



September 2014 Progress Report

Presented to Beaverton School District

September 22, 2014

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Performance Report

Introduction

Arco Iris began its fifth year of operation on September 3, 2014 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 state that Jan Smith is returning as Principal. This continuity of leadership is beneficial to establishment of procedures and processes for continued growth. Jan's leadership and experience, passion, attention to detail, and curriculum management will help propel our school's growth and continued success.

Summary of Achievement of Arco Iris Students

At the end of 2013-2014 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 2014-2015 school year. This information is key to the School Improvement Plan design and for progress toward those goals. ***(A School Improvement Plan is being developed and will be available by the middle of October.)***

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. Last year, we added another assessment to measure growth in Spanish, Evaluación del desarrollo de la lectura (EDL2). This additional assessment provided more information on oral reading fluency and comprehension and assisted teachers in placement decisions.

Assessment Approach

Arco Iris is collecting assessment data and analyzing it in data teams six times per year which was the same practice as last year. Teachers working in teams will review data in math, Spanish, reading and writing throughout the year, led by our school psychologist. In those meetings, teacher teams 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. The Arco Iris school counselor/school psychologist is working closely with our staff to monitor interventions and student progress towards standards. This year, .5 FTE has been allocated to support struggling learners. A

reading specialist will provide interventions, track progress, and work with our counselor as part of our RTI process.

2013-2014 OAKS Testing Results

Arco Iris third through seventh graders completed OAKS assessments for reading and math, with fifth graders completed the science 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. Students also participated in the pilot testing of Smarter Balanced assessments.

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

Math

	Arco Iris	BSD	Oregon
Grade 3	73%	74%	61%
Grade 4	74%	77%	65%
Grade 5	93%	72%	61%
Grade 6	40%	69%	59%
Grade 7	100%	76%	64%

Reading

	Arco Iris	BSD	Oregon
Grade 3	100%	75%	68%
Grade 4	94%	78%	73%
Grade 5	89%	75%	69%
Grade 6	83%	70%	66%
Grade 7	100	80%	75%

Science

	Arco Iris	BSD	Oregon
Grade 5	96%	74%	70%

Charter Renewal Issue

The school did not meet the renewal criteria in middle school math. The charter calls for an improvement plan to be submitted to the District within 60 days of notification (9/12/14). The data below was used for renewal criteria purposes.

Math	Grade 3	Grade 4	Grade 5	Grade 6-7
BSD TWI	61%	69%	62%	88%
Arco Iris	75%	76%	92%	70%
Charter Criteria	Met	Met	Met	Not Met

Reading	Grade 3	Grade 4	Grade 5	Grade 6-7
BSD TWI	55%	58%	56%	77%
Arco Iris	100%	95%	88%	90%
Charter Criteria	Met	Met	Met	Met

Science	Grade 5
BSD TWI	62%
Arco Iris	96%
Charter Criteria	Met

The following improvement plan has been developed to address the middle school math achievement. Last year, our middle school students did not meet charter criteria for achievement in math, when compared to Beaverton School District two-way immersion programs. (70% met/exceeded at Arco Iris; 88% for BSD)

The following actions are in place to address this issue:

- Hired additional teaching staff to assist MS instruction (one teacher for grades 6 and 7; one teacher for 8th grade)
- Created an School Improvement Committee (see School Improvement Plan) to monitor math achievement in the middle school grades
- Purchased newer Teacher Edition of Singapore Math program which incorporates CCSS to assist teachers in higher standards
- Changed teaching staff at middle school level
- Each middle school teacher is monitoring completion of assignments and informing parents when work is not turned in – new planners were purchased that have more space and room for parent initials. This is in addition to website posting of assignments.

Financial Notes and Projections

2013-2014 Financial Update

The July 1, 2013 – June 30, 2014 year end for Arco Iris has closed. The Arco Iris Balance Sheet and Profit and Loss statement are demonstrated through June 30, 2014 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.

Arco Iris was able to secure additional reserves at the 2013-2014 year end to add to the reserves from the 2012-2013 school year. Our successful revenue streams include:

- 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. The annual auction raised \$51,848.00.
- Before and After School Care is an annually consistent revenue stream. 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.
- We received federal grants totaling more than \$139,000.

2014-2015 Budget Notes and Projections

The Arco Iris School Board approved a balanced budget for the 2014-2015 school year in June. We expect to meet revenue and expense projections outlined. Here are a few budget notations:

- Arco Iris has moved to Beaverton Christian Church. Operating funds and reserves were used to significantly update the facility in areas of student accessibility, technological upgrades, and aesthetics. For 2014-2015, the necessary updates to the facility will be minor. Additional expense will go to the purchase of materials and supplies to support student growth.
- 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.
- Arco Iris' student enrollment continues to bring new funds into the district due to the number of students who would have continued homeschooling, private school, or who are out of district.
- Arco Iris has an active finance committee that meets monthly to engage in the budget process, discuss insurance options and risk, and other relevant business trends that affect public schools in Oregon and Arco Iris.
- Pauly Rogers is in the final stages of finishing the 2013-2014 audited financial statements.

The Arco Iris Academic Program and Summary of Classes

Summary of 2014-2015 Classes

Arco Iris offers instruction in single grade classroom model for the 2014-2015 academic year. However, our middle school (grades six through eight) is a mixed grade model, yet differentiated by student skill levels. Beaverton School District learning targets and state standards are used as a guide for delivering this differentiated instruction. Staff has transitioned to Common Core State Standards through professional development, book studies, and new instructional materials.

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, except for a few students who are working above grade level. Singapore Math provides differentiated materials and students work with appropriately challenged materials based on skill level. This year, teachers will be using the Common Core State Standards teachers' edition as a way to address those more rigorous standards.
- **English Language Arts** is designed to provide critical foundations for reading and comprehension, spelling, grammar, composing and constructing writing exercises, and presentation skills. This year, each teacher has prepared a yearlong plan, with units aligned to the Common Core State Standards for each grade level.
- 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. We are using the Fusion Ciencias curriculum materials and have ordered Science kits to support hands-on learning for all grade levels. An online program component, Think Central, provides additional teacher support. A parent volunteer (whose background is science at the university level) has been invaluable in helping us develop our science program.
- Teachers lead **physical education** which includes many games and other fitness activities. This year, we have hired a staff member to assist in planning a more robust program. This staff member has experience in youth fitness and sports and an A.A. degree in Fitness.
- 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 parent-led enrichment activity that supports literacy, **Jaguars Read**. Jaguars Read is a self-paced, self-monitored reading log program in English and Spanish for outside of school hours reading. (Due to facility limitations, our Jaguars Run program is no longer available.)

Summary of New Classes for 2014-2015

Kindergarten Update

Arco Iris decided not to include kindergarten as part of our program for the 2014 – 2015.

8th Grade

Our curriculum and course work is in alignment with the state and district’s learning targets and standards. Instructors will use Singapore Math - 8th grade Primary Mathematics. Spanish Language Arts and English Language Arts will integrate art, culture, history, and literacy. Other content areas will also be aligned to district learning standards.

Enrollment

Current Enrollment and Waitlist for 2014-15

Arco Iris currently has a few openings for new students. As of September 5, 2014, **250 students** were enrolled in grades one through eight. The following chart outlines student enrollment and waitlisted students. The Open Enrollment dates for the 2015-2016 school year have not been finalized but will likely begin in January for a four-six week period. A lottery date will be determined in the spring of 2015. Enrollment and waitlist data indicates on-going demand for language immersion both in and out of district.

Each of the classrooms 1 – 5 grade have a range of 24-27 students. Our middle school is a mixed grade (6-7-8) program.

Grade	Currently Enrolled Students	Total on Waitlist
1 st	53	25
2 nd	49	24
3 rd	49	6
4 th	27	23
5 th	48	6
6 th	17	2
7 th	1	0
8 th	6	0

2014-15 Student Home District Representation	
Beaverton	195
Hillsboro	33
Portland	4
Tigard-Tualatin	4
West Linn	0
Other districts	14

The following data represents retention of students in our program as of the end of 13-14 school year
 Student Data as of June 2014

Grade	Returned	Left Arco Iris		TotalNotReturning	% not returning	Retention %
		TransfertoBSD	NotinDistrict			
1	45	1	2	3	6%	94%
2	21	0	2	2	9%	91%
3	22	2	2	4	15%	85%
4	42	0	3	3	7%	93%
5	12	11	4	15	56%	44%
6	1	1	3	4	80%	20%
7	4	1	1	2	33%	67%
Total	147	16	17	33	29%	71%

Summary of 2014-2015 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 seven days prior to students arriving. Priority discussions to begin the new year include:

- Differentiation of instruction to meet student needs
- The role of assessment in guiding instruction
- Monitoring of student progress towards standards
- PBIS

Singapore Math

Teachers continued their training of Singapore Math methods to insure that every teacher follows Singapore math methods and uses the materials to meet the varied needs of students. Nationally recognized Cassandra Turner provided comprehensive training on August 27 and 28, 2014.

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' staff reviewed our PBIS program from last year and brainstormed ways to enhance our student support.

- Teacher training and mentoring; appropriate language and consequences
- Student motivation programming
- Student intervention
- CHAMPS posters to guide students on expectations in each classroom

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. Last year, all teachers attended the Alliance for Multilingual Multicultural Education Winter Institute at Lewis and Clark College on January 18th, 2014. Additionally, teachers attended trainings offered by the Beaverton School District regarding best practices in immersion.

Physical Education

Teachers will work with a physical education specialist to integrate PE in the classroom schedules. This year, each teacher provides PE twice a week; middle school students have PE at least three times a week. PE curriculum was purchased this year. A staff member will provide mentoring to staff throughout the year in order to establish a cohesive program and will oversee our PE materials.

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 provided with the adoption of Synergy, the student management software.

EMS Subdesk

EMS Sub desk provides support and services including: Sub finder training, and health and safety protocols, and criminal background check processing.

Professional Growth

Led by the Principal, the staff will work toward individual and group professional growth with clear expectations and goals. In addition to principal-led professional development, staff members will be encouraged to exhibit their leadership in their strength areas. Teachers were supported in their professional growth by school reimbursement for approved workshops and will continue to be supported in professional growth this year. (Last year, homeroom teachers attended institutes on multilingual/multicultural education and workshops offered by BSD immersion schools, and our English teachers all attended the NCTE Conference in Portland from March 1-3, 2014.)

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. In March, 2014, teachers responded to a survey produced by the School Board. This survey provided information on teacher perceptions of work conditions, professional development, administrative support, and resources that were available to them. A summary of the results were shared at a Board meeting. The principal received a summary and shared it with the staff at a May staff meeting. Recommendations from the survey helped shape the 2014 – 2015 school program.

A School Improvement Committee was created in September, 2014 to address academic growth concerns. The committee consisting of two classroom teachers, one English teacher (PD lead, Testing Coordinator, and Principal) will meet monthly to monitor progress.

Arco Iris Parent Advisory Committee – Consejo de padres

This year, it was decided to incorporate the mission/work of the Consejo de padres' advisory committee into the PTO. This was the recommendation of the members of the Consejo de padres group, due to overlapping purposes of the two groups and limited number of volunteers stepping up to fill roles. The Board approved this change at a January, 2014 Board Meeting.

Development and Progress Monitoring of the 2013-2014 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.

2014-2015 School Improvement Plan Process

- Reevaluation of the 2013/14 operations, success indicators and progress made.
- Communication with PD lead and test facilitator to plan teacher inservice days.
- Principal draft and capture feedback from the board.
- Work with staff, solicit input, and set goals.
- Prioritize business and operational goals, educational, and mission-related goals to maximize student learning, organizational progress, and safety.
- Semi-annual review between Principal and Board Educator

Summary of Staff and Qualifications

Last year (2013 - 2014), we hired three experienced teachers from Puerto Rico. The Arco Iris community (Board, staff, parents) was impressed with the skill level and work ethic of our experienced teachers and decided that recruiting teachers from Puerto Rico to teach at Arco Iris would be an excellent way of bringing experienced, native speakers to our school. Our enrollment for 2014 - 2015 involved adding more classroom teachers and with five of our teachers leaving Arco Iris to accept positions in non-charter schools, we hired six experienced teachers from Puerto Rico and are excited to have these "highly qualified" experienced teachers joining our staff.

Below is our list of teachers, staff members, and administrators at Arco Iris, including educational backgrounds and description of duties.

Name: **Dr. Santa Santana**

Position: 1st grade Teacher

Degrees: PHD, Curriculum and Instruction from the Inter American University, Cupey, Puerto Rico, 2001; MA Supervision and Administration from Turabo University, Gurabo, Puerto Rico, 1997; BA Elementary Education from University of Puerto Rico, Rio Piedras, Puerto Rico, 1997.

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 licenses: September 9, 2013

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

Name: **Dr. Gloria Ocasio**

Position: 1st grade Teacher

Degrees: Ed.D, Instructional Technology, Nova Southeastern University, Miami, Florida, June 2013

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 licenses: May 20, 2014

License/Endorsements/Certifications: Initial I Teaching License, ECE, ELE

Name: Marilyn Rosado

Position: Teacher, Grade 2

Degrees: M.A. Education, Caribbean University, 2011

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 licenses: May 23, 2014

License/Endorsements/Certifications: Initial I Teaching: ECE,ELE

Name: **Lourdes Romero**
Position: 2nd Grade Teacher

Degrees: B.A. Education, University of Puerto Rico, 2006

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 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 licenses: July 15, 2014

License/Endorsements/Certifications: Initial 1 Teaching License, ECE

Name: **Maria Rodriguez**
Position: Teacher, 3rd grade

Degrees: Masters of Arts in Teaching, University of Turabo, Puerto Rico, 2013

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 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 licenses: December 11, 2013

License/Endorsements/Certifications: Initial I Teaching: ELE

Name: **Layra Colon**

Position: Teacher, 3rd grade

Degrees: M.A. Education, Interamerican University, 2012

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 licenses: June 12, 2014

License/Endorsements/Certifications: Initial 1, ECE

Name: **Xiomara Roman**

Position: Teacher, 4th grade

Degrees: M. A. Education, Interamerican University of Puerto Rico, 2012.

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 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 licenses: July 15, 2014

License/Endorsements/Certifications: Elementary Authorization, Multiple Subjects Self Contained

Name: **Ruth Viera**

Position: Teacher, 5th grade

Degrees: Master of Education in School Administration and Supervision from University of Puerto Rico, 2006; Bachelor of Arts in Elementary Education from University of Puerto Rico, 1986.

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 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 licenses: September 10, 2013

Endorsements/Certifications: Initial Teaching: Multiple Subjects Self Contained, Special Education

Name: **Juan Lopez**

Position: Teacher, 5th grade

Degrees: Masters in Education, Caribbean University, 2011

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 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 licenses: May 23, 2014

License/Endorsements/Certifications: Initial 1, ECE, ELE

Name: **Sarahi Vega**

Position: Teacher, grade 6-7-8

Degrees: B.A. Education, University of Puerto Rico, 1991.

Description of Duties: Teaches social studies, Spanish literacy, mathematics, art, 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 licenses: July 7, 2011

Endorsements/Certifications: Initial I Teaching: ECE, ELE

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 licenses: October 10, 2011

License/Endorsements/Certifications: Initial 1 Teaching

Name: **Laura Ansari**

Position: English Language Arts Teacher

Degrees: Master of Arts in Education, Curriculum from University of Oregon, 2012; Bachelor of Arts in History and Spanish, Linfield College, 2009.

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 licenses: July 9, 2012

License/Endorsements/Certifications: Initial Teaching: Language Arts – ML, Social Studies HS/ML, ESOL HS/ML, Basic Mathematics ML, Multiple Subjects MIDLVL

Name: **Mary Beth Cottle**

Position: Teacher, 1 grade; English Language Arts Teacher, Lead ESL teacher, RTI Coordinator

Degrees: BS in Biology from University of York, York, England, 1979; Coursework at New Mexico Highland University for teacher licensure and endorsements in reading, ESOL/bilingual, and elementary education. Coursework at Portland State University for endorsements in media specialist

Description of Duties: Teaches reading, English language arts, and lead ESL teacher.

Accountable for students' mastery of academic standards.

Work 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 licenses: September, 1998

License/Endorsements/Certifications: Elementary, Reading, ESOL/bilingual, ESOL, Media Specialist

Name: **Stacie Root**

Position: Grade 2 ELA, Grade 6 Math

Degrees: Masters of Arts in Teaching, Concordia University, 2013.

Instructs students in citizenship and basic subject matter.

Accountable for student's 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 licenses: June 26, 2013

License/Endorsements/Certifications: Initial 1, ECE, ELL

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.

Staff not returning to Arco Iris for the 2013-2014 school year include:

Laura Powers, Aurora Lopez, Katie Hetu, Hayley Heider, Liza Ramos, Dianne Espinoza, Christie Cesar.

Attachments

- 2013 Financial Statement
 - Balance Sheet
 - Profit/Loss Statement