

A Look Inside HILLSBORO SCHOOLS

Fall 2013

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Hillsboro School District
Communications Department*

HILLSBORO SCHOOL DISTRICT INFORMATION? THERE'S AN APP FOR THAT!

Hillsboro School District truly joined the digital age when it announced the availability of its mobile app on Monday, October 14.

Powered by ParentLink, the app features District and school news and events; staff contact information; sports news, schedules and scores; a tip line; more than 60 language options; and much more.

The app is available as a free download from the Apple App store or Google Play for iOS and Android phones and tablets, but is not yet available for Windows devices and cannot be viewed on a computer. A help guide for the app and usage guidelines document for the tip line have been created and are available on the District's website and within the app in the Resources module.

At press time, over 1400 people had downloaded the app—please join them!

SETTING THE COURSE FOR LIFE BEYOND HIGH SCHOOL: COLLEGE AND CAREER PATHWAYS

Over the past year and a half, Hillsboro School District has been formalizing the concept for its College and Career Pathways project.

Preparing students for college and career is hardly a new effort. Each high school has a counseling department and a specific



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college/career counselor, we have a robust partnership with the Hillsboro Chamber of Commerce to provide job shadows and internships, there are focused programs of study, classes in auto shop and welding, and a myriad of other programs and opportunities.

But previously, there had been no centralized, standardized reference for how it all works—something that a parent could look at and say: “this is how everything my child

does in the Hillsboro School District ties together and prepares them for life beyond high school—I know exactly what will be done at each stage of my child's development and how they can access the opportunities that interest them;” and something that a local business owner could look at and say: “I want to hire Hillsboro School District graduates because they have the coursework, training and experience needed to be a successful

employee;” and something that a local college could look at and say: “Hillsboro graduates are coming to my school ahead of their peers because they have taken courses in high school that earned them college credit.”

This past spring, the project moved beyond the concept stage to action. Partners from the City of Hillsboro, Chamber of Commerce, Intel Corporation, Portland Community College, Western Oregon State University, and Portland State University joined staff members and Board representatives to describe where we've been and where we'd like to go.

After two additional meetings in the summer and early fall, the group identified guiding vision statements...

- 100% placement of students in jobs, higher education, or internships.
- Student realization of the connection between education, community and careers.
- Exceptional and intentional partnerships (pre-kindergarten through college) and opportunities for students.
- Family engagement and commitment to lifelong learning.
- Opportunity creation: economic, learning, educator development.

...and five bold action steps:

1. To bring business, community and education partners together to re-envision

Please see **College & Career Pathways Project** on page 6

From the Superintendent



Mike Scott

One of our concerted efforts this school year is to provide a wide variety of opportunities for staff, students, parents and community members to engage with us, ask questions they may have, and give us their feedback.

If you haven't already seen it, we have a comprehensive list of these meetings and events on our website under Departments/Communications/2013-14 Involvement Opportunities.

In the month of October, I held a series of four Coffee Chats at coffee shops around our District, as well as a meeting with our parent group leaders and a Superintendent Listening Session. These events drew 72 participants, not including staff and Board members. I found them to be very valuable and hope those who attended feel the same.

My approach to each was to be rela-

tively unstructured and invite people to share what was on their mind. Some common themes certainly arose across the meetings: concerns about large class sizes and differentiation to meet all students' needs; student achievement; funding; the District's TAG program; school safety; and standards-based teaching and learning. A synopsis of these meetings in Q&A style is posted on our website under About HSD/ Superintendent of Schools.

A couple of definitive outcomes from these meetings are that we will be hosting a TAG information night prior to win-

ter break, and we will be discussing with our Board possibilities for differentiating spending based on the needs of our students and schools (e.g. lowering the staffing ratio in grades K-2, providing additional resources to our most highly impacted schools, etc.).

Please stay tuned to our various communication channels—website, weekly *Hot News*, and new District mobile app—for more information about upcoming events, and let us know if you have ideas about other engagement efforts we should try in the future.



Century

IMLAY ELEMENTARY SCHOOL

Principal: Molly Siebert

BUTTERNUT CREEK ELEMENTARY SCHOOL

Principal: Enedelia Schofield

This fall, each teacher, along with help from a number of assistants, conducted comprehensive reading assessments (DRAs) of all students as a means of identifying baseline scores, and to measure growth over the course of the year. Grade level teams have been setting S.M.A.R.T. goals and meeting in Professional Learning Communities (PLCs) to review data, track growth, and plan strategies to meet the needs of all students.

As teachers work toward full implantation of Common Core State Standards (CCSS), many teachers, especially in the primary grades, have revamped their reading program around a structure called The Daily 5. Students participate in small leveled literacy groups, while the remainder of the class rotates among five various activities that include writing, independent reading, partner reading, word work, and listening to reading. Students have been very engaged in this process and have been gaining confidence and ownership of their reading goals. Woven into the texts are many of the social studies and science themes that are part of the grade level CCSS.

Three years ago, a Chess Club was established at Butternut. It has grown significantly in popularity with 42 students registered this year! Many thanks to parent coaches Peter Dickinson and Aaron Nielsen for their commitment! Many children come twice a week before school to learn the game and practice their chess strategies. They are gearing up for an upcoming chess tournament.

A new group that has formed this year is called WATCH D.O.G.S. (Dads of Great Students). This is an innovative program being used by schools across America that strives to positively impact students by facilitating the involvement of fathers and father-figures in their school lives. Dads, granddads, uncles, step-dads and adult brothers are given opportunities to be positive male role models in a visual and meaningful way at the school. Their official kick-off was held in October at Butternut with a First Annual Dads and Kids Pizza Night!

With a dedicated staff and willing volunteers, Butternut Creek continues to help students reach their goals and see a vision of a limitless future!

September welcomed 525 students to Imlay Elementary School who were ready to learn. The school year is off to an exciting start with 17 classes full of inquisitive, active, and engaged students. The halls are rich with student work including writing, science diagrams, art, and math.

This summer, one of Imlay's past students, T.J. Bittleston, designed and orchestrated the painting of a new mural on the playground. He did this in support of the requirements for his Eagle Scout Project. The mural depicts an Eagle, Imlay's mascot, in flight. Imlay is thankful to have T.J.'s artwork brighten the playground. Please come by to take a look at this beautiful mural.

The school will focus on continuing to develop and implement strong instructional practices to support and prepare students for their future college and career plans. Last year, Imlay joined The Right Brain Initiative to weave the arts through instruction. This initiative will continue to grow as more and more teachers are trained and the first grade teachers collaborate with an artist to produce and implement a unit of study.

In addition to The Right Brain Initiative, the PTA has been hard at work raising funds for continued development of science, technology, engineering, and math, (STEM) instruction. They have raised funds to support the purchase of materials from Engineering is Elementary (EiE). All classes will participate in increased integration of the arts and STEM in lessons.

Imlay has a culturally diverse student population, with students speaking more than 16 languages. This diversity allows students to look at the world through different perspectives. The school is constructing a representation of its diversity in the main hall with a world map and other postings from student languages, cultures, and arts. Near the end of the year, this display will be included in the Open House for families and community members to enjoy.

INDIAN HILLS ELEMENTARY SCHOOL

Principal: Bruce Bourget

Our PTO: Always There for Us

As the new school year begins, we are reminded of how much the parents contribute to our school. PTO members have been working during the summer and fall to plan activities for the year. They will hold a variety of fundraisers and just plain fun activities for families and school staff to participate in again this year. Each month at the PTO meetings, members review their events and their budget to keep the focus on support for teachers and students.

A Costume Ball was held on October 25 that proved to be very popular with students. Children had the opportunity to dress up in their favorite costumes and dance to the popular music of the day. Also in October, a fundraiser for the PTO budget took place. Throughout the year, there are other events like McTeachers' Nights, the always popular "Movie Nights," and a culminating activity – the school carnival.

All of these events happen because of the interest and caring of PTO parents. During the year, parents are available as volunteers for vision and hearing screenings, school pictures, and events where they help to supervise and move children from one location to another. In addition, they play an important role in supporting teachers and students in the classrooms.

During the past couple of years, the PTO has been in transition, with new members

FEEDER GROUP

taking over leadership from parents whose children are moving on to middle school. The new group is carrying on the tradition of service to Indian Hills Elementary School staff and students and continuing the events that have been so popular over the years. These activities would not be happening without the commitment of parents who willingly donate their time and talents. The Indian Hills Staff wants to recognize the PTO parents for the effort they make to support us and the children of Indian Hills.

LADD ACRES ELEMENTARY SCHOOL

Principal: Francesca Sinapi

Students Encouraged to DREAM big ... REACH for the stars ... and ACHIEVE success!

Everyone has a role to play in creating a school environment that motivates excitement and success in learning. Ladd Acres' teachers, staff, parents – and students themselves – were ready to meet that challenge on Day 1.

Students started the year ready to be safe, respectful and responsible learners. And, while staff members teach many different subjects, they're always mindful that their real passion is teaching children. They are committed to respecting the diversity of their students and encouraging them to explore their potential.

In October, "Laps-4-Ladd" was a phenomenal success, with students raising about \$22,500 for PTA. Students obtained pledges for the number of laps they could run.

Dedicated PTA and parent volunteers provide all students with fun, enriching experiences such as art literacy, assemblies, family fun nights, field trip transportation, classroom supplies, and special large projects.

Sixth graders enjoyed hands-on learning experiences at Outdoor School in October. The three days and two nights spent at Camp Magruder near Rockaway Beach integrated science curriculum with "in-the-field" study to increase their environmental literacy.

Among new staff members is Mrs. Francesca Sinapi, our new principal. Her depth of experience in education is confidently guiding staff through the process of implementing Common Core State Standards (CCSS) and new instructional methods. She also brings with her an inspirational vision, encouraging everyone to DREAM big, REACH for the stars, and ACHIEVE success.



New principal Francesca Sinapi went through the Silly String Car Wash on October 16 as a reward for students exceeding their Laps for Ladd fundraising goal.

Also joining the staff are Mrs. JoHanna Strawn, first grade teacher; Mrs. Debbie Funk, second grade teacher; Mrs. Lindsey Akers, third/fourth grade teacher; and Mrs. Michelle Price, part-time special education teacher. The new night custodian is Mr. Israel Zaragoza-Solano.

Staff development is focusing on two major goals this year under the umbrella of collaborative professional learning communities. The first goal is the major task of aligning teaching practices to the Common Core State Standards. Aligning with the Common Core this year will ensure success for our students in 2014-15 when a new standardized testing system is revealed and initiated.

The second goal involves implementing the instructional framework of Sheltered Instruction Observation Protocol (SIOP). SIOP was developed to make instruction comprehensible to English language learners. As teachers more clearly define their objectives and collaboratively plan scaffolded lessons, the learning of ALL students is increased.

The year promises to be one of growth and satisfaction where together staff and students will DREAM big, REACH for the stars and ACHIEVE success!

REEDVILLE ELEMENTARY SCHOOL

Principal: Robin Farup-Romero

A stop by Reedville Elementary will show Coach Erik Freeman working every day with students to develop their leadership, problem solving and collaboration skills through playing games. The nationally recognized Playworks program, new to Reedville this fall, is already having a positive impact on student learning. Playworks aims to provide students with access to safe and healthy play at recess every day. By teaching new games, positive language and actions, and conflict resolution skills, students are able to have ownership of these skills and take them to the classroom to apply in learning.

Building a culture of learning and play enables kids to feel a real sense of belonging and have the opportunity to contribute on the playground, in the classroom, and in their communities.

Staff helps support the extension to the classroom, believing that kids have innate leadership, and Playworks gives them easy ways to take ever-increasing responsibility for the quality of play and for each other.

A small group of fifth and sixth graders will participate in a Junior Coach leadership program where they will learn leadership skills and help work with younger students at recess by leading games and modeling positive actions. Students in grades 4 and 5 will also have the opportunity to participate in developmental sports leagues throughout the school year. Ultimately, Playworks hopes to expose each student at Reedville to the lifelong benefits of healthy play while

creating a positive and inclusive recess environment. Check it out at www.playworks.org.

Playworks is also part of Reedville's new after-school team time program. One hundred seventy students are involved in the program on Tuesdays and Thursdays. Students participate in activities for the first half hour, including Robotics, art, computers, Ballet Folklorico, Playworks games, learning about sea turtles, cooking and more. Then students work on reading and language skills in collaboration with teachers from around HSD.



Brown Middle School's first AVID class poses for a picture after signing a contract in September indicating their commitment to the program.

Teachers throughout the District are working together to participate in professional development training in "learning lab" classrooms, working with Reedville students as they learn best practices in literacy and language development.

It is student engagement programs like Playworks and the after-school program that make Reedville a great place to learn for both students and adults.

TOBIAS ELEMENTARY SCHOOL

Principal: Steve Callaway

It seems appropriate as a STEM school to paraphrase Newton's Law of Motion to describe the start to the school year. An elementary school in motion stays in motion and that certainly is the case with Tobias!

With a grant from local high-tech company FEI, Tobias has purchased a dozen microscopes. Teachers are now creating integrated units that will include this new tool. Six teachers attended the National Science Teacher Association's Regional Conference in Portland in October. They observed presentations, acquired new skills, and will use this experience to take science instruction to the next level.

This year, Tobias has been chosen to be a "Chess for Success" school. The school hoped to field a team of 40 students in this after-school program but more than 70 students applied! It's a great sight to see dozens of pairs of students facing each other in quiet concentration and strategic silence as they plan their next moves.

Recognizing that the earth without art is just "eh," Tobias is continuing to expand its

fine arts program. Over 50 fifth and sixth graders are participating in the after-school Band program. The school is close to starting an after-school choir and, this spring, will be presenting a musical under the direction of Don Cleland and Leesa Bates.

BROWN MIDDLE SCHOOL

Principal: Koreen Barreras-Brown

Thirty-two students committed to being the first AVID class at Brown Middle School this September. AVID stands for Advance-

ment via Individual Determination and these students have chosen to make it the first step on their educational journey to college.

This is BMS's first year of having the AVID class as a choice for students. The students who chose to participate in the AVID program did so knowing it would be their only elective class.

AVID helps students by emphasizing organization, critical thinking and questioning, and provides academic support in content area classes. Even though these students are only in eighth grade, they know the importance of a good education, including continuation to college. Not every student can tell you where they're going to college, but every AVID student you ask will tell you it is in their plans.

The AVID program is taught by teacher Jen Wallace who, along with other BMS staff members, volunteers her time to attend training to learn how to implement this program. Even though running the AVID classroom takes a huge time commitment, Mrs. Wallace looks forward to working with this amazing group of learners every day.

The AVID program and its students are off to a great start this year and both look to have a very bright future.

CENTURY HIGH SCHOOL

Principal: Ted Zehr

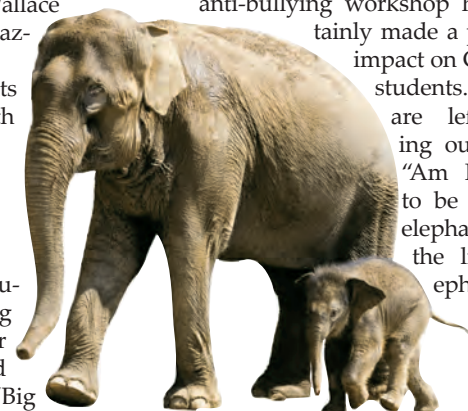
At Century High School, every student has one story in common: "Big Elephant, Little Elephant." On October 4, Stu Cabe, a motivational speaker and former Century teacher, shared the "Big

Elephant, Little Elephant" story as an anti-bullying message to Sophomore and Freshmen students. Two years ago, current Juniors and Seniors also heard the presentation. Based on an *Animal Planet* documentary, Mr. Cabe described how researchers in Africa flew a group of young elephants to a wildlife refuge in order to save them from scarce food conditions. There, the young elephants banded together and killed a rare species of white rhinos by stomping them to death. But, the researcher discovered a solution. By bringing in some older, larger elephants, the young elephants were unable to stampe the rhinos, blocked by the efforts (and size) of the larger elephants. Ultimately, the young elephants began to change their behavior – learning by the example of the "Big Elephants."

When asked about the presentation, sophomore Raj Doshi said that it helped him consider how his own actions impact other students. Raj believes this is a message that all students would benefit from. Megan Greene, a senior, recalled the presentation she saw two years ago. She found that the presentation was easy to relate to and believes it is important to stand up for others because it can be difficult for victims of bullying to stand up for themselves.

This fall, Century High School will hold its 4th annual anti-bullying workshop. In this workshop, Century's upperclassmen will lead the Freshmen class through a series of activities based on acceptance, understanding of differences, and bullying prevention. This workshop has left its mark on many Century students. For example, senior Joe Dawson said, "I left with a better attitude toward myself, friends, and people I didn't know...it still has an impact on me and I treat people better than I did." Another student, Quinn Marshall, participated in the workshop as a freshman and later became a student leader. He feels that the activities helped him "...visualize the conditions that other students were in" and chose to become a leader because of the personal impact the workshop had on him. Many students say the anti-bullying programming has been an important part of creating a positive and safe school culture.

The combination of Stu Cabe's "Big Elephant, Little Elephant" story and Century's anti-bullying workshop has certainly made a positive impact on Century students. We are left asking ourselves, "Am I going to be the big elephant or the little elephant?"





FREE ORCHARDS ELEMENTARY SCHOOL

Principal: Becky Brauer

Every parent knows that asking their child, "What did you do in school today?" doesn't always get a very lengthy response, so fifth grade teachers Laycee Kinsman and Kim Harrington have developed a blog to give parents a perspective on what happens in their classroom every week.

Ms. Kinsman was awarded a grant from the Chalkboard Project to begin the blog. Along with an iPad mini, Ms. Kinsman received three training sessions on how to effectively use the iPad for education. Currently, the iPad is used in the classroom to take photos and videos, as well as post updates to the blog. In this way, they are able to highlight student work.

They have noticed that when students are being filmed in class, they take it very seriously and demonstrate their best work.

Every time Ms. Kinsman updates the blog, she emails parents to let them know and to encourage them to make comments. Check it out at www.thewholearray.blogspot.com.

Sixth graders in Ms. Kolstad's class are participating in an Intel mentoring program called PC Pals, an email-based pen-pal/mentoring program. Students are paired with Intel employees and exchange emails twice per week during the school year. Ms. Kolstad determines what types of topics to cover and uses the program to augment what they are doing in the classroom.

The program offers an opportunity for students to:

- Develop their writing and communication skills;

Glencoe

FEEDER GROUP

- Receive mentoring and feedback from a local business person; and
- Receive encouragement and support for their schoolwork and understand the lasting impact of a good education.

PC Pals stresses the importance of school for future success and supports what teachers do in the classroom. PC Pals also offers financial support for the school. Through Intel's volunteer matching grant program, Free Orchards earns \$10 for each hour that employees volunteer.

Free Orchards staff and students would like to thank Intel and the Chalkboard Project for these valuable opportunities.

to the Keller Auditorium for a performance of "A Midsummer Night's Dream." Students watched as the dancers warmed up and stretched then oohed, ahhed, and clapped as they danced through a variety of different moods and scenes. It was eye opening to see how the simple skills they were learning at school could grow into much more complex abilities at the OBT level.

Jackson is now moving to the next Right Brain partnership. This year, students and staff are working with a filmmaker who is teaching students how to tell stories, explore music selections and how they affect story mood, and shoot short cultural personal videos. All of the work Jackson will be doing will be tied directly to the Next-Gen Social Studies standards, as well as the Common Core Language Arts standards. Students and staff are excited to continue arts integration through our partnership with The Right Brain Initiative.

LINCOLN STREET ELEMENTARY SCHOOL

Principal: Santa Thompson

The school year is under way and learning is in full swing. Instructional programs are up and running and teachers are teaching full force. While staff is in rhythm during the school day, they rely on the support of the school community to enrich the educational experience for students. Lincoln Street is fortunate to receive the kindnesses of many community groups.

The generosity includes Starbucks employees helping set up classrooms, SMART readers demonstrating a love of literacy to students, Watch D.O.G.S. providing extra supervision and positive male role models in the school, and churches providing food backpacks to students or dinners for staff on those late conference nights.

One other group to highlight is our PTO, a source of deep support. At the start of our school year, PTO members volunteered their time to assist teachers with getting their classrooms ready. They also provided ice cream



and important information at the Teacher Meet and Greet event. On the first day of school, PTO members were on hand to welcome and take photos of kids as they started their 2013-2014 school year. What a great memory! But that's not all. PTO members and other volunteers they recruited put on a Book Fair and donated books to teachers' classrooms. They have also dedicated funds for each class to go on field trips. Most recently, the PTO purchased Moby Max, a computerized math program, for every grade level to get extra math skills practice. Their efforts are tireless, from fundraising to supplementing programs and volunteering all over the school.

The PTO's support and commitment is vital in many ways. Recently, the school was faced with a low state report card score. The PTO immediately jumped to action, calling parent and teacher representatives together for a focus group to determine how best to share the true story of the school. They are committed to rallying parents to understand and support the quality instruction and many other strengths of the school. PTO members are partners, cheerleaders, and the school's biggest supporters. A HUGE thank you to the PTO!

W. VERNE MCKINNEY ELEMENTARY SCHOOL

Principal: Ricardo LeBlanc-Esparza

The students at W. V. McKinney Elementary are striving to reach this year's reading goal. Last year in the area of reading, students set a goal to read over 110,000,000 words utilizing Reading Counts as a tracking system. The students ended up reading 83,800,954 words, and therefore fell a bit short of their target of reading to the moon.

The moon is approximately 360,000,000 meters from the Earth when it's orbiting at its closest and 405,000,000 meters at its furthest. McKinney students are aiming for 385,000,000 meters. The math formula to measure the goal would be as follows: 110,000,000 words x 3.5 meters = landing on the moon! This goal is based on the desire to have all students read at or above their grade level prior to exiting McKinney Elementary.

This year, McKinney students are again taking on the challenge of reaching the moon. Students currently are at 15,968,382 words read, according to the Reading Counts program.

If you see any McKinney students, please encourage them to keep reading and shooting for the moon!



Free Orchards recognized and thanked the Hillsboro Elks Lodge during an assembly on Wednesday, October 16, for their donation of 250 U.S. flags for display in classrooms throughout the District.

JACKSON ELEMENTARY SCHOOL

Principal: David Lee

Jackson is continuing its commitment to arts integration. Last school year, the Oregon Ballet Theatre worked with Jackson students on movement principles through a partnership with The Right Brain Initiative. Students were very excited to participate in the OBT sessions, which took science standards and topics that the students were learning in class and put them to dance. For example, students in first grade who were learning about penguin life cycles and traits waddled, flapped their wings, and carried an imaginary egg on their feet.

This year, Jackson students were invited by the Oregon Ballet Theatre to attend a ballet performance as part of its youth outreach program. Over 200 Jackson second, third, and fourth graders took a field trip

Spring is typically thought of as a season of renewal, but those in education often consider fall to be the time of new beginnings. That is very much the case at North Plains Elementary School, where this fall has brought about many exciting new opportunities for staff, students, and families.

Over the summer, North Plains was closed in order to complete a seismic retrofit of most classrooms and the multi-purpose gym/cafeteria. Funded through a grant from the Oregon Military Department Office of Emergency Management, this project involved the careful removal of interior walls in most classrooms, the installation of support structures, and replacement of the wall panels. The staff jokes that in the event of an emergency, the cafeteria will be the safest place to be in North Plains!

Mrs. Karen Murphy joined the staff as our new principal. She can be seen most mornings greeting students with a hearty "good morning" as they enter the cafeteria. Mrs. Murphy has a strong background in language acquisition strategies, and believes that a solid foundation in academic language will enable students to be successful in school and in life. That doesn't mean language learning can't be fun; every Friday she shares a "Friday Funny" joke of the week – usually submitted by students – over the intercom.

The year began with a great turn-out at our open house, where representatives from various after-school groups were on hand to recruit students. Students got to create LEGO structures with Bricks 4 Kidz, jump rope with the Thursday Jump Rope Club, conduct experiments with Mad Science, and sample fresh blueberries with the Market Sprouts. Boy Scouts, Heritage Girls, Band, Choir, Piano class, Girl Scouts, 4H, and the North Plains Public Library were also present that evening. After a relaxed, friendly visit to their classroom to meet their teacher, students went out to the covered area and playground for an ice cream social served up by school staff.

This October brought a restructuring of the PTO. Newly installed President Robert Breihof is joined by four other enthusiastic and committed parents to serve on the executive board, which now includes the position of volunteer coordinator.

This fall, teachers have spent time aligning their practice to the new Common Core State Standards (CCSS) and using district learning progressions to target instruction to these standards. Staff meet two times per month in a Professional Learning Community (PLC) with the staff from West Union Elementary to collaborate around student progress and instruction.

Yes, fall is a busy season, and we're looking forward to a great year!



Mo Farah, Olympic Gold Medalist and World Champion distance runner, surprised the Glencoe Cross Country team as they prepared to send qualifying members to the State Championships in Eugene on Friday, November 1. This is the largest Cross Country team in Glencoe's history, and the first time the entire Boys team has qualified for State.

PATTERSON ELEMENTARY SCHOOL

Principal: Jonathan Pahukula

The Patterson Elementary School community is healthy and thriving, thanks to a positive school culture and strong traditions.

School attendance is a reflection of the health of a community in many ways, and Patterson's attendance rate continues to shine – reaching nearly 97 percent for the second consecutive year. This data reflects collective efforts, especially of parents who hold school attendance as a top priority for their children.

Two honored Patterson traditions have marked the beginning of the school year. At the Welcome Back Assembly in September, Scouts presented the colors and led the school through the flag ceremony. Inspired by students three years ago, the Scouts have continued the tradition each September and June to show appreciation for the opportunities of public education.

The Panther Dash, the Booster Club's annual fundraiser and a growing tradition at Patterson, punctuated a spectacular start to October. Classes created posters and dressed up to run according to a class chosen-theme. Congratulations to Mrs. Volk's first grade "Volkswagen Beetles" and Mrs. Crackel's fourth and fifth grade "Minions," who were this year's class spirit award winners.

A thriving community embraces a culture of collaboration and change. The Patterson staff is on the leading edge of both. Through established and changing collaborative systems, teachers continue to refine their practices to ensure the success of all students.

Patterson teachers keenly focus on current school-wide challenges, while holding a positive outlook for the future. Over the last calendar year, nearly 75 percent of the current teachers have served on district-level committees to help implement new curriculum and standards, train colleagues, or lead an extra-curricular activity.

Patterson welcomes and looks forward to growing community partnerships. Patterson Elementary is well-positioned to successfully navigate the changing educational landscape because of the incredible support of the community and the heart of its teachers to see each child succeed. The tradition of excellence continues at Patterson Elementary.

EVERGREEN MIDDLE SCHOOL

Principal: Rian Petrick

Providing students with hands-on educational opportunities is a critical part of student engagement and can make learning authentic and meaningful. The Evergreen Science department will literally be making learning come to life as they partner with Portland State University, The Portland Nursery, Clean Water Services and SOLVE to create an outdoor learning laboratory on the west side of Evergreen's campus.

The lab will consist of multiple plots with different native planting arrangements and soil improvements that allow students to perform authentic research pertaining to geology, ecology, technology and design, physics, chemistry and hydrology. Interpretive signs will guide visitors through the area and explain the work being done.

Ground has been broken on the project and students are assisting with the lab's creation. The learning laboratory opportunity arose from a grant secured by 8th grade science teacher Jesse Bader. The grant has provided financial resources for scientific inquiry as well as a part-time Science teaching fellow, PSU doctoral student Steve Braun.

Evergreen is also proud to offer students increased hands-on engineering opportunities with the Exploring Technology (Shop) makeover, led by Science and Technology teacher Troy Hall. In this new elective class, students are exposed to soldering, LEGO robotics, robotic arm challenges and designing CO2 race cars, in addition to learning the principles of engineering, and they are chal-

lenged to create and problem-solve.

Mr. Hall's Exploring Technology makeover was made possible in part by a grant from the Hillsboro Schools Foundation. The Hillsboro Schools Foundation provides annual grant opportunities from community donations to support the creative talents of the HSD teaching staff. Thank you Hillsboro Schools Foundation!

GLENCOE HIGH SCHOOL

Principal: Robert Macauley

If the excitement of nearly 1700 teenagers coming through the front doors of Glencoe High School could be harnessed, the national energy crisis would be solved today. With the school year well under way, it is time to announce a few early successes of this dynamic student body.

The National Forensic League, which is the Speech and Debate honor society, has elevated Glencoe High School into their prestigious 100 Club, which ranks the Tide in the top 10 percent of schools nationwide. This honor is based on student performance and success in competitions. Congratulations to advisor Susan McLain.

Glencoe is coming off of a successful third place finish among 28 schools at the Willamette University Speech and Debate Competition. Students contributing to the team's success include: Ali Giza, Jerod Packard, Nathalia Sottile, Anisha Datta, Ashwin Datta, Emily Smith, Karissa Pavlik, Lorena Colcer, and Emily Smith.

Congratulations to Anisha Datta, Melissa Hampton, and Jaydeep Rotithor, who were named as Commended Students by the National Merit Scholarship Corporation. Students earned this recognition by finishing in the top 5 percent of the 1.5 million students who entered into the 2014 competition by taking the 2012 Preliminary SAT/National Merit Qualifying Test.

Glencoe's 40-student robotics team, "Shockwave," will be building off of the success of their first season. Last year, Shockwave won many awards at their first state competition held in the Rose Garden. Two of those awards were Highest Rookie Seed for outstanding robot performance and Rookie All Star Award for their ambitious outreach program. These awards qualified Shockwave for the National Championships in St. Louis, Missouri, where they duplicated their successes. On October 19, six of Shockwave's ten female members took first place at the Girls Generation robotics competition at Catlin Gabel School in Portland – an excellent start to the 2013-14 season!

This is just a glimpse at some of our students' accomplishments this year. In addition to the academic successes, humanitarian clubs such as Key Club, Sparrow Club, Kindness Matters Club, Adelante Chicas, and the Buddy Club offer a place for every child to fit in. Tide Nation is off to a great start.



District Updates

A DEEPER LOOK INTO STUDENT ACHIEVEMENT RESULTS

This fall, the Oregon Department of Education (ODE) released 2012-13 school and district results within the context of their newly-redesigned report cards, which include more and different information to better tell the story of student achievement. Each report card includes a letter from the principal/superintendent, an enhanced school/district profile with demographic charts, student performance over time, outcomes by student group, an overall rating, and more. To see reports for each school

and the District in both English and Spanish, visit our website and select the link for School & District Report Cards under Academics/Resources.

One of the more interesting new features is a second rating for schools/districts that compares them to others in the state that are similar in terms of poverty, number of English language learners, concentration of historically underserved populations, and degree of mobility. By taking those factors into account, each school and district is assigned a ‘comparison index’ score; those with similar scores are evaluated against one another.

When Hillsboro’s data is compared to that of similar districts, we outperform them in 7 of the 10 main scoring categories (Reading and Math in grades 3-5, 6-8, and 11; Writing in grade 11; and Science in grades 5, 8, and 11). In addition, our four-year cohort graduation rate, five-year completer rate, and continuation rate—students who enroll in a community college or four-year school within 16 months of high school graduation—are all higher than similar districts.

We certainly have work to do increase our scores in every category, but it’s also reassuring to know that we have several performance highlights upon which to build.

Five of our long-term strategies for increasing student achievement will guide our work:

- **Leadership.** Cultivating skilled district and school-level leaders of change.
- **Standards-based teaching and learning.** Guaranteed and viable teaching, assessing, and individualized support aligned to common standards.
- **Bilingual Program Model.** Comprehensive supports for English learners, guaranteeing access to core content and accelerated English development.
- **Professional Learning Communities.** Weekly collaboration structures for teachers to design, plan and align effective instructional strategies.
- **AVID** (Advancement via Individual Determination). Social and academic support structure for first-time college-going students.

We will also be working with our Board to discuss the possibility of using the comparison index data as a tool for differentiating resources in our schools according to their level of need to ensure that all students have the appropriate supports in place to reach achievement benchmarks.

SYNERGY STUDENT INFORMATION SYSTEM UPDATE

The student information system (SIS) is the biggest and most important data repository in the Hillsboro School District. It houses information about each of our students, their parents/guardians, the courses they’re taking and have taken, and much more. Heading into the 2011-12 school year, we learned that our former system, eSIS, was no longer going to be supported by its parent company, Pearson, which led districts around the country to seek a new solution. A consortium of districts in Oregon worked together to evaluate other products and after an intensive, months-long process selected Synergy by Edupoint as the new SIS.

Some districts elected to implement Synergy in the 2012-13 school year, but Hillsboro decided to use 2012-13 as a planning, preparation and training year, with a roll-out to schools in 2013-14. All schools are now using Synergy to manage student information, however only middle and high school teachers are required to use the system for grading.* Elementary schools will be required to use the system’s grade book feature in the 2014-15 school year. (*Report card grades will be posted in Synergy for elementary school students in 2013-14, but teachers will not be required to maintain all assignment and test

grades in the system until 2014-15.)

One of the unique features of Synergy is the way it handles student records. In the eSIS system, records were student-centric, with each student having their own set of data that was not linked to any other students’ data. In Synergy, the records are more parent-centric, with the parent as the hub and students as the spokes. This allows for the creation and maintenance of just one parent record – leading to greater consistency and accuracy of information – and the linking together of siblings.

By the end of the 2013-14 school year, all parents and students (in grades 3 and higher) will receive information on how to activate their own login to Synergy – using either ParentVUE or StudentVUE – to see their information. As mentioned, for middle and high school students this will include all course information, interim and final grades. Use of the system for posting homework assignments and messages to students and parents will vary by school and by teacher. Teachers are not required to use the Classroom Website area within Synergy to post homework assignments, so some may still be using external websites for that purpose. Please check with teachers to learn where and how students can access homework information as they work to learn and acclimate to the new system.

2012-13 State Report Card Data

Hillsboro School District Summary		
Reading (% meeting or exceeding state standards)	District Performance	Like-District Average
Students in grades 3-5	69.10%	63.90%
Students in grades 6-8	68.00%	65.00%
Students in grade 11	84.90%	84.60%
Mathematics (% meeting or exceeding state standards)		
Students in grades 3-5	60.30%	56.50%
Students in grades 6-8	56.50%	62.40%
Students in grade 11	71.40%	70.00%
Writing (% meeting or exceeding state standards)		
Students in grade 11	56.90%	58.50%
Science (% meeting or exceeding state standards)		
Students in grade 5	68.90%	61.20%
Students in grade 8	61.60%	65.50%
Students in grade 11	61.30%	59.40%
Other Statistics		
Percentage of teachers highly qualified	100.00%	
Per Pupil Spending	\$9,106	\$9,903 (state average)
4-year Cohort Graduation rate	75.50%	68.70%
Completion Rate (students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school)	87.40%	74.50%
Continuation Rate (students continuing their education after high school in a community college or four-year school within 16 months of graduation)	59.70%	57.90%

Continued from **PAGE 1**
College & Career Pathways Project

learning environments, experiences and opportunities.

2. To provide innovative, high-quality, rigorous opportunities at all levels in the community.
3. To create comprehensive community internship programs.
4. To develop and sustain a credit articulation system with local universities and colleges.
5. To develop a joint communication plan between businesses, higher education, the City of Hillsboro, and the District.

Action teams are currently being formed to define the work within each of the action steps. By the spring, the goal is to have a visual depiction of the project and an identified timeline for rolling it out to students and families.

If you are interested in participating on an action team, please contact Beth Graser at graserbe@hsd.k12.or.us or 503-844-1772.



The Hillsboro Schools Foundation is in full power mode. Spring events are in the works, such as the Spring Break Fun in the Sun Auction & Gala on March 8, and the April Phone-a-Thon!

The biggest news for HSF, though, is the three-year strategic planning being done. Vision and mission statements have been rewritten and the way board members contribute their time and talents has been reorganized.

Focused action teams are in place in the areas of marketing, fundraising, how we give and ongoing development. Revitalization of the Hillsboro Schools Foundation mission to focus on cultivating community engagement and funding to inspire excellence in Hillsboro schools means we need your help!

HSF would like the community to answer a few questions about how it can improve and what services should be provided. Visit our website at www.hsfonline.org, like us on Facebook or follow us on Twitter @HSF4kids to access the survey. HSF is committed to improving and expanding opportunities for students, but would like your assistance in charting that direction.

HSF thanks the community for its continued support of the students and of the Hillsboro School Foundation.



CITY OF HILLSBORO EXTREME MAKEOVER: HILLSBORO LAUNCHES NEW CITY WEBSITE

First impressions of Hillsboro – as well as second and third impressions – will improve exponentially with the recent launch of the city's redesigned website.

The site is frequently Hillsboro's first point of contact with prospective residents, future employers and tourists wanting to learn more about the community. Current residents and businesses also visit to get updated news and information and to use City of Hillsboro government services.

With an easier address - www.Hillsboro-Oregon.gov - and a beautiful layout more

reflective of Hillsboro, the website's new look provides multiple ways to navigate to information and services, and more robust features.

The new site debuted on October 30, with a focus on showcasing the great things that are growing in Hillsboro, and on improving the website visitor's experience. Gone is the old site, originally built more than a decade ago, and the old URL – www.ci.hillsboro.or.us.

"Technologies, as well as what our citizens and site visitors need from our website, have changed significantly over time," said Communications and Marketing Manager Corinne Bloomfield.

"The layout, design and user-focused features of the new site make it easy for visitors to navigate and learn what Hillsboro is all about, find out what's happening in the City, and access services and information," she said.

The new site has many improved features including:

- Intuitive navigation with multiple ways to access information and services.
- More robust technology and cross-site features such as event and public meeting calendars, news, frequently asked questions (FAQs) and contact information.
- Google Translate to immediately translate site pages into one of many different languages.
- A convenient mobile version for ease of access on mobile devices.

Customer-friendly online services such as utility and water bill payment, Parks & Recreation program registration, and permit inspection scheduling will be maintained and

expanded over time as the city continues to enhance online features.

The new website marks a milestone in the city's recent efforts to increase coordinated and proactive communication about the community and city services. A year ago, the city launched a new brand identity, including a new logo, to better reflect the thriving Hillsboro community and the services and dedication of the people of the city government.

For more information, visit www.Hillsboro-Oregon.gov.

GET INTO THE ZONE WITH HILLSBORO PARKS & RECREATION

The Zone is an after-school program offered to 7th and 8th grade students at all four middle schools. In addition to Homework Club and sports, The Zone provides opportunities for students to enjoy a wide variety of specialty courses.

This year, Hillsboro Parks & Recreation will focus on appealing to a broader array of students by introducing fun and educational enrichment classes and sports that kids can choose from each day.

This new structure brings more options and will expose each child to a greater diversity of offerings and experiences. Each program day, five classes will be offered; selections may include cooking/baking, art, technology, group games, basketball and open gym. Classes will be held on Mondays and Wednesdays, starting December 9, and continue until February 13. Registration forms will be available mid-November. Early registrants will be entered in a drawing to receive a free Zone session, which can be used for sports or enrichment courses.

For students who need help with their homework and a quiet place to study, Homework Club is the program for them. Classes

began Tuesday, October 22, and will be open until full. This program is teacher-referred, so please speak with school staff to obtain a registration form.

Another program offered to middle school students is TRY (Team of Recreational Youth). This program connects Hillsboro youth with their community. Students learn behind-the-scenes operations of various Hillsboro organizations, participate in community service projects, and also serve as representatives for each of their respective middle schools' student bodies. Students gain leadership skills and are then able to use those skills in the community.

TRY begins December 3, and is held on the first and third Tuesdays from 6-7:30 pm.

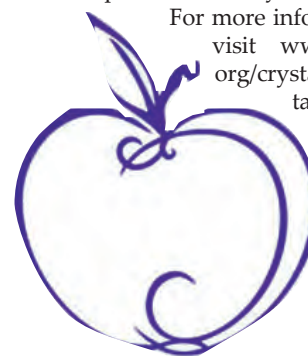
2014 CRYSTAL APPLE AWARD NOMINATIONS OPEN

For the ninth year in a row, the Hillsboro Chamber of Commerce honors excellence in education with nominations for the Crystal Apple Awards. These awards recognize outstanding leaders in Hillsboro's public and private schools who help grow the workforce of tomorrow and who go above and beyond to make education a greater experience in Hillsboro.

The Chamber launched the nomination process in conjunction with American Education week, which began November 18, and will accept nominations until 5pm on Friday, January 17, 2014. Nominations are reviewed in three categories: licensed, administrative, and support staff. Everyone is encouraged to submit, with a maximum of three nominees accepted per school.

Each nominated staff member will be recognized at their school or workplace with a special ceremony. Winners will be announced at the Crystal Apple Award banquet on Thursday, February 27, 2014.

For more information, please visit www.hillchamber.org/crystalapple or contact Shelly Olson at shellyo@hillchamber.org or 503-726-2145.





BROOKWOOD ELEMENTARY SCHOOL

Principal: Ken McCoy

This fall, Brookwood opened its doors for its 60th school year to both returning and new families. Building upon the academic and behavioral growth realized through efforts last year, Brookwood's hardworking staff continues to bring to life the rally cry, "At Brookwood... Every Student Matters Every Day!"

A regular part of the Brookwood Community is the school-wide Positive Behavior Intervention Supports (PBIS) Program. Students are taught specific behavior expectations within the context of Brookwood's three school rules: be Respectful, Responsible and Safe in all that we do.

Students and classrooms as a whole earn 'Bobcat Paws' for positive behaviors. This effort in establishing behavior expectations is designed to support the academic work in a positive, enriching environment for students and staff.

The school continues its second year of the very successful Watch D.O.G.S. (Dad of Great Students) Program, which encourages father figures to connect with their child's school, as well as our Battle of the Books program for intermediate students. New this year are a partnership with Playworks, which brings a new level of engagement to recess, involvement in the SMART (Start Making a Reader Today) program, Chess and LEGO Robotics clubs, and a variety of other after-school enrichment activities coordinated by our Booster Club.

As always, Brookwood is dedicated to being a great place for students to excel behaviorally, socially and academically. Brookwood looks forward to the 2013-2014 school year and to celebrating the school's continued improvement and renewal.



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FEEDER GROUP

FARMINGTON VIEW ELEMENTARY SCHOOL

Principal: Roger Will

All schools find fun and creative ways to celebrate their students' academic achievements. Farmington View is no different.

The majority of its celebrations occur during the monthly PBIS assemblies. Here, students are recognized for their outstanding effort and achievement in math, reading, writing and behavior. The assembly is rocking, with students and staff cheering for every name read. It's a wonderful tradition, but if asked about their favorite recognition, most students and neighbors of Farmington View, hands down, would say it's the ringing of the old bell.

The Farmington View bell was originally hung at Laurel School in 1903. A basket social and program was held to raise funds needed to purchase the bell. The bell was

used at Laurel School every day until the district merged with Farmington View. The bell was then removed from the building in early 1962 and transferred to Farmington View School.

Since 1962, when and why the bell is rung has changed probably as often as the autumn colors. Today, students can earn the privilege to ring the bell when they meet the gold level in the Accelerated Reader and/or Sumdog math program. The ringing of the bell is a festive celebration. On the first Friday of each month, qualifying students are summoned to the entry of Farmington View at 8 a.m. A few minutes prior to the students arriving, Mr. Benetiz has already lowered the rope that hangs beneath the bell. As the students walk out to take their place in line, they are met by a throng of parents, holding cameras, ready to snap the perfect shot of their child ringing the bell. Whether it's raining, snowing, windy, or sunny, the elements have never dampened the spirit for all involved. They stand ready to bear witness and hear the sweet sound of the old bell. One by one, the names are read. Each student steps forward, grabs the rope and gives it a tug. As the bell's clapper engages the sound rim, all spectators begin to applaud and, no doubt, neighbors within earshot of Farmington View understand the familiar sound and know that another Farmington View student has reached the gold standard. After all students have rung the bell, a

group photo is taken to commemorate the occasion. Students hug their parent/grandparents and retreat back to their classroom to keep reaching for the gold.

GRONER ELEMENTARY SCHOOL

Principal: Scott Schinderle

School improvement goals at Groner Elementary include the implementation of the Common Core State Standards (CCSS), rigorous instructional practices, enhancing our assessments to monitor student growth, and continued integration of science, technology, engineering, and math (STEM) instruction and activities throughout the school year.

Systems in place at Groner to support this work are:

- Rigorous standards-based instruction with differentiation for all learners using core, supplemental, and intervention materials through a combination of push-in and pull-out models;
- Smaller class sizes in reading and math due to extra teaching support provided by PTA funds;
- High student engagement and safe learning environments;
- Daily English Language Development (ELD) instruction for all students focusing on Oral and Written Language development;
- After-school programs for intervention, acceleration, and tutoring (Math Gamers, Mad Science, reading and math enrichment, and Band);
- Positive Behavioral Intervention Support (PBIS) systems for modeling and re-teaching positive behavior;
- Engaged parents from all family backgrounds;
- STEM Leadership Team;
- Strong partnership with PTA;
- Volunteerism;
- AmeriCorps member (instructional support, after-school enrichment).

COME GROW WITH US! Groner Elementary School is a STEM Options Program. For more information, including the transfer process, please visit the Hillsboro School District website at <http://www.hsd.k12.or.us/Academics/Programs/OptionsPrograms.aspx>.

W. L. HENRY ELEMENTARY SCHOOL

Principal: Alison Paulus

W.L. Henry's halls welcome entering students with vibrant, colorful banners just like the vibrant, colorful faces that fill the school.

Brenda, Emily and Patty in the front office commit time and love for all the students, parents and faculty. They brighten the school with their energy, skills and understanding. They even have taken time to give budding readers a listening ear.

Each classroom cultivates its own style and system. Mr. Fong accompanies his 5th grade students on the guitar as they sing about explorers and culture. These same students maintain a classroom economy with jobs performed, wages earned, and rent paid, similar to real life.

Mrs. Anker-Lagos' and Mrs. Vargus's 3rd grade classes learn how to ask good questions while being introduced to the ways of water. These classes have been visited by water scientists and followed the activity with an exciting canoe ride.

In Mrs. Tillman's 2nd grade class, each table group boasts the name of an Oregon landmark. These students are excited about learning in math centers where they build shapes with colorful blocks and imagination.

The school grows and expands new ways of learning and development, such as adding an after-school strings class led by Mr. McCutcherne, our new music teacher, who is passionate about getting an instrument in each student's hands. Other forthcoming projects include an innovative LEGO Robotics program and The Right Brain Initiative Program. These programs are of particular interest to 5th grade classes.

Teachers and staff collaborate and create outstanding learning experiences that fill the school with a warm, inclusive atmosphere.

Article by: Holly Robison – parent of three W.L. Henry students.

MINTER BRIDGE ELEMENTARY SCHOOL

Principal: Mary Mendez

A classroom of third and fourth graders is moving to the sound of rhythm sticks. When the tapping stops, each group of five or six students poses in an arrangement called "tableau." They are acting out what they have agreed as a group is a detail from the story they have read. This is just one of the many strategies their teacher, Ms. Rinck, has learned through the school's partnership with The Right Brain Initiative.

Right Brain helps schools enrich their curriculum through the integration of arts with other core subjects like reading, math, science and social studies. Through professional development for teachers, focusing on strategies to use in the classroom, and art residencies where artists from the community work with teachers to create integrated

units of study. Minter Bridge is in the process of developing an arts program that enriches and engages students in all their areas of study. "This program gives the students a way to process information and express it in different ways. They love it!" says Rinck.

Currently there are eight staff members receiving training. The school will have an arts integration coach working with them this year to plan for an artist to come and work with the staff and two classrooms. "We are just beginning the program but we are excited at the potential benefits for students," said Lindsay Garcia, the school's bilingual coach and half-time classroom teacher.

PTA co-presidents, Kristi Thomas and Amie Wallace can see many possible ways they can involve parents in this program. They will also be involved in planning and arts training this year. "I think it's a great thing," Thomas said. "It really pulls together what kids are learning in academic classes and makes it more hands-on. Art is different for everyone. It's a great way for kids to express what they are learning in a different way."

Students at Minter Bridge are able to learn not only the core subjects, but learn them in two languages and through the arts. It's the perfect way to maximize student learning and fully develop their brains.

ROSEDALE ELEMENTARY SCHOOL

Principal: Mike Strande

With a new school year and new principal, Rosedale Elementary expects a few changes while we continue and expand upon all the great things that have happened over the past four years.

Rosedale puts the utmost importance on student learning. This priority is reflected and defined by the School Improvement Plan (SIP), which is developed through staff, administration, and parent input. Our SIP focuses on writing, English language development, and community building.

A new state test coming in the spring of 2015, called Smarter Balanced, will require a high degree of writing ability. Therefore, we are integrating writing into all subjects.

The development of language helps all students in all subjects. Classroom schedules reflect 30 minutes of daily focus on teaching strategies to increase the mastery of the English language. This specific time supports both native English speakers as well as students who are second language learners.

The third focus is on community. Rosedale is beginning a WatchDOGS program to increase the presence of dads, grandfathers and uncles in the school as volunteers. Also, the parent group is generously supporting the funding of an AmeriCorps member this year. The school was able to nab the highly sought-after Mallory Crane. Mallory was

requested by four different schools in the district and Rosedale was lucky enough to be her first choice. She is supporting and coordinating after-school programs to benefit all students as well as teaching small groups of kids during the day.

Rosedale has had a strong start and expects to have an even stronger finish to the 2013-14 school year!

WITCH HAZEL ELEMENTARY SCHOOL

Principal: Grant Corliss

Witch Hazel is bursting at the seams with 630 awesome learners ready to work!

This year, the school is offering a Technology Special: every class will rotate through the computer lab and/or classroom iPad cart, learning how to type, build presentations, research and utilize special features and apps. The classroom teachers have introduced iPads for instructional use, Apple TVs, a Mimeo and sound systems. The school has also created its own Google drive site for data collection and collaboration.

In addition to technology, Witch Hazel has also created an Educator Resource Room devoted to planning, discussing, and housing valuable resources, including a variety of informational texts. This collegial space will allow staff to grow their collective understanding of the new Common Core State

Mr. Callahan is also working to procure 20 more WHES family volunteers! The Witch Hazel WatchDOGS program is growing with three regularly scheduled dads patrolling the hallways and playground. The PTA, WatchDOGS and community volunteers are an integral part of what makes Witch Hazel special.

SOUTH MEADOWS MIDDLE SCHOOL

Principal: Becky Smith

Fall has been a busy and exiting time for the South Meadows community. Seventh grade students began on September 6 with eighth grade WEB (Welcome Every Body) leaders providing activities to help them learn about their new school. All eighth grade students joined the next day and the school year was off to a great start! By the time picture day came on September 10, opening lockers, going to six different classes, knowing teachers names, and dressing down for gym was old hat.

South Meadows is fortunate to have multiple opportunities for students both during and after school. Adelente Chicas is an organization that helps young girls set goals and plan for their future. Approximately 30 students are taking advantage of this unique and important opportunity. Another organization is TRIO, which serves both male and

female students whose parents did not have a college experience. Both of these groups encourage students to seek higher education and explore possibilities they may not have thought

about before. The plan is to build beds in the back of the building, the garden that will not only grow food for the community, but also serve as a lab for learning and service opportunities. Pacific University students joined South Meadows staff on September 28 to till and prepare the ground for the garden. There is much work left to be done, but the hope is to have the beds ready to plant by March 2014.

The PGE Energy Star Award was granted to South Meadows for the third straight year, thanks in large part to the watchful eye of head custodian Roy Wright. Energy efficiency and our recycling efforts have made this a place to watch both within and outside the District. For example, representatives from Forest Grove School District, Waste Management and Washington County Solid Waste and Recycling recently came to observe how milk cartons are recycled here. Students work with custodians daily to make sure the milk cartons are rinsed and ready to be picked up and recycled.

Finally, South Meadows and Hillsboro High School are teaming up to provide parent information nights every other month throughout the school year. The first evening was October 23, focusing on eighth grade completion and high school graduation requirements. Parents are encouraged to provide feedback on topics they would like to see addressed at upcoming meetings.

HILLSBORO HIGH SCHOOL

Principal: Arturo Lomeli

In an effort to continually encourage participation among the feeder school community, Hillsboro High and South Meadows Middle School collaborated to host the first of several ongoing joint Parent Nights on October 23, 2013. The topic was: "High school – what is it all about?" These joint parent nights will take place every other month.

Also this fall, Hilhi held a special event to recognize students with a grade point average (G.P.A.) of 3.0 or higher for last school year's second semester. This included last year's eighth graders from South Meadows who are currently Hilhi freshman.

The event, led by Principal Arturo Lomeli and a committee of counselors and teachers, was a surprise to students. The honorees were escorted to the cafeteria prior to lunch for an ice cream sundae party. Each invitee received a raffle ticket, which made them eligible to receive prizes, including Hilhi Spartan sports gear and Nike Fuel Bands. The grand prize winner took home a new iPad mini.

In total, the event recognized 500+ students for their dedication to academic success and improvement, which is a 67 percent increase from last year. Hilhi plans to host similar events in the future to continue recognizing students who are an example of what it means to BE-THINK-LIVE BLUE.



Witch Hazel staff delivered more than 75 backpacks filled with school supplies donated by Sonrise Church and Intel Corporation to students in need this August.

Standards and move students forward to college and career readiness.

The school's Family Center is up and running, offering a comfortable place for community members to access a computer loaded with Rosetta Stone software, peruse free books, and hold small gatherings. Additionally, the new volunteer software is up and running in the front office, tracking all volunteers' hours.

Our AmeriCorps member, Mr. Callahan, has begun tutoring students in reading and math both during and after school.

about before.

This year, there are two LEGO Robotics teams at South Meadows. One team is all male students, and the other is made up of all females. These teams meet multiple times a week to prepare for many competitions throughout the year. Thanks to parent Katie Godfrey, each team received a grant to pay for materials, competition entry fees, and t-shirts.

Teacher Steve Hillis is overseeing the development of South Meadows' first community garden. Using the large space between



EASTWOOD ELEMENTARY SCHOOL

Principal: Kona Williams

At Eastwood Elementary School, staff are participating in a book study called "Mind in the Making: The Seven Essential Life Skills Every Child Needs" by Ellen Galinsky.

Each month, members of the school leadership team present a chapter to their colleagues to support building students' everyday simple skills in the classroom.

This fall, staff have completed the study of 1) focus and self-control; 2) perspective taking; and 3) communicating.

"Having my students use the body reference of the pre-frontal cortex and teaching them the parts of the brain has been a great way for them to understand how to have focus and self-control," said third and fourth grade teacher Sarah Keller. "Explicitly teaching about focus is important for kids."

Later this school year, staff will learn more about:

- Making connections
- Critical thinking
- Taking on challenges
- Self-directed, engaged learning

The book provides research and activities parents and teachers can use to enhance their children's practice of these skills. Galinsky shares that the skills must be fostered so that children can focus on their goals, learn with ease and communicate their learning.

"My teacher has taught me to focus by pointing to the middle of my forehead," remarked Armani, a first grade student. Building students' capacity around focus and self-control allows them to have greater access to learning.

This year, school counselor Ann Doyle will present Parent University classes on "Mind in the Making." She will lead a workshop for parents on Tuesdays from 5:30-6:30pm in the Eastwood library. Parents are encouraged to attend these presentations on January 14, February 11, March 11 and April 8, 2014. Please contact Ann Doyle at 503-844-1726 or doyleae@hsd.k12.or.us if you are interested in participating.

Liberty

FEEDER GROUP

LENOX ELEMENTARY SCHOOL

Principal: John Matsuo

Was it a bird, a plane? No, it was the Superhero Dash.

On October 4, 2013, Lenox students raced around their bark-chipped track to motivational music like "Eye of the Tiger" by Survivor and "I Got a Feeling" by the Black Eyed Peas. Each grade ran together for twenty minutes, challenging themselves to run the most laps possible, as part of the Super Hero Dash.

Under the guidance of Lenox Laps co-



The Superhero Dash at Lenox Elementary School featured sweet rewards for finishers, because even Batman, Thor and Superman deserve a popsicle!

ordinator Sherry Dudeck and Booster Club President Kristin Moody, a small army of volunteers counted laps, made sure every Superhero had plenty of hydration, counted pledge sheets, cheered on runners, and photographed all of the day's events. They set up the track, counting stations and sound system for the school-wide event. The volunteers went out and canvassed the neighborhood earlier in the week to make sure neighbors were notified of the event, which was accompanied by louder than normal volumes, and raised the anticipation and pledge-gathering to a fever pitch. Liberty High School students also played a vital role in the day's events. "Superman," also known as mild-mannered Zach Bickford, gave running updates and handled announcer duties along with Mrs. Moody.

The highlight of the day was, of course, the students who ran at a ferocious pace. With the superhero theme, the brain child of Mrs. Dudeck, many students ran in cos-

tumes and capes. All told, the students ran a total of 4,206 laps, led by fourth grader Keenan Frye and sixth grader Owen Engbretson, who each ran 18 laps. Sixth grader Brenna Halvorsen and fourth grader Ziona Hall were the top female runners with 16 laps each. So far, the Booster Club has netted just over \$14,000, with a few days left to make the fundraising goal of \$15,000, which would allow the club to not have any other fundraising activities during the year.

Special thanks go out to the event team, made up of Dudeck, Moody, Cathy Koen, Chera Sands, and Kim Bickford; volunteers; Liberty High School; Rick Young, Jayne Baker, and all of the parents and community members who made the day a special event for all!

MOOBERRY ELEMENTARY SCHOOL

Principal: Brian Haats

Mooberry is excited to offer its first Dual Language kindergarten class this year. Parent interest was overwhelming and the only wish was to be able to offer two Dual Language kindergarten classes rather than one. Twenty-six students join Ms. Luna for a day filled with Spanish and English learning.

"Our day is full of learning in Spanish," Ms. Luna explains. We talk about things like days of the week and sing fun songs. We learn the differences between the Spanish and English alphabet (Spanish has more characters: ch, ll & ñ). We think about things that start with the letter of the day and then act like them. A-Avion (airplane). This helps us remember the letter better! We have a

fun alphabet song we listen to: <http://www.youtube.com/watch?v=MhYKuKOAqLo>. We also have centers where we can listen to Spanish books, work on our writing, build letters out of Wikki Sticks (fun, gooey sticks), read, and work on more Spanish. Our favorite time is math where we have little lessons before we go to centers with Unifix Cubes and bugs. It's a little tough to do everything in Spanish, but it is fun!"

Ms. Luna's students will continue their education in the Dual Language program through high school. The goals for these students include: developing high levels of proficiency in Spanish and English during the optimal window for learning a second language; achieving grade level academic performance to give students an edge in high school, college and the workplace; raising self-esteem; developing bilingualism, biliteracy and biculturalism; and developing positive cross-cultural attitudes and behaviors.

ORENCO ELEMENTARY SCHOOL

Principal: Lisa Aguilar

Orenco embraces and celebrates diversity with nearly thirty languages spoken by OES students.

Before students arrived this year, staff participated in professional development to deepen their understanding of what it may be like to learn an additional language. Strategies to help students learning an additional language access content and increase English proficiency, while honoring and respecting a student's first language, were also shared. Working to incorporate culturally responsive practice will continue throughout the year.



Ms. Luna leads Mooberry kindergartners through a day of learning in both English and Spanish.

Orenco would like to reach out to all families, so that everyone feels welcome. The OES Booster Club sponsored an Ice Cream Social before the school year began. This allowed students and families to visit, meet the teachers and the new principal, and drop off their supplies. Families gathered again at Back-to-School Night. As families entered our halls, they passed a world map with a title: Strength in Diversity. As families exited, they placed a sticker on their states and countries of origin on the map. This map is displayed proudly in our main hallway to remind us that what makes us different makes us special, but together we are better.

Entering the main office you will find a display of an ocean wave representing not only the home of the Orenco Orcas but the strength of the teachers and support staff. OES teachers are truly amazing; each staff member cares deeply about the social and academic success of all students. The wave is surrounded by twenty-five ways to say hello in various languages. This reminds us of our diverse student population and sends a welcoming message to all who enter Orenco. We look forward to learning more about each of our Orenco families.

QUATAMA ELEMENTARY SCHOOL

Principal: Janis Hill

Using the Private Eye - Powered by STEAM!

"My handprint looks like a steep hill in my neighborhood, you have to watch your step," writes fourth grader, Yunus.

Third grader Leila writes, "My fingerprint, like logs next to the river, like needles on a pine tree."

Quatama students are learning to use jeweler's loupes to look closely at ordinary objects as a result of an August teacher training on "The Private Eye, 5X Looking/Thinking by Analogy." The Private Eye is a program to accelerate thinking skills, creativity, and scientific literacy across subjects and throughout life. Hands-on and investigative, it is about the drama and wonder of looking closely at the world, thinking by analogy, changing scale, and theorizing. As such, it fits perfectly with our STEAM (science, technology, engineering, the arts, and mathematics) focus.

A jeweler's loupe is a magnification tool that is held close to the eye, while an object is held in the hand. Students discover the difference between an object in and out of focus. It makes the world of the small, large; and what previously couldn't be seen, visible. The two questions that students ask them-

selves and write about are, "What things do I remind me of?" and "What else does it look like?" This is thinking by analogy, the main tool of the scientist as well as the artist or poet.

Visitors to Quatama can already see the results. Third grade displays of observational drawings of "close (5X), closer (10X) and closest (15X)" with different fall flowers are not only stunning but show students' attention to detail and understanding of scale, as well as perseverance and work ethic. Visual

depictions of enlarged areas of hands, flowers, objects found in nature are displayed with the poetry and descriptive writing that students have produced as a result. As objects in nature are observed more closely, the questions turn to the forms and functions of what is seen, leading to scientific investigations.

STEAM units, such as the third grade salmon project – a joint venture with the Oregon Zoo – continue to find exciting ways to make use of the ability to look closely!

WEST UNION ELEMENTARY SCHOOL

Principal: John Allen

West Union is starting off an exciting school year with a new principal and new PE teacher. Both positions are being filled by one individual, John Allen.

In the midst of such change, several traditions of the school remain the same. The 65th Annual Ham Dinner took place on Veteran's Day. The West Union Community Club coordinated this amazing event with approximately 800 people in attendance.

West Union is extremely appreciative of Mrs. Barkman and Mrs. Vaughan for offering and executing two successful after-school clubs. Mrs. Barkman braved the wind and rain as she shared her passion for the sport of running with approximately thirty students, leading West Union Running Club. Mrs. Vaughan also had about thirty students who learned various techniques of working with clay during Clay Club. These enrichment programs are just two examples of after-school clubs West Union teachers offer to provide students with opportunities to experience sports, art, and service-oriented projects throughout the year.

Classrooms are using more technology to provide engaging and relevant platforms to increase student learning. Moby Max is one example of a school-wide program, utilized at school as well as at home, to monitor stu-

dent progress in math. The typing program, All the Right Type, is teaching students keyboarding skills that will be important as they learn to write constructed responses to assessment questions.

Intel is also lending a helping hand. About 20 Intel volunteers are working closely with teachers to provide learning opportunities at every grade level in the field of science and engineering.

POYNTER MIDDLE SCHOOL

Principal: Greg Timmons

Poynter Middle School Celebrates G3!

On Thursday, October 17, Poynter held its first G3 event of the school year. So what exactly is G3? Well, it is Grades Gone Great! Each quarter, Poynter celebrates and recognizes students who have worked to achieve academic excellence. Students who have Cs or better in all of their classes are able to participate in a special event to reinforce the academic purpose of school. October's event was a staff and student soccer game called the Poynter Cup. Qualifying students were able to either apply to play in the game, be a referee, or watch the excitement unfold on the court and cheer on their classmates! We had over 400 students in attendance. Principal Greg Timmons, along with several other staff members, teamed up with students to par-



Poynter's "G3: Grades Gone Great" academic achievement program featured a lively staff/student soccer game on October 17.

ticipate in the action-packed event that had three different teams competing against each other. Mr. Timmons and his other "shirt" team members came out as the Poynter Cup Champions.

Poynter holds four G3 events throughout the year and strives to make the events fun and motivating for the students, all the while recognizing their efforts to be academic scholars. Past years' event have been "Poynter Madness," "Poynter's Got Talent," and "So You Think You Can Dance, Poynter?" Who knows what the next event will be for Grades Gone Great? The staff is proud of the effort that students put forth to be G3 achievers!

LIBERTY HIGH SCHOOL

Principal: Gregg O'Mara

"Together We're Better" is the theme as LHS moves into its 11th year as a comprehensive high school, working toward the common goal of success for all students.

Liberty has a current enrollment of 1500 – the largest ever and more than 100 students above projection. The good news is that the school received additional teaching staff and added five math classes, one social studies class, one biology class and three elective classes as a result.

Once again, Liberty was recognized in *US News and World Report* as one the top schools in Oregon. This is the second year the school has received this honor. The formula used for calculating the rating includes: college readiness, state assessment scores and teacher/student ratios.

Continuing to look for Dual Credit options for students, two elective history courses have been added: History of Oregon and Native Americans and the Oregon Trail. Each course allows students to earn four college credits through PCC as well as elective high school credit. Also, Ms. VanWess has articulated her Advanced Theater course through PCC and students will have the ability to earn college credit for that as well.

Congratulations to Savannah Tran, a recent Liberty graduate, who was featured on University of Oregon's home page along with other remarkable freshman students from around the state.

Kudos to Liberty High School soccer player Eric Avalos, who received

2,724 votes (63.85 percent) to earn the distinction of *The Oregonian's* High School Athlete of the Week for September 1-7. The Falcons senior was dominant in Liberty's 5-3 victory over Glencoe on September 5. Trailing 2-1 at halftime, Avalos took over the contest, scoring two goals in the first eight minutes of the second half, just missing the hat trick on a shot that sailed over the crossbar by less than a foot, and finally assisting the game-winning goal. After the contest, Liberty coach Chris Sletten said, "Eric was head-and-shoulders the best player on the field and changed the game in the second half."

SENATOR RON WYDEN VISITS CENTURY HIGH SCHOOL

On Friday, October 18, U.S. Senator Ron Wyden took time out of his busy schedule to visit Century High School.

Fresh off a vote to end the government shutdown, the Senator asked staffers to arrange a series of meetings with high school students across the state; Century was the

only school he visited in Washington County. In a room packed with around 120 students from AP U.S. History, AP Government, and Leadership classes, the Senator—who has been a voice for Oregon either as a Representative or Senator for the past 32 years—began by joking with the kids that what's probably top on their minds is the Medicare system. After a polite chuckle by the crowd, he went on to say, in all seriousness, that for the next twenty years, ten thousand Americans will turn 65 every day, and that our big-

gest challenge for the next 50 years will be controlling the cost of the health care system.

A lively discussion ensued on topics ranging from tax reform to the high cost of college to Internet regulations to the legalization of marijuana. The students were engaged, thoughtful and respectful throughout the event and truly appreciated the opportunity to have meaningful dialogue with the senator.



Senator Wyden poses with students after a question and answer session at Century High School.

Hillsboro

OPTIONS SCHOOLS

MILLER EDUCATION CENTER (MEC) MEC MIDDLE SCHOOL (6-8) MEC HIGH SCHOOL (9-12) MEC OPTIONS

Principal: Stan Esselstrom

Life at Miller Education Center is beginning to take root both inside and outside of the classroom. This year, the MEC WEST site at 440 SE Oak Street became partners with Hillsboro Parks and Recreation in providing the city's newest Community Garden. The project began in the spring of 2013 when Lori Prince, Outdoor Recreation Manager with the Hillsboro Parks and Recreation Department, approached MEC about placing a garden on school grounds.

Community Gardens have been successful at other sites in the Hillsboro area. The goal of the program is for landowners to provide the space and for Parks & Recreation to manage the garden and provide water for irrigation. One of the perks for MEC is access to about 20 percent of the plots for its own interactive gardening projects.

Two groups of students that will directly benefit from the opportunity will be the popular Foods class and the Horticulture class. The Foods class will grow produce to use in their "Feast" program, in which guests are invited to enjoy home-style meals prepared by the students over the course of several Thursdays at the end of the term. Students from the "Hort" class have already begun accessing the garden to plant winter crops and test the soil.

The Community Garden officially opened on Wednesday, August 28, when MEC and

Hillsboro Parks and Recreation co-hosted an open house. For more information, visit www.hillsboro-oregon.gov, select Departments/Parks & Recreation/I want to...lease a garden plot. You may also contact Lori Prince at 503-681-5382 or lori.prince@hillsboro-oregon.gov.

HILLSBORO ONLINE ACADEMY (HOA)

Principal: Linda Harrington

Entering its second year, Hillsboro Online Academy continues to refine itself to meet the needs of the community's students and their families. An end-of-year feedback survey was positive from both parents and students alike.

New this year are interventions to help students in mathematics. Math instructor Susan Kaller is providing weekly "Tuesday Tutorial" for students in Algebra I, geometry, Algebra II and tech math, consisting of half- to full-hour sessions of "face-to-face" math instruction. Thank you Ms. Kaller! Students needing a refresher in basic math concepts are also enrolled in development math, a course provided free of charge from NROC (National Repository of Online Curriculum).

An additional goal of Hillonline is to share online learning opportunities with other schools in the District. Elective courses through eDynamic Learning, backed by Hillonline associate staff, have been opened to high schools throughout the district. Students outside as well as within Hillonline are enrolled in Personal Finance, Intro to



On October 24, students of Hillsboro Online Academy got to experience a wonderful tradition in Hispanic culture of decorating Sugar Skulls thanks to Gloria Campos, ESL teacher. Mrs. Campos spent weeks making (from scratch!) over 30 sugar skulls and bags of decorative icing to prepare for the activity. Participants were also able to decorate their Sugar Skulls with beads, jewels, glitter, and mini hats.

Culinary Arts, Digital Photography, Forensic Science, and Music Appreciation. Online curriculum from Florida Virtual is also in use by 30 elementary and middle school students throughout the District for the purpose of acceleration in mathematics. A Hillonline associate teacher is behind the course. This position is funded by the District's

Kellar, the elementary teacher, or Principal Linda Harrington. Call 503-844-1050 or email harringl@hsd.k12.or.us for additional information!

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