



Allendale Public Schools  
Oakwood Intermediate Annual Education Report

January 31, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Oakwood Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Ms. Gwen Luban, Oakwood's principal, for assistance.

The AER is available for you to review electronically by visiting [Oakwood AER](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Oakwood Intermediate has not been given one of these labels.

At Oakwood Intermediate, our staff works collaboratively to meet the needs of each student in our care. As a team, we regularly review assessment data, consider teacher input, and collectively share student information in an effort to provide our students with the best educational experience possible. In reviewing the Oakwood AER, we are extremely proud to announce that in all four content areas: ELA, math, science, and social studies, Oakwood students exceeded the state percentages for students who were proficient in each of those four content areas. Our only subgroup to score below the state percentage during the 2023-24 school year was our Hispanic subgroup, in the area of ELA. Although this is disconcerting, we are elated to share that there has been growth in these subgroups as well. In the 2022-23 school year, our Hispanic and our Economically Disadvantaged students scored below the state percentages in the area of science. However, in the 2023-24 school year, both of these sub-groups scored above the state levels. We are prideful of that level of achievement by our students and staff.

At Oakwood, we believe that having positive relationships are important - and lead to a greater sense of belonging and greater student achievement. One initiative Oakwood has in place for the 2024-25 school year is that the Oakwood staff has received extensive training in PBIS classroom management and engagement strategies and a Restorative Practices initiative. Having this additional training has allowed us to focus on positive relationships with our students and better be able to meet them where they are. The Oakwood team has gained two new staff members this year. With the addition of a General Education Social Worker, more students will benefit from counseling and small group services. Secondly, adding an elementary behavior coach will allow for better teacher training and understanding in the areas of student behavior and engagement. We strongly believe that when our student's social and emotional needs are met, they are better able to focus on their academic success.

With the goal of improving student achievement, this year Oakwood teachers share common lunch and planning times, making it possible for them to meet collaboratively to strategize about students and effective teaching and engagement strategies. Oakwood teachers also meet three times per year in Data Review meetings to analyze data and determine intervention groups for students at all achievement levels. Specific math and reading skills are analyzed and strategies are identified to meet the individual needs of our students. Oakwood has a Reading/Math Specialist, a Reading/Math Interventionist and a Student Support Specialist, who all work directly with our greatest-need students.

Over the last year, Oakwood has developed a process whereby a small team from our building, called our Advanced Tiers Team, will work collaboratively through the MTSS process to best identify and support at-risk students who would greatly benefit from additional academic and/or behavioral support (Tier 2 and Tier 3 level support). This team will meet every 9-10 days to consider the student's strengths and areas of concern and suggest strategies and supports to help ensure the students are able to experience success.

Lastly, Oakwood continues to offer an after-school tutoring program, called Falcon Hour, designed to help our most academically vulnerable students receive the extra support they need. Our EL and ED students have the opportunity to participate in the Falcon Hour program as well. Other opportunities such as tutoring, small group support, community volunteers, and secondary peer partners all help to drive student success at Oakwood.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades four and five were assigned to Oakwood Intermediate.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Allendale is in year three of our five-year school improvement plan. Oakwood is focusing on implementing a Multi-Tiered System of Supports (MTSS).

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Allendale Public Schools currently operates one specialized alternative education high school (New Options High School). All other schools in the district are not specialized.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Allendale Public Schools follow the Common Core Standards, which can be found on our district website along with our curriculum.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Student achievement results are outlined in the AER. In addition to state and federal assessments, Allendale uses local assessment data to determine student achievement and growth.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCE

2023-2024 – Fall 2023: 98% parent participation; Spring 2024: 98% parent participation  
2024-2025 – Fall 2024: 96% parent participation; Spring 2025: N/A yet

Our Oakwood staff is extremely proud of this most recent Annual Education Report. However, we also realize that most of our students have been in the Allendale school system for several years prior to arriving in 4th and 5th grade. We appreciate all the time and effort devoted to their learning thus far from previous APS staff. Our Oakwood staff are dedicated and devoted to teaching the State of Michigan Common Core Standards using best practices and research-based resources and methods. While we are pleased with these results, we also know there is much work still to be done. We will look at this data as we finish out this year and plan for the coming 2025-26 school year.

Sincerely,

Gwen Luban, Principal  
Oakwood Intermediate School