

## SCHOOL BOARD PRESENTATIONS

### **BACKGROUND INFORMATION:**

The School Board has requested to hear regular reports highlighting school goals, successes and demographic profile. The School Board will hear from two schools at each School Board Business Meeting.

The principal will submit a written report as well as present a 3 – 4 minute presentation that expands on the highlights of the report.

The schools reporting this month are:

- Cedar Park Middle School – Ken Struckmeier
- Montclair Elementary School – Sean Leverty

## Cedar Park Middle School

### 1. Successes

- In July 2015, 11 members of the staff attended the AVID Summer Institute in Denver. They returned with the skills and knowledge to continue our work with Cornell Notes and launch a common student Binder to support Organizational skills.
- In August 2015, 11 Humanities teachers and two administrators attended the Middle School Writing Institute, presented by Teachers College. All Humanities teachers have implemented Writers Workshop as an instructional strategy to develop skills in Narrative, Informative, and Argumentative Writing.

2. **Goals:** 1) Create a culture that strengthens student skills, specifically in Organization and Writing, and prepares them for academic success in middle school and high school.

### • Strategies

- Continue implementation of AVID Cornell Notes. Launch implementation of AVID Binder.
- Implement Writers Workshop in all Humanities classes.
- Engage Community Partners to support academic work and activities.
- Create sections of Spanish to support the growth of literacy skills in Native Spanish Speakers and Advanced Spanish students.

### • Challenges

- Time for staff to collaborate to implement AVID and Writers Workshop.

### 3. School Snapshot

- 55 Licensed Staff, 27 Classified Staff
- 1042 students
- 33 Languages Spoken

**District Goal:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

## Demographics

21% ELL

14% SPED (Emotional Growth Center, Social Communication Center, Structured Routines Center)

32% Free & Reduced

40% Ethnic Diversity

## Volunteerism/Community Partnerships

- Community Partners include: Sunset Presbyterian Church, Church of Jesus Christ of Latter Day Saints (West Hills Ward), Office Depot, Domino's,
- Volunteers Donated 1630 hours to Cedar Park in 2014-2015
- International Baccalaureate Middle Years Program World School
- After School Program offered on Tuesday and Thursday: (Homework Help, Math Academy, Competition Math Club, Math Counts, Lit Club, Go Girl Go, Theatre Productions, Basketball, Indoor Soccer, & Knitting)
- 75 students serve as Peer Buddies and support success of students in SRC, SCC, and EGC

## Academic Achievement Rates

<b>Cedar Park MS Smarter Balanced 2014-2015</b>	<b>Grade 8 ELA Percent Met</b>	<b>Grade 8 Math Percent Met</b>
Total	72.7	65.5
Male	67.9	65.4
Female	77.3	65.6
Asian	77.3	81.8
Black/African American	12.5	12.5
Hispanic/Latino	52.4	27.4
Multi-Racial	87.0	81.0
White	79.7	75.9
Underserved Races/Ethnicities	48.0	28.4
Economically Disadvantaged	46.2	29.2
Students with Disabilities	42.9	27.6
Limited English Proficient	8.0	8.0
Ever Limited English Proficient	46.0	35.5
Talented and Gifted	>95%	>95%
Combined Disadvantaged	52.5	35.8

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## MONTCLAIR ELEMENTARY

Montclair is a special place and what makes it unique is its community.

If I may indulge, I'd like to share two quotes with you:

Madison 5<sup>th</sup> Grade - "Montclair is a special place because we have nice teachers and a great community. It is very welcoming."

Peter 2<sup>nd</sup> Grade - Montclair is special because "I have lots of friends and I like reading."

WE are a school that is committed to serving our community. Our parents and community speak of the sustained traditions that leave an indelible mark on their children's memories. WE are steeped in a history with the community that grew up around our 1967 building; a community that continues to refer to Montclair as "their school" despite having children that have long since moved on from our building.

I'd like to talk briefly about how Montclair is meeting the goals set out in our Strategic Plan. Visit Montclair and you'll see students and staff setting clear learning goals that place equity, excellence, innovation and collaboration squarely on the table. Because of this rich devotion to their school, our community has offered resources that have enabled our students to thrive. This type of commitment, and the desire to enhance college and career ready skill sets, is what ensures our community is poised to evaluate collaboration between all stakeholders (1).

Two years ago we purchased a few Lego robotics kits for technology rotation, in order to expand what was being offered to students. Our parents, mindful of the need to build 21st century skills, ended up purchasing additional kits in order to sustain a whole class Lego robotics opportunity. We have extended that experience to other schools in the district and opened up our technology class for TIAs excited to learn about this exciting and engaging process. We are equally excited about our success in the District's annual Signal To Noise competition, at which Montclair students dominated all four film categories last spring by bringing home first place awards. As we strive to incorporate our new Future Ready status into the schema of what makes Montclair special, we're eager to continue our innovative efforts and collaborative nature.

Centering our focus on maximizing digital learning opportunities does not complete the circle however. Over the course of the last two years we have worked hard to implement programs that support closing the achievement gap, and allowing students to monitor their continual personal learning (2). We have struggled with achievement data that suggests our demographics are changing and therefore our instructional approach needs to change too. In the past two years we have:

- Become a PBIS School (1)
- Developed an intervention program from the ground up.
- Focused our attention on improving our practices, especially for our most at-risk students.
- Implemented a professional development schedule that provides teachers the resources to be successful.
- Adapted systems and programming to meet the needs of our ever changing population.

One adaptation that we have found successful has been to reconfigure our ESL program into a push-in model. In 2014-15 we piloted this model with our third grade ELA classrooms. We also realigned Instructional Aide responsibilities and tailored small group instruction so that resources go towards students that need them the most. With both of these endeavors we received positive results on our ELA and Math SBAC scores (2). A major challenge though is trying to stretch our already small Instructional Aid staff to meet the needs of our growing at-risk population.

Our efforts have showcased growth, as well as additional areas of focus, and one thing is certain; we continue to ask ourselves “*What else can we be doing?*” Two specific Playbook goals that will mirror well with our Future Ready model will be to expand the methods in which our ELL students acquire English language proficiency, and to develop a concerted effort in providing foundational literacy skills that will enhance cross-disciplinary competency.

Montclair prides itself on dedication and commitment, and we are poised and ready for what the future may bring.

(1) **Strategic Plan Measures:** *To evaluate collaboration between students, teachers, and parents.*

- According to 2013-2015 SWIS data the school has reduced its disciplinary incident occurrences by 20% overall.

(2) **Strategic Plan Measures:** *To monitor continual personal learning.*

- According to 2014-15 student survey data 93% of 4th/5th grade students felt confident about setting goals for their learning, and 99% of 4th/5th grade students felt they were on track to meet their learning goals.
- According to 2014-15 third grade SBAC results, students scored at a 73% met/exceeded rate of achievement in ELA and 82% met/exceeded rate of achievement in math.

### **Additional demographic data reflective of Montclair Elementary:**

Current Enrollment:

391 students K-5 (Reflecting an 11% growth over last 2014-15)

- Mean class size = 23
- Mode class size = 22
- Highest class size is 29 students at second grade.
- We increased our kindergarten program from 1 full day classroom in 2014-15 to 3 full-day classrooms for the current year.
- Economically disadvantaged = 34%
- Students with disabilities = 8%
- English Language Learners = 11%

Number Different Languages Spoken: 22

Including but not limited to: Spanish; Korean; Vietnamese; Japanese; Somali.

Staffing:

- Licensed Full-time = 24;  
Half-time = 4
- Classified Full-time Library Media Assistant = 1  
Full-time Technology Instructional Assistant = 1  
Full-time Instructional Assistant = 2  
Half-time Instructional Assistant = 2

Volunteerism/Community Partnerships Initiatives:

- 2014-15 Accumulated volunteer hours = 5,984
- School and campus safety
- Literacy skill development
- School Outdoor Learning Center/Garden
- Beautification and Climate

## Academic Achievement Rates: 2014-15, 5<sup>th</sup> Grade by subgroups

Smarter Balanced ELA	Grade Group	Participation Denominator	Participation Rate	Performance Denominator	Percent Met
Total	5	59	100.0	59	69.5
Male	5	30	100.0	30	66.7
Female	5	29	100.0	29	72.4
Hispanic/Latino	5	9	100.0	9	44.4
White	5	44	100.0	44	77.3
Underserved Races/Ethnicities	5	11	100.0	11	45.5
Economically Disadvantaged	5	19	100.0	19	52.6
Limited English Proficient	5	7	100.0	7	71.4
Ever Limited English Proficient	5	7	100.0	7	71.4
Talented and Gifted	5	10	100.0	10	>95%
Combined Disadvantaged	5	25	100.0	25	48.0

Smarter Balanced Math	Grade Group	Participation Denominator	Participation Rate	Performance Denominator	Percent Met
Total	5	59	94.9	56	51.8
Male	5	30	96.7	29	48.3
Female	5	29	93.1	27	55.6
Hispanic/Latino	5	9	100.0	9	22.2
White	5	44	93.2	41	63.4
Underserved Races/Ethnicities	5	11	100.0	11	18.2
Economically Disadvantaged	5	19	94.7	18	22.2
Limited English Proficient	5	7	100.0	7	14.3
Ever Limited English Proficient	5	7	100.0	7	14.3
Talented and Gifted	5	11	100.0	11	>95%
Combined Disadvantaged	5	25	92.0	23	26.1

## SIP Brochure:




**WE are the Beaverton School District**

Montclair Elementary School

**WE believe in the Beaverton School District**

**DISTRICT GOAL:**  
All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post secondary education and career success.

**OUR MISSION:**  
To engage our students in rigorous and joyful learning experiences that meet their individual needs and help them reach their full potential.

**WE want every student to graduate with many options and be prepared to:**

**THINK:**  
Creatively & Critically

**KNOW:**  
Master Content

**ACT:**  
Self Direct & Collaborate

**GO:**  
Navigate Locally & Globally



**At Montclair, WE expect excellence through the following actions:**

- Staff are well trained and passionate about their practice.
- Community is committed to high standards and rigor.
- Recognize and celebrate excellence.

**At Montclair, the outcome of our actions will include:**

- Students who embody lifelong learning.
- Students who are prepared for their next step.
- Students who can integrate and perform through a global lens.

- The road to higher education begins in kindergarten.
- We have the best teachers. They are supported and accountable.
- Individual student growth is monitored and communicated.



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**At Montclair, WE embrace equity through the following actions:**

- Provide a learning environment that is accessible to all learners.
- Explore diverse thinking.
- Foster an appreciation for all cultures.

**At Montclair, the outcome of our actions will include:**

- Students embrace an expectation of acceptance and appreciation.
- Students have access to experiences that broaden their perspective of diversity.

- Student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability or initial proficiencies.
- Diversity and bilingualism are honored as assets.



**At Montclair, WE foster collaboration through the following actions:**

- Staff work together to build a strong professional community.
- Students, parents, community members and staff are engaged in and expected to, take part in the continual success of students.
- School elicits community support.

**At Montclair, the outcome of our actions will include:**

- All stakeholders believe in a shared responsibility.
- Collaborative partnerships contribute to student achievement.

- No one teaches or learns in isolation.
- Relationships and engagement with parents and community are inclusive, direct and honest.

