

ARCO IRIS PROGRESS REPORT

POLICY ISSUE/SITUATION

As specified in its charter (section 12.2.2) Second Year of Operation and Subsequent Years, Arco Iris has provided the required information which is summarized on the attached pages.

BACKGROUND INFORMATION:

This report includes a summary of anticipated results for the school year, the improvements made during the school year in the operations of Arco Iris, and the projected ADM for the 2012-2013 school year. Also included is the information below:

- (a) A summary of the achievement of Arco Iris students;
- (b) A financial update for AISICS;
- (c) A summary of classes available and classes intended to be added;
- (d) The current enrollment at Arco Iris;
- (e) Update about any wait lists for students;
- (f) A summary of training given to and received by staff and teachers;
- (g) Goals for improvement for the current school year and beyond;
- (h) A summary of the staff at Arco Iris and their qualifications; and
- (i) Any other information requested by the Board in advance or at the Board meeting.

RECOMMENDATION:

It is recommended that the School Board receive the report and ask questions.



September 2012 Progress Report

Presented to Beaverton School District

September 15, 2012

Contents

Introduction	2
Summary of Achievement of Arco Iris Students.....	2
Assessment Approach	2
2011-2012 OAKS Testing Results	2
Financial Notes and Projections	4
2011-2012 Financial Update	4
2012-2013 Budget Notes and Projections.....	4
The Arco Iris Academic Program and Summary of Classes	5
Summary of 2012-2013 Classes.....	5
Summary of New Classes for 2012-2013.....	6
Kindergarten Update	6
6 th Grade	6
Enrollment	6
Current Enrollment and Waitlist for 2012-13	6
Summary of 2012-2013 Staff Training	7
All Staff In-Service	7
Singapore Math.....	7
Positive Behavior Support (PBIS).....	7
Spanish Proficiency Assessment, Guidelines, and Best Practices	7
Physical Education.....	7
BSD Support.....	7
Northwest Regional ESD	8
Professional Growth.....	8
Arco Iris Operations.....	8
Goals for Improvement 2012-2013 and Beyond	8
Arco Iris Goal Development	8
Development and Progress Monitoring of the 2012-2013 School Improvement Plan	9
Summary of Staff and Qualifications	9
Attachments	17

Performance Report

Introduction

Arco Iris began its third year of operation on September 4, 2012 and is submitting this Performance Report in accordance with the charter agreement between Arco Iris and Beaverton School District. This written report and attachments will provide a glimpse into the Arco Iris academic progress, operations, and professional development.

The Arco Iris board is proud to announce that Jan Smith has been hired as Principal. Jan's leadership and experience, passion, attention to detail, and curriculum management will help propel our school's growth and continued success. Jan has also hired a team of educators and professionals to address student needs in the classroom and in life and to manage the school's organizational needs.

Summary of Achievement of Arco Iris Students

At the end of 2011-2012 Arco Iris demonstrated growth in academics and second language acquisition.

Student data is being compiled and re-examined by staff and school leadership in an effort to analyze student strengths and obstacles, establish goals, and select instructional strategies for the 2012-2013 school year. This information is key to the School Improvement Plan design and for progress toward those goals. **(See *School Improvement Plan*.)**

The launch of the TOM-SOPA was a highlight in assessing student language acquisition. Because language acquisition is different for each child, in each classroom and grade, it has been determined that children are moving appropriately across the second language learning stages and the ACTFL rubric. More comparative analysis on this growth will be conducted with additional data collection.

Assessment Approach

With new leadership, Arco Iris will be collecting more data and analyzing it in data teams. Teachers working in teams will review data in math, Spanish, reading and writing six times throughout the year. In those meetings, teachers will in each area will determine criteria for proficiency and collect and chart the data. They will group the students into the following three categories: proficient, close to proficient, and far from proficient. At that point they will analyze their strengths and obstacles and from there develop SMART goals. In a team setting, they will brainstorm instructional strategies as well as results indicators.

Arco Iris will continue to use its effective assessment tools, and will refine what is in place with effective progress monitoring of these assessments. Leadership will also look at behavioral data and plan interventions to mediate student misbehaviors and impact on learning.

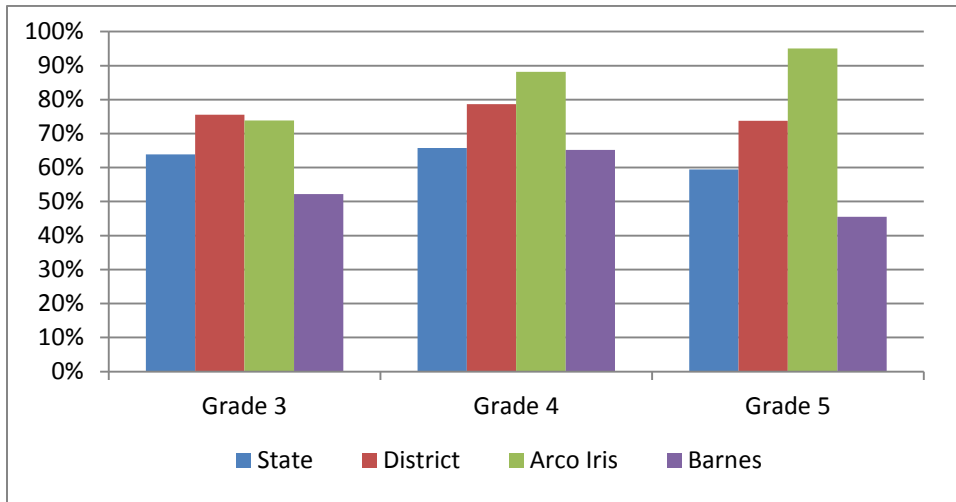
2011-2012 OAKS Testing Results

Arco Iris third, fourth, and fifth graders completed OAKS assessments for reading and math, and fifth graders completed the science and social sciences assessment. Our students continue to do very well

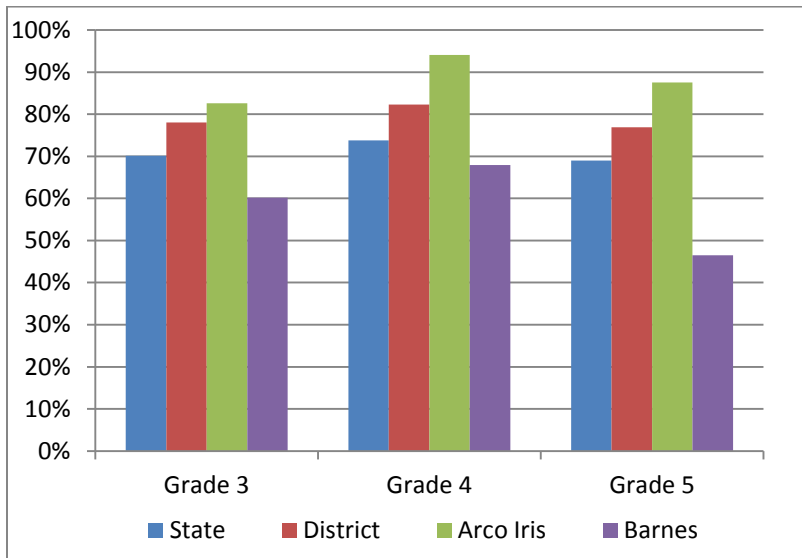
and it has become apparent that the Singapore Math curriculum and implementation has been a great success.

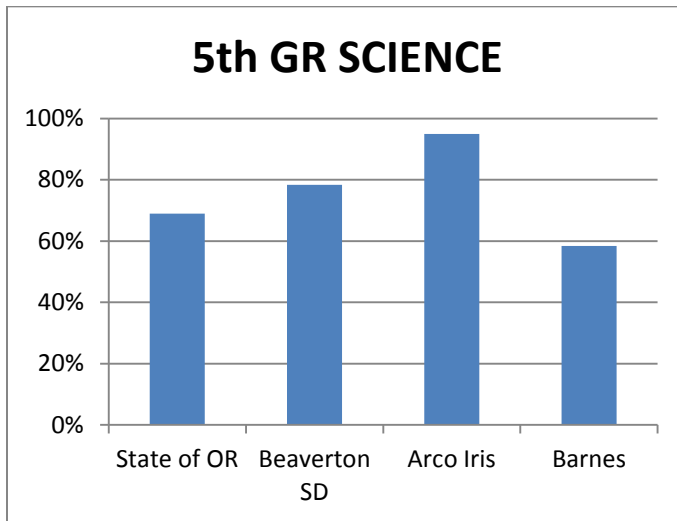
Following is the data analysis from Oregon Department of Education comparing student results with the state, district, and Barnes Elementary.

Math



Reading





Financial Notes and Projections

2011-2012 Financial Update

The July 1, 2011 – June 30, 2012 year end for Arco Iris has closed. The Arco Iris Balance Sheet and Profit and Loss statement are demonstrated through June 30, 2012 and are included as attachments. The Arco Iris audit is still being prepared by auditors Pauly Rogers, Inc. and will be submitted to Beaverton School District upon receipt. We have submitted an extension with Claire Hertz and Jon Bridges due to this continued preparation. **(See 2011.12 Financial Statement.)**

With due care and strategic revenue streams, Arco Iris was able to secure reserves at the year end. Our successful revenue streams include:

- Before and After School Care: Arco Iris offers a low cost solution for early drop offs and late pick ups, aligned with the school's mission of Spanish immersion and academic excellence.
- Parent Teacher Organization (PTO): The PTO at Arco Iris is incredibly active and supportive in organizing enrichment programs, community outreach, and fundraising. The PTO organizes the annual auction, coordinates restaurant nights and other sales, and fosters relationships with families to support individual giving.
- Student Attrition: The 2011-2012 budget allotted for more attrition than actual attrition. Due to minimal attrition through the year, the school was able to exceed the projections of ADMw.
- Budget Savings: We achieved significant budget savings in key professional development and curriculum areas. We do not expect to repeat this.

2012-2013 Budget Notes and Projections

The Arco Iris School Board approved a balanced budget for the 2012-2013 school year. We expect to meet revenue and expense projections outlined. Here are a few budget notations:

- Arco Iris' student enrollment continues to bring additional funds to Beaverton School District. In 2011-2012, approximately one-third of our student population came from outside the District. As our wait list grows, our availability for out of district students shrinks. In 2012-2013, 22% of the students are considered out of district.

- Tonya Mosher continues as the school's licensed bookkeeper. She has significant experience working with other charter schools in all areas of financial management including the State of Oregon chart of accounts, PERS, payroll, and systems management.
- Pauly Rogers is currently finishing the 2011-2012 audit.
- We continue to work with the City of Beaverton to finalize the appropriate permit. We have secured a letter of intent with Beaverton Christian to occupy space in Building C beginning in June of 2013 – 2015. We will notify the district when this is finalized.

The Arco Iris Academic Program and Summary of Classes

Summary of 2012-2013 Classes

Arco Iris transitioned to a blended classroom model for the 2011-2012 academic year and will continue to use this model in the 2012-2013 year. Beaverton School District learning targets and state standards are used as a guide for delivering this differentiated instruction. Staff will be preparing to transition to the state's newly adopted common core standards through professional development and book studies. The Arco Iris Board and staff continues its program evaluation of this model and the complete academic program as part of the School Improvement Plan process.

- **Singapore Math** is taught by grade level in a non-blended format, except for several students in each grade who are working above grade level. Singapore Math provides differentiated materials and students work with appropriately challenged materials based on skill level.
- **English Language Arts** is designed to provide critical foundations for reading and comprehension, spelling, grammar, composing and constructing writing exercises, and presentation skills.
- During **Spanish Language Arts** students work in small mixed-proficiency groups, similar proficiency groups, and individually to complete tasks. Weekly instruction includes a combination of: reading practice and questionnaires, thematic writing, vocabulary development, singing, student to teacher speaking, and peer to peer speaking exercises.
- **Science and Social Studies** are key subjects for teaching the Spanish language through content. Students work in mixed-proficiency groups to explore and discover the subject matter.
- Teachers lead **physical education** which includes many games and other fitness activities.
- Students experience **art** connected to cultural studies, social science, or may be related to a specific artistic theme or genre.
- We are especially proud of our two parent-led enrichment activities that support our core academic mission, **Jaguars Read** and **Jaguars on the Run**. Jaguars Read is a self-paced, self-monitored reading log program in English and Spanish for outside of school hours reading. Jaguars on the Run is the at-school mileage club.

Summary of New Classes for 2012-2013

Kindergarten Update

Arco Iris did not add a kindergarten program due to lack of space at Bethlehem Lutheran. Arco Iris will include kindergarten during the charter renewal process that will begin in upcoming weeks.

6th Grade

Our curriculum and course work is in alignment with the state and district's learning targets and standards. Instructors will use Singapore Math, 5th and 6th grade Primary Mathematics. Spanish Language Arts and English Language Arts will focus on mechanics and conventions of language arts while exploring art, culture, literature, history, and other humanities. Other content areas will also be aligned to district learning standards.

Enrollment

Current Enrollment and Waitlist for 2012-13

Arco Iris currently has no openings for new students. As of September 15, 2012, 159 students were enrolled in grades one through six. The following chart outlines student enrollment and waitlisted students. Open Enrollment for the 2013-2014 school year has not been set but will likely begin in January for a four-six week period. A lottery date will be determined in the spring of 2013. Enrollment and waitlist data indicates on-going demand for language immersion both in and out of district.

Each of the classrooms 1 – 4 grade have 28 students. The 5/6 grade classroom has 21 students.

Grade	Currently Enrolled Students	In District (BSD) Waitlist	Out of District Waitlist	Total on Waitlist
1 st	21	48	13	61
2 nd	35	12	9	21
3 rd	51	7	2	9
4 th	31	0	0	0
5 th	11	0	0	0
6 th	10	0	0	0

2012-13 Student Home District Representation	
Beaverton	123
Hillsboro	25
Portland	7
Tigard-Tualatin	1
West Linn	2
St. Helens	1
Total Out of District	36

Summary of 2012-2013 Staff Training

Teachers and staff participate in curriculum trainings, data teams, and internal collaboration sessions. Below is a highlight of trainings for staff.

All Staff In-Service

All teachers began school two weeks prior to students arriving. Priority discussions to begin the new year include:

- 2012-2013 School Improvement Plan Discussion and Goal Setting
- OAKS Data Review
- Student Assessments – for new and returning students

Singapore Math

Teachers continued their training of Singapore Math methods to insure that every teacher follows Singapore math methods.

The goals for the trainings and collaborative work include:

- Content material to ensure competency in all subject matter
- Develop and expand on Singapore teaching techniques
- Differentiation within the classroom and at home
- Ongoing assessment and individual growth model
- Trouble shooting and instructional support

Positive Behavior Support (PBIS)

Arco Iris' PBIS specialist and trainer works often with Arco Iris management to develop and implement an effective program to include:

- Teacher training and mentoring; appropriate language and consequences
- Student motivation programming
- Student intervention

Spanish Proficiency Assessment, Guidelines, and Best Practices

Arco Iris teachers and staff will continue to train and collaborate on second language learning assessments and use of the American Council of Teaching Foreign Languages (ACTFL) Proficiency rubric. External trainers and advisors will continue to work with school leadership.

Physical Education

Teachers will work with a physical education specialist to integrate PE in the classroom schedules.

BSD Support

We are appreciative of the service level provided by Beaverton School District's staff in the Special Ed and English Language Learning departments. Additional training from the Beaverton IT department has been needed with the adoption of Synergy, the student management software.

Northwest Regional ESD

Northwest Regional ESD provides support and services including: Subfinder training, MAC training, and health and safety protocols.

Professional Growth

Led by the Principal, the staff will work toward individual and group professional growth with clear expectations and goals. In addition to Jan's leadership, new teachers are participating in the New Teacher Mentorship Program or have the option of a One on One Mentorship opportunity.

Arco Iris Operations

Successful operations began with communication on daily schedules, meeting expectations, field trips, assemblies, parent teacher conferences, data teams, duty schedules, form usage, safety expectations and protocols, and first day of school details.

Goals for Improvement 2012-2013 and Beyond

Arco Iris Goal Development

The Board and staff receive continuous feedback about the school and we strive to prioritize and respond to requests, ideas, and concerns from the parent community and others in a timely manner. Families and staff have numerous ways to provide feedback to management and the school has several outlets and action tools. We also look for feedback from teachers and staff.

Oregon Department of Education – Charter Survey

Charter Schools are still waiting for the Oregon Department of Education to release survey information. We understand that the process is still under construction and we will share results once we receive them.

Arco Iris School – Annual Survey

Arco Iris conducted its second annual parent survey on-line in May of 2012. This valuable data collected written impressions and rated quality of school operations, teacher effectiveness, special activities, and programming. The survey is being used to help develop the school improvement plan, activate volunteer committees, design budget allocations, review management considerations, etc. The newly elected Consejo de padres has been charged with responsibility for survey design and partial analysis for the upcoming school year.

Teacher Survey

Teachers participated in a survey requesting input and ratings for key areas of school operations and the academic model. This information is by the board and management in evaluating the school's progress toward improvement.

Arco Iris Parent Advisory Committee – Consejo de padres

Elections were held in late May 2012 for a new board committee, Consejo de padres. Two representatives from each grade were elected to represent their grade and the school on specific organizational functions and goals. Primary functions include: addressing school survey priorities, facilitating communication, serving on key committees including nominating and hiring, and working toward mission improvements in coordination with the Board and Principal.

Development and Progress Monitoring of the 2012-2013 School Improvement Plan

The School Board and Management Team monitor, discuss, and place internal goals on the School Improvement Plan monthly at Board Meetings. Individual Board Members work with staff and others to ensure constant forward progress.

2012-2013 School Improvement Plan Process

- Reevaluation of the 2011/12 operations, success indicators and progress made.
- Review family survey results and comments.
- Principal draft and capture feedback from the board.
- Work with staff, solicit input, and set goals.
- Work with Consejo de Padres representative.
- Prioritize business and operational goals, educational, and mission-related goals to maximize student learning, organizational progress, and safety.
- Monthly review of Plan with Board and Principal

Summary of Staff and Qualifications

Below is our list of teachers, staff members, and administrators at Arco Iris, including qualifications, description of duties, and other requested information.

Name: **Cassie Kreutzer**

Position: 1/2 grade Teacher

Degrees: Bachelor of Arts in Spanish and Bachelors of Science in Biology; Masters in Teaching from University of Portland

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develops lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: May 2011

Date of initial licenses: 5/19/11 – 10/4/14

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Cassie is a licensed teacher and highly proficient in Spanish. Cassie has taught in the Dual-Immersion Program, in the 5th grade at Beach School in Portland, Oregon as well as Kindergarten at Bridgeport Elementary School in Tualatin, Oregon. She has spent the past year substituting in a variety of classrooms in the Beaverton School District, Tigard-Tualatin School District, and the Archdiocese of Portland, as well as many days substituting at Arco Iris. During her study abroad experience in Granada, Spain, Cassie was a teacher's assistant in an elementary English as a second language classroom. Cassie has a Master of Arts in Elementary Education, a Bachelor of Science in Biology, and a Bachelor of Arts in Spanish. We are very excited to have Cassie join Arco Iris School this year.

Name: **Nikki Falbo**

Position: Teacher, 5/6 grade; English Language Arts Teacher

Degrees: Master of Arts in Elementary Education; Bachelor of Arts in Social Science

Description of Duties: Teaches reading, English language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 5/18/2011

Date of initial licenses: 5/18/2011-12/2/2014

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Nikki is a licensed teacher and fluent Spanish Speaker. She'll have a dual-role serving as part-time English Language Arts teacher and 4th/5th Grade teacher. Nikki has over six years of elementary teaching experience serving as a teacher in the Dual-Immersion Program, 5th grade at Beach School in Portland, Oregon. In addition she has taught Kindergarten at Atkinson Elementary School in Portland, Oregon. She served as Lead Teacher at the Portland Jewish Academy and taught fourth grade

at Mayatan Bilingual School in Copan Runias, Honduras. Nikki has a Master of Arts in Elementary Education; Advanced Spanish Studies, Guacamaya School, Copan Runias, Honduras; and a Bachelor of Arts in Social Sciences.

Name: **Maria Toscano**

Position: Teacher, 1/2nd grade

Degrees: Master of Arts in Teaching; Bachelor of Arts in Social Science and Spanish

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 7/29/2011

Date of initial licenses: 7/29/2011-3/2/2015

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Maria is a licensed teacher and holds a Master of Arts in Elementary Education and a Bachelor of Arts in Social Science and Spanish. She is a native Spanish speaker. She has spent her career working with children. Her teaching experience includes completing her practicum and student teaching in Kindergarten and third grades at Archbishop Howard School in Portland, Oregon. For three years, she served as an Educational Assistant for the Parkrose School District. In addition, she has taught Spanish as a foreign language to children three to ten years of age and has served as a teacher abroad in Seville, Spain. For the past nine years, Maria's ongoing summer job is as a swimming instructor for the Parkrose School District where she teaches children ages 6 to 12 to swim!

Name: **Rosa Sangiovanni**

Position: Teacher, 3/4 grade

Degrees: Master of Arts in Bilingual Education; Bachelor of Arts in Psychology

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 3/5/2010

Date of initial licenses: 3/5/2010-4/15/2012

Endorsements/Certifications: Initial I Teaching License, Multiple Subjects and Spanish

Qualifications: Rosa is a licensed teacher with 29 years of experience as a teacher, specializing in language immersion. A native Spanish speaker, Rosa holds a Master's Degree in Bilingual Education and a Bachelor's Degree in Clinical Psychology. Her extensive experience includes teaching Spanish at Neil Armstrong Middle School in Forest Grove, Oregon. Additionally she served as a Bilingual teacher and English Department Coordinator at the Palms Academy in Humaco, Puerto Rico. She also has over 20 years teaching experience as an elementary and middle school teacher in the Dominican Republic.

Name: **Mercedes Martinez**

Position: Teacher, 3/4 grade

Degrees: Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 8/31/11

Date of initial licenses: Charter School Registry

License/Endorsements/Certifications: Charter School Registry. Highly Qualified in Spanish Instruction (401 Spanish).

Qualifications: Mercy is a senior-level Spanish and ESL teacher with over 30 years of experience teaching students in a second language and culture. She has extensive experience in curriculum design and

development; differentiated instruction (which is key to our blended classroom model); multicultural awareness (a major part of our mission); and student assessment (crucial to our continuous growth model). Her career includes serving as the Spanish teacher at the SEI Academy in Portland, Oregon; serving as the Lower School Spanish teacher at Catlin Gabel School in Portland, Oregon, where she taught for eleven years; as first grade teacher at the International School in Portland, Oregon for five years; and as a Pre-Kindergarten through 8th grade teacher at Academia Cristo Rey: Rios Piedras, Puerto Rico where she taught English as a second language to Spanish speaking students for eleven years. She is a native Spanish speaker and has Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

Name: Hayley Heider

Position: Teacher, 3/4 grade

Degrees: Bachelor of Arts in Business Administration and a Master of Arts in Elementary Education

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: May 2010

Date of initial licenses: 6/30/10 – 10/9/13

License/Endorsements/Certifications: Initial 1

Qualifications: Hayley is a licensed teacher in Oregon and holds a Master of Arts in Elementary Education and a Bachelor of Arts in Business Administration. She will be receiving her ESOL/Bilingual endorsement in the fall of 2012. She is highly proficient in Spanish. Hayley has studied abroad in Germany and has volunteer taught in Peru. Her teaching experience includes substitute teaching in Utah and in the Forest Grove School District. She has also been working as a Kindergarten teacher for the past two years in a Summer School Program in the Forest Grove School District.

Name: Amy Gergen

Position: 5/6 Teacher

Degrees: Bachelor of Arts in Economics from Willamette University; Masters in Education from University of Portland

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develops lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: March 2008

Date of initial licenses: 10/18/10-3/29/14

Endorsements/Certifications: Initial II

Qualifications: Amy is a licensed teacher and has a Bachelor's degree in Economics from Willamette University and a Masters degree in Education from the University of Portland. Amy is a licensed teacher and proficient in Spanish. She'll have a dual-role serving as part-time 5th/6th Grade teacher (Spanish) and math teacher. Before teaching, Amy was an Environmental Science educator with the Peace Corps in Nicaragua, where she worked with students in Grades 1-5 on various environmental themes, including recycling, reforestation, waste management, planting tree nurseries, etc. She is very interested in studying world cultures and teaching the Spanish language. Amy comes to us from Bend, where she was a Spanish teacher at St. Francis School for grades K-8.

Name: **Stacy Serrao**

Position: English Language Arts Teacher

Degrees: Bachelor of Science in Psychology and Master of Science in Elementary Education

Description of Duties: Teaches English language arts

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: September 2011

Date of initial licenses: 10/10/2011-10/9/2014

License/Endorsements/Certifications: Initial 1

Qualifications: Stacy is a licensed teacher with a background in social work and child development. Stacy comes to us from Sherwood School District where she taught fourth grade for four years. Stacy has experience developing and delivering differentiated instruction while monitoring student progress to meet the needs of diverse students. She has also been the testing coordinator and understands the importance of data to direct instruction.

Name: Jan Smith

Position: Principal

Degrees: Bachelor of Arts, Psychology and Masters of Science Educational Administration

Description of Duties: Hire and manage staff appropriately to support school needs.

Design and support the goals of the mission and school improvement plan

Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school. Insure compliance with all laws, board policies and civil regulations.

Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, mission, values and goals of the school.

Oversee development and delivery of school curriculum.

Ensure students meet or exceed state standards on the OAKs tests.

Date of Initial criminal background investigation: March 2012

Date of initial licenses: 3/26/12-3/25/17 (for both teaching and administrative)

Endorsements/ Certifications: Standard Administrative and Standard Teaching with an endorsement in middle school language arts

Qualifications: Jan Smith is a veteran school administrator with over thirty five years of combined experience as a teacher and administrator. She has extensive expertise in curriculum development, formative assessment, and differentiated instruction. Her career includes administrative positions in Portland, Beaverton, and West Linn Wilsonville. In addition to those positions, she teaches as an adjunct professor in Concordia University's Master of Education program. She taught from fourth grade through eighth grade for fifteen years in the Tigard- Tualatin School District. She holds a Master's Degree in Education Administration and is a proud, lifelong Cardinals fan.

Name: Elaine Larsen

Position: School Counselor

Degrees: Bachelor of Science and Master of Science in Counseling and School Psychology

Description of Duties: Collaborate with teachers and provide support for implementation of PBIS

Provide ongoing support to teachers regarding strategies to ensure that all students are successful

Act as a liaison to BSD related to any of our students who may be considered for special education consideration, manage 504s, and lead Child Study Team

Participate in Professional Learning Community Meetings, as needed

Communicate with parents, as needed, to support academic progress of students

Date of Initial criminal background investigation: October 2001

Date of initial licenses: 8/30/91 – 10/8/94 – Basic Personnel Service; 10/9/01-10/8/14 – Standard Professional Service (active)

License/Endorsements/Certifications: Standard Counselor, Standard School Psychologist

Qualifications: Elaine is a licensed school counselor with many years of experience at Portland Public Schools, Educational Service Districts, and charter schools. Elaine brings a thorough understanding of student needs beyond the classroom including behavioral management, serving as the medical liaison, and teacher training.

Name: Janell Latwesen

Position: Operations Manager

Degrees: Bachelor of Science in Journalism

Description of Duties: Manages enrollment, attendance; schedules substitutes, arranges trainings, and supports general student wellness.

Supervise effective and clear procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.

Date of Initial criminal background investigation: 10/10/07

Qualifications: Janell has served as a substitute school secretary and principal assistant for several years. Previously, Janell worked in operations in the high tech industry. Janell brings excellent system and

compliance management, organizational and time management skills, and compliance management to the school.

Name: Perla Sangiovanni

Position: Teacher's Assistant and After School Coordinator

Degrees: Elementary Education, in process

Description of Duties: Supervises students during lunch and recess. Manages afterschool program.

Date of Initial criminal background investigation: 8/31/11

Date of initial licenses: n/a

Qualifications: Perla is an experienced Teacher's Assistant and is currently working towards her teaching degree at Portland State University. She is a native Spanish speaker and most recently served as a Teacher's Assistant for the Forest Grove School District where she tutored elementary school students in math, reading, and writing. She will assist our teachers in the classroom, and supervise children at lunch and recess.

Staff not returning to Arco Iris for the 2012/2012 school year include:

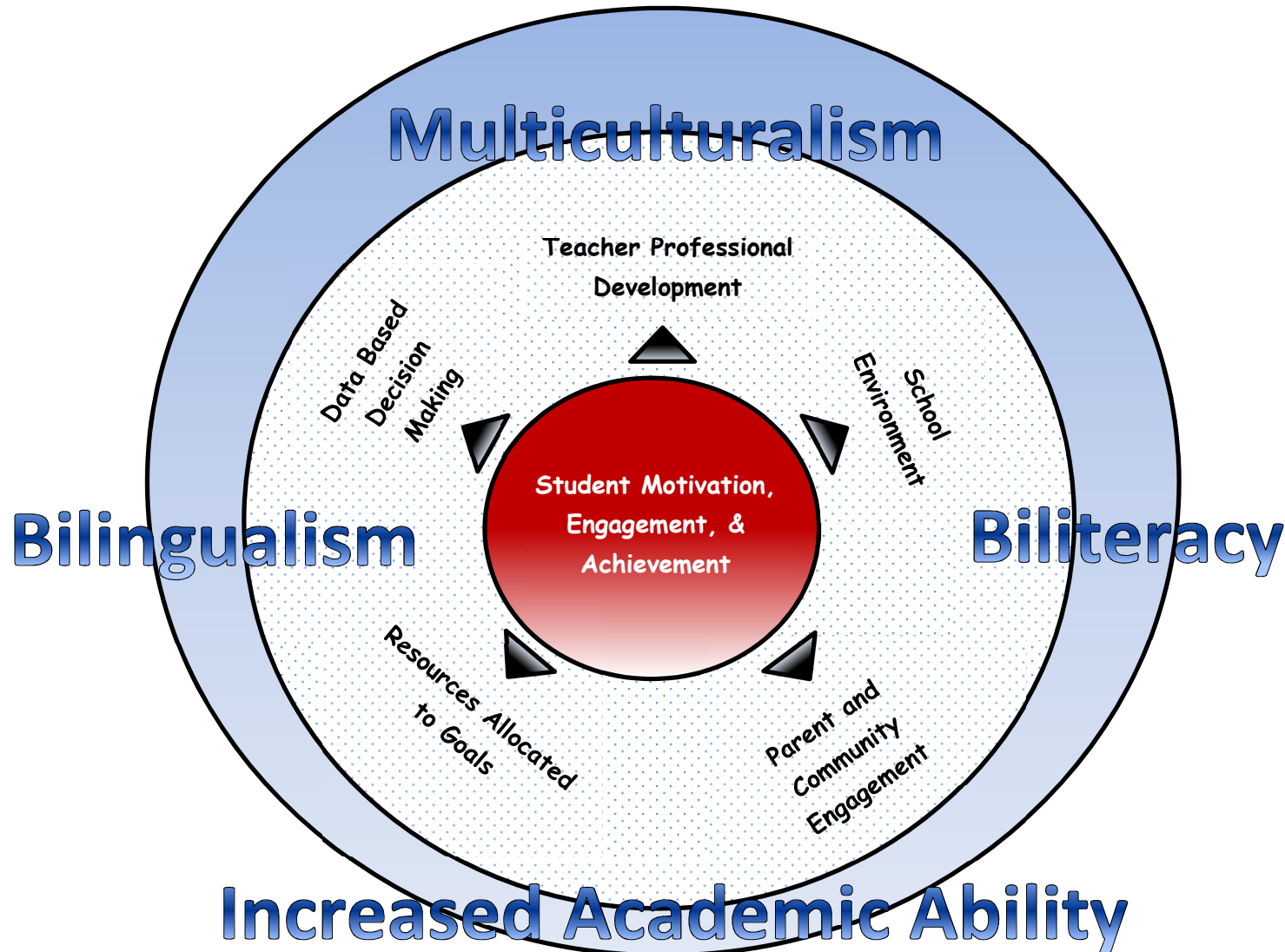
- Maureen Childs, Principal
- Mercedes Gomez, Curriculum Director
- Stacy Inman, Operations and Admissions Director
- Stephanie McClain, 1/2 grade teacher

Attachments

- School Improvement Plan
- 2012 Financial Statement
 - Balance Sheet
 - Profit/Loss Statement
- Student Data via Synergy



Arco Iris
Spanish Immersion School



School Improvement Plan 2012-2013

School Improvement Data Review and 2012 – 2013 OAKS Goals

The data below represents student performance in mathematics and reading, as evidenced in OAKS testing. After reviewing the data, the staff set OAKS goals for 2012 – 2013 and targeted areas for improvement in order to meet these goals. The graphic on our School Improvement Plan cover represents those areas (school environment, teacher professional development, data based decision making, resources allocated to goals, and parent and community engagement) that will impact student motivation and engagement. The ultimate target is student achievement ~ and the staff will monitor progress towards these goals in regular Professional Learning Community meetings.

OAKS Math	2010 – 2011	2011 – 2012	2012 – 2013 (goals)
Grade 3	>95% Meets/Exceeds	74% Meets/Exceeds <ul style="list-style-type: none"> • 48% exceeds • 26% meets • 26% does not meet 	87% Meets/Exceeds <ul style="list-style-type: none"> • 47% exceeds • 40% meets • 13% does not meet
Grade 4	88% Meets/Exceeds <ul style="list-style-type: none"> • 25% exceeds • 62% meets • 13% does not meet 	88% Meets/Exceeds <ul style="list-style-type: none"> • 59% exceeds • 29% meets • 12% does not meet 	88% Meets/Exceeds <ul style="list-style-type: none"> • 48% exceeds • 39% meets • 13% does not meet
Grade 5		>95% Meets/Exceeds	95% Meets/Exceeds <ul style="list-style-type: none"> • 59% exceeds • 35% meets • 6% does not meet
Grade 6			100% Meets/Exceeds <ul style="list-style-type: none"> • 85% exceeds • 15% meets

OAKS Reading

2010 – 2011

2011 – 2012

2012 – 2013 (goals)

OAKS Reading	2010 – 2011	2011 – 2012	2012 – 2013 (goals)
Grade 3	>95% Meets/Exceeds	83% Meets/Exceeds <ul style="list-style-type: none"> • 56% exceeds • 26% meets • 17% does not meet 	92% Meets/Exceeds <ul style="list-style-type: none"> • 60% exceeds • 32% meets • 8% does not meet
Grade 4	87.5% Meets/Exceeds <ul style="list-style-type: none"> • 62.5% exceeds • 25% meets • 12.5% does not meet 	94% Meets/Exceeds <ul style="list-style-type: none"> • 65% exceeds • 29% meets • 6% does not meet 	92% Meets/Exceeds <ul style="list-style-type: none"> • 60% exceeds • 32% meets • 8% does not meet
Grade 5		88% Meets/Exceeds <ul style="list-style-type: none"> • 50% exceeds • 37% meets • 12% does not meet 	94% Meets/Exceeds <ul style="list-style-type: none"> • 65% exceeds • 30% meets • 5% does not meet
Grade 6			94% Meets/Exceeds <ul style="list-style-type: none"> • 50% exceeds • 43% meets • 7% does not meet

**Arco Iris Spanish Immersion School
School Improvement Plan: 2012 - 2013**

Target Area: Teacher Professional Development

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Success Indicators</i>
Staff Collaboration to support student achievement and school vision.	<i>August, 2012– June, 2013</i>	Provide opportunities for teacher leadership ~ Cultural Celebrations/Events, PLC Team Leaders, OAKS Test Coordinator, Outreach Coordinator, Technology Integration, SOPA Test Coordinator, Diversity Coordinator, Student Leadership	Board, Jan, staff	Extended responsibility stipend for teachers; time, contacts with key organizations/designated staff	<i>Written descriptions of each role. Teacher Leader work products in support of each task. Teacher trimester report, successful coordination and completion of tasks</i>
	<i>January, 2013– June, 2013</i>	Engage staff in coaching, peer observation, and collaboration (identify teachers who can provide classroom demonstrations and modeling for their peers)	Jan, staff	Class coverage for peer observations, release time for coaching, feedback from school counselor/school psychologist, videotaping	<i>Observation rubrics, teacher surveys</i>
	<i>October, 2012 – June, 2013</i>	Establish Professional Learning Communities	Teacher Leaders, Jan	Protocols, scheduled dates of PLCs on calendar	<i>PLC meeting minutes and teacher learning logs, evidence of shared structures and practices in drop in observations by Jan. Teachers will turn in their Data Team documents after each PLC meeting.</i>
	<i>October, 2012 – June, 2013</i>	Review student data monthly staff meetings: Spanish, English, Math, Writing	Teacher Leaders, Jan	Training on data collection; forms for collaborative data team meetings, input and support from school counselor/school psychologist	<i>Increased student achievement on summative assessments, anecdotal data, RTI data for referrals, and teacher learning log on intervention strategies.</i>

Target Area: Teacher Professional Development

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Success Indicators</i>
Administrative support and monitoring of professional growth	<i>Sept., 2012</i>	Review survey data with teachers	<i>Jan, teachers</i>	<i>Time</i>	<i>Meetings scheduled with each teacher</i>
	<i>Sept., 2012</i>	Assist teachers in setting three professional goals tied to achievement	<i>Jan, teachers</i>	<i>Time, resources to support goals</i>	<i>Meetings scheduled with each teacher</i>
	<i>October, 2012 – May, 2013</i>	Teachers keep data on goals in learning log/portfolio of work – turn in with final evaluation documents in May	<i>Teachers</i>	<i>Time</i>	<i>Teacher reflection on goals; teacher evaluation documents, completed learning logs/portfolios.</i>
	<i>November, 2012- June, 2013</i>	Review goals each trimester; adjust as needed	<i>Jan, Teachers</i>	<i>Time</i>	<i>Meetings scheduled</i>
	<i>October, 2012- May, 2013</i>	Drop in, formal and “by request” observations provide feedback on instructional practice/progress towards goals	<i>Jan, teachers, school psychologist</i>	<i>Time</i>	<i>Observation data, scheduled conferences with teachers</i>
	<i>October, 2012 – June, 2013</i>	Provide opportunity to attend professional trainings and provide ongoing training through staff meetings, data team meetings, and PLC meetings. (assessment strategies, differentiation, CCSS benchmarks, strategies for struggling learners; challenging high achieving students)	<i>Jan, Board, school psychologist</i>	<i>Time, money, materials for training</i>	<i>Staff meeting agendas, conference registration data, teacher reflection in learning logs.</i>

Target Area: School Environment

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Success Indicators</i>
Effective use of PBIS program by all staff members	August, 2012	Audit of current practices and needs	Jan	Time, PBIS materials	List of needs developed by staff to guide PBIS Implementation Plan
	August, 2012 – June, 2013	Subcommittee of team leaders meet with counselor to create Implementation Plan; follow up review data on student discipline and school climate monthly	School psychologist, Team Leaders	Time	Implementation Plan for 2012 – 2013; visible signage in English/Spanish of expectations in classrooms and all common areas, monthly PBIS Updates with data/trends disaggregated by teacher, by grade level, by common areas; review student surveys at end of trimesters. Compile report each trimester with data and suggestions for growth shared with all staff
	September, 2012 – June, 2013	Classroom observations and walkthrough data to include details on class climate, feedback to teacher regarding implementation of PBIS effectively and suggestions for improvement	Jan, school psychologist	Time	Observation data; improvement in student behaviors; fewer disciplinary issues; end of trimester student survey on class climate

Target Area: School Environment

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Success Indicators</i>
School-wide focus: Lead Simply ~ Model, Connect, Involve	August, 2012 – June, 2013	Introduce focus during August in service to staff: Lead Simply ~ Model, Connect, Involve	Jan	<i>Lead Simply book, cards</i>	Staff will understand the value of leading through modeling, connecting, and involving students in meaningful ways throughout the year.
	September, 2012	Present Student Leadership opportunities to students in grades 4-6 to Lead Simply: Model, Connect, and Involve	Jan	<i>Assembly time, materials for positions, timeline for elections</i>	Student interest and participation in leadership options: Safety Patrol, Big Sisters, Big Brothers, Lunch Crew, and Student Council.
	October, 2012 – June, 2013	Regular Student Leadership weekly meetings – overseeing school spirit activities/assemblies, school and school issues, and student service	Jan, students	<i>Meeting room, lunch meetings</i>	Meeting minutes, activity calendar, and student attendance at meetings, student feedback
	October, 2012 – June, 2013	Teachers regularly discuss individuals who are role models; display quotes, play 90 second videos, and pass out bookmarks to reinforce positive behaviors. Teachers create a system in their classroom to acknowledge students (and to allow fellow classmates to acknowledge) who exhibit the traits of the month.	Teachers	<i>Unavidamejor.org (quotes in Spanish, downloadable posters with short messages, short videos in Spanish, bookmarks (free from La Fundacion para una Vida Mejor)</i>	Posters visible throughout school, students write responses to short videos, students written responses to quotes on Graffiti Wall in Hallway. Students using the language of these traits and recognizing it in classmates
	October, 2012 – June, 2013	Teachers provide training on Bullyproofing in their classrooms.	Teachers, Jan, school psychologist	Daily AntiBullying tips from The Bully Proof Classroom (free); Curriculum Materials on bullying	Data reflects fewer reports of bullying, fewer parent contacts regarding interpersonal student issues, student survey data

Target Area: Parent – School Partnership

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Success Indicators</i>
Regular teacher communication to parents to support student learning	Sept., 2012 – June, 2013	Create <i>a template for teachers</i> to use for weekly updates so that parents immediately recognize it as the Weekly Update	Jan	Perla, time	Template created; emailed to teachers and used for parent communications
	January, 2013 – May 2013	Research options for creating teacher websites – if possible, create implementation plan for 2013 – 2014 school year	Staff	Time	Options presented to staff after Spring Break
Parent education workshops on relevant topics to support student learning	Sept., 2012 – May, 2013	Determine relevant topics for parent education workshops	Jan, Board, PTO	Time, Speakers, costs for speakers and for room rental	At least three parent workshops will be scheduled for the 2012 – 2013 school year; parent feedback after each workshop, end of year data from parent surveys
		Research speakers for parent workshops	Jan, school community		
		Coordinate workshop dates with PTO	Jan, PTO		
		Fill out appropriate paperwork for use of building after hours	Jan, PTO		
		Advertise Parent Education workshops	Jan, PTO		