



## SCHOOL REPORT

**School:** Conestoga Middle

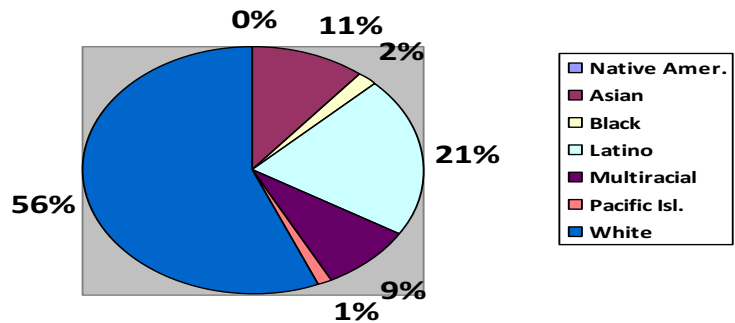
**Principal:** Zan Hess

**Years as School Principal:** 11

**Years in BSD:** 23

### School Demographics 2016-17

**Enrollment:** 906  
**Economically Disadvantaged:** 34%  
**Students with Disabilities:** 15%  
**Ever English Language Learner:** 24%  
**Different Languages Spoken:** 32



### School Metrics

#### College Readiness

Grade 8 English Language Arts	14-15	15-16	16-17	Grade 8 Mathematics	14-15	15-16	16-17
All Students	64%	74%	64%	All Students	64%	53%	52%
Economically Disadvantaged	46%	54%	45%	Economically Disadvantaged	46%	39%	31%
English Language Learners	22%		17%	English Language Learners	22%		13%
Ever English Language Learners	37%	49%	40%	Ever English Language Learners	37%	40%	33%
Students with Disabilities	27%	37%	23%	Students with Disabilities	27%	14%	15%
Talented and Gifted	>95%	>95%		Talented and Gifted	>95%	>95%	90%
Asian	62%	88%	80%	Asian	62%	68%	87%
Hispanic/Latino	41%	45%	48%	Hispanic/Latino	41%	30%	30%
White	72%	81%	65%	White	72%	62%	51%
Multi-racial		76%		Multi-racial		29%	
Male	57%	69%	57%	Male	47%	54%	48%
Female	71%	79%	72%	Female	71%	52%	57%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	49%	68%	54%	All Students	54%	53%	47%
Economically Disadvantaged	45%	66%	46%	Economically Disadvantaged	53%	52%	42%
English Language Learners	51%	57%	49%	English Language Learners	54%	37%	38%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	38%	64%	44%	Students with Disabilities	33%	52%	41%
Talented and Gifted	48%	79%	70%	Talented and Gifted	59%	60%	46%
Asian	65%	75%	53%	Asian	58%	67%	61%
Hispanic/Latino	38%	66%	48%	Hispanic/Latino	53%	51%	36%
White	48%	66%	57%	White	53%	59%	49%
Multi-racial	56%	74%	51%	Multi-racial	57%	52%	47%
Male	40%	69%	50%	Male	48%	53%	44%
Female	58%	67%	59%	Female	61%	52%	51%

**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.

## 2016-17 Participation Rates

Smarter Balanced ELA: 99%

Smarter Balanced Math: 98%

Student Survey: 100%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	65%	65%	66%	Students reporting that at least one adult cares about them	82%	86%	83%
Students missing class due to suspensions or expulsion	58	42	78	Parents reporting they feel informed and valued as active partners in their child's education	75%	71%	70%
Number of class days missed due to suspensions or expulsion	117	132	182	Teachers and staff reporting they contribute to school decision making		65%	58%

### Successes:

There are many indications of outstanding growth and learning taking place at Conestoga Middle School among both students and staff. In the spirit of transparency and ownership, last year's data of 8<sup>th</sup> grade students alone does not indicate a large amount of academic success among last year's 8<sup>th</sup> graders. In fact, looking at data alone would be discouraging. I am proud to share the many areas where we are making great strides to meet the needs of all of our students regardless of where they might be found in the learning continuum while improving the instructional capacity of our teachers.

Our students know they learn in a place that values them as individuals and we look to harness their interests, desires, and drive to enhance their learning through carefully designed lessons that ask them to engage at a high level, articulate their thinking, and push themselves to a level of learning that they never considered possible. We look to celebrate their learning through their successes and through their failures, knowing that in our eyes learning is the constant expectation and that the amount of time it might take to learn essential skills varies from student to student.

Over the time that I have served at Conestoga as an administrator, the number of our Economically Disadvantaged students has grown from a single digit percentage to over 45% at one point a few years ago. Recently, we seem to have settled into a consistent mid-30% level. Additionally, the number of ESL students that we serve has grown in similar proportions. As a community, we have embraced these changes and have begun developing responsive systems of learning to support all of our students. These systems have shown fruits in the number of students who fit these "categories" and who continue to show growth both in English Language Arts and Mathematics that are on par with other reported groupings.

### Challenges and Action Plan:

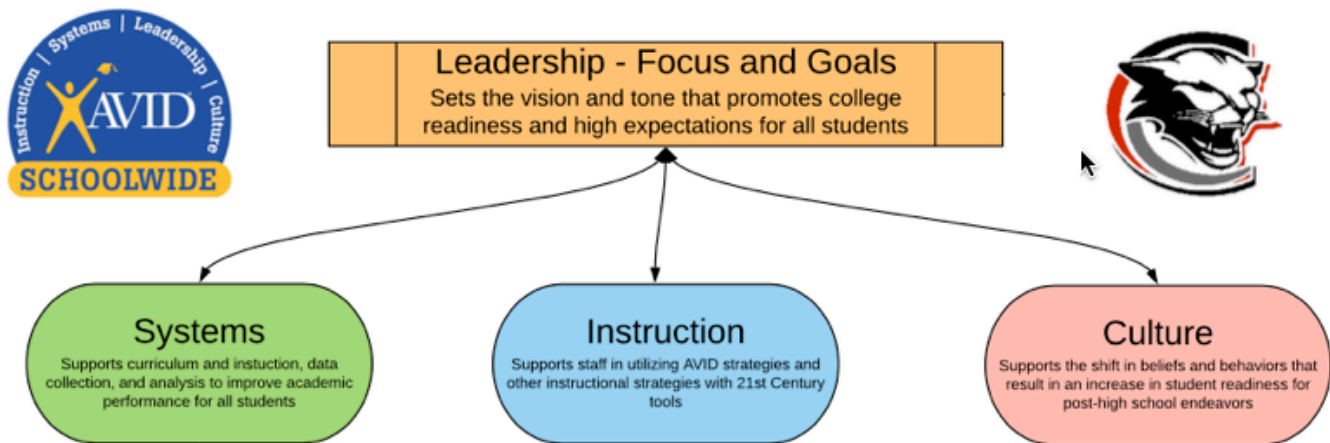
Like in all middle schools in Beaverton, there continues to be a very real achievement gap at Conestoga between and among some groups of students. That reality continues to be the most significant issue facing us as a community and a school. There is little doubt, in my mind, that we are on the right track. I am happy to articulate some of the most impactful plans and strategies that are in place. These are designed to address these challenges with increased precision and focus.

### Leadership Matrix Re-Design

Two summers ago, it was clear that our use of time in committees, organizations, and planning groups was fragmented, cumbersome, and ineffective. We were mired in a duplication of efforts, disjointed practices, and a lack of focus.

Through careful planning and conversation, we created a Leadership matrix that has concentrated our efforts and helped us become more efficient and reliant on the hundreds of years of teaching experience that is represented among our staff. The general structure of these committees is simple, yet powerful. It relies on the professional capacity and knowledge of our teachers through careful study of our practices, gathered data, and student feedback. The committees are chaired by teachers and any/all staff may participate in any

or all of the committees. To ensure clear communication all decisions, minutes, and future plans are reported monthly to all staff.



The results of these efforts have already shown great results in focus and attention to the essential areas that our students, staff, and community need and desire.

### The "BIG THREE"

As a staff, Conestoga has identified three key areas that will remain our focus for the coming years as it relates to staff development, enhancing our instruction, and ensuring more effective, powerful learning opportunities for our students. Our three areas of focus are, and will continue to be:

1. **WICOR** strategies will be used in our classrooms every day to ensure higher levels of rigor, engagement, and collaboration between and among our students and staff.
2. **CRT** – Culturally Responsive Teaching. As our students change and evolve, we too must respond effectively to these changes ensuring that each of our students has the opportunity to engage and master essential skills.
3. **Academic Language** – As we use more complex language and vocabulary in our classrooms, students are required to raise the level of their communication (both written and verbal), developing a capacity to communicate more clearly, precisely, and effectively.

During all administratively directed time (Staff Meetings and Early Release Wednesdays), teachers work together in targeted activities that enhance their capacity to use the "Big Three" every day in their instruction. This time is designed and implemented entirely through the use of our Instruction Committee.

### Interventions

Our Systems Committee has taken the ownership to ensure that our Interventions model is robust and responsive to the ever-changing learning needs of our students. We have developed a more streamlined system of measuring student growth, creating opportunities for students to receive additional targeted interventions from both their CORE teachers and from our Reading and Math Intervention teachers. Through their advocacy, we have expanded the number of Reading Interventions options for our students. Additionally, we have been able to restore some Math interventions classes to our schedule that had been absent for a number of years due to budgetary challenges.

These intervention classes have resulted in a greater number of students who have not found the success they desire in their classrooms to participate in targeted, small group classes that afford them opportunities to master essential skills at their level and pace and to find an increased measure of success in their CORE classrooms.

## **Honors Courses for 8<sup>th</sup> Graders**

This past summer, our 8<sup>th</sup> grade teachers examined the students who had just moved on to high school. In those conversations, it was determined that we were missing an opportunity to afford students access to an increased level of rigor in areas beyond AGS1. We asked ourselves: Why can't we create opportunities to go deeper and farther into areas of Writing, Humanities, and Science just like students can in Mathematics? The answer to this important question compelled us to create opportunities for our 8<sup>th</sup> grade students to participate in Honors Humanities, Honors Writing, and/or Honors Science. These opportunities are embedded in current courses and, our commitment is that any student who desires can participate.

Currently, 55% of all of our 8<sup>th</sup> grade students are working toward completing at least one Honors course this semester. This includes 35% of our 8<sup>th</sup> grade SPED students, 100% of our 8<sup>th</sup> grade ESL students, and 100% of our AVID students. We are anxious to see the results of their commitment and effort in the next few weeks at the end of the semester. Further, we expect to see an increased number of students committing to this work during the second Semester.

## **Relationships**

Research consistently shows that middle school students who feel a connection to a minimum of at least one adult who cares for them will experience decreased levels of absences, higher levels of success in classes, and be more engaged in their learning. Internal surveys completed this fall suggest that 86% of our students feel that they have this connection with at least one adult at Conestoga. While this number is excellent, we are not satisfied. Just this month, members of our Culture Committee and Interventions PLT redoubled our efforts in this area by guiding Conestoga's staff through a series of activities to get to know each of our students better and to build intentional plans to focus on students who are not as connected as we would hope. These plans will be implemented throughout the spring with the intent to have all of our students feel a connection to their school and to the adults with whom they work on a daily basis.

## **AVID**

It should go without saying that we are "all in" as it relates to our commitment to ensure that we are using the full force of AVID strategies and philosophies in our classrooms and practices. 83% of Conestoga's staff have participated in either AVID Summer Institutes or AVID Strand training. We are constantly assessing and working to ensure students experience lessons that are replete with strategies that enhance instruction, fulfill our daily commitment to rigorous learning opportunities, and are intertwined in consistent expectations between and among our staff. In short, we work to have AVID strategies permeate everything we do in the classroom.

These efforts are specifically designed to ensure our "school-wide" systems are focused, effective, and instructionally powerful. They are intended to create accountability for students and staff alike and to inspire deeper thinking, expanded capacity, and complete ownership of learning. The possibility of closing the achievement gap is within our grasp, but it will not be simple. This task will take time, focused efforts, and an unrelenting commitment to the future of our students. We embrace this opportunity and responsibility and believe that we are on the right path to accomplishing this ambitious and morally/ethically responsible goal.