

La Center  
Elementary School



Annual Report  
2016-2017

**MISSION STATEMENT**

*The mission of La Center Elementary  
is to empower every student to become a successful  
life-long learner in a changing world.*

## OUR SCHOOL

The school serves as a hub for the La Center community. The facilities are used from early morning until late at night for both student instruction and community events and activities.

The elementary school shares the 17-acre campus with the middle school and maintenance shops. The original school was constructed in 1938. Our round building, which houses 4<sup>th</sup> and 5<sup>th</sup> grade, was constructed in 1968. Remodeling of all elementary buildings was completed in the fall of 2004.

La Center Elementary School is a safe and exciting place to learn. Children are the highest priority of all staff members. All work is directed towards meeting the individual needs of our students as whole children. We recognize that no two individuals are the same; therefore, we make every effort to accommodate the unique talents of each student.

### Good things happening at La Center Elementary . . .

#### **“PAWS-ITIVE” COMMUNITY**

Our children’s success is dependent on many factors. While our academic successes are critical, there are basic strengths that can have a positive impact on our student’s academic success and enhance their lives. It is our hope that supporting our students with a monthly theme will have a positive effect on their lives, help them academically, and support them in our learning efforts. Student assemblies with faculty “actors” introducing monthly themes have been a popular addition to the school.

#### **Monthly Bobcat Themes**

**September:** Self & Other Awareness – Getting to know myself and others

**October:** Cooperation & Citizenship – Teamwork/doing my part

**November:** Gratitude – Seeing the “paws-itive”

**December:** Generosity – Kindness/giving

**January:** Self Reflection – What have I learned?

**February:** Goal Setting – Moving ahead

**March:** Perseverance – Sticking to it and not giving up

**April:** Environment – Appreciating our Earth

**May:** Diversity – Celebrating our differences

**June:** Celebrating My Achievements– Celebrating our “Paws-itive” Community

### **Spirit Days**

Students that are observed doing acts of respect towards others are given a coin to put into the Bobcat Coin Bucket in the cafeteria. Students can view the coin level in the bucket. Once the token level reaches the top of the bucket, students are rewarded with a school spirit day. Students get to come up with and vote on ideas for a spirit day. This year, we celebrated with several spirit days that included pajama day, color competition day, crazy hair day and sports day.

### **Bobcat Store**

As part of our school-wide behavior support plan, our students that do an excellent job following the school and classroom rules earn bobcat bucks in the classroom. This incentive program offers students a chance to shop at the Bobcat Store using their bobcat bucks. Some items offered in the store include school supplies, prizes and extra recess incentives.

### **MindUp**

MindUp curriculum are lessons that use the latest information about the brain to improve behavior and learning for students. Each lesson offers strategies for helping students focus, improve self-regulation, stress management and a positive mind-set.

### **Behavior Fairs**

Behavior Fairs occur twice a year and are brief lessons given by staff on appropriate school behavior and policies. The fairs are designed to help students become familiar with the school, its policies and procedures (i.e. how to check in late and no running in the hallways).

### **Resolution Room**

The Resolution Room is designed to give students a quiet and comfortable location for conflict resolution.

### **Kindy Cub Nights**

Our kindergarten team planned three evenings in the spring to help prepare next year's kindergarten students and their parents for school. Each evening started with everyone enjoying a meal together. The remainder of the evenings were spent working on activities that help future Bobcats prepare for school, fine and major motor skills, and learning alphabet letter basics. Bobcat Cubs were able to go home with their own school boxes filled with supplies, as well as activities to do at home.

### **Math Is Cool!**

Students in 4<sup>th</sup> and 5<sup>th</sup> grade had the opportunity to be on the "Math Is Cool!" team competing with other teams in our region. One of our fourth grade teams also competed at the state tournament in Moses Lake, Washington.

### **Science Olympiad**

A group of students ranging from second through fifth grade participated in the Science Olympiad competition at Clark College. The tournament tested the students' knowledge and understanding of scientific concepts. While this opportunity does involve science, it also includes strong work in such areas as teamwork and problem solving. Our team competed with 30 other teams that comprised mostly fifth grade students.

### **Redesigned Gifted & Talented Program**

Our highly capable (HiCap) program is one way we challenge and support our identified highly capable students. The students are clustered in a classroom with other highly capable students and are encouraged to participate in enrichment activities designed to meet the needs of highly capable students. We have provided opportunity for special projects and have redesigned the candidate identification process that is shared with all families in January and utilizes common assessments for all students and more specific assessments as candidates are found.

### **Technology Tools**

K-2 utilizes iPads in the classroom and some Chromebooks. Grade 3-5 use Chromebooks (1 Chromebook cart of 30 per 2 classes).

### **Assessments**

Our school has utilized DIBELS, MAP (math and reading), common assessments and WaKids in kindergarten to better help us place and best support our students in their learning.

### **Bobcat Ambassadors**

The Bobcat Ambassador Program is designed to introduce 4<sup>th</sup> and 5<sup>th</sup> grade students to a school and community service and leadership process that will encourage them to pursue student government activities and community service in middle school and high school. Two students (one boy, one girl) from each 4<sup>th</sup> and 5<sup>th</sup> grade class are selected to be a Bobcat Ambassador for the school year. Students receive training in team building, working collaboratively, respect and diversity. Areas of service include: assisting new students, developing and initiating our crossing guard program, helping with events, such as our food drive, fall carnival, book fair, holiday shop, movie night and field day.

### **Landscape Club**

The Landscape Club introduced student volunteers to community service and school ownership through school beautification projects such as spreading bark chips, creating gravel paths and planting of trees.

### **Monthly Art Specialist**

We have a monthly opportunity for each grade level where students may grow their art skills and passion as students' teachers meet at MTSS (multi-tiered system of supports) meetings to collaborate and develop plans to support our students or their learning.

### **Backpack Program**

The goal of the Jumpstart Backpack Program is to conduct a school readiness day and support for low-income students and families in La Center schools, grades K-12. Our schools have seen a significant increase in low-income families requesting assistance. Based on the federal guidelines, 22.7% of the students in La Center Elementary are eligible for free or reduced meals.

Families falling into this category of assistance often find providing clothing, school fees and school supplies for their children at the beginning of the school year a nearly impossible task. This year the project assisted low-income families by providing 155 students a free backpack filled with school supplies.

### **“Paws-itive” Postcards**

Teachers may send home a special La Center Elementary postcard sharing with parents something positive their child has done in school. Our teachers work hard to let parents know the extraordinary effort students make while building their academic and social skills.

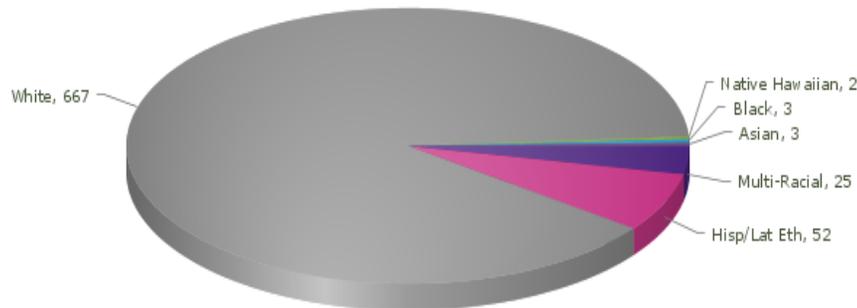
## Middle School Tutors

The middle school Educational Leadership Class gets students involved in the classroom. This group tutors students in classrooms from elementary PE to middle school choir and math. This is a structured class where middle school students work with elementary students in reading groups, science labs, math tutoring or leading small band and choir sections. Many have been trained in the Read Naturally program. Middle school students are required to write a bi-weekly blog about their experiences in the classrooms. In order to be part of this class, students are required to take a health class during the summer. Elementary teachers have greatly benefited from having the students work in their classrooms. This year there were 30 middle school tutors.

## Our Students

	Am. Indian	Asian	Black	Pacific Is.	White	Hispanic	Multi-Racial	Total
Kindergarten	0	1	0	0	100	3	3	107
1 <sup>st</sup> Grade	0	0	0	0	102	9	3	114
2 <sup>nd</sup> Grade	0	2	1	0	105	11	4	123
3 <sup>rd</sup> Grade	0	0	1	1	114	11	2	129
4 <sup>th</sup> Grade	0	0	0	1	119	2	5	127
5 <sup>th</sup> Grade	0	0	1	0	106	11	5	123
Totals	0	3	3	2	667	52	25	723

Race Distribution for Males and Females in All Grades at Entity 158



## State Testing

### Smarter Balanced Assessment

This year, the Smarter Balanced Assessments for English Language Arts and Math were administered to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders. The 5<sup>th</sup> grade was also administered the MSP for science. Below are the percentages of the 4<sup>th</sup> grade students who met or exceeded the standards in the tested areas and 5<sup>th</sup> grade science:

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
4 <sup>th</sup> Gr. Math	54.4%	51.3%	50.0%
4 <sup>th</sup> Gr. ELA	64.6%	49.5%	42.9%
5 <sup>th</sup> Gr. Science	51.5%	60.5%	52.0%

For additional state results, check out the OSPI Website:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&yrs=2016-17&year=2016-17>

## Attendance

On June 1, 2017, the enrollment of La Center Elementary was 732 students.

- Students with 5 or fewer absences = 30%
- Students with 12-17 absences =12%
- Students with 18+ absences =7%
- Overall daily attendance for the year = 95.13%

## Fundraiser – 2016/17 Bobcat Walk/Run

In our desire to encourage healthy living and raise money for our students, we held our fourth annual Bobcat Walk/Run event on the elementary track. Students solicited pledges per lap or single donations. Our students did a phenomenal job raising over \$11,400. The proceeds pay for playground equipment, awards for the Bobcat Buck Stores, celebrations, and any additional student activities throughout the school year.

## General Music

The K-5 Music Program featured an after school 3<sup>rd</sup> & 4<sup>th</sup> Grade Holiday Choir, 4<sup>th</sup> Grade Recorder Club and 4<sup>th</sup> and 5<sup>th</sup> Grade Honor Choir. These groups performed at our annual 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade concerts and at the annual Christmas Bazaar. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade performed for parents in the spring. Fifth Grade students choose between band and choir as part of their music curriculum. Fifth grade band and choir perform in winter and spring.

## Literacy

Kindergarten classes utilize Lucy Calkins curriculum in reading. The reading series is rooted in best practices and newest thinking. The series includes state-of-the-art charts and tools, methods for teaching reading, and learning progressions in reading for literature and informational texts.

Grades 1-3 uses the WonderWorks program for literacy. WonderWorks is a flexible literacy intervention program, grounded in research, that provides support designed to accelerate students back to grade level.

Grades 4-5 uses the Read Side By Side program for literacy. The program exposes all students to longer, more complex texts, using scripted lessons for fiction and non-fiction novels, book clubs and independent reading.

### **Accelerated Club for Education (A.C.E.)**

Accelerated Club for Education (A.C.E.) has offered supplemental reading & math support to targeted students in grades K-4. We utilize learning data from such sources as MAP tests, common assessments, DIBELS and teacher feedback to evaluate students to receive targeted learning support. We continued to adapt and change in an effort to better serve the needs of our students. By working together, we were able to effectively differentiate instruction. The program was staffed with two full time teachers, one part-time teacher, four full-time instructional assistants and also made use of instructional assistants with classroom support hours. We continue to strive to provide students with instruction that meets individual needs and puts them on the path to accelerated learning.

Students entering fourth grade that received a score of level 1 on Smarter Balanced Assessments (SBA) at the end of their third grade year were offered reading support. These students all worked very hard on improving reading and writing skills.

Overall, A.C.E. maintained the philosophy that students struggling in math at any level should receive support. To find these students, all second and third grade students were given a district math test at the beginning of the year. Based on the results of the district testing, students were identified as either strategic or intensive and placed in small groups (average 3 students) needing similar types of support. When students were able to demonstrate the necessary skills, they moved on to the next skill or were exited if appropriate. All K-3 students received services in the A.C.E. classroom.

A.C.E. also supported students identified as intensive in reading. Students that tested as strategic were offered the opportunity to use Read Naturally. An instructional assistant from A.C.E monitored Read Naturally. That assistant trained parent volunteers, other classroom support assistants, and Middle School Leadership students to use the program with elementary students.

A.C.E. rank-ordered kindergarten students whose skills were screened using DIBELSNEXT. Those needing support received services for reading. We worked on such skills as letter identification and letter sounds, pre-reading skills identified as weak for kindergarten students and continued use of templates, a technique for improving specific skills.

First grade students that tested as intensive for reading were further screened to see which program worked best for their specific needs. They were placed in Read Well or Barton. Barton is a program that is designed to help students that may have dyslexia, but can also benefit struggling readers.

In both second and third grade, reading groups were focused on Read Well 1, Fluency Foundations, Read Well Plus, Read Well 2 or Barton. Again, we worked to group students by needs and kept the groups small.

We held A Cookie Expedition and the turnout was good. Students and their parents explored different countries/activities to have their passport stamped to earn toppings for a cookie. We worked to streamline the process of getting the cookies to students by limiting the number of different toppings this year. One activity included parents completing a program survey via an iPad that provided us with valuable feedback regarding the A.C.E. program. It was great fun for students, as well as staff, to share the A.C.E. experience with parents.

### **Dream Team Dental**

Dream Team Dental visited our school this year and provided free dental care for those that qualified. This year, 23 students received free dental care.

### **Kindy Cub Camp**

Several camps were offered during summer break. Kindy Cub Camp was offered and open to all incoming kindergarteners the last week of summer to learn and experience what it is like to be a student and kindergartener.

### **Volunteer Program**

There are many ways we encourage parents to participate in our school. As a volunteer, you can ask your child's teacher if they need help with bulletin boards, classroom activities or chaperoning on a field trip. We also encourage parents to help in our "Read Naturally" program, which includes a parent training class. This program is organized through the building reading coach. The office is also in need of volunteers for vision/hearing screenings, photo days, etc. All volunteers need to fill out the Volunteer Packet for a background check. New volunteers attend a short training workshop.

### **Parent/Teacher Organization (PTO)**

Our PTO is very active and responsible for many extra events for the students at La Center Elementary. This group of parents and teachers spend countless hours to bring exciting opportunities and programs to our school and community. Thanks to everyone that has helped provide some of the following activities:

- Boohoo or Yahoo – Greeting the parents of Kindergarten students the first day of school helps welcome parents to the school. Parents met in the FCRC for tea/coffee and goodies while socializing with other parents.
- Birthday Books- Free books are offered monthly to each student whose birthday falls in that month.
- Fall Carnival– The Fall Carnival offers fun games for all ages.
- Holiday Shop – The shop is open to students to buy gifts for their family and friends during the holiday season. Students learn to budget their money and spend wisely.
- Father/Daughter Dance – The Father/Daughter Dance offers an opportunity for students and family members to socialize and interact in a non-academic setting.
- Mother/Son Dance – The Mother/Son Dance offers an opportunity for students and family members to socialize and interact in a non-academic setting.
- Field Day – Students, volunteers and teachers enjoy this day of fun, water-filled activities.

### **2017/18 Focal Points/School Improvement Plans**

#### **Meeting individual needs of each student as whole child**

##### **➤ Pursue lasting happiness for all in our learning community**

- **Students**
  - 10% improvement in Fall-Spring happiness survey
  - 90% or less of 2016-17 level 3 behavior referrals
  - 10% improving tier level on MAP Fall-Spring
  - 90% or less of severe student attendance 16-17 to 17-18
- All-school MindUp enhancements

- All 15 lessons of MindUp
  - Same lesson taught in same week K-5
  - PD for paraprofessionals & new teachers
  - Parent support
  - Mindful quiet zones for entry points and walking
- Improve effectiveness of adopted literacy programs K-5
- Improve effectiveness of adopted math programs K-5
- Improve effectiveness of redesigned HiCap program
- Effectively implement new cluster model (3 & 4) and A.C.E. push-in
- Continue 3-5 IXL and student empowerment opportunities (such as school jobs, landscape club, and classroom opportunities)
- **Staff**
  - 10% improvement Fall-Spring happiness survey
  - Improvements as listed for students and families
  - Differentiation book study
  - Staff meeting enhancements
  - MTSS and data tracking improvements
  - New teacher and current staff core support improvements
  - Administrators in each classroom weekly (A.C.E. teacher in push-in classrooms weekly)
  - Improve decision-making to implementation timeline
  - Same efforts as in students
- **Families**
  - 10% improvement Fall-Spring happiness survey
  - Increase parent involvement 10%
  - Collaborate with PTO to improve family participation
  - Creation of Behavior Fair and Orientation videos
  - MindUp parent support
  - Kindy Cub Nights/Camp
  - Same efforts as in students

## La Center Elementary Staff for 2016 – 2017

We have an outstanding, hardworking, group of individuals dedicated to the success of all children. Below is a list of the staff at La Center Elementary School. All of our staff work to find ways to help children become successful. Thank you to our staff for their energy and dedication to our students.

K-5 Principal .....	Scott Lincoln
K-5 Associate Principal.....	Jeremy Kidd
Elementary Secretary .....	Melissa Lile
Assistant Secretary .....	Joyce Hantho
Office Assistant .....	Tasha Clinton
K-5 Counselor .....	Lisa Halstrom
FCRC.....	Aften Pankiewicz-Waldram
Resolution Room.....	Susan Shufeldt
Kindergarten.....	Shawna Corl, Lisa Graham, Colleen Johnson, Lynette Lindblom, Amy Webberley
First Grade.....	Nancy Buhrmester, Megan Cooper, Lois Englund, Rita Persic, Denise Skufca
Second Grade .....	Michelle Cuthbert, Joni Hancock, Jennifer Matanich, Laura Tomberlin, Amy Wise
Third Grade .....	Liz Crandall, Kris McKinney, Peter Poppert, Kris Sawyer, Jessica Wanke, Shannon Warren
Fourth Grade .....	Michelle Collins, Carrie Cablay, Butch Lepak, Bonnie Lock
Fourth/Fifth Blend.....	Greg Hall
Fifth Grade .....	Karen Alanko, Kate Denney, Monica Klump, Peter Sloniker
Special Education.....	Nicole Blystone, Courtney Larkin, Madison Suliafu, Teresa Warnke, Kim York
Music.....	Tonya McCord, Brenda McKay
5 <sup>th</sup> Grade Choral Music & Band.....	Rhonda Slinkard, Perry Calabrese
P.E. ....	Rob Bucklin, Treasha Reser
K-12 Media Specialist.....	Lynn Cooke
K-2 Library Teacher.....	Tonya McCord
Library Technicians.....	Anita Calnan, Mary Lynn Henderson
A.C.E. (Accelerated Club for Education) .....	Megan Bright, Colleen Wing
ELL .....	Melissa Flatt
School Nurse .....	Danielle Rivers
Speech/Communication Disorder Specialist .....	Laurie Kerr, Nicholas Montoya
School Psychologist .....	Lisa Bires
Paraeducators .....	Stefani Amstutz, Cynthia Elliott, Rachel Gregg, Christine Matzdorff, Kelly Sullivan
Special Ed Paraeducators.....	Jackie Coleman, Heidi Hallstrom, ..... Krystle Hinterlang, Kayla Rosu, Maria Rolph, Emily Seastone, Shannon Washburn
Playground .....	Darlene Bechtold, Mandy Cole, Alma, Denney, Deena Reed, Tammy Swanson,
Kitchen .....	La Dona Brown, Donna Burnett, Christine Cook, Kirby Phillips, Christine Rew
Lunch Clerk/Cashier .....	Dana Hantho
Custodial .....	Bill Bauman, Londa Brown, Melissa Hendrix, Nicole Mayfield, Tom Murphy, Tom Rice ..... Eric Stenberg, Herm Von Weerdhuizen, Rob Williamson

Certificated staff: 50

Support staff: 41