

Oakstone Community School  
Corrective Action Plan  
2017-2019

**Outline:**

Please note that Oakstone Community School (OCS) has identified two major subgroups within its student population, those Alternately Assessed and those Standard Assessed. Therefore, the corrective action plan and subsequent steps will be aligned accordingly.

**Achievement**

Based on the 2015-16 Local Report Card, OCS will put a primary focus on increasing the performance values for those students who fell in the limited and basic ranges on their state tests.

**Performance Index**

**Standard Assessed:**

Limited = 30.91% of student testing population

Basic = 22.08% of student testing population

- 1.) Improve student performance values for limited and basic ranges in **standard testing format** on 2016-17 report card and again on 2017-18 report card
  - a. Expand school year 17-18 to allow for more face to face instructional time. Minimum requirement is 920 hours, OCS will have 1014.75 hours which is an increase of 8 hours from the 1006.75 hours during the 2015-16 school year.
  - b. Increase professional development days to allow for more targeted in-service to staff which aligns with student needs (i.e. reading, writing, math and testing environment changes - computers). State minimum is 16 hours, OCS will have a minimum of 24 hours devoted to PD.
  - c. Pilot two-year Algebra I math course for those students who need slower pacing to master content standard targets (typically for those students taking it as 7<sup>th</sup> or 8<sup>th</sup> graders). Use results of assessments to determine whether to continue in 2018-19 and/or expand to Geometry as well.
  - d. Provide weekly tutoring to groups of students who did not pass end of course exams (EOC) and encourage Fall EOC retakes.
  - e. Design and implement test prep courses to allow for students to engage with testing vocabulary, sample questions, interactive test questions, and written responses.

**Alternately Assessed:**

Limited = 5.20% of student testing population

Basic = 16.76% of student testing population

- 2.) Improve student performance values for limited and basic ranges in **alternate testing format** on 2016-17 report card and again on 2017-18 report card.
  - a. Expand school year 17-18 to allow for more face to face instructional time. Minimum requirement is 920 hours, OCS will have 1014.75 hours which is an increase of 8 hours from the 1006.75 hours during the 2015-16 school year.
  - b. Increase professional development days (16 hours to a minimum of 24 hours) to allow for more targeted in-service to staff which aligns with student needs (i.e. reading, writing, math – content standards extended, behavior management for increased student time on task).
  - c. Increase individual student assessment to quarterly to identify student rate of progress within reading and math.
  - d. Develop internal tracking form for individual student curriculum and diagnostic assessments to help drive instructional strategies and/or curriculum changes needed.

**Indicators Met****Standard Assessed:**

5 out of 29 indicators met, 17%

- 1.) Increase number of indicators met on 2017-18 report card and again on 2018-19 report card
  - a. Curriculum mapping to link areas of weakness with instruction map
  - b. Professional Development for teachers aligned to areas of weakness
  - c. Inventory of materials and technology important for tested areas to ensure student access

**Alternately Assessed:**

14 out of 20 indicators met, 70%

- 2.) Increase number of indicators met on 2017-18 report card and again on 2018-19 report card
  - a. Curriculum mapping to link areas of weakness with instruction map
  - b. Professional Development for teachers aligned to areas of weakness
  - c. Inventory of materials and technology important for tested areas to ensure student access

**Progress**

OCS would expect improvement in the Progress measure to track to improvement in the Achievement scores.