Executive Summary

Oak Hill Elementary School

Newton County School System

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Oak Hill Elementary School (OHES) is a Pre-K through 5th grade school located in a middle class and rural area located in an unincorporated section of Newton County. Oak Hill Elementary opened in August 2001 and added a 10 classroom addition in 2003. OHES serves families from a broad range of income levels. The median income according to the US Census Bureau for 2013 is approximately $51,336. Students live in subdivisions, older rural single family homes, rental houses, and two trailer parks. The racial composition of Newton County as reported by the US Census Bureau for 2013 is 54% white, 41% black, 4% Hispanic and 1% multiracial.

OHES serves approximately 728 students, of which 52% are male and 48% are female. The student population is comprised of several racial/ethnic groups including: 47% White, 37% Black, 10% Hispanic, and 5% Multi-racial. The free and reduced lunch rate for the Fall FTE was 64.67%. There are 8% of the students that are being served by the gifted program, 4% are being served by ELL program, 22% receive EIP (Early Intervention Program) services, and 14% are served by Special Education, (the students are referred to as SWD). The SWD students may receive any of the following services: Speech, OHI, EBD, SLD, SDD, and AUT. OHES is a school-wide Title I school.

The mobility rate for OHES is 26.8%. Although the mobility rate is high, the enrollment for the past three years has remained consistent: 731 in 2013, 732 in 2012, and 739 in 2011. The free and reduced rate has increased each year for the past 3 years: 57.85 in 2011, 61.96 in 2012, and 64.67 in 2013. The student demographics remain similar over the past 3 years. The percentage of white students is 49% in 2011, 50% in 2012 and 47% in 2013. The percentage of black students is 36% in 2011, 35% in 2012, and 37% in 2013. The percentage of Hispanics remains steady with 10% of the students for the past three years. The percentage of multi-racial has increased by a percentage point each year; 3% in 2011, 4% in 2012 and 5% in 2013.

A dedicated staff serves the students at OHES. The staff consists of two administrators, 49.6 certified teachers, a counselor and a media specialist. The .6 teachers are a PE, art, and music teachers that come one day a week to serve kindergarten. Of the 49 teachers, 6 hold education specialist degrees, 27 hold masters degrees, and 16 hold baccalaureate degrees. There are 17 paraprofessionals; 7 special education, 2 Pre-K, 5 Kindergarten, 1 media center, 1 PE and 1 technology paraprofessional. The staff also includes a secretary, 2 half-time clerks, a part-time nurse, 4 custodians and 8 cafeteria workers. All teachers and paraprofessionals are highly qualified.

Technology is a strength. OHES offers a host of technology.
- Four student computers and one teacher computer is available in each classroom. Each classroom has an activboard and projector.
- There are 2 computer labs for students to use and an ALEKS computer lab for 4th and 5th grade students.
- There are 2 computer laptop carts that can be checked out. There are 22 iPods and 37 IPADs that can also be checked out. Another laptop cart and 20 IPADs have been ordered with Title I funds.
- Each grade level has either an active-vote or active-expressions.
- Students have access to the Education City software for Language Arts, Math, and Science for grades K-5.
- Students in 3rd grade have access to an ALEKS math program called quick tables. This program helps the students to master their math facts. Students in grades 4 and 5 have the ALEKS math program which works on math skills. Students can proceed at their own rate.
- Students take STAR READING Tests grades 1-5, Early Literacy Tests (K and some 1st grade students), and STAR MATH tests. These test provide information to the teachers and the students' parents about the progress that the student is making and where there should be
completed work.

- Based on the STAR READING test, students read books on their level and then take Accelerated Reader Tests.
- Students have access to Study Island Graphic Novels on line for grades 1-5.
- There are 34 cameras that can be checked out.
- OHES has a twitter account and a Facebook account to keep parents informed.

OHES has a very strong PTO. The PTO helps to furnish the staff with ink cartridges, student agendas, student awards, ALEKS math program for 4th grade students, teacher copiers, grants for the staff to buy supplies needed for teaching, an activboard for music, Wednesday folders, and staff appreciation gifts.

OHES communicates with all stakeholders. The teachers and parents use the student agendas to communicate with each other daily. School Messenger sends out messages to phones and/or email to parents and teachers. Also, the OHES website is updated with the many events and ways parents can help their child. Wednesday folders are sent home with various communications from the school to the parents. Students and parents can log-on to My Big Campus to see teachers' assignments and websites that they can use at Home.

While OHES continues to provide a high-quality education to students, there are current and upcoming challenges to be faced including the following.

- A concern is decreased federal, state, and local funding due to the current economic environment.
- Increased class size due to a decrease in funding which has limited the hiring of additional classroom teachers.
- The school does not have any business partners due to the fact there are not large business in the area. The EMC partners with middle schools and the large food store does not partner with individual schools. It should be noted that several small churches have donated school supplies for needy students and provided a breakfast for the school staff.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission at Oak Hill Elementary School, in cooperation with parents and the community, is to facilitate a passion for knowledge and a desire for excellence in our students.

OHES Belief Statements:
- We believe all children will grow to be successful and motivated lifelong learners.
- We believe success grows from the roots of our families and communities.
- We believe the discipline, accountability, and self-control are essential to ensure a safe learning environment.
- We are dedicated to providing a positive, nurturing environment for academic excellence.

OHES Vision Statement
The students of Oak Hill Elementary School will be motivated and challenged learners who place value on academic excellence and critical thinking in order to produce, perform, create, and communicate their knowledge in an ever changing society.

The mission and belief statements were originally created in 2003. The vision statement was written in 2013. Annual review/revision has taken place each subsequent year with input from faculty, staff, School Council, and PTO.

Based on survey results from all stakeholders, one of the greatest strengths at OHES is that the teachers and staff hold all students to high academic standards. Instructional time is protected and valued.

OHES offers many programs or opportunities to meet the school mission and serve our students. They include:
- A media center with over 20,100 titles of books, videos, and reference materials.
- Every child in K-5 attends art, music, and PE classes taught by specialists in their respective fields. All students attend art and music once a week. Students in 1st - 5th grade attend PE classes twice a week and Kindergarten students attend PE once a week.
- There are 97 students served in special education. The special education program follows the continuum of service outlined in the Individuals with Disabilities Education Act (IDEA). Over 66% of the students spent 80% or more of their time in regular education. Special education students are served by 5 paraprofessionals and 4 co-teachers.
- The 51 students served in the gifted program are served by a gifted endorsed teacher one day a week for 5 segments. Gifted students in grades 3-5 also receive gifted services in their regular classroom in the areas of mathematics and language arts by gifted endorsed classroom teachers.
- The Early Intervention Program is a state program designed to address the academic needs of students who have scored below the 33rd percentile on a universal achievement screener. Differentiated instruction is provided in reading and mathematics for those students.
- The Title I program provides services to assist students that are struggling academically in reading and mathematics. Since 64.67% of OHES's students receive free and reduced lunch, OHES uses a school-wide model for Title I services. Instruction targets mathematics and reading.
- The English Language Learners (ELL) Program follows the Georgia Department of Education Rule 160-4-5.02 and is offered to limited English proficient students. Students that qualify for the ELL program receive services in their regular classroom (push-in model) or on a pull-out model delivery model. Instruction targets development of English grammar, vocabulary, communication skills, and academic language development.
- There are 105 students involved in the after-school called the ASAP program. It is an after-school academic program. Students work on their homework. They have an academic rotation, where the students work in the Stride Academy computer program, ALEKS program, and Education City. The students also have craft and sports rotations. The program's hours are 2:10-6:00.

- All teachers have been trained in instructional strategies from Marzano's Classroom Instruction that Works, 2nd Edition and have attended workshops by Dr. Mulligan.

- All 5th grade students participate in 4-H once a month. The students research and present a project. They reference and connect the topic to a career. An information essay on the project is required.

- The Newton County Sheriff's Office for nine weeks sends a deputy to present information on drug awareness, ways to avoid bullying, and peer pressure for all 5th grade students. The presentations last for one hour. At the completion, the students must write an essay.

- The Art Club meets monthly before school. The Music Club meets weekly before school for 1st semester. The students selected to be in NCSS Honor Chorus meet before school 2nd semester.

- The book club is for 4th and 5th grade students. The students read a novel and meet after school to discuss the novel monthly.

Based on survey results from all stakeholders, one of the greatest strengths at OHES is communication. Our communication is another way that we meet the school mission. The teachers and parents use the student agendas to communicate with each other daily. School Messenger sends out messages to phones and/or email to parents and teachers keeping them up-to-date with the latest information. Also, the OHES website is updated with the many events and ways parents can help their child. Wednesday folders are sent home weekly with various communications from the school to the parents.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Oak Hill Elementary School's Notable Achievement Accomplishments are as follows.
- 2013 NCSS Media Specialist of the Year
- 2013 Newton Education Foundation Grant to Mr. Jeff Johnson, music teacher
  Grant Name: "Math, Music, and Movie"
- Top 4-H Elementary School in Newton County 2013, 2012, 2011
- Persuasive Writing 4-H Winner 2013, 2012
- 2013 Student Aeropostale T-shirt Design Contest Finalist

The Oak Hill School Improvement/Leadership Team guided the faculty in the development of the 2013-14 School Improvement plan. During the summer, the CRCT data was disaggregated.

For the past 3 years, according to CRCT scores, Reading has been the highest area of achievement. Since 2012, 95% of our students have met or exceed on the Reading CRCT. The Black student subgroup has increased the percent of students that meet or exceed in English Language Arts, Reading and Mathematics on the CRCT for the past three years.

According to the CRCT, Mathematics is a major area of concern. This is a great concern. The domain of numbers and number sense were the lowest scoring domain. Only 75 percent of the students met or exceeded standards in Mathematics. It should be noted that every subgroup, with the exception of the Black students, had the percent of students that met or exceeded on the CRCT math to decline. The school goal for the next 3 years is to increase the number of students meeting and exceeding the standard by at least 6 percentage points on the CRCT in mathematics.

Another area of concern is Students with Disabilities (SWD). For the past three years, the SWD students subgroup has decreased the percent scoring meets or exceeds on the CRCT in Mathematics and English Language Arts. Students with Disabilities decreased 2.3 percentage point from 200-2013 on the CRCT in Mathematics and 12.2 percentage points in English Language Arts. The school goal for the next 3 years is to stop this decline and to increase the percent of SWD students meeting and exceeding standards in Mathematics and English.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

With the change in how reading and math are taught, the teachers will participate in math professional development and the Daily 5 reading professional development. The teachers will continue to meet in their PLCs (Professional Learning Communities) to develop common assessments based on the Common Core Curriculum and to discuss individual student results. The teachers, as a group, will then make plans for enriching some students and providing assistance to other students.

The teachers will continue their book study on Classroom Instruction that Works, 2nd Ed. The teachers will implement the different strategies in their classrooms. It will be monitored by the administrators on lesson and classroom observations. These strategies will be discussed in the PLCs.

The teachers will continue to use the Mulligan interactive notebooks in the subject areas. All students (K-5) will have access to "Education City" Reading, Math, and Science computer program both in school and at home. Students in 4th and 5th grades will continue to have access to ALEKS math program both at school and at home.

Teachers have Data Notebooks. They will continue to meet in the PLCs to discuss the student data on STAR Reading, STAR Math, and on the NCSS Benchmarks. Plans will be developed on how to help the students that are having difficulty on a topic or in a subject on the PLCs.