

**Oakes Public School District
Oakes Elementary School
2022-2023**

School Profile:

In 2019 our school developed a long-term strategic plan. Development of a mission, vision, and commitment statements lead the charge to establish our district guiding document. The mission of the [Oakes Public School](#) (OPS) is, “Achieving excellence by educating all students for tomorrow’s world.” The vision of our school is, “Our vision for the future is to create personalized educational experiences that will prepare each student to develop the skills essential for their success. These skills include critical thinking, communication, collaboration, and creativity. We will accomplish this by supporting our students in their intellectual, social, and personal growth in a community that is safe and conducive to learning.” Our commitments are, “The Oakes Public Schools value respectful relationships between and among students, staff, parents, and the community. We know that through the development of genuine relationships we will instill a growth mindset where each student can realize their full potential.”

Oakes Elementary School is a Schoolwide Title I K-6 school located in southeastern North Dakota with 247 students (2022-2023). We also host a special education preschool for children ages 3-5, with a full-time teacher and paraprofessional. OES has seen classes of 30-35 students entering kindergarten the last five years. We have 15 full-time classroom teachers, 1 Title I teacher, 2 full-time special education teachers, 1 full-time speech pathologist, 7 full-time certified paraprofessionals hired by The Sheyenne Valley Special Education Unit, 4 full-time district paraprofessionals, and a full-time counselor. We have 18 classrooms including 2 kindergarten rooms, 3 RTI/Title 1 intervention rooms, a special education room, and a special education preschool room. All of our classrooms have active panels and sound systems. In 2021-2022 we became a one-to-one school, providing iPads to all students K-6. All of our teachers have an iMac laptop computer and an iPad. Our average classroom size during the 2022-2023 school year was just over 17 students. Twice yearly we hold student-led parent-teacher conferences with attendance being above 90%.

All members of our school strive to make it the best academic environment for all students. We believe that all teachers and students should have a growth mindset striving to always improve and be the best they can be. Our school is one of four schools currently piloting PCBL by partnering with the NDDPI and Knowledgeworks and we are in our 5th out of 6 years of the initiative (originally a 5 year plan, a 6th year was added after the pandemic). Our goal is to provide individualized instruction for all students to meet them at their learning level.

Our staff members have identified Priority Standards in reading, math, science, and social studies and they use the ND State Standards to guide their instruction and assessment across the content areas. All staff members at OES are currently involved in the creation of progressions and pathways for the content areas they are responsible for to provide personalized competency-based instruction. Our K-6 classrooms have varied reading resources that have been chosen by individual teachers based on their correlation with the ND State Standards and the needs of the students in their classrooms. Teachers have access to a large leveled-library as they provide research-based guided reading instruction. K-2 teachers are utilizing University of Florida Language Initiative's phonics instruction to provide core phonics teaching with phonological awareness. We currently have 1 staff member who is LETRS trained and 2 that are continuing their 2nd year of LETRS training. Our K-6 grade classrooms use the Saxon Math program. In grades 4-6 we have a departmentalized structure which allows our teachers to be experts in their content area. We have a 100-minute reading block and 100-minute math block where children are grouped based on their skill levels for a portion of the instruction block, allowing us to provide personalized instruction and remedial instruction as needed based on data from interim assessments. We also offer 50 minutes of science and 50 minutes of social studies where our students are heterogeneously grouped. Using data from our universal screeners, STAR Math, STAR Reading, and AIMSweb, we provide personalized pathways for all students. Our data team will be revising our MTSS PATHWAY program during this coming school year, for interventions outlining the prescribed programming specifically targeted to address needs of all students no matter where they are on the skills continuum.

On the spring 2023 NDSA ELA test, 47% of our students in grades 3-6 scored in the proficient or advanced range. On the spring 2022 NDSA math test, 57% of our students in grades 3-6 scored in the proficient or advanced range. Our students achieved higher scores this year in math than in 2022. On the spring 2023 NDSA science test, 68% of our students in grade 4 scored in the proficient or advanced range.

In spring 2023, all students in grades K-6 completed the STAR math and STAR reading test, which is our longitudinal global interim assessment. On the spring 2023 STAR reading test, 61% of our students in grades K-6 scored at grade level or above and 63% of our students met their expected yearly growth goal. On the spring STAR math test, 78% of our students in grades K-6 scored at grade level or above with 71% of our students meeting their expected yearly growth goal. Our data on this assessment was at or above last year's performance

Students from the communities of Oakes, Guelph, Glover, Verona, Ludden, Cogswell, Fullerton, Ellendale, Stirum, and Crete attend school here. We have 247 students of which 52% are female and 48% are male. Our school is made up of 86% Caucasian students, 9% Hispanic, 2% Native American, 1% African American, and 2% unclassified. At last count 18% of our students are eligible for free and reduced lunch. Currently we have approximately 8% of our students on an IEP and receiving special education services either for LD, ED, or Speech/Language (k – 6th Grade). At OES we have approximately 4% of our students that qualify for EL services.

Oakes is in Dickey County and has a population of approximately 1,856 people. Oakes has two large grain elevators, a hospital, a nursing home, several restaurants, gas station/convenience stores, and other miscellaneous businesses. We have a plethora of churches making up a wide variety of denominations. Many of our students live on farms and come from agricultural-based homes. Three banks compete for business in Oakes. We also have a municipal golf course, AM radio station, and an airport. The community of Oakes includes single-family dwellings, apartments, and subsidized housing. Our families have access to Dickey County Social Services which include medical services as well as family assistance services. Our community library and school library are one in the same.

The latest census (2010) data reveals the following data for Oakes residents:

96% of the population have at least a high school degree

30% of the population have a college degree or higher

\$44,096 was the median household income (2013)

9.6% of the population live below the poverty level (2015)

Racial makeup:

- 96.1% White
- 0.5% African American
- 0.3% Native American
- 0.8% Asian
- 3.8% Hispanic/Latino
- 1.1% Other

Perception Data:

The Oakes Public School took part in a Cognia Accreditation Review in 2022-2023. It was through this self-evaluation that we created strategic priorities, areas of excellence, and next steps for the coming years.

OPS is committed to providing personalized competency-based learning (PCBL) to all learners. Each learner should receive an education focused on both academic and non-academic evidence-based needs. Our priority is creating a growth-oriented learning environment. Our goal is to graduate learners that exhibit our school-wide commitments and Portrait of a Graduate (POG) skills set.

We use our universal assessment, STAR, to measure growth, monitor progress, identify missing skills, guide instruction, and predict performance. The data is analyzed, shared, and used at the school, grade, and classroom level to drive instructional decisions for growth. In spring 2022, 57% met proficiency and 58% met growth in reading. In math, 79% met proficiency and 58% met growth. We have identified this as an improvement area as our goal is 100% proficiency and growth.

NDSA is an online, criterion-referenced assessment in ELA and math. The historical data informs our standards-based instruction by providing information to determine growth and develop comparisons. The identification of gaps in our standards attainment is dealt with at the classroom, grade, standards committee, and school level. In spring 2022, 47% reached proficiency in reading and 45% in math. We use the data within and between years across cohorts to measure programming success and individual learner progress. We have concerns regarding lagging performance of some grade level cohorts. We are training educators in the Science of Reading, have considered an MTSS system in the high school, and are implementing standards-based grading to address concerns.

We realize the positive impact of high-quality engagement on successful learning. The drop in engagement as learners age is an identified area of improvement. We administer our state online learner engagement survey, disseminating the data looking for patterns and/or commonalities. We administer the Wellington Engagement Survey to help us “drill down” to the classroom level, helping educators plan for improvements. The educator data worksheet helps guide reflection and amendments of instructional practices for learning growth.

Our journey implementing PCBL, has realized the importance of agency and voice in the learning formula. Each learner has/will be creating “personalized learning profiles”, identifying learning strengths and weaknesses with a focus on growth. In many classrooms, instruction is delivered through personalized pathways determined by a preassessment, voice/choice, consistent formative assessment focused on growth, and a final goal of mastery attainment.

Promoting agency and growth in our educator’s professional learning is a strength for us. We use a unique, growth-focused educator evaluation. Educators set and monitor professional goals. We constantly seek feedback, making improvements to personalize and individualize PL offerings. Educator reflection and feedback opportunities are provided using exit tickets. Voice and choices are offered during staff learning. Our personalized learning coach created, with our educators, a customized choice board that facilitates growth in professional learning (PL).

Our 3 Core Commitments define us. Of the 3 commitments, “growth mindset” is apparent at all levels in our school. We realize that without the dedication to allowing and fostering maximum growth at all levels of our school, our learners would be handicapped in their future learning endeavors.

Based on the analysis of the Growth in Learning Performance Standards, the leadership team collaboratively designed the following action steps: 1. Consistent and regular evaluation of programs and conditions in our organization is needed to provide guidance to improve instruction and advance learning. 2. With continued implementation of our PCBL pillars, we will be able to effectively apply appropriate interventions and provide support for learner growth.

Areas of Excellence:

Our school is dedicated to creating an environment that allows teachers to continually grow in their practice and take on leadership roles.

- Approximately 2/3 of our educators have earned advanced degrees, with most of those teachers having 75% of their education funded by Oakes Public School.
- Teachers and administration have worked together to create a one-of-a-kind evaluation tool that is focused on growth in our PCBL practices.
- In the last year, our focus for our professional development has been almost entirely devoted to providing personalized learning for educators based on feedback that allows for voice and choice.

- Multiple PD offerings are continually afforded to educators throughout the calendar year. The school has dedicated funding to pay for registration, travel, stipends, and income additions for college credits.
- Our school calendar includes 12 extra professional development days allowing for dedicated time to personalize learning (PL).
- Through our PCBL cohort, educators have been sent to school site visits across the state and nation. Our school maintains a partnership with Knowledge Works.

Our school has continued to stay focused on our mission, vision, and three commitments.

- OPS has a 5-year strategic plan (2019-2024) in place that was created by a large, diverse group of stakeholders and facilitated by an experienced school leader. We will begin the review process for our next 5-year plan in the fall of 2023 to ensure that it is in place to guide us in the fall of 2024.
- Our three commitments of Respect, Genuine Relationships, and Growth Mindset were created by our district design team at the beginning of our PCBL journey. We are on an implementation journey throughout our school, but the commitments remain as our guiding beliefs.
- Our district design team created a Portrait of a Graduate that has been in place for approximately four years. Recently, through a PD experience, our staff took up the challenge to refocus our dedication to using our POG as a guiding north star.

Areas of Improvement:

Family engagement

- OPS frequently shares information via its website, however, there is little to no inclusion of families in the development of priorities and guiding principles.
- We need to develop purposeful ways to engage families to create partnerships that positively impact student learning outcomes.

Completing the learning cycle at all levels to make informed decisions

- Consistent and regular evaluation of programs and conditions at an organizational and school level is needed.
- Research and evidence based, high quality resources must be aligned to curriculum/standards.
- Data from assessments must be analyzed and reflected upon to meet individual student needs at all levels.

Challenges:

Staffing shortages at all levels

Onboarding new staff in our PCBL practices and structures

Finding resources to help us combat mental health challenges at both a staff and student level