

McKinley's North Star

We believe in creating a caring learning community
where we will develop our:

- natural curiosity
- exploration of ideas
- effective collaboration
- reasoned decision making
- awareness of strengths and areas for growth
- respect for the perspectives of others
- responsibility for our own actions

Throughout our journey, we will become confident
world citizens who take action in our community
and beyond.

SCHOOL PLEDGE



Everyday I have a responsibility.

**We are all different,
but we all deserve respect.**

I pledge to step in and help.

**I promise to speak up
when there is a problem.**

If you need help, come to me.

**If I think you need support,
I'm getting involved.**

You have a friend in me!



Annie Pleau – Principal 2009-present **Cherie Reese** – Assistant Principal 2014-present

School Demographic Profile: McKinley Elementary K-5

- 650 students (w/mobility we steadily grow - last year we ended with 690)
- Title I School - 65% qualify for Free/Reduced Lunch program
- 12% Special Education
- Two Special Ed Programs: Structured Routine Center and Emotional Growth Center
- 30% English Language Learners
- 33 plus home languages spoken
- Asian 7%, Black/African American 7%, Hispanic/Latino 39%, Multi-Racial 7%, Native Hawaiian/Pacific Islander <1%, White 38%
- 27 classrooms (not including the 2 self-contained special ed. programs above)
- 82 total staff members (56 certified and 26 classified)

Efforts/Actions -

The professional development focus areas for 2016-2017 have been determined based on student achievement data (SBAC, Easy CBM, IRLA, formative and summative classroom assessments), feedback from the PYP consultation process, McKinley Self Study, Staff Survey, BEA climate meetings, and the ongoing Communication Loop. As a PYP candidate school, the leadership team developed a professional development planner: How We Express Ourselves to guide our yearlong plan for professional development on the following topics while addressing the PYP Standards and Practices for authorization:

Engaging in the formative uses of IRLA to promote student achievement in reading.

Teachers conferring with individual students, ensuring students know their reading goals and a school wide emphasis on time in just right text.

Restorative Practices

- Explicit instruction on how to be a productive member of the learning community (PYP's Transdisciplinary Skills, Approaches to Learning and Attitudes)
- Empowering student ownership for academic success
- McKinley's North Star and its alignment with the IB's mission statement
- International Mindedness and the attributes of the IB's Learner Profile

Transdisciplinary teaching and learning

- Integrating units of inquiry and ELA units of study to support constructivist and inquiry-based approaches along with embedded, targeted best practice literacy instruction and learning opportunities for students.

Goals -

Through the professional development outlined above, we strive to see continuous rigorous student growth in the area of ELA with special emphasis on English Language Learners, and Students with Disabilities. A secondary goal this year is to cultivate a culturally responsive school wide environment where restorative practices are understood and used by all staff and students.

Successes – Please also see charts on page 3

- ELA Achievement data shows a slight increase over last year, is on par with like schools and

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

just a few points from the State.

- Math Achievement data shows that although there was a dip from last year to this year, we are still within a few points of like schools and the state.
- McKinley Cohort data (green bar) shows that students who are continuously enrolled at McKinley for 3 or more years have better achievement in both reading and math are within less than a point for both reading and math.
- WE RECEIVED AN **OVERALL LEVEL 4 FOR ACADEMIC ACHIEVEMENT** – this is a McKinley First!! We are so happy and so proud!!
- English Language Learners received a level 3 for growth in English Language Arts.
- We are a PYP candidate school and are on track for authorization next year.
- Students LOVE McKinley – an overwhelming number report that school is a safe place for them to learn and grow. An ESL teacher recently shared this spontaneous student comment with me: "I think we have a good principal for this school. When I was little I use to think that all schools were like the same but then I realized that people here treat you the same no matter what and everywhere is not like that." – 4th grade ESL student.

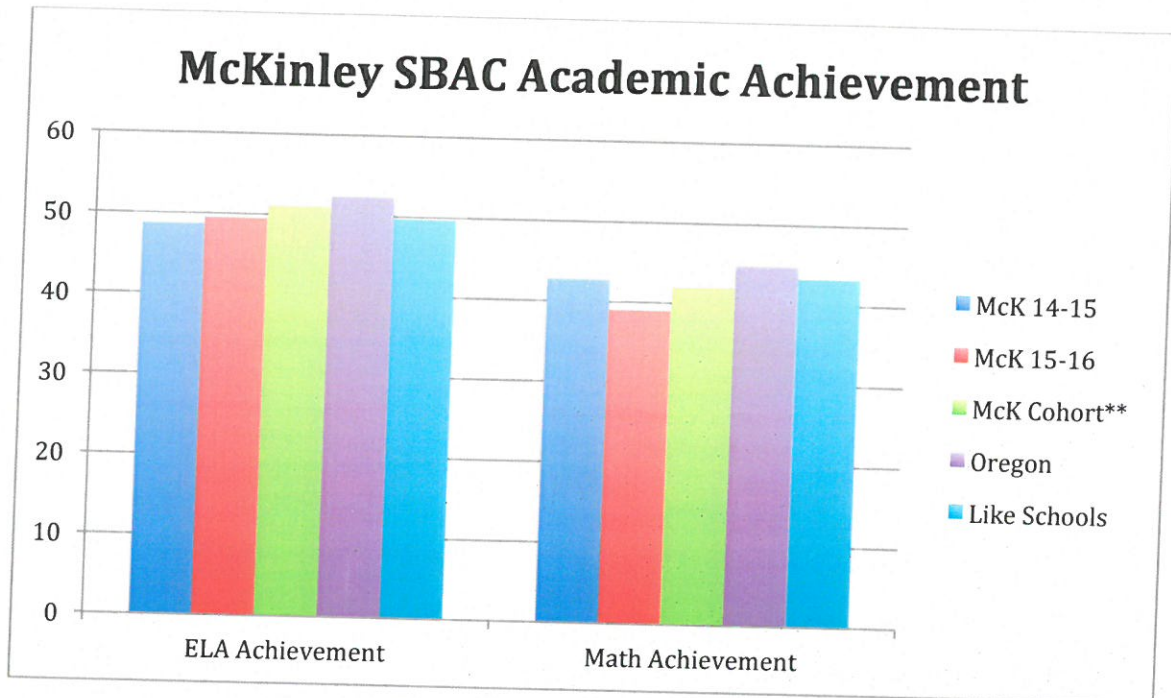
Challenges – Please also see map and mobility data on page 4

- The huge dichotomy between our academic achievement (Level 4) and our growth achievement (Level 1) in Math is definitely a need to be addressed. We understand that this dichotomy happens because the scores for students identified in multiple categories count multiple times. For example, if a student is ELL, SpEd, an underserved race AND Economically Disadvantaged then this student's scores count towards our growth achievement 4 times.
- Although we recognize the needs that SBAC illustrate in the area of Math, the McKinley Leadership team has decided to stay the course in ELA. We have seen some slow but steady growth and upward trends. We need to become experts in the new adoption (Units of Study) and the powerful tool that is IRLA before we shift our focus from reading to math. However, we also believe that one way to improve math scores is to create strong readers who can comprehend and think deeply about the meaning of what they are reading!
- **MOBILITY is our top challenge!** Because we serve primarily apartment buildings, we estimate that 95% of our student body reside in apartments. We can enroll as many as 25 students and withdraw as many as 20 in any given month (please refer to chart on page 4). McKinley has 5, 517 multifamily dwelling units in our attendance area. The next closest title school is Barnes with 2,574 – half of McKinley's. The impact of this constant mobility is intense on everything from classroom dynamics, front office workload, counseling workload, discipline to even monitoring overdrawn lunch accounts. We can't emphasize enough the stress this high level (highest in the District) of mobility puts on ALL our systems and contributes to teacher burnout and turn over.

Other -

- There has been a school named McKinley on this site for 125 years! Interestingly enough it was not named for William McKinley, but for a local farmer! In 1889, William McKinley was not yet president, he was still in Congress! The original founders had a dispute on whether the one room schoolhouse should be on Walker or Cornell. They couldn't decide or agree – a mediator was called in and they paced it off – that is why it is right in the middle of Walker and Cornell off of what was then Bumpus Boulevard (185th)!! The bell that our Kinders ring on the first day of school and our 5th graders ring on the last day – has been a part of McKinley since 1916! Just some interesting historical tidbits for you!!
- We have many Community Partnerships, but the two we would highlight are: Big Brothers Big Sisters Beyond School Walls – which partners mentors from Wells Fargo and Leupold Stevens with at risk 3rd, 4th and 5th graders. We are in our 4th year and it has been AMAZING. The second one is our partnership with Acumed through BEC. They put two volunteers in every 4th and 5th grade classroom for on-going STEM experiences. The volunteers also help out at family event nights.

Closing- That is all she wrote, or all she had room to write!! Thank you!! ☺



** McK Cohort includes data for students continuously enrolled at McKinley for 3 years

Academic Achievement (page 3)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Level 3	3	5
Mathematics (All Students)	Level 4	4	5
Total	Level 4	7	10
Percent of Points Earned = Total Points Earned / Total Points Eligible			
			70.0%

Academic Growth (page 4)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Level 3	3	5
Mathematics (All Students)	Level 1	1	5
Total	Level 2	4	10
Percent of Points Earned = Total Points Earned / Total Points Eligible			
			40.0%

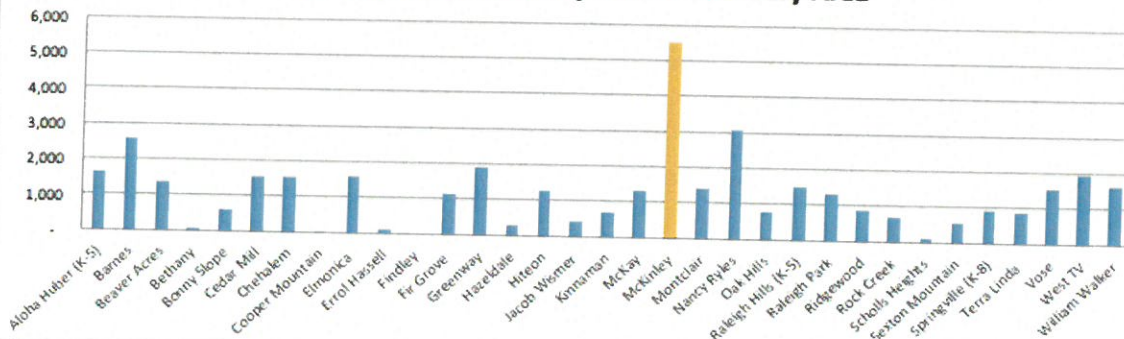
Student Group Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
Economically Disadvantaged	Level 2	2	5
English Learners	Level 3	3	5
Students with Disabilities	Level 2	2	5
Underserved Races/Ethnicities ¹	Level 2	2	5
Math			
Economically Disadvantaged	Level 1	1	5
English Learners	Level 1	1	5
Students with Disabilities	Level 1	1	5
Underserved Races/Ethnicities ¹	Level 1	1	5
Total	Level 2	13	40
Percent of Points Earned = Total Points Earned / Total Points Eligible			
			32.5%

Elementary School Boundary	Multifamily Dwelling Units in Boundary (Apartments & Condos only)*	Boundary Share of Multifamily Dwelling Units
Aloha Huber (K-5)	1,668	4%
Barnes	2,574	6%
Beaver Acres	1,392	3%
Bethany	100	0%
Bonny Slope	633	2%
Cedar Mill	1,542	4%
Chehalam	1,561	4%
Cooper Mountain	29	0%
Elmonica	1,623	4%
Errol Hassell	124	0%
Findley	-	0%
Fir Grove	1,141	3%
Greenway	1,928	5%
Hazeldale	324	1%
Haleon	1,308	3%
Jacob Wisner	447	1%
Kinnaman	729	2%
McKay	1,353	3%
McKinley	5,517	13%
Montclair	1,403	3%
Nancy Ryles	3,067	7%
Oak Hills	817	2%
Raleigh Hills (K-5)	1,534	4%
Raleigh Park	1,340	3%
Ridgewood	886	2%
Rock Creek	692	2%
Scholls Heights	106	0%
Sexton Mountain	567	1%
Springville (K-8)	943	2%
Terra Linda	882	2%
Voss	1,541	4%
West TV	1,939	5%
William Walker	1,644	4%
Total	41,354	100%



McKinley's Attendance Area

MF Units by Elementary School Boundary Area



McKinley Mobility 2015-16

Month	# of School Days	Gain	Loss
September	17	+19 students	-10 students
October	21	+13 students	-6 students
November	16	+14 students	-15 students
December	14	+7 students	-2 students
January	18	+22 students	-14 students
February	20	+16 students	-16 students
March	16	+14 students	-18 students
April	20	+17 students	-10 students
May	20	+13 Students	-6 Students
June	13	+0 Students	-1 students
Total	176 days	+135 students	-98 students

McKinley Mobility 2016-17

Month	# of School Days	Gain	Loss
September	19	+24 students	-7 students
October	20	+13 students	-19 students
November	16	+19 students	-2 students
December	12	+6 students	-6 students
January	20		
February	18		
March	17		
April	19		
May	21		
June	15		
Total	177 days		