

SCHOOL BOARD PRESENTATIONS

BACKGROUND INFORMATION:

The School Board has requested to hear regular reports highlighting school goals, successes and demographic profile. The School Board will hear from two schools at each School Board Business Meeting.

Principals will submit a written report as well as present a 3 – 4 minute presentation that expands on the highlights of the report.

The schools reporting this month are:

- Aloha Huber Park K-8 – Scott Drue
- Conestoga Middle School – Zan Hess

Aloha-Huber Park K-8 School

Scott Drue, Principal, Aloha-Huber Park, 2006 - present

School Demographic Profile

Number of Staff- 90
Enrollment- 1,000
Number of different languages spoken - 29
ELL- 58%
Special Ed/Specialized Programs- 13%
Free & Reduced Lunch- approx.. 85%
Ethnic Diversity- 53 ethnicities, 29 languages

Efforts/Actions

We Expect Excellence:

At Aloha-Huber Park, we believe that the acceleration of student learning will always remain constant, provided that time, materials, and instruction are matched to each individual student's needs, and that each one of our 1,000 students and their teachers take an active role in setting, monitoring, adjusting and celebrating their individualized academic growth goals.

Individual student growth goals are aligned to their teachers' SMART goals, and allow for students to take greater ownership of their learning.

Goals

Each year, every student at Aloha-Huber Park sets personalized academic growth goals in reading and math at the beginning of the school year. Teachers play an active role in ensuring that their students' goals are reasonable and rigorous, and that specific success criteria is clearly understood and communicated.

During four separate rounds over the school year, teachers are released to meet with each of their students, in one-on-one conferences to review, adjust and/or celebrate incremental gains relative to their students' growth goals.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career 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.

Successes

For seven consecutive years, all English Language Learners have been exited from ESL services before entering high school. This is significant since it ensures that every student has the opportunity to enter into the same college prep classes as their native English-speaking peers.

55% of AHP eighth graders placed in Algebra I (District average: 47%)

Grades 7 and 8, consistently scoring above the district and state averages in reading and math over the past five years on both OAKS and SBAC. This is significant since only Aloha-Huber Park elementary students are accepted into the middle school.

Challenge

Our biggest challenge is the implementation of the Common Core State Standards, particularly in reading and math.. Due to new and rigorous national standards, we must adjust the way that students are taught and the way we engage them in learning. Student goal-setting is only one of the actions being taken to address this challenge and works in conjunction with the following actions:

Reading:

- Implementation of a secondary (70-minute) literacy block, which focuses on critical thinking and comprehension strategies.
- Utilization of the Comprehension Toolkit framework which addresses the seven universal comprehension strategies in grades K through 8.
- 5 rounds of Comprehensive staff development, working with an outside consultant, and following a “Lesson-Study” format, where teachers plan lessons in teams, observe their colleagues teaching the planned lesson, and receive constructive feedback after the lesson is taught.

Math:

- Continued implementation of a 90-minute math block.
- Implementation of the EngageNY math program in grades K through 5.
- 5 rounds of comprehensive staff development, working with an outside consultant, following a lesson-study format.



Conestoga Middle School



Principal: Zan Hess

I have been a member of the Beaverton School District community for a LONG time! I was a student at Cooper Mountain, Errol Hassell, Mountain View, and I am a graduate of Aloha High School. My teaching career began as an elementary teacher at Raleigh Park. I have served 20 years as a teacher, Assistant Principal, Elementary Principal, and as Conestoga's Principal for the past 7 years.

School Demographic Profile

Number of Staff- Certified: 46 Classified: 19

Enrollment- 875

Number of different languages spoken - 33

ELL- 60+

Special Ed/Specialized Programs- 17% of student body

Including: Resource Room Services, Speech/Language Services, and two self-contained classrooms (Structured Learning Center (SLC) and Emotional Growth Center (EGC))

Free & Reduced Lunch- 40% of student body

Ethnic Diversity-

American Indian/Alaska Native - 1%

Black/African American - 3%

Hispanic/Latino - 20%

Multi-Racial - 7%

Native Hawaiian/Pacific Islander - 1%

Asian - 10%

White - 58%

Efforts/Actions-

- This past summer, 14 staff members attended the AVID Summer Institute and participated in classes that focused on: Culturally Responsive Practices, Tutorology, Critical Reading Strategies, Use of Cornell Notes, Leadership in an AVID School, and specific AVID courses to support Core Content classes. The total number of staff to receive initial training and/or extend their training in AVID principles is 22. That is 1/3 of our staff. With continued support and resources, plans are in place to ensure training for all staff in the coming years.

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- This past August, Conestoga’s writing teachers, humanities teachers, and administrators attended the Middle School Writing Institute, presented in collaboration with Teaching and Learning and the Teacher’s College at Columbia University. As a result of this training and purposeful master schedule planning, every student currently participates in a carefully crafted Writer’s workshop each day. Students will learn skills and develop their capacity to write effective narrative pieces, informative pieces, and argumentative pieces.
- As a Future Ready School, we have begun our journey of embedding technology to enhance our instructional capacity and ensure a more complete mastery of the learning targets for all students. This began with a Conestoga Tech Camp where we had 100% participation. During this camp, all teachers were provided with initial instruction on how to use Google Classroom, chromebooks, and iPads for instruction. This training is ongoing through monthly Technology Integration Meetings and District Staff Development like the Tech Conference offered in early October.
- We are committed to further enhance our relationships with our ESL families. In late September, Conestoga hosted the district’s first ever non-English speaking Back to School Night. Over 50 families attended and learned about AVID strategies, were taught how to use ParentVue in Synergy (including downloading the app to their phone when possible), and discussed effective ways to work together to support their children and their learning.

Goals- Establish a collaborative environment that supports and promotes:

- The use of instructional strategies that engage students, inspire curiosity and critical thinking, facilitate collaboration, and promote clear communication.
- A solid working relationship between and among students, staff, parents and community.
- Opportunities to teach, recognize, and celebrate persistence, hard work, and grit with post college-goals in mind.
- The full implementation of a Standards-Based Learning System to ensure clarity, consistency, and mastery of skills.

Challenges-

- Conestoga teachers are optimistically struggling with the goals described in our Future Ready efforts. We recognize the immense potential found in the use of technology in our classrooms. Our challenge is to find opportunities to use these resources in a way that supports technology to become a tool for learning, communicating, and collaborating effectively.
- We continue to create connections that allow for our non-English speaking families to join with us more completely as we work with their children. A significant part of this work is through creating an environment of cultural understanding for these families AND ESPECIALLY for us as educators.

Other

Community Partnerships –

Southwest Bible Church, Providence Medical Center on Scholls, Tsu Chi Foundation, Muslim Education Trust, Headstart, SMART, and Lionheart Coffee

Before and after school activities-

Homework Club, Math Counts, Lego Robotics, Anime, Soccer Club, Debate Club, Drama Club, Boys and Girls Choirs, and Tech Club

Academic Achievement- SBAC Assessment results from this past year

SBAC RESULTS - 2014-15		
Percentage of Students Meeting		
Groups of Students (total number of students)	English Language Arts	Mathematics
ALL STUDENTS (821)	63.3	60.8
Economically Disadvantaged (317)	46.1	44.5
English Learners (102)	27.5	31.4
Students w/Disabilities (125)	26.4	25.6
Underserved Races/Ethnicities (198)	41.4	39.9
American Indian/Alaska Native (6)	66.7	66.7
Native Hawaiian/Pacific Islander (11)	27.3	45.5
Black/African American (23)	69.6	69.6
Hispanic/Latino (158)	37.3	34.2
Asian (86)	74.4	71.3
White (476)	69.9	66.6
Multi-Racial (61)	68.9	68.3