



Sexton Mountain Elementary School

Teresa Clemens-Brower, Ed.D. Sexton Mt. Principal, 2011-Present

School Demographic Profile -

Number of Staff- 38 Certified, 27 Classified

544 Students-260 girls and 284 boys

104 Students are eligible for free/reduce priced lunch

67 Students identified as Talented and Gifted

63 Students receive Special Education Services

47 Students emerging or progressing in English Language Proficiency

108 Students have a home language in addition to English

23 Languages Spoken are spoken in the homes of Sexton Mt. Students

14% of our students are Asian, 3% Black, 9% Hispanic, 8% Multiracial, >1%

Indian/Alaskan Native and 66% White

A range of family structures add to the diversity and richness of our school community.

Volunteers have spent 9,466 hours at Sexton Mt. so far this school year.

Efforts/Actions -

Collaboration: We know our readers well! The Multilingual Department and Instructional Innovation Department provided funds for sub-release time so that teacher teams were able to meet for 90 minutes each month for embedded English Language Arts and English Language Development Professional Development based on student assessments. As resource or human capital needs were identified, Community Partners, Parent Teacher Club and volunteers rallied to meet the needs.

Excellence: We know our readers well! Teachers are better able to match readers with books that students enjoy. Enjoyable books increases student time in text. Time in text increases student achievement in reading. Strong readers develop a wide vocabulary, ability to access other content areas, and intellectual empathy that helps them become more effective people.

Innovation: We know our readers well! As students spend more time reading or authentically responding to reading, there's been a dramatic change in the types of work sent home. In order to keep parents informed, we've increased our use of technology.

Equity: We know our readers well. We hope that every reader will see themselves and their classmates reflected in our classroom libraries with special emphasis on representing students in our specialized programs. *Rules* and *My Brother Charlie*

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

were given to families by our PTC so that all children could better understand the celebrations and challenges of living with autism. *Home of the Brave* allowed 5th graders to better understand the perspective of a refugee child. An increase in our collection of Arabic/English and Spanish/English Bilingual books have helped us build a greater sense of community. As we've learned more about what we don't know and who we may be excluding, an informal parent-advisory committee formed to help in creating a more inclusive environment for families with a home language of Arabic.

Goals -

Based on the number of students not meeting expectations or growth targets on SBAC ELA (see details below), our goals focus on READING.

- Students starting the year Below Grade Level will make 1.5 years growth in reading achievement as measured by IRLA.
- Students starting the year at or above grade level will make at least one year of growth in reading achievement as measured by IRLA.

SBAC ELA-Scored 3 or 4 over past 2 years	SBAC Math-Scored 3 or 4 over past 2 years
All Students 67.3% Economically Disadvantaged 44% English Language Learners 38.3% Students with Disabilities 31.3% Underserved Races/Ethnicities 58.5%	All Students 64.4% Economically Disadvantaged 33.7% English Language Learners 48.3% Students with Disabilities 28.8% Underserved Races/Ethnicities 43.4%

SBAC ELA-Growth Target Focus Group-2016 4 th Grade	SBAC Math-Growth Target Focus Group-2016 4 th Grade
36 students did not meet growth target in reading 17/36 have a home language other than English 11/36 scored 3 6/36 scored a 4	32 students did not meet growth targets in mathematics 8/32 scored a 4 11/32 of those students scored a 3

Successes -

87 Students have made 2+ years of growth in reading as measured by IRLA
 46 Students have made 1.6-19. years of growth in reading as measured by IRLA
 105 Students have made 1-1.59 years of growth in reading as measured by IRLA
 67% of Students are working at or above grade level in reading
 26 Students and their families are receiving support in meeting basic needs through the Planting Seeds-Community Partnership Team
 100% of students are moving more throughout the day due to our Active Schools work, Walking School Bus, and Mid-Day Running Club

Challenges –

Time-Time to collaborate, reflect and refine is valued.

Deep Thinking-We are building our understanding of working hard (busy) vs hard work (challenging). This focus on Understanding Depth of Knowledge is critical in helping adults understand the habits of mind that need to be established early.

Tradition-We love our traditions so we have to think hard about why we are doing things and think about what we can stop doing.

Lagging Skills—As students today come to us with behaviors that are not yet conducive to the traditional classrooms, adults are building skills to address the skill gap.

Other -

Our school is not PYP, Future Ready, Title, TWI, or STEM but we are special in our own way.

Closing- -

We prepare children for an ever-changing world by teaching children to critically read and respond to increasingly complex text. Mastery of language (reading, writing, speaking and listening) allows students' to fully participate in all content areas. We are inclusive and have high expectations. Sexton Mt. is such a special place to learn that one of our first graders recently wrote an opinion piece about our school. A link to her presentation is below.

<https://www.youtube.com/watch?v=4BUnNw8-oSE#action=share>