

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	40	75
1	43	46	89
2	38	39	77
3	37	49	86
4	52	36	88
5	47	53	100
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	252	263	515

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 4 % 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 2016 – 2017 school year: 16%

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

Our mobility rate would most likely remain under 15% most years. We have seen an uptick in enrollment lately, and a lot of that is due to new housing developments in the area, and more people moving into the area. We also share a campus with a large high school, so a lot of the new enrollment could be children of staff members in the high school, who are given permission to attend Oak Hill.

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, 2016 until the end of the 2016-2017 school year	51
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1, 2016	522
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. English Language Learners (ELL) in the school: 4 %
20 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Japanese, Gujarati, Arabic, Pashto, Chinese

7. Students eligible for free/reduced-priced meals: 61 %
Total number students who qualify: 314

8. Students receiving special education services: 12 %
64 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>11</u> Developmentally Delayed | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. 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 22:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2017.

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%

14. 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.

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

The staff of OHES accept the responsibility of working alongside families to build lasting relationships with students and maximizing their potential.

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

PART III – SUMMARY

Oak Hill Elementary opened in 1994 and is located in Somerset, Kentucky. Somerset is a rural community with a population of approximately 64,000. Our town is home of one of the most popular tourist destinations in Kentucky, beautiful Lake Cumberland. Oak Hill is one of eight elementary schools in the Pulaski County School District. Our 535 students come from a wide variety of economic backgrounds, as we are currently at 61% free and reduced lunch. The past two years we have been identified as a School of Distinction by the Kentucky Department of Education based on our state assessment scores.

We have begun several new traditions at Oak Hill Elementary the past several years, such as a "Warrior Walk" where high school teams come over and meet and greet our students before big games, and a graduate walk where former Oak Hill students come over in their cap and gown and walk the building on their last day of high school. Perhaps our longest running tradition is our Veteran's Day program which is attended by typically over 300 veterans and community members alike. Each year the veterans and their families look forward to returning to Oak Hill to be recognized and appreciated by our students with special songs and events. Another tradition is our monthly pep rallies, culminated in May with our massive pre-testing pep rally. At each pep rally we recognize students for their achievements in academics and character alongside a fun skit performed by their teachers. Every month each teacher selects one student to win a character award based on a character vocabulary word. Winners are recognized not just at the pep rally, but also during our monthly Common Focus parent meeting. They also get a group photo hung in a special place in the lobby. One thing that we do at each pep rally is try to find a way to reward growth whether it is in classroom assessments, MAP testing, or any other data point to encourage all students to do their best.

One of our core beliefs is to provide a wide variety of opportunities for our students. We believe that not only should we be growing students academically, but socially as well. By providing opportunities for growth and success both inside and out of the classroom, we feel as though our students are better equipped for middle school and beyond once they leave our doors. Oak Hill Elementary students have several extra-curricular offerings to choose from as well. At the school level, we offer archery, academic team, chorus and drama, Beta Club, and a robotics team. Students are also able to participate in sports such as football, basketball, and cheerleading which are tied into each school through various youth leagues in the area. Our Academic Team just recently placed first in their District Governor's Cup Competition. The robotics team has placed well in numerous tournaments the last couple of years, and our archery team is really on the rise in what is now the third year of existence. Just this year, 2 of our 3 football teams won their Super Bowl competition. We are very proud of our achievement in extracurricular activities.

At Oak Hill we also strive to meet the emotional needs of our students. We are blessed with a wonderful guidance counselor who spends time daily meeting with students on a variety of needs. Some of the resources she utilizes are a "Too Good For Drugs" curriculum, and Ripples software to educate students on a variety of topics. Our Family Resource Center Coordinator is also a cornerstone of our school. She provides services to families ranging from clothing, food, to hygiene needs. Each child has a different background or circumstance when they walk through the doors, so it is important to keep that in mind daily when working with them. We believe that a student's basic needs must be met before they can learn, so we strive to help in any way that we can with those needs.

We feel as though one of our key strategies in encouraging and challenging all students is to make sure to celebrate success whether it is through the pep rallies mentioned above, or individual praise from staff members and families. One initiative that we take great pride in is being very intentional in tracking individual student progress through our professional learning communities. Typically, two times a month the Principal and Curriculum Specialist meet with each grade level team to track student progress on classroom assessments and benchmarking assessments such as MAP and AimsWeb Plus. We feel as though there is a culture of high expectations for our students, and believe that with regular data monitoring, rewarding students for their growth and achievement, and building a strong rapport with parents and community, we can reach the students full potential both academically and emotionally.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Oak Hill has been a School of Distinction for the last two years and last year we were in the top 7% of achievement in the state. Every year we have several strategies and programs that we use to help make our students successful. We believe that the best instruction comes from standard based teaching, effective engagement strategies, research based core curriculum, and civic learning. Every grade level in our school has a curriculum map that coincides with the Kentucky Common Core Standards. A very important strategy when teaching the standards is to always reteach and reassess if a student or class does not master the skill. Our teachers work hard to ensure no student is left behind and that everyone has multiple opportunities to learn all standards. We teach our standards by using only research based programs. The entire school uses the same computer programs, i-Ready Reading and Math, Reading Plus, Lexia, Education Galaxy, and USA Test Prep. All of our teachers have also been trained on implementing Kagan strategies. Each summer for the past four years we have had a day of Kagan training. It is a research based teaching method that focuses on student engagement rather than cooperative learning. All of our teachers use Kagan in their classrooms and we have seen great results in student engagement.

The reading program that our school uses is Reading Wonders. The program offers everything a teacher could need to teach a standards based classroom. There is whole and small group instruction, grammar, spelling, writing, and an Internet option for the teachers to utilize in their classrooms. In our primary classrooms the teachers stick to this program completely, but in 3rd-5th grade our teachers use the program along with literature circles. We have done a lot of research and experimenting with literature circles and have found they are wonderful with our older students. The students are gaining a love for reading through books that they are actually enjoying. In Kindergarten, along with the Wonders program, our teachers also use the tried and true Primary Phonics book. Our little ones come in at the beginning of the year unable to recognize most letters and by the end of the school year they are reading books on their own! Reading at our school is taught with a mix of whole group and small group instruction. Together as a school we came up with a writing strategy that our students start using in Kindergarten. The students are asked to be RAD: which means to restate, answer, and use a detail in all of their writing. We even have a whole RAD day where the whole school dresses up in 80's gear and completes a piece of writing. At Oak Hill we put a major emphasis on reading and writing as we feel it is the cornerstone for everything else.

Our math department recently adopted a new series called Ready. Ready is a completely comprehensive and standards based program. There are so many resources that the teacher can use because the program has a student workbook, student practice book, an interactive online math program, and an online tool kit that teachers can use to pull resources. Just like in reading, our math classes are taught with a mixture of whole group and small group instruction. However, we are moving towards using small groups more and more. With these groups, especially in math, students complete a more individualized lesson. The small groups also open up the lesson for more dialogue and collaboration within the group in a situation where students are with students on their same level. Also, just this year we have started using a series called Simple Solutions to do a spiral review everyday with students. In this book the students are doing skills from many different standards. This helps them to remember the skills that they learned today and yesterday.

In Science we use StemScopes to teach the New Generation of Science Standards. Our 4th grade science teacher also utilizes resources from Project Lead the Way. In both Social Studies and Science we try to allow our students to go on field trips such as Mammoth Cove and Shaker Village to get real world experiences in that content. Examples of our civic learning opportunities included lessons in digital citizenship, character award lessons, our "Too Good For Drugs" program, and career day presentations.

2. Other Curriculum Areas:

It is important to us at Oak Hill to provide opportunities for learning and growth in as many areas as possible. We want to produce well-rounded students in a variety of curriculum areas. Our special class offerings are art, music, physical education, library, and computer lab. Students have a different special

class each day of the week. One obstacle that we have faced in trying to meet all student needs in other curriculum areas is budget cuts. Two years ago our district had to make significant cuts in the area of specials teachers. We have utilized some of our own school funds to be sure and protect these other curriculum areas. For example, we utilize our Title Funds to maintain our music program on a daily basis for our kids.

Not only do we provide music and art during the school day, but we also have an extra-curricular offering as well. Our chorus and drama program meets after school in preparation for performances both in the fall and spring. This allows interested students an opportunity for extra growth in these areas. At each performance a variety of students recite lines, sing, and act out portions of plays. In our music classes, each student is exposed to drama as well. Our fifth grade students also participate in "Readers Theatre" lessons. One other way students are exposed to performing arts is in Kindergarten, where each new letter learned requires a dance technique. We also try to incorporate other curriculum areas into our art classes. Some examples of ways we have done this are our Native American projects, Dr. Seuss/Read Across America week art projects, and dioramas based on text from various grade levels.

Outside of your typical Physical Education course we try to promote health and nutrition in every grade level. For example, our librarian utilizes texts at all grade levels to teach health and nutrition facts and skills to all students. Our Physical Education courses are not merely limited to sports, as we make every attempt to incorporate dance and other movement into the students physical activity. Our counselor's "Too Good for Drugs" program is a great way to teach all students lessons in making healthy choices.

Just this year we have themed every common (grade level) as a different country. For example, second grade's country is Brazil. They recently had a guest speaker from Brazil to come and talk to the kids about culture, food, and different characteristics of the country. At each pep rally we also touch on characteristics of the country of the month as represented by that grade level. Also, to learn more about a variety of cultures and foreign languages each year our students travel to Southwestern High School to attend an International Fair. This event is hosted in the high school's gym and stations that represent each country and different types of culture are set up all around. High school students then tell our students all about the different culture at their station. The event is typically culminated by a song or dance related to a culture or country. To further our students understanding of foreign languages our librarian uses the computer software Mango to teach some small lessons in Spanish.

We take great pride in the technology we have recently added at Oak Hill. Two years ago we built a computer lab within the library that will hold thirty desktop computers. That lab serves as a special class for our students on a weekly basis. Teachers and students also have access to another lab in the building with thirty desktop computers. Last year we purchased many i-Pads to go in every classroom which helps students log on to computer programs more efficiently than the desktop. Just this year, we have begun the process of equipping our school with Google Chromebooks. So far each grade level has anywhere from sixteen to thirty-two Chromebooks. Our long term goal is to become a 1:1 Chromebook school. One key event hosted by our librarian this year is the Book Fair which encourages reading and encourages parents to help pick out a book for their child. Our librarian teaches many skills in her class weekly to students that connect to a variety of content areas.

3. Instructional Methods, Interventions, and Assessments:

At Oak Hill assessment and interventions are two of our top priorities. One instructional method that we put in place a couple of years ago was to modify our homeroom block in intermediate grades and turn it into an intervention and enrichment period. We feel as though this has brought a great deal of academic success. During this time every student gets standard based instruction in either reading or math. We use this time for enrichment for students that excel and also to help the students that are struggling. We utilize this new method of intervention so that all students are getting extra help in an individualized way. Another big factor in the continuing growth of our students is the use of co-teaching. In years past, our struggling students would leave the regular classroom during their core classes to go into the resource room. Now, we try every way possible to give them as much time in the general classroom with an extra teacher.

We have a wide variety of assessment data to track our students' scores throughout the year. We start off in the fall with MAP and Aimsweb Plus benchmarks and we do those three times a year. We actually use the data from these two sources to decide who our intervention and RTI students will be. If a student shows up in the 25th percentile or lower they will be progress monitored throughout the year with the Aimsweb Plus program. Another way that we assess our students is through our computer programs. Within i-Ready there are diagnostics and growth checks that come once a month so we can check our students' progress. We feel data tracking is essential to make sure that each student is growing throughout the current year and every year that follows. We have started using data tracking tools such as data books, data walls, and data tables on Google Docs to keep up with struggling students and make sure that no student falls through the cracks.

We assess our students often throughout the year whether it is with one of our larger programs or just an assessment that we have created. We hold the students accountable for their scores by having them make goals for themselves and fixing things that they might not get right the first time on a test. When a student does show up with an achievement gap of 10 or more percentage points we put an intervention plan into action immediately. This year we hired a new teacher for a position called Novice Reduction coach. That teacher's sole job is to work with students who fall into novice based on a plethora of assessments, or those who are on the borderline of novice and apprentice. The students are still never taken out of their core classes, but they receive extra instruction from this coach during intervention time. Students that fall into this area also receive extra time on the computer and are monitored very closely for the rest of the year even if they do better on the next assessment.

We believe that we are a high performing school due to the attention we give to assessments and interventions. Several years ago we were doing the exact same things in our classrooms but only a handful of students were receiving interventions. We have been able to hire our novice reduction coach and three full time assistants (2 of which have some type of formal teacher certification) to work with the struggling students. And another reason we have been able to maintain a high performing school is due to our data tracking. We work hard to identify the students who need a little extra help and ensure that they have the assistance needed to be successful. Also, when a student is identified as struggling that doesn't mean they will always be in those groups. Keeping the instructional groups very fluid is something that we really focus on. If a student is growing, we want to move them up to a higher level of instruction and grow them further toward proficiency.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Oak Hill Elementary we pride ourselves on creating a positive school climate and culture. It is seen as a great strength among our staff. The primary way that we motivate and engage students is through our monthly pep rallies. At each pep rally we reward students for their success in many different academic and social areas. For example, each month we pick one student in each grade level for excellence in Accelerated Reader, Reading Plus, Lexia, attendance, and character. We also recognize classrooms in each grade level as the monthly winner for most AR points and most correct questions answered on Education Galaxy. On Friday, our principal reads a list of names that are given shout outs for great behavior during the week. Teachers can catch students being good and give them a shout out for any type of positive behavior. Those names are entered into a drawing at every pep rally and anywhere from 25-30 students are selected to have pizza with the principal as a special treat. We also try to display work throughout the building that our students have done to encourage them to do a great job in the classroom. Our teachers also send note cards home to brag on students for great effort and behavior in the classroom. Students that have been working extra hard have even gotten a good note home from the principal.

It is equally as important to us to ensure that teachers feel valued, respected, and supported as well. One of the things that we do is provide Baxter's coffee and muffins for breakfast periodically throughout the year for our staff. Also, we allow staff to take off an hour for their birthday to go out and enjoy lunch with their family or on their own. For teacher appreciation each year we let every grade level go to lunch together as we cover their classes and our Common Focus parent group gives them a t-shirt or some kind of fun gift.

This year is our second year working with PBIS, our Positive Behavior and Intervention System. We are continually promoting good behavior in all areas of the school. For example, in our cafeteria we have a bulletin board that depicts a "race" to the good behavior finish line. The first class to reach the finish line for good cafeteria behavior receives either an ice cream or pizza party.

2. Engaging Families and Community:

Engaging families and community within our school is a priority at Oak Hill Elementary. One of the main ways that we involve families is through our Common Focus group. Common Focus is our parent organization that is a great source of not only fundraising, but creating a positive atmosphere at our school. Once a month they hold a meeting in our gym to update parents on any new fundraisers or things going on within the school, present character awards, and recognize one of our extra-curricular groups. Common Focus is also in charge of our annual Fall Festival, Santa's Workshop, Veteran's Day program, and Book Fair. Outside of the Common Focus group, we also frequently try to invite parents in to actively participate in their child's education. We have numerous parent volunteers that work throughout our school in a variety of different grade levels.

We also make every effort to engage a variety of community members. Recently, we had a number of community members ranging from the Mayor of Somerset, school district personnel, and law enforcement officers in our classrooms in celebration of Dr. Seuss week. Last year our Common Focus hosted a law enforcement appreciation lunch where we invited members of all law enforcement agencies to come and have lunch with our students. Another community event we hosted this year was the Faith breakfast which included members of local churches and administration from every school in the county. We also host a program for our 5th grade students called Wolverines to Warriors. This event is a transition to middle school, and we always have a great turnout from community members to help run stations and work with the students. Another major event for our students here at Oak Hill every year is Career Day. This brings in a wide range of community members such as fire and rescue, local and state police, Pulaski County Recycling Center, local dentists and doctors, veterinarians, and many others.

We feel a strong sense of community with Southwestern High School, as we share a campus. We try very hard to instill a sense of Warrior Pride and culture in our students. We frequently have "Warrior Walks" for

Southwestern's athletes before their big games, where our students line the halls dressed in their blue and orange and get a chance to meet and greet the players. We are also fortunate enough to have five to six excellent Southwestern students that serve as instructional interns in our classrooms. Throughout the year we attend many programs hosted by Southwestern, such as their Biology class science shows and International Fair. The past two years Junior and Senior English students have also come over to mentor our students in On Demand Writing skills.

3. Professional Development:

Every year teachers and administrators at Oak Hill Elementary attend a variety of professional development opportunities in order to be more successful and effective in and out of the classroom. For the past four years the entire school has been trained in Kagan engagement strategies. Kagan is implemented throughout our building and has been a very effective tool in the area of classroom management for our teachers. Our school recently participated in a Growth Mindset training also. This training was very beneficial to our staff in looking at more than just achievement numbers and focusing on how to grow each student to their full potential. We plan on hosting future Growth Mindset offerings at our school.

Another professional development opportunity that we are really excited about is teaming up with another school in our district to compare data from our Ready Math series. In our building we are departmentalized, therefore there is only one math teacher in grades 3-5. We paired with another school to allow our teachers some time to collaborate on their instruction and data trends. We also provide professional development opportunities within our school for vertical teaming sessions. This allows content area teachers to work with one another in different grade levels to plan assessments for the upcoming year. Our district and school have made the transition to Google technology, specifically utilizing chromebooks in the classrooms. Teachers have had a variety of Google sessions at the district level to choose from. Several of our teachers have become so advanced in teaching with Google that they will be hosting professional development sessions for other teachers this summer.

The district also offers specific professional development opportunities for first and second year teachers. These meetings are called TEAM 1 and TEAM 2 and occur on a monthly basis. Different district staff attend and host these sessions each month and topics range from instructional methods to professionalism in the classroom. We also believe some of the best ideas come by learning from others. We try to take visits to other high performing schools as often as possible. Each trip we take a different grade level or team depending on the specific learning opportunity we are looking for. For example, our last trip consisted of our math teachers in grades 3-5 visiting with another school in the state to learn about their math programs and instructional strategies for success.

4. School Leadership:

At Oak Hill Elementary we have an administrative team made up of three members: principal, curriculum specialist, and counselor. We all believe in working beside our teachers to create the best learning environment for our students. The principal works closely with the guidance counselor and curriculum specialist to work through any problems that may arise from personnel action to student issues. We view stakeholders to be anyone in the Oak Hill community from all certified and classified staff at the school to students, parents, and other community members. In all decision making we try to involve or at least consider stakeholders at every level.

To ensure our continued focus on student achievement the curriculum specialist and principal meet weekly to plan Professional Learning Communities, discuss walk through observations, and discuss the day to day operations of the school. Depending on the circumstance, the leadership team involves as many relevant parties as possible. For example, for teacher interviews Site Based Decision Making Council members and grade level team members are invited to attend along with the administrative team.

Our philosophy as a leadership team is to empower the teachers in any decision that relates to student achievement. We view our teachers as the experts in their respective area and want to be there to assist and help as needed. As with any role in leadership there are times that the principal and administrative team

must make decisions that cannot please everyone, but the goal is to always find a common ground that will ultimately lead us to a high level of student achievement.

Our Site Based Council is also a major part of our leadership at Oak Hill. The council meets once a month and discusses and/or takes action on topics such as budget, personnel, student achievement, continuous improvement, or any other school matters. Annually, our Site Based Council meets to review policies, procedures, and programs in our school. Anytime that a policy change is brought up it is presented before our Site Based Council.

Overall, our leadership team views the work of the school as a total collaborative effort. It takes all members of the school from certified to classified personnel to be a success. We as a leadership team feel very fortunate to work with such outstanding staff and feel as if our number one priority is to support them in achieving our goals.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Though there are many components that have attributed to our academic success at Oak Hill, our climate and culture is the one that we feel is the leading factor. The overall climate of our building is not one of just positivity, but of believing that success and achievement is possible for every student. We firmly believe that making this a fun, engaging learning environment will not only motivate students, but teachers alike. We are very blessed to have a competitive group of teachers that help set a climate of success in our building. Each of them are working to be the top no matter the assessment or grade level.

By trying to create and maintain success at a high level, our culture has shifted in the last few years to one of being intentionally focused on each student's ability. By believing that every child can be successful and investing in them as such, we have seen our staff really focus in on meeting the needs of the individual student, not just "casting a wide net hoping to catch as many students as possible."

We have made great strides with our culture by reinventing our PLC process. At each PLC meeting we discuss not only grade level trends, but the success of the individual student, and what their needs may be. There are a few set rules to our discussion which relate to the culture we have tried to build which pertain to staying positive no matter what challenge some students may pose, and believing that each of them can succeed.

At Oak Hill we believe keeping a positive climate is not just about academic success, but also about striving to meet all of our students needs. Whether those needs are social or emotional, we make sure that we do everything we can for the students to promote their well-being. We have a highly trained guidance counselor who works with students if they are in need of counseling and all of our teachers are trained in mental health. To meet our students basic needs we have an amazing Family Resource Center that provides food, clothing, and even assistance at holidays.

Additionally, we simply believe that keeping our staff happy, encouraged, and feeling like they are appreciated goes a long way toward high achievement. Our climate and culture is important to the staff and our students, making it our number one priority.