



2020-21 Oakdale Elementary School Profile

Mission: Oakdale’s Mission is to ensure academic excellence and to serve the unique needs of all learners.

Vision: Westside Community Schools will relentlessly pursue innovative educational ideals and promise to personalize learning for every student. We invite the challenge of developing a community of learners who embrace a broader, richer definition of success.

As a result of that vision we ensure that the following is our **Foundation:**

- Ensure a guaranteed and viable curriculum
- Provide best practice instruction supported by high-quality, teacher-generated assessments
- Provide a balanced literacy framework
- Work together in high-quality Professional Learning Communities every week
- Take part in ongoing, professional learning

WHO WE ARE				
2020-21 Demographics		2018-19 Overall State Testing -- NSCAS Percent Proficient in All Grades Tested		
Total Attendance:	289			
Excessive Absenteeism: (18+ days in 2019-20)	1.66%	3rd	4th	5th
Free/Reduced Lunch:	17.99%			6th
English Language Learners:	3.81%	English Language Arts	79%	65%
Excellence in Youth - (gifted) grades 3-6:	2.42%	Math	70%	67%
Special Education:	12.46%	Science (only grade tested)		70%
			85%	

Nebraska Educational Profile dated October, 2019

OUR BUILDING OUTCOMES FOCUS

1. Ensure continued excellence in district, state, and national assessments with a focus on Reading and Math.
2. Promote the social-emotional well-being of staff and students.
3. Grow a district culture that values, demonstrates, and promotes a sense of belonging and dignity.



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SPECIFIC OUTCOMES, REASONS AND ACTIVITIES

Outcome Focus	Reason	Activities
<p>Ensure continued excellence in district, state, and national assessments with a focus on Reading and Math.</p>	<p>Although Oakdale continues to show academic excellence in our state scores, we always have room to grow. Using data to tailor our instruction to individual students will allow students to grow academically, as well as increase proficiency on the NSCAS.</p>	<p>Oakdale continues to focus on productive Professional Learning Community (PLC) meetings where staff review data of all students in a team atmosphere. These teams work proactively to address progress (or lack of progress) with all students. Data analysis is at the core of this outcome through our ongoing Multi-Tiered System of Supports meetings. Oakdale continues to implement researched reading and math interventions for students who are identified in this process. K-3 teachers implement foundations in reading strategies and receive support from the reading coordinator.</p>
<p>Promote the social-emotional well-being of staff and students.</p>	<p>As a District, Westside Elementary Schools are in year five of implementing Positive Behavior Interventions and Supports as a whole. Focusing on positive behavior interventions and supports will aid in the hope, engagement, and well-being of students through the consistency of behaviors. Last year, the district implemented a new Social Emotional Learning curriculum in addition to a new data recording system. With this change, a renewed focus on the health and well-being of students is a priority. In order to be effective teachers, staff must also feel engaged in their place of employment. Increasing opportunities to promote the social-emotional well-being of staff on a more consistent basis will aid in this outcome.</p>	<p>Oakdale works with our State of Nebraska PBIS coach to create structure and consistency with our building-wide behavior management plan. We meet regularly with our building PBIS Team, including parents, to communicate with our stakeholders how we are progressing and what we are implementing. We continue to implement additional PBIS strategies, including Tier II and III, for our staff to increase hope and engagement with our students. Oakdale continues to utilize our work group to create opportunities to promote the social-emotional well-being of staff. We will survey staff this year about the climate and culture of Oakdale and provide strategies on how to improve this area building-wide.</p>
<p>Grow a district culture that values, demonstrates, and promotes a sense of belonging and dignity.</p>	<p>Belonging and dignity are keys to successes in any workplace. Westside has disproportionate numbers of students being referred to the office, identified for special education, and the achievement gap is predominant throughout many buildings.</p>	<p>Oakdale will work with the WE-Side council to begin providing activities that promote a sense of belonging and dignity by beginning to read the book <i>Belonging Through a Culture of Dignity</i>. Our staff are continuing last year's work with DJ Rezac with the Culture Game Plan. We continue our relationship with the ADL as a No Place for Hate building.</p>



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OUR DESIGN TEAM WORK GROUPS AND WORK OVERVIEW

Work Groups	Completed Tasks and Future Work
Reading and Math Work Group	<p>Oakdale has been meeting in weekly Professional Learning Community teams since the beginning of the school year. We create yearly norms and the 18 Critical Issues for Team Consideration form to decide on areas to improve for the future. Oakdale was able to purchase IXL Math and Reading for all students' iPads this school year. This school year, our special education department will be focusing on improving scores in ELA and Math with their students. Our K-3rd grade teachers are implementing our Foundations in Reading routines to ensure growth for all students. Oakdale continues to monitor all students' growth through our Multi-Tiered Systems of Support (MTSS) meetings that occur monthly. All staff participate in FAST PLC's monthly where data digs are the focus. This year, all grade levels adopted a new math curriculum, Into Math. All grade levels also had their curriculum maps revised and updated to be more current, specific, and for ease of use.</p>
Social-Emotional Well-Being of Staff and Students Work Group	<p>The Social-Emotional Well-Being of Staff and Students Work Group continues to meet on a regular basis. Westside implemented a new Social Emotional Learning curriculum last year in grades K-6. All teachers received training and support with this implementation. Twice a year, teachers complete the SAEBRS behavior rating scale for all students. Our PBIS team then compiles this data and creates interventions with the help of our school psychologist to assist these students. This year, we created a virtual way to hold quarterly STEAM Nights. Even in a pandemic, Oakdale continues to add new before and after school, evening, or virtual clubs, such as coding club, robotics club, STEAM Nights, SPED Unified Events, etc. All staff completed the Gallup Strengths Finder Survey in previous years and have their top five strengths posted near their room. We continue to work with our Gallup Strengths Coach to plan activities throughout the year to further our learning and understanding of each other. Our Sunshine Committee regularly schedules activities and events to allow staff time to relax and enjoy each other's company. This school year, the district is having staff complete a survey on the climate and culture of the building to aid us in focusing our work to improve this area.</p>
Belonging and Dignity Work Group	<p>The Belonging and Dignity Work Group is new this year, as we are following the lead of our district in this area. Oakdale creates a yearly theme for students and staff and this year's theme is, "See the Good, Be the Good." We proudly refer to this theme in everything we do. We kicked off this work group with an activity from one of our WE-Side Council members. As a staff, we are also reading John Krownapple's book, <i>Belonging Through a Culture of Dignity</i>. Last year, we began working with DJ Rezac to complete a Culture Game Plan to strengthen our culture at Oakdale. This work continues this year with our leadership team. For the past several years, Oakdale has worked with the Anti-Defamation League to be a No Place for Hate school. This work continues yearly with our school psychologist leading. Our Sunshine Committee works hard at creating activities and events throughout the year to foster inclusion with all staff.</p>

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MULTICULTURAL EDUCATION



Our school regularly incorporates multicultural education in all areas, in all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans, with special emphasis on human relations and sensitivity toward all races.



Our school follows the adopted state standards, which incorporate multicultural education in all content areas. Our core curriculum includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness.



Our school lessons are developed using District curriculum guides reflecting state standards and multicultural education.



Our school

- Creates inclusive classrooms through multicultural learning activities around the following events:
 - Constitution Day
 - Veterans Day
 - Thanksgiving Day
 - Native American Heritage Day
 - Martin Luther King, Jr. Day
 - Presidents' Day
 - Memorial Day
 - Holidays Around the World
 - Family traditions through shared experiences (photos, trips, guest speakers, parent visits, etc.)
 - Black History Month
 - Women's History
- Incorporates the current diversity of our students into classrooms through the use of the District English Language Learners Handbook