



**Scholls Heights Elementary School**  
**Mascot: Knights**

**Introduction-**

- Monique Singleton, Principal, 1<sup>st</sup> year at Scholls Heights Elementary
  - 5 years at Aloha Park Elementary as classroom teacher & ESL teacher
  - 2 years at the ESL Welcome Center as a District Program Facilitator (TOSA)
  - 10 years in North Clackamas School District (2 years- Assistant Principal-Oak Grove Elementary, 8 years as Principal-Riverside Elementary)

**School Demographic Profile -**

- Number of Staff – 23 classroom teachers + 14 certified staff, 22 classified
- Enrollment - 528
- Number of different languages spoken - 22
- ELL- 13%
- Special Ed - 73 (17%)
  - Specialized Programs-2 ISC Classrooms (Independent Skills)- 20 of the total)
- Free & Reduced Lunch- 18%
- Mobile Students – 8.9%
- Ethnic Diversity-
  - Asian – 13%
  - African American – 2%
  - Hispanic – 12%
  - White – 62%
  - Native Hawaiian/Pacific Islander – 1%
  - Other/Multiracial – 10%
- Before and after school offerings – Girls on the Run, Tennis Club, Dot & Dash coding club, Spanish Club

**Goals -**

- **ELA & Math:** We are focused on increasing the achievement for each of our students, specifically for our English language learners and our students with learning disabilities
- **School Climate:** We are focused on enhancing positive relationships and consistent communication of expectations with all students, staff and parents

**Successes / Data**

- State Report Card Data—See attached trend data for 2006-2014- OAKS
- Featured as a BSD Pillar Story: Maker Space at Scholls Heights Elementary:  
<https://www.beaverton.k12.or.us/pillars/Pages/Pillar%20Stories%202016-2017/Innovate-February-2017.aspx>

**Challenges / Data**

- State Report Card Data—challenges:
  - See attached trend data for 2015 & 2016 – SBAC

**Math- SBAC**

	3rd grade	4th grade	5th grade
2014-15	86.3	76.4	76.2
2015-16	86	71.3	65.7

**Reading-SBAC**

	3rd grade	4th grade	5th grade
2014-15	78.9	78.3	82.1
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**Efforts/Actions -**

**Collaboration:**

- **Learning Teams & Collaboration Time:** Scholls Heights culture continues to value collaboration. We have coordinated Learning Teams for grade level teams & specialists to meet bi-monthly and Collaboration Time for teachers to regularly meet in teams to collaboratively plan around curriculum and student needs.

**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

- **Classified Team Meetings:** As we support our certified staff to collaborate, we have also established regular classified team meetings for our valued classified staff to collaborate, receive training and feedback to improve instruction and systems in support of our students.
- **Community Partnerships with Murray/Scholls Beaverton Library:** We have established a strong partnership with our local library that has included their support of student and parent education, literacy materials, and technology activities.
- **Green Team:** Parents, staff and students are collaboratively developing innovative efforts to support more sustainable practices throughout our school.
- **Scholls Heights Parent Teacher Organization (SHPTO):** Our PTO has always been very supportive of our students and staff. This year they have been especially supportive of our efforts to improve our instructional technology offerings for our students, as well as for field trips and learning activities and supplies. We have also established Watch D.O.G.S (Dads of Great Students) to help increase male role models as volunteers.
- **Volunteer Hours for 2015-16:** August 2015 -June 2016): 10,135.20 hours; 920 volunteers in our database...we already have logged over 6.000 hours for this school year.

#### **Excellence:**

- **English Language Arts Staff Development:** We have coordinated ongoing professional development to strengthen our teacher's understanding and implementation of our district's English Language Arts adoption of Lucy Calkins Units of Study, as well as the IRLA. We have two studio classrooms, one in a primary and another in an intermediate classroom, with teachers who are dedicated to sharing their practice.
- **Teacher/Student Assistance Team:** We have developed a team to review data and develop interventions for individual students who are struggling with reading, math, behavior and/or attendance. This team includes our principal, intervention teacher, counselor, special education teacher and classroom teacher(s).

#### **Innovation:**

- **Future Ready:**
  - **Community Partnership Team:** Our Community Partnership Team has been focused on further implementation of instructional technology and staff development for our staff
  - **Instructional Technology:** As of March, we have implemented 1:1 Chromebooks in 3<sup>rd</sup> - 5<sup>th</sup> grade and 3:1 iPads in K-2<sup>nd</sup> grade. Additionally, teachers have access to sets of iPads for use with projects. With the generous support of our community and efforts of our Tech Team, CST and LITT, we have provided for 3 classrooms with flat screen LCD TVs, Apple TVs, iPad for the teacher's direct instruction (which previously had the document camera/projector combinations). We are making plans for fundraising efforts to lead to each classroom having a similar set-up within the next 3 years.
  - **Future Ready Maker Space:** Our outstanding Library Instruction Technology Teacher (LITT) has worked creatively and collaboratively with our teachers, students, parents and community members to create an amazing creative space for our students and staff to engineer, build, invent and innovate. She has also facilitated our DigiKnights, 5<sup>th</sup> grade student leaders who lead technology training and activities throughout our school.
  - **Future Ready Planning and Activities:** Our Library Instruction Technology Teacher (LITT) has cooperatively planned and implemented lesson planning and activity development with each grade level team, which has lead to additional technology integration throughout our classrooms. Our teachers use Zearn, ALEKS, Google, SeeSaw and other apps to allow students to practice skills and gain individualized assessment feedback. Our LITT has also facilitated teachers and students to practice coding and engineering with Dot & Dash and other resources as well as helped facilitate our annual Science Fair and Invention Convention.

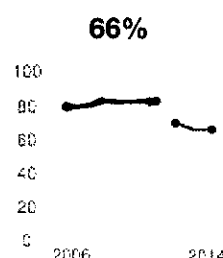
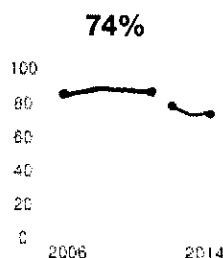
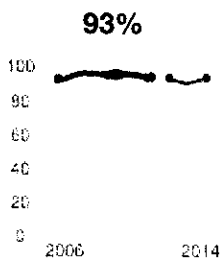
#### **Equity:**

- **Collaboration Time with Specialists:** Our ESL Teacher, Special Ed Teacher, LITT and Intervention Teacher meet with each grade level team on a rotating schedule to ensure there is open collaboration and communication regarding instruction and curriculum.
- **Approach to Academic Intervention in Math & Reading:** All teachers have selected professional growth goals specifically tied to academic improvement for our English Language Learners and students with learning disabilities in reading and/or math. We have also developed and implemented more structured and consistent data tracking and communication systems for our intervention programs.
- **International Committee:** I have met regularly with and continue to support our parent International Committee, which was started by the previous principal, Sheila Baumgartner. The parents on the team represent at least 8 different cultural and language groups within our school. They are dedicated to sharing their cultures and learning from others through such popular activities as our International Festival.
- **PBIS/Restorative Practices:** Our PBIS team has worked collaboratively to develop consistent behavior expectations, as well as "thinking sheets" for students to reflect and think about reparations, as well as other revised documents. Our new H.U.G. (Hello, Update, Goodbye) mentoring program matches up staff members with students struggling with behavior. Teachers are focusing on developing positive relationships built on trust with each of our students within their classroom communities. We will also continue to implement classroom meetings, community circles and restorative practices throughout our school.

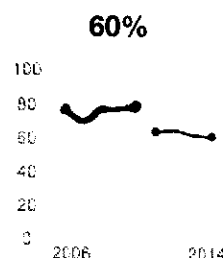
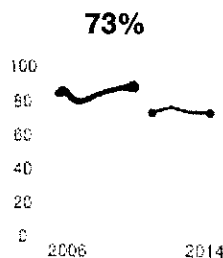
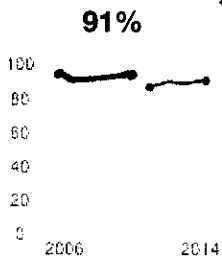
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARDS - (OAKS 2006-2014)  
 CLICK ON A ROW TO SEE THE 9-YEAR TREND OF SCORES

SCHOOL DISTRICT STATE

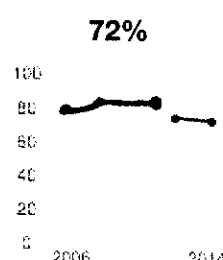
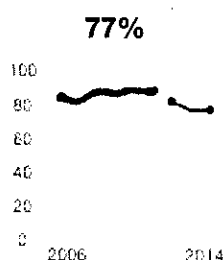
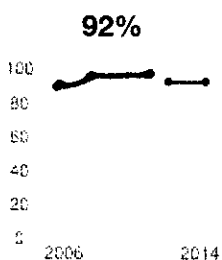
GRADE 3 READING\*



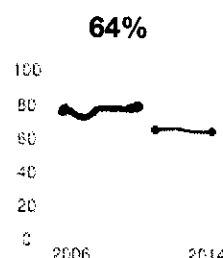
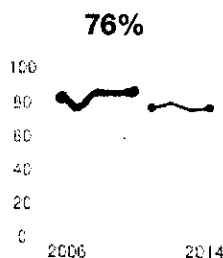
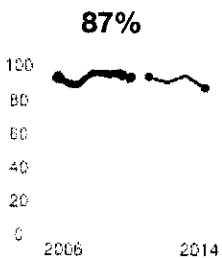
GRADE 3 MATH\*



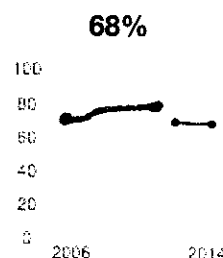
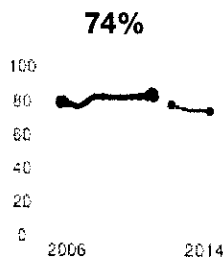
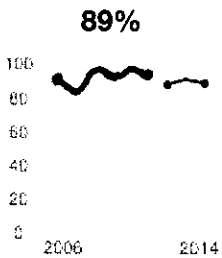
GRADE 4 READING\*



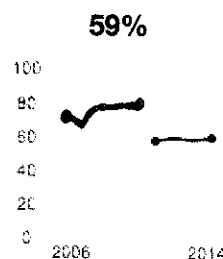
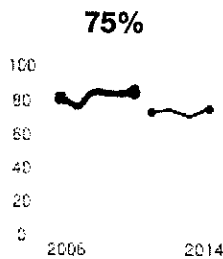
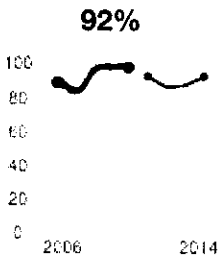
GRADE 4 MATH\*



GRADE 5 READING\*



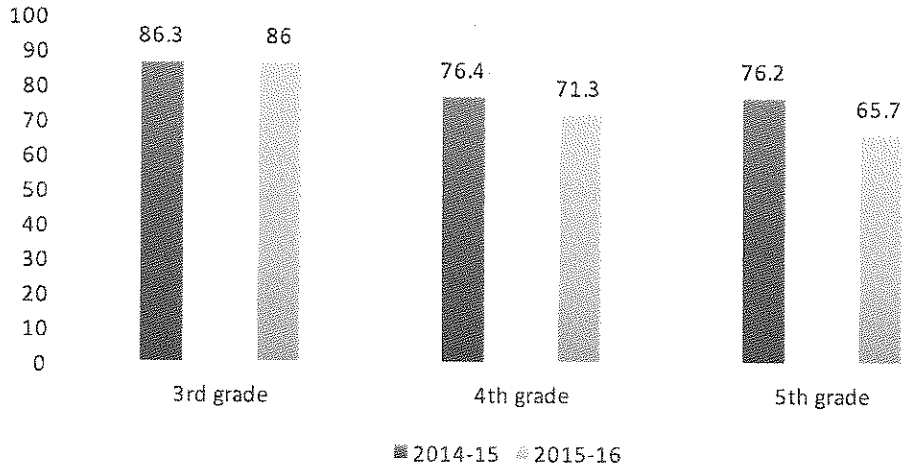
GRADE 5 MATH\*



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**Percent % Level 3 & 4 /Met & Exceeded**



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