

Oakes Public School District #41

Superintendent Implementation Plan : 2025–2030

Mission Statement

Achieving Excellence by Educating All Students for Tomorrow's World

Vision & Core Commitments

Theory of Action:

To meet our mission, the District will:

Honor genuine relationships, growth mindset, and respect

Embrace student-centered learning through personalized pathways

Invest in, empower, and hold educators accountable for effective instruction

Productively engage all community stakeholders

Governance & Leadership (School Board)

Role: Provide strategic direction, oversight, and accountability.

Key Responsibilities:

- Approve and monitor progress toward goals in academic achievement and organizational effectiveness
- Operate with transparency guided by a Board Ethics Statement
- Maintain proficiency in *Be Legendary* governance objectives
- Conduct quarterly **Board Self-Evaluation** and bi-annual **Superintendent Evaluation**
- Maintain policies that support PCBL (Personalized, Competency-Based Learning) and equity

Expected Outcomes:

- Strategic goals embedded in board agenda monitoring
 - Annual accountability report published and shared with stakeholders
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District Leadership (Superintendent)

Role: Translate Board vision into actionable systems and structures.

Key Responsibilities:

- Lead implementation of the strategic plan and ensure organizational coherence
- Manage academic, operational, and community systems
- Monitor district-wide data and adjust strategy as needed
- Communicate progress and challenges transparently with Board and community
- Guardrails:
 - Maintain systems for effective student engagement
 - Institutionalize PCBL
 - Implement robust two-way family communication

Expected Outcomes:

- Vision-aligned district systems that drive equity and excellence
 - Quarterly reports to Board and annual report to the community
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School Leadership (Principals)

Role: Lead school-level improvement aligned to district goals.

Key Responsibilities:

- Develop School Improvement Plans directly tied to academic targets (ELA, Math, Choice Ready)
- Use data cycles to monitor progress and adjust instruction
- Support staff with resources, coaching, and professional development
- Ensure fidelity of PCBL implementation in classrooms
- Engage families in building-level planning and feedback

Expected Outcomes:

- Year-over-year increases in building-level proficiency and growth
 - Personalized learning environments across grade levels
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Educators (Teachers & Support Staff)

Role: Deliver high-quality, personalized instruction.

Key Responsibilities:

- Use formative and benchmark data to adjust instruction

- Engage in PLCs for collaborative planning and learner progress monitoring
- Set goals with students tied to standards and performance benchmarks
- Participate in continuous professional learning
- Implement evidence-based practices in classroom instruction

Expected Outcomes:

- Improved student outcomes in ELA and Math
 - Increased student ownership of learning
 - Reduction in achievement gaps
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Learners (Students)

Role: Actively engage in and take ownership of learning.

Key Responsibilities:

- Set and monitor individual learning goals with teacher support
- Participate in student-led conferences and self-reflection activities
- Choose and pursue personalized pathways (dual credit, internships, projects)
- Demonstrate mastery through multiple formats aligned to standards
- Embrace growth mindset, respect, and accountability

Expected Outcomes:

- Increased NDSA proficiency (ELA to 80%, Math to 80%) by 2028
 - 95% of graduates *Choice Ready* by 2028
 - Increased number of learners involved in college, career, and military preparation activities
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Stakeholders (Parents & Community Members)

Role: Collaborate with the district to support learner success.

Key Responsibilities:

- Participate in school-community partnerships and forums
- Engage with two-way communication systems
- Serve on advisory councils and planning teams
- Support student success through internships, mentoring, and co-curricular involvement

Expected Outcomes:

- Stronger alignment between workforce needs and district programming
 - Improved stakeholder trust and satisfaction
 - Broader support for district initiatives
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Monitoring & Accountability

Level	Monitoring Tool	Frequency	Lead
School Board	Self-Evaluations	Quarterly	Board President
Superintendent	Progress Monitoring Reports	Monthly	Superintendent
Superintendent	Evaluations	Semi-Annually	Board President
Principals	Evaluations	Semi-Annually	Superintendent
Teachers	Observations	Daily	Principals
Teachers	Evaluations	Annually/Semi-Annually	Principals
Students	Classroom-Based Assessments	Daily	Classroom Teachers
Students	STAR	4 Times/Year	Classroom Teachers
Students	NDSA	Yearly	Classroom Teachers

Strategic Goals & Metrics Summary (2025–2030)

Goal Area	2023 Baseline	2028 Target	Owner
ELA Proficiency (Grades 3–8, 10)	52%	80%	Teachers/Principals
Math Proficiency (Grades 3–8, 10)	48%	80%	Teachers/Principals
Choice Ready Graduates	76%	95%	Superintendent/Counselors