



RECEIVED
 JUN 13 2017
 BY:

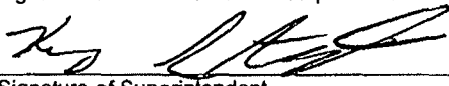

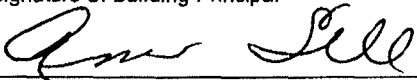
Title I Schoolwide Plan Cover Page

Part I – School Information

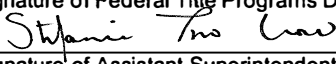

School Applying to be Schoolwide Oakes Elementary School	District Oakes Public School	Grade Levels of Schoolwide Plan* K-6
Mailing Address 804 Main Ave.		
City Oakes	State ND	Zip Code 58474
Name of Title I Authorized Representative Kraig Steinhoff	Position Superintendent	Telephone Number 701-742-3234
E-mail Address Kraig.steinhoff@k12.nd.us		
Signature 		Date 6-12-17
Name of Contact Person for Schoolwide Program Anna Sell		Telephone Number 701-742-3234
E-mail Address Anna.sell@k12.nd.us		
Signature 		Date 6/12/17

*Please note: One Schoolwide Cover Page per building.

Part II – Assurances

Assurance Agreement for Schoolwide Planning	
<p>The <u>Oakes Elementary</u> School of the <u>Oakes School</u> District has completed their schoolwide planning year. We have met the requirements of the Title I legislation relating to schoolwide planning and criteria. Our poverty level is <u>29.5</u> % as documented by <u>May 2016 NDDPI Claim Review</u>. We have also received technical assistance in our planning from the SEA or from other providers. We assure that we will implement this plan and expend our funding accordingly. We will notify the SEA of any amendments to the plan.</p> <p>The local board of education has approved this schoolwide plan. The meeting was held on <u>June 12, 2017</u> and is documented in the minutes of that meeting.</p>	
Signature of Title I Authorized Representative 	Date 6-12-17
Signature of Superintendent 	Date 6-12-17
Signature of Building Principal 	Date 6/12/17

For Department Use Only

This Title I Schoolwide Program Application and Plan has been reviewed by the SEA and is approved as written.	
Signature of Federal Title Programs Director 	Date 08/18/2017
Signature of Assistant Superintendent 	Date 08/18/2017

Title I Schoolwide Plan-Elementary

Oakes Elementary School

Oakes Public Schools

Anna Sell
804 Main Ave
Oakes, ND 58474-1739

TABLE OF CONTENTS

Title I Schoolwide Components in AdvancED

Introduction.....	2
Schoolwide Title I Components	3

Oakes Elementary School

Overview.....	6
Goals Summary.....	7
Goal 1: By spring 2017, 100% of our students in grades K-6 will score above the 20th percentile on the STAR Reading/STAR Early Literacy Assessment.....	8
Goal 2: 100% of our students in grades K-6 will make at least one year's growth from fall to spring as measured on the STAR tests in reading and math in May 2018.....	8
Goal 3: By May 2018, all students in grades K-6 that score above the 40th percentile will maintain or raise their score on subsequent STAR Reading or STAR Early Literacy tests.	9
Goal 4: By May 2018, 100% of our students in grades 1-6 will score above the 40th percentile on the STAR Math test. . .	10
Activity Summary by Funding Source.....	12

Title I Schoolwide Components in AdvancED

Introduction

To fulfill all requirements for North Dakota Title I schoolwide programs, schools must complete all of the schoolwide components and upload the required documentation, except the optional component, Comingling of Funds.

Schoolwide Title I Components

Label	Assurance	Response	Comment	Attachment
COMPONENT 1: Comprehensive Needs Assessment	The school has completed a comprehensive needs assessment that includes student achievement data, school program/process data, perception data, and demographic data and has disaggregated this data to identify needs of all students including student subgroups.	Yes		Demographic Data longitudinal data K longitudinal grade 1 longitudinal grade 2 longitudinal grade 3 longitudinal grade 4 longitudinal grade 5 longitudinal grade 6 intervention Sequence for Reading Mastery and Corrective Reading Survey 1 Survey 6 Survey 7 Survey 8 Survey 4 Survey 5 Reading Pathway K-3 Reading Pathway 4-6 Needs Assessment Perception Data K-2 Spring 2 Winter K Winter 5 Winter 3 Spring 3 Winter 6 Fall 1 Winter 1 Fall 2 Spring 3 Fall K Spring K Fall 4 Winter Reviewing Outcomes Data Wall 2016-17

Label	Assurance	Response	Comment	Attachment
COMPONENT 2: Schoolwide Reform Strategies	The school includes schoolwide reform strategies that provide opportunities for all children to meet the State's standards; including subgroups; uses methods and instructional strategies to strengthen the academic program; increases amount and quality of learning time; provides an enriched and accelerated curriculum by incorporating the concept of a well-rounded education; and addresses the needs of all children at school particularly those at-risk of not meeting the State's academic standards.	Yes		MTSS Pathway K-3 MTSS Pathway 4-6 Elementary Reading Sequence Chart Oakes Schoolwide Reform Strategies

Title I Schoolwide Plan-Elementary

Oakes Elementary School

Label	Assurance	Response	Comment	Attachment
COMPONENT 3: Coordination of Programs, Services, and Resources	The school coordinates and integrates programs, services and resources.	Yes		Oakes Program Coordination

Label	Assurance	Response	Comment	Attachment
OPTIONAL: Comingling of Funds	The school may select the option to comingling funds from federal programs whose intent and purposes will be part of their schoolwide program. If Yes is selected, a description must be provided. A Not Applicable response is acceptable if the school chooses to not participate in comingling of funds.	N/A		

Oakes Elementary School

Overview

Plan Name

Oakes Elementary School

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By spring 2017, 100% of our students in grades K-6 will score above the 20th percentile on the STAR Reading/STAR Early Literacy Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
2	100% of our students in grades K-6 will make at least one year's growth from fall to spring as measured on the STAR tests in reading and math in May 2018.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	By May 2018, all students in grades K-6 that score above the 40th percentile will maintain or raise their score on subsequent STAR Reading or STAR Early Literacy tests.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	By May 2018, 100% of our students in grades 1-6 will score above the 40th percentile on the STAR Math test.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: By spring 2017, 100% of our students in grades K-6 will score above the 20th percentile on the STAR Reading/STAR Early Literacy Assessment.

Measurable Objective 1:

demonstrate a proficiency 100% of our students in grades K-6 will score above the 20th percentile by 05/25/2018 as measured by STAR Reading/STAR Early Literacy Assessment.

Strategy 1:

Direct Instruction for Reading - Students that have been identified as needing "intensive" instruction/intervention for reading based on our multiple data sources, will be placed in a direct instruction program, either Reading Mastery or Corrective Reading. These programs will be taught as an alternative core for 90-100 minutes every day.

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. Review of Educational Research, 73(2), 125-230.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London and New York: Routledge.

Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., Miller, D. A., Warner, L., Leonard, B., & Chapman, S. (2005). An analysis of Corrective Reading research. Journal of Direct Instruction, 5(1), 37-65.

White, W. A. T. (1988). A meta-analysis of the effects of Direct Instruction in special education. Education and Treatment of Children, 11(4), 364-374.

Activity - Reading Mastery/Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Mastery and Corrective Reading will be utilized as our Direct Instruction Programs	Academic Support Program	08/23/2017	05/25/2018	\$2000	General Fund	Classroom Teachers, Student Interventionists

Goal 2: 100% of our students in grades K-6 will make at least one year's growth from fall to spring as measured on the STAR tests in reading and math in May 2018.

Measurable Objective 1:

increase student growth 100% of our students in grades K-6 will make at least one year's growth from fall to spring by 05/25/2018 as measured by STAR Math and STAR Reading assessments.

Strategy 1:

Differentiated Instruction - All students will be leveled into instructional groups for reading and math using data from our multiple assessments. These groups will be fluid and reach across grade levels. Children at all grade levels and skill levels will receive instruction at a pace allowing them to gain at least one year's growth.

Research Cited: Beecher, M., & Sweeny, S. (2008). Closing the achievement gap with curriculum enrichment and differentiation: One school's story. *Journal of Advanced Academics*, 19(3),502-530.

Ferrier, Ann M. (2007). The Effects of Differentiated Instruction on Academic Achievement in a Second-Grade Science Classroom. Unpublished doctoral dissertation. Walden University

Gayfet, M. (1991). The multi-grade classroom: myth and reality: A Canadian.study. Toronto: Canadian Education Association.

Tomlinson, C., Brimijoin, K., & Narvaez, L (2008). The differentiated school: Making revolutionary changes in teaching and learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - MTSS Team Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week teachers will meet as an MTSS data team to make instructional decisions to ensure that differentiation at all levels is taking place to meet the needs of students at each level of our programming. This time will also be used to analyze data to ensure that children are making academic progress throughout the year.	Other - Teaching Planning	08/23/2017	05/25/2018	\$0	No Funding Required	Classroom Teachers, Interventionists, Administration

Goal 3: By May 2018, all students in grades K-6 that score above the 40th percentile will maintain or raise their score on subsequent STAR Reading or STAR Early Literacy tests.

Measurable Objective 1:

demonstrate a proficiency Students that score above the 40th percentile will maintain or raise their score on subsequent tests by 05/25/2018 as measured by STAR Reading/STAR Early Literacy Assessment.

Strategy 1:

Explicit Vocabulary Instruction - All students in grades K-3 will receive a minimum of 30 minutes of explicit vocabulary instruction every day. Students in grades 4-6 will receive explicit vocabulary instruction embedded in their 100 minute ELA instruction block every day.

Research Cited: Feldman, Kevin, and Kate Kinsella. Narrowing the language gap: The case for explicit vocabulary instruction. Scholastic, 2005.

Spencer, Elizabeth J., Howard Goldstein, and Ruth Kaminski. "Teaching vocabulary in storybooks: Embedding explicit vocabulary instruction for young children." Young Exceptional Children 15.1 (2012): 18-32.

Jitendra, Asha K., et al. "What research says about vocabulary instruction for students with learning disabilities." Exceptional Children 70.3 (2004): 299-322.

Activity - Marzano Vocabulary Instruction Inservice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The OES elementary staff will be traveling up to Northern Cass Public School on 6/5/2017 to participate in a training on vocabulary instruction presented by the Marzano Group.	Professional Learning	06/05/2017	06/05/2017	\$0	No Funding Required	Classroom Teachers, Interventionists, Special Education Staff, Administration

Goal 4: By May 2018, 100% of our students in grades 1-6 will score above the 40th percentile on the STAR Math test.

Measurable Objective 1:

demonstrate a proficiency 100% of our students in grades 1-6 will score above the 40th percentile by 05/25/2018 as measured by STAR Math assessment.

Strategy 1:

Instructional Grouping - Students in grades K-6 will be grouped into homogenous skill groups based on data gained from CBM data and the STAR Math assessment. Students in grades K-3 will receive a minimum of 60 minutes of math instruction every day. Students in grades 4-6 will receive 100 minutes of math instruction every day.

Research Cited: Slavin, Robert E. "Ability grouping and student achievement in elementary schools: A best-evidence synthesis." Review of educational research 57.3 (1987): 293-336.

Kulik, James A., and Chen-Lin C. Kulik. "Meta-analytic findings on grouping programs." Gifted Child Quarterly 36.2 (1992): 73-77.

Activity - Monthly Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Title I Schoolwide Plan-Elementary

Oakes Elementary School

Teachers will meet for 30 minutes once a month to compare data (CBMs, STAR results) to ensure that grouping of students is appropriate. If needed, changes will be made in student placement to ensure the highest level of learning.	Other - Staff Planning/Preparation Time	08/23/2017	05/25/2018	\$0	No Funding Required	Classroom Teachers, Administration
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	------------	------------	-----	---------------------	------------------------------------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery/Corrective Reading	Reading Mastery and Corrective Reading will be utilized as our Direct Instruction Programs	Academic Support Program	08/23/2017	05/25/2018	\$2000	Classroom Teachers, Student Interventionists
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Data Meetings	Teachers will meet for 30 minutes once a month to compare data (CBMs, STAR results) to ensure that grouping of students is appropriate. If needed, changes will be made in student placement to ensure the highest level of learning.	Other - Staff Planning/Preparation Time	08/23/2017	05/25/2018	\$0	Classroom Teachers, Administration
MTSS Team Data Meetings	Each week teachers will meet as an MTSS data team to make instructional decisions to ensure that differentiation at all levels is taking place to meet the needs of students at each level of our programming. This time will also be used to analyze data to ensure that children are making academic progress throughout the year.	Other - Teaching Planning	08/23/2017	05/25/2018	\$0	Classroom Teachers, Interventionists, Administration
Marzano Vocabulary Instruction Inservice	The OES elementary staff will be traveling up to Northern Cass Public School on 6/5/2017 to participate in a training on vocabulary instruction presented by the Marzano Group.	Professional Learning	06/05/2017	06/05/2017	\$0	Classroom Teachers, Interventionists, Special Education Staff, Administration
Total					\$0	

**Oakes Public School District
Oakes Elementary School
2016-2017**

History of Program Improvement:

In 2013-2014, Oakes Elementary School was in its second year of program improvement after not making AYP for the third consecutive year. In 2014-2015, OES met AYP and in 2016-2017 we again made AYP.

School Profile:

The mission of the [Oakes Public School](#) (OPS) is, "Educating today's students for tomorrow's world."

Oakes Elementary School is a Targeted Title I K-6 school located in southeastern North Dakota with 287 students (2016-2017). OES has seen large classes of 40+ entering kindergarten the last 3-5 years. We have 15 full-time classroom teachers, 1 Reading Specialist, 1 Title I teacher, 1 student performance strategist, 2 full-time special education teachers, 1 full-time speech pathologist, 3 full-time certified paraprofessionals hired by The Sheyenne Valley Special Education Unit, 3 full-time district paraprofessionals, and a full-time counselor. We have 19 classrooms including 3 kindergarten rooms, 2 RTI/Title 1 intervention rooms, and a special education room. Sixteen of our classrooms have a Smartboard with a sound system. Each of our classrooms has at least two student computers. All of our teachers have an iMac laptop computer. We have 3 MacBook Air computer carts (20 on each), 1 MacBook Pro Lab (20 on it), and 76 iPads shared by the elementary teachers. We also have two carts of iPad Minis that belong to our Title I program. Our average classroom size during the 2016-2017 school year was just under 18 students. In grades K-3 our average is slightly lower at approximately 16 compared to 4-6 grades having approximately 21. Twice yearly we hold 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 K-6 classrooms have textbooks that have been chosen based on their correlation with the ND State Standards. In our K-3 classrooms we use MacMillan

McGraw-Hill's Treasures reading series as our base resource. Our 3-6 grade classrooms are using the Engage New York program. 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, allowing us to provide accelerated 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 according to skill level. Using data from our universal screeners, STAR Math, STAR Reading, and AIMSweb, we provide replacement courses with research-based direct instruction programs for our students below the 20th percentile in reading and math. Our data team has created a PATHWAY for interventions outlining the prescribed programming specifically targeted to address needs of all students no matter where they are on the skills continuum

Students from the communities of Oakes, Guelph, Glover, Verona, Ludden, Cogswell, Fullerton, Ellendale, Stirum, and Crete attend school here. We have 287 students of which 44% are female and 56% are male. Our school is made up of 89% Caucasian students, 7% Hispanic, 2% Native American, and 2% African-American. As of September 2016, 29.5% of our students receive assistance from the National School Lunch Program. Currently we have approximately 12% of our students on an IEP and receiving special education services either for SLD (3), ID (1), Autism (4), OHI (2) or Speech/Language (PK - 6th Grade) (25). Our speech pathologist is also able to offer services through speech intervention plans (13). We are currently a targeted Title I school, so only identified students receive benefits from our Title I program.

We have chosen not to include data from NDSA as results received are not timely.

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

Review Outcomes
(system)

Print outs needed: Print Outs from Data Wall (onedrive file) or Benchmarking Data from both terms (onedrive file) or Renaissance Screening Reports

1. Take the total number of above/on level students and divide by total number in grade.
2. Take the total number of intensive students and divide by total number in grade.
3. Find the percentage increase or decrease.

	Percent - On Level		Percent - On Level		Percentage Point Increase/Decrease (+or-)	Percent - Intensive		Percent - Intensive		Percentage Point Increase/Decrease (+or-)
	Term F16		Term W16			Term F16		Term W16		
	#	%	#	%		#	%	#	%	
Grade K	30/38	79%	36/38	95%	+16%	3/38	8%	0/38	0%	-8%
Grade 1	35/40	88%	36/40	90%	+2%	0/40	0%	1/40	3%	+3%
Grade 2	26/44	59%	29/44	66%	+7%	12/44	27%	10/44	23%	-4%
Grade 3	27/37	73%	27/37	73%	0%	5/37	14%	3/37	8%	-6%
Grade 4	36/46	78%	37/46	80%	+2%	6/46	13%	4/46	9%	-4%
Grade 5	32/36	89%	31/36	86%	-3%	1/36	3%	1/36	3%	0%
Grade 6	32/42	77%	30/42	71%	-6%	3/42	7%	4/42	10%	+3%

	Percent - On Level		Percent - On Level		Percentage Point Increase/Decrease (+or-)	Percent - Intensive		Percent - Intensive		Percentage Point Increase/Decrease (+or-)
	Term W16		Term S17			Term W16		Term S17		
	#	%	#	%		#	%	#	%	
Grade K	36/38	95%	35/40	88%	-7%	0/38	0%	1/40	3%	+3%
Grade 1	36/40	90%	37/41	90%	0%	1/40	3%	0/41	0%	-3%
Grade 2	29/44	66%	30/44	68%	2%	10/44	23%	6/44	14%	-9%
Grade 3	27/37	73%	25/36	69%	-4%	3/37	8%	5/36	14%	+6%
Grade 4	37/46	80%	34/46	74%	-6%	4/46	9%	6/46	13%	+4%
Grade 5	31/36	86%	30/36	83%	-3%	1/36	3%	1/36	3%	0%
Grade 6	30/42	71%	30/42	71%	0%	4/42	10%	0/42	0%	-10%

**Discuss: Has the percentage of on level students increased?
Has the percentage of intensive students decreased?

Level Percentiles
Intensive: 0-20%
Strategic: 21-39%
On-Level: 40+%

Oakes Elementary School Needs Assessment:

2016-2017 Enrollment Summary

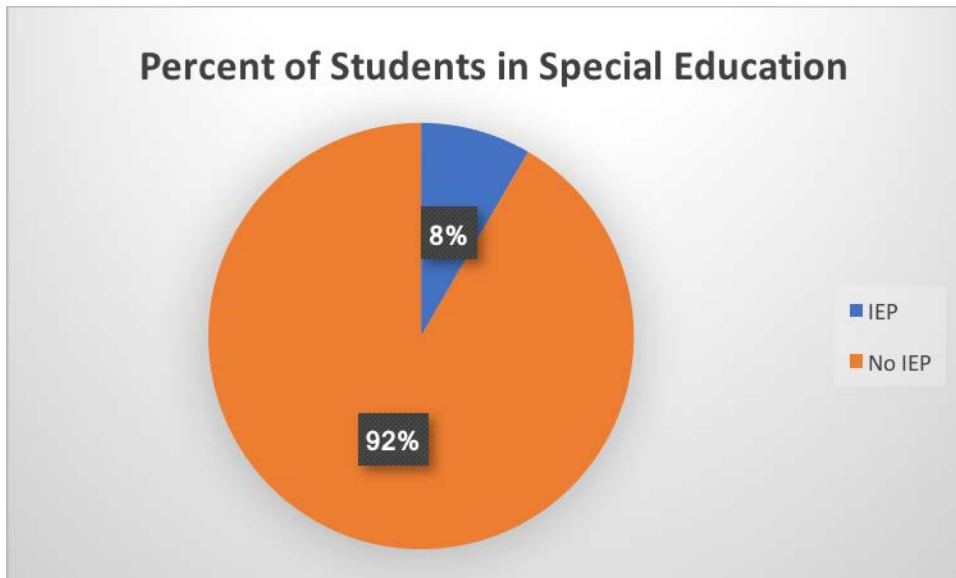
Enrollment Summary: Scheduling/Reporting Ethnicity as of 05/11/2017 (B)

Oakes Elementary School

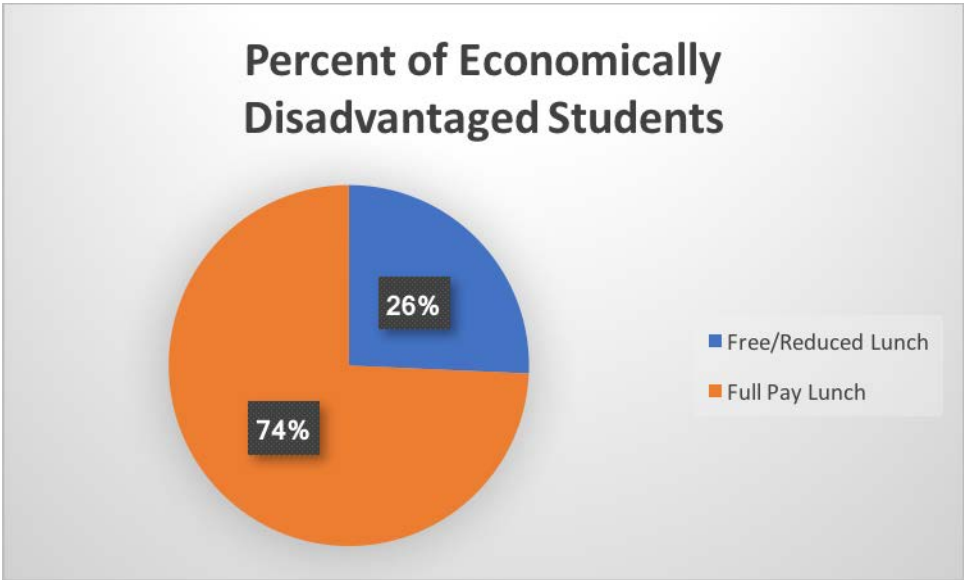
Grade Level	Total in Grade	Asian	African-American	Caucasian	Hispanic	Native American	Other	Pacific Islander	Unclassified
-1	9 5 / 4	0 0 / 0	0 0 / 0	7 5 / 2	0 0 / 0	2 0 / 2	0 0 / 0	0 0 / 0	0 0 / 0
0	41 17 / 24	0 0 / 0	0 0 / 0	38 15 / 21	5 2 / 3	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
1	41 29 / 12	0 0 / 0	2 1 / 1	34 24 / 10	4 3 / 1	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0
2	44 27 / 17	0 0 / 0	1 1 / 0	40 25 / 15	2 1 / 1	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0
3	36 21 / 15	1 0 / 1	0 0 / 0	31 19 / 12	3 2 / 1	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0
4	48 22 / 24	1 1 / 0	0 0 / 0	41 19 / 22	3 2 / 1	1 0 / 1	0 0 / 0	0 0 / 0	0 0 / 0
5	37 20 / 17	0 0 / 0	0 0 / 0	32 17 / 15	4 2 / 2	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0
6	42 25 / 17	0 0 / 0	0 0 / 0	39 23 / 16	1 0 / 1	2 2 / 0	0 0 / 0	0 0 / 0	0 0 / 0
Total	296 166 / 130	2 1 / 1	3 2 / 1	260 147 / 113	22 12 / 10	9 4 / 5	0 0 / 0	0 0 / 0	0 0 / 0

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

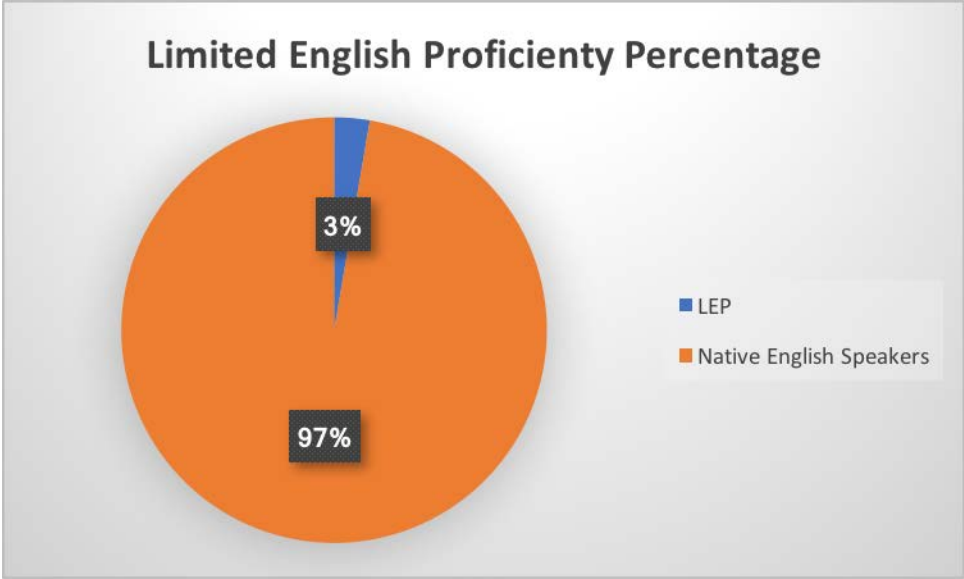
2016-2017 Special Education Population



2016-2017 Economically Disadvantaged Population Summary



2016-2017 Limited English Proficiency Population Summary



Oakes Elementary School Perception Data:

In January of 2017, Oakes Elementary School sent out surveys from AdvancED to all parents and staff. Sixty-six parent surveys and 17 staff surveys were completed. All students in grades K-2 completed the Early Elementary survey and our students in grades 3-6 completed the Elementary survey. A total of 188 students completed the survey.

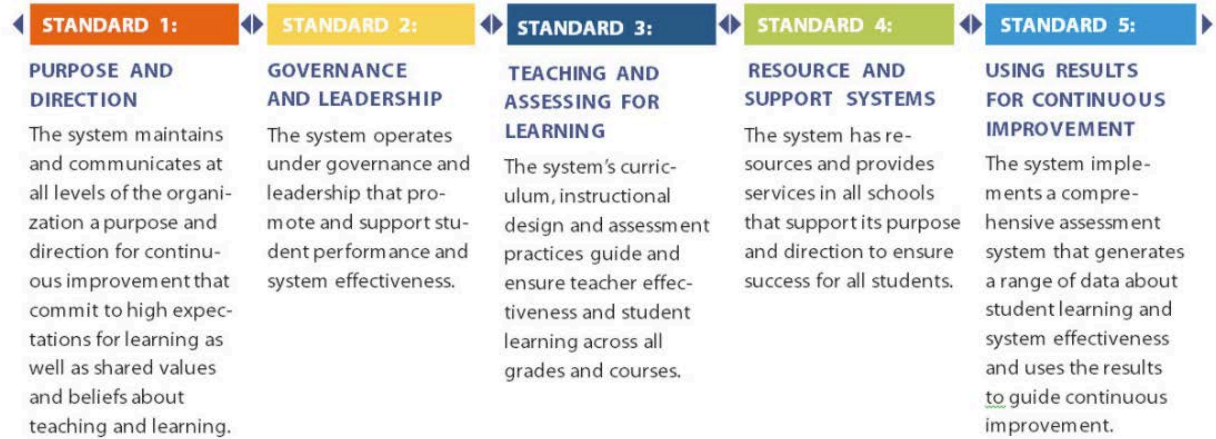
The information we gained from the surveys was looked at first through the lens of the individual stakeholder groups, and then we expanded our analysis to look for commonalities and differences between all four. We began by focusing on the Standards and then moved to the indicators to help us identify needs and strengths. Once the needs and strengths were identified we used that information to develop goals and to look at improvements or things to look at continuing in our programming.

Our parents identified Purpose and Direction as a weakness. On the opposite end of the spectrum they identified Resources and Support Systems as a strength. Surprisingly, the remaining three groups identified Purpose and Direction as a strength. This led to discussion about where the gap between the groups understanding has developed. As we dug deeper into the indicators we became aware that the survey questions focused on the school's purpose statement, involvement of parents in creating and revising that statement, and communication of goals and our plan for student learning. The three stakeholder groups that are directly imbedded in the day-to-day operation of our school have an understanding of purpose and direction at a different level than parents, precipitating a higher score.

Our parents identified indicator 3.8 and 3.10 as the lowest. This year we have transitioned to standards-based grading and because of technical difficulties, we have been unable to use Power School, a program that parents have become very familiar with and is accessed continuously by many. Next year we will again be using PS as a daily communication tool. The transition to SB grading has also created misunderstanding for parents because it is something "new". As time continues on, more parents are understanding our transition and are trying to be accepting of the change. We realize change takes time and we continue to improve upon our communication with parents, we offer varied forms of communication, and we patiently make accommodations to programs to help our parents.

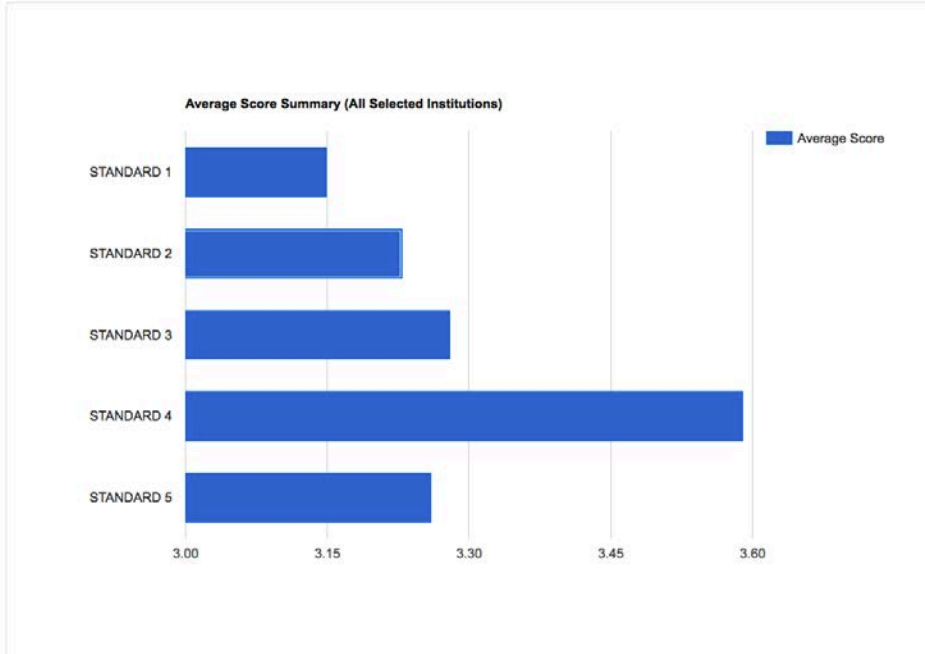
Indicators 3.5 and 3.8 were the lowest for the remaining three stakeholder groups. Involvement of parents is an area that we continuously struggle with. Teacher communication with parents for positive reasons is a professional growth goal that several of our teachers have identified. As grade level groups we are making strides on creating new and varied opportunities for bringing parents into our school. The need for open communication between school and home is a priority and goal area for us.

AdvancED Standards for Quality

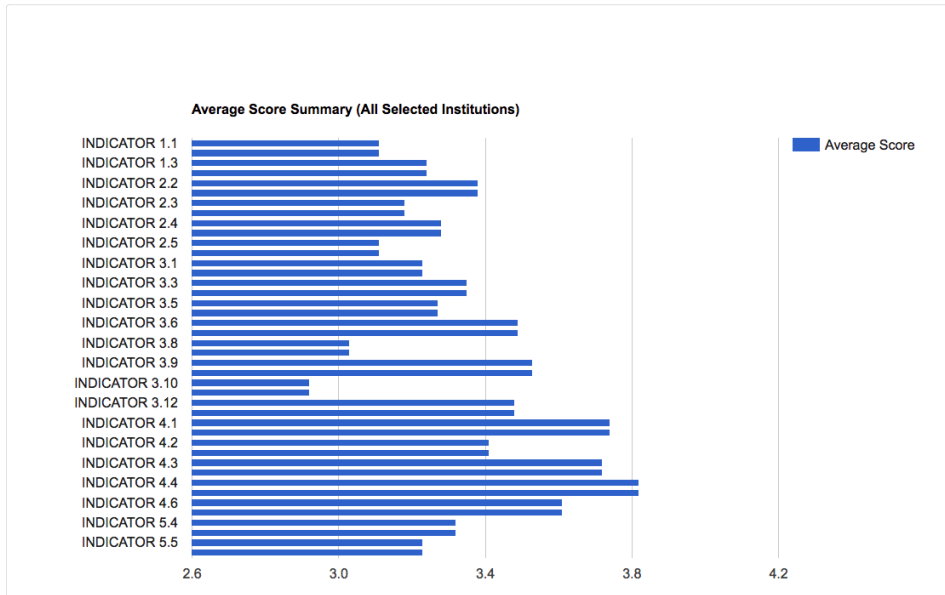


PARENT SURVEY RESULTS

Parent Survey for schools

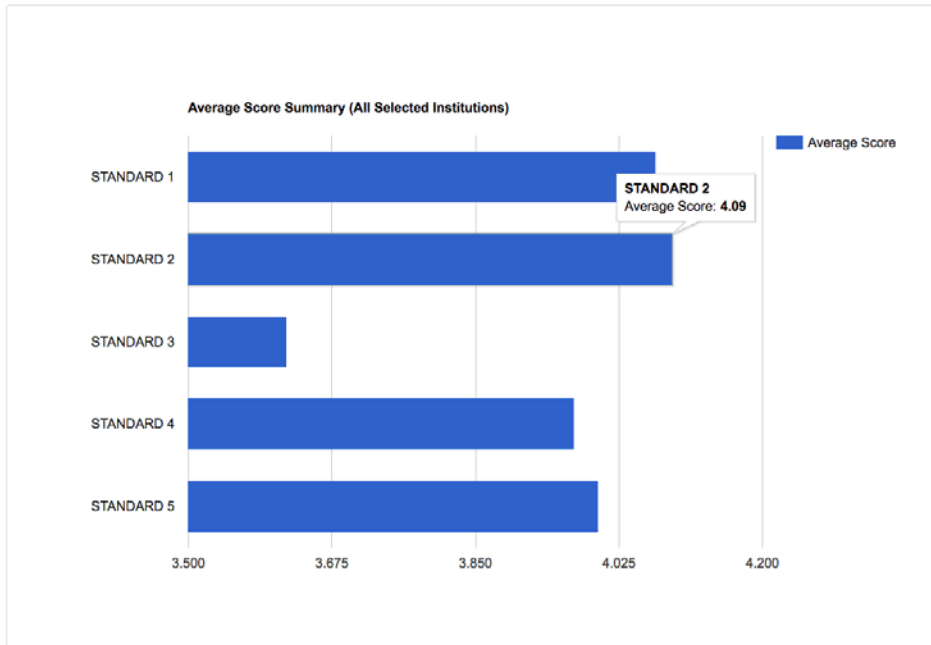


Parent Survey for schools

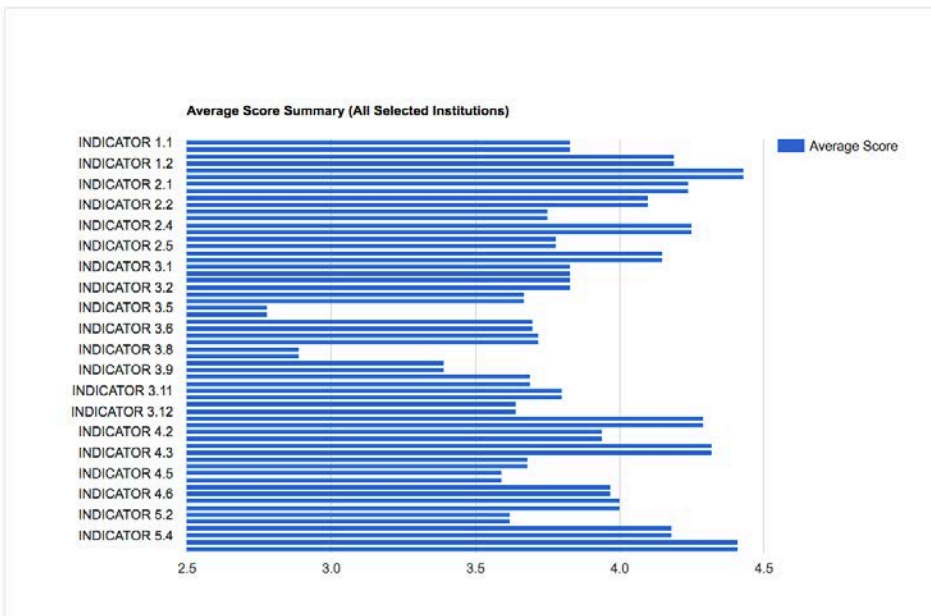


STAFF SURVEY RESULTS

Staff Survey for schools

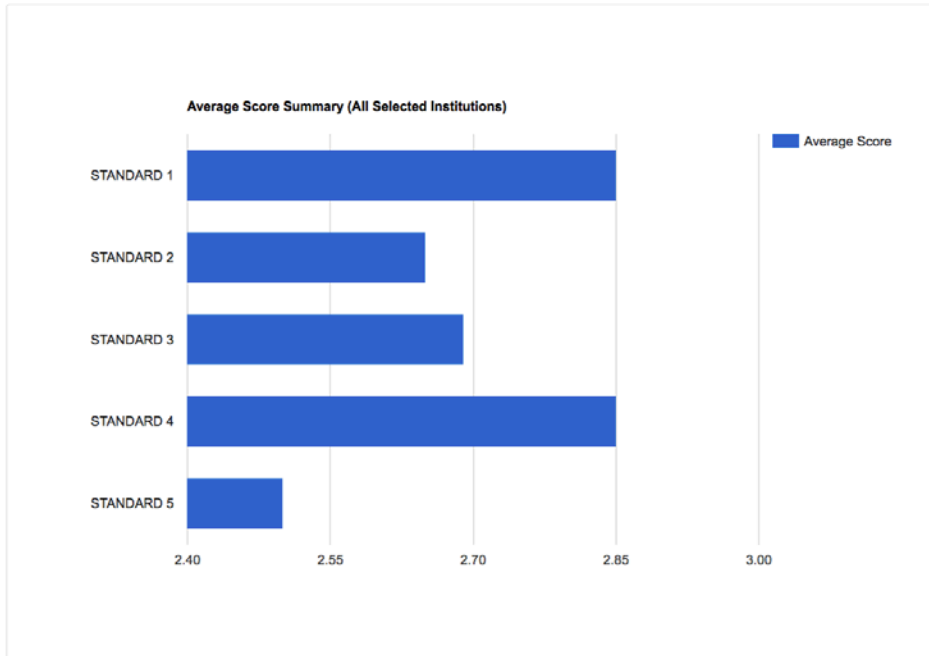


Staff Survey for schools

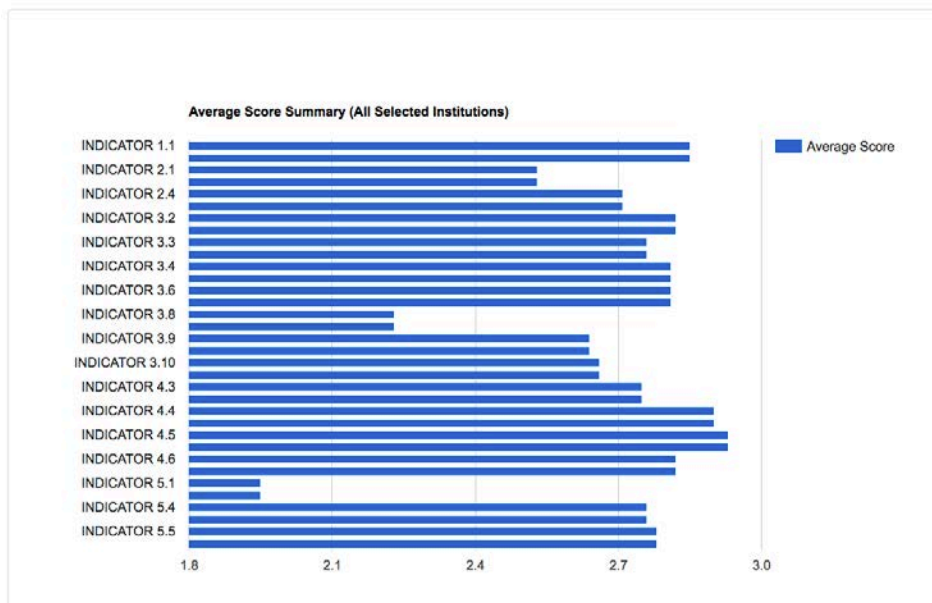


3-6 SURVEY RESULTS

Student Survey (Elementary) for schools

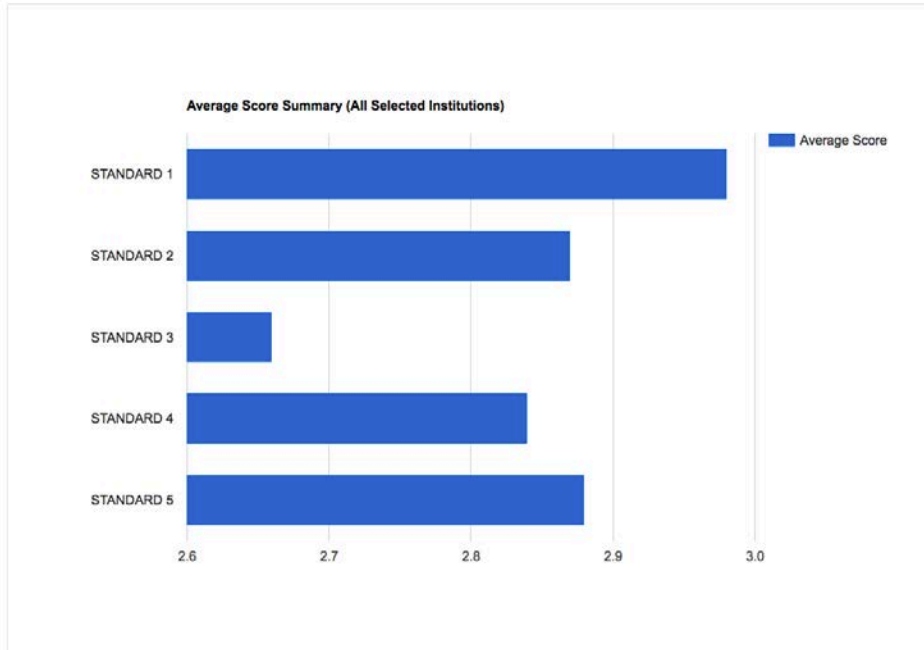


Student Survey (Elementary) for schools

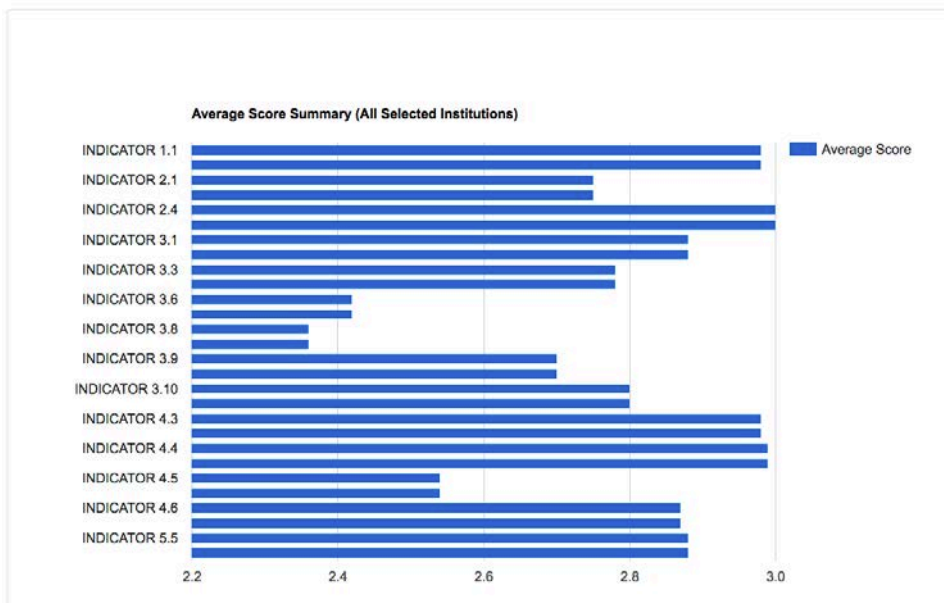


K-2 SURVEY RESULTS

Student Survey (Early Elementary) for schools



Student Survey (Early Elementary) for schools



Schoolwide Reform Strategies

****Global Benchmarking Assessments****

STAR: Fall 2016 (First of October), Winter 2016 (Mid-December), Spring 2017 (early May)

AIMSweb: Fall 2016 (First of October), Winter 2016 (Mid-December), Spring 2017 (early May)

****Progress Monitoring Assessments****

STAR: Every 2 weeks (Intensive Students), Every 3 weeks (Strategic Students), 3 times a year (Grade Level and Accelerated Students)

CBMs: Continuously throughout the school year

OES includes schoolwide reform strategies that provide opportunities for all children to meet the State's standards; including subgroups; uses methods and instructional strategies to strengthen the academic program; increases amount and quality of learning time; provides an enriched and accelerated curriculum by incorporating the concept of a well-rounded education; and addresses the needs of all children at our school particularly those at-risk of not meeting the State's academic standards.

Based on our Needs Assessment and current Title I Program, priorities of our Schoolwide Program are identified below:

- Oakes Elementary class sizes will stay constant (15-22 students) to better meet the needs of our students. Our primary classrooms are our main focus for class size reduction. None of our classes in this grade span will have more than 20 students.

- OES has established a strong MTSS program created by a team of interventionists, teachers, and administration. The lead members of our MTSS team were trained by Dr. Wayne Callendar, and our *reading pathways* (uploaded documents) were created with guidance from Dr. Callendar and with help from the curriculum experts at SEEC. Our MTSS team members continue to amend our plan and *reading pathways* based on our schoolwide data. We will be making a change in our pathway for the 2017-2018 school year, that will affect our strategic students in the area of phonics due to little or no progress as shown on our AIMSWeb testing during the 2016-2017 school year.
- Individual grade MTSS data team meetings for our K-2 staff take place each week for 30 minutes. We also meet as a K-2 staff to discuss vertical alignment with curriculum and data one day a week for 30 minutes. Our 3rd grade staff meets once a week for 30 minutes. At OES, grades 4-6 are departmentalized and meet as one unit once or twice a week for 30 minutes.
- All our students in grades K-6 are placed in instructional reading groups. These groups are fluid, across grade levels, and changes take place based on data gathered from district assessments including: STAR, AIMSweb, and CBMs. In the past, we have made the error of making changes in placement based on single occurrence data sets. During the 2016-2017 school year, we have implemented changes in this practice and base movement only on longitudinal data with multiple occurring data sets. We will continue this practice in 2017-2018 to avoid incorrect placement.
- Grades K-3 will have a common reading block of 90 minutes which includes whole group and small group instruction in reading skills. Grades 4-6 will have an ELA block of 100 minutes which includes instruction in all areas of ELA.
- All students in grades K-3 will have a separate 30-minute writing block each day. We have purchased the Steve Dunn writing program to be implemented at each grade level. Our kindergarten classes have used this writing program over the past two years as a pilot program. The data and evidence we have gathered from using this program supports this change in programming.

- All students in grades K-3 will have a separate 30-minute explicit vocabulary instruction block each day. All teachers in grade K-6 will be participating in a training with the Marzano Group on the Six Step Process for Teaching Academic Vocabulary, June 5th, 2017 at Northern Cass Public Schools. Our elementary instructional team made the decision to delay purchase of a vocabulary instruction program until they have received this training; However, we have researched the program "Text Talk Vocabulary Instruction" and have received strong support from our special education staff to implement this research based program.
- We will continue using Reading Mastery and Corrective Reading as our intervention program for our most intensive students.
- We have been researching phonics intervention programs and will be purchasing a new research-based intervention program for our strategic students that need instruction in phonics as identified by our AIMSWeb assessment.
- In 2017-2018, all students in grades K-6 will be grouped into instructional math groups. These groups will be fluid and placement will be based on district assessments including: STAR Math and CBMs from our Saxon Math Program.
- Students in grades K-3 will have a minimum 60-minute block of instruction using our Saxon Math Program.
- In 2016-2017 we transitioned to a 50-minute math instruction block and 50-minute math intervention block for students in grades 4-6. Our spring STAR data indicated that only 5 of our 125 students scored below grade level. We believe this change in programming facilitated this high level of attainment. Our goal is for 100% of our students to be at grade level in math. To help us reach this goal, we will be implementing a 100-minute block of leveled math instruction presented by a single teacher to provide continuity between instruction and independent practice. By leveling our math instruction, it will allow us to proceed at a pace conducive to all students' learning levels and to meet instructional needs of all.

Documentation of “Coordination and Integration” of Programs

Program	How it aligns to and supports the schoolwide program
Other Federal Title Programs	Title II A--Funds will be used in 2017-2018 to reduce class size. We hiring a new 1st grade teacher. This will allow us to keep our class sizes below 22 for K-2. This will also allows us to implement our MTSS pathways and continue our instructional grouping for reading and math.
Community-Sponsored Programs	The Tornado Watch program was established in 2015. This committee is made up of counselors, community members, and administration. These members work together to ensure that children in need receive help and support by purchasing items (clothing, food, etc..) they are in need of. Fifteen children were provided weekly backpacks with food each Friday.
Extra-curricular Programs	
Counseling Services	Our counselor, Jamie Franks, provides instruction in small groups focusing on social skills, organization skills, and general mental health. We allow non-school counselors to meet with our students during the school day and at school. The counselors have been hired by parents outside of school.
Local Programs	
Violence Prevention Programs	Our local Social Services agency conducts parent trainings in our school focusing on "Sexual Abuse Awareness" and parenting skills. Seventeen of our teachers have received PD on mandatory reporting. We have three staff members that have are Nurtured Heart Certified Trainers
Nutrition and School Foods Program	We participate in the National Hot School Lunch Program. All students in grades K-6 at Oakes Elementary School receive a healthy afternoon snack, purchase through district funding. Children may also purchase milk or juice.
Local Housing Programs	
Head Start and Other Preschool Programs	We currently have nine special education preschool students that receive services on-site at our school. The local Education Association funds the Dolly Parton Imagination Library for children in our district that are under five years old.
Adult Education Program	
Vocational/Technical Education programs	