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
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/
Kokanee is a State Wide Demonstration Site for Inclusive Practices

**Inclusionary Practices Team**

We have our official Inclusionary Practices Team:

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
“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.
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: ____________________________

PRAISE

Perseverance
Respect
Accountability
Integrity
Service
Empathy
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.

<table>
<thead>
<tr>
<th>Staff Responses — 10 Staff Interviewed</th>
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<tbody>
<tr>
<td>Can you name the School Wide Expectations (The Kodiak Code)?</td>
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<tr>
<td>100% of staff surveyed could name all three expectations (Show Respect, Make Good Choices, Solve Problems).</td>
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<table>
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<tr>
<th>Student Responses — 15 Students Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you name the expectations?</td>
</tr>
<tr>
<td>100% of students interviewed could name all three expectations (Show Respect, Make Good Choices, Solve Problems).</td>
</tr>
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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!
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

| GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps |
|---------------------------------|---------------------------------|-------------------|
| Leading Data we will collect to monitor our efforts | Measure we will use to inform our work going forward | Date of Data Review |
| 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 |

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?
Grade: 5

Classroom Teacher:

Reading Level: Fall i-Ready → 535 = 3rd
Fall IRR → 0

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
- 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

<table>
<thead>
<tr>
<th>GOAL 4: Innovative, Creative Thinkers</th>
<th># of innovative and creative opportunities students engage in</th>
<th>Fall</th>
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<tbody>
<tr>
<td>Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible</td>
<td># of innovative and creative opportunities students engage in</td>
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<td>Number of opportunities students engage in to demonstrate their understanding across multiple mediums and opportunities to make their thinking visible</td>
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- 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
Goal 4: Innovation and Creativity
Questions?