



WE EXPECT EXCELLENCE

WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



SPRINGVILLE K-8

Introduction:

Robin Kobrowski, Principal, 22 years in the Beaverton School District, 1 year serving the Springville K-8 community, Jennifer Vanderschuere, Assistant Principal, and Ellen Arnold, Student Supervisor

School Demographic Profile:

Number of Staff: 62 certified staff, 22 classified staff

Enrollment: 1,180 students

Number of Languages Spoken: 31

ELL: 14% (168 students)

Special Education: 9% (107 students)

Talented & Gifted: 14% (170 students)

Specialized Program: None 16-17/EGC returns 17-18

Free and Reduced Lunch: 14% (168 students)

Ethnic Diversity:

Hispanic - 10%

2 or More - 5%

American Indian/Alaskan Native - 0%

Asian - 45%

Black/African American - 1%

Native Hawaiian/Other Pacific Islander - 1%

White - 38%

Overview

Springville K-8 is a school that has truly lived the four pillars (Excellence, Collaboration, Equity, and Innovation) of the Beaverton School District since it opened in the Fall of 2009. The school's elementary population has more than doubled since the school opened, reaching an all time high this year at 1,009. Additionally, the school's 6-8 middle school option program has maintained a consistent population of 170-180 students. The combined population of the K-5 and 6-8 puts the school at 1,180 students for the 2016-17 school year. This required us to move the 6-8 program to an alternate site this year in order to provide quality learning space for students and staff. While growth and overcrowding has been the most significant story attributed Springville K-8, the efforts and actions of the students, staff, and community are the true story of Springville K-8.

Efforts & Actions

Successes -

- **Expeditionary Learning (EL Education)** – Springville K-8 opened as an Expeditionary Learning school in 2009. EL Education is an approach that promotes rigorous and engaging curriculum, inquiry-based teaching techniques, and a school culture that teaches compassion and good citizenship. At the heart of EL Education Schools are learning expeditions, which are interdisciplinary units aligned with state standards and district learning targets. The EL approach is experiential and project-based, involving students in original research, including field studies and experts, to create high-quality products for audiences beyond the classroom.
- **Character Education** – A foundation of the EL work at Springville is for all students to develop character traits related to success in school and beyond. The five character traits at Springville (responsibility, collaboration, perseverance, integrity and compassion) are modeled and taught in and out of the classroom and help support consistent expectations for behavior throughout

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.

the school. Students and staff build community through daily classroom meetings as well as all-school gatherings. Springville has also worked the last two years on implementing restorative justice processes to support students in solving social problems and repairing harm.

- **Community & Collaboration** – A strong part of the Springville culture and traditions are ongoing collaboration and partnership with our community. Within the context of our learning expeditions, field experts often help teach our students. For example, in our 3rd grade study of Portland and its bridges, local architects came into our school to help students design their own bridges. Additionally, we have a strong Parent Teacher Organization that supports our field studies, allowing students to do hands on learning, as well as hosts community events that bring families into our school. Volunteers are active at Springville with approximately 9,000 hours logged in the 15-16 school year supporting classroom and schoolwide activities.

Challenges –

- **Two campuses** – With the growth and overcrowding this year, Springville 6-8 was moved to the Timberland site to use as a temporary facility until the boundary change and the opening of Sato Elementary School. This solution provided quality learning space for K-5 students as well as 6-8 students. While this has allowed our middle school program to continue to thrive, it has also divided staff between the two campuses and a created temporary loss of the K-8 model. Additionally, the school's EGC Program was relocated to another elementary school this year. Students, staff, and community are looking forward to being on one campus next school year.
- **Inconsistent achievement** – While our ELL students have made gains the last two years, students with disabilities and economically disadvantaged students continue to lag behind other students at Springville K-8. Additionally, science is an area of strength for Springville, likely a result of the EL model, but intentional focus is needed in literacy achievement and growth, specifically reading and writing for all students.

Goals –

Springville's leadership team (administrators and teachers) has spent time this year reviewing data that includes achievement (SBAC and ASPIRE), behavior (Synergy and internal), TELL Survey (staff), district survey (students, parents, staff), and staff interview data (spring 2016). While the data revealed multiple areas for work, we acknowledged the importance of focus. As a result, the team has identified two areas of focus/priority work for the 2017-18 school year:

- **Culture of Care/Schoolwide Behavior** – In order to address the current behaviors related to trauma and mental health, Springville is one of 10 pilot schools for the 2017-18 school year in the Culture of Care district-wide work. We have formed a school team who has received initial training this spring and will continue to attend training next year while also helping to train staff at Springville. This will be in conjunction to work on our schoolwide behavior system and work on our intervention models. The Early Release Model will help support this effort.
- **Literacy** – In alignment with district work in English Language Arts, Springville will continue work on the 90-minute literacy block with a specific focus on reading and writing workshop models. Workshop is foundational in the EL Education model as well, so our work will be on supporting the practices in the classroom through ongoing professional learning with master teachers as well as experts from Teaching & Learning, collaboration time through the Early Release Model, and opportunities for teachers to observe in each other's classrooms.

Closing –

This is a time of significant change for Springville K-8: we are losing 450 students with the opening of Sato Elementary, 15 staff members will be moving to other schools, and we will be bringing the middle school program and the EGC program back to Springville. Our goal is to embrace this time of change as an opportunity to reflect on where we started when the school opened eight years ago but also to look forward and aspire to where we can be in the future.