Changing Oak Hill Community

Percentage of EL Students

- Oak Hill
- All District 742 Elementaries

Year
- 2013
- 2014
- 2015
- 2016
- 2017

% EL Students
- 15%
- 20%
- 25%
- 30%
- 35%
Intervention & Special Education Reduction

Percentage of Students Receiving SPED Services

Year
2013 2014 2015 2016 2017

% SPED
0% 2% 4% 6% 8% 10% 12% 14% 16% 18%

Oak Hill
Overall MCA Performance

MCA Reading Trend: All Students

Year
- 2013
- 2014
- 2015
- 2016

% Proficient
- 0.00%
- 10.00%
- 20.00%
- 30.00%
- 40.00%
- 50.00%
- 60.00%
- 70.00%
- 80.00%

Oak Hill
State
Oak Hill Celebrations: Black, non-EL students

**MCA Math Proficiency**

- 2015: 26/47 students
- 2016: 35/59 students

**MCA Reading Proficiency**

- 2015: 20/47 students
- 2016: 29/59 students
Oak Hill Celebrations: EL Students MCA

**Proficiency Rates of EL Students: MCA Math**

2014: 9/49 students
2015: 14/57 students
2016: 17/68 students

**Proficiency Rates of EL Students: MCA Reading**

2014: 1/43 students
2015: 7/55 students
2016: 13/65 students
Social Emotional Learning (SEL): PBIS

Average Referrals per Day by Month

- Sept. 2015-16: 5
- Oct. 2015-16: 4
- Nov. 2015-16: 4

- Sept. 2016-17: 2
- Oct. 2016-17: 4
- Nov. 2016-17: 4
PBIS Data

Office Discipline Referrals

Tier One - 95%
Tier Two - 5%
Tier Three - 0%
Student Attendance
Oak Hill is a great place to learn and grow!

96% of families attended Parent Teacher Conferences
Rock and Walk a Thon
PTSA Movie Night
Monthly PBIS Assemblies
We are a PBIS Exemplar School for the fourth year in a row!
Social Emotional Learning

• A Student Support Room is available for students to self-regulate their emotions and behavior.

• It is staffed by a Behavior Support Specialist or BSS and a Behavior Resource Specialist or BRS
Student Support Room

Intervention Used:

Teaching Skills 85.5%
Restorative Practices 34.2%
Staff/Admin. Action 16.1%
Talent Development and Accelerated Services

Differentiation Specialist

~ provide instruction that is an intervention for students who require advanced differentiation in order to attain a year’s worth of growth.

~ school wide enrichment opportunities for ALL students

~ collaborate with teachers to help support their planning and delivery of differentiated instruction and assist in creating classroom structures to support differentiated learning.

~ assist teachers in data teams to analyze data and modify instruction to meet learners’ needs
Enrichment Time!!

~ Typically service around 100 students on a daily basis in reading and math.

~ Before TDAS programming, high achieving learners were given enrichment opportunities which averaged 40-50 minutes per week of direct instruction.

~ Currently, high achieving learners are given enrichment opportunities which average 120 minutes per week of direct instruction.

~ School wide enrichment provides an additional 240 minutes of high level thinking and highly engaging learning experiences for ALL students.
What Does This Look Like...
Student Feedback

“YES!!! I can’t wait to learn a new thinking map!” ~ Shayda
“Can you show me that PEMDAS thing again? That was so fun!” ~ Jace
“Can we have a formal debate presentation over this?” 5th Grade
“I can’t wait for the Word Master’s test day!” ~ Suleman
“Can we have homework today? Please!” ~ Ahona
“I am here today and I brought my Growth Mindset.” ~ Eli
“Can’t things just be EASY today, Mrs. Anderson?” “Please!” ~ Taylor
Academic Achievement
Peer Observation Learning Walks

- Student and Professional Growth
- Embedded Professional Development
- Culture of Collaboration
- Live Learning!
Community Partners
Moving Forward

OAK HILL PROUD

- We celebrate our diversity and build leaders.
- We have our community involved in our school.
- We take pride in our school environment and culture.
- We have experienced, highly trained staff.

WE ARE MOTIVATED FOR ALL STUDENTS TO SUCCEED