



SCHOOL PRESENTATIONS

BACKGROUND INFORMATION:

The School Board has requested to hear regular reports highlighting school goals, successes and demographic profile. The School Board will hear from two schools at each School Board Business Meeting.

Principals will submit a written report as well as present a presentation that expands on the highlights of the report.

The schools reporting this month are:

- Cooper Mountain Elementary – Kristin LeMon
- Elmonica Elementary – Cynthia Moffett

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

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COOPER MOUNTAIN ELEMENTARY

Introduction- Kristin LeMon, Principal, 32 years in BSD, 9 months at Cooper Mountain

School Demographic Profile

Number of Staff- 52 Staff Members: 33 Certified, 19 Classified
Enrollment- 510 Students
Number of different languages spoken - 22
ELL- 12%
Special Ed/Specialized Programs- 14%
Free & Reduced Lunch- 18%
Ethnic Diversity- Asian 15%, Black/African American 2%,
Hispanic/Latino 10%, Multi-Racial 10%, White 63%

Efforts/Actions-

Collaboration: *The most effective teaching and learning happen when teachers work together.*

We are invested in understanding the process and the potential of learning teams.

The Cooper Mountain staff met together through the fall and early winter to investigate and internalize the learning team process. Teams of teachers chose a meaningful focus for their grade level and met for K-5 sharing to build understanding of where students are and where they need to be by the end of the year. Through this vertical sharing came the desire to focus on narrative writing as a school.

Cooper Mountain teachers also meet once every eight days in collaboration sessions to look at achievement and behavioral data. Teachers discuss instructional strategies, behavioral interventions, and procedures to promote student learning.

Excellence: *Our staff is supported, accountable, and passionate about our students' success.*

We are invested in ongoing professional learning and we have engaged in meaningful staff development sessions around our new English Language Arts adoption as well as growing through Learning Teams. We have focused on creating a school-wide reading culture that celebrates literacy and celebrates the reading child at every level. For example, we

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celebrated school-wide reading through Read Across America, and as a staff we have viewed and discussed videos of experts leading small group and individual reading conferences.

Innovation: *We are reimagining our teaching and learning environments.* We are preparing to learn more about Future Ready instruction and environment. We are realigning our Leadership Team to include teachers who model enthusiasm for instructional technology and commit to leading and coaching teachers. Our Kindergarten team secured a grant that provides 1:1 devices for students. They are working closely with our Innovation Strategist to expand students' skills with technology, to increase student engagement, and to innovate methods for student portfolio and production. All teachers are utilizing technology to further independent reading goals.

Equity: *We provide needed support so that every student succeeds.* We believe that a safe, affirming, and inclusive learning environment is fundamental for all students to succeed. Teachers at Cooper Mountain include classroom meetings, community circles, or problem solving circles in their daily or weekly routines that focus on building and maintaining positive relationships with each child. We continually revisit PBIS tenets and structures to create and maintain emotional safety for students and to maintain a school culture that celebrates and affirms each student.

Goals- *To monitor continual personal learning.*

Within the 5D+ Framework, our school-wide focus is on Student Engagement, especially as it pertains to knowing the learning needs of students and the alignment of curriculum and strategies. Our goal is to know each reader well so that we are able to provide differentiated support for readers with appropriate books, use of ongoing assessment data, focused individual conferences, small group support, and whole group lessons.

A second goal is to improve the writing achievement of all students by focusing on best practices in writing instruction and to develop a school-wide vertical articulation between grades, correlated with Common Core State Standards. We have begun those conversations through Learning Team sharing and we will continue to focus on deep understanding of the personal progression students are expected to make in writing as they move through grades K-5.

Successes-

Every student at Cooper Mountain has a power goal in reading. Teachers work closely with their students to identify appropriate individual goals. As indicated in the 5D+ framework, students are instructed in how to self-assess for greater learning and how to monitor their own learning

needs. Learning Teams continue to grow in their use of data to inform instruction and to commit to common instructional strategies to increase reading and writing achievement.

We are proud of the community and trusting relationship that permeates Cooper Mountain School. The parent community is proud of our school, teachers are proud of their school, and students love their teachers. We have a healthy partnership with our PTO and together we provide community events to bring families together.

Challenges-

- engaging 100% of the learners 100% of the time
- creating enough time and space for specialists, including our Resource Room teacher, our Speech Language Pathologist, English Language Learning Teachers, our Counselor and our School Psychologist to collaborate regarding student achievement

Other

Volunteerism
Strong Art Literacy
Focus on individual character strengths
After School Activities: Chess Club, Girls on the Run, Play Fit Fun

Closing- We are mindful of the pillar of Collaboration – that the most effective teaching and learning happen when teachers work together. The Cooper Mountain staff is excited to continue leveraging Learning Teams to expand our thinking, to propel our personal professional goals and to align our teacher leadership to embrace Future Ready strategies and frameworks. We are grateful for the addition of more student devices next fall.

ELMONICA ELEMENTARY SCHOOL

Introduce yourself-

Cynthia Moffett, Principal, 2010-present, 6th year at Elmonica

Assistant Principal at AHP K-8, 2007-2010

K, 1st grade and ESL teacher at Kinnaman and Hiteon 2003-2007

PreK, 4th, 5th and 6th grade teacher and reading consultant in Los Angeles, CA 1993-2003

School Demographic Profile

- Number of Staff - 58 total: 2 administrators, 41 certified, 15 classified. Fifteen percent of staff is of color.
- Enrollment - ~590. Our attendance area includes a mobile home park, apartment complexes and a variety of single family homes.
- Number of different languages spoken – 30+
- ELL - ~180
- Special Ed/Specialized Programs - Students on IEP
- Free & Reduced Lunch - ~50%
- Ethnic Diversity - We have students representing 30+ countries from 5 continents. Caucasian- Americans represent just 29% of the student population.

Efforts/Actions-

(this is a sample of what we do at Elmonica in addition to district wide efforts, such as learning teams, CEL coaching, etc.)

Excellence- Monthly ELL team meetings that are half collaboration and half professional learning opportunities specifically designed to develop ELL teachers' skills as building leaders and teachers of ELD.

Equity- Monthly professional learning for all staff in using asset-based language.

Innovate- ELL teacher assigned to each grade level, so that all grade level/ collaboration/ team meetings are aligned for children's success.

Collaborate- Meetings every 2-4 weeks between grade level teachers, ELL and Intervention teacher. These collaboration meetings are tailored specifically to increase the achievement of underperforming students.

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Goals-

Under the measure of continuous personal learning progress, we focus mostly on the following:

- Percent of students recording learning goals. All students have recorded at least one goal.
- Percent of students reporting on track to achieve those goals. At least 70% of our students are on track to meet a goal.

Our challenge in this measure is with our ELL population. Our current goal is to have 100% of our ELL students be able to articulate their reading goal at all times.

Successes-

- Elmonica (and McKinley) are on track to be the first Title I elementary schools in BSD to be authorized as an International Baccalaureate School.
- Elmonica met all Annual Measureable Achievement Objectives (AMAO's) in 2014-2015. We believe that it is due to our efforts in aligning ELL services with general core curriculum, both philosophically and physically.

Challenge- We are refining our skills as equity practitioners. We have immense pride in our diversity at Elmonica and will continue to learn to help all students meet their potential.

English Language Learners (ELLs)				
Very deficit based	Still deficit based	Step in the right direction	Promising choice	Future
	LEP/ESL	ELL	emerging bilinguals, simultaneous bilinguals, sequential bilinguals, and multi-linguals; Culturally and linguistically diverse	

Excerpt from the **Asset-Based Communication Lens** developed by The Chief Education Office • State of Oregon 2015

Other-

- We are on track to become an authorized IB school by the 2017-2018 school year.
- Our volunteers give about \$250,000 worth of time each year. Betty Frank ("Grandma Betty") volunteers over 1,000 hours each year.

Closing- We are about to welcome 50 new students to our campus next school year, due to the new housing community on Baseline near Costco. We can't wait to meet the students!