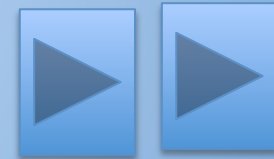


A CULTURE OF PURPOSE

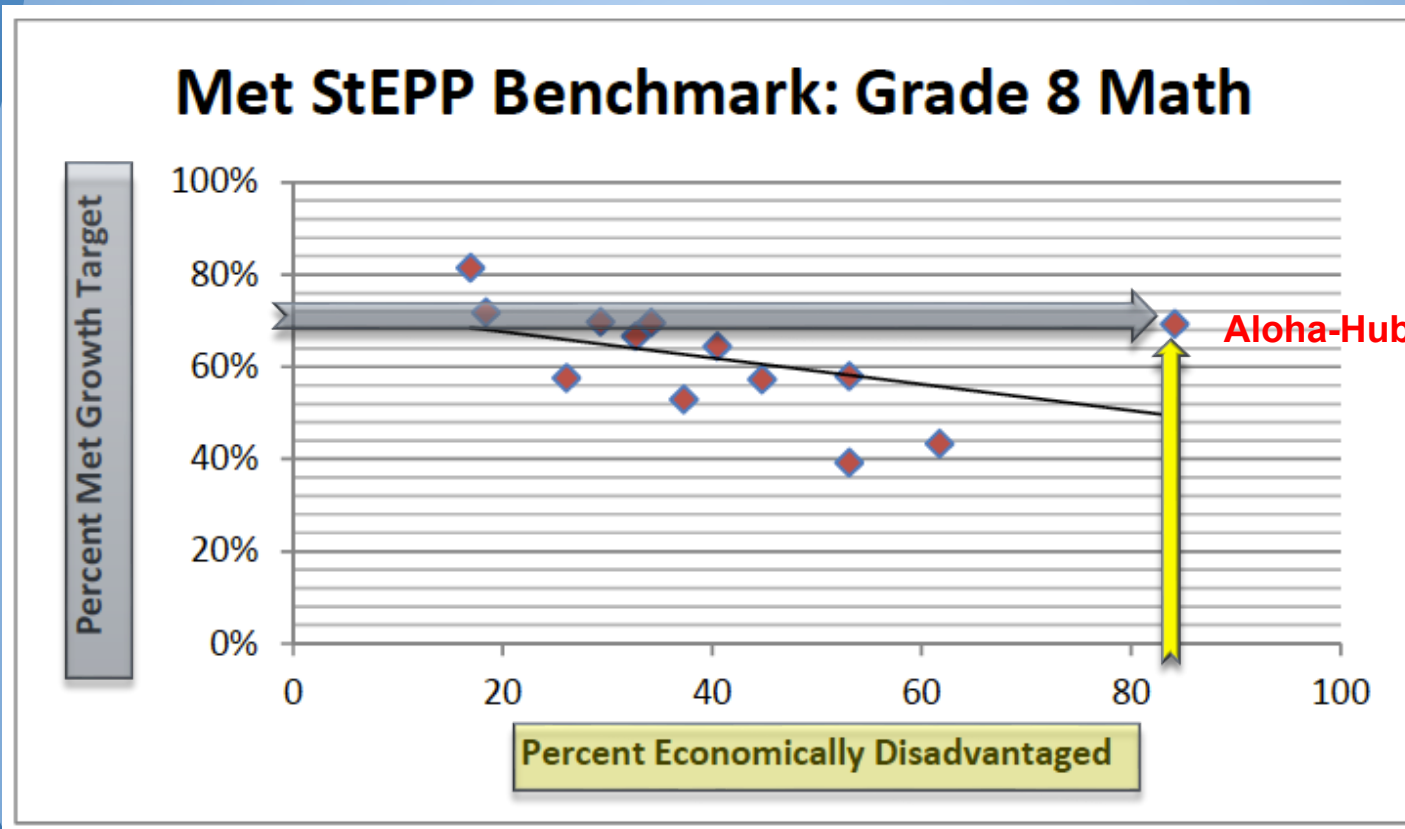


Scott Drue
Alfonso Giardiello

Part 3

ALOHA-HUBER
DATA

Oaks Test (Spring 2011)



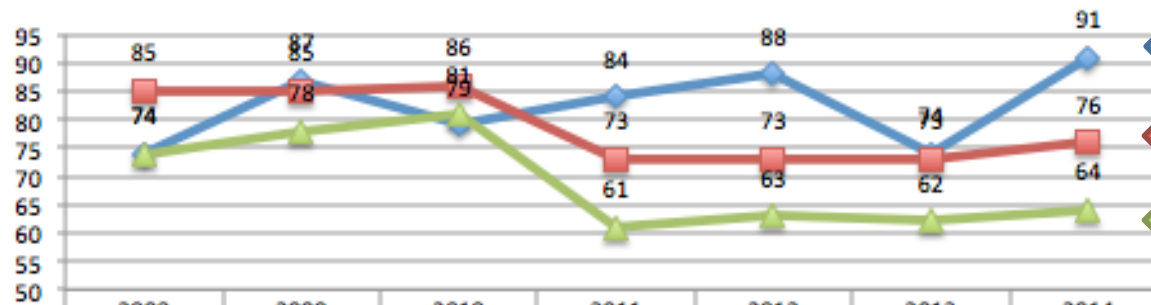
Aloha-Huber Park



Oaks Test (2008-2014)

Reversing the Achievement Gap

OAKS 7th Grade 2008-2014



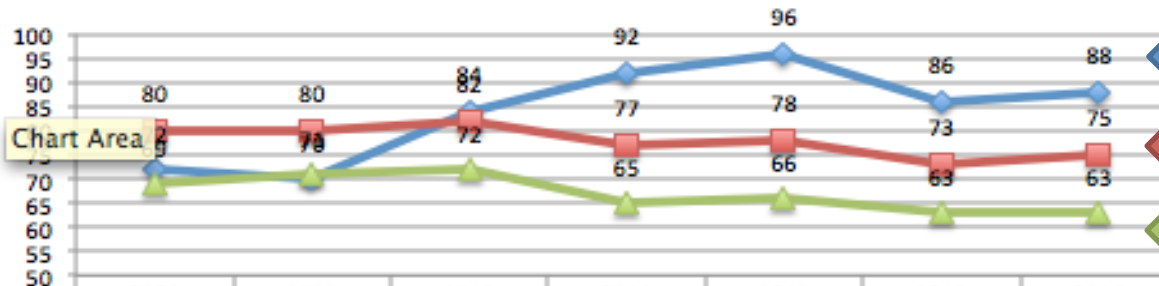
Aloha-Huber

BSD

Oregon

	2008	2009	2010	2011	2012	2013	2014
Aloha-Huber Park School (1153)	74	87	79	84	88	74	91
Beaverton SD 48J (2243)	85	85	86	73	73	73	76
State of Oregon	74	78	81	61	63	62	64

OAKS 8th Grade 2008-2014



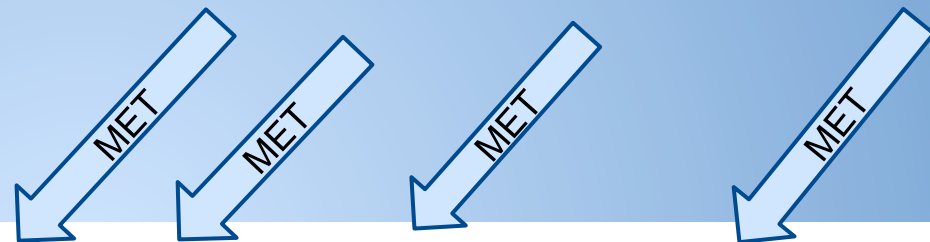
Aloha-Huber

BSD

Oregon

	2008	2009	2010	2011	2012	2013	2014
Aloha-Huber Park School (1153)	72	70	84	92	96	86	88
Beaverton SD 48J (2243)	80	80	82	77	78	73	75
State of Oregon	69	71	72	65	66	63	63

2014-2015 AMAO Data



2013-14 AMAO (Annual Measurable Achievement Objectives) BSD 48

AMAO CUT SCORES		47%	9%	28%	OAKS Reading & Math	
<i>ELEMENTARY</i>		AMAO 1	AMAO 2A	AMAO 2B	AMAO 3	
SCHOOLS		%	%	%	ELL Growth Point	Met Status
Aloha-Huber Park School		53.42	14.89	54.29	90	Met

Seven consecutive years of exiting all eighth grade students before high school...

PBIS



Be Safe
Be Respectful
Be Responsible

Behavior Referrals 2013-2014



REWINDING BACK
2005

Where are we coming from?

FIVE CATALYSTS

1 EMBRACING THE FACTS

- High Poverty.
- Failed making AYP.
- High Diversity.

5 EQUITY / ADULT ACTIONS

- “If the student didn’t learn it... we didn’t teach it”.

2 BEST PRACTICES

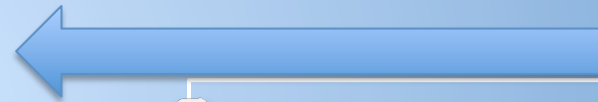
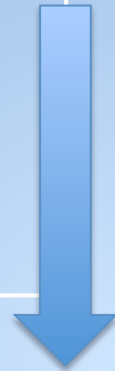
- Walk to Read.
- Explicit Instruction.
- Universal Screening.

4 COLLABORATION

- Common Plan Time.
- Release Time.
- Facilitated / Focused.

SCHOOL AGREEMENTS

- ### 3
- Resources
 - Time
 - Decision Rules



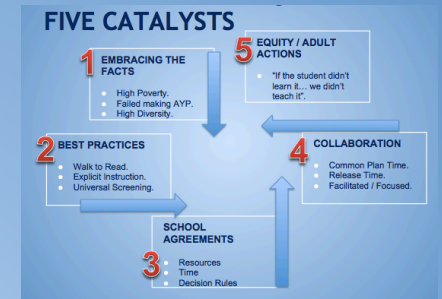
Part 3

WHERE ARE WE
TODAY

Where we are today...

EMBRACING THE FACTS

- High Poverty .
- ~~Fail making AYP.~~ Rated 5 in growth & 4+ in achievement.
- Diversity.



Overall Level: Level 4

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement <i>(page 3)</i>	Level 3	60.0%	25	15.0
Academic Growth <i>(page 4)</i>	Level 5	90.0%	50	45.0
Subgroup Growth <i>(page 5)</i>	Level 4	82.5%	25	20.6
Number of Missed Participation Targets* <i>(page 6)</i>	0	NA		
* Schools do not receive points for participation. However, a school's overall Level is lowered by one category if it does not meet participation targets for all subgroups and subjects.				
** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.				
Totals**				80.6
Weighted Percent				80.6%

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

The total score is matched to the scoring guide above to determine the school's rating.

AHP Configuration

1,000 Students



Full day Kindergarten

Two-Way Immersion Program K-8 (Spanish-English)

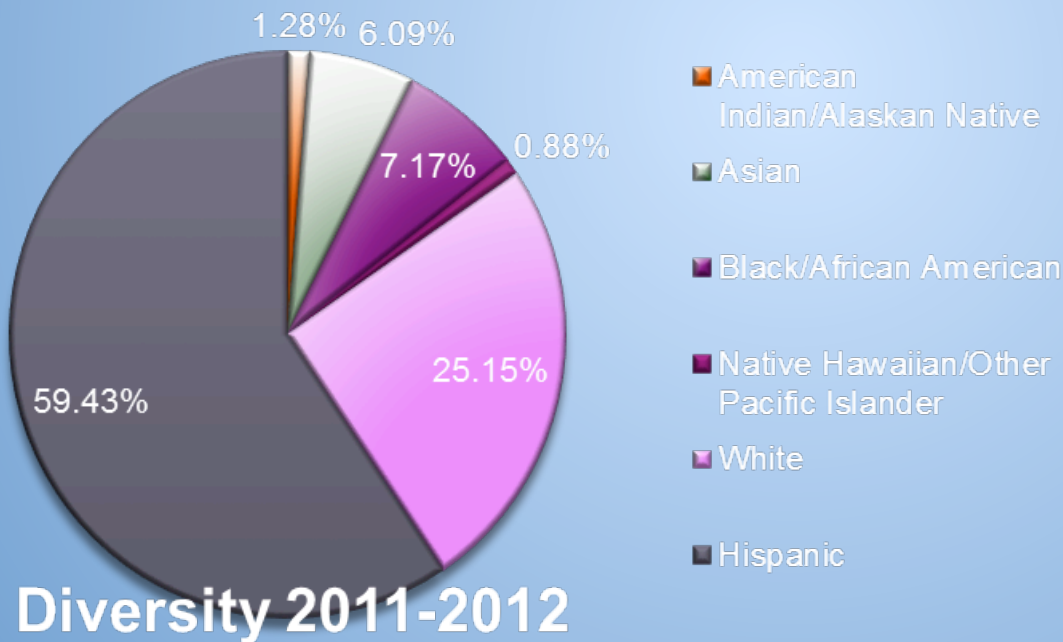
Neighborhood Middle School Options Program



AHP Students



BSD ELEMENTARY SCHOOLS	%Economic Disadvantaged	SES Placement In Beaverton
William Walker Elementary School	77.8	31 ST
Aloha-Huber Park	83.5	32ND
Vose Elementary School	86.0	33 RD




86% Poverty
42% ELL

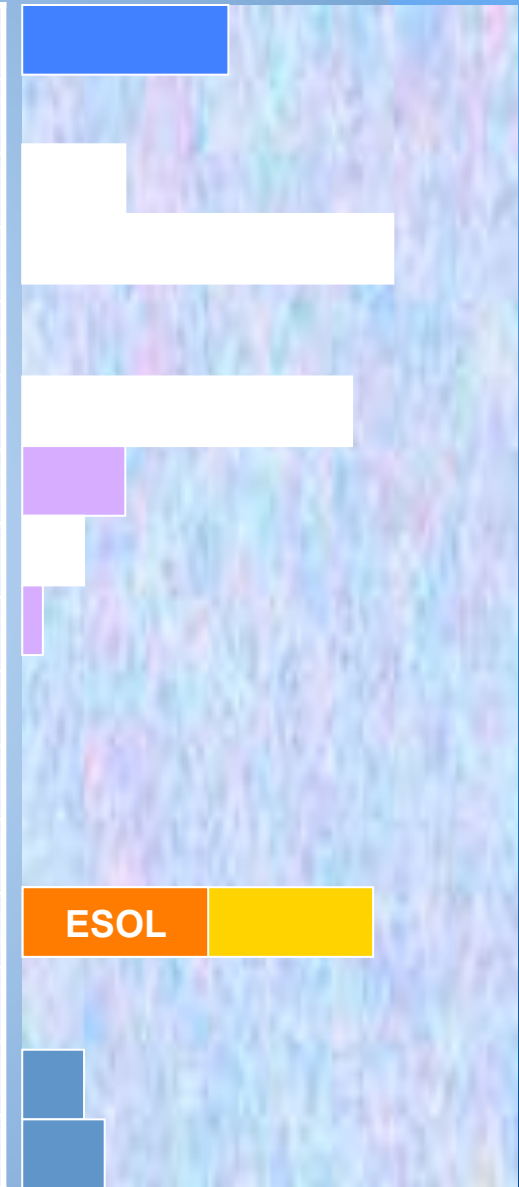
AHP Staff

Gender

Ethnicity

Position

Bilingual	36	41%
Males Teachers	26	40%
Females Teachers 	39	60%
White	56	64%
Hispanic/Latino	20	23%
Asian	8	9%
African American	4	4%
Administrators	2	2%
Certified	66	73%
ESOL Endorsement	26	39%
Instructional Assist.	13	15%
Support Services	15	15%



Spoken Languages

AHP is an English minority school

Albanian	5	0.5%
Amharic	6	0.6%
Arabic	18	1.9%
Bosnian	2	0.2%
Bulgarian	2	0.2%
Cambodian	2	0.2%
Dari	1	0.1%
English	376	39.9%
Farsi	1	0.1%
German	1	0.1%
Hindi	2	0.2%
Hmong	3	0.3%
Japanese	1	0.1%
Korean	1	0.1%
Kurdish	3	0.3%
Laotian	4	0.4%
Maay	4	0.4%
Punjabi	1	0.1%
Romanian	2	0.2%
Russian	8	0.8%
Serbian	1	0.1%
Sinhalese	1	0.1%
Somali	13	1.4%
Spanish	462	49.0%
Tagalog	2	0.2%
Thai	2	0.2%
Tongan	3	0.3%
Turkish	3	0.3%
Vietnamese	13	1.4%
Grand Total	943	

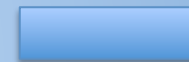
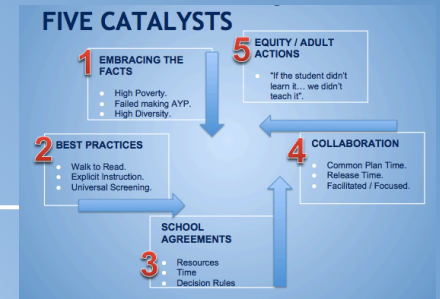
40% English

49% Spanish

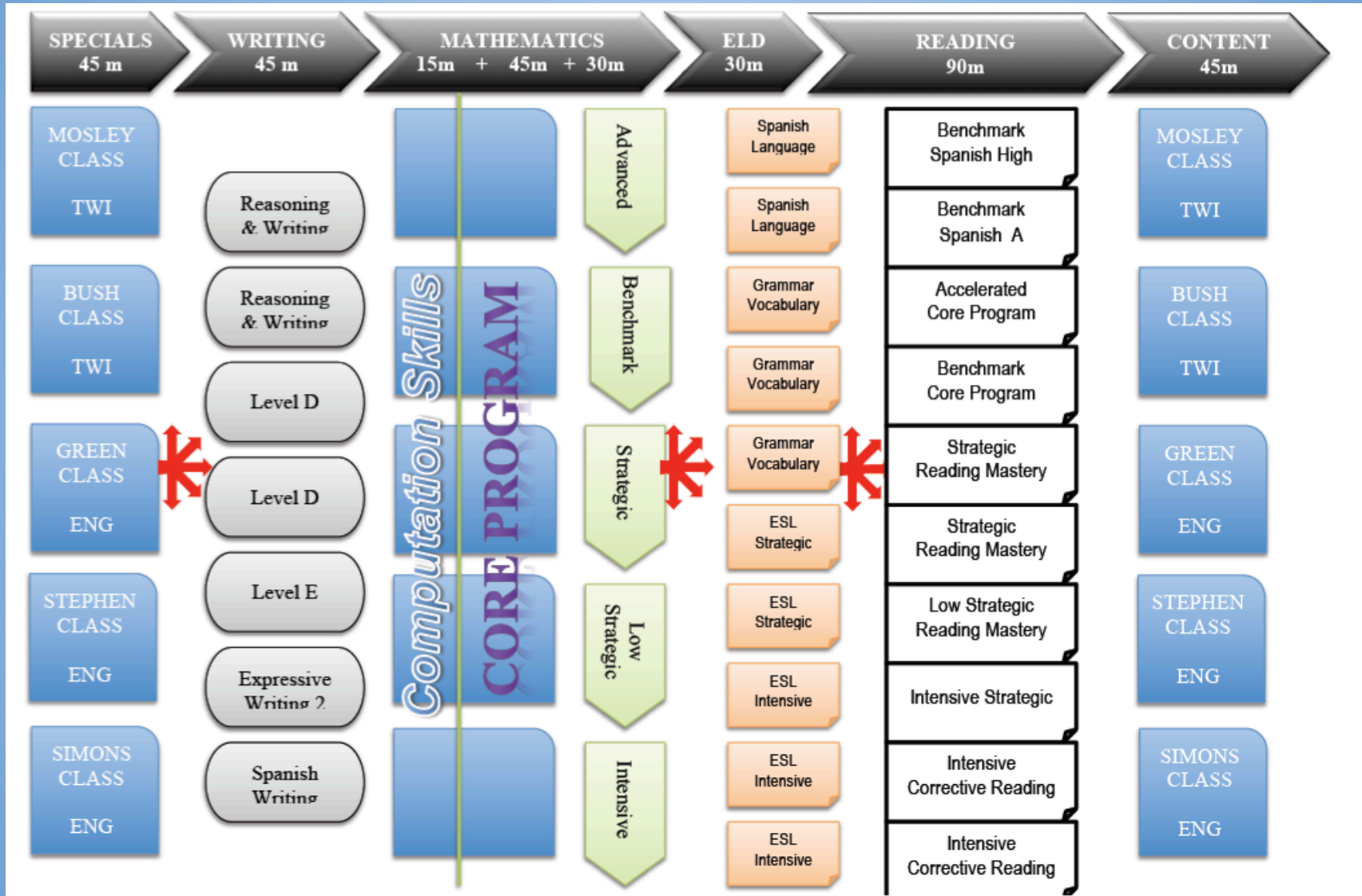
Where we are today...

BEST PRACTICES

- Explicit Instruction.
- Universal Screening.
- Walk to ~~Read~~ Content
- Systematic Implementation.
- School wide RTI Model
- Individual Student Goal Setting.
- Continuous Reflection & Refinement (Individual vs Systems).



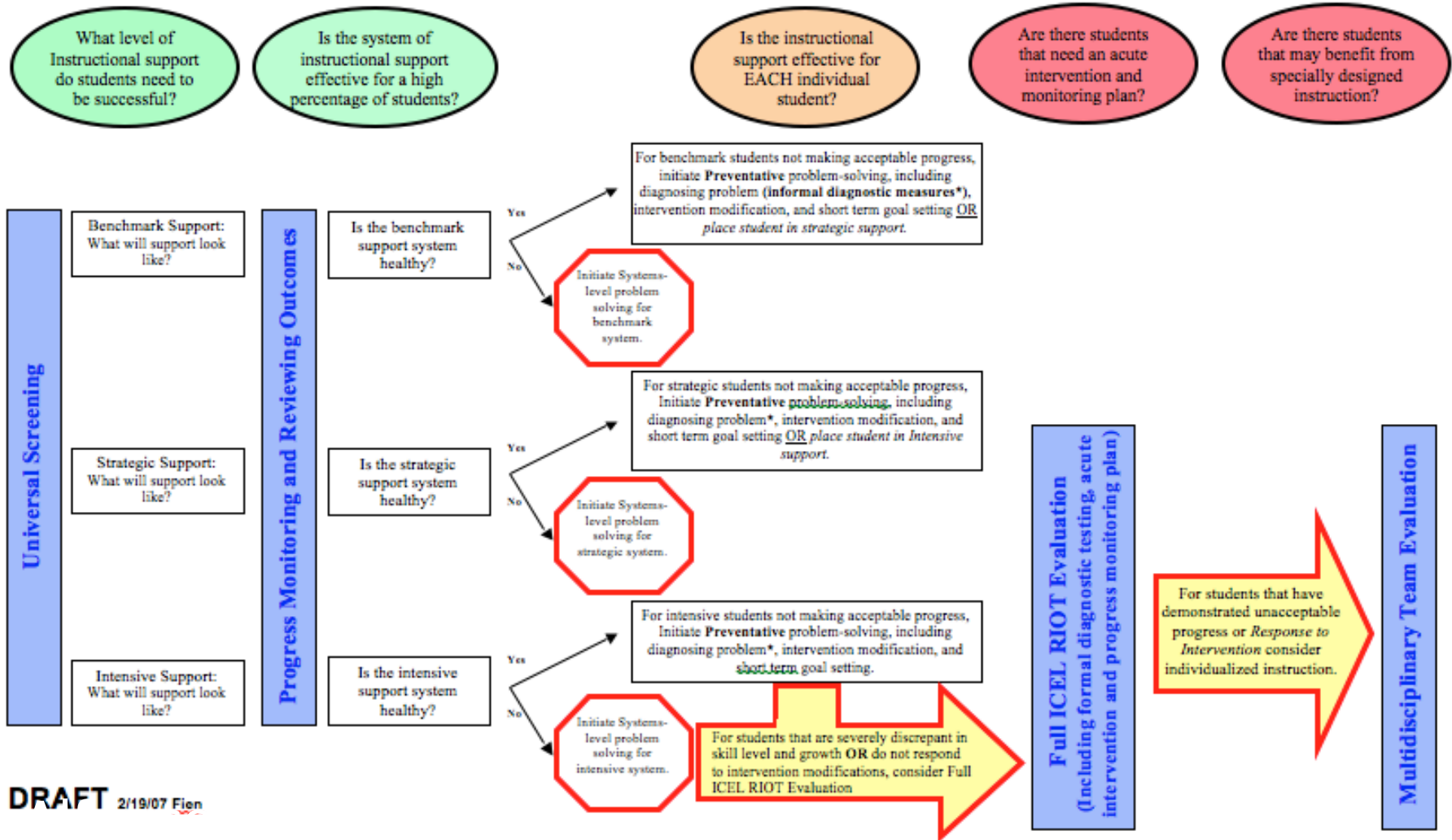
Multi-tiered Interventions



*



GATE: Going From ALL to EACH





ALOHA-HUBER PARK SCHOOL MASTER SCHEDULE 2012-2013							
	Kinder	First	Second	Third	Fourth	Fifth	MS
7:30			DRAFT 08/13/12				Algebra I 7:30-8:30
8:30	EVI	HR 8:25 - 8:35			Content	Writing	Specials
8:45	8:30-9:00			Writing	8:30-9:15	8:30-9:15	8:30-9:15
9:00		Math	Math	8:35-9:30			
9:15	KIIP	8:35-10:00	8:35-10:00	ELD	Math	Specials	Math/ Writing
9:30	9:00 - 10:00			9:30-10:00		9:15-10:45	9:15-10:00
9:45							
10:00	Math	Reading	Reading	Reading	Specials	Math / Reading	Math/ Writing
10:15	10:00-11:00						
10:30							
10:45	Lunch/ Recess				10:45-11:30		
11:00							
11:15	11:00/11:40	Recess / Lunch	Lunch / Recess	Lunch / Recess	Recess/ Lunch	ELD	Content
11:30		11:35/12:15	11:35/12:15	11:30/12:10	11:30-12:10	11:30-12:10	11:15-12:15
11:45							
12:00		Specials	ELD		Writing	Recess / Lunch	Lunch/ Recess
12:15		12:15-1:00	12:20-12:50		12:15-1:00	12:10-12:50	12:15-12:55
12:30			Content/ Firm-UP	Math			
12:45			12:50-1:30	12:15-1:45			
1:00		Writing				Reading/ Math	
1:15		1:00-2:00				12:50 - 2:15	Reading
1:30			Specials	Content	Reading 1:00 - 2:30		1:00-2:30
1:45			1:30-2:15	1:45 - 2:15			
2:00		Firm-UP					
2:15		2:00-2:30				Content	
2:30		ELD	Writing	Specials	ELD 2:30- 3:05	2:15-3:00	ELD 2:30- 3:00
2:45		2:30-3:00	2:15-3:00	2:15-3:00			
3:00							

90 minute Reading Blocks, K-8

90 minute Math Blocks

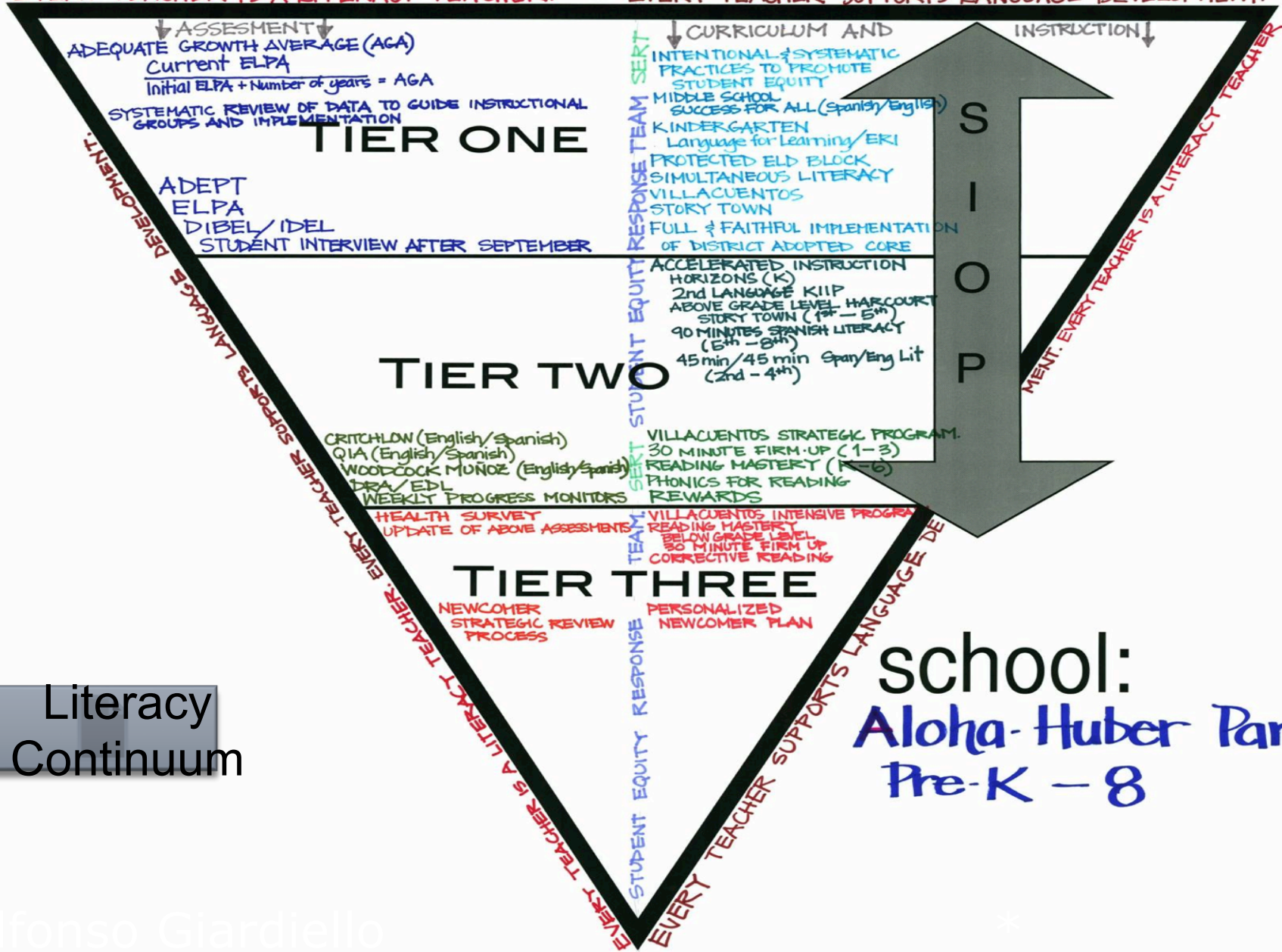
ELD School-wide

45/60 minute Writing Blocks, K-8

LITERACY RTI for English Learner

EVERY TEACHER IS A LITERACY TEACHER.

EVERY TEACHER SUPPORTS LANGUAGE DEVELOPMENT.



Literacy
Continuum



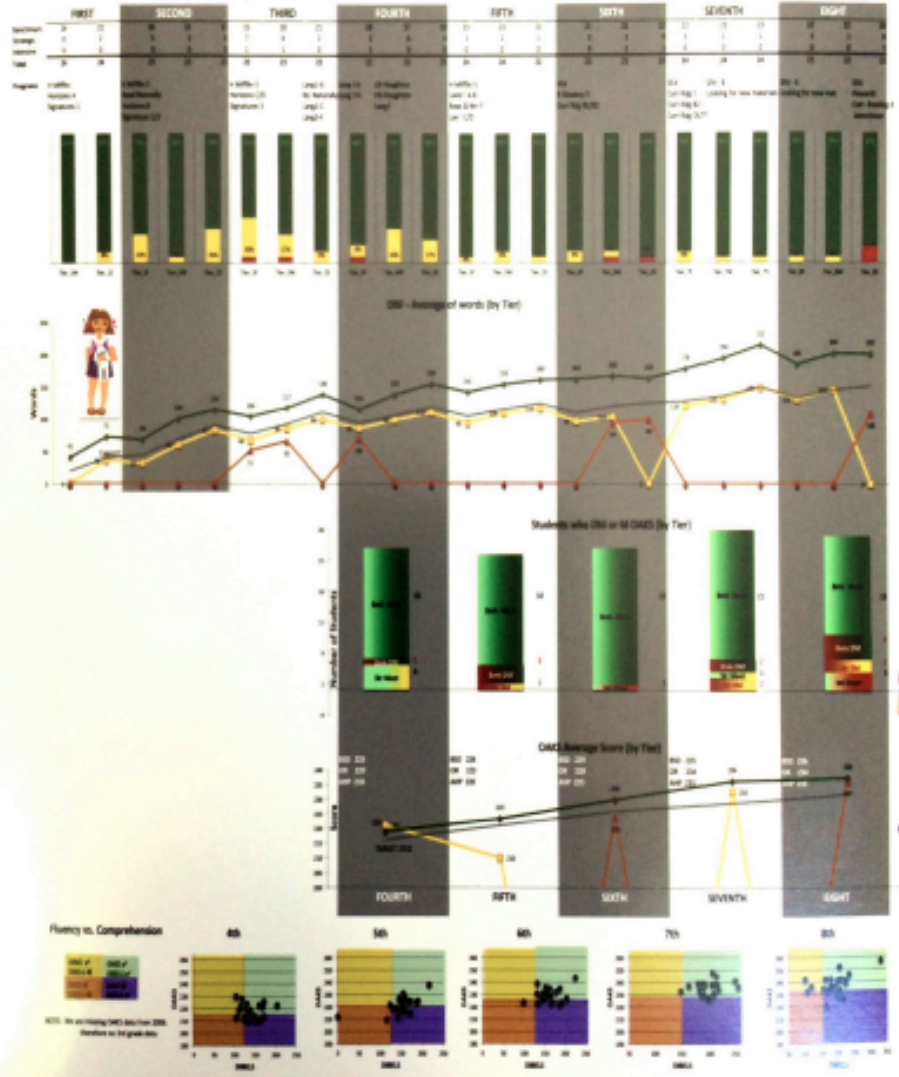
K-8 Literacy Longitudinal Analysis

8th G - Benchmark at First Grade

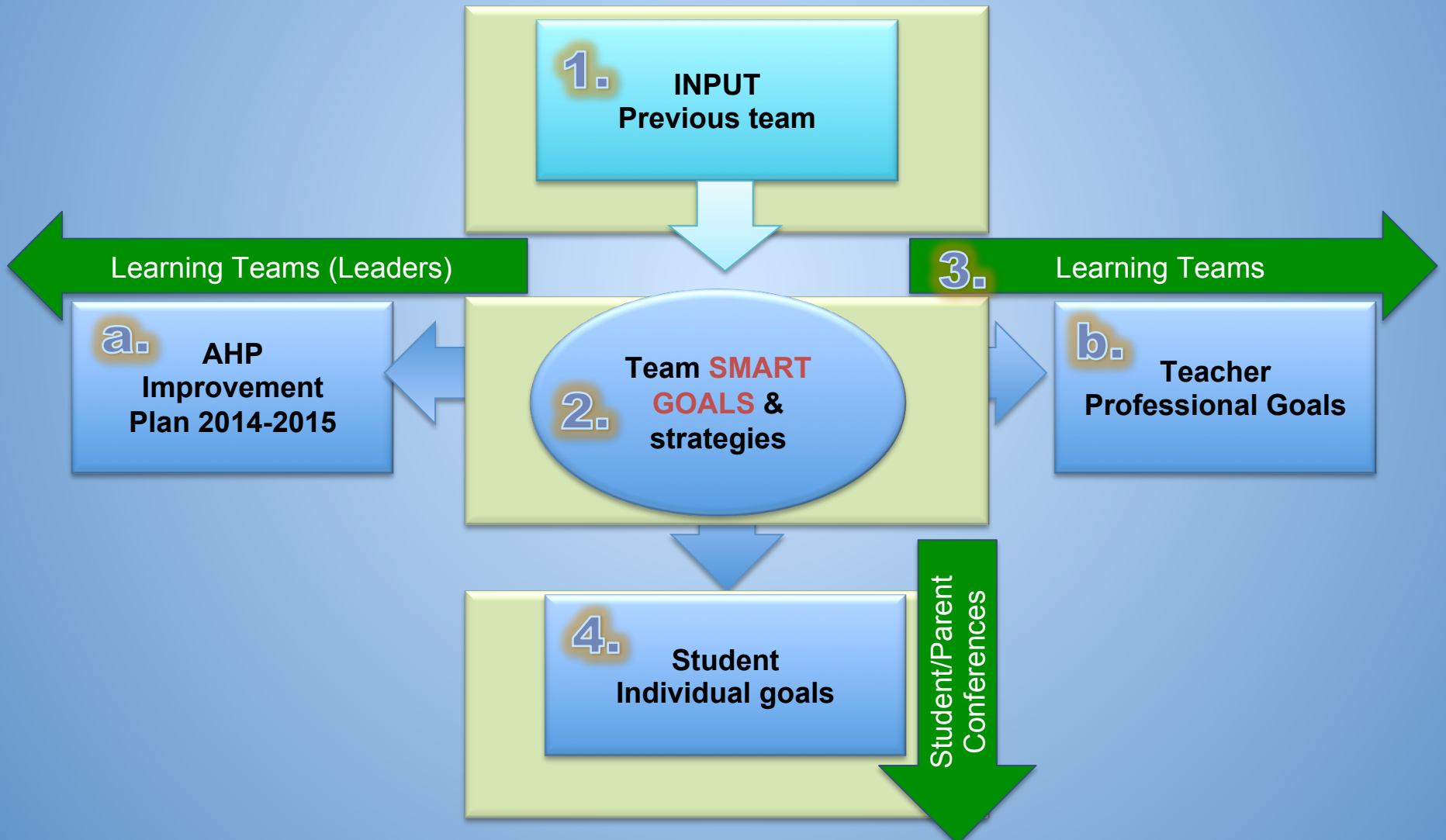
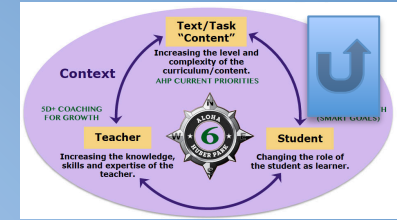


Sample: EIGHTH GRADE (from first grade to eighth grade) Years: 2004-2011 (22 students) Reading: DBED (Fluency) Writing: Benchmark (1st-8th)

Tier: BENCHMARK students by winter of their first grade. Years: 2005-2012 (22 students) Reading: DBED (Comprehension)



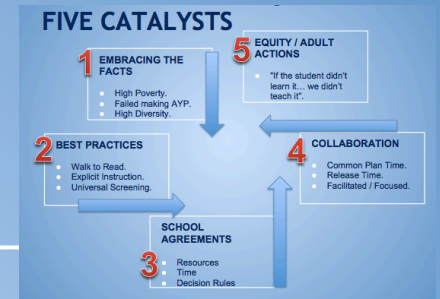
AHP Growth Culture



Where we are today?

COLLABORATION

- Common Plan Time.
- Release Time.
- Facilitated / Focused.
- Integrated Data System (Collins).
- In-House Comprehensive PD with Consulting Services.
- Curriculum & Instruction Specialist.
- Additional time for PLTs.





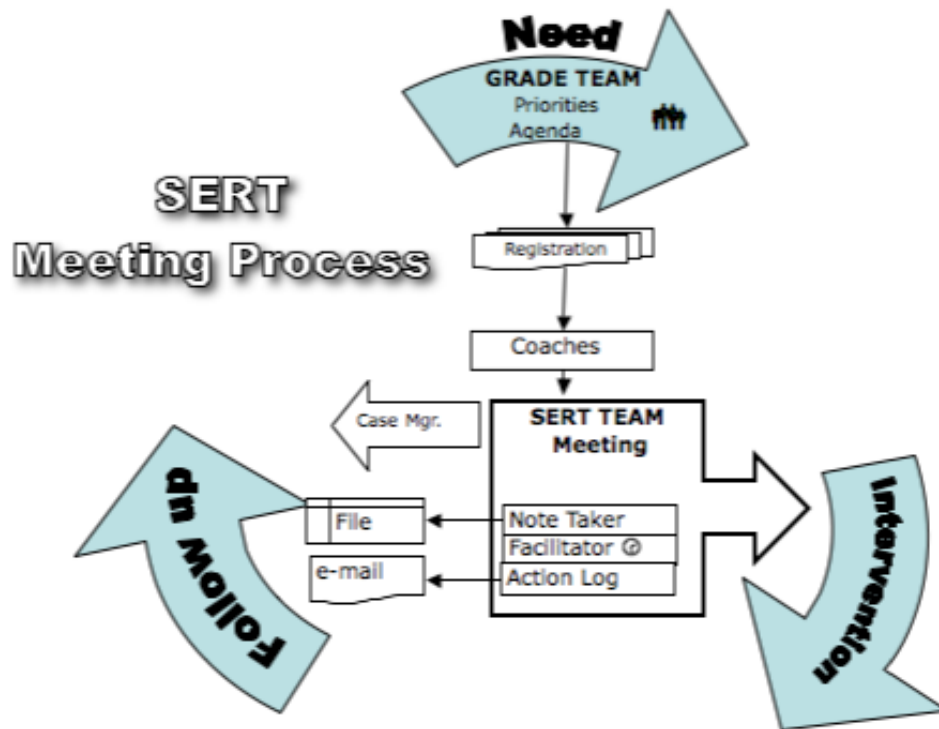
Collaboration For Intervention & Support System (Collins)



Alfonso Giardiello

*

RTI model school-wide



SERT

**Student
Equity
Response
Team**

CONSOLIDATION
OF OUR
CULTURE

Guiding Principles

Leadership structure

Hiring

The Gathering Storm

February 2012

- Possibility of 40-50% staff change (layoff / forced transfers).
- Potential for culture & system collapse at AHP

July 2012

- 15 laid off.
- 10 forced transfers out
- 25 forced transfers in

AHP Guiding Principles

6



All adult action(s) impact student learning.



Collaboration drives instructional practices within established systems.



Teachers are responsible for 100% student engagement.



Instructional practices are aligned and coordinated to support all students.



We operate in a complex and flexible system based on student need and proven practices.



All students will achieve regardless of race, disability, SES, and all other variables.

Prepared to Absorb

- Clearly defined our core values.
- Embraced our new staff members:
 - We will welcome you.
 - We will be honest with you.
 - We will be clear with our expectations.
 - We will offer support.
 - We will not change our model.
- Restructured Teacher Leadership.
- New staff evenly spread through grade levels.

CONSOLIDATION
OF OUR
CULTURE

Guiding Principles

Leadership structure

Hiring

Vision of a Leader

CHANGE OF DIRECTION

ADMINISTRATION



"I'm just
the
messenger..."

Persuasion
Guiding Principles
Big Picture



Administrator's Leadership

Consistency

Vision

Strategy

Empowerment of new leaders

Loyalty

Appreciation & Communication

Continuous Change

NATION / STATE

Laws
Policies

DISTRICT

Initiatives
Policies
Directives
Templates

LOCAL REALITY

Staff Mobility



CULTURE

**GUIDING
PRINCIPLES**

SYSTEMS

Staying
the Course



Finesse (We make it our own before bringing it to
staff)

Steps Ahead

Developing Leadership

CONSOLIDATION OF OUR CULTURE

Guiding Principles
Leadership structure

Hiring



Previous Problems

- High attrition (50% in 2006)
- Some struggled with our model.
- Problem of practice.



The Five Attributes

TO BECOME A SUCCESSFUL EDUCATOR AT AHP

1. Flexibility
2. Capacity
3. Collaboration
4. Equity
5. Grit



Multi-Step Selection Process

1. Writing test
2. First Interview
3. Demo lesson
4. Feedback/Debrief
5. 2nd Demo (if needed)
6. Final Interview/AHP Overview PPT
7. Reference Checks
8. Hire Offer from HR



In-service for New Staff

- AHP's 6 Guiding Principles
- Negotiables & Non-Negotiables
- Hot Button Issues
- High Leverage Practices
- Clear Expectations



Follow-up & Support

- Constant presence in classrooms.
- Addressing issues immediately.
- Individual follow-up & monthly meetings.
- AHP Team Leader model.
- In-house staff development, consultants, etc..



Our Experience Tells Us That...

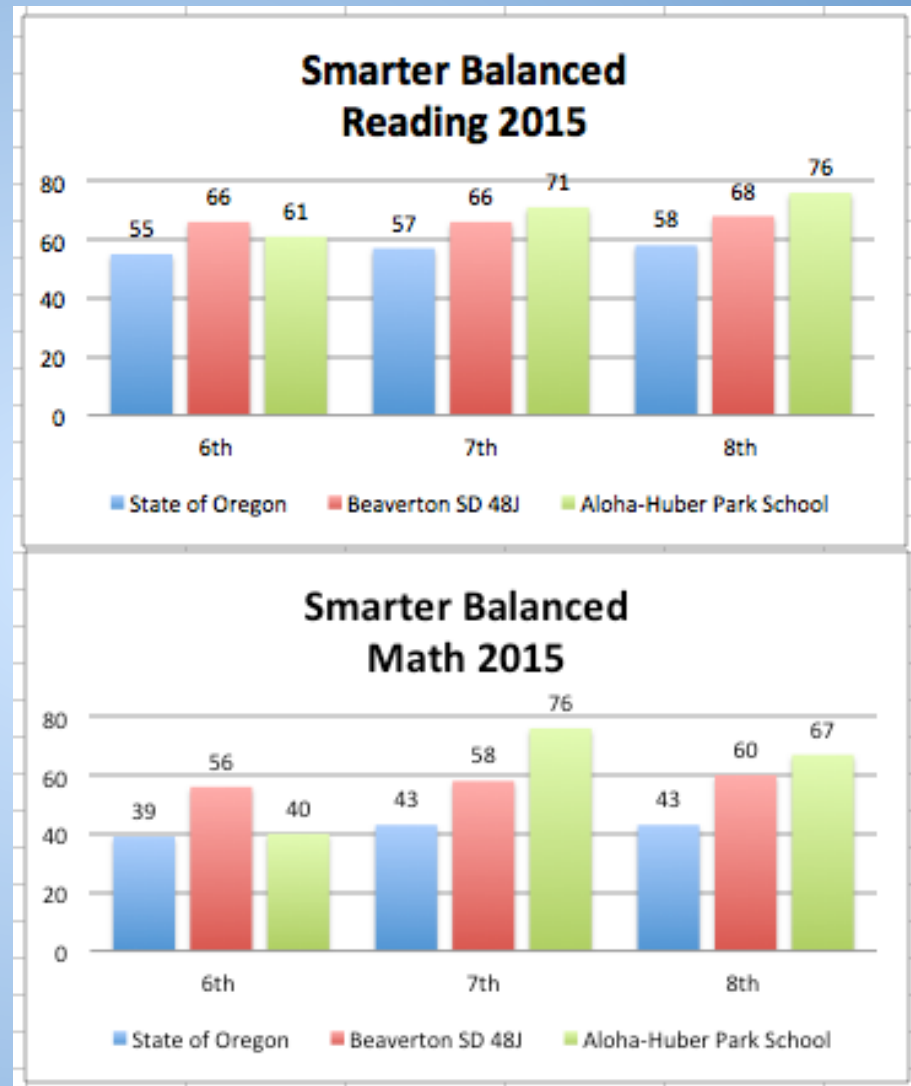
- The tougher the process, the better the result.
- Our retention is 90 to 95% over the past 5 years.
- Teams embrace new members and serve to reinforce the SIX Principles.
- New staff become highly trained for any future positions.



Our Experience Tells Us That...

- Eighth grade OAKS Math: 92%, 96%, 86%, 88% M/E for past four years.
- 0 ELLs by eighth grade for the past seven years.
- PBIS: 1% students in the “Red” for the past four years.

Smarter Balanced 2015



Questions

Aloha-Huber Park



Whatever it takes !