

# Oberon School District #16

Strategic Plan 2018-2022

**Principal - Lane Azure, Ph.D.**



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# INTRODUCTION

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## EXECUTIVE SUMMARY

In 2015 and 2016, Oberon School District #16 conducted a series of process meetings to help achieve the educational mission of the school. The Oberon School District #16 (OES) has been serving the Spirit Lake Dakota Nation as an elementary (K8) educational institution for the community. Nominal focus group methodology was used in 2015, 2016, & 2017 to identify and prioritize topics for OES. The priorities and goals resulting from these meetings during this time period were determined to have future positive impact on the community and its youth.

The principal of OES is versed in data collection, analysis, and authoring Strategic Plans is convinced that through data-informed decisions, the school will use dynamic methodology to move the school into a new and brighter future. A series of processes was used to help the school achieve its goal of utilizing data in the best way possible. In June 2017 and again in December, the principal took time to update the strategic plan. It is recommended Oberon School District conduct a comprehensive needs assessment to fully update the existing plan and merge it with newer ideas that will come from the community, parents, students, school staff, governance, and possibly tribal government.

The following five prioritized goals continue to provide the school with enriching ideas. The indicators of where the successful school has been, continue to deliver direction for the school administrators as well as an evaluation of pragmatic realism on future direction for the community school.

### Prioritized Goals

1. Create a more positive outlook for Oberon School District by bringing the school back from K-6 to a K-8 educational system as it was in previous years
2. Increase academic expectations and improvement for students, parents, and staff, through innovative preparation and selective assessment
3. Better prepare students for life skills that are represented within the world we live
4. Actively seek funding for a new educational system that is inclusive to modern technologies and innovative pedagogy
5. Attain excellence in our teaching and learning through data informed decision

# CHAPTER 1

## GOAL 1 – ACTION PLAN

### GOAL 1: CREATE A MORE POSITIVE OUTLOOK FOR OBERON SCHOOL DISTRICT BY BRINGING THE SCHOOL BACK FROM K-6 TO A K-8 EDUCATIONAL SYSTEM AS IT WAS IN PREVIOUS YEARS

The mission statement for the school directly indicates the need for a dynamic and progressive education. This goal has been developed using data collected from the students of the school. The impact of students who voice they want to continue to attend the school their siblings and parents attended since they were kindergartners is enormous. The mission of Oberon School District 16 is to provide students with a Safe – Unobstructed learning environment that instills a dynamic and progressive education for all its students.

#### ACTION ITEM 1.1: PLAN FOR AND IMPLEMENT A NEW 7<sup>TH</sup> GRADE

*Many of OES rooms have been overlooked in the past for maintenance. The school building, nearly in its 100 years of existence does still have the capacity for another classroom.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>✘ Advertisement for 7<sup>th</sup> Grade Teacher</li> <li>✘ Students/parents signed “intent to attend”</li> </ul>	7 <sup>th</sup> Grade Classroom ready for students	The impact for this action item is strong. In the past, students progressing to the 7 <sup>th</sup> grade transferred to another district. OES could potentially increase enrollment by 10 students and set up for the next year for an 8 <sup>th</sup> grade classroom.	January 2018 for “intent to attend” forms.  March 2018 for teacher applicant pool	

*Progress Narrative:*

#### ACTION ITEM 1.2: RENOVATE COMPUTER LAB TO ACCOMMODATE AT LEAST 10 7<sup>TH</sup> GRADE STUDENTS.

*The current computer lab room has not been used as the school has gone 1:1 with Chromebooks. There are slate chalkboard that have been painted over with some material. There is no teaching technology in the room.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> </ul>	<ul style="list-style-type: none"> <li>✘ Slate boards</li> </ul>	New completely	Students from the 6 <sup>th</sup>	March 2019	

✘ Custodian	removed or covered	functional classroom	grade (2017/2018) will see their 7 <sup>th</sup> grade classroom ready for 2018/2019 school year
	✘ New or used Smart Board installed		

***Progress Narrative:***

**ACTION ITEM 1.3: UTILIZE EXISTING OR NEW ASSESSMENT INSTRUMENTS FOR ASSESSMENT & EVALUATION OF EVENTS**

*The linkage between classroom assessment techniques, core standards, extracurricular effectiveness, and state assessments are shuffled at OES and the need to increase knowledge of what assessment is and how it is used is apparent.*

<b>Responsible Group</b>	<b>Indicator</b>	<b>Output</b>	<b>Impact</b>	<b>Timeline</b>	<b>Progress</b>
✘ Principal	✘ Validated Survey	Usable Data	Information drawn from parents that can be compared	August 2018 and ongoing each fall thereafter	Teachers evaluated by administration using state approved model
✘ Data Coordinator	Instrument				
✘ Teachers					

***Progress Narrative***

**ACTION ITEM 1.4: DEVELOP AND SUPPORT ACTIVITIES THAT BUILD COMMUNITY AND CREATE A SENSE OF PLACE**

*OES administration and staff have struggled with the right formula to increase parent and community involvement. It is believed that getting parents and community involved in their youth's education will increase the overall belief that education is important and "we" support you in your efforts to carry on the community legacy when we pass. This is difficult however due to the fact many of OES students come from other districts.*

<b>Responsible Group</b>	<b>Indicator</b>	<b>Output</b>	<b>Impact</b>	<b>Timeline</b>	<b>Progress</b>
✘ Parent groups	✘ List of items that may potentially increase community and parent involvement	Activities that are populated with community and parent members (these are different activities than a basketball game)	The increased support from parents and community members increase the students' sense of belonging and increase achievement	March 2018 Ongoing	
✘ Student groups					
✘ Staff					

***Progress Narrative:***

**ACTION ITEM 2.2: CULTIVATE EDUCATION TO PROMOTE AND ENGRAIN CONFIDENCE IN STUDENTS FOR SUCCESSFUL CAREER & COLLEGE READINESS**

*The mission of OES has an academic component that is necessary for all of its students. This action item is designed to provide students with an instillation of intrinsic values while incorporating extrinsic reward.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>✘ Essential Understanding Curriculum</li> </ul>	Student involvement for lesson planning – curriculum development	Students become better acquainted with who they are and how that identity greatly impacts their future in all aspects of life.	September 2018 and ongoing	In progress

**Progress Narrative:** The mission statement is clearly visible in every classroom at OES campus.

With the onset of Every Student Succeeds Act (ESSA), North Dakota Department of Public Instruction (NDDPI) State Superintendent Kirsten Baesler worked with each of the State’s Indian Reservations and asked they collaborate on a plan that would enhance the current system for Indian Tribes. Tribal leaders and school superintendents who support the Spirit Lake Nation (Minnewakan, Devils Lake, Warwick, Fort Totten, and Oberon) joined forces to establish needs in collaboration with NDDPI.

## CHAPTER 2

### GOAL 2 – ACTION PLAN

**GOAL 2: INCREASE ACADEMIC EXPECTATIONS AND IMPROVEMENT FOR STUDENTS, PARENTS, AND STAFF, THROUGH INNOVATIVE PREPARATION AND SELECTIVE ASSESSMENT**

Through ongoing evaluation of educational institutions, a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance.

**ACTION ITEM 2.1: ADOPT AN EVALUATION SYSTEM FOR TEACHERS AND PRINCIPAL AND ADHERE TO A SET SCHEDULE FOR EVALUATION**

*There are existing methods for evaluation of school staff that can be adopted for promoting evaluations and understanding that these processes are in place to improve performance and not degrade those that are attempting to make school a more successful place for the students that attend*

there.

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ School Board</li> <li>✘ Principal</li> </ul>	<ul style="list-style-type: none"> <li>✘ Clearly defined system and policy for evaluation of all staff</li> </ul>	Data for a multitude of uses including, but not limited to, accreditation, programming needs, grant information, and improved human performance	All OES personnel are clear on expectations and strive for mission driven excellence.	ongoing	System adopted and administered.  Evaluation reports inserted in instructional staff personnel jackets for November and March of each year.

**Progress Narrative:** A new administrator hired for the 2015-2016 academic year became versed in using the Marshall Method for evaluating teachers. The Marshall Method is a state approved system that has the principal of the school observing the teachers about 10 – 20 times a year, sometimes more, sometimes less. The observations can be short lived, giving the principal time to do her regular duties in addition to the task of observing many teachers throughout the day. The metric used is a rubric based on room an exercise in compliance into an effective engine of incremental growth, one that reflects parallel gains between teacher assessment and student performance.

## CHAPTER 3

### GOAL 3 – ACTION PLAN

#### GOAL 3: BETTER PREPARE STUDENTS FOR LIFE SKILLS THAT ARE REPRESENTED WITHIN THE WORLD WE LIVE

Through ongoing evaluation of educational institutions, a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance.

#### ACTION ITEM 3.1: ESTABLISH A METHOD OF SUPPORT OUTSIDE THE CLASSROOM

*Students, teachers, and administrators all indicated the need for students to be able to seek help outside the classroom. While it is difficult for the school to have afterschool programming, it is possible for the school to create a learning environment within the timeframe of a regular school day.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>✘ Programming in addition or supplementing the</li> </ul>	More opportunities for students that may be exceling in academics	Increased programming opportunities for	March 2018, and ongoing thereafter	Robotics  Saturday

✘ Students	daily school routine	students with higher achievement records can lead to higher assessment scores	Academies
	✘ Alternative Activities		Student council

Progress Narrative:

## CHAPTER 4

### GOAL 4 – ACTION PLAN

#### GOAL 4: ACTIVELY SEEK FUNDING FOR A NEW EDUCATIONAL SYSTEM THAT IS INCLUSIVE TO MODERN TECHNOLOGIES AND INNOVATIVE PEDAGOGY

The current situation with the school that OES is in dreadful shape. Opened in 1923, the schools original brick and mortar has gone from coal and steam to electricity base heaters located in every room. The brick and mortar have begun to lose its integrity. The initial single and double pane windows replaced by 9”x9” glass blocked that were introduced during the World Fair in the 1940’s have been battered beyond repair. The original science classroom has long been abandoned in addition to the third-floor boy’s bathroom.

#### ACTION ITEM 4.1: ESTABLISH A BUSINESS PLAN THAT PROVIDES THE NECESSITIES FOR A TURN-KEY K - 8 ELEMENTARY GRADE SCHOOL.

*The principal of the school tried to obtain funds at one point to renovate the school, but those efforts were exhausted. The physical shape of the building either require a renovation that may easily outweigh the cost of rebuilding has been established and efforts to rebuild are nil.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
✘ Principal	✘ School Board	Leadership approval	A new school cannot	Starting immediately	Funds sought for a
✘ School Board	approval to seek	to pursue a school that	be built without	through May 2017	new school.
✘ Consultant	funding and support the effort with putting any available funding into a “building fund”	will increase the opportunity for learning in the high school.	careful and strategic planning. The community impact of knowing a new structure will be built for education will have a significant impact on this community		

Progress Narrative:

**ACTION ITEM 4.2: SEEK AND SECURE FUNDING TO SUPPORT THE NEW HIGH SCHOOL.**

*Now that the plan has been established and the Tribal Council, School Board, and School Administration have collaborated on a plan to move forward in the building of a new school, additional planning can move forward to seek and secure funds to build that school*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Superintendent</li> <li>✘ School Board</li> <li>✘ Consultant</li> <li>✘ Private Investors</li> </ul>	<ul style="list-style-type: none"> <li>✘ Funds beginning to accumulate in a school building fund account</li> <li>✘ Funds secured</li> </ul>	<ul style="list-style-type: none"> <li>Architect for project secured</li> <li>Plans in motion</li> <li>Conceptual design</li> </ul>	<ul style="list-style-type: none"> <li>Project is starting to see signs of progress through conceptual design drawings</li> </ul>	<ul style="list-style-type: none"> <li>January 2018 → onward</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

**ACTION ITEM 4.3: BUILD NEW SCHOOL**

*Funding has been secured, plans are in place, and location is set.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Construction Management Firm</li> </ul>	<ul style="list-style-type: none"> <li>✘ Ground breaking</li> <li>✘ Completed structure</li> <li>✘ Students enrolled in new school</li> </ul>	<ul style="list-style-type: none"> <li>New K-8 school constructed using information gathered from the community and its students.</li> <li>Data informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>Students and staff are proud of a new structure where learning will take place for years to come</li> </ul>	<ul style="list-style-type: none"> <li>May 2017 → July 2019</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

## CHAPTER 5

### GOAL 5 – ACTION PLAN

**GOAL 5: ATTAIN EXCELLENCE IN OUR TEACHING AND LEARNING THROUGH DATA INFORMED DECISION.**

Oberon School collects and analyzes a range of data sources almost exclusively around student performance. “What impact does each of the school’s interventions have on student learning and overall school performance?” The data is used by the administrator and teachers to inform their teaching strategies.

**ACTION ITEM 5.1: TRAIN STAFF IN ASSESSMENT OF STUDENT LEARNING AND HOW TO BEST UTILIZE THE DATA FOR INSTRUCTIONAL IMPROVEMENT**

*Creating a culture of assessment for staff and students is necessary. The quality of effective measurement, the value added to the institution, and the need to close gaps in achievement are correlational for this need*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Teachers</li> <li>✘ Consultant</li> </ul>	<ul style="list-style-type: none"> <li>✘ PD dates on staff development plan</li> <li>✘ Trainings with list of participants</li> </ul>	Buy-in from staff and administration on common techniques to use in classes that are linked to mission statement and core standards	Teachers are informed on different classroom assessment strategies, collecting data that is utilized for informed decisions and pedagogy and students are showing significant improvements and all forms of assessment	Starting immediately and ongoing	Professional Development for Teachers  Knowledge of different forms of assessment  Utilization of interventions purchased based on data

Progress Narrative: The school uses state assessment, NWEA MAPS assessment, and each classroom teacher utilizes their own assessment strategies. The administration has purchased software (Exact Path) that works synchronously with MAPS and the Chrome Books to supplement instructional interventions. These innovations will allow teachers time to work on their professional development and build on innovative pedagogy in their classrooms. .

**ACTION ITEM 5.2: REALLOCATE/ALLOCATE RESOURCES TO ACHIEVE EFFICIENCIES AND INVEST IN OUR STRATEGIC GOALS**

*Having a plan to implement new ideas and activities is null without funding to support these endeavors.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Business manager</li> </ul>	<ul style="list-style-type: none"> <li>✘ Revised and approved budget (if necessary)</li> </ul>	Buy-in from staff and administration	Administration show their support in strategic plan and data informed decisions.	Starting immediately and ongoing	Budget being updated yearly to meet needs based on strategic planning  In progress and ongoing

**ACTION ITEM 5.3: RECOGNIZE AND CELEBRATE THE SUCCESSES OF OUR STUDENTS, TEACHERS AND STAFF**

*Those that are on the front lines of teaching, learning, and supporting are never appreciated enough and when moral is high, learning is also high.*

Responsible Group	Indicator	Output	Impact	Timeline	Progress
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<ul style="list-style-type: none"> <li>✘ Principal</li> <li>✘ Business manager</li> </ul>	<ul style="list-style-type: none"> <li>✘ Satisfaction Surveys for students, staff, and teachers</li> </ul>	Teachers are more appreciated as well as students and staff	Overall moral is higher in the school as it moves forward with the strategic plan and the successful implementation of student education	Starting immediately and ongoing	In progress and ongoing
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Progress Narrative:

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