

# CULTURE OF PURPOSE



Scott Drue  
Alfonso Giardiello

A map of the United States with various trails highlighted in different colors. The trails include Washington Parks, Great Parks North, Idaho Hot Springs, Western Express, Great Parks South, Transamerica Trail, Southern Tier, North Lakes, Lake Erie Connector, Green Mountains, Adirondack Park, Allegheny Mountains, and Pacific Coast. The text "OUR ENDEAVOR IS TO TRANSFORM STUDENT'S LIVES" is overlaid on the map in a large, bold, blue font with a black outline.

**OUR ENDEAVOR IS TO TRANSFORM STUDENT'S LIVES**

**Through our daily efforts, we will provide our students,  
that otherwise would not have options,  
with the necessary skills to make their OWN CHOICES  
after they leave the basic educational system.**



**ALOHA-HUBER**

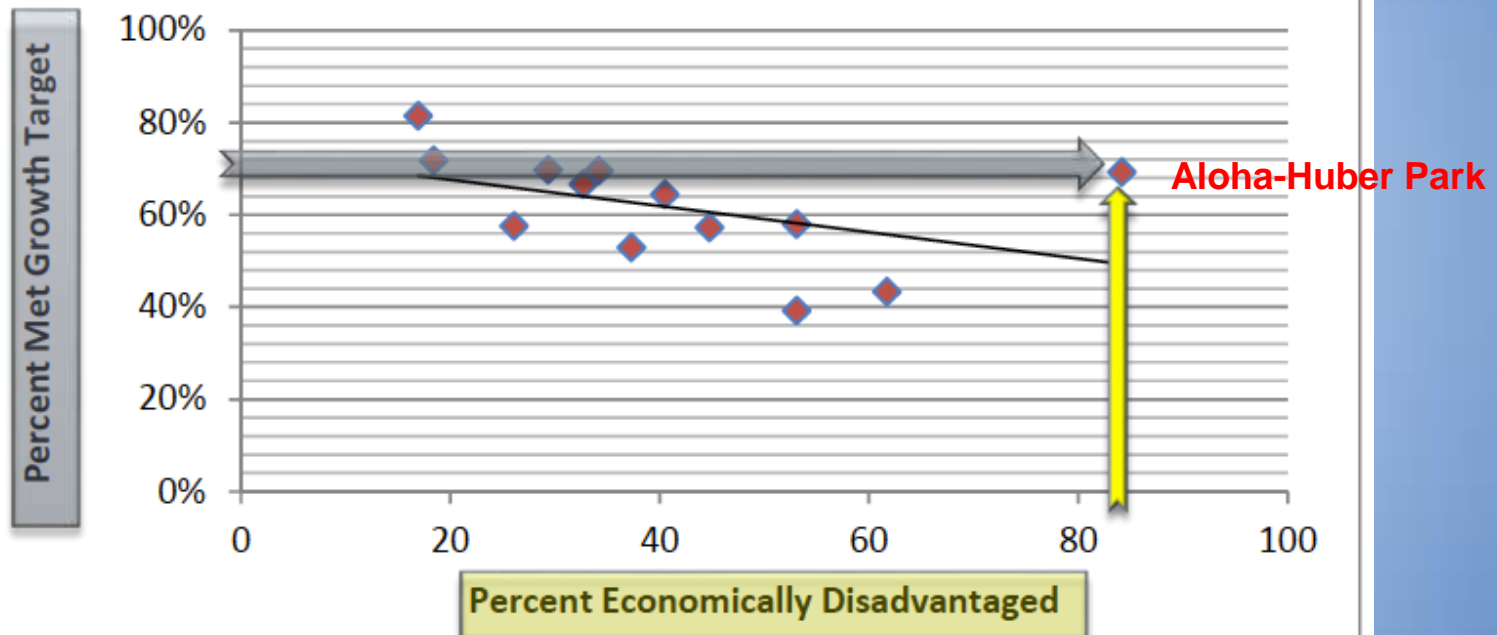
**BY THE NUMBERS**

- Kinder through grade 8
- 1,020 Students
- 580 English Learners
- 85% poverty
- 53 ethnicities
- 29 languages
- 60-40 female to male teacher ratio



# Oaks Test (Spring 2011)

## Met StEPP Benchmark: Grade 8 Math

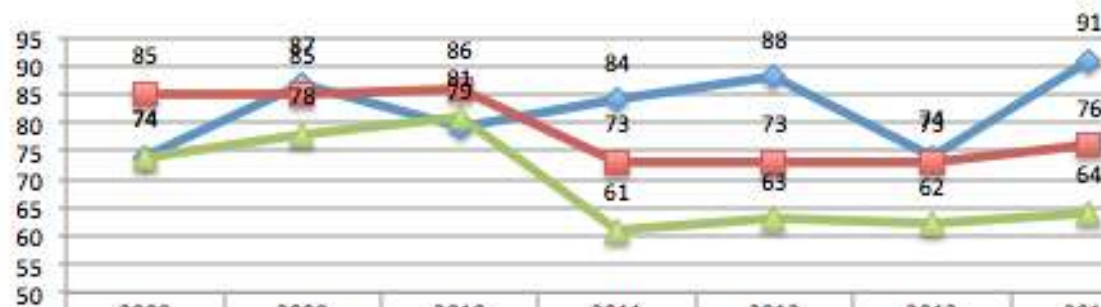




# Oaks Test (2008-2014)

## Reversing the Achievement Gap

**OAKS 7th Grade 2008-2014**



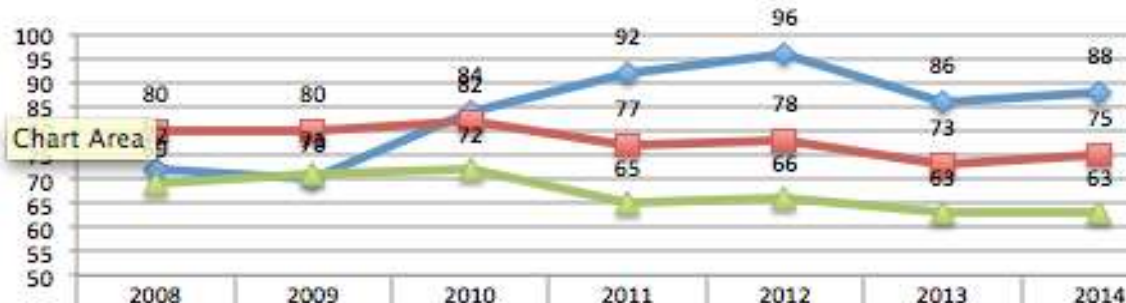
Aloha-Huber

BSD

Oregon

Aloha-Huber Park School (1153)  
Beaverton SD 48J (2243)  
State of Oregon

**OAKS 8th Grade 2008-2014**



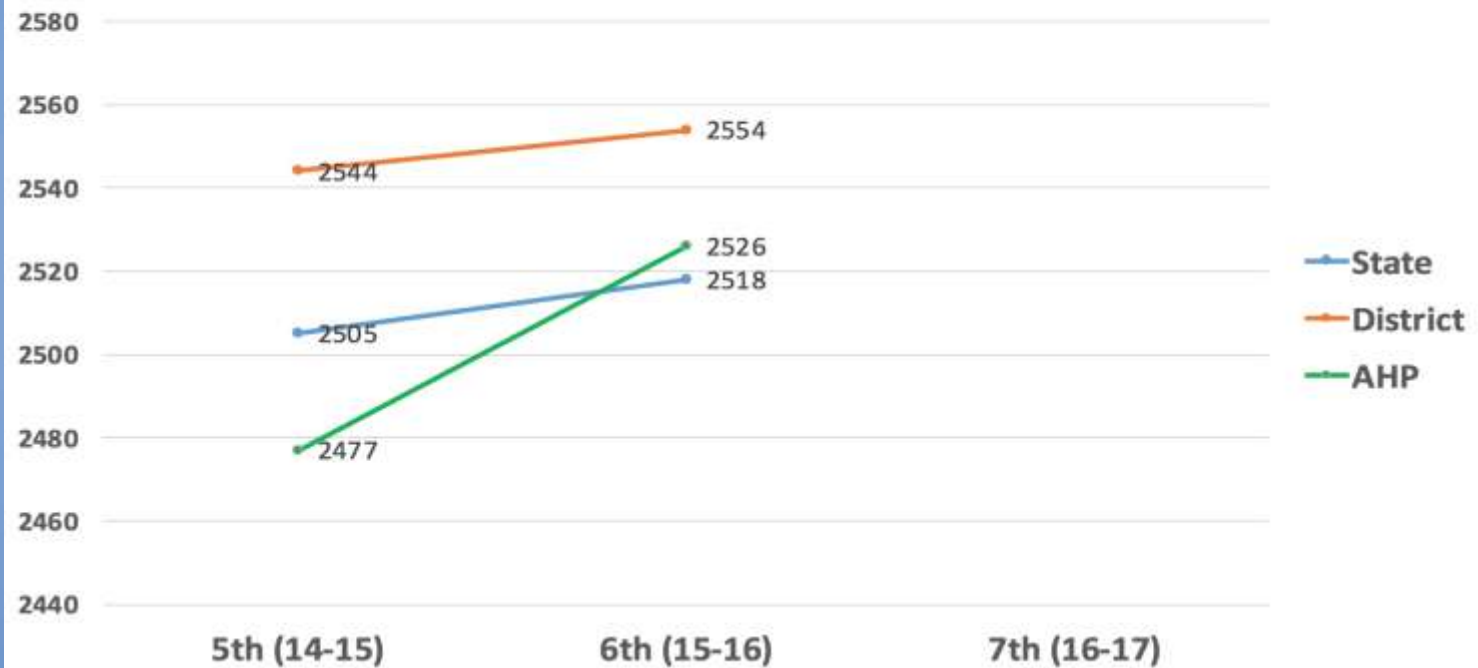
Aloha-Huber

BSD

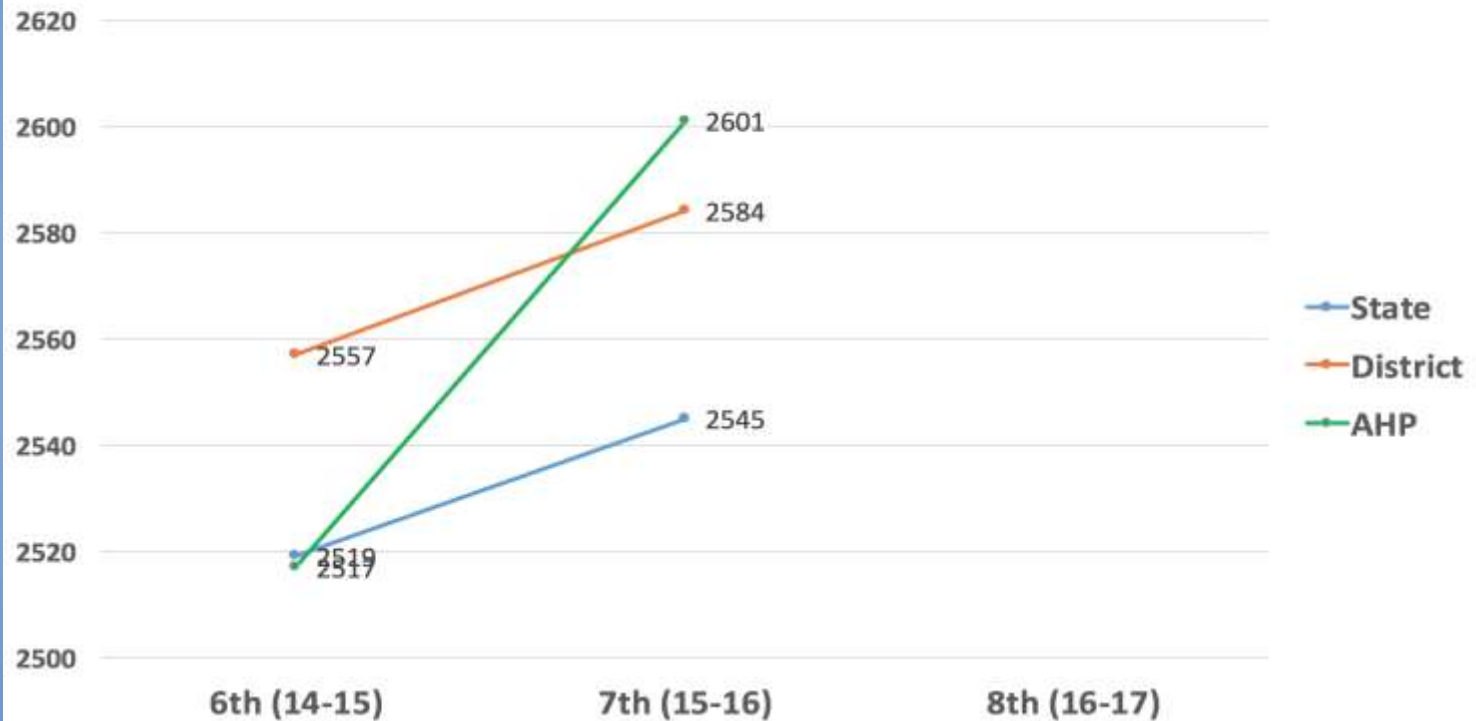
Oregon

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## Current 7th Graders Math Growth

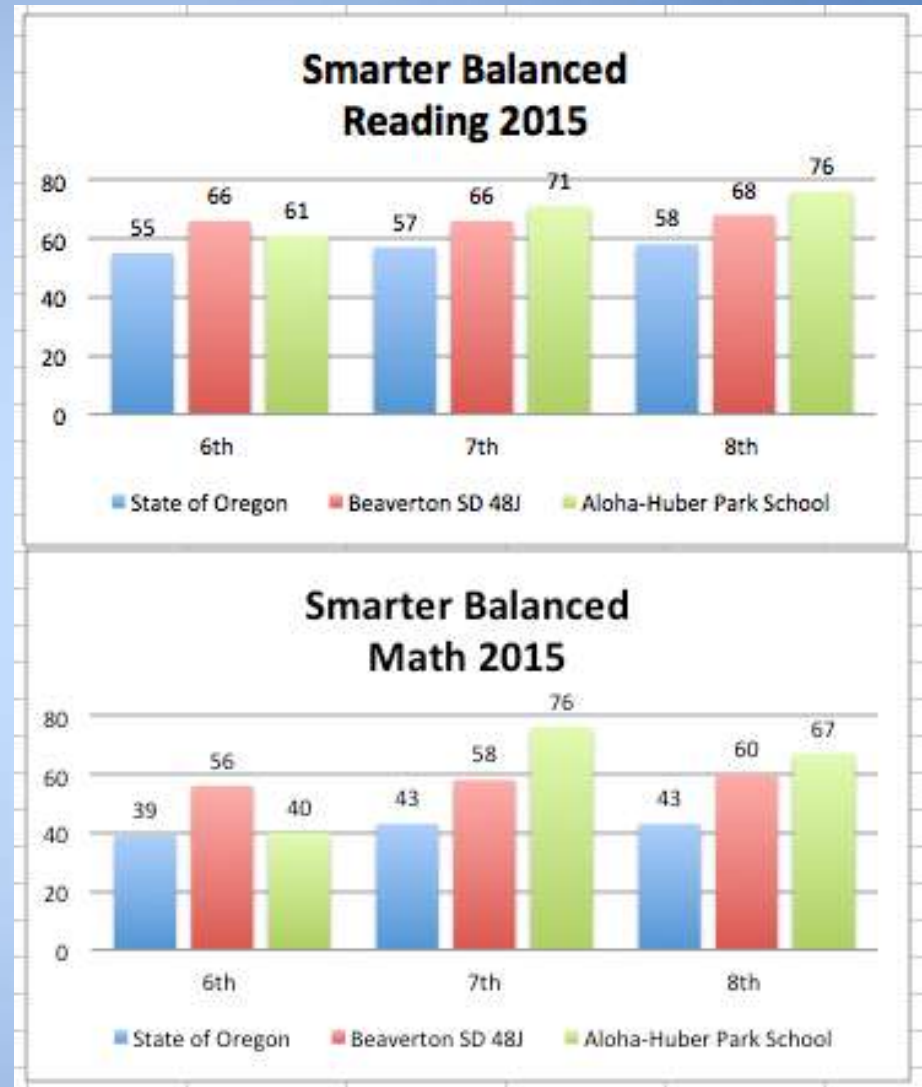


## Current 8th Graders Math Growth

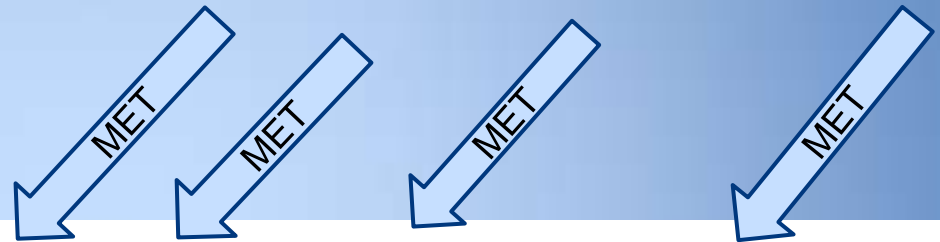




# Smarter Balanced 2015



# 2014-2016 AMAO Data



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

AMAO CUT SCORES		47%	9%	28%	OAKS Reading & Math	
ELEMENTARY		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 English Learners before high school...

# PBIS



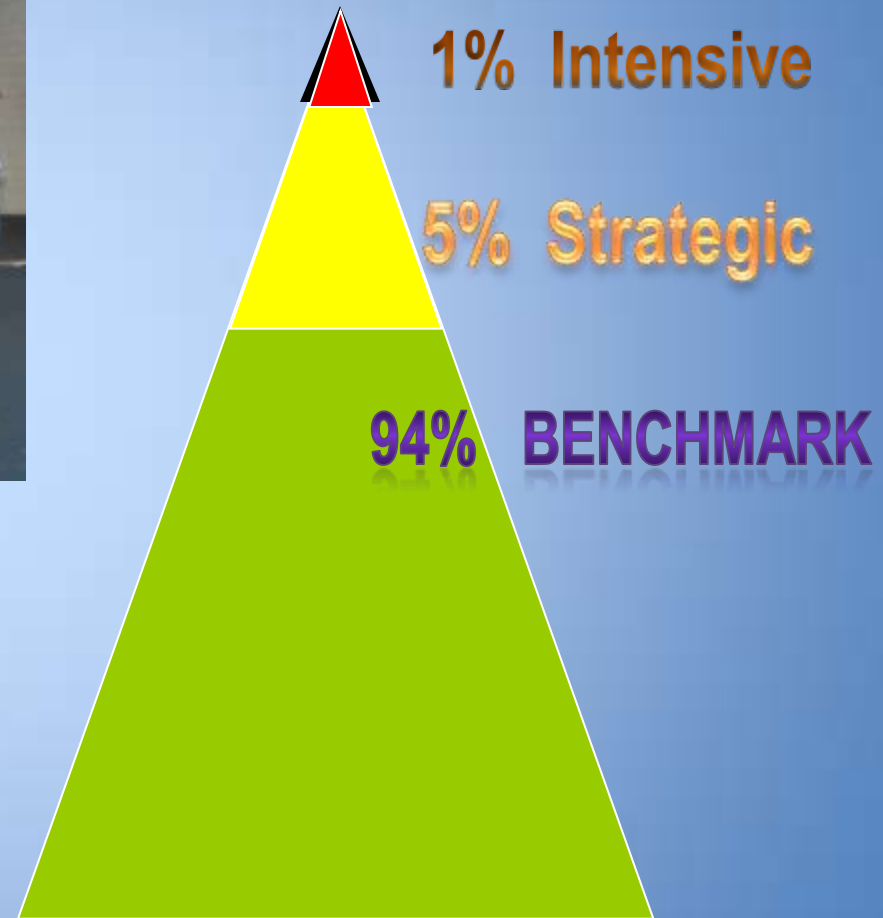
Be Safe

Be Respectful

Be Responsible

## Behavior Referrals

2013-2015



# 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 (page 3)	Level 3	60.0%	25	15.0
Academic Growth (page 4)	Level 5	90.0%	50	45.0
Subgroup Growth (page 5)	Level 4	82.5%	25	20.6
Number of Missed Participation Targets* (page 6)	0	NA		
Totals**				80.6
Weighted Percent				80.6%

\* 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.

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

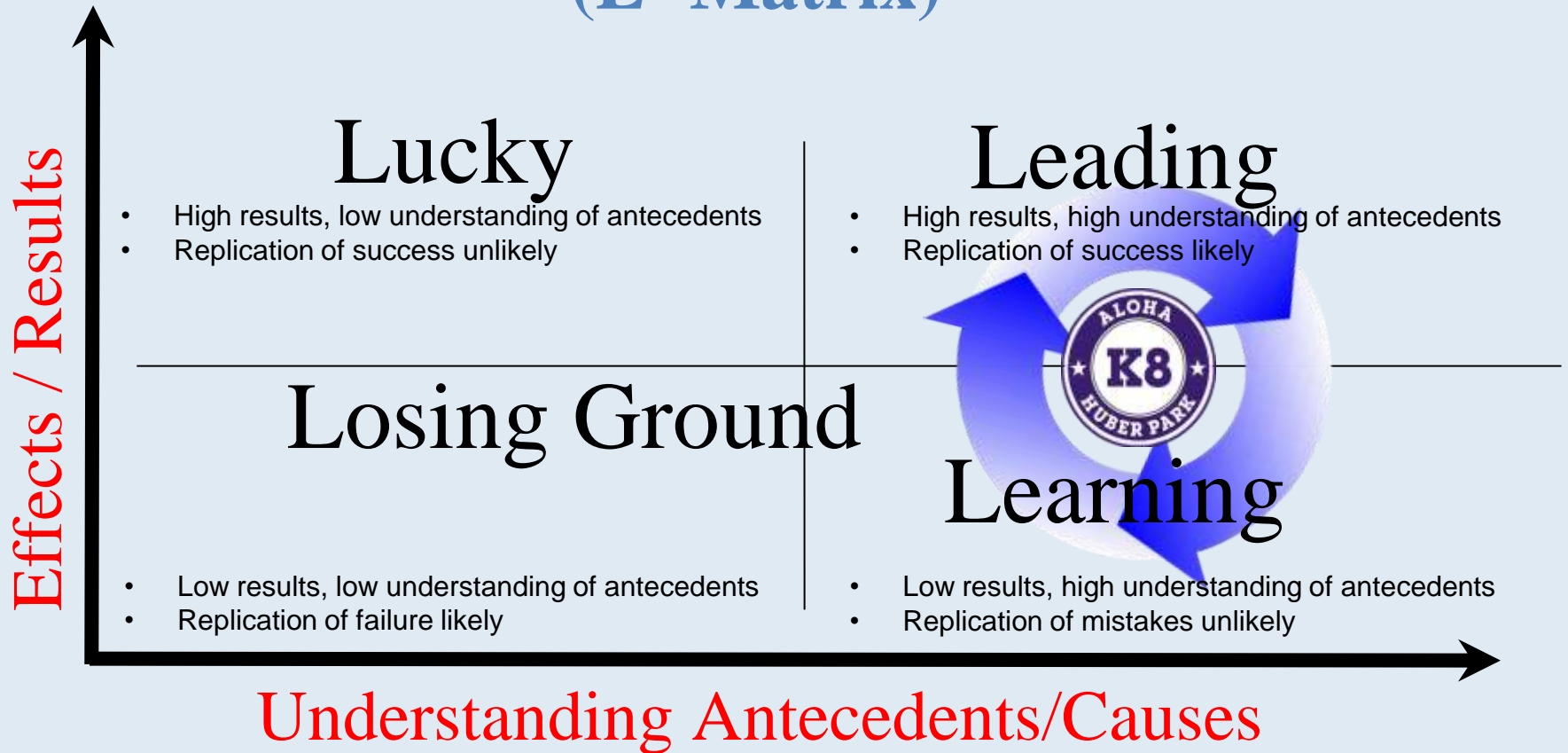




# SUSTAINABILITY

- What comes to mind??

# The Leadership & Learning Teams Matrix (L<sup>2</sup> Matrix)



# 3 Key Concepts

- Think systematically...
- Govern time wisely...
- Hire as a force multiplier...

# 1a. Think Systematically

## Academics

- Guaranteed/Viable Core Programs
- Multi-Tiered System of Support
- Clear Agreements and Decision Rules
- Blending resources (Sped, ELL, etc.)



# Guaranteed and Viable Curriculum

GRADE 4 MATH Proficiency MAP – 2016-2017

4 <sup>th</sup> Grade 2016-2017	Unit: 1 Place Value 24 Days 9/12-10/13	*Unit: 2 Measurement 8 Days 10/17-10/26	Unit: 3 Multiplication & Division 29 Days 10/31-12/15	Unit: 5 Fractions 37 Days 1/3-2/27	Unit: 6 Decimals 16 Days 2/28-3/24	Unit: 7 Measurement 10 Days 4/3-4/14 (with SBAC review - revisit after measurement)	Unit: 8 Geometry In lessons throughout year - assess in math groups after SBAC and winter.
OA Operations and Algebraic Thinking	4.OA.3 Solve multi-step word problems (1-10)		4.OA.1-multiply or compare 2-digit numbers 3-multiply word problems (multiplication and division) 4-factor pairs from 1-100		5. equal fractions w/ denominators of 10 6- decimal notation 7-compare decimals to hundredths	5-render and shape patterns 1-multiply in comparison with measurement 2-word problems w/ measurement 3-multiplication problems w/ measurement	End of the year: 4, 8 in groups, C, D during A4L
NBT Number and Operations in Base Ten	4.NBT.1 place value up to 10 2- fractions in different forms 4-add & subtract standard algorithms		4-multiply 2-digit by 1 digit and 3 x 3 4-divide 4 x 1 digit algorithm			Ex. 6	
NF Number and Operations - Fractions				1 Explain equivalence 2 Compare fractions 3 Understand as a unit 4 Multiply by a whole # 3 Equivalent 10 = 100 4 Decimal notation 7 compare two decimals			
MD Measurement and Data		4.MD.1 know relative size of measurement 2-use 4 operations to solve word problems	3-area & perimeter with rectangles in real-world problems FOCUS ON CONVERSION OF UNITS.	4-the plot	3-Use 4 operations solve word problems	1-know relative size of measurement 2-use 4 operations to solve measurement problems	3-Recognize angles and measurement of angles in 1-degree units forming a circle 5-angles less up to 90 degrees 6-use a protractor 7-add or subtract angles
G Geometry							1 draw lines and angles 2- classify parallel, perpendicular & angles 3- symmetry

BOEDED - Priority Standards

1  
WHAT DO WE EXPECT  
STUDENTS TO LEARN?

Projection  
Map



# WHAT DO WE EXPECT STUDENTS TO LEARN?

## Standards and Targets



### Grade 4 Module 3 STANDARDS AND TARGETS Multi-Digit Multiplication and Division

CCSS Standard	Notes	Student Learning Targets (SLOs)	Big Idea
4OA1 Represent a multiplication equation as a comparison, e.g., interpret $3 \times 5 = 15$ as 3 unknowns that 5 is 1 times as many as 3 and 5 times as many as 1. Represent verbal expressions of multiplication as comparisons in multiplication equations.	<ul style="list-style-type: none"> <li>Represent multiplication equations as comparisons (3 times as many as 5 or 15)</li> <li>Convert verbal multiplication <u>problems</u> into at least one equation</li> </ul>	<p><u>Learning Target 1</u> (4OA1)</p> <p>I can apply the area and perimeter of rectangles.</p> <p><u>Learning Target 2</u> (4OA1)</p> <p>I can find factor pairs for a number and use a number to solve an equation.</p>	<ul style="list-style-type: none"> <li>Solve multi-step word problems with 3 operations</li> <li>Find factor pairs</li> <li>Multiply up to 4 digits by 1 digit and 2 digits by 2 digits</li> <li>Divide up to 4 digit number by a 1 digit number including remainder</li> </ul>
4OA2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<ul style="list-style-type: none"> <li>Solve word problems involving multiplicative comparison using: <ul style="list-style-type: none"> <li>Multiplication</li> <li>Division</li> <li>Drawings</li> <li>Equations with <u>variables</u> for the unknown number</li> </ul> </li> <li>Identifying if a problem is a multiplicative or additive comparison (3 times as many as or 3 more than)</li> </ul>	<p><u>Learning Target 3</u> (4OA2)</p> <p>I can multiply and divide my thinking.</p> <p><u>Learning Target 4</u> (4OA2)</p> <p>I can divide and show my thinking.</p>	<p><u>Big Idea</u></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Reason abstractly and quantitatively.</li> <li>Construct viable arguments and critique the reasoning of others.</li> <li>Model with mathematics.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> <li>Look for and make use of structure.</li> <li>Look for and express opportunity to repeat reasoning.</li> </ul>
4OA3 Solve word problems that involve multiplying or dividing whole numbers using the four operations, including problems in which one of the unknowns is in the divisor. Represent these problems using equations with a letter for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	<ul style="list-style-type: none"> <li>Solve multi-step word problems: <ul style="list-style-type: none"> <li>Work with whole numbers</li> <li>Using whole number amounts</li> <li>Using the four operations</li> </ul> </li> <li>Represent unknowns as needed</li> <li>Represent problems using equations with a letter for the unknown</li> <li>Assess the reasonableness of answers using: <ul style="list-style-type: none"> <li>Mental computation</li> <li>Estimation strategies including rounding</li> </ul> </li> </ul>	<p><u>Learning Target 5</u> (4OA3, 4OA2 and 4OA1)</p> <p>I can solve multiplication and division word problems and explain if my answer is reasonable.</p> <p>Flexible multiplicative comparison</p>	<ul style="list-style-type: none"> <li>Model with mathematics.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> <li>Look for and make use of structure.</li> <li>Look for and express opportunity to repeat reasoning.</li> </ul>

## Unit Assessment and Rubric

[illegible]

11. A car starts from rest and accelerates at  $10 \text{ m/s}^2$ . How far does it travel in 5 seconds? (5 marks)

A. 125 m                      B. 1250 m

C. 12.5 m                      D. 12.50 m

12. A car starts from rest and accelerates at  $10 \text{ m/s}^2$ . How long does it take to travel 125 m? (5 marks)

A. 5 s                      B. 50 s

C. 500 s                      D. 5000 s

[illegible]

# HOW CAN WE DESIGN

3

## EFFECTIVE INSTRUCTION

## AND MAXIMIZE LEARNING?

### Lessons

Benchmark



Strategic



Intensive



#### 4 WHAT IS OUR TEAM'S RESPONSE?

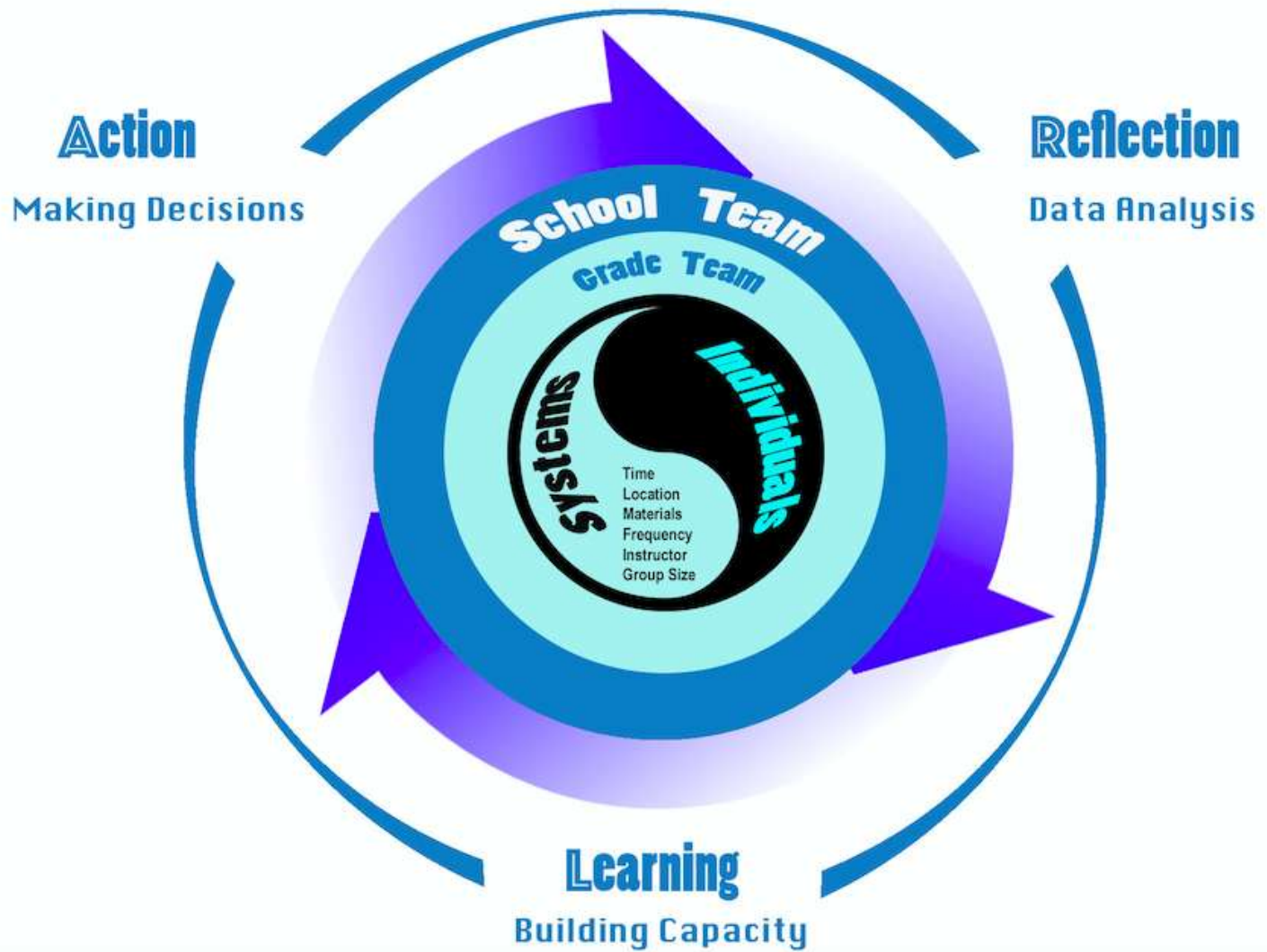
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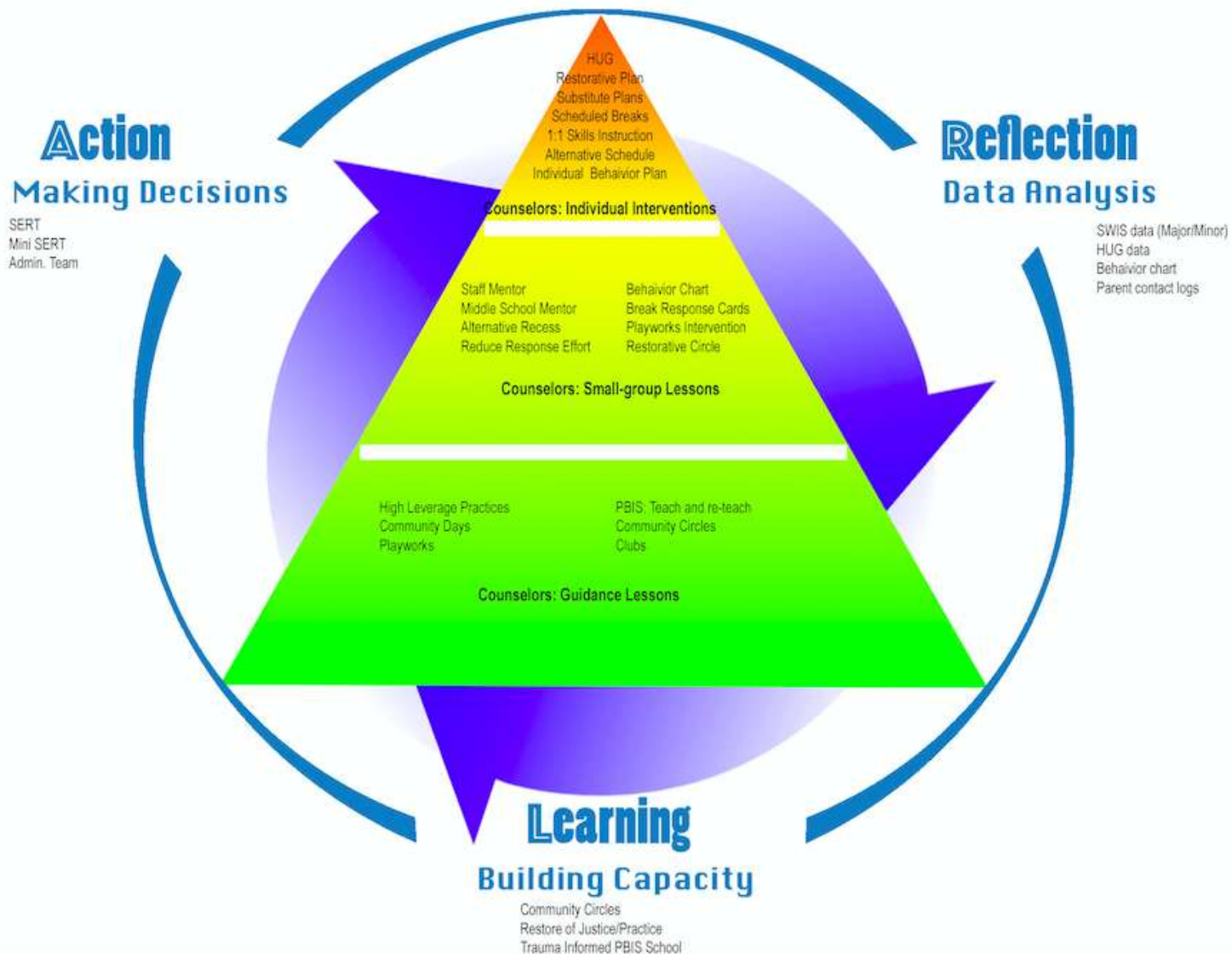
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# INTERVENTION SYSTEMS MODEL

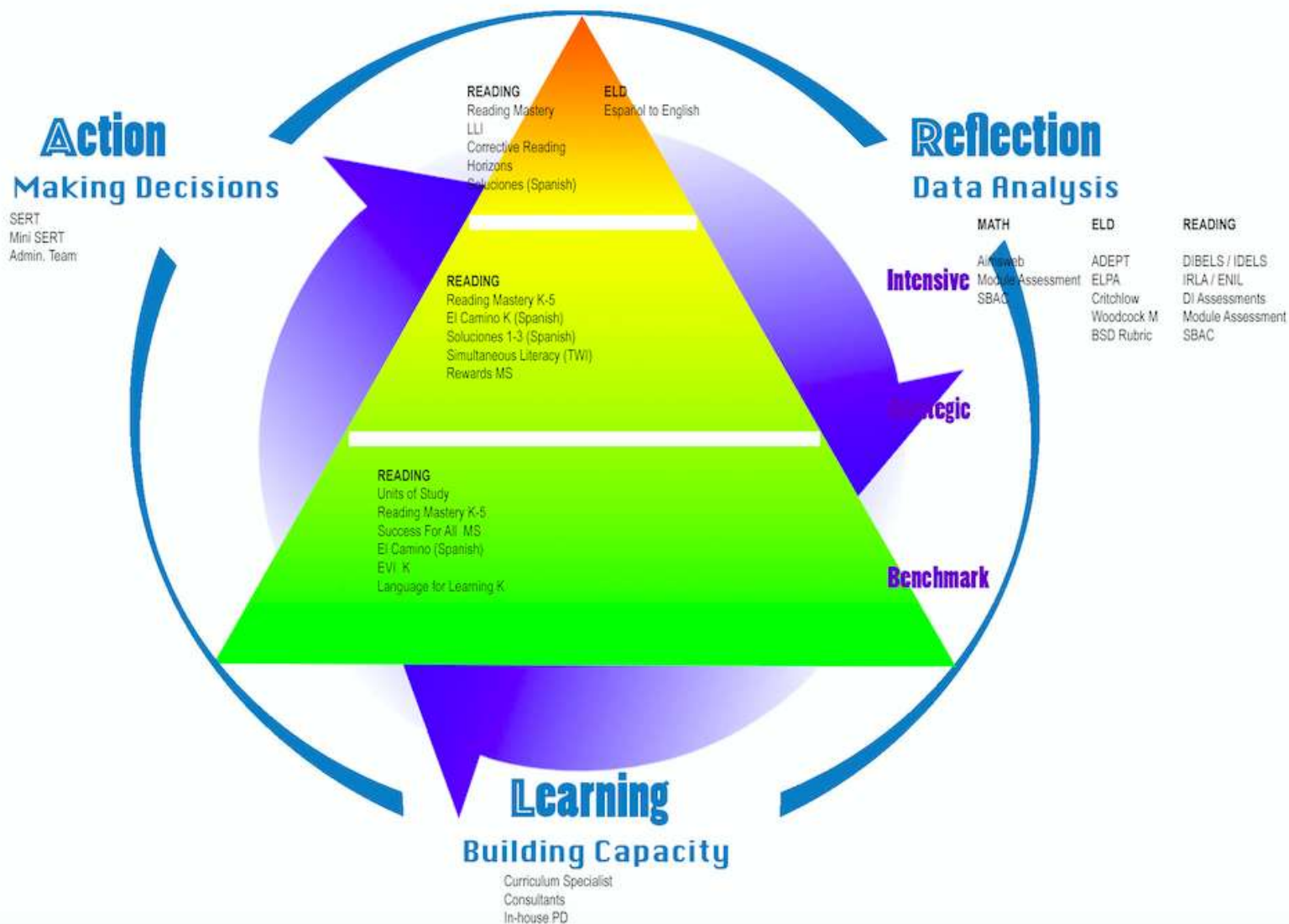




# BEHAVIOR RTI MODEL



# ACADEMIC RTI MODEL. READING - ELD - SPED





# Guaranteed and Viable Curriculum

2018-2019 Curriculum Map - 2018-2019

4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math	Math	Math	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Science	Science	Science
History	History	History	History	History	History	History	History	History
Art	Art	Art	Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Health	Health	Health	Health	Health	Health	Health	Health	Health
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages
Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science
Environmental Studies	Environmental Studies	Environmental Studies	Environmental Studies	Environmental Studies	Environmental Studies	Environmental Studies	Environmental Studies	Environmental Studies
Career Development	Career Development	Career Development	Career Development	Career Development	Career Development	Career Development	Career Development	Career Development
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
Gifted/Talented	Gifted/Talented	Gifted/Talented	Gifted/Talented	Gifted/Talented	Gifted/Talented	Gifted/Talented	Gifted/Talented	Gifted/Talented
Other	Other	Other	Other	Other	Other	Other	Other	Other

Projection Map

WHAT DO WE EXPECT STUDENTS TO LEARN?

Standards and Targets

Standard	Target
Math	Math
Science	Science
History	History
Art	Art
Music	Music
Physical Education	Physical Education
Health	Health
Language Arts	Language Arts
Foreign Languages	Foreign Languages
Computer Science	Computer Science
Environmental Studies	Environmental Studies
Career Development	Career Development
Special Education	Special Education
Gifted/Talented	Gifted/Talented
Other	Other

HOW WILL WE KNOW STUDENTS LEARNED WHAT WE TAUGHT?

Unit Assessment and Rubric

Unit	Assessment	Rubric
Math	Math	Math
Science	Science	Science
History	History	History
Art	Art	Art
Music	Music	Music
Physical Education	Physical Education	Physical Education
Health	Health	Health
Language Arts	Language Arts	Language Arts
Foreign Languages	Foreign Languages	Foreign Languages
Computer Science	Computer Science	Computer Science
Environmental Studies	Environmental Studies	Environmental Studies
Career Development	Career Development	Career Development
Special Education	Special Education	Special Education
Gifted/Talented	Gifted/Talented	Gifted/Talented
Other	Other	Other

HOW CAN WE DESIGN EFFECTIVE INSTRUCTION AND MAXIMIZE LEARNING?

Lessons



WHAT IS OUR TEAM'S RESPONSE?

Data Analysis Protocol



SMART GOALS (Program Goal & Growth Goal)

Goal	Target	Actual
Math	Math	Math
Science	Science	Science
History	History	History
Art	Art	Art
Music	Music	Music
Physical Education	Physical Education	Physical Education
Health	Health	Health
Language Arts	Language Arts	Language Arts
Foreign Languages	Foreign Languages	Foreign Languages
Computer Science	Computer Science	Computer Science
Environmental Studies	Environmental Studies	Environmental Studies
Career Development	Career Development	Career Development
Special Education	Special Education	Special Education
Gifted/Talented	Gifted/Talented	Gifted/Talented
Other	Other	Other

**INTERVENTION SYSTEMS MODEL**



**BEHAVIOR RTI MODEL**



**ACADEMIC RTI MODEL  
READING - ELD - SPED**



# 1b. Think Systematically

## Behavior

Trauma-informed PBIS

Restorative practices  
(beginning with Tier 1)

## 2. Govern Time Wisely

### Admin Directed Master Schedule

- Moving Support
- Protected blocks (Read, Math, ELD)
- Time critical to implementing agreements





K version Nov18	Kinder	First	Second	Third	Fourth	Fifth	MS
7:30	Aloha-Huber Park 2016-2017						AGS 1
8:30	Calendar C.Circle	C. Circle 8:25-8:50	C. Circle 8:25-8:50	C. Circle 8:25-8:50	C. Circle 8:25-8:50	C. Circle 8:25-8:50	Specials 8:25-9:10 (45m)
8:45						CORE 8:50-9:15 (25m)	
9:00					Reading Interv		C. Circles 9:10-9:35
9:15	KIIP El Camino 9:00 - 10:00	Math 8:50-10:10 (80m)	Math 8:50-10:10 (80m)	Math 8:50-10:10 (80m)		Specials 9:15-10:00 (45m)	
9:30							
9:45							
10:00	In-class Break (15 min)	In-class Break			Specials 10:00-10:45 (45m)	CORE Reading/ Writing 10:00 - 10:45 (45m)	Math/ Writing / Humanities 9:35-11:00 (85m)
10:15	Math 10:15-11:00 (45m)	Reading Interv 10:20-11:30 (70m)	Reading Interv 10:10-11:20 (70m)	ELD 10:10-10:40 (30m)			
10:30				Content 10:40-11:20 (40m)			
10:45							
11:00	Lunch 11:00-11:30 (30m)				Math 10:45-12:05 (80m)	Math 10:45-12:05 (80m)	
11:15			L : 11:20 11:40	R : 11:20 11:40			Math/ Writing / Humanities1 1:00-12:25 (85 m)
11:30	Specials 11:30-12:10 (40m)	L : 11:30 11:50	R : 11:40 12:00	L : 1:40 12:00			
11:45		R : 11:50 12:10					
12:00			CORE Reading/ Writing 12:00 - 12:55 (55 m)	Reading Interv 12:00-1:10 (70m)	L : 12:05 12:25	ELD 12:05-12:35	L : 12:25
12:15	EVI 12:15-12:40	Specials 12:10-12:55 (45m)			R : 12:25 12:45		12:45
12:30	Story Town/EI Camino 12:40-1:10	Content 12:55-1:25 (30m)	Specials 12:55-1:40 (45m)		ELD 12:45-1:15	L : 12:35 12:55	R : 12:45 1:05
12:45							
1:00	Writing/EI Camino 1:10 - 1:40			CORE Reading/ Writing 1:10 - 2:20 (70 m)	CORE Reading/ Writing 1:15 - 2:25 (70 m)	Reading Interv 1:15-2:25 (70m)	Reading 1:10-2:30 (80m)
1:15							
1:30	Recess 1:40-2:05 (25m)	CORE Reading/ Writing 1:25- 2:35 (70 m)					
1:45			Content 1:55-2:35 (40m)				
2:00	ELD 2:05 2:35 (30 min)			Specials 2:20-3:05 (45m)	Content 2:25-3:05 (40m)	Content 2:25-3:05 (40m)	ELD 2:30-3:00
2:15							
2:30	Storytown/T Wt writing 2:35-3:05 (30 min)	ELD 2:35-3:05	ELD 2:35-3:05				
2:45							
3:00							HR

80 minute  
Math Blocks

70 minute  
Reading Interv  
Blocks

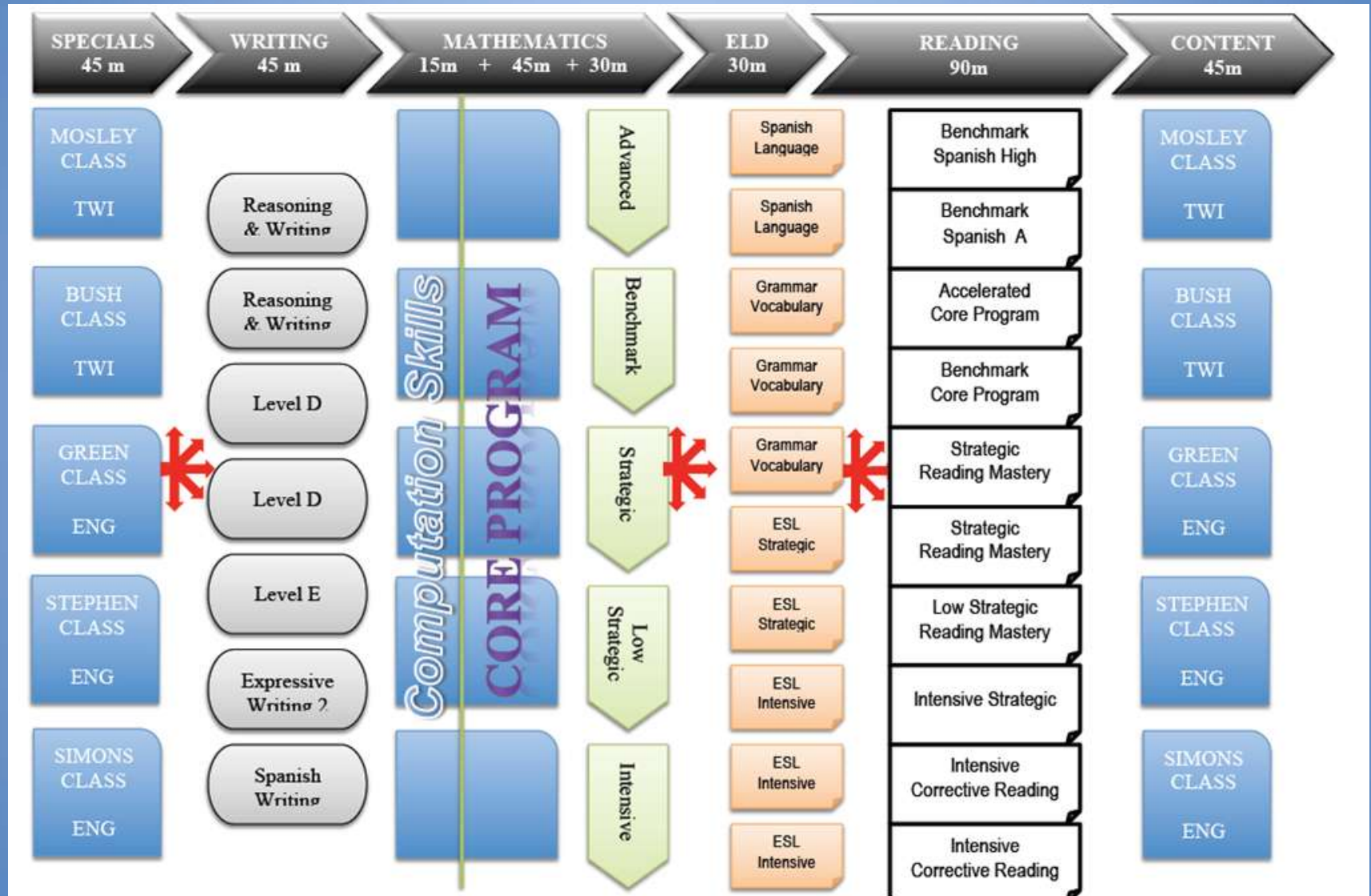
70 minute  
CORE  
Reading  
Blocks,  
K-5

ELD  
School-wide

Common Daily  
Grade Level Plan  
Time

90 minute  
Math/Writing  
Blocks, 6-8

# Multi-tiered System of Support



### 3. Hire as a Force Multiplier

The quality of any educational organization can NEVER exceed the quality of it's staff.

# 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.**



# Multi-Step Selection Process for Hiring

1. Writing test
2. First Interview
3. Demo lesson
4. Feedback/Debrief
5. **2nd Demo (30%)**
6. Final Interview/AHP Overview PPT
7. Reference Checks
8. Hire Offer from HR





# 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.

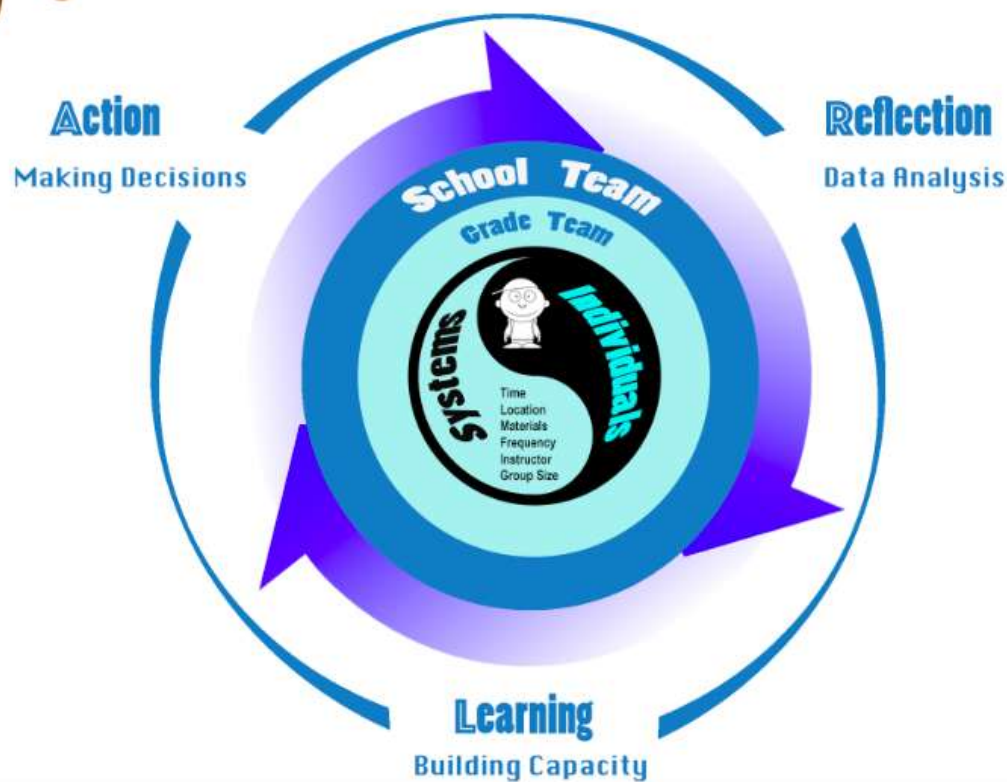




# Multi-tiered Systems of Support (RTI) Academic - Behavior

1

INTERVENTION SYSTEMS MODEL





# K-8 Literacy Longitudinal Analysis

## 1st to 5th Grade (English Instruction)

Sample: All 8th grade students (3rd-5th grade)

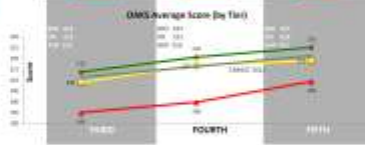
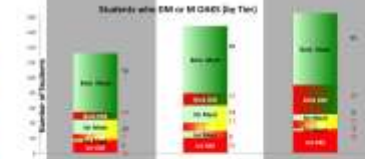
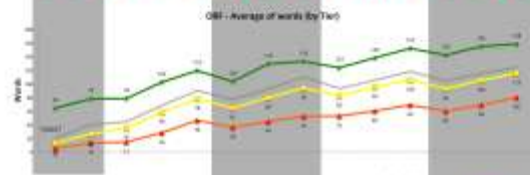
Years: 2006 - 2011

2007 - 2012

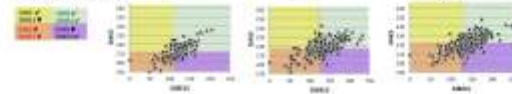
Reading: RIMSS (Fluency)

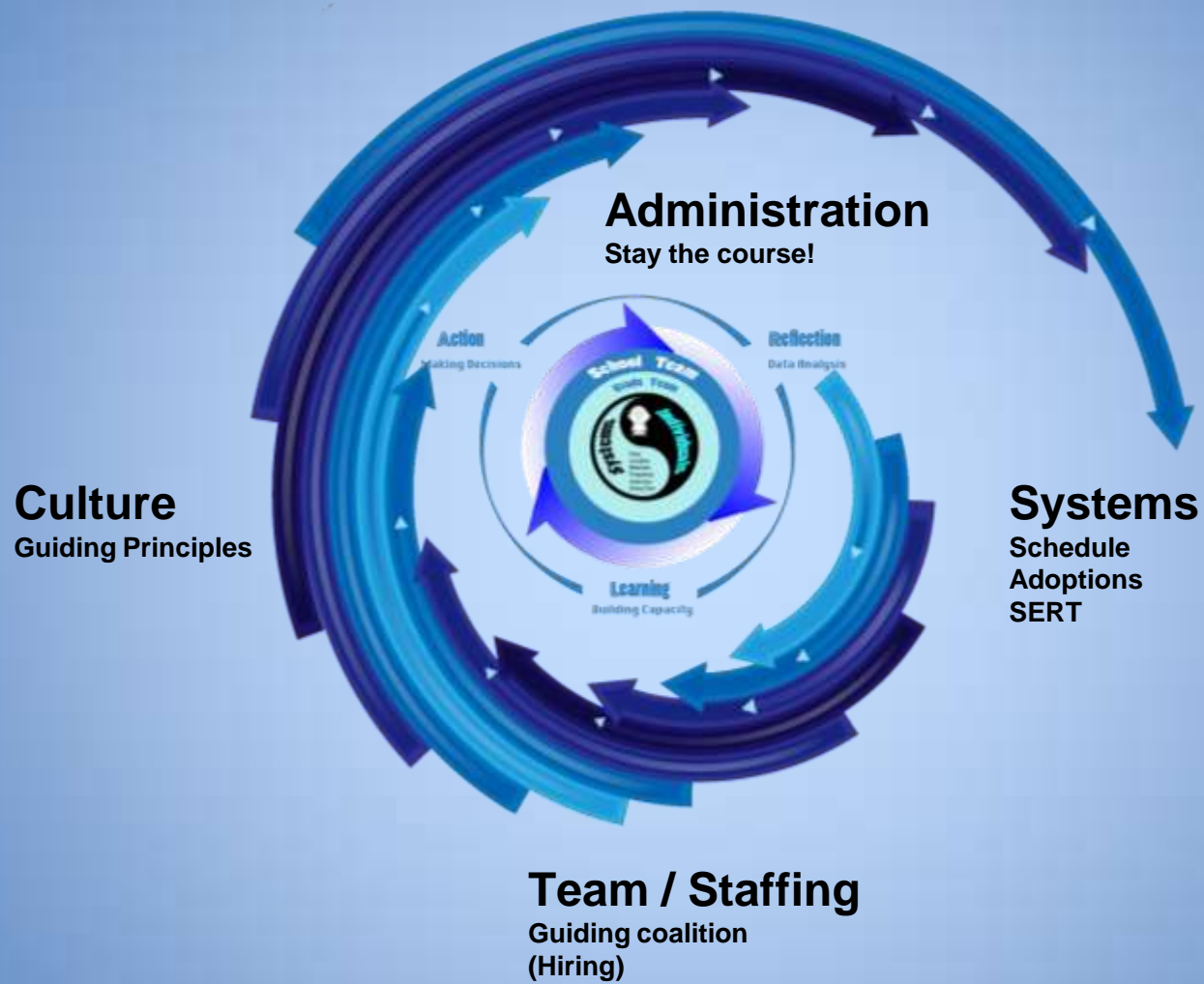
OROS (Comprehension)

Tier: English Only Instruction (all tiers)



Fluency vs. Comprehension





■ Questions????