

LA CENTER  
ELEMENTARY SCHOOL



ANNUAL REPORT  
JUNE 2016

**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 good things for others are given a token to put into the Bobcat Token Bucket in the cafeteria. Students can view the token 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 pink 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.

### **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. Our teams work hard weekly during the season to challenge themselves on their math learning and compete with teams from other schools in our region.

### **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. Our Science Olympiad team placed second in the Rocket Boost Rally competition and sixth in both the Silly Sinking Ships and Chow Down (digestive systems) competition.

### **Watch D.O.G.S.**

*Watch D.O.G.S.* is a nationally recognized, innovative program focusing on the prevention of violence in our schools by using the positive influence of fathers and father figures as role models. Watch D.O.G.S are involved in many activities that include reading, working with students, eating with children at lunch, playing at recess, watching school entrances and hallways, assisting at official crosswalks, mentoring students and other assigned activities. It began at La Center Elementary in April of 2011. Several spend a day or two every month volunteering their services to the elementary school. They have been made up of dads, granddads, stepfathers, uncles and/or community volunteers who don't have children in our school.

### **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 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.

## Backpack Program

The goal of the Jumpstart Backpack Program is to conduct a school readiness day 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, over 30% of the students in La Center schools 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 187 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 34 middle school tutors.

## Our Students

	Am. Indian	Asian	Black	Pacific Is.	White	Hispanic	Multi-Racial	Total
Kindergarten	0	2	2	0	92	8	2	106
1 <sup>st</sup> Grade	0	0	1	0	106	8	2	117
2 <sup>nd</sup> Grade	0	0	0	0	102	4	4	110
3 <sup>rd</sup> Grade	1	1	1	0	84	9	3	98
4 <sup>th</sup> Grade	1	0	1	0	96	10	5	113
5 <sup>th</sup> Grade	1	0	0	0	119	7	0	127
Totals	2	3	5	0	599	49	16	671

## 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:

	2013 (MSP)	2014 (MSP)	2015 (SBA, MSP 5 <sup>th</sup> Gr. Science)	
Math	54.3%	63%	Math	63.3%
Reading	76.7%	70%	ELA	65.1%
Writing	65.5%	63.8%		
Science-5 <sup>th</sup> Gr.	72.3%	59.6%	Science	51.5%

For additional state results, check out the OSPI Website:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=38&reportLevel=District&year=2015-16&yrs=2015-16>

### Fundraiser – 2015/16 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 \$15,458.00. 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.

### StoryTown

Our students continued to use StoryTown program for literacy. StoryTown is a research-based, developmental literacy program for all of our students. It is full of high quality children's literature as well as informational text. StoryTown includes explicit and systematic instruction in the areas of phonemic awareness, phonics, vocabulary, comprehension, and writing. The program provides many opportunities for practice and application.

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

Accelerated Club for Education (A.C.E.) had some exciting changes for the '15-'16 school year. MAP testing, Art/MTSS, WA Reading Corp, working with fourth graders for reading, and staffing were among some of the changes. 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, and four full-time instructional assistants and also made use of instructional assistants with classroom support hours. We also coordinated with the full time instructional assistant for the English Language Learners program (ELL), in addition to the three full-time Resource Room teachers and their assistants. We continue to strive to provide students with instruction that meets individual needs and puts them on the path to accelerated learning.

New this year was the support of a certificated teacher, Monday through Thursday, to provide A.C.E. services. On Fridays, our paraprofessionals then provided supervision and support of the newly created art program. These changes allowed classroom teachers the opportunity to meet for Multi-tiered Systems of Support (MTSS). Overall, the plan worked out well for all involved, especially the students, as they loved having art lessons.

We also held A Cookie Expedition in late February. Attendance decreased slightly, however the turnout was still 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.

This year, we also implemented Measures of Academic Progress or MAP testing. Our learning curve was steep, for both students and teachers as we began computerized testing. Students were learning how to both use Chromebooks and take the test while teachers also learned about the test and how to administer it. Everyone did an awesome job, even though we were a little late in getting the system set up. The goal is for students to test three times yearly in both reading and math. This year, we tested twice, in fall or winter, and again in the spring. For the coming year, we plan to have MAP testing be our screener for A.C.E. students. It should help identify which students need support as well as provide information about what kind of support is needed. Additionally, MAP testing will provide information on student growth over the course of the school year.

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. We were able to order new curriculum for next year as we now realize the type of support students at level 1 need.

The Common Assessment (Math) is given three times, at the beginning, middle, and end of the year for kindergarten and first grade. It is designed to assess the essential skills necessary for students to be successful in developing number sense. Throughout the school year, substitutes worked for K-1 teachers while they assessed their students. Teachers reported the Common Assessment helped them to know what individual students needed to learn as well as identify areas where they as teachers could improve instruction.

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. DIBELSNEXT is a reading screening given to all K-3 students in the fall. 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 starting in September. We began using three programs: My Read It Again, Road to the Code, and Read Well K. We also worked on letter identification and letter sounds. In the second semester, we were able to focus on the pre-reading skills identified as weak for kindergarten students. We continued use of templates, a technique for improving specific skills, we learned about last year in a professional development training provided by Effie Triol, Literacy Specialist from ESD 112.

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.

Keeping reading and math interventions together with Special Education, as the Accelerated Club for Education (A.C.E.), has been an exciting challenge. All of the assistants did a phenomenal job continuing to work with students in reading and math rather than just one subject. Learning new reading intervention techniques this year and tracking changes in the new core math program added to their challenges. All staff attended before/after hour trainings in an effort to minimize disruption to service for students.

Increasing parent involvement and communication was a goal for A.C.E. this year. We improved our progress report to provide parents with more meaningful information. The revised report was sent home in both the fall and spring, with the spring report including both the winter and spring DIBELSNEXT results.

### **Dream Team Dental**

Dream Team Dental visited our school this year and provided free dental care for those that qualified. This year, 32 students received free dental care.

### **Summer Camps**

Several camps were offered during summer break. Kindy Cub Camp was open to all incoming kindergarteners to learn and experience what it is like to be a kindergartener. Intensive camps are offered to students that would benefit from supplemental reading and math support. Intensive Reading and Math Camp was offered to incoming kindergarten students. Incoming fourth graders were offered Intensive Reading Camp.

### **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:

- Tea & Tissues – 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.
- 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.
- Scholastic Book Fairs – We love reading and the PTO presents the Scholastic Book Fair each year, giving students the opportunity to purchase their favorite books. Parents also check out our teacher's wish lists and some purchase the books requested. Students in all classrooms benefit from this event. Book fairs are held in the fall and in spring.
- Field Day – Students, volunteers and teachers enjoy this day of fun, water-filled activities.

Some of the things that the PTO has purchased or provided funds to purchase include: the climbing wall, elementary track, books, and PE equipment. This year The PTO donated nearly \$9500.00 to provide 30 Chromebooks and a cart for classroom use.

## La Center Elementary Staff for 2015 – 2016

We have an outstanding, hard working, 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 .....	Tammy Lichliter
Assistant Secretary .....	Joyce Hantho
Office Assistant .....	Tasha Clinton
K-5 Counselor .....	Jessica Bodell
FCRC Coordinator (Family Community Resource Center) .....	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 .....	Joni Hancock, Barbara Harmon, Jennifer Matanich, Amy Wise
Third Grade .....	Liz Crandall, Peter Poppert, Kris Sawyer, Shannon Warren
Third/Fourth Blend .....	Bonnie Lock
Fourth Grade .....	Michelle Collins, Carrie Cablay, Butch Lepak
Fourth/Fifth Blend .....	Greg Hall
Fifth Grade .....	Karen Alanko, Kate Denney, Monica Klump, Peter Sloniker
Special Education .....	Michelle Aphaidean, Courtney Larkin, Madison Suliafu, Teresa Warnke
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) Teachers .....	Megan Bright, Colleen Wing
ELL Aide .....	Melissa Flatt
School Nurse .....	Danielle Rivers
Speech/Communication Disorder Specialist .....	Laurie Kerr, Nicholas Montoya
School Psychologist .....	Lisa Bires
Paraeducators .....	Stefani Amstutz, Mary Byrne, Christine Matzdorff, Kelly Sullivan, Teresa Tollen
Special Ed Paraeducators .....	Michelle Anderson, Cynthia Elliott, Alexis Elliott, Heidi Hallstrom, Krystle Hinterlang, Kayla Rosu, Maria Rolph, Emily Seastone, Shannon Washburn
Playground .....	Darlene Bechtold, Alma Denney, Brenda Edwards, Deena Reed, Tammy Swanson,
Kitchen .....	La Dona Brown, Donna Burnett, Christine Ornelia, Christine Talbott
Lunch Clerk/Cashier .....	Dana Hantho
Custodial .....	Londa Brown, Robert Gauvin, Melissa Hendrix, Nicole Mayfield, Tom Murphy, Tom Rice Herm Van Weerdhuizen, Rob Williamson

Certificated staff: 45

Support staff: 41