



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



**Southridge High School Board Meeting Report  
August 8, 2017**

**School Demographic Profile:**

With the opening of Mountainside, and the shift in boundaries our student population is evolving.

<b>Ethnicity</b>	<b>2016-17</b>	<b>2017-18</b>
American Indian	1%	1%
Asian	11%	8%
Black/African American	2%	3%
Hispanic	15%	21%
Native Hawaiian	1%	1%
Two or More	17%	15%
White	53%	51%
Total	100%	100%

The percentage of students who receive Free and Reduced Lunch is expected to jump from roughly 25% to 46%.

In the 2016-17 school year 36 languages were actively spoken by our student population.

At the end of the 2016-17 school year Southridge High School had 36 students in ELD, as of August 2, 2017 there are 79 students in ELD.

**SBAC Comparison Data**

<b>Category</b>	<b>2015-16</b>	<b>2016-17</b>
<b>ELA</b>	<b>Passing Rate</b>	<b>Passing Rate</b>
All Students	84.7%	89.9%
Economically Disadvantaged	72.7%	76.7%
English Learners	33.3%	22.2%
Students with Disabilities	56.8%	60%
Underserved Students	74.7%	76.9%
Hispanic	72.6%	75.9%
Asian	76%	97.8%
White	90.3%	91.4%
Multi-Racial	84.8%	92.9%
<b>Math</b>	<b>Passing Rate</b>	<b>Passing Rate</b>
All Students	55.4%	62.5%

**District Goal:** WE empower all students to achieve post-high school 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

Economically Disadvantaged	31%	45.2%
English Learners	36.4%	0.0%*
Students with Disabilities	14%	17.2%
Underserved Students	35.1%	46.8%
Hispanic	36.7%	44.2%
Asian	66%	83.7%
White	60.9%	62.4%
Multi-Racial	52.3%	58%

\*Data does not match growth rate within the preliminary Report Card.

Academic Growth:

<b>Category</b>	<b>2015-16</b>	<b>2016-17</b>
<b>ELA</b>	<b>Percentiles</b>	<b>Percentiles</b>
All Students	65	69
Economically Disadvantaged	64.5	66
English Learners	65	69
Students with Disabilities	62	65
Underserved Students	62	64.5
Hispanic	61	67
Asian	67	73
White	68	70
Multi-Racial	55	65
<b>Math</b>	<b>Percentiles</b>	<b>Percentiles</b>
All Students	63	63
Economically Disadvantaged	56.5	66
English Learners	72	66
Students with Disabilities	43.5	56.5
Underserved Students	47	60.5
Hispanic	44	58
Asian	76.5	66
White	66	64
Multi-Racial	58	58

Graduation Data:

	<b>2011-12</b>	<b>2012-13</b>
<b>Four Year Cohort</b>	89.6%	86%
<b>Five Year Cohort</b>	90.5%	92.6%

IB/AP and Dual Credit Data:

- In 2015-16 we had 536 students enrolled in an AP/IB course and 481 tests were administered. In 2016-17 we had 595 students enrolled in an AP/IB course.
- In 2015-16 we had 436 students enrolled in Dual Credit courses. In 2016-17 we had 658 students enrolled in dual language courses.

**Efforts and Actions:**

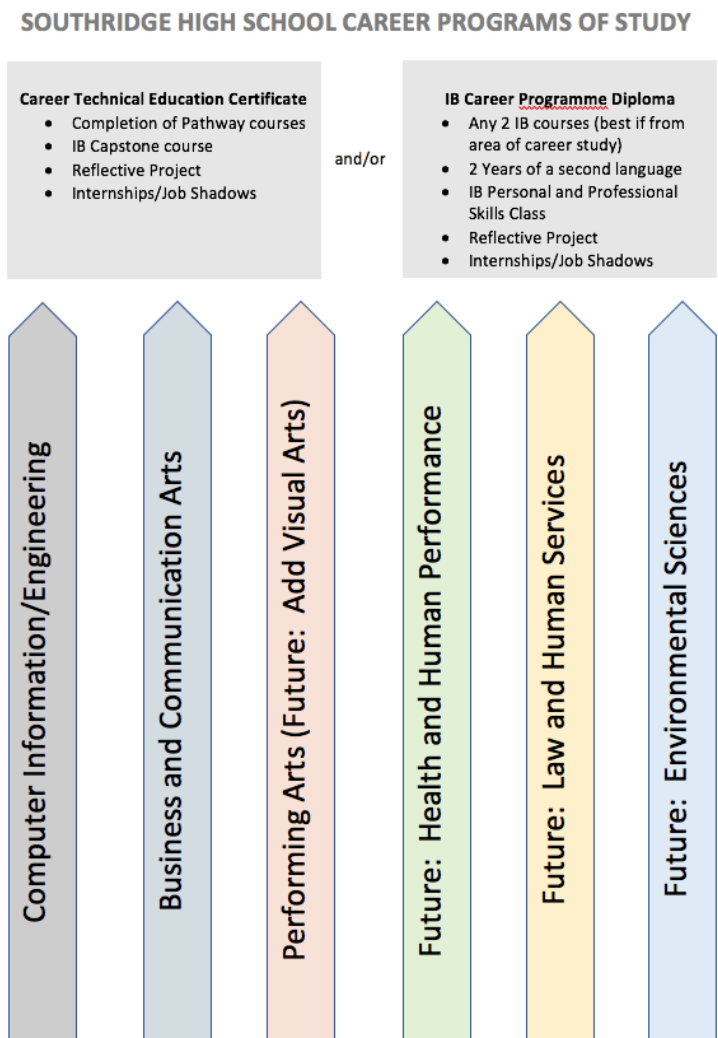
Dual Language: We are excited to begin a Dual Language program at SRHS. During the 2017-18 school year, we will be offering 10th Grade US History, AGS I, AGS II, and Physics in Spanish. In addition, we will be offering Spanish Lit and Comp I and II classes. We have created a site level team of eight staff members who will guide the work of our Dual Language program. We hope to add parents and community partners to this team during this upcoming school year.

Culturally Responsive Teaching: Once the boundaries were identified and our population shifts were defined we enhance professional development on culturally responsive practices. We will continue to do so this year with a heavy emphasis placed on relationships, understanding diverse student populations, and working with students in poverty.

Student Support Center: Beginning in 2017-18 we are adding a Student Support Center to specifically work with struggling students. To begin this work, we have identified monitored ELD students, students on an IEP, and students who struggle with math to support. As the year progresses, the Care Team will identify students to reference to the Student Support Team. Four classified employees will support students in their core classes and in a testing center.

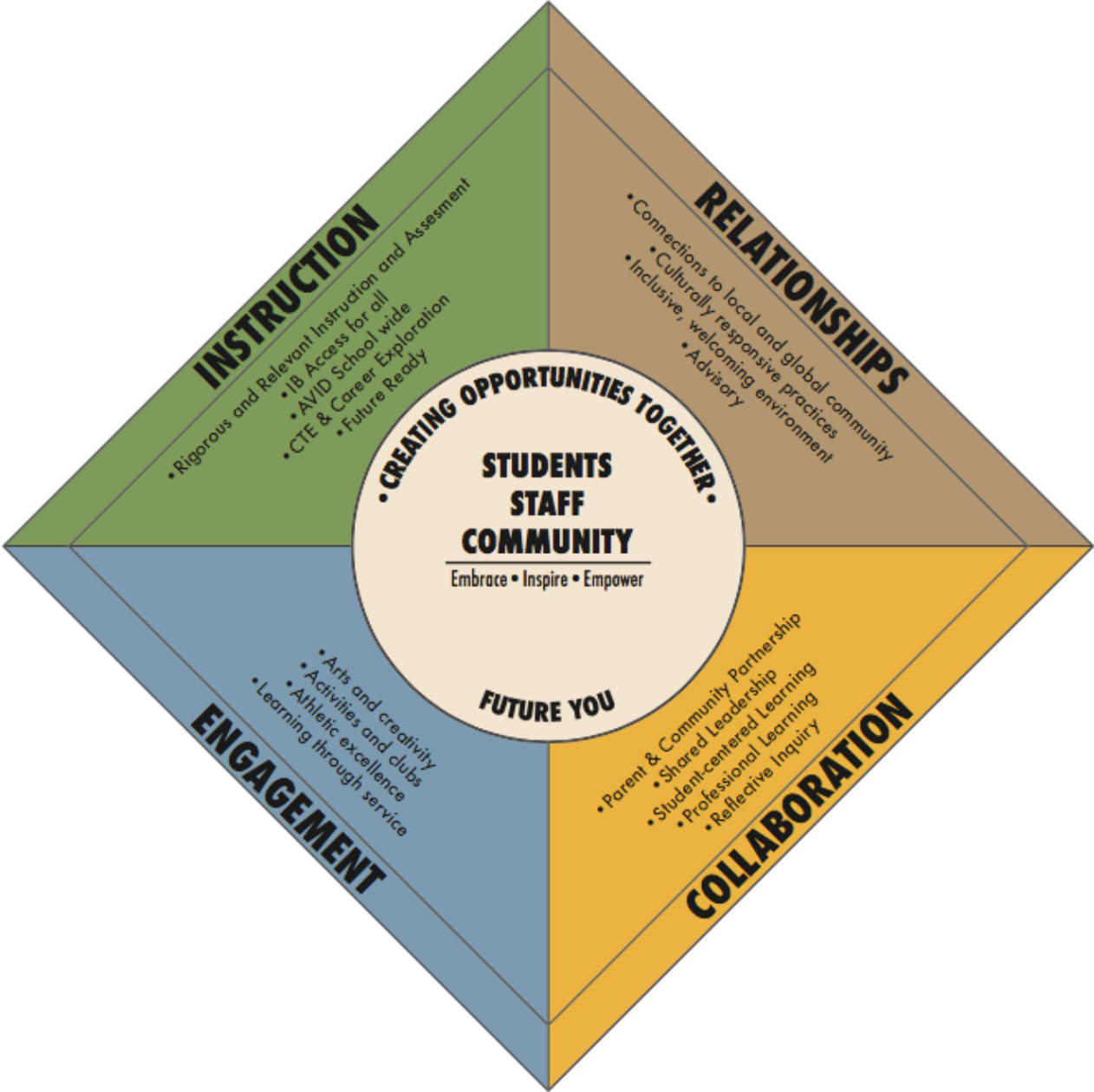
CTE Pathways: In the 2016-17 school year we began to better define our Engineering/Computer Science and Business Pathways by aligning the classes, creating entry classes and capstone classes aligned to the IB Diploma Programme, and articulating future needs. We also created a Performing Arts Pathway, and added a Communication Arts path within the Business Pathway. In 2017-18 we will begin to define Visual Arts, Health and Human Performance, and Law/Human Services and Environmental Science pathways to begin in the 2018-19 school year. (See diagram below)

Career Programme: Southridge High School has begun the process to become an IB Career Program School. We hope to be accredited by the end of the 2018-19 school year and begin offering the CP in the 2019-2020 school year. (See diagram below)



**Goals:** During the 2016-17 school year the Vision Team (composed of parents, students, partners, and staff) and the School Leadership Team Identified our work for not only this next school year, but for the near future. Our mission and focus is best identified through the visual below:

# Southridge High School



To assess our success, and to focus our work, we have identified the following three benchmarks (please know that this is a working document):

### Access to Academic Rigor

Goal: Increase number of students accessing IB/AP courses and at the same time decrease the achievement gap by increasing the accessibility to rigorous courses for ALL students.

Why:

- To meet the academic needs of all students
- All students deserve access to high academic expectations
- It's our moral imperative to meet the needs of every student learning in our classrooms
- To open doors and to prepare students for college, work and future options.

How:

- IB Approaches to Teaching. There are six pedagogical principles that underpin all IB Programmes. Teaching in an IB World School is:
  - Based on inquiry
  - Focused on conceptual understanding
  - Developed in local and global contexts
  - Focused on effective teamwork and collaboration
  - Differentiated to meet the needs of all learners
  - Informed by formative and summative assessment.
- IB Approaches to Learning. There are five pedagogical skills students learn in all IB Programmes. Learning in an IB World School builds:
  - Thinking skills
  - Communications skills
  - Social skills
  - Self-management skills
  - Research skills
- Support of Approaches to teaching and learning:
  - Utilize and incorporate the 5D+ Framework
  - Incorporate AVID Strategies in the classroom
  - Focus on Costas Levels of Questioning to elevate critical thinking
  - Use Essential Questions to focus and guide instruction
  - Establish protocols to use interact with notes in all classrooms
  - Continue to focus on classroom visits by administrators to provide feedback
  - Build strong ILTs to support teacher growth and learning
  - Provide peer to peer support opportunities for staff to learn from each other
  - Be purposeful and thoughtful in providing relevant professional development.

What:

- # of teachers who set goals around rigor
- # of trainings offered and attended
- # of teachers who explicitly implement approaches to teaching and learning strategies
- Increased volume of reading stamina, Increased level of writing
- # of students who are enrolled and test in IB/AP classes

### Foster and promote positive, healthy relationships that embrace, inspire and empower students.

Goal: Increase student connections in classrooms and engagement to co-curricular opportunities that allows a diverse student body to explore their interests, challenge themselves, and have a voice in their community.

Why:

- Our work is built around student learning and opportunities
- Celebrating our community of learners builds a stronger school
- Providing a healthy, challenging and rewarding high school experience will allow for our students to feel safe, be innovators, and challenge themselves
- A strong, diverse student body strengthens a learning community.

How:

- Staff will:
  - Purposefully use Culturally Responsive Practices in their classrooms to support a diverse student body
  - Be inclusive in their practices throughout the building
  - Use the IB Learner Profile to guide practices. IB Learners strive to be:
    - Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective
  - Know students and foster positive, healthy relationships
  - Understand the importance of the student narrative, and that all students bring their narrative to the classroom
  - Honor and build student voice
  - Establishment norms that are inclusive and culturally responsive
  - Be intentional in promoting student involvement in sports, activities and clubs.

What:

- # of teachers who establish goals around fostering relationships
- # of teachers who establish goals around culturally responsive practices
- Level of student engagement in class increases
- Student voice increases across the school (pre and post survey)
- Increase in use of advisory to build and support relationships
- Increase in number of students who accept and build on failure
- # of teachers who use the IB Learner Profile in their lesson design

*Cultivate and support collaboration to support both staff learning and collegiality as well as parent and community partnerships.*

Goal: Increase opportunities for staff, parent and community collaboration that are meaningful, relevant and supportive of the Southridge community.

Why:

- Staff learning is necessary to meet the needs of students
- Parent and community partnerships support both staff and student needs
- Shared leadership builds trust and community.

How:

- Establish a School Leadership Team that is the decision-making body for the school, and is inclusive of the entire staff
- Build strong ILTs to support teacher growth and learning
- Provide opportunities for staff to participate in thoughtful, relevant professional development
- Create opportunities for community partners and parents to engage with, and support, Southridge High School staff and students.

What:

- Increased role of School Leadership Team (pre and post survey)
- ILT support given to staff to build strong collaborative groups
- Thoughtful and meaningful PD aligned to goals
- Increased number of parents involved in the PTO and its activities to support our students.
- Increase number of community partnerships

## **Success and Challenges:**

### Successes:

- Transition year of 2016-17: We moved through the transition process by implementing a thoughtful and student-centric process to address our needs, concerns and vision.
- Hiring: We have hired 29 staff members, and in this process have added diversity of age, background, language, and ethnicity to the staff.
- SBAC data: Our SBAC data shows academic growth for all categories, minus one. Even though this data shows that we have much work to do, we are seeing an upward swing.
- Staff and building morale: Our staff, parents, community, and students have a positive view of our school, community and work.
- AVID: Moving AVID from one section to seven sections in three years, and the work to move AVID school-wide has improved teaching practice, student access to rigorous courses, and student accountability.
- 1:1 Rollout and use of Chrome books and Canvas: Our staff immediately began using Canvas and by the end of the year students were using Chrome books and Canvas to better meet their academic goals.
- Writing Curriculum and Classroom Libraries: Our English Language Arts teachers have adapted the Units of Study into their curriculum and have also incorporated Classroom Libraries into their repertoire.

### Challenges:

- ELD Data: Our Arabic speaking, male students are struggling both academically and socially. As we move into the 2017-18 school year we are putting specific supports in place to assist these students. In addition, our ELD population is growing drastically this school year, and in the future, our work to support these students and families will be new for our community.
- Student Demographic Shifts: Our community, becoming more diverse both economically and racially, is a healthy challenge for our school. We will become a stronger and richer community, but will need to be thoughtful, inclusive, and visionary in this process.
- Attendance: We are placing an emphasis and renewed focus on the importance of student attendance. Our attendance rate has continued to drop over the last five years, and we are committed to turn this trend around.
- IB For All: One of our goals is to have more students access IB classes. This work involves a shift in the mindset of staff, students and parents.
- Staffing in Key Areas: Due to staff movement we have replaced our Athletic Director, Activities Director, and Band Director. All three are visible and important positions in a comprehensive high school. In addition, we have replaced eight head coaches, two Professional Development TOSAs, our technology support technician, head custodial foreman, and registrar. These key positions will be transitioning together as we move into the 2017-18 school year, along with seventeen additional new staff members.

**Closing:** Creating Opportunities Together: Beginning in 2017-18 our work will be focused around a common maxim, "Creating Opportunities Together". As a community, we will be communicating, celebrating, and aligning our work under this maxim, for as a community we Create Opportunities Together.