

**WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

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## **SCHOOL 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 presentation that expands on the highlights of the report.

The schools reporting this month are:

- Errol Hassell Elementary – Scarlet Valentine
- Ridgewood Elementary – Cary Meier

**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.



## **Errol Hassell Elementary School**

### **About the Principal**

Scarlet Valentine

9<sup>th</sup> year as an administrator in the Beaverton School District

5<sup>th</sup> year as Principal at Errol Hassell, 2011-present

Assistant Principal at Meadow Park MS, 2007-2011

### **School Demographic Profile**

- Number of Staff - 54 total: 1 administrator, 33 certified, 21 classified  
Enrollment – 491
- Number of different languages spoken - 18
- ELL - 55
- Special Ed/Specialized Programs – 51 students with IEPs and 2 Special Education self-contained classrooms SLCs with students with autism
- Free & Reduced Lunch – 39%
- Ethnic Diversity – 21% Hispanic, 8% Asian, 2% Black, 10% Multi-Racial, 1% Native Hawaiian/Pacific Islander, 57% White

### **Efforts/Actions-**

#### **Collaboration:**

The principal and classroom teachers meet with the Intervention staff (teachers and instructional assistants) every 8 weeks to review student progress of underperforming students. As students progress, they are regrouped (moved to a higher level group or exited from Intervention). The teachers meet in grade level teams twice a month for 45 minutes to set goals for increasing the academic growth of all students in their classroom.

#### **Excellence:**

Teachers challenge each student to work to the best of their abilities and hold all students accountable to the highest standards appropriate to each individual. With the adoption of the new English Language Arts materials, teachers have received training throughout the school year and have implemented the 90-minute reading block and began using the new reading assessment IRLA (Independent Reading Level Assessment).

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#### **Innovation:**

Teachers are using the new technology received this year to teach students - using Chromebooks and Google Classroom. This has been highly successful as students are more engaged and they are able to move through the lesson at their own pace. There has been staff development this Spring for teachers with the Innovation Strategist in anticipation of the new iPad that each teacher will receive this Fall – as we become a Future Ready school - and more training to come next year.

#### **Equity:**

As a PBIS school, we strive to create a climate in which students are kind, safe, respectful and responsible and a culture that celebrates and affirms each student. Staff embrace and respect all individuals within our community. The staff have focused this year on building school community by having monthly all-school assemblies and spirit days.

#### **Goals –**

To monitor continual personal learning and to be college and career ready

Within the 5D+ framework, our school-wide focus is on Student Engagement. Our goal is for teachers to be more intentional with the use of student engagement strategies, including the use of Technology, to ensure that all students are engaged in learning.

We have also implemented the 90-minute reading block in the schedule and teachers are using the new IRLA reading assessment. Our goal is to know each reader well by using ongoing assessment data, providing whole group instruction, differentiated small group instruction, conferring individually with students and providing time for independent reading.

Students are not able to learn if they do not attend school regularly. Our goal is to improve overall student attendance with the implementation of a new attendance recognition program. Students are recognized at monthly all-school assemblies.

#### **Successes -**

Teachers are developing their skills through Learning Teams. They use student data to inform their instruction and work together through the Learning Team cycle to identify strategies to improve student performance. Once a goal has been met, the teachers use student data to identify a new goal.

With the additional funding received from the district this year (Academic Funding), I was able to hire a part-time teacher to teach intervention reading groups. With this additional teacher, 52 more students received intervention support this year. At this time 25% of those students have exited intervention and no longer need additional support.

Our English Learners (ELs) met all of the Annual Measureable Achievement Objectives (AMAO) last year (AMAO 1, AMAO 2A and AMAO 2B). We are using the pull-out model - students receive English Language Development instruction 45 minutes per day.

#### **Challenges -**

We currently have very little technology in our school - only 30 Chromebooks and 20 iPads for 19 classrooms to share. We are excited to receive 80 more devices next year and more the following year as we become a Future Ready school.

Learning Teams currently meet for 90 minutes a month – we would like to create more time for learning teams.

**Other -**

Volunteerism

Active Parent Teacher Organization (PTO)

Strong Art Literacy program

Strong Passport Club program

After school activities- Young Rembrandts (Art class), Play Fit Fun

Academic- One Book One School, Science Fair

**Closing -**

At Errol Hassell, students are learning and they are having a great time too! Teachers are growing as professionals, through collaboration and staff development, parents are actively involved, and students are making academic growth. The staff love what they do and they strive to make every day special for students – you can feel it when you walk into the school – students are greeted by name, guests are greeted with a smile – it is a wonderful place to be. I feel very fortunate to lead such an amazing staff!



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## **RIDGEWOOD ELEMENTARY SCHOOL**

**Introduce yourself** - Cary Meier, Principal since July 2015  
Assistant Principal at Aloha High School from 2007-2015

### **School Demographic Profile -**

Number of Staff – 52 certified and classified staff  
Enrollment - 456  
Number of different languages spoken - 13  
ELL – 8%  
Special Ed/Specialized Programs – Primary & Intermediate Independent Skills Center (ISC) serving 21 students, 16% of students receive Special Education services  
Free & Reduced Lunch – 25%  
Ethnic Diversity – White 70%, Hispanic/Latino 13%, Multi-racial 10%, Black/African American 3%, Asian, 3%, American Indian/Alaska Native 1%

**Efforts/Actions** – International Baccalaureate Primary Years Programme School (IB PYP)

**Goals** – Ensure that all English Language Learners demonstrate English proficiency before going to middle school. Increase learning through inquiry as measured by the International Baccalaureate Organization.

**Successes** – We have a very strong community and parent support base in our school, and our students perform above like-school averages on state exams.

**Challenges** – We are eager to implement collaborative co-teaching to support our English Language Learners, who underperform compared to like schools. Additionally, with continued growth, we are challenged to find learning space for all of our classrooms and programs.

### **Other -**

Volunteerism/Community Partnerships – This week we adopted a Sparrow (medically fragile child) and have a goal of 260 service hours to support him and his family. Students perform community service in the neighboring park and as part of their fifth grade PYP Exhibition projects.

Specific Programming, i.e, IB, EL, TWI, etc.- Art Literacy, IB PYP School, Spanish Language instruction, Positive Behavior Support, Comprehensive Counseling Curriculum, Leveled Literacy Intervention

Before and after school activities - Coding, Chess, Art, Ridgewood Performing Arts Club, Beginning Robotics, Typing, Yoga, REACH after school care

Academic achievement – 84% of our students met or exceeded last year's SBAC

**District Goal:** WE Empower all students to achieve post-high school success.

English Language Arts test, 81% meet or exceed on the OAKS Science exam and 92% of our students met or exceeded on the SBAC math test.

**Closing** - You are invited!

Ridgewood Country Fair Carnival on Saturday, May 21 from 4:00-7:00

Ridgewood Fifth Grade PYP Exhibition Night, Wednesday, May 25 from 6:00-8:00

Please join us  
for our  
5<sup>th</sup> Grade PYP Exhibition



Wednesday, May 25<sup>th</sup>, 2016  
6:00-8:00 in the Evening  
**Ridgewood Elementary**  
10100 SW Inglewood Street  
Portland, Oregon 97225

