

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Wendy Maxwell

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

Official School Name Oak Hills Elementary School

(As it should appear in the official records)

School Mailing Address 26730 Old Rock Road

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

Valencia CA 91381-0775
City State Zip Code+4 (9 digits total)

County Los Angeles County

Telephone (661) 291-4100

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Web site/URL

om/OakHills https://www.newhallschooldistrict.c

E-mail wmaxwell@newhall.k12.ca.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*Mr. Jeff Pelzel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jpelzel@newhall.k12.ca.us

District Name Newhall School District Tel. (661) 291-4000

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 Mrs. Suzan Solomon

(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, write N/A in the space.*

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 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 10 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	25	51
1	34	44	78
2	47	38	85
3	47	36	83
4	46	61	107
5	60	46	106
6	77	61	138
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	337	311	648

*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 % American Indian or Alaska Native
 - 27 % Asian
 - 4 % Black or African American
 - 21 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 39 % White
 - 9 % 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 2017 – 2018 school year: 7%

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, 2017 until the end of the 2017-2018 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2017	654
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 10 %
65 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Cantonese, Korean, Filipino (Tagalog), Mandarin (Putonghua), Japanese, Arabic, Armenian, French, German, Hebrew, Hindi, Hungarian, Punjabi, Turkish, Telugu

7. Students eligible for free/reduced-priced meals: 11 %
Total number students who qualify: 69

8. Students receiving special education services: 11 %
71 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>38</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 1
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 26:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	96%	97%	97%	97%
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 2018.

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.

Oak Hills empowers students to take risks, persevere, collaborate, and engage within our diverse community. We value knowledge and build a foundation for life-long learning.

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 Hills Elementary School opened its doors to students on September 20, 2005 and is in its fourteenth year of operation. Nestled in the Westridge neighborhood of the Santa Clarita Valley, Oak Hills is one of the newest schools in the Newhall School District. Each day we strive to provide an environment where students can engage in the vision of our district, to Collaborate, Innovate, Persevere and Excel. In addition, Oak Hills School's founding motto, Excellence in Heart and Mind, reflects our beliefs and practices. We aspire to ensure every student enjoys the formative years of their education and they reach academic excellence. The founding question we ask as we make site-based decisions is, "What is best for all students?" This question guides us to create a rigorous, student-centric learning environment with multiple avenues to success.

Our current enrollment is 660 students in grades kindergarten through grade six. Our school population is comprised of the following: White 39%, Asian 27%, Hispanic or Latino 21%, Two or More Races 9%, and 4% Black or African American. Oak Hills School's English Learner (EL) population represents 10% of the total student body. In the beginning of the 2016-2017 school year, Oak Hills saw an increase of approximately 150 students, including the addition of four high functioning Autism Special Day Classes (SDC). Our demographics on campus are unique in that 57% of our students reside within our school boundaries, 28% are inter-district transfers, and 15% are open-enrollment students, who live within our district boundaries, and elect to attend our site. We are honored to serve a diverse and multifaceted student body. We believe that our diversity is an advantage, bringing a variety of perspectives and a wealth of knowledge to our campus.

Our highly-qualified teaching staff is committed to serving the needs of our community. We are a reflective, open-minded, collaborative staff that trusts and supports each other. We build on the strengths of our staff to consistently maximize student learning. The Oak Hills family believes in the ability of all students to achieve excellence, and our staff works together to ensure our school's academic success continues to grow. We view all students as "our students." Students' accomplishments are not only reflective of their hard work, but of our teachers and staff, who work tirelessly to provide the strong academic programs we offer. Our school-wide Professional Learning Community (PLC) teams are committed to working collaboratively in the ongoing processes of collective inquiry and action research, in order to achieve the best results for the students they serve. Grade levels meet weekly to review data, plan intervention and enrichment cycles, discuss best practices and strategies for instruction.

Oak Hill's academic data is analyzed and non-academic metrics are monitored to identify trends in student performance, and to continue to refine our practice to best meet the needs of all learners. As a school site, we focus on structured lesson plans, differentiated instruction, higher-level questioning and thinking skills, and an inquiry approach to all subjects. These strategies help students to be motivated, challenged, and fully engaged. All grade level teams utilize a combination of common formative and summative assessments, and engage in analyzing data that impacts student success. Through data analysis, we are able to highlight students' strengths and identify areas of need for extra support.

At Oak Hills, we believe in educating "the Whole Child." In conjunction with academics, Oak Hills School provides an environment where students can enjoy a multitude of extracurricular activities, including in-school performing arts residencies, a fully-functioning science lab with a designated curriculum specialist, and after-school programs such as chess and Lego Robotics. Oak Hills views our parents and families as partners, who collaborate with staff to help every student succeed both academically and socially. We have a thriving Parent Teacher Association (PTA), which organizes a variety of activities for families to participate in with their students, including festivals, movie nights, and our annual Bingo for Books event.

Each day we create a warm, welcoming environment for our students. We are proud of our mascot, Cody Coyote, who infuses school spirit at assemblies, and also poses for pictures with students when they receive awards throughout the year. Cody is also a symbol for students to practice the Coyote Way, as they engage in our behavior expectations by remembering to H.O.W.L. (Have Respect, Own Your Actions Safely, Work Together, Listen Attentively).

Our stakeholders can attest Oak Hills School is a source of great pride, and each member of our school community knows our strength comes from the collaborative commitment to excellence as we work together to support all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Common Core State Standards (CCSS) form the basis for the English Language Arts (ELA) program. Teachers provide opportunities for students to engage in 21st Century Skills of communication, collaboration, critical thinking, and creativity, in preparation for college and career. Reading and writing are presented as complementary subjects. Our goal is to help students learn and appreciate what strong readers and writers do, as means of promoting agency to excel in both areas.

In 2017-2018, Oak Hills adopted the Benchmark Advance ELA program, which incorporates an English Language Development (ELD) component to assist ELs in mastering content. In addition, all students participate in instruction that promotes reading and encourages writing across a variety of contexts. To maximize effectiveness in language arts, teachers use a variety of instructional strategies, including use of Depth and Complexity Icons and Thinking Maps. The Benchmark Advance curriculum supports differentiated reading groups; teachers are encouraged to use these to promote access and equity in mastering standards.

Required assessments at key junctures ensure common rigor toward mastery of all standards by the end of each grade. Students are administered district reading and writing assessments once per trimester. Assessments are entered into the district-adopted IO Education Data System. This system enables analysis of individual student, classroom, and grade level results by standard, so learning “gaps” can be quickly closed through provision of additional learning time. Teams analyze data during Professional Learning Community (PLC) work, which affords each team an opportunity to develop new strategies to further eliminate achievement gaps.

To assess writing prompt responses, teachers use district scoring rubrics to evaluate student writing in three genres aligned with grade level standards. In conjunction with rubrics, teachers use anchor papers to align their scoring. Prior to scoring student writing, teachers go through a calibration process to ensure reliability in ratings. Writing assessment data is utilized to further guide practices in Tier I instruction and targeted intervention and enrichment cycles.

Teachers also administer weekly unit reading assessments to monitor student learning. Our teachers focus on constructed response and brief writes during instruction in reading so students are regularly referring to text, and extracting information to form a complete answer.

1b. Mathematics:

In mathematics, our instructional practices are built upon the CCSS, and supported by the Mathematical Practice (MP) standards. Beyond mastering content, teachers encourage students to analyze the processes related to their computations. We believe students should feel confident tackling real-world scenarios in preparation for college and career. Our Bridges math program, is used for students in grades kindergarten through fifth and College Preparatory Math (CPM) for students in grade six. In grades K-2, we focus on concepts, skills, and problem-solving related to addition and subtraction. In grades 3-5, we focus on concepts, skills, and problem-solving related to multiplication and division of whole numbers and fractions. In grade 6, we focus on ratios and proportional relationships and early algebraic expressions and equations.

The staff at Oak Hills is committed to a continual improvement of math instruction. Teachers administer mid-unit checkpoints to assess student progress of concepts and procedures. Analysis of this assessment data assists teachers in planning re-teaching in small groups during core math instruction. At the end of the unit, a comprehensive assessment is given to evaluate mastery of standards. Teachers use the data to create

intervention and enrichment cycles as needed in alignment with priority standards.

To promote high-levels of learning, teachers work collaboratively to unpack units, plan lessons, analyze assessment results, and share teaching strategies. Teacher teams work with a District Math Coach to understand the scope and sequence of grade-level standards. This year, several teams participated in lesson studies. This practice allows teams to observe each other teaching the same lesson, and to collaborate to refine and improve the lesson to maximize learning.

Administrators also support teachers in developing best practices in math instruction. As part of a partnership with the Center for Educational Leadership (CEL), administrators have designed and implemented Inquiry Cycles focused on promoting equitable teaching practices in mathematics.

As an additional support, all students have access to the DreamBox learning platform, a standards-aligned, game-based and computer-adaptive program students can access at school or home. Teachers have the ability to assign students to work on specific standards with the DreamBox “Assigned Focus” option. On site, students are incentivized to participate through classroom and school-wide competitions.

1c. Science:

Oak Hills continues to advance our science program toward one that is coherent, inquiry-based and fully aligned to the Next Generation Science Standards (NGSS). To support the transition, all teachers are participating in a three-year professional development plan to include participation in lesson demonstrations and collaboration with colleagues to identify shifts in instructional practices.

All grade levels are using NGSS-aligned lessons focused on the 5E lesson structure. The 5E model represents a shift in instructional design, with an emphasis on student self-discovery. The anatomy of a 5E lesson is Engage, Explore, Explain, Elaborate, and Evaluate. Within our STEMscopes science curriculum, students receive opportunities to analyze digital models of science concepts, and justify their reasoning within problem-based tasks.

Students spend routine time in a fully-equipped science lab, supported by a curriculum specialist with a background in computer science engineering. Activities extend classroom learning by providing students with in-depth, hands-on opportunities to engage in application of foundational scientific practices and skills, such as prediction, hypothesizing, collecting data, summarizing, and redesigning based on data results. Students learn scientific experimental design as an ongoing endeavor, where data continues to drive new approaches to complex problems.

STEMscopes curriculum offers multiple opportunities to demonstrate mastery of science concepts. One way students can demonstrate their learning is through Claim, Evidence, Reasoning (CER) Responses, where students are given a scenario and asked to give an explanation of a science concept. Students who require intervention can be retaught and retested with a separate Concept-Attainment quiz. Students’ learning can also be extended and assessed through projects and readings.

Our Oak Hills Science Booster program works to provide students with additional Science Technology Engineering and Math (STEM) enrichment. Through this program, parents and other community members with a professional background in science have the opportunity to share their expertise with students. Activities sponsored by this program are additional hands-on experiences that integrate standards outlined by NGSS and STEM. Oak Hills also hosts an annual STEM Expo where students can design a problem-based science project.

Additionally, students attended a Recycling assembly that led to the development of student-run recycling program. Other science-focused assemblies offered include an interactive planetarium, presentation by NASA Rocket Scientist, and STEM career exploration opportunities.

1d. Social studies/history/civic learning and engagement

With the foundations of the Common Core State Standards (CCSS), teachers frequently integrate language arts with social studies. Social studies allow students to apply language arts standards, such as reading and responding to texts, with primary sources and historical fiction. Our adopted Benchmark Advance curriculum has grade-appropriate social studies lessons fully-integrated into its activities. Social Studies is principally assessed through Project Based Learning and integrated writing tasks where students can demonstrate an applied understanding of social studies content.

Each grade-level strives to make history come alive with arts integration and special presentations. Grade-level history-themed days such as K-2nd grade Community Helper Day, 3rd grade Santa Clarita History Day, 4th grade Gold Rush Day, 5th grade Colonial Day, and 6th grade Greek Day afford students opportunities to imagine themselves in a given time period as they participate in various hands-on learning activities.

Students participate in a variety of field trips. Fifth grade students take a trip to the Ronald Reagan Library where students learn about the life of one of the country's most beloved presidents and they also participate in a full simulation of a presidential cabinet meeting. They are able to practice their critical thinking skills in a fast-paced, high-stakes environment, as well as learn the importance of collaborating with others to solve complex problems.

Our fourth grade students take a trip to Valley Trails Ranch to experience firsthand what it meant to be a "49er." In groups, students make butter, wash and dry laundry, make mud bricks, pan for gold, and make candles for their occupation. Fourth grade students also participate in a California History Play in the Spring. Third grade students experience the life of local Native Americans through an interactive presentation of how resources were used for survival, as well as experience what it was like to live as a gold miner and rancho during the early settlements of the Santa Clarita Valley.

1e. For secondary schools:

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

2. Other Curriculum Areas:

At Oak Hills School, we are dedicated to providing support to all students in curriculum areas beyond core instruction, in order to promote the development of well-rounded, creative, and healthy 21st Century Citizens.

We are consistently pursuing new ways to bridge core learning with technology, in order to promote 21st Century Skills. All students in grades three through six have 1:1 access to electronic devices, while grades kindergarten through two have 2:1 access, with a dedicated computer lab open to all grade levels. In addition, grades four through six have access to Google Classroom, where students can collaborate and receive feedback from both their peers and teacher.

Fifth and sixth grade students are introduced to coding through Code Buddy, a non-profit organization that provides high school volunteers who teach after-school computer programming classes. We are fortunate to have one of our very own former students instructing our students. Introducing our students to computer programming is crucial because programming inspires creativity and encourages critical thinking and

problem-solving skills. Computer programming empowers students to realize their potential to create new things and ways of solving problems. It is essential for young students to learn how to navigate a world that is becoming increasingly computerized and technologically advanced.

All grades have weekly access to our fully-equipped library. Our librarian not only takes the time to help each student find books within their designated Accelerated Reader (AR) reading range, but also reads to classes when they visit. Further, she also assists in organizing our trimester AR goal award-winner list and celebration board. Students are recognized at school-wide assemblies with their parents as our school partners. Students receive different Spirit Sticks each trimester when they meet their goal. If students reach their individual goal all three trimesters, they earn an AR medal.

This year, all teachers received an introductory in-service through Kennedy Arts to incorporate art integration strategies into the classroom. In addition, we are privileged to have access to a certificated art teacher who provides instruction to grades 3rd-6th on-site. Collaboration between the art teacher and general education teachers occurs so concepts from the Common Core State Standards (CCSS) can be integrated with the California Visual and Performing Arts Content Standards. Lessons are presented that combine art history with instruction in technique with a variety of medias. Each lesson includes a creative expression component that directly addresses the visual arts standards. Our art program provides every student the skills to communicate and interpret ideas visually. Meanwhile, our PTA hosts the annual Reflections program. Students are provided with an annual theme, and submit works of dance choreography, film production, literature, musical compositions, photography and visual arts. This year, we are proud that over 50 students participated.

Students at Oak Hills also have many opportunities to engage in the arts through music. All K-2nd students receive foundational skills in music with a certificated music teacher. All third grade students learn how to play the recorder. Starting in fourth grade, students can choose to participate in orchestra or chorus for more intense instrumental music instruction. Orchestra classes are offered at a beginning, intermediate, and advanced level. All orchestra classes and the choir come together to perform in Winter and Spring concerts before packed audiences of parents.

Our 5th and 6th grade students are participating in special arts residencies. Sixth grade students are being instructed in a 10-week hip hop residency through a district-wide grant, while fifth grade students are participating in a 12-week drama and science residency as part of our Visual and Performing Arts Program.

In the area of physical education (PE), Oak Hills teachers implement a comprehensive program using lessons from the SPARK PE program. Whenever possible, grade-level teams strive to integrate PE with learning in core curricular areas. For example, 1st graders often use skip counting by 5's and 10's while they are doing their stretches, and 3rd grade applies their knowledge of comparing fractions by jumping on a chalk number line. In the Spring, fifth grade students take the California Physical Fitness Test, which measures their aerobic capacity, abdominal and upper body strength and endurance, body composition, and flexibility.

3. Special Populations:

Our student body includes students with disabilities, ELs, as well as students designated Gifted and Talented Education (GATE). To ensure all students can thrive, a tiered approach to intervention is interwoven into our instructional program.

Within Tier I instruction, we believe quality teaching should provide effective differentiation to meet the needs of our students. Teachers implement flexible groupings and a variety of scaffolds with the intention of gradual release of responsibility. Students with disabilities and ELs are provided front-loading opportunities to support the accessibility of concepts taught during core instruction.

Grade level teams implement Tier II supports. Intervention groups are formed using data from unit and common formative assessments to plan targeted, systematic supports for struggling students in ELA and

math. Students who have mastered content participate in enrichment opportunities. The instruction is a protected block of 30 minutes, 3-4 days a week.

When students do not make growth within Tier II supports, grade level teams and school staff work together to provide additional support. School support staff includes a Resource Specialist, Speech and Language Pathologist, School Psychologist, Behavioral Support Specialist, Instructional Assistants, and School Counselor. Within this additional support, intensive instruction is delivered in small-group settings that occur outside of our Tier I and Tier II instruction time. This time is essential to our students with disabilities as it works to bridge and support instructional and social gaps. Behavior support staff work to provide students with disabilities the strategies to be successful in the classroom among their peers.

In addition to our tiered instruction during the school day, we provide after-school intervention that supports all students, including ELs and students with disabilities. During this time, students work with a credentialed grade-level teacher to receive additional intensive and focused instruction with the goal of eliminating the achievement gap.

Integrated and Designated ELD is a defining practice within our school site. Designated ELD is a protected 30 minute block of time school-wide that occurs each day. The focus during this time is on language development over content, the equity of student talk, and an increased ratio of student talk versus teacher talk.

Oak Hills has 68 students in our GATE program. We provide opportunities for GATE students to participate in extensions and enrichment activities. To provide our GATE students with the best instruction, fourth through sixth grade teachers develop a GATE Individualized Learning Plan (ILP) as a guide for the GATE student's experience. It is created using student, parent, and teacher feedback to meet the needs of the individual learner. Teachers review ILP progress with parents at conferences. Students are grouped based on academic achievement levels, allowing for differentiated experiences for high achievers and GATE students within the classroom, and across the grade level. Enrichment opportunities offered outside of the school day are Math Olympics and MOEMS competitions (Math Olympiad for Elementary and Middle Schools).

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Oak Hills has made great strides to provide character building and life skills programs by embracing the Be Kind Program. The Be Kind People Project (BKPP) is focused on initiating positive social change. Every month we focus on a new character trait; students meet with their cross-age buddy class to complete a project highlighting the current trait and providing opportunities for mentorship from our older students. We celebrate two students from every class each month who display the character trait at our Flag Pole Friday assemblies.

Additionally, Oak Hills is dedicated to providing social-emotional learning opportunities to give all students a strong comprehensive foundation. Throughout the year, students attend anti-bullying assemblies as reminders of ways to engage appropriately with others. Our school counselor provides in-class presentations on treating others fairly and being kind. Students are also provided with a variety of incentives and supports to encourage strong academic, emotional, and social development. Our school-wide behavior expectations, developed by the Positive Behavior Interventions and Supports (PBIS) implementation team, follow a research-based method of clearly teaching expected behaviors, rewarding positive student choices, and intervening with students who need additional support to be successful.

Flagpole Friday Assemblies are facilitated once a month first thing in the morning in our courtyard. The assemblies are designed to build culture, tradition, and school spirit at Oak Hills. Often times, with our mascot, Cody Coyote in tow (or paw rather), Flagpole Friday Assemblies begin with music and dancing for all students. Our Student Council leads students and staff through the Flag Salute and a special representative sings the National Anthem. Individual classes and grade levels demonstrate their school spirit by engaging in the Be Kind Pledge and Dance. In parallel with our school's implementation of The BKPP through our PBIS initiative, student awards reflect the Be Kind monthly trait (i.e., August – Be Responsible, September – Be Supportive, October – Be Respectful). Celebrating good times, student achievements, and uniting our school community, Oak Hills Flagpole Friday Assemblies are a welcome addition this school year and set to launch a lasting tradition.

Oak Hills School begins every Monday morning with an upbeat song played over the intercom to build excitement for the week ahead. Students are recognized over the loudspeaker for various awards, including being caught displaying excellent behavior in class and on the playground, as well as all student birthdays celebrated that week.

2. Engaging Families and Community:

Oak Hills School is fortunate to have a very dedicated and active PTA. Our PTA sponsors a variety of programs that benefit students and teachers in many ways. The school has over 100% participation in PTA and was recognized by the state for this commitment. Our PTA promotes myriad student/family-center events, to include Performing Arts Center (PAC) K-12 school-wide assemblies, field trips, Reflections, AR reading program, Fall Festival, food drives, yearbook, teacher appreciation, Family Movie Night, and STEM Fair.

In addition to our PTA, Oak Hills has a Foundation dedicated to supporting our students in science and technology. Their vision is to create hands-on experiences in the areas of science and technology. For the past two years, the Foundation has supported all grade levels to participate in two Robotics Build workshops directly tied to the science curriculum. The Foundation supports additional technology needs as well as specific science materials to keep our lab functioning to its full capacity. Further, we are currently in the process of developing a competitive School Robotics team and a MakerSpace Classroom for students to use during and after the school day.

In order to create a community of respect, safety, and cooperation, we recently embraced school-wide PBIS initiatives. Our PBIS team created the following mission statement: We are committed to creating a safe nurturing, positive environment where all students have the opportunity to reach high level of social awareness and academic excellence. All students receive specific instruction on what each behavior expectation looks like, and students are given presentations on how to behave in various settings across campus. Students who behave appropriately in accordance with expectations earn special Coyote tickets, which can be redeemed at our PBIS store for prizes and monthly activities. For every 25 tickets earned, students receive a special Oak Hills Coyote bracelet to be worn as school spirit. In order for this program to be effective, we need families to support our vision. As part of our PBIS team, we have a parent representative who attends trainings and contributes to our planning. In addition, our PBIS store is managed by parent volunteers, who get to help us celebrate the students as they are rewarded for their excellent choices.

3. Professional Development:

We believe that all children can achieve at high levels and achievement gaps can be eliminated. We have partnered with the Center for Educational Leadership (CEL) from the University of Washington in this work. As a result of our focus on an instructional framework and researched-based instructional practices, administrators design and implement inquiry cycles whereby we identify a problem of practice, analyze data collected from classroom observation, and provide feedback and support to teachers.

Our 2017-2018 beginning-of-year inquiry cycle involved questioning strategies for all students with a focus on our ELs in 4th grade that progressed in the Spring, to a 5th grade focus on instruction in math and Integrated ELD strategies during whole and small group instruction. We have continued this work with the involvement of our Instructional Leadership Team (ILT) and an entire school focus on Designated ELD and math for all students, with an emphasis on our ELs.

Oak Hills embraces the goal of becoming a learning-focused school and ensuring each student, at the conclusion of every year, acquires essential skills, knowledge and behavioral growth required to be successful at the next grade level. In our quest to eliminate student achievement gaps, Oak Hills works to align our Professional Learning Communities (PLC) and school-wide multi-tiered system of interventions. As evidenced by our student performance data, commitment to maintaining high levels of achievement for all students, serves as the impetus for the Instructional Leadership Team (ILT). The ILT established a master schedule to facilitate intervention cycles at each grade level. Our school-wide intervention plan also includes a protected block of time, 45 minutes weekly, providing enrichment beyond classroom differentiated tasks, for our Gifted and Talented Education (GATE) students.

In addition, all teachers participated in vertical alignment of standards and creation of priority maps. Teachers collaborate to design assessments based on the priority standards, and analyze post-assessment data to inform intervention and enrichment. This year, staff adopted a mentor text, *The Reading Strategies Book* authored by Jennifer Serravallo. Each grade-level selected a strategy to implement in their classrooms. Then teachers shared their strategy at staff meetings to encourage new methods to meet the needs of our diverse learners.

4. School Leadership:

As a staff, we are a community of leaders and learners. All staff members can continue to grow and improve as a means of reaching all students. Our administrators lead through facilitating opportunities for all teachers to have access to relevant professional growth opportunities, tailored to the needs of our site.

Administrators work with grade level teams to facilitate cycles of learning, which is a process developed by a partnership with the University of Washington's Centers for Educational Leadership (CEL). During cycles of learning, administrators observe instruction and provide timely feedback on specific data. Administrators utilize CEL's 4 Dimensions of Instructional Leadership framework to identify strong leadership practices that support the goal of eliminating the achievement gap. Part of the development of leadership practice includes learning how to analyze teaching practices using CEL's 5 Dimensions of Teaching and Learning (5D) framework, and the 5D+ Rubric for Instructional Growth and Teacher Evaluation.

The principal and assistant principal work together with the Instructional Leadership Team (ILT) at Oak Hills. These lead teachers have attended professional development opportunities and meet regularly with administrators to identify teaching and learning challenges on site. Our ILT also provides support and professional learning to address these challenges. The focus of our ILT is to ensure that all students have equitable opportunities to be successful. One major focus of our ILT this year has been vertically aligning within the Common Core State Standards to ensure all students are prepared to be successful in the subsequent school year. In addition, ILT helped to promote the implementation of a school-wide Designated ELD teaching block each day in order to help promote equity of student talk. This work continues to move our site towards a change in mindset from closing the achievement gap to eliminating the achievement gap.

All teachers are leaders on our campus as each contribute to the overall success of their Professional Learning Community (PLC). The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders take the lead for the improvement of the quality of teaching and for the improvement of student learning. Our staff supports one another with celebrations of individual and team successes at the beginning of every staff meeting.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Oak Hills defines our Instructional Leadership Team (ILT) as a team of teacher leaders and administrators who collaborate to focus on the continual improvement of teaching and learning. This theory of action guides our work. Our ILT is comprised of four classroom teachers possessing strengths in diverse areas to best grow our instructional practices. This team works collectively with administrators to ensure high-quality Tier I instruction is provided across all grades. The ILT facilitated a restructuring of our Response to Intervention (RtI) program, which Oak Hills refers to as “What I Need” (WIN) time.

Administrators and ILT collaborate to determine distinct learning needs on our campus and provided targeted professional development. Two areas of focus for our school site are providing Designated ELD to our English Learners (ELs), and to vertically align place value standards in mathematics. Based on data analysis, it was evident that our ELs were performing below their English Only (EO) peers in both ELA and math. In order to provide more consistent support, ILT and administrators partnered in developing a protected 30 minute daily block to facilitate Designated ELD. Through Learning Walks and informal observation, ILT and administrators have provided support so all teachers are able to give ELs the support they need during this structured time.

Teachers met with grade level teams and a member of the ILT to create a language arts proficiency map that took into consideration the developmental readiness of the students as well as how standards support one another. Teams worked together to understand how a language arts standard progresses across grades K-6. This work led to the discussion and identification of priority standards for each grade level.

Each WIN cycle begins with grade level teams grounding their work in the four essential questions of a PLC. Grade level teams collaborate to identify essential standards and associated timelines for expected mastery in English language arts (ELA) and mathematics. Each team determines an appropriate method for assessing student progress. Assessment data is analyzed by PLCs to identify areas of targeted instruction and leveled groups (not meeting standards, met standards, exceeding standards) for the entire grade level. Grade level teams determine instructional supports and strategies require to meet all students’ needs. WIN cycles provide multi-tiered instruction for three to six weeks, dependent on the unit of study. Students are then reassessed to determine proficiency and the next WIN cycle is determined. These collective practices lead to academic success and eliminating the achievement gap.