

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Chris Rogers

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oak Point Elementary School

(As it should appear in the official records)

School Mailing Address 13400 Staring Lake Parkway

(If address is P.O. Box, also include street address.)

City Eden Prairie

State MN

Zip Code+4 (9 digits total) 55347-1800

County Hennepin County

Telephone (952) 757-7600

Fax _____

Web site/URL https://www.edenpr.org/oak-point-elementary

E-mail Chris_Rogers@edenpr.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Josh Swanson

E-

mail jswanson@edenpr.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eden Prairie Public School District

Tel. (952) 975-7600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Aaron Casper

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 1 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	115
1	110
2	115
3	107
4	101
5	88
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	636

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 23.6 % Asian
 - 21.1 % Black or African American
 - 14 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 34.9 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 13%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	52
(3) Total of all transferred students [sum of rows (1) and (2)]	84
(4) Total number of students in the school as of October 1, 2021	636
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. Specify each non-English language represented in the school (separate languages by commas):

Afan Oromo (aka Oromo Oromiffa), Albanian, Amharic, Arabic, Bengali, Bulgarian, Cambodian (aka Khmer), Cantonese, Chinese Mandarin, Danish, Dutch, English, Filipino (aka Tagalog), French, Fulah, Gujarati, Hindi, Kannada, Korean, Lao (aka Laotian), Mandingo, Marathi, Nepali, Nigeria, Oriya, Portuguese, Russian, Somali, Spanish, Swahili (aka Kiswahili), Tamil, Telugu, Thai, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Yoruba

English Language Learners (ELL) in the school: 19 %

121 Total number ELL

7. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 235

8. Students receiving special education services with an IEP: 13 %
Total number of students served 83

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>28</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>16</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

At Oak Point Elementary School, we aim to have all students, staff, and families actively engaged as valued members of a school community that values diversity, advocates for each and every student, and inspires everyone to be lifelong learners in their journey to becoming the best version of themselves.

17. Provide a URL link to the school's nondiscrimination policy.

521 MStudent Disability Nondiscrimination: <https://www.edenpr.org/fs/resource-manager/view/6811dd59-58b6-49bf-b9a0-7b15ebdc522b>

402 Disability Nondiscrimination Policy: <https://www.edenpr.org/fs/resource-manager/view/9bde2a33-04c2-4f69-bd19-232065c66dea>

522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process: <https://www.edenpr.org/fs/resource-manager/view/a7d0aeae-de77-41ac-bbe9-7d65294d4772>

401 Equal Employment Opportunity: <https://www.edenpr.org/fs/resource-manager/view/c54e3b3d-4de0-44e0-b7ae-eaafcdfe8fef>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Oak Point Elementary, located in Eden Prairie, Minnesota, is well known for being a diverse and dynamic learning community, where staff, students, families and community work collaboratively to assist children in realizing their full potential. Oak Point is one of seven elementary schools in the Eden Prairie School district and serves approximately 765 students in a PK-5 learning environment. Oak Point is home to many different cultures and 42 different spoken languages. It is the most diverse elementary school in the Eden Prairie School district, serving over 77.1% students of color in the district.

At Oak Point, we offer something unique. That's why our motto for this year is "There is No Place Like Oak Point" — and that's the feeling you get when you walk into the doors of our premier educational institution. Throughout our school, we actively engage all students, staff, and families as esteemed members of a school community that values diversity, advocates for each student, and lives out our district mission of inspiring each student every day. We empower learners in taking an inspired journey of discovering, exploring and pursuing the best version of themselves.

At the heart of Oak Point's work is this commitment to inspire each student everyday. This means providing a safe and nurturing environment while executing a personalized learning approach, which is done through four focus areas of instructional excellence: fostering meaningful relationships, maintaining high expectations, promoting continuous growth, and providing authentic opportunities for engagement. Our teaching practices emphasize the 4Cs essential to both career and citizenship in the 21st century: creativity, collaboration, critical thinking and communication.

At Oak Point, we continuously strive to learn and grow through implementing rigorous curriculum and setting high academic expectations. This has led us to be recognized as a PBIS exemplar school for multiple years. The PBIS team includes an interventionist, the school social worker, a cultural liaison, an instructional excellence coordinator, the assistant principal, a district behavior specialist, and teachers from each grade level. We share key activities of the PBIS work with different subcommittees to empower members across the school to bring in their voice and ideas while more efficiently developing and enacting an action plan. Our staff enacts this action plan by focusing on supporting students to be safe, kind, and responsible, which we celebrate through Eagle Pride Tickets. Currently, staff have given out 12,530 Eagle Pride Tickets to students — who turn them in for prizes — and we consistently use common language and visuals through our school to promote a positive school culture. The PBIS committee structures and norms results in highly collaborative decision making to advance a positive, supportive school climate and experience for each student, family, staff, and community member.

Because of these efforts, families love Oak Point, and data demonstrate the effectiveness of our work. Eden Prairie's excellent teaching staff has a 98% approval rate among parents as measured through a scientific third-party survey. At Oak Point, we see the success of the connection between teachers and students in the data collected through our student engagement survey. This survey asks students to answer questions that provide insight to their personal experience within the school and includes key areas specifically assessing progress toward improving student engagement and school climate. In areas of teacher-student relationships, Oak Point scored an 88% favorable rating, placing us in the 80th-99th percentile nationally. In the area of classroom belonging, Oak Point scored a 78% favorable rating, again placing us in the 80th-99th percentile. In classroom engagement, Oak Point scored a 76% favorable rating, also in the 80th-99th percentile.

In addition to creating a positive climate and culture, we recognize the importance of our students seeing themselves within the teaching staff, and leadership of our school. This year our administration recruited and hired multiple educators of color, provided ongoing professional development that supported our quest to closing our opportunity gap, and focused on culturally relevant teaching to support our initiative of being anti-racist educators.

This aligns with our district strategic plan goal to have the racial demographics of staff closely reflect the student population, as we know students greatly benefit from seeing themselves in the teaching staff, leadership, and school community. This intentionality in hiring promotes a sense of belonging, inspires and

motivates students, grows cultural competency, and builds trust between students and educators. Having educators who look like our students can combat feelings of isolation and alienation, particularly for students who are part of historically marginalized groups. Furthermore, it also exposes all students to a diverse leadership and teaching staff that is modeled in the real world beyond education.

For all of these reasons and more, “There is No Place Like Oak Point,” and we continue to do the hard work worthy of recognition as a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Oak Point's ELA curriculum focuses on building a student-centered learning environment that promotes collaboration, social and ethical development, and literacy skills through the use of Collaborative Literacy materials. The Collaborative Literacy approach fosters caring and respectful relationships among students, who learn to value the ideas of others and celebrate diversity.

The Collaborative Literacy suite comprises three programs: Making Meaning, Being a Reader, and Being a Writer. Each shares the same pedagogy, which pairs literacy instruction with activities that develop students' social skills and ethics. Students engage with high-quality literature and receive daily opportunities to read, write, and discuss ideas in response to texts. Cooperative structures encourage students to work together to more deeply understand content, take ownership of their learning, develop higher self-esteem, and improve outcomes.

Making Meaning promotes academic and social growth through lessons that create a classroom community in which students feel a strong sense of belonging, safety, autonomy, and respect for one another. Students discuss texts in pairs, small groups, and as a class to develop caring and respectful relationships. Over time, students come to understand the values underlying those relationships. Across every year of the program, broad social goals encourage students to think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness.

Being a Writer creates a classroom writing community where students feel empowered, supported in taking risks, and responsible for themselves and to the group. The program weaves cooperative learning, social skill instruction, and discussions about values throughout the writing lessons. Students learn to confer in pairs about their writing and practice the social and academic skills necessary to discuss particular aspects of writing and receive helpful feedback.

Being a Reader (K-2) teaches students how to work independently so uninterrupted small-group instruction can take place. In the Independent Work strand, students take responsibility for their learning and behavior by working independently on meaningful literacy activities while the teacher facilitates instruction with small groups or individual students. Independent work provides opportunities for students to reflect on their progress and set goals for the future.

The program offers a comprehensive set of assessments that enable teachers to track and evaluate students' progress and needs throughout the year, including formative, summative, and placement assessments. Formative assessments help teachers reflect on students' academic and social growth over time through class observations and individual conferences. Summative assessments enable teachers to evaluate and measure students' learning and social growth. These assessments are completed at the end of a unit of instruction to generate reading, writing, and vocabulary grades. Placement assessments determine the best fit for materials for students to work on in small groups with teachers, which drive a personalized approach to learning.

In summary, Oak Point's ELA curriculum creates a student-centered learning environment promoting collaboration, social and ethical development, and literacy skills. We collaboratively create classroom communities in which students feel empowered, supported, and responsible for themselves and to the group. Through assessments, teachers track and evaluate students' progress, tailoring instruction to their needs.

1b. Mathematics curriculum content, instruction, and assessment:

Oak Point's math curriculum provides a student-centered learning environment utilizing Math Expressions material, which emphasizes conceptual understanding. The curriculum is organized into integrated units for grades K-1 and longer units for grades 2-5 that focus on word problems, computation, algebra, and data,

with mini-units on geometry or measurement. Five crucial components develop mathematical understanding, competence, and confidence: Building Concepts, Math Talk, Student Leaders, Quick Practice, and Helping Community. Implementing these components enables children of all abilities to learn mathematics. The curriculum is designed to balance conceptual understanding with traditional skill-building, while emphasizing sustained learning of grade-level concepts.

Students grow their learning through coherent, in-depth curricular learning paths, ongoing individual and whole-class instruction, differentiated instruction within whole-class activities, and utilization of research-based models, strategies, and algorithms. This approach creates a teaching-learning community that addresses all five strands of mathematical proficiency: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. It intertwines understanding and skill development, and supports connective teaching and math modeling to develop proficiency.

The program promotes fluency through accessible algorithms that relate to common methods explained using visual learning supports. In addition to Math Expressions, Oak Point utilizes the Building Fact Fluency program, in which students use both informal and mathematical language to ‘mathematize’ situations. This approach allows students to see how number facts connect to a wide variety of situations and problems types.

Strategic competence develops by focusing on mathematical structure and relationships, and building necessary vocabulary. The program emphasizes the use of visual representations to understand concepts and a referential classroom that validates students' experiences while connecting them to standard language and symbols.

To support adaptive reasoning, we use a collaborative Math Talk culture that enhances language development, competence, and confidence. The curriculum encourages both connected knowing and separate knowing, where students can modify or improve others' ideas in a respectful and helpful way. Math Talk connects to drawings and story situations so students learn math visually and orally.

All this is enhanced through an inquiry learning path, which places students' questions, ideas and observations at the center of their learning. This path builds through four phases: guided instruction, the unfolding of learning, the kneading of knowledge, and the maintaining and integrating of fluency.

Finally, ongoing formative assessment is done through three categories of understanding: conceptual, procedural, and contextual. Educators utilize assessment information to make differentiated instructional matches that support each student in mastering grade-level content. Summative assessments uncover students' level of mastery at the end of key periods of teaching. This data informs teachers about the effectiveness of their practice and allows them to reflect to make strategic decisions going forward.

1c. Science curriculum content, instruction, and assessment:

Amplify science provides a comprehensive curriculum that fosters a coherent, scientifically-based understanding of the world. We aim to amplify students' curiosity through phenomena-based learning, providing opportunities to develop foundational knowledge of the core ideas and processes found in physical science, life science, earth and space science, and engineering and technology.

Our curriculum enables students to apply crosscutting concepts, making connections between scientific topics studied in various disciplines and grade levels. Through critical thinking and analysis, students can recognize bias, identify causal relationships, and examine local and global impacts.

In addition, Amplify emphasizes real-world problem solving, providing opportunities for students to plan and carry out hands-on investigations. By integrating culturally relevant content and differentiated instructional approaches, we meet the needs of all students and provide a personalized and challenging learning experience.

We recognize the importance of collaboration and communication in the scientific community. Our

curriculum encourages students to ask and refine questions; create, construct, use, and refine models; and, engage in discussions with teacher guidance. Students are encouraged to read multiple sources, including science-related magazines, journal articles and web-based resources, and develop summaries of information.

Students are assessed frequently through formative tasks that propel the learning forward. These formative tasks take the form of model creation, quick writes, and small group discussion — all seeking to emulate the work of a scientist. Summative assessments take the form of evidence circles, model defenses, and scientific explanation. The assessment design ensures students experience deeper learning through rich inquiry, engaging as scientists in the field do.

We implement curricula that reflect diverse perspectives and languages, providing curriculum options that personalize connections and require considering multiple perspectives.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

At Oak Point, our social studies curriculum meets state standards while also embracing the diverse cultures within our community. Each month we highlight various cultural and historical events, such as Hispanic Heritage Month, Women's History Month, and Human Rights Month. These themes provide opportunities for students to learn about different perspectives and traditions, promoting cultural understanding and awareness.

The social studies curriculum provides an opportunity for enhancing critical thinking, reading, and writing skills. We intentionally develop students' ability to analyze and synthesize information effectively. To achieve this, we incorporate a variety of AVID strategies into instruction — such as anticipation guides, one-pagers, 30-second experts, circle maps, KWL charts, and philosophical chairs.

Furthermore, students participate in field trips aligned with social studies standards that offer hands-on experiences to deepen their understanding of historical events and concepts. Examples of such field trips include visits to the State Capitol, MN History Center, and other cultural and historical sites.

We also integrate our social studies curriculum with our Making Meaning Being a Writer program, promoting cross-disciplinary learning and enhancing literacy skills. Our steering committee ensures our social studies curriculum incorporates new state standards, guaranteeing quality education that meets or exceeds the required standards.

Additionally, we have partnered with Junior Achievement, an organization that prepares young people to have the skills and mindset to build thriving communities. This partnership expands opportunities for students to learn about entrepreneurship, financial literacy, and workforce readiness, among other essential life skills.

Finally, we assess our social studies curriculum through formal and informal assessments, such as quick writes and small group discussions. These assessments enable us to monitor student progress, provide feedback, and identify areas that require improvement.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

The three- and four-year old preschool has been part of the district for many years to ensure kindergarten readiness; recently, the four-year old preschool moved to elementary sites in Eden Prairie Schools. The preschool learning model promotes being responsive and observation centered. Teachers leverage the Teaching Strategies Gold assessment system, which allows for immediate documentation of skills and performance by students and supports tracking student skills over time. This approach ensures that staff target instruction and interactions with students based on their individual needs, and encourages them to

more effectively communicate with families about the development of their scholar. An important member of our preschool rooms are the paraprofessionals, who actively engage in assessment and response alongside the classroom teacher.

Additionally, we follow the National Center for Pyramid Model Innovations (NCPMI) to promote policies and practices that advance equity, diversity, and the full inclusion and participation of all young children and their families in early care and education environments. The Pyramid Model practices and approach affirm and celebrate the unique identities of young children and their families across all social identities. We believe that culture impacts social-emotional learning and implementation of evidence-based practices associated with the Social-Emotional Pyramid with our early learners. Furthermore, this model aligns to the Positive Behavioral Interventions and Supports (PBIS) framework and Caring School Community learning done in the primary grades to promote social-emotional learning throughout Oak Point Elementary.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All K-5 students experience visual and performing fine arts during two 21-day rotations of visual arts and music. Additionally, fifth grade students may participate in band and orchestra. Over the last three years, Fine Arts teachers completed a Curriculum Improvement Cycle to enhance instruction and better meet student's needs. During this process, they created common proficiency scales, performance assessments, and curriculum maps that ensure instruction exceeds recently approved state standards.

Students at Oak Point rely on excellent music instruction to form a positive music identity, connect to a wide variety of music, collaborate in the music-making process, and build their musical craft. Students in grades 1-4 receive speaking and singing parts during annual music performances. Band and orchestra students also have multiple performances throughout the year.

Eden Prairie Schools' vision of art instruction leads each Oak Point learner to examine connections between art and life, build visual literacy, develop a creative process, hone technical skills for artmaking, and share artwork with others. The annual school-wide Oak Point Art Show empowers students to showcase their work to the community. These intentional efforts foster community inside the school among students and staff as well as externally with families and partners.

2b. Physical education/health/nutrition

Students at Oak Point receive physical education instruction twice yearly for 21 days during each rotation. They also enjoy recess daily to increase their level of physical activity, support positive behavior, and improve their memory, attention, and concentration.

Eden Prairie Schools' vision for exceptional physical education/health instruction means each Oak Point learner develops physical literacy, becomes a self-advocate for healthy lifestyles, creates personalized plans for fitness, nutrition and wellness, and fosters positive relationships with self and others. This vision developed from physical education teachers coming together districtwide to align proficiency scales, performance assessments, and curriculum maps with state standards. As part of applying their learning each spring, students participate in a variety of field day stations that highlight physical fitness.

We also ensure students have proper nutrition in combination with physical activity. Students have the option to bring healthful snacks from home or receive a snack from Oak Point, with the ultimate goal being students making healthy choices during their day. Through healthy lifestyle choices, they can increase their nutrient intake, sustain energy levels, and help their bodies recover from their activity at recess or physical education.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students at Oak Point elementary diversify their communication and language skills through our 21-day rotation of Spanish language twice yearly. Students in grades K-5 access Spanish through their experience to prepare them for further education at the secondary level. Intentional world language instruction at Oak Point leads learners to interpret language through reading and listening, communicate ideas within the language through speaking and writing, and engage in authentic usage of the language. Students explore different cultures that use the Spanish language and embrace language learning with a growth mindset.

In our introduction to the World Language curriculum, we cover greetings, phrases, using cognates, and familiar vocabulary. They also use background knowledge to make educated guesses about meanings by recognizing sounds and symbols in the target language. In addition, we focus on developing students' awareness of other cultures by watching immersive videos about life in Spanish speaking countries, utilizing native language guest speakers to talk about their experience in their culture versus American culture, virtual field trips, and providing students hands-on opportunities via show and tell to question and discuss items using Spanish terminology.

2d. Technology/library/media

We believe technology is a powerful tool that can increase rigor and authenticity for each student. Furthermore, it can enhance the learning environment by providing opportunities for creativity, communication, collaboration, and critical thinking.

One way we achieve this is through intentionally using apps to personalize learning for each student. We recognize every student learns differently and technology can cater to individual needs and preferences. Our educators leverage various apps such as Seesaw, Schoology and Google Apps to personalize learning and help students engage with curriculum in meaningful and relevant ways. To support this, our district offers 1:1 devices so each student can easily access digital resources and collaborate with their peers.

Educators also engage students in analysis and design of communication about essential concepts within the curriculum. They support each student in achieving or exceeding holistic proficiency as a communicator within a given academic content area.

Finally, we emphasize the importance of digital citizenship and proficiency in the use of technology tools. Our goal is to prepare our students to become 21st-century learners who succeed in the digital world. We provide opportunities for students to develop digital literacy and learn how to use technology responsibly and ethically.

2e. Any other interesting or innovative curriculum programs you would like to share

The Caring Schools Community program extends beyond academic learning to teach each student social and emotional skills, inspire them to build caring relationships, and show how to participate in calm, respectful, and safe learning environments. Staff explicitly teaches models of self regulation, intentionally create opportunities for students to demonstrate skills they are learning, and provides support to continuously apply skills in the everyday school environment. The curriculum promotes authentic communication, critical thinking, and collaboration among students, families, and caregivers. Each week, classroom instruction coalesces around a social and emotional learning topic embedded into daily morning circles, cross-age buddies programs, and class meetings. Caring Schools Community cultivates safe, kind, and responsible citizens who contribute positively to their school communities and beyond.

Another curriculum we use is 1000 Petals, which integrates mindfulness in the classroom. Mindfulness creates a space between stimulus and response, providing students with tools for self-regulation and self-awareness. By creating a "Just Be" space in each classroom, students can manage their emotions and thoughts to improve their focus and academic performance. Our mindfulness curriculum pairs perfectly with our Zones of Regulation curriculum, which aims to support students in recognizing emotions and identifying appropriate responses.

3. Academic Supports

3a. Students performing below grade level:

Oak Point prioritizes the support and personalized learning of students who are performing below grade level with a network of professionals who closely collaborate. The classroom teacher, with the assistance of their Professional Learning Community (PLC), identifies and responds to each student's needs. Specific instructional matches target individual students, with data tracked to make swift changes when necessary. During “What I Need” time, small groups develop based on identified needs and students transfer across classrooms to receive personalized instruction.

This intentional network of support ensures success for each student. Using the Multi-Tiered Systems of Support (MTSS) process, we ideate and identify interventions for students who have not seen growth in Tier One classroom strategies. The team includes a diverse range of individuals — such as the school social worker, school psychologist, and cultural liaison — to address not only academic needs, but also social-emotional needs utilizing a whole-child approach. As part of the MTSS process, we intentionally include students to provide reflection on their experiences and invite families into the response process. These steps focus on each student and lead to effective next steps in the support process.

Interventionists provide additional academic support using the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Program; SIPPS follows the same pedagogy as the ELA curriculum. Two Power Reading paraprofessionals and four Reading Corps tutors also provide targeted, research-based reading support. Collaboration among these different support parties is key, and they meet during specific times on Wednesday afternoons to analyze data, develop next steps, and reflect on instructional practice and intervention strategies. Oak Point's dedication to personalized instruction and collaborative support meets each student's academic and social-emotional needs.

3b. Students performing above grade level:

Eden Prairie Schools offers comprehensive gifted and talented services for students in kindergarten through fifth grade. Programs meet the needs of students who demonstrate academic strengths beyond their grade level so they can discover their passions and reach their full potential while developing a lifelong love of learning. The program includes differentiation of high-quality curriculum, resources for teachers to provide instruction and extension activities, and various options to offer advanced instruction to students.

The Talent Development Groups and Young Scholars Program also provide advanced instruction to students who demonstrate academic strengths beyond their grade level. Talent Development Groups meet weekly for 30-45 minutes for six to eight weeks. At the end of each session, new groups form to provide instruction to students throughout the school. The Young Scholars Program embraces research-based practices for identifying and nurturing potentially gifted students who have historically been overlooked by gifted services. This program meets twice weekly for 45 minutes and provides instruction in advanced topics across academic content areas.

Key is a program for students in second through fifth grade with exceptional academic gifts and talents. This program develops problem-solving and higher-level thinking skills, and covers advanced topics in content areas. Students in Key meet with Gifted and Talented Education Specialists three times weekly for 45 minutes. Beyond this, Eden Prairie Schools provides a school-within-a-school Mosaic program for students in grades three through five who demonstrate a need for a unique academic setting that appropriately challenges them.

We believe all students deserve opportunities to excel, so our INSPIRE Choice interest-based learning program allows each student to explore subjects they are passionate about and connect learning in school to what they enjoy doing outside of class. INSPIRE Choice is available to all K-5 students.

3c. Students with disabilities:

At Oak Point, every student is a general education student first. Our special education program individualizes support to students with disabilities, starting with highly qualified teachers who use evidence-

based curriculum and instructional strategies. They expertly build relationships with students and modify learning so students receive 21st-century skills and access to real-life activities. In addition, Oak Point administration works strategically with our special education team to incorporate evidence-based assessments that develop functional skills and offer related services to support each student's development.

We believe all teachers must be equipped with instructional strategies that support students with learning differences. Through all our programming, students receiving special education services have the same opportunities as their peers. In our model, special education teachers push into general-education classes to provide support concurrently with the general education teacher. In addition, scholars have separate spaces to receive specific support and instruction according to their IEP goals. Special education teachers regularly monitor students' goals with input from the general education teacher. Furthermore, our school psychologist collaborates with the special education team to provide reevaluations with goals that reflect the instructional needs of the student.

To further support students, our team collaborates weekly in a Special Education PLC and must be present in all grade-level PLCs. This expectation allows educators to look at data and work with grade level teachers on specific accommodation and modifications. In addition, it allows teams to adjust academic, social-emotional, and behavioral expectations while comparing/contrasting to case managers' weekly progress monitoring notes. During this time, teams must have student-centered academic dialogue focusing on how they will differentiate instruction, offer multiple formative and summative assessments, and create choices to support the needs of each scholar on their caseload. Our team constantly monitors progress and uses assessment data to identify learning gaps and growth opportunities.

3d. English Language Learners:

The Multilingual English Language Learner (ML/ELL) program at Oak Point serves students whose primary home language is other than English and who are learning English as an academic necessity. Our goal is to efficiently increase students' academic and social capabilities in English so that they have equal access to their grade-level content in each subject area. To do this, our teachers design scaffolded instruction in English through close collaboration with grade-level classroom teachers. This ensures English instruction aligns with each student's specific linguistic needs. Students receive lessons mainly inside the classroom in small groups through a co-teaching model alongside the classroom teacher or, occasionally, in a small group outside of the classroom.

Since we understand ELL students and their families have more to learn than the language itself to fully participate in their education, we supplement our approach to teaching with socio-cultural events such as Multicultural Nights in which newcomer families meet with others who have been in the district longer and learn about their experiences. We also hold ELL Parent Family Events with district representatives and interpreters where we provide information regarding district and statewide resources to help families become part of the Eden Prairie Schools community.

Eden Prairie Schools takes pride in supplementing our education for ELL students and their families with on-site and districtwide Cultural Liaisons who serve not only as interpreters and translators, but also as main contacts for our families to learn how to navigate and understand our school district and the expectations we have for our students and families. They are also resources for teachers and administrators. Our Cultural Liaisons advocate for our students and families, create cultural bridges, and make sure district and site information is conveyed in a culturally adapted manner.

3e. Other populations, if a special program or intervention is offered:

At Oak Point, our principal created a Black male affinity group to serve students repeatedly showing up in MTSS and student support data. The group supports the academic and personal success of Black male students in school and offers community, mentorship, and leadership development. This year the group focused on strengthening communication — the importance both of listening and of speaking — navigating situations in schools and the real world as a young Black male, and being heard and seen as an academic scholar and not a statistic.

This affinity group meets every Wednesday for an hour and a half with our lead principal and plays a crucial role in the development of our students. It provides a safe space for them to discuss their experiences, challenges, and successes, and to develop positive relationships with peers, mentors, and community members who volunteer to support the betterment of these students.

Our school also serves many students new to the country. As a site, we welcome newcomers and help them acclimate to Oak Point in multiple ways. Our Multilingual English Language Learner team supports these students individually and by grade level. Furthermore, we have an exceptional Cultural Liaison to interpret, teach, and guide the student experience — which may have many differences compared to their home education experience.

Finally, we partnered with the Every Meal program. Our school social worker communicates with families each week to ensure students have access to the proper nutrition over the weekend when children are not able to access school meal programs. Every Meal is not just a typical “backpack program,” but a full-service nonprofit organization specializing in equipping the community to offer weekend meal programs in their local school. Every Meal provides the tools and expertise to make an effective and significant impact on child hunger.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

This year we built a foundation of seeing and believing students with our motto, “There is No Place Like Oak Point.” We believe in order to engage each of our students in learning, we must value their culture and perspective. We consistently foster a sense of belonging and inclusivity by promoting diversity and cultural awareness through events and initiatives that celebrate different backgrounds and perspectives across our community. In addition, we engage students by adapting curriculum to reflect their diversity and show appreciation of their culture while growing their appreciation of different cultures and perspectives. To ensure this, our educators established a fundamental belief that engaging students starts with fostering authentic relationships, personalizing their learning experience, providing access to 21st-century learning, leveraging the use of technology, creating opportunities for partnership through student and family engagement activities, and most importantly, creating a safe and supportive environment that focuses on the whole child.

Engaging students in learning means making learning meaningful. Through personalized learning opportunities, we tailor instruction to meet scholars' needs, interests, and abilities. We offer student-led conferences, Aeroponics, project-based learning, and many explorations through 21st-century skill building. This approach helps students stay engaged and motivated to learn.

Oak Point staff and students also understand the world is forever changing. Therefore, in today's digital world, we expose students to technology and develop their digital literacy skills. We use technology in a variety of ways in our classrooms to not only increase engagement, but also to teach how to navigate different types of software and hardware, communicate effectively through digital platforms, and develop a basic understanding of internet safety.

Finally, we know our students' social and emotional wellbeing remains the top priority. Our school-wide PBIS allows us to focus on the academic and behavioral development of our students and put many positive behavior supports in place. Each year, we have been recognized as an exemplar of school-wide PBIS because our model deeply focuses on building positive relationships between students and teachers, and between students themselves. This builds an inclusive and supportive school community where all students feel valued and respected. We also achieve this through many initiatives such as affinity groups, mentorship programs, social worker and counseling services, and peer support groups. Ultimately, we listen to and learn from students and do our absolute best to continue to see all, love all, support all, and hurt none.

2. Engaging Families and Community:

Oak Point celebrates caregivers as students' first teachers and recognizes it takes a village to raise a child. We cultivate trusting relationships that honor our shared responsibility and promote flourishing family-to-school-to-community partnerships.

This year, we strategically engaged families and community members to support students' learning and improve our school practices. Our Parent Teacher Organization (PTO) plays a vital role, enhancing communication, improving educational experiences, and promoting positive relationships among our community. Families also offer ongoing feedback through our open door policy, questionnaires, student-led parent-teacher conferences, and public meetings.

We believe facilitating open partnership fosters an atmosphere of collaboration, trust, and shared responsibility. To start the school year, we hosted a “Pop in Meet the Principals” event so students and families could make connections with school staff. We partnered with a local barbershop that provided free back-to-school haircuts, and with a local popcorn shop that donated treats. This event also featured community and school staff volunteering to paint faces and serve popcorn, popsicles, and pop for students and families.

Family and community engagement activities occur frequently both virtually and in person, such as a Fun Run, carnival, family picnic, I Love Reading Month, book fairs, fundraising projects, scavenger hunt, movie night, bingo, and bowling. In February, we participated in “I Love to Read” month. Every night we shared a recording of staff reading a story, and we celebrated 100 minutes of reading with more than 30 diverse guest readers and a local author to expose students to professions where reading is critical. We set a new record for Oak Point as we read 197,571 total minutes. Our partnerships included: Minnesota Department of Education, Respitech, Eden Prairie Library, Eden Prairie Police and Fire Department, school district staff, families and more. In addition, we successfully partnered with local colleges and universities to offer opportunities at Oak Point for many new teacher candidates.

Lastly, we established a family engagement night so multilingual families could spend time with the Oak Point ELL teachers and discover summer options offered in Eden Prairie, such as targeted services, EPIC enrichment classes, Eagle Zone childcare, and more. Onsite translators, teachers and school personnel helped families sign up.

Engaging families and community remains a top strategic focus area for Oak Point. We know working together with families and community enriches the educational experience for each student. More importantly, this partnership improves student performance, increases family involvement, strengthens communication, and ensures everyone feels “There is No Place Like Oak Point.”

3. Creating Professional Culture:

Oak Point Elementary develops robust professional development to intentionally grow staff capacity to educate each student. Professional development includes specific new staff support, curriculum implementation, site-specific learning, districtwide opportunities, and outside conferences.

New teachers attend workshop week prior to all staff returning. During this time, we introduce them to the Intercultural Development Inventory, Tools of Cultural Proficiency, and YMCA Equity Innovation Center of Excellence. Assigned mentors help new teachers navigate both site and district procedures. At Oak Point, we created opportunities for new teachers and mentors to go into classrooms to watch instruction, receive coaching from our Instructional Excellence Coordinator, and plan collaboratively.

We align to updated state standards and ensure staff teach students using best practices. Recently, we completed the implementation of a new English Language Arts curriculum, Collaborative Literacy, in order to execute standards and adopt a culturally relevant ELA curriculum. We are also in the first year of implementing Amplify Science, which focuses on phenomenon-based teaching and learning.

Implementation of both these curricula is a three-year process. During year one, a small group of teachers receive additional professional development and offer input into the implementation process. As they teach the new curriculum, teachers meet monthly to give feedback, which leads to adjustments to refine how our system implements the curriculum. In the second year of implementation, teachers who implemented in the first year become instructional coaches and assist team members as they navigate a new curriculum. Additionally, we provide site learning to support the new instructional practices and ensure fidelity to the resource.

As part of our commitment to culturally relevant teaching practices, we staff engage in learning through three different avenues. First, site professional development explores best practices, offers cultural learning, and reveals unconscious biases. Second, a leadership team identifies relevant current events, leads professional development, and looks at impactful instructional practices. Finally, an annual book club uses text as a way to examine culture, identity, student relationships, and instructional practices.

At Oak Point, we are devoted to national and local conferences. Some of our learning includes: International Society for Technology in Education, Institute for Teachers of Color, Minnesota Music Educators Association, Art Educators of Minnesota, and MCTM Symposium and Math Conference.

4. School Leadership:

The leadership at Oak Point Elementary consists of the principal and associate principal who believe at the core of their heart that each and every student can succeed. Oak Point's leadership highly reflects the student population and gives our students an opportunity to see diversity — and therefore themselves — in leadership. While having separate, specific responsibilities, both work collaboratively to ensure the wellbeing of the students, staff, families, and community.

Oak Point's leadership philosophy centers on the affirmation of the principal: "Everyone plays a role in the success of our scholars and our school, regardless of the title or hat an individual may wear." The administrative team deeply respects each individual and believes Oak Point has the best people in the right places. Therefore, we share responsibility, risk, and vision. Our administration holds firmly to the idea that students are not mine or yours — we believe all students are our students. This allows us to challenge our thinking, examine our practices, and create a partnership for the success of our school as a whole and not just within a classroom or specialized service area.

Oak Point's principal and associate principal work closely with the Instructional Excellence Coordinator to develop staff and create data-to-action plans to make informed decisions that advance student achievement. Close, regular collaboration with the Personalized Learning Department ensures efforts to meet all students' needs align with the district's mission and vision. In addition, this team hosts data meetings three times yearly with individual teachers to effectively inform instruction, accurately identify and monitor students needing intervention, and modify students' instructional needs in real time. These meetings also build relationships with teachers and allow administration and teachers to partner in reviewing student data to improve performance indicators.

Shared leadership comes from a variety of people across Oak Point. Whether through our PTO, or PLC Leads, teachers, cooks, custodians, paraprofessionals or students, each member of our community receives decision-making power and feels their opinions are valued. In addition, the administration team actively seeks feedback and listens openly, which creates a positive and supportive environment where our Oak Point family works together effectively.

5. Culturally Responsive Teaching and Learning:

Oak Point Elementary understands to be great we must recognize and reflect upon our values and beliefs to see all, support all, love all, and hurt none. Our school is on an ongoing journey to become more culturally proficient, knowing we have room to grow and must continuously strive to get there. Using the Tools of Cultural Proficiency, our district centers actions and decisions on the cultural proficiency continuum. This allows us to shift our thinking from tolerating diversity to transformative action for equity. We know opportunity gaps exist and recognize education does not effectively serve all students; therefore, our community educators must welcome uncomfortable conversation, embrace diversity, and commit to becoming anti-racist educators.

Oak Point sees cultural relevance as a foundation for authentic teaching. Culturally relevant strategies should be incorporated into teaching. We set high expectations for all students, and we prioritize positive relationships with families and our community. Additionally, we create welcoming classrooms for all learners, intentionally incorporate visual, tactile, and auditory learning in lessons, use instructional materials that relate to a variety of cultures, and plan lessons that connect content to our students' cultures and daily lives. We take pride in reviewing our curriculum and instructional strategies through an equity-focused lens. This crucial, non-negotiable work lives in our district strategic plan, mission and vision, as well as our Oak Point vision.

Throughout the year, we have facilitated and engaged in professional development around Zaretta Hammond's work, culturally responsive teaching and the brain. Additionally, we have utilized the important work of Gloria Ladson-Billings on the pernicious effects of systemic racism and economic inequality on educational opportunities. We established a school inclusion and integration team, where we integrate students' unique cultures to uplift our school culture. Administration received Restorative Practices training and ongoing learning surrounding Culturally Relevant Teaching.

Additionally, we partner with our cultural liaison to send communication in multiple languages. We utilize our class placement process to establish an optimal learning environment for each child. We prioritize our resources to promote equity and seek public/private partnerships to provide all students and families access to appropriate resources and find success academically and socially-emotionally. We empower Oak Point students with voice and choice in their learning experience. Finally, we use multiple data points to diagnose and assess teaching effectiveness, including the ability to directly confront biases that impede students' ability to learn and achieve.

PART VI - STRATEGY FOR EXCELLENCE

One of the most instrumental practices contributing to the success of Oak Point is our intentional focus on instructional matches. Instructional matches serve as an essential strategy to achieve our district's mission to inspire each student every day, which we seek to live out continuously.

At the heart of instructional matches is the idea embedded in our staff culture that every student learns differently and has unique needs. Therefore, to effectively educate each student, teachers must be intentional about matching their instructional strategies to individual students' learning styles, interests, and needs. This approach ensures that all students receive the necessary support and challenge to reach their full potential.

One critical aspect of determining appropriate instructional matches is intentional and strategic use of data. We use a triangulation approach that involves analyzing multiple sources of data to gain a comprehensive understanding of each student's academic and behavioral strengths and opportunities. This data includes comprehensive test scores such as state assessments (MCAs), classroom assessments such as Fastbridge, and documented observations of student behavior and engagement. By using this information, teachers tailor their instruction to meet the specific needs of each student, providing targeted support and calling in additional resources where they are most needed.

Another critical component of instructional matches is the behavior/academic match. In this approach, teachers carefully consider each student's behavior and work habits alongside their academic performance. By doing so, they can identify any underlying issues that may be impacting a student's ability to learn effectively. For example, a student who is struggling with organization or time management may benefit from explicit instruction in these areas, while a student who struggles with focus or motivation may benefit from targeted interventions to address those issues.

Overall, instructional matches have been the most instrumental practice in our school's success. By prioritizing individualized instruction that meets each student's unique needs, we have created a learning environment that is inclusive, engaging, and supportive. Our teachers are skilled at analyzing data and using it to inform their instruction, and they work closely with students to develop a deep understanding of their strengths and opportunities. As a result, our students achieve high levels of academic success consistently and are inspired every day to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.