

# Eagle Ridge Middle School Hidden Valley Elementary Harriet Bishop Elementary

February 27, 2025

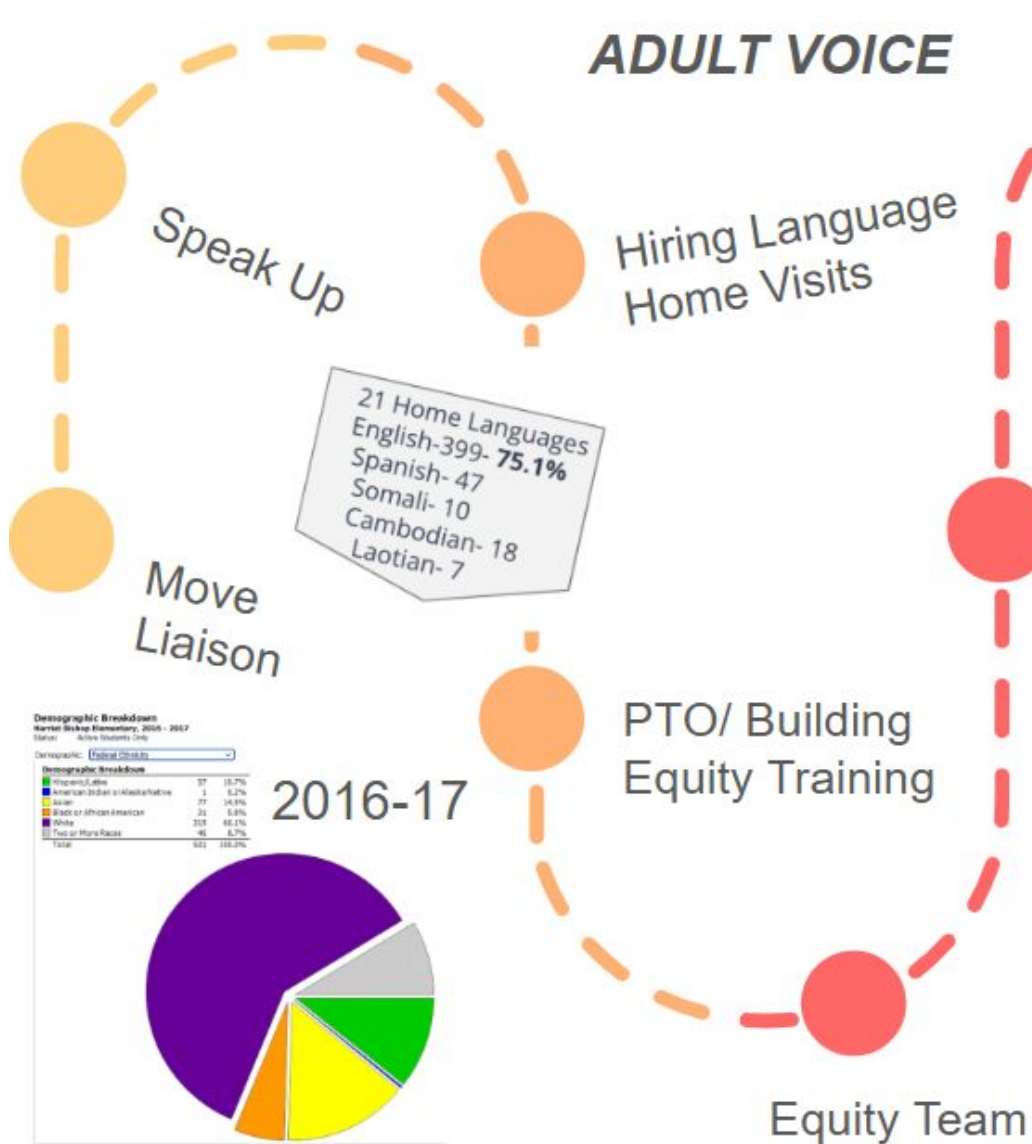
Dave Helke, principal  
 Ken Essay, principal  
 Kristine Black, principal  
 School Special Guests

Table 4.5  
 Leadership Behaviors for Institutionalizing Cultural Knowledge

<i>FROM:</i>  <b>TOLERANCE FOR DIVERSITY</b> <i>Destructiveness, Incapacity &amp; Blindness</i> The focus is on <i>them</i>	<i>TO:</i>  <b>TRANSFORMATION FOR EQUITY</b> <i>Precompetence, Competence &amp; Proficiency</i> The focus on <i>our practices</i>
<p>Information is added to existing policies, procedures, and practices.</p> <p><b>A. Curriculum and Instruction</b> - The leader adds to current practice, in that she</p> <ul style="list-style-type: none"> <li>employs the use of rigorous standards to drive curriculum. Alternate curriculum/curricular paths or remedial interventions are provided for under-performing students.</li> <li>adds multicultural content, activities, resources to the curriculum and/or she sponsors school programs to acknowledge the contributions of racial, ethnic and cultural groups.</li> <li>schedules multicultural/diversity programs for students and/or staff that focus on understanding others, conflict resolution, behavior management tolerance, character education.</li> </ul>	<p>Information is integrated into the system, provoking significant changes to policies, procedures, and practices.</p> <p><b>A. Curriculum and Instruction</b> – The leader fosters change in the system, in that he</p> <ul style="list-style-type: none"> <li>uses a rigorous standards-driven curriculum in which teachers use scaffolding and research-based strategies to ensure all student progress toward standards.</li> <li>integrates multiple perspectives about topics, issues, themes, events into the curriculum. Textbooks and other resources accurately and positively portray cultural/ethnic/racial/gender groups.</li> <li>focuses multicultural/diversity programs for students and staff on one’s own cultural proficiency in order to help the organization identify and remove barriers to achievement for all students.</li> </ul>

# Harriet Bishop

## ADULT VOICE



**Demographic Breakdown**  
Harriet Bishop Elementary, 2016 - 2017  
Status: Active Students Only

Demographic	Count	Percentage
Hispanic/Latino	37	18.7%
American Indian or Alaska Native	1	0.2%
Asian	37	18.8%
Black or African American	21	10.8%
White	213	105.1%
Two or More Races	46	22.9%
<b>Total</b>	<b>302</b>	<b>100.0%</b>



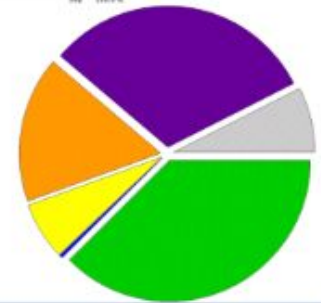
24 Home Languages  
English-279- 49.5%  
Spanish- 188  
Somali- 29  
Cambodian- 18  
Laotian- 12

2024-25

Special Education

**Demographic Breakdown**  
Harriet Bishop Elementary, 2023 - 2024  
Status: Active Students Only

Demographic	Count	Percentage
Hispanic/Latino	211	57.0%
American Indian or Alaska Native	2	0.6%
Asian	27	7.4%
Black or African American	94	25.7%
White	176	47.7%
Two or More Races	42	11.3%
<b>Total</b>	<b>362</b>	<b>100.0%</b>



# Harriet Bishop RRES SuperHero Leaders

## STUDENT VOICE

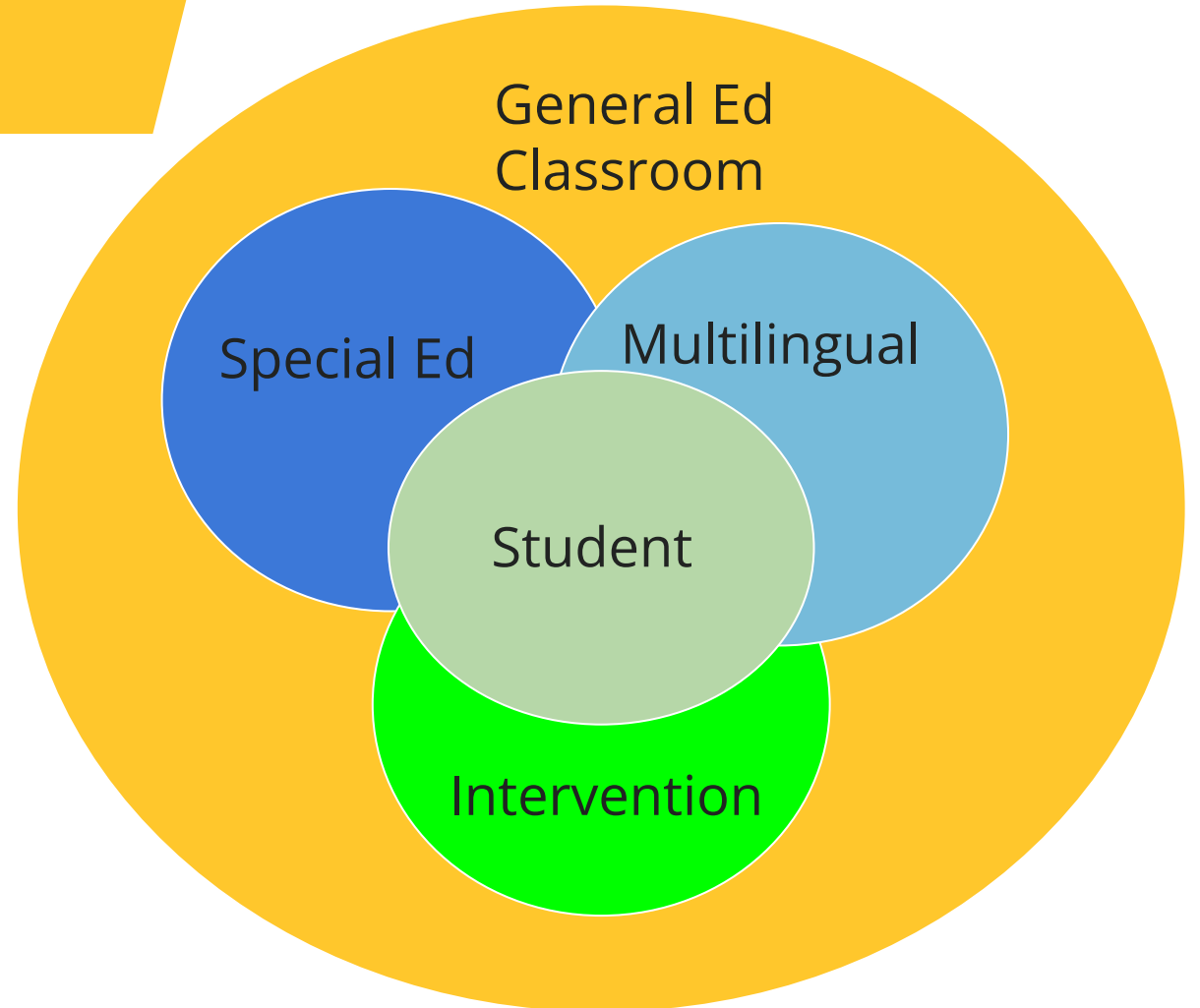
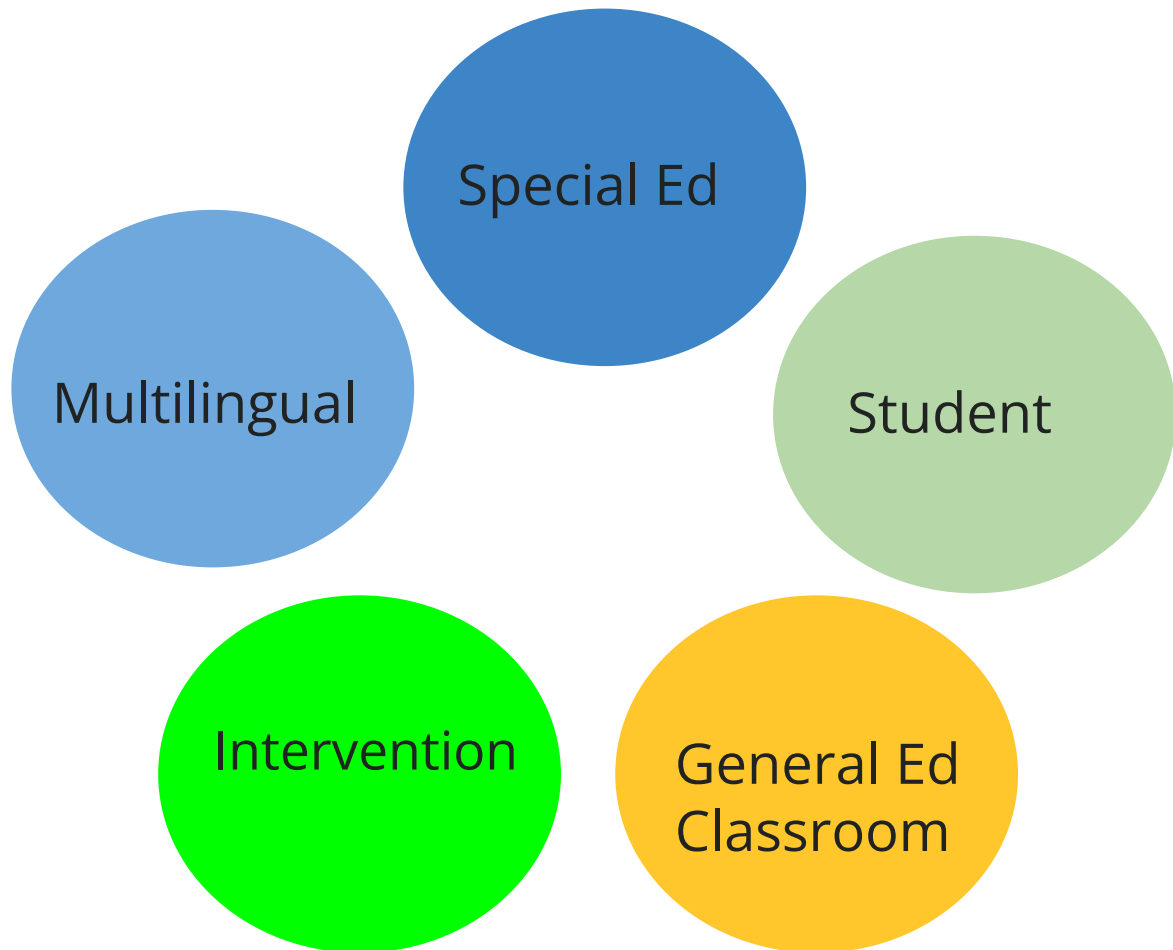
This program is designed to help students cultivate valuable skills in communication, empathy, and teamwork while giving back to our school community in meaningful ways.







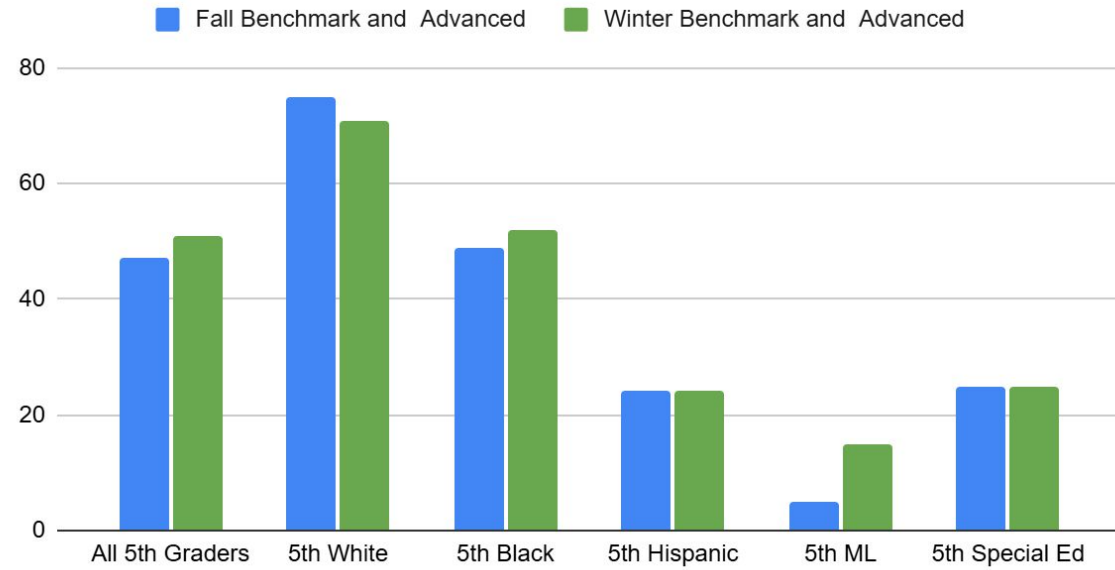
# Hidden Valley Linked Impact Teams



# Hidden Valley Collaboration

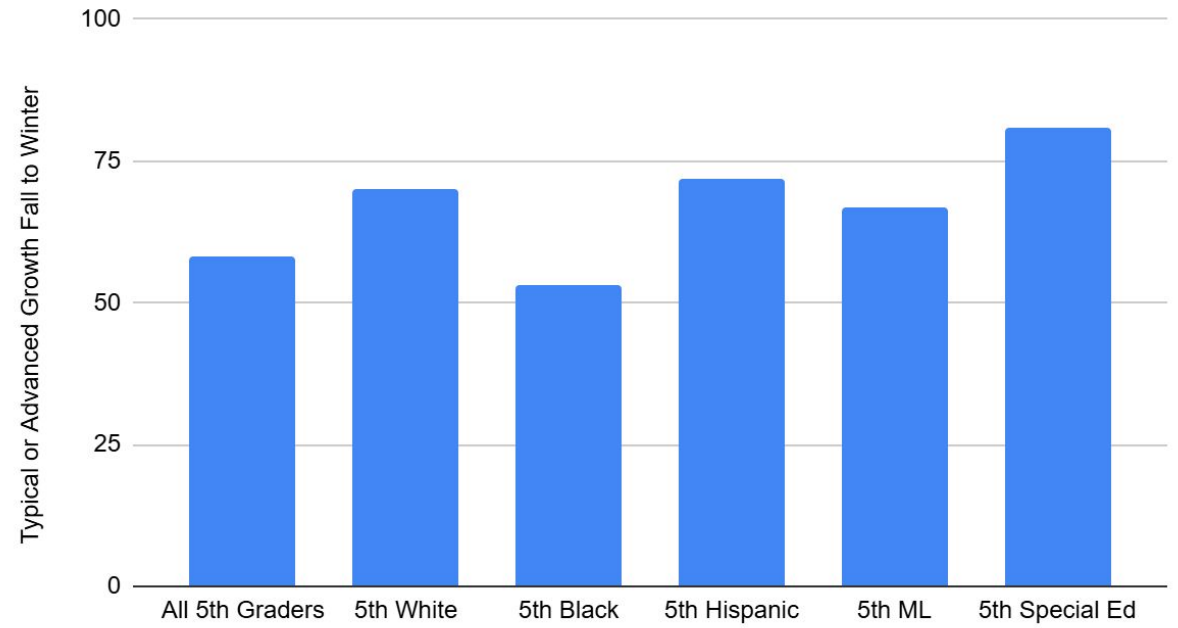
## *Different Forms of Co-Teaching in Math*

Fall Benchmark and Advanced and Winter Benchmark and Advanced



5th Grade Proficiency Level Shifts

Typical or Advanced Growth Fall to Winter

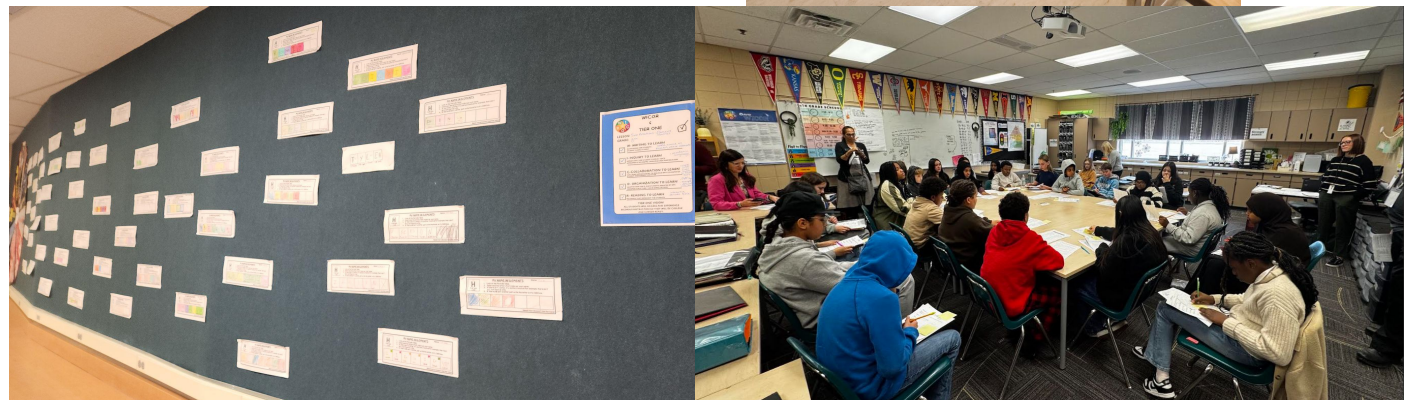


5th Grade Level of Growth



# Eagle Ridge Middle School Building a Culture of Belonging - in the classroom

- **Scaffolds**  
honoring language with translations on slides
- **Differentiation**  
creating a rap to demonstrate learning
- **Voice**  
Socratic Seminar, my name in elements, character chart
- **Books & Music**  
intentional selection



# Eagle Ridge Middle School Building a Culture of Belonging - out of the classroom

## Affinity Groups at Eagle Ridge Middle School

- Creating space to be authentic self
- Creating space for connectedness and relationship
- Creating space for affirmation and celebration
- Creating space for self-awareness, self-reflection, self-expression
- Creating space for learning, growing, and building confidence
- Creating space for leadership development
- Creating a pathway for belonging through high school

**LATINOS  
UNIDOS**

**PRISM**

**COLOR OF  
BRILLIANCE**

**iRISE**



***We don't get harmony when everybody sings the same note. Only notes that are different can harmonize. The same is true with people***

***-Steve Goodier - Author***

**Thank You**