



Kokanee Elementary



November 3, 2020 Board SIP Visit

Joel Fagundes, Principal
Icis Tirado, Assistant Principal





Agenda

- 10:15am – 10:35am → Welcome and Kokanee Mission
- 10:35am – 10:45am → Leadership Stories
- 10:45am – 10:55am → Goal 3 with Virtual Classroom Visits
- 10:55am – 11:05am → Goal 4 with Virtual Assembly Visit
- 11:05am – 11:15am → Questions and Answers



Welcome



Our Mission



At Kokanee Elementary School, we, in partnership with families, provide a safe, inclusive environment challenging each student to learn, grow and apply their knowledge to contribute positively in our diverse society.

School Demographics

Student Population: 674 students

4 Kindergarten Classes

4 First Grade Classes

5 Second Grade Classes (1EAP)

1 2nd/3rd Split Class (EAP)

4 Third Grade Classes (1 EAP)

5 Fourth Grade Classes (2 EAP)

5 Fifth Grade Classes (2 EAP)

3 Mid-Level Spec. Ed. Programs (Sensory)

3 Spec. Ed. Learning Center Teachers

2 LAP Teachers

1 EL Teacher and 2 Paraeducators



In Partnership with Families

I wish my school knew...

* Required

I wish my school knew..... *

How thankful we are with the amazing support you provide. In addition I wish my school knew how many times

Inclusionary Practice Partnership

Congratulations on being selected as a
2020 UW IPP Demonstration Site



Kokanee Elementary has demonstrated excellence
in the inclusionary practices of PBIS,
Flexible Service Delivery, and Collaboration.



<http://ippdemosites.org/>



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Kokanee is a State Wide Demonstration Site for Inclusive Practices

Inclusionary Practices Team

We have our official Inclusionary Practices Team :

1.
 1. K rep - Erin Wilen
 2. 1st rep - Christina Cariker
 3. 2nd rep - Brittany Doyle
 4. 3rd rep - Tiffany Chiang
 5. 4th rep - Colleen McIntosh
 6. 5th rep - Caitlin Fellows
 7. Learning Center Rep #1- Ashley Hales,
 8. Learning Center Rep #2- Jessica Cottrill
 9. Mid-Level Sensory Rep #1 - Lorie Kleve
 10. Mid-Level Sensory Rep #2- Sally Bryan
 11. EL rep - Brynn Bond
 12. LAP rep - Kayleen Terrell
 13. Specialist Rep (PE, Library, or Music) - Jeanne Lynn
 14. AP - Icis Tirado
 15. Principal - Joel Fagundes



“We cannot serve *all students* until we design learning that embraces the brilliance and lived experiences and identities of our black and brown students, learners with disabilities, English learners, students who are economically disadvantaged, LGBTQ students, students who experience trauma, and students who need more social, emotional, behavioral, or academic support than we currently provide.”

- Katie Novak

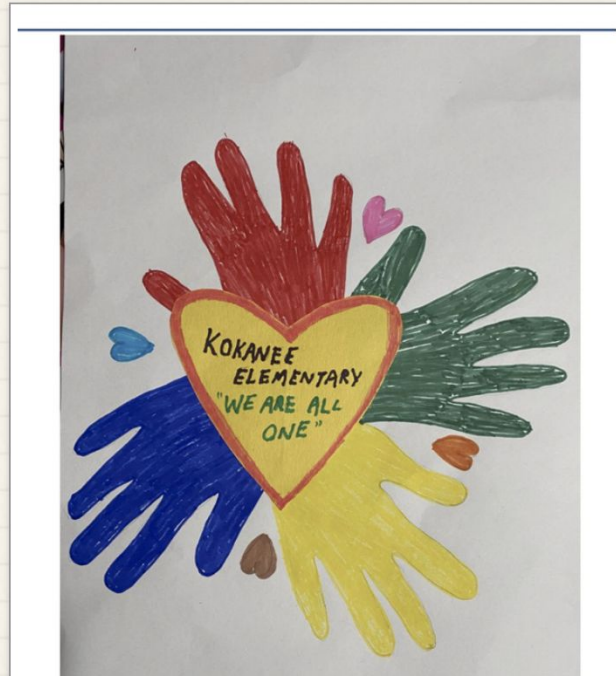
2020 School T-Shirt Design Contest!

PTA is making shirts for the whole school. They have been working with ASB to come up with a theme for the shirt, and the ASB students voted on inclusion.

Our winning T-Shirt design was created by Ashneer Raheja in Mrs. Knox's class!

Every student and staff member will receive a free shirt. We need to get T-Shirt sizes for all students and staff. **Please send this link to your families and fill it out yourself as well!**

<https://forms.gle/XsphtpkS1wHWT54x8>





BLACK LIVES MATTER

Stand Together

Stand up for Justice

BLACK Lives MATTER

NO JUSTICE NO PEACE

Know justice know peace
NO JUSTICE NO PEACE
Say their piece

BLACK LIVES MATTER

KOKANEE ELEMENTARY SCHOOL

I see you
I hear you
I am with you.
YOU Matter! ❤️

BLACK LIVES MATTER
LOVE

Black Lives Matter

BLACK LIVES MATTER!!

I stand beside you!

NO JUSTICE NO PEACE

Lift Every Voice and Sing! #BLM

"Fight for the things that you care about. But do it in a way that will lead others to join you." - Supreme Court Justice Ruth Bader Ginsburg.

We are so proud of the work our Racial and Educational Justice Team is doing

Stand Against Racism

Use Your Privilege, Use Your Voice, Lead by Example

Message From Your KO Equity Team

Hi Kokanee Staff and Families,

With the recent events taking place in our country, our Equity Team wanted to take some time to share some resources with all of you for your own personal development. As educators, it simply does not feel right to stay silent. Not now. Conversations need to happen and information must be shared. Lives depend on it. We need to do better. Now more than ever, it is important for us to use our privilege and our voices. We must acknowledge and speak out against all of the atrocities that continue to happen to black and brown men and women in our country. **BLACK LIVES MATTER.** It is our immense privilege and paramount obligation to be teachers to our students. We need to be the example for our students and families. Thus we need to be brave and talk about historical and current brutalities of institutional racism that exists in our world. We urge you take some time to dive into the resources we have provided for you all. Make a commitment to read or watch something about how you can help end white supremacy. Diversify your social media accounts by following a person who navigates this world in an oppressed body and be open to listening and learning. Talk to your family and friends about privilege. Call out racism when you see it, even if it is hard or scary. Think about donating to organizations that are making a difference in the fight for equality. Acknowledge your privilege and sit with the discomfort it brings and then let your discomfort spur you to action. Please don't hesitate to reach out to any of us if you have any questions or want more support in your own personal journey.

-Colleen McIntosh, Courtney Knox, Joel Fagundes, Icis Tirado, Caitlin Fellows, and Tiffany Chiang

Edit your newsletter

Preview your newsletter

Print or download PDF

Visitors

681

Likes

5

Show Analytics

Link

PRIVATE

<https://www.smore.com/1d7x6>

Newsletter Settings

Planting Seeds by Connor McKnight, 4th grade

Today I planted a seed.

A seed that grows into a tree not a tree with bark and leaves, but an empathy tree.

Today I planted a seed.

A seed that gives happiness and kindness to all.

Today I planted a seed.

An everlasting seed. A seed that grows and grows. A seed that helps all in need.

Today I planted a seed.

A seed that plays around inside your head to change your opinion about people that are different.

Today I planted a seed.

A seed that makes everybody equal.

Today I planted a seed.

A seed that grows around the world and changes the world to something we do not know.

Today I planted a seed.

A seed that teaches all who do not know we need each other including all people of color.

Today I planted a seed.

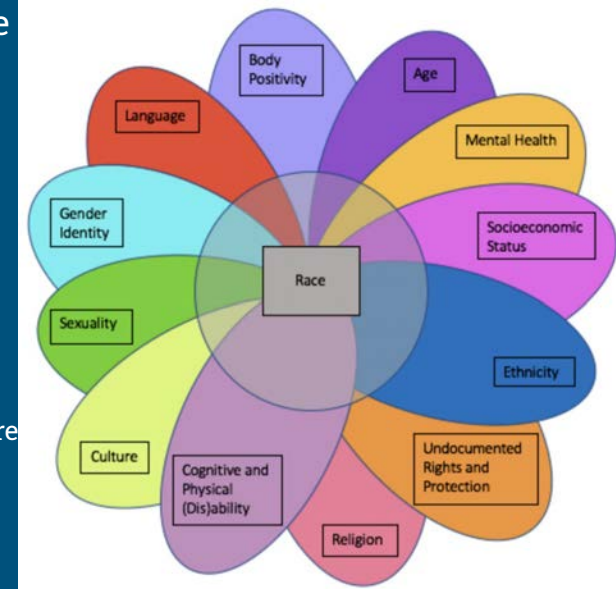
A seed that learns from peace and role models like Martin and Rosa and someday even us.

Today I grew a tree.

A tree that gives. A tree that changes. A tree that teaches. A tree that learns. And most of all an equality tree.

Today I changed from a tree.

Tomorrow. I change a tree of death and hate into a tree of life and love.



Kodiak

CODE

show

RESPECT

make

GOOD CHOICES

solve

problems



Paw PRAISE Awards



PAW PRAISE AWARD

Name: _____

- Perseverance
- Respect
- Accountability
- Integrity
- Service
- Empathy

Teacher: _____

Staffing Issuing Award:



PRINCIPAL'S PAW PRAISE AWARD

Name: _____

- Perseverance
- Respect
- Accountability
- Integrity
- Service
- Empathy

Teacher: _____

From: _____



Table 3 below shows the results of Dr. Maggie Schulze’s onsite observation at Kokanee Elementary School, which included interviews of randomly chosen staff and students.

Staff Responses— 10 Staff Interviewed			
Can you name the School Wide Expectations (The Kodiak Code)?	Have you taught the expectations?	Have you acknowledged students for meeting the expectations?	What types of problem behavior are referred to the office?
100% of staff surveyed could name all three expectations (Show Respect, Make Good Choices, Solve Problems).	100% of staff reported teaching the expectations this year.	100% of staff reported acknowledging student behavior with a Paw Praise Ticket.	<ul style="list-style-type: none"> - Physical aggression - Stealing - Bullying - Extreme disruption
Student Responses— 15 Students Interviewed			
Can you name the expectations?	Have you been acknowledged for meeting the expectations?	Do you feel safe at this school?	Do you like being at this school?
100% of students interviewed could name all three expectations (Show Respect, Make Good Choices, Solve Problems).	100% of students reported receiving Paw Praise Tickets.	100% of students reported feeling safe at Kokanee Elementary School.	100% of students reported that they liked being students at Kokanee Elementary School.

Table 3: Kokanee Elementary School TFI Walkthrough Results

Family Partnership, Inclusive Environment, Meeting the Needs of Each Student

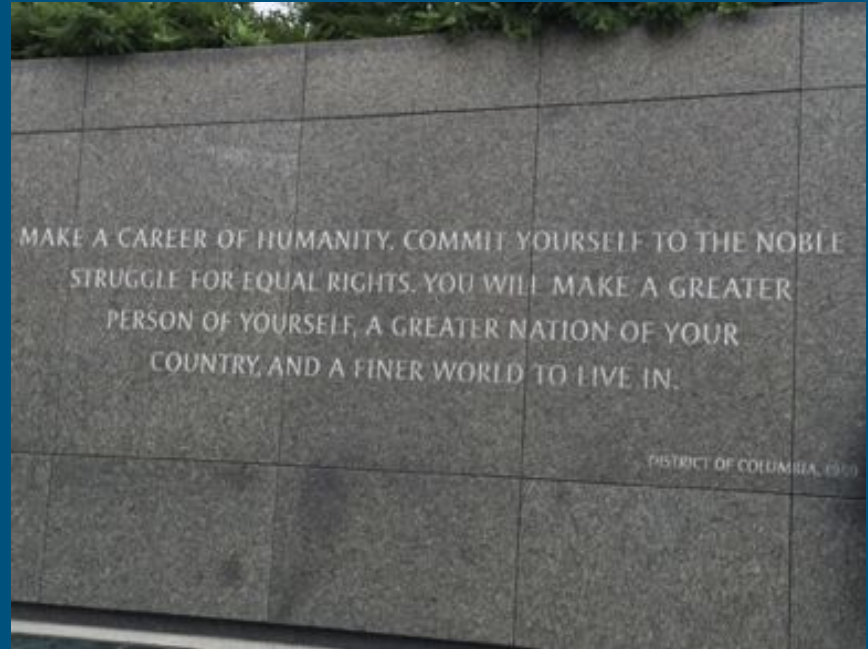


Values and Beliefs

- All students can learn and be successful
- Creating a positive, safe learning environment for students and staff
- I believe in educating the whole child

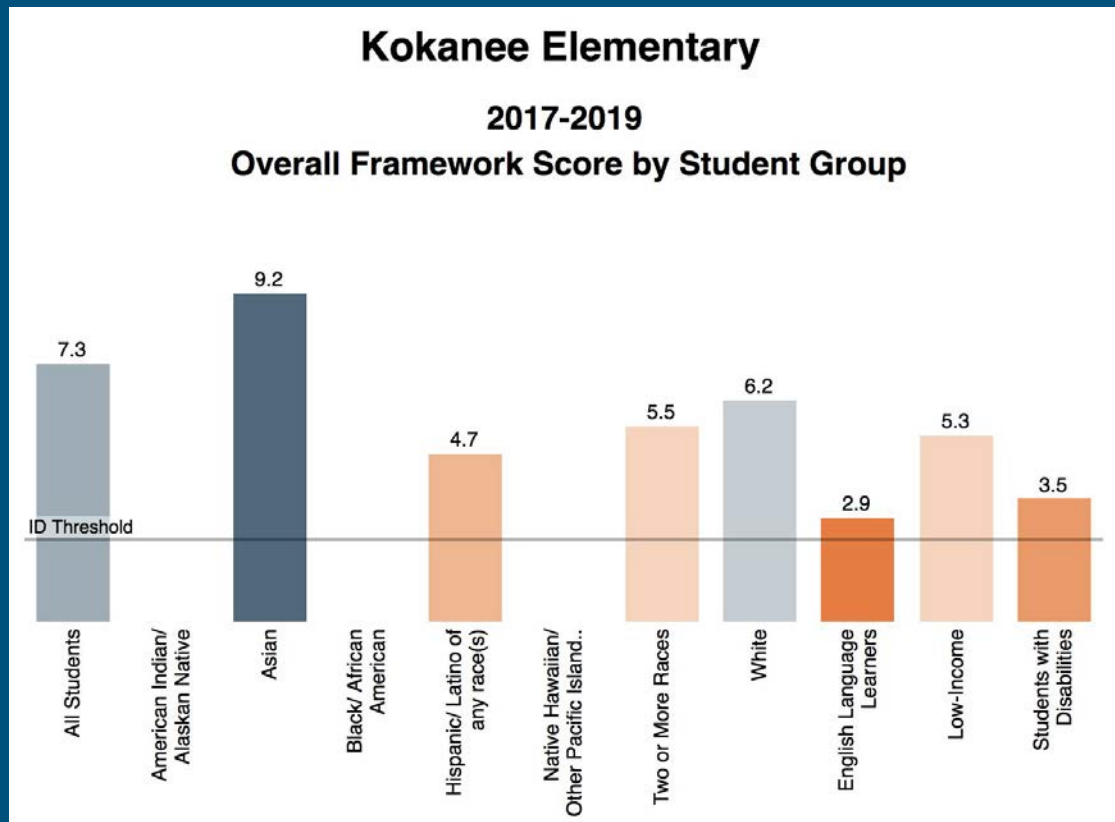
African proverb:

'It takes a village to raise a child!'



Goal 3: Growth for every student, elimination of outcome and opportunity gaps

By June 2021, **all students** in our **EL program** identified as **progressing or proficient** (year 1) on ELPA21 testing who are **not reading at grade level**, will meet grade-level reading standard, as measured by IRR, i-Ready, and/or SBA scores

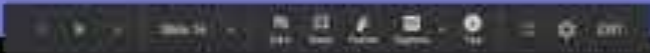


Readers, so many of you are jotting that the squirrels are doing the same sorts of things they did earlier in the book. This is one very important way to think about how a book clicks together. You can think about what is happening *again!*

Teaching and Active



- Elizabeth Sorn - Student Teacher from UW
- Brynn Bond - Teacher of students in our EL program
- Michelle Gillebo - Para Educator of students in our EL program
- Tracy Lebel - Para Educator of students served in our Learning Center Special Education program
- Misty Tobias - Teacher of students in our LAP program
- Kris Harris - Teacher of students in our Mid-Level Sensory program



Goal 3: Instructional Strategy and Instructional Practice

To make progress, toward our specific goal, we will provide **differentiated EL instruction and formative feedback**. This means that staff will participate in professional learning around **GLAD strategies, implement small group instruction, and provide multiple forms of formative feedback**. We will also use the **iReady** instructional component to provide targeted differentiated instruction in reading.

Our instructional strategy relates to:

- Providing Formative Feedback
- Building Relationships

Goal 3: Domain Two: Climate, Culture, and Self Reflection and Equity Strategies

To ensure equity focus to our work on this goal, we will focus on:

- 2H Educators work from the premise that “**all children can learn**” and continue to attempt different instructional approaches until **each child is reached**.

The equity strategies we will employ:

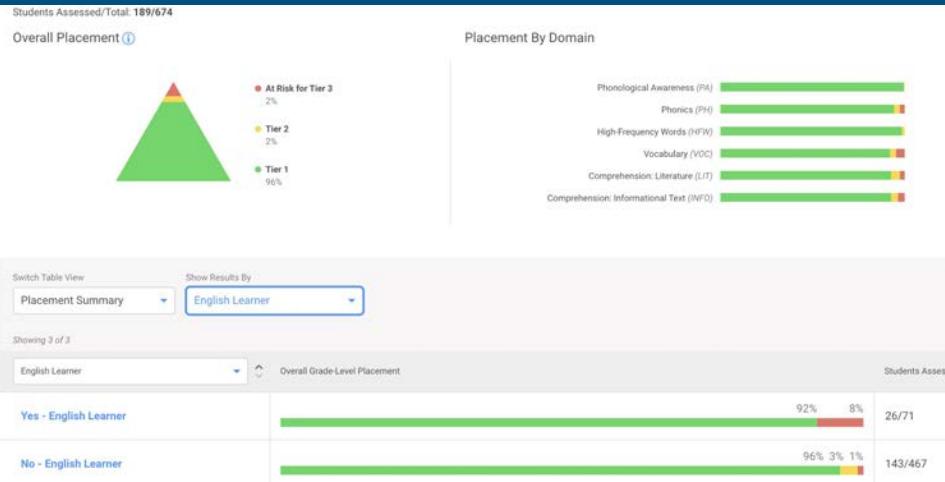
- **Learn about students'** learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes
- Connect student names, interests, and backgrounds to **instructional material**
- Allow students to have a **voice** in deciding the **types of projects** and assignments they will do

Plan for Monitoring Progress

We went from 31 students last year to 22 students this year. We will continue to monitor progress in a similar fashion.

What did we learn from working with our students of focus?

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Fall i-Ready Screener	% of students at standard and growth rate for students below standards	Fall
Winter i-Ready Screener	% of students at standard and growth rate for students below standards	Winter
Spring i-Ready Screener	% of students at standard	Spring



(SAMPLE)

Grade: 5

Classroom Teacher:

Reading Level: Fall i-Ready → 535 = 3rd
Fall IRR → O

Classroom Instruction: Mini-Lesson 5x per week + 3 days per week small group

ELPA21 Reading Score: Intermediate (3)

ELPA21 Writing Score: Intermediate (3)

of Years in EL: 5

EL Service Model: Advanced
Progressing- Push-in support in writing
30 mins 2x per week

Home Language: Spanish

HiCap: Yes → Math

Special Education Areas of Service:
None

The screenshot shows a Zoom meeting window with a math problem-solving interface. The interface includes a 'View instructions' button at the top. Below it, there are several math problems with handwritten annotations. The first problem is: '1. Solve and Draw: Hope is drawing, writing or reading. Solve the problem.' The second problem is: '2. Color pencils: How many color pencils does she have left?' with a handwritten '31' and 'Color pencils'. The third problem is: '3. How many more pencils does she have?' with a handwritten '17' and '17 more'. The fourth problem is: '4. How many more pencils does she have?' with a handwritten '17' and '17 more'. The fifth problem is: '5. How many more pencils does she have?' with a handwritten '17' and '17 more'. The interface also includes a sidebar with icons for text, drawing, and camera, and a bottom bar with icons for a hand, a pencil, and a bottle.



- Activating Prior Knowledge
- Acronym for solving problems
- Encouraging students to engage in deeper thinking
- **GLAD** (Guided Language Acquisition Design) are instructional approaches that incorporate a variety of **strategies** to support bilingual students, but benefit all students

Goal 4: Innovative, Creative, Critical Thinkers

By June 2021, students will be given more opportunities to **show their understanding in creative and innovative ways**, as measured by **student engagement** in innovative and creative activities that allow students to demonstrate mastery of content in multiple ways.

Goal 4: Instructional Strategy and Instructional Practice

To make progress, toward our specific goal, we will provide students with opportunities to be innovative, creative, critical thinkers and provide formative feedback that allows students to demonstrate mastery through multiple iterations. This means that **students will be given options to demonstrate understanding across multiple mediums and given opportunities to make their thinking visible.**

Goal 4: Domain Two: Climate, Culture, and Self Reflection and Equity Strategies

To ensure equity focus to our work on this goal, we will focus on:

- 2C Students from diverse backgrounds are given **equitable opportunities** to participate in extracurricular activities.

The equity strategies we will employ:

- Allow space for creative and innovative extra-curricular activities and club **development by students**
- Examine **demographic data** of extra-curricular activities and clubs, and help **recruit more students**
- Work to reduce and/or **eliminate financial barriers**

Plan for Monitoring Progress

GOAL 4: Innovative, Creative Thinkers		
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in	Fall
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in	Winter
Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible	# of innovative and creative opportunities students engage in	Spring

The image is a screenshot of a Zoom meeting. In the top right corner, there is a small video feed of a woman with dark hair wearing a headset. The main part of the screen shows a browser window. The address bar contains a long URL. The browser's address bar shows the URL: <https://www.mybridge.com/...>. The page title is "my bridge". Below the title, there is a large image of a desk. On the desk, there are several items: a black bag, a white bag, a pink bag, a blue bag, a yellow bag, a brown bag, and a white bag. The text "a picture of" and "idge here." is visible on the left side of the browser window.

- Goal 4 in action from home
- Encouraging students to engage in deeper thinking
- **GLAD** (Guided Language Acquisition Design) are instructional approaches that incorporate a variety of **strategies** to support bilingual students, but benefit all students

Questions?

