



Introduction – Michael Crandall, Principal 5th year at Kinnaman, 16th year in BSD

School Demographic Profile

Number of Staff	48 Certified	22 Classified		
Enrollment		705		<u>Ethnic Diversity</u>
Economically Disadvantaged		70%		Asian
ELL		34%		African American
Mobile Students		15.9%		Hispanic/Latino
Students with Disability		13%		White
Languages Spoken		21		Other/Multiracial
				6%
				5%
				39%
				43%
				6%

Efforts/Actions:

Collaboration: Co-teaching approach to ELL instruction, Supplemental Collaboration Time (Title I Fund), Community Partnership with Impact NW (SHINE after school Program), New Team Leader Model of collaborative leadership within the school.

Excellence: Reading Workshop, Math Workshop Pilot, Classroom Technology Integration, Reading intervention program.

Innovation: Future Ready School (year 3 in 2nd and 4th Grade), Virtual Programs (Summer School, Weekend Academy, Spring Break), Kinnaman Bookstore

Equity: Equity Support Model (Intervention/striving readers), Title One Extended Day, Summer School programs (Virtual, Kinder, 1st-5th). General Ed/ISC partnership, PBIS/Restorative Practices

Goals:

ELA-Improving Student Achievement in Reading by Growing Readers - Our efforts and actions in this area include the development of an equity model of support. Every 6 weeks teacher teams gather and examine student reading progress and set new goals for their students. Our entire support and intervention model and schedule is re-written based on the results of these meetings. We have implemented Lucy Caulkins Reading Units of Study and have transitioned to our new reading assessment system this year (IRLA and online data collection program and SchoolPace). We've increased student access to high interest books through our supplemental Title One resources. We have created a Kinnaman Bookstore as a way to encourage students and teachers to track reading goals and reward the meeting of those goals. We will send 8 teachers to supplemental ELA training in Washington this spring. We have leveraged our Academic Funding staffing to provide targeted support and intervention to our most struggling readers.

Math- Improving Math Core Instruction Through Math Workshop - Our efforts and actions in this area include sending 8 Certified Classroom teachers to math workshop training in Denver. These teachers in turn provided ongoing professional development to their teammates on the new instructional strategies they learned. We have implemented a school-wide math scope and sequence for targets and concepts. We

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 expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

have increased investments in math manipulative resources to support the math workshop model. Finally, we have implemented school-wide supplemental math resources and assessment systems such as Zearn and Front Row.

Successes: (please see attached data)

SBAC Reading - Kinnaman outperforms like school and state averages in every single statistical category but one.

SBAC Math – While we did see a dip in our math scores this year we outperformed like school averages in all but two statistical categories.

Reading: In Class Measures - Based on February data, Kinnaman students had the 2nd highest average reading growth in BSD.

Kindergarten/1st grade reading - tremendous growth in these two grade levels with only 2 students currently qualifying for intervention (based on district guidelines).

Virtual Summer School- Kinnaman developed a pilot project two years ago to combat summer reading loss. This year 15 Certified teachers and over 150 students will participate. Students check out classroom technology and track their reading over the summer. We open the library each Wednesday over the summer for students to check out books and teachers push out assignments, assess students reading and encourage students through online applications.

Collaborative Co-Teaching – We are in our first year of a Collaborative Co-Teaching pilot between our ELL and classroom teachers. While it is too early to report on student data, initial feedback from teachers is much more alignment between ELL and General Education instruction and much more academic proficiency in the classroom from our English Language Learners.

Staff Climate/Culture – 2016 TELL Survey Data:

93% of staff report that Kinnaman is, “A Good place to work and learn.”

100% of staff report, “What they teach will make a difference in student’s lives.”

100% of staff report that, “teachers are held to high professional standards for delivering instruction”

Challenges:

We see many of our successes in closing the achievement gap as the direct result of academic funding allocations. The loss of these resources, coupled with a significant decrease in Title One funding will directly impact our most vulnerable students.

State Report Card Data in Math continues to be an area of focus for our school. In the goal section we have outlined our efforts and actions in this area. While we have made great strides this year there is much more work to do.

The gap between our overall scores and those of our students receiving Special Education services necessitate significant changes in our Special Education service model and delivery. We will be working on a pilot project next year to better connect our SPED services to the General Education classroom.

We have had a great deal of success leveraging the resources provided through the Future Ready Grant. The reason why you will see a seamless integration of technology in classrooms at Kinnaman is largely due to the support of our Library Instructional Technology Teacher. The loss of this position next year and the instructional support provided will impact our ability to leverage the investments in technology provided by our community.

Kinnaman 15-16 SBAC DATA

English Language Arts	2014-15 Kinnaman % Level 3/4	2015-16 Kinnaman% Level 3/4	15-16 Like School %	State Average
All Students	51.7%	64.3%	47.8%	52.4
Grade 3	40%	61%		
Grade 4	58%	58%		
Grade 5	56.2%	72%		
Econ Disadvantage	45.2%	58.5%	43.7	40.7
English Learners	27.1%	47.5%	32.9	32.9
Students with Disabilities	16.4%	17.1%	21	25
Underserved Races/ethnicities	44.3%	54.8%		
Hispanic	44.0%	57.1%	34.1	34.9
Asian	71.4%	73.7%	62.7	69.9
White	57.5%	70.2%	59.2	58.3
Multiracial	64.7%	94.1%	52.6	57.1

Math	2014-15 Kinnaman % Level 3/4	2015-16	Like School	State Average
All Students	44.8%	41.4%	38.4%	44.9%
Grade 3	53.8%	55%		
Grade 4	47.8%	31%		
Grade 5	32.4%	36%		
Economically Disadvantaged	39.9%	35.1%	34.5%	32%
English Learners	26%	29.9%	25.4%	23.6%
Students with Disabilities	14.5%	8.6%	16.9%	22.1%
Underserved Races/ethnicities	35.3%	31.8%		
Hispanic	36.2%	33.3%	25.7%	26.5%
Asian	64.3%	42.1%	62.7%	68%
White	54.8%	50.4%	48.2%	51.7%
Multiracial	47.1%	58.8%	42.4%	57.1%

2016-17 In-Class Reading Data: “Emer” = Emergency, “Prof” = Proficient.

	Oct Emer	Dec Emer	March Emer	Oct At Risk	Dec At Risk	March Risk	Oct Prof	Dec Prof	March Prof
Kinder	22.9%	16%	4%	43.8%	18%	16%	29.5%	62%	76%
1st	16.5%	12.8%	11.8%	36.5%	20%	20%	43.5%	56%	65.5%
2nd	16.8%	22.3%	24.6%	31.2%	14.9%	18.3%	48.8%	59.3%	53.2%
3rd	26.7%	20.9%	20.6%	48.9%	45.5%	28.7%	22.2%	32.1%	49.3%
4th	17%	8.6%	13.6%	52.7%	55.2%	19%	20.5%	32.4%	65.5%
5th	26.3%	19.5%	27%	44.7%	38.1%	21.7%	25.4%	40.7%	49.6%
Total	21.1%	17%	17.5%	27.0%	33%	20.9%	31.7%	46.6%	59%

Average Reading Growth by Grade Level*

- K- .51
- 1st- .63
- 2nd- .44
- 3rd- .45
- 4th- .48
- 5th- .74

Kinnaman Average Growth in Reading: .54

District Average Growth .30

*Based on data collected in February. All scores based on the IRLA with 1.0 = 1 year of growth on the IRLA assessment.