

Our Direction

Oak Ridge Elementary

Date of Report: 2/14/2025

Vision:

Oak Ridge Elementary School will provide each child with a safe, caring, and engaging learning environment that enhances academic growth, creativity, and character development.

Values:

At Oak Ridge Elementary School, our moral purpose is to provide an effective learning environment for every student in order to demonstrate academic growth, creativity, and character development. We believe:

- All students are able to learn. High expectations for student learning are evident in our work with all students. Teachers believe that it is important to engage the whole child including their social development as well as developing the student's level of responsibility, critical thinking skills, and problem solving skills. Students benefit when they are active members of the classroom and when the parents and community are partners with the school. There is a shared desire to close achievement gaps and to provide necessary intervention and inclusive learning environments.
- Classroom instructional practices that provide students with rigorous and high quality tasks create engaging learning environments. A focus on continued implementation of the North Carolina Standard Course of Study and Essential Standards using CKLA and Eureka Math Squared (K-5) for Core Instruction and effective instructional strategies using the Gradual Release Model with a focus on quality tasks will guide our academic improvement efforts.
- Students benefit from uninterrupted instructional blocks. Engaging classroom instruction follows the Gradual Release of Responsibility and includes activation of prior knowledge and stating purposeful Focus and/or I Can statements, explicit teaching and modeling followed by active student participation with quality tasks and manipulation of the learning content culminated with checks for understanding and assessment of the learning.
- Formative and summative data provides us with information about each student's progress and is used to analyze student learning and mastery level of the NCSCOS. Teacher knowledge gained from assessments is used to provide additional instruction in the form of re-teaching, differentiated instruction, and individual remediation or acceleration opportunities.
- Classroom instruction is more effective when teachers are reflective of their teaching practices and engage in the practice of working as a team in a Professional Learning Community to assess student learning and coordinate long term and weekly lesson planning.

Adopted Fall 2011/updated Fall 2024

Mission:

Oak Ridge Elementary's goal is for all to dream, believe, and achieve!

Goals:

- Priority Goal #4: By June 2025, Chronic Absences will decrease by 5 percentage points from 11.3% to 6.3%.

Performance Measure(s)

Performance Indicator: Decrease chronic absences by 5%.		
Data Source: PowerSchool	Baseline Year: 2023-2024	Baseline: 11.3%
Target Date: 2024-2025	Target: 6.3	Actual:

- Priority Goal #1: By June 2025, 3rd-5th grade ELA will increase by 3 percentage points from 84.1% to 87.1%.

Performance Measure(s)

Performance Indicator: Increase ELA in 3rd-5th grade by 3%.		
Data Source: EOG Scores	Baseline Year: 2023-2024	Baseline: 84.1%
Target Date: 2024-2025	Target: 87.1%	Actual:

- Priority Goal #2: By June of 2025, 3rd-5th Math will increase by 3 percentage points from 91.9% to 94.9%.

Performance Measure(s)

Performance Indicator: Increase 3rd-5th Math by 3%.		
Data Source: EOG Scores	Baseline Year: 2023-2024	Baseline: 91.9%
Target Date: 2024-2025	Target: 94.9%	Actual:

- Priority Goal #3: By June 2025 5th Grade Science will increase by 3 percentage points from 93.7% to 96.7%.

Performance Measure(s)

Performance Indicator: Increase 5th Science by 3%.		
Data Source: EOG Scores	Baseline Year: 2023-2024	Baseline: 93.7%
Target Date: 2024-2025	Target: 96.7%	Actual:

- Priority Goal #5 By June of 2025, the number of lost instructional days due to In-School and Out-of-School suspensions from 2% to 2% (maintain or less).

Performance Measure(s)

Performance Indicator: The number of lost instructional days due to In-School and Out-of-School suspensions from 2% to 2% (maintain or less).

Data Source: Educator's Handbook

Baseline Year: 2023-2024

Baseline: 2

Target Date: 2024-2025

Target: 2

Actual:

Data Review:**Needs Assessments, Accreditation Reports, Similar Feedback:**

See FAM-S in Document Folder

Student Outcome Data:

See FAM-S in Document Folder

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

See FAM-S in Document Folder

Selected Indicators:**Practice 1A: Prioritize improvement and communicate its urgency**

A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)

A2.02 Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Practice 1B: Monitor short-and long-term goals

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Practice 2A: Recruit, develop, retain, and sustain talent

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Practice 2B: Target professional learning opportunities

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Practice 3A: Diagnose and respond to student learning needs

A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)

A1.05 ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)

A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

Practice 3B: Provide rigorous evidence-based instruction

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)

Practice 3C: Remove barriers and provide opportunities

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Practice 4A: Build a strong community intensely focused on student learning

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

Practice 4C: Engage students and families in pursuing education goals

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)