



2024-2025 Phase One: Executive Summary for  
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2024-2025 Phase One: Executive Summary for Schools

**Oakland Elementary**  
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## Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
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## 2024-2025 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Oakland Elementary is an established school in the Oakland community. The original school was founded in the 1920's. In the past few school years, Oakland's student population has continued to grow. The school has just under 400 students but the are is quickly growing and a steady increase of enrollment is expected. All available space at Oakland is being fully utilized. Some areas are crowded and shared.

Oakland is located in a rural area of Warren County. However the majority of our students do not reside in the area. Most of our students live in rental properties not in Oakland's city limits. Due to large number of rental properties in our school district, our student population is very transient and live below the poverty level. 76.5% of our student population qualify for free and/or reduced lunch. Our school participates in the Title I program. Our efforts are focused on meeting the needs our student population through building strong relationships, setting and maintaining high expectations and continuously improving instruction.

Oakland's demographic information is as follows: 18.6% Hispanic/Lation; 1.8% Asian; 19.6% African American; <1% Native American; 48.6% White; 10.6% two or more races.

Oakland has the following staff: 15 homeroom teachers; 4 special education teachers; 1 ESL teacher; 1 curriculum coordinator; 1 behavior interventionist/student services coordinator; 1 library media specialist, 1 speech pathologist; 1 reading intervention teacher; 3 itinerant related arts teachers; 3 kindergarten assistants, 1 ESL assistant, 1 bookkeeper, 2 office support specialist; 4 custodians, 5 cafeteria staff; 1 related arts assistant; 1 school nurse; 3 special education instructional assistants; 9 bus drivers.

### School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Our school's stakeholders include our Oakland community, Oakland staff, parents/guardians, and students. To ensure our stakeholders have a voice, we send the following surveys: Staff engagement survey (1x yearly); Parent engagement survey (1x yearly); Student engagement survey (1x yearly). Our staff and leadership team create action plans from the data received from these surveys.

## School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Oakland Elementary's vision is "Engaging all students through leadership and high expectations." Our daily mission is to provide a safe caring environment, which will enable all students to reach their highest level of potential. Students recite this each day at our morning meeting along with our PBIS school-wide expectations -CARDS (Cooperate with Others), (Act Responsibly), (Respect Yourself and Others), (Do your Best), (Success). Students are recognized for meeting these expectations and celebrated for their positive behavior. We also have incorporated social emotional learning to our daily schedule using curriculum. Student engagement, social emotional learning, and school culture are a priority.

The school will be seeking to gain Lighthouse status in the Leader in Me program this year. Leader in Me is incorporated in lessons, SEL lessons, and during our morning meetings. Students conduct our morning meetings through Google Meet Tuesday through Friday. On Mondays, the school comes together in the gym for morning meeting for us to celebrate successes.

Students have the opportunity to apply for school-wide and classroom jobs. Also offered at the school: Beta, STLP, student council, archery, running club, drama team, Lighthouse team, leading ladies, boys to men, FCA, Robotics, and academic team.

Teachers meet weekly in PLCs to discuss and plan engagement strategies and to receive feedback and resources on creating a positive learning climate. All homeroom, special education, and ELL teacher work weekly in PLCs to review formative and summative data on their students and to make instructional plans for those not meeting mastery of standards. Special education teachers and ELL teachers are collaborating with regular education teachers and co-teaching. Grade level teachers have common planning time along with the co-teachers that work with their grade level.

Communication is emphasized to our community members and parents. Parents have the ability to communicate with teachers through daily folders, google classroom, Class Dojo, and google voice. The leadership team sends out a weekly newsletter to parents through Social media and Dojo. Infinite campus messenger, class Dojo, Twitter and Facebook are utilized to communicate information and to celebrate successes. Our family resource coordinator assists our families in a multitude of ways, including seeking services through community partners for those that are economically disadvantaged.

## Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next

three years.

Students have access to many clubs at Oakland. These include Beta, STLP, archery, robotics, drama team, running club, boys to men, leading ladies, academic team, and student council. Our students notable achievements in these extracurriculars include awards, recognitions, and having the ability to move on to regional and state competitions.

The vision for the next few years includes notable improvement in reading, math, and writing. There will be a continued emphases on creating a positive school culture and reduction of behavioral referrals. Many of our students have experienced trauma and have mental health issues. We will continue with our social skills instruction and social emotional learning. For those that are economically disadvantaged, we want to provide opportunities to gifted learning, as wells as, educational field trips and experiences for all our students.

The school now has a reading intervention teacher in the primary grades. The grant that funds this postion (Read to Achieve) has also afforded our faculty the opportunity to have professional development in the science of reading. The is allowing our teachers to receive training in Tier 2 reading intervention, as well as receiving materials to utilize in the classroom such as SIPPS, SFA, and Spire.

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

No additional information.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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