

**Oakes Public School District  
Oakes Elementary School  
2020-2021**

**History of Program Improvement:**

In 2019-2020 Oakes Elementary School made AYP. In 2017-2018, AdvancEd visited the school and the school received 21 "Exceeds Expectations" and 0 "Needs Improvement" ratings.

**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 278 students (2020-2021). We also host a special education preschool for children ages 3-5, with a full-time teacher and paraprofessional. OES has seen classes of 35-40 students entering kindergarten the last five years. We have 16 full-time classroom teachers, 1 Title I teacher, 2 full-time special education teachers, 1 full-time speech pathologist, 5 full-time certified paraprofessionals hired by The Sheyenne Valley Special Education Unit, 2 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 2020-2021 we were 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 2020-2021 school year was just over 17 students. Twice yearly we hold student-led parent-teacher conferences with attendance being above 90%. This year because of COVID restrictions, we held our first virtual student-led conferences with high levels of attendance sustained from previous years.

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. 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. 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 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. 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 20<sup>th</sup> 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

On the spring 2021 NDSA ELA test, 48% of our students in grades 3-6 scored in the proficient or advanced range. On the spring 2021 NDSA math test, 52% of our students in grades 3-6 scored in the proficient or advanced range.

In spring 2021, all students in grades K-6 completed the STAR math and STAR reading test, which is our longitudinal global interim assessment. On the spring 2021 STAR reading test, 70% of our students in grades k-6 scored at grade level or above and 70% of our students met their expected yearly growth goal. On the spring STAR math test, 80% of our students in grades K-6 scored at grade level or above with 78% of our students meeting their expected yearly growth goal.

Students from the communities of Oakes, Guelph, Glover, Verona, Ludden, Cogswell, Fullerton, Ellendale, Stirum, and Crete attend school here. We have 278 students of which 46% are female and 54% are male. Our school is made up of 86% Caucasian students, 9% Hispanic, 2% Native American, 2% African-American, and 1% unclassified. As of April 2021, approximately 30% of our students are eligible to receive assistance from the National School Lunch Program. Currently we have approximately 5% of our students on an IEP and receiving special education services either for LD, ED, or Speech/Language (k - 6<sup>th</sup> Grade).

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:

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.