

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

Official School Name Phoebe A. Hearst Elementary School  
(As it should appear in the official records)

School Mailing Address 1410 60th Street  
(If address is P.O. Box, also include street address.)

City Sacramento State CA Zip Code+4 (9 digits total) 95819-4221

County Sacramento

Telephone (916) 395-4685 Fax (916) 277-6739

Web site/URL https://phoebehearst.org/ E-mail michelle-pechette@scusd.edu

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. Jorge Aguilar E-mail jaguilar@scusd.edu  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sacramento City Unified Tel. (916) 643-7400

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 Ms. Jessie Ryan  
(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**

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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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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

**SCHOOL** (To be completed by all schools)

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

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	50	96
1	41	55	96
2	41	55	96
3	47	49	96
4	49	50	99
5	48	51	99
6	44	49	93
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
<b>Total Students</b>	316	359	675

\*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):
- 1 % American Indian or Alaska Native
  - 8 % Asian
  - 4 % Black or African American
  - 23 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 51 % White
  - 12 % 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 2018 - 2019 school year: ≤1%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2018	675
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 120

8. Students receiving special education services: 6 %

42 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>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>1</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>40</u> Speech or Language Impairment        |
| <u>0</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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.

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	99%	99%	98%	98%	99%
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 2019.

<b>Post-Secondary Status</b>	
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.

Phoebe Hearst is an academic prep school that develops excellence with an emphasis on perseverance and grit. We believe in preparing the whole child for college, career, and beyond.

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

Students wishing to attend Phoebe Hearst’s Basic Program must apply through the district’s Open Enrollment Process. Phoebe Hearst staff will then determine if applicants meet the Basic Program criteria. Students who meet criteria will then be chosen by lottery through the district’s Open Enrollment Office.

## **PART III - SUMMARY**

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Phoebe Hearst Elementary offers families a progressive, structured, and highly rigorous education. With an extremely positive academic climate, fostered by great parent participation and a number of enrichment opportunities in and out of the classroom, students have the opportunity to develop academically, socially, and culturally. Each class at Phoebe Hearst operates under the BASIC Model, an educational program that emphasizes the development of strong skills in Language Arts and Mathematics, excellent study habits, exemplary citizenship and attendance. Additionally, parental support at home contributes to our students' success in this rigorous program. A collaborative relationship between parents and teachers creates ideal conditions for student learning and high levels of achievement. At Phoebe Hearst, we believe in developing the whole child by offering a robust art and music program during our student's school day.

Beginning in first grade, a number of students are also identified through a multi-step process for the Gifted and Talented Education (GATE) Program. Because Phoebe Hearst is considered a GATE Center, students are awarded spots in a designated GATE class through a district lottery. In this class (grades 2-6), students are offered highly challenging learning opportunities that follow the Common Core State Standards in depth, breadth, and pace of instruction designed to meet the needs of advanced learners, with an emphasis on critical and creative thinking, problem solving, and logical reasoning.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Phoebe Hearst Elementary School is grounded in the approach of educating the whole child. We serve a diverse group and want to make sure that while rigorous academics is a focus, we also offer art, music, physical education and technology classes. Through our academic instruction we offer students a opportunity to learn perseverance and grit. It is our mission to teach students the necessary life skills to not only be successful students but to also be successful citizens. Teachers use formative, interim and summative assessments to inform their instruction. Through established Professional Learning Communities, grade level teams analyze data to decide what students know, what they need to know and how we are going teach them what they need to know. We also engage in cross grade level collaboration to ensure backward mapping of our teaching.

**1b.** Reading/English language arts

The core curriculum adopted by Sacramento City Unified School District is Benchmark Advance. The instructional approach that educators use is Balanced Literacy with a focus on interactive read-alouds, small group instruction and conferring as a means of targeted strategy instruction and formative assessment. Balanced Literacy is a curricular methodology that integrates various modalities of literacy instruction, which are aimed at guiding our students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and by the use of authentic texts. An interactive experience in which our student readers are engaged in discussing a text throughout the reading. The purpose of interactive read alouds is to develop high-level thinking and discourse. It affords students an opportunity to deepen comprehension through discourse and active thinking while also using cognitive resources that actively engage students in thinking about the text, such as Webb’s Depth of Knowledge and Bloom’s levels that will increase rigor and raise the caliber of conversation. One type of small-group differentiated instruction designed to help our individual students learn how to process a variety of increasingly challenging texts with understanding and fluency is Guided Reading Groups. This small group of students is at the same or similar instructional reading levels based on a variety of informal/formative and formal assessments such as curriculum imbedded common assessments given 4 times a year. Another type of small group differentiated instruction that brings readers together who are not necessarily on the same instructional level, yet these children have demonstrated a common “strategy” or concept need, which is identified by the teacher through formative assessment based on strategies that need to be revisited. Lastly, Conferring is the instructional practice in which the teacher meets with students individually in order to discuss and document specific needs and the progress of the individual reader. The teacher may review a skill or strategy from a previous conference or may set a new goal with the student. Conferences with students can be based on formal (pre-and post-assessments) and informal/formative (observations & reader’s response journal) data. In the primary grades there is a heavy focus on phonics instruction with intentionality on phonics mind mapping. The first goal in our Site Plan for Student Achievement is for students to raise scores on their standardized summative tests in the area of ELA with a focus on Listening and Speaking. We have implemented very lofty actions associated with this goal such as, establishing Professional Learning Communities, purchasing classroom libraries, and participating in professional learning surrounding small group instruction and interactive read-alouds.

**1c.** Mathematics

Phoebe Hearst Elementary uses as our core curriculum, Engage New York (Eureka Math). The focus on the instruction with this curriculum is focus, coherence and rigor. Focus: Placing strong emphasis where the standards focus. Coherence: To think across grades and link to major topics in each grade. Rigor: Pursue with equal intensity - conceptual understanding, procedural skill and fluency and application of those skills. All of this with a focus on equity. Teachers at Phoebe Hearst instruct with intentionality to the 5 guiding principles of math instruction: 1. Learning - Mathematical ideas should be explored in ways that stimulate

curiosity, create enjoyment of mathematics, and develop depth of understanding. 2. Teaching - An effective mathematics program is based on a carefully designed set of content standards that are clear and specific, focused, and articulated over time as a coherent sequence. 3. Technology - Technology is an essential tool that should be used strategically in mathematics education. 4. Equity - All students should have a high-quality mathematics program that prepares them for college and careers. 5. Assessment - Assessment of student learning in mathematics should take many forms to inform instruction and learning. We know that the last of the guiding principles should take an integral role in the minute by minute decisions our teachers make with regard to their instruction. Formative assessment is used daily in our classrooms to drive instruction. We use exit tickets as a means of data collection to specify students that may need remediation in a specific skill. Standards based interim assessments are also used as a way for teachers to determine the efficacy of their instruction. Teacher discuss student data and work during weekly collaboration time to determine next steps with their instruction. The second goal in our Student Plan for Student Achievement is centered around students raising summative state test scores in math with a focus on problem solving. Not only do we want students to be able to solve complex problems, we want them to apply those problem solving skills with real world application. It is the intention for us as educators to spiral up our instruction to assure that students are prepared for secondary schools, career and college.

#### **1d. Science**

Phoebe Hearst uses a STEM based approach to delivering The Next Generation Science Standards (NGSS). Teachers use the idea of learning progressions rather than standards that offer a one and done type approach. The idea is that students sense of development is conceptualized by an educational destination that may take years to fully comprehend. Our students get to engage in STEM projects that focus on Science and Engineering Practices and Crosscutting Concepts. The assessment of these projects comes when students are asked to explain their results using the Scientific Method. The assessment can be, but is not limited to, constructing models. The idea is for our teachers to use the progression of knowledge method. This type of teaching lends itself to much cross grade level collaboration of concepts and interconnections of these learning progressions from year to year.

#### **1e. Social studies/history/civic learning and engagement**

The approach educators at Phoebe Hearst use with regard to history - social science is a multi-disciplinary focus. The four main social science disciplines are civics/government, economics, geography and history. The intention for students is to understand disciplinary significance that can be answered by research and study. Students should be able to pull in multiple pieces of text to gain multiple points of view. There is a cross content area connection that Phoebe students use to connect literacy to history - social science. Students are expected to know how to read, write, speak and listen with respect to history - social science. Our students read to gain, modify or extend knowledge or different perspectives. In short, the content is as important as the literacy piece. Assessment of such knowledge comes in the form of essays, plays, art, speeches, socratic seminars, wax museums, and so on.

#### **1f. For secondary schools:**

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

#### **2. Other Curriculum Areas:**

Phoebe Hearst offers an extensive array of enrichment opportunities both during and after school. Our programs are designed to ensure that all students are provided a well-rounded curriculum that goes beyond the basics.

Our staff includes full-time art, technology, and P.E. teachers. Our art teacher, holds classes for all grade levels in a fully equipped art room. The students tap into their creative side using a variety of media, and many of the projects coincide with grade-level standards (i.e. Egyptian burial masks). The students' works of art are proudly displayed during our Spring Art Show. The school also offers after-school art programs for 1st through 3rd graders. In our technology room, 2nd, 3rd, and 4th graders do finger typing, Internet

searches, word processing skills, citing sources, and much more - all of which are essential skills necessary for the upper grades and beyond. The technology teacher also manages a SEVA program, which allows intermediate students the opportunity to create documentaries, public service announcements, and a school news channel. Following the physical education standards for each grade level, our students demonstrate competency in a variety of motor skills, movement patterns, knowledge of concepts and strategies, and so on. Most importantly, the kids learn responsible personal and social behavior and the value of physical education for health, enjoyment, challenge, self-expression, and social interaction.

Several of our traditional classroom teachers run enrichment and sports programs at lunch and after school. Our 6th grade teacher, organizes engaging, competitive lunchtime sports all year long. The 4th, 5th, and 6th grade athletes play soccer, basketball, field hockey, and flag football. Competitive athletes and novices alike come out to play. The 6th graders create our annual yearbook, which easily rivals any high school yearbook. In addition to learning photography and computer design, students learn communication skills and the importance of organization and dependability. Another 6th grade team member doubles as a lunchtime shop teacher. His group of carpenters have built beautiful picnic tables, Adirondack chairs, benches, computer tables, and planters. The students take great pride in seeing their handiwork around the campus, and the entire Phoebe Hearst community appreciates and utilizes three gorgeous seating areas. One of our third grade teachers, heads Nature Bowl, an annual, science-based educational program for 3rd through 6th graders. Through games, problems, puzzles, and exploration, students gain knowledge in ecology and conservation, and compete with other Sacramento elementary schools. One of our most challenging academic programs is Speech and Debate, led by a 4th grade teacher. Our stellar team of 30 students participates in weekend tournaments, often times successfully competing against 7th and 8th graders. Students develop skills in research, critical thinking, organization, persuasion and communication.

Phoebe Hearst partners with local businesses and programs to offer additional after-school enrichment classes. Fancy Feet is a nearby dance studio that offers classes right on our campus two afternoons per week, for both primary and intermediate students. Their instructors teach creative movement, original choreography, and build self-esteem through dance in a non-competitive environment. Mad Science is another program that offers classes twice per week. This hands-on science programs covers multiple science topics including electricity, magnetism, optics, biology and more. It inspires our students through science, sparking imagination and curiosity. Our after school Lego Club is yet another program available to all ages. The little engineers are given weekly challenges: building boats, bridges, mazes, playgrounds, etc. Kids work alongside their peers as they team up to create something from concept to completion. This collaborative experience teaches the value of teamwork, communication, and problem-solving. A Phoebe parent, and accomplished singer heads the PH choir. Students learn vocal technique, including proper breathing, voice production and diction, while singing fun songs that are performed at two concerts, one of which is inside the State Capitol Building. A local, retired high school teacher has a Spanish class for 1st through 3rd graders. This enrichment program focuses on everyday living skills, pronunciation and speaking. Girls on the Run is a program for girls in 3rd-5th grade that encourages girls to recognize their individual strengths and celebrate connections with others. Girls gain a better understanding of who they are and what's important to them, the value of teamwork and healthy relationships and how they can have a positive impact. Trained volunteer coaches inspire girls to build confidence and other important life skills through dynamic, interactive lessons, and physical activity. The session culminates with a 5K. We also have a Chess Academy; students in grades 1 through 6 don't just play chess, they learn skills and strategies to beat their opponents. Our Robotics Team of 4th and 5th graders is taught computer programming and building robots. They compete in an annual robotics competition. We are proud of being able to provide many opportunities like these for academic, social-emotional, and personal growth.

Each year Phoebe Hearst offers new and exciting programs that promote critical thinking and problem solving skills, improve students' ability to concentrate, and make learning more meaningful, valuable, and rewarding. Our activities are also fun, which helps students to become more engaged in their learning.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Phoebe Hearst is grounded in using a Multi-Tiered System of Support to focus on equity. Our first line of defense is quality first best instruction. Within that first instruction our teaching staff uses formative assessment practice to determine the students that need redirection and reteaching. That instructional approach gives teachers data to form small groups for a more focussed approach to reteaching. When students are still struggling with concepts, teachers use after-school tutoring as a method of more intentional remediation. Our mission is that all students perform at or above grade level. Teachers embed the Universal Design for Learning (UDL) principles within each lesson to accommodate students at all learning levels. The instruct by presenting content in multiple ways, allowing students to express what they know in multiple ways so that they can capture and maintain student interest and motivation. Accompanying all lessons are diagnostic testing that allows teachers to know what the students know before the lesson begins. During the lesson teachers use formative assessment to inform their instruction moment by moment. Then post tests are administered to assess if students have mastered the content. When students are still performing below grade level, teachers bring students work and assessments to their professional learning communities with intention on data driven conversations about how to help student succeed.

### **3b. Students performing above grade level**

Many of our students are exceptional learners. Approximately 66% of our students from 2nd - 6th grade test into the Gifted and Talented Education (GATE) program. As such, our educators are trained on instructional practices for students performing above grade level. There is a focus on teaching students to persevere through struggle. We want them to demonstrate grit when presented with concepts that are challenging. Our assessment to determine if a child qualifies for GATE is based on several data points. One major data point is a non-verbal spatial intelligence test. Getting a high score on this test is not enough. They must also demonstrate they are able to handle challenges within their academics with grit. The instruction in GATE classes has many facets to accommodate our advanced learners. Those facets include accelerated pacing, enrichment activities to extend learning of concepts and after school enrichment and academic competition. There are multiple layers to support students that are performing above grade level to ensure that all students instruction is differentiated.

### **3c. Special education**

We have several students that have Individualized Education Plans (IEP's). The majority of these students receive speech and language services mostly for articulation. We also have students that receive resource services. We are a full inclusion school in that our students receive services within the general education classrooms. Our RSP teacher sits in the general education classroom with the student and receives the instruction from the general education teacher then modifies the curriculum as necessary for the student. Our speech and language teacher pulls students out on an individual or group setting depending on the need and goals associated with their academic goals. Meetings are scheduled annually with team members to determine if the educational, behavioral and social emotional needs are being met.

### **3d. ELLs, if a special program or intervention is offered**

Our teachers are trained in Universal Design for Learning. They use techniques within their daily lessons to support students whose primary language is not English. There is no specified pull-out program or personnel dedicated to ELL services as all students currently at Phoebe have been redesignated as of the 2020-21 school year.

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Phoebe Hearst students are motivated, engaged, and happy. Because of the positive, nurturing environment that our community creates for our kids, and applying growth mindset techniques in every classroom, they are streamlined toward academic success and social/emotional growth.

A day in the life of a Phoebe dragon begins with morning announcements on the playground. All 650+ students and their teachers listen to the principal, remind everyone of upcoming events and deadlines. The highlight of each morning is when individual groups of students walk up in front of the entire student body to get recognized for their achievements. Kids that took part in a debate tournament, Robotics competition, Phoebe basketball game, Mathlete competition, annual Scarecrow Contest, and many other enrichment activities that PH offers are acknowledged and applauded by their peers. Entire classes are also recognized for their fund raising efforts or philanthropic achievements. Students are also given Golden Dragon Awards, which recognize outstanding citizenship. Many times, students will make announcements on behalf of their classes – an upcoming class performance, money being collected for UNICEF, Christmas toy drive, etc. The morning announcement ends with two children leading the student body in the Pledge of Allegiance; we say it together, in unison. Each day begins with a celebration of our students and their diverse talents. We lift each other up each and every morning.

A positive environment is also cemented in every Phoebe Hearst classroom. Our teachers inspire the students to worry less about looking smart and more about putting energy into their learning. The instruction is process oriented as opposed to outcome oriented. Formative assessment and feedback are the norm. Teachers emphasize positive improvement and praise students for taking risks and persevering. Through hard work, appropriate scaffolding, and input from peers, our students become more motivated and productive. They have small accomplishments throughout the day instead of waiting for a final grade. Because our staff embraces a growth mindset way of teaching, our students feel empowered and committed to their learning. Our kids employ a variety of strategies to emphasize the process of learning: They seek help from others and work in a variety of groupings, they attempt different problem-solving methods, look at the challenge from different perspective, demonstrate their learning in multiple ways, implement goal-based journaling, and capitalize on setbacks to move forward effectively. Our students are empowered to believe they can achieve through dedication, resilience, and a love of learning.

At Phoebe Hearst, our kids are celebrated. We acknowledge both our winners and our participants; we give them opportunities to lead and to shine; we praise the successes of our academic superstars, our athletes, our musicians, and our artists. Most importantly, our students are driven, inspired, and enjoy coming to school because of the validation and sense of accomplishment they receive in our classrooms.

### **2. Engaging Families and Community:**

We have many avenues in which parents, families and community members can get involved with Phoebe Hearst. We have a School Site Council which is made up of parents/guardians, certificated and classified staff, and community members. In the spring of every school year parents and staff can submit their name for the ballot. Parents then vote for members. The council meets once a month to determine how school site funds are spent based on summative and interim assessment data. Another way that parents can get involved is to join our Parent/Teacher Organization. This organization has two major fundraisers a year. Each fundraiser brings in \$100,000 to fund our art and music teacher, field trips, campus beautification, curriculum and much more. In the primary grade levels many parents are asked to volunteer in the classroom on a weekly basis to help with literacy circles, amongst many other opportunities for service to the Phoebe Hearst community. Parents get the opportunity to observe their student(s) in their educational setting.

### **3. Creating Professional Culture:**

Phoebe Hearst uses a servant leadership approach. We believe that we serve our students and as such all decisions are student centered. Teachers have established Professional Learning Communities within their grade level teams. During their collaboration meetings, teams look at student data including student work. They ask essential questions such as; What do the students know, what do they need to know and how will we know when they have mastered a concept. These established learning communities empower teachers to make data driven decisions about improving student outcomes.

The administrator at the school serves as an instructional leader. There are frequent walk-thru's of classrooms and constant feedback given to teachers about how to improve their teaching. Teachers are given robust professional learning opportunities centering around balanced literacy and the math frameworks. That professional learning then becomes the expectation and teachers rise to the challenge. The administrator engages in all professional learning with teachers as to show a team spirit.

### **4. School Leadership:**

Phoebe Hearst has a multi-tiered approach to its' leadership structure. As described previously, we use servant leadership as a foundation to our philosophy. With this philosophy, educators focus their leadership on serving students and families. Administration focuses on serving teachers, students, families and the community. Teachers focus on serving families, students and the community. School Site Council serves students, teachers and administration. The Parent Teacher Organization serves students, families and the community. As you can gather, our leadership structure is a web of interlinking teams all centered around improved student outcomes. For instance, our Parent Teacher Organization organizes a Jog-A-Thon in October every year. They call out for business sponsors and students are able to get pledges from their community. They raise approximately \$100,000 in that fundraiser. That money is then used to pay for an art teacher and a music teacher because we believe in educating the whole child. They also fund much of the field trips that happen throughout the year such as; a kindergarten visit to the planetarium, a six week long visit to star base with the 5th graders and an overnight field trip to Coloma so that 4th grade students can live like pioneers in the old California gold rush days. The School Site Council makes data informed decisions about how to spend our site budget to improve student outcomes in the area of English Language Arts and mathematics. This council is comprised of parents, teachers, classified staff and the administrator. Teachers work diligently every day to serve their students and families. They use formative assessment to make momentary decisions to inform their instruction. The administrator is there to provide professional learning to educators, set the expectation and then to support teachers to reach their yearly goals. At Phoebe Hearst we serve each other for our students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Phoebe Hearst has exceptional children which is very evident by our test scores. The educational team at Phoebe knows that understanding content is not enough. We want to foster and engage students in the academic process by helping them understand the need for perseverance and grit. This comes by way of many instructional strategies in the classroom. Our students are asked to not only present information to their peers but also to defend their claims using multiple sources. This is accomplished from the moment they begin their Phoebe journey in Kindergarten all the way up through 6th grade when they are attending Socratic seminars. Our goal is to develop students that are able to take on the world with interpersonal skills and deeply developed character traits that lend to over-coming struggle. The ability to problem solve is only half of the battle. The application of putting that problem-solving skill to use even when it is difficult will result in a next generation of leaders. That is how we see our students - as the future leaders of our country. We teach tomorrows leaders.