmark on their Acadience Reading Composite Score.	False
Future Ready PA Index and supporting documentation shows that 100% of students completed the required artifact for their PA339 portfolio	False
All grade fell in the high growth, high achievement quadrant on the NWEA Growth & Achievement Overview report for math.	True
School has adopted Go Math as a common textbook program to use across all grade levels.	False
Students with disabilities in all grades scored at the 65th percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.	False
Students with disabilities in all grades scored in the high growth, high achievement quadrant when comparing the 2023-24 beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.	False
Economically disadvantaged students in grades 2, 3, and 4 scored in the higher achievement, higher growth quadrant when comparing the 2023-24 beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.	False
Data from state reporting in our SIS (CSIU) shows 100% of students completed artifacts for PA339 portfolios during the 2-23 school year.	False
Dedicating staff to Career Readiness and providing authentic learning experience.	False
74% of students in 3rd grade and 72% of students in 4th grade scored at or above the grade level mean on their NWEA Map Growth ELA benchmark.	False
Grades 1, 2, 3, and 4 fell in the High Growth/High Achievement quadrant in ELA for the 23-24 school year.	False
Department chairperson works with all grade levels and is coordinating common language, common assessments, and intervention/extensions.	False
Adoption of the Xello, a college and career readiness software, will now allow us to begin collecting student artifacts electronically.	False
Align curricular materials and lesson plans to the PA Standards	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice	True
Implement an evidence-based system of school-wide positive behavior interventions and supports	False
Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2023-24 beginning of year MAP Growth Math assessment to end of year MAP Growth Math assessment.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
2022-23 Academic Growth Score (60.0) was below state average Academic Growth Score (75.4) in ELA.	True
2022-23 Academic Growth Score (52.0) was below state average Academic Growth Score (74.9) in Mathematics.	True
Students with disabilities group were 42.5% proficient or advanced in English Language Arts.	False
23% of students in Grade 1 were below or well below the grade level mean on the NWEA Grade Level report.	False
Students with disabilities group were 42.5% proficient or advanced in Math.	False
Students with disabilities group were 42.5% proficient or advanced in English Language Arts.	False
25% of students with disabilities in 4th grade scored above the norm for achievement on the end of year MAP Growth ELA assessment.	False
39% of student with disabilities in 4th grade scored above the norm for achievement on the end of year MAP Growth Math assessment.	False
Economically disadvantaged students in fifth grade scored at the 43rd percentile, which is slightly below norm, when comparing the 2023-24 beginning of year MAP Growth ELA assessment to end of year MAP Growth ELA assessment.	False
Provide frequent, timely, and systematic feedback and support on instructional practices: Oakview Elementary needs to utilize current tools to improve instructional practices through observation. Fidelity tools and fidelity checks for implementation of the Wilson and Heggerty curriculum must continue to be a part of instructional walkthroughs and review of lesson planning.	True
As we continue to develop our PA339 Career Readiness plan, we are still working to transition from completion of the artifacts to authentic and immersive experiences for students.	False
Implement a multi-tiered system of supports for academics and behavior: Solutions Team meetings assisted in the development of intervention plans and periodic reviews of student growth following implementation. Improvements can still be made to increase the intensity of intervention and progress monitoring as we seek to move from Emerging to Operational in this area. Dedicating a staff member for coordination purposes will ensure success.	True
Continuing to implement our PBIS program with fidelity. The 2024-2025 goal is to continue to implement PBIS Tier 1 supports and begin to implement PBIS Tier 2 practices to benefit our students.	False
Students with disabilities group were 42.5% proficient or advanced in Math.	False
There was a decrease of students meeting benchmark on the Acadience 2nd Grade ORF assessment from the beginning of the year to the end of the year.	False
Grade 5 fell below the 50th percentile for growth on their NWEA Map Growth ELA benchmark comparing the beginning of the year to the end of the year benchmarks.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

PBIS Fidelity for Level 1 was met during the 2022-2023 SY and recognized by PDE at the PBIS Conference in Hershey. PBIS Fidelity for Level 1 was also met during the 2023-24 school. This was very successful with students, parents, staff and school community. Reading Program is building in fidelity checks and data reviews with Acadience and NWEA scores to assist each student's growth. During the 2024-2025 SY three Title staff will run the Oakview Program. EdMark training has been provided to assist (in conjunction with Heggerty, Wilson, and Fundation) with fidelity and student outcomes based on data for the 2024-2025 SY. Our PVAAS Growth School for mathematic did not met expectation. To assist in growing our students further, Oakview Elementary has adopted a new K-5 math program which will bring common language, vocabulary, and assessments to our students. In addition, IXL will be used to help grow our students in all subjects.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2022-23 Academic Growth Score (60.0) was below state average Academic Growth Score (75.4) in ELA.		False
2022-23 Academic Growth Score (52.0) was below state average Academic Growth Score (74.9) in Mathematics.		False
Provide frequent, timely, and systematic feedback and support on instructional practices: Oakview Elementary needs to utilize current tools to improve instructional practices through observation. Fidelity tools and fidelity checks for implementation of the Wilson and Heggerty curriculum must continue to be a part of instructional walkthroughs and review of lesson planning.	- Teacher observations and walkthroughs will include a completed fidelity check for Heggerty and Wilson instruction when observed. Dedicated time in the master schedule has been carved out for the primary grades plus grade 3 for Wilson/Heggerty.	True
Implement a multi-tiered system of supports for academics and behavior: Solutions Team meetings assisted in the development of intervention plans and periodic reviews of student growth following implementation. Improvements can still be made to increase the intensity of intervention and progress monitoring as we seek to move from Emerging to Operational in this area. Dedicating a staff member for coordination purposes will ensure success.	- In moving towards "operational" status, Oakview has scheduled weekly Solutions Team meetings to review student performance and develop intervention plans with periodic reviews on effectiveness.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
73.8% of students were proficient or advanced on the PSSA ELA at Oakview Elementary. Exceeded state average	
69.7% of students were proficient or advanced on the PSSA Math at Oakview Elementary. Exceeded state average	
All grade fell in the high growth, high achievement quadrant on the NWEA Growth & Achievement Overview report for math.	
Align curricular materials and lesson plans to the PA Standards	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice	Assessment results will assist in identifying at-risk students and their needs. This information will be used by the Solutions Team to create intervention plans and reviews.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	- Teacher observations and walkthroughs will include a completed fidelity check for Heggerty and Wilson instruction when observed. Copies of these fidelity tools will be attached to teacher observations.
	- In moving towards "operational" status, Oakview has scheduled weekly Solutions Team meetings to review student performance and develop intervention plans with periodic reviews on effectiveness.

Goal Setting

Priority: - Teacher observations and walkthroughs will include a completed fidelity check for Heggerty and Wilson instruction when observed. Copies of these fidelity tools will be attached to teacher observations.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
- Each teacher in grades K-3 will have an ELA lesson observed either in-person and/or by review of lesson plans to review fidelity of implementation of the Heggerty and Wilson curricula.			
Measurable Goal Nickname (35 Character Max)			
Fidelity Checks - ELA Curriculum			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
-Review weekly lesson plans - Complete an observation and/or walkthrough for 25% of K-3 teachers	-Review weekly lesson plans - Complete an observation and/or walkthrough for 25% of K-3 teachers	-Review weekly lesson plans - Complete an observation and/or walkthrough for 25% of K-3 teachers	-Review weekly lesson plans - Complete an observation and/or walkthrough for 25% of K-3 teachers

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
All staff will participate in PLCs to analyze data (beginning of year, mid-year, end of year benchmarks) identifying students in need of additional interventions or enrichment and plan appropriate supports for these students in grades K-5 to assist reading progress.			
Measurable Goal Nickname (35 Character Max)			
Utilizing NWEA MAPS Growth and Acadience Reports			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
-Administer beginning of year NWEA MAPS Growth and Acadience benchmarks -Hold post beginning of year assessment PLCs analyzing data to inform instruction and form intervention/enrichment groups	-Hold 2 (Nov. & Jan.) grade level PLCs reviewing data to analyze effectiveness of interventions/enrichments and make any necessary revisions to instruction and/or groupings	-Administer mid-year NWEA MAPS Growth and Acadience benchmarks -- Hold mid-year benchmark PLCs analyzing data to inform instruction and form updated intervention/enrichment groups	-Hold April grade level PLCs reviewing data to analyze effectiveness of interventions/enrichments and make any necessary revisions to instruction and/or groupings -Administer end of year NWEA MAPS Growth and Acadience benchmarks

Priority: - In moving towards "operational" status, Oakview has scheduled weekly Solutions Team meetings to review student performance and develop intervention plans with periodic reviews on effectiveness.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)			
-Oakview will offered advanced tiers for student support (Solutions Team, PBIS Tier II, SAP) and hold regularly scheduled meetings to review student needs and intervention plans throughout the year.			
Measurable Goal Nickname (35 Character Max)			
Advanced Tiers of Student Support - Foundations for Operational Status			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
-Provide time to either weekly or monthly -Hold Solution Team (weekly), PBIS Tier II (monthly), and SAP (monthly) meetings as needed -Schedule follow up meetings to analyze data to review effectiveness	-Provide time to either weekly or monthly -Hold Solution Team (weekly), PBIS Tier II (monthly), and SAP (monthly) meetings as needed -Schedule follow up meetings to analyze data to review effectiveness	-Provide time to either weekly or monthly -Hold Solution Team (weekly), PBIS Tier II (monthly), and SAP (monthly) meetings as needed -Schedule follow up meetings to analyze data to review effectiveness	-Provide time to either weekly or monthly -Hold Solution Team (weekly), PBIS Tier II (monthly), and SAP (monthly) meetings as needed -Schedule follow up meetings to analyze data to review effectiveness

Action Plan

Measurable Goals

Advanced Tiers of Student Support - Foundations for Operational Status	Fidelity Checks - ELA Curriculum
Utilizing NWEA MAPS Growth and Acadience Reports	

Action Plan For: Wilson & Heggerty

Measurable Goals:
<ul style="list-style-type: none"> - Each teacher in grades K-3 will have an ELA lesson observed either in-person and/or by review of lesson plans to review fidelity of implementation of the Heggerty and Wilson curricula.

Action Step		Anticipated Start/Completion Date	
Observe implementation and fidelity through the review of weekly lesson plans, observations, and walk-throughs		2024-08-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	PA-Etep Wilson & Heggerty Curriculum	No	
Action Step		Anticipated Start/Completion Date	
Provide staff with Structure Literacy professional Development through IU4		2024-08-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IU4 Consultant Act 80 Day	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Observations through PA-Etep -Walk Through Notes in PA-Etep	-Monitor implementation of curriculum through observations/walk-throughs

Action Plan For: Professional Learning Communities

Measurable Goals:
<ul style="list-style-type: none"> All staff will participate in PLCs to analyze data (beginning of year, mid-year, end of year benchmarks) identifying students in need of additional interventions or enrichment and plan appropriate supports for these students in grades K-5 to assist reading progress.

Action Step	Anticipated Start/Completion Date	
Conduct PLC meetings after beginning-of-year benchmark assessments to analyze student data to form flexible groupings and create instruction to address individual needs.	2024-08-22	2024-10-18

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Department Coordinator Classroom Teachers	NWEA MAP Growth Reports Acadience Reports	No	
Action Step		Anticipated Start/Completion Date	
Conduct PLC meetings after mid-year benchmark assessments to analyze student data to revise flexible groupings and continue to plan instruction to address individual needs.		2025-01-02	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Department Coordinator Classroom Teachers	NWEA MAP Growth Reports Acadience Reports	No	
Action Step		Anticipated Start/Completion Date	
Conduct PLC meetings after end-of-year benchmark assessments to analyze student data to determine growth.		2025-04-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Department Coordinator Classroom Teachers	NWEA MAP Growth Reports Acadience Reports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Scheduled PLC Meetings	-Collect PLC meeting minutes and instructional groupings

Action Plan For: Solutions Team

Measurable Goals:
<ul style="list-style-type: none"> -Oakview will offered advanced tiers for student support (Solutions Team, PBIS Tier II, SAP) and hold regularly scheduled meetings to review student needs and intervention plans throughout the year.

Action Step		Anticipated Start/Completion Date	
Create PBIS Tier II team and provide them with professional development on PBIS Tier II interventions		2024-08-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal School Psychologist School Counselor Behavior Intervention Specialist	IU4 Consultant PBIS Tier II Documents	Yes	
Action Step		Anticipated Start/Completion Date	

Create Solutions Team; Conduct weekly Solution Team Meetings, as needed, to review academic referrals/implement interventions/evaluate student progress Conduct monthly PBIS Tier II meetings to review behavioral referrals/implement interventions/evaluation student progress Conduct monthly Student Assistance Program (SAP) meeting to review mental health referrals and discuss supports		2024-08-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal School Counselor	Sailor Support Referrals Referral Summary Sheets	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly Solution Team, PBIS Tier II, SAP Meetings Sailor Support Referrals/Summary Sheets	-Monthly Calendar -Solution Team Referrals -Sailor Support Summaries

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Wilson & Heggerty• Professional Learning Communities• Solutions Team	Salaries for 3 Title I Staff	224284.00
Instruction	<ul style="list-style-type: none">• Wilson & Heggerty• Professional Learning Communities• Solutions Team	Benefits for 3 Title I Staff	131893.94
Other Expenditures	<ul style="list-style-type: none">• Wilson & Heggerty• Professional Learning Communities• Solutions Team	Homeless Supplies if not provided by Lakeview Locker or ministerium	5000.00
Instruction	<ul style="list-style-type: none">• Wilson & Heggerty• Professional Learning Communities• Solutions Team	Kinder Camp Salaries	13000.00
Instruction	<ul style="list-style-type: none">• Wilson & Heggerty• Professional Learning Communities• Solutions Team	Kinder Camp Benefits	3000.00
Instruction	<ul style="list-style-type: none">• Wilson & Heggerty• Professional Learning Communities• Solutions Team	Classroom Supplies for Title I Staff	3000.00

Instruction	<ul style="list-style-type: none"> • Wilson & Heggerty • Professional Learning Communities • Solutions Team 	Software: Acadience, MAPS, Wilson FunHub, ESGI (K Report Card Support)	7372.06
Instruction	<ul style="list-style-type: none"> • Wilson & Heggerty • Professional Learning Communities • Solutions Team 	Parent Engagement	7372.06
Total Expenditures			394922.06

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Wilson & Heggerty	Provide staff with Structure Literacy professional Development through IU4
Solutions Team	Create PBIS Tier II team and provide them with professional development on PBIS Tier II interventions

Structured Literacy Training

Action Step		
<ul style="list-style-type: none">Provide staff with Structure Literacy professional Development through IU4		
Audience		
Classroom Teachers Title Teachers		
Topics to be Included		
Structured Literacy		
Evidence of Learning		
Documentation of Attendance Implementation into classroom instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Shannon Smith - IU4 Consultant	2024-08-22	2025-05-30

Learning Format

Type of Activities	Frequency
Other	One day
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

PBIS Tier II Implementation Training

Action Step
<ul style="list-style-type: none">Create PBIS Tier II team and provide them with professional development on PBIS Tier II interventions
Audience
Principal Assistant Principal School Counselor School Psychologist Behavior Intervention Specialist
Topics to be Included
PBIS Tier II Implementation and Interventions
Evidence of Learning
Documentation of Attendance

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principal Principal	2024-08-20	2025-05-30

Learning Format

Type of Activities	Frequency
Other	One day
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Joshua Stonebraker	2024-07-10
School Improvement Facilitator Signature	Date