

La Center
Elementary School



Annual Report
2021-2022

MISSION STATEMENT

The mission of La Center Elementary
is to empower every student to become a successful
lifelong 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 shared the 17-acre campus with the maintenance shops. The original school was constructed in 1938. Our round building, which houses 4th and 5th 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.

Due to Covid-19, some normal activities were impacted.

Good things are 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.

Monthly Character Traits

September: Responsibility – To take action and understand how our choices affect others, ourselves, and to the world

October: Respect – Seeing the good in people and things and treating them with care

November: Gratitude – Choosing to notice and appreciate things in our life, things in others, and things in the world

December: Creativity – Using your imagination to create something or solve a problem

January: Kindness – The choice to act with words, gifts, or actions to bring appreciation, positivity, and encouragement to others and yourself

February: Cooperation – Working together and helping others

March: Perseverance – The ability to work through situations even when there are obstacles or challenges in the way

April: Empathy – The ability to understand and connect to the feelings of another

May: Honesty – Living truthfully in your words and actions and thoughts

June: Courage – To choose what is good, right, and kind, even when it’s hard or scary

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 earned Pajama Day, Crazy Hair Day, Sports Day and Favorite Book Character Day.

PurposeFull People

Our PurposeFull People curriculum is at the center of everything we do in La Center Elementary. Teachers use common language to teach and reinforce positive character traits needed to succeed in school. Lessons offer strategies for helping students focus, improve self-regulation, manage stress and have a positive mind-set. These lessons are reinforced through classroom “Bobcat Connection” morning meetings and daily messages from the school’s principals.

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. 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 receive their own school boxes filled with supplies, as well as activities to do at home.

Highly Capable Program

Here in LCES we have math, science and leadership clubs that many of our Highly Capable students gravitate to. Our teachers go through a data driven process annually to identify new Highly Capable students who would benefit from being placed in a cluster classroom as part of our schoolwide Highly Capable program. Our team meets regularly to collaborate and calibrate efforts and strategies to provide meaningful learning opportunities for this group of students with a few extra learning opportunities outside the classroom for additional challenge and support. As a result our Highly Capable students participate in STEM, PBL, and other real world based lesson plans whenever applicable to the classroom learning target or unit

Technology Tools

K-5 students utilize Chromebooks.

Assessments

School wide common assessments utilize DIBELS (Curriculum Based Running records for fluency and reading comprehension skills) and STAR (math/ELA). Kindergarten also uses WaKids to help us place and best support our students in their learning.

Bobcat Ambassadors

The Bobcat Ambassador program is designed to introduce 4th and 5th 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 and high school. Two students (one boy, one girl) from each 4th and 5th grade class are selected to be a Bobcat Ambassador for the school year. Students receive training in team building, working collaboratively, respect and diversity.

Character Crossroad

Our counseling team worked hard to design and implement Character Crossroad lessons for each classroom. These hour-long events took place once a month in each classroom. Each grade level explored our monthly themes (such as respect) and learned strategies to support themselves and others.

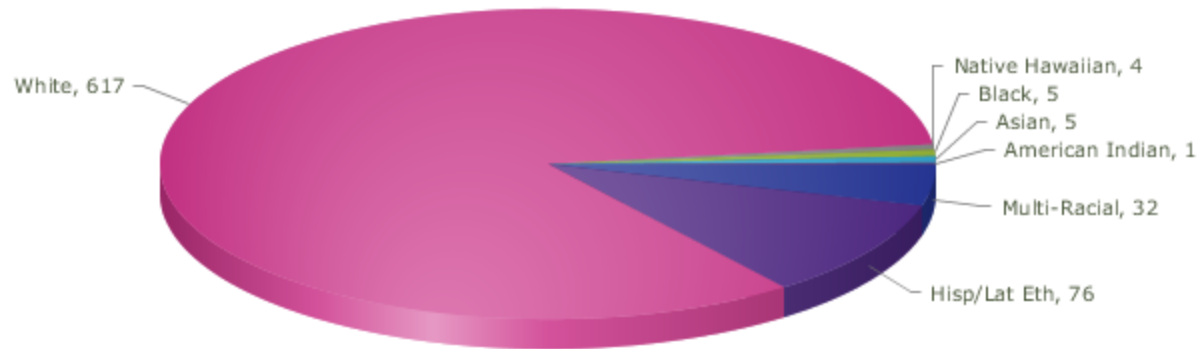
Weekly Art Specialist

Thanks to a full time art teacher, each class had one time each week to explore the amazing world of art. Students painted, weaved, and did printmaking to name just a few activities. A school-wide digital art show with hundreds of pieces of art compiled by students gave the community a glimpse of the amazing artistic abilities of LCES students.

Our Students

School Year	Student Group	Student Group Type	% of Total Number Of Students	Number Of Students
2021-22	American Indian/ Alaskan Native	Race	0%	1
2021-22	Asian	Race	0.95%	5
2021-22	Black/ African American	Race	0.16%	5
2021-22	Hispanic/ Latino of any race(s)	Race	9.18%	76
2020-22	Native Hawaiian/ Other Pacific Islander	Race	0.32%	4
2021-22	Two or More Races	Race	3.8%	32
2021-22	White	Race	85.6%	617

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



**State Testing
Smarter Balanced Assessment**

	2018-2019		2019-2021		2021-2022	
4 th Gr. Math	Math	53.1%	Math	Not Assessed	Math	39.8%
4 th Gr. ELA	ELA	61.9%	ELA	Not Assessed	ELA	47.5%
5 th Gr. Science	Science	57.9%	Science	Not Assessed	Science	61.2%

For additional state results, check out the OSPI Website:

<https://washingstaterreportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100569>

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 use the Wonders program for literacy. Its intervention program, WonderWorks, is flexible, grounded in research, and provides support designed to accelerate students back to grade level.

Grades 4-5 use 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.

Schoolwide Program

The Schoolwide Program with 11 para-educators and overseen by a Teacher on Special Assignment (TOSA) continued with much success. The program offers expanded, embedded para-educator support for each classroom, additional supervision of the playground and cafeteria, along with increased connection between students, teachers, para-educators and parents.

The priorities and goals of the program are:

- Achieve 10% growth in behavior, mathematical thinking, and reading skills
- Integrate instruction and standards across the curriculum (for example, Problem Based Learning)
- Differentiate learning to meet the needs of all students
- Build a positive learning environment with a community focus (parent engagement).
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Impact on Students:

- One hundred ten students were served in guided reading intervention groups.
- One hundred percent of the students showed growth on their Running Record Assessment.
- We saw an overall increase in self-monitoring and self-correcting.
- Children learned speed was not a determining factor on “good” reading
- Children looked forward to reading group time, read outside of school more, and showed an increase in an overall enjoyment of reading.
- Kindergarten and 1st grade students who traced the alphabet books in the beginning of the year were reported to have a better understanding of forming letters.
- The students who had fewer absences and who were part of groups that consistently met had more substantial growth in reading.

Parent/Teacher Organization (PTO)

Our PTO is responsible for many extra events for the students at La Center Elementary. This group of parents and teachers spend countless hours bringing exciting opportunities and programs to our school and community.

La Center Elementary Staff for 2021-22

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.

PK-2 Principal	Michael Nolan
3-5 Principal	Greg Hall
Elementary Secretary	Melissa Lile
Assistant Secretary	Joyce Hantho
Office Assistant	Alma Martinez
K-2 Counselor	Lisa Halstrom
3-5 Counselor	Tami Karchesky
Resolution Room	Susan Shufeldt
Kindergarten	Jennifer Blankenship, Andi Dupper, Lynette Lindblom, Rochelle Stinson, Laura Tomberlin, Amy Webberley
First Grade	Megan Cooper, Lois Englund, Miranda Gray, Rita Persic, Denise Skufca
Second Gr.	Kristina Billington, Megan Bright, Nancy Buhrmester, Michelle Cuthbert, Jennifer Matanich
Third Grade	Liz Crandall, Nicole Dennis, Kat Lentz, Ute Petersen, Shannon Warren
Fourth Grade	Carrie Cablay, Kris McKinney, Teri Schlenz, Haylee Tappan, Elda Zelkonovic
Fifth Grade	Karen Alanko, Kate Denney, Scott Holt, Glen Jones, Peter Poppert
Special Education	Karen Bachle, Katie Morehouse, Wendi Sumner, Teresa Warnke, Kim York
Music	Emily Bevard, Tonya McCord
P.E.	Peter Sloniker, Amy Wise
K-12 Media Specialist	Lynn Cooke
K-2 Library Teacher	Kathy Griffith
Library Technician	Mary Lynn Henderson
ELL	Melissa Flatt
School Nurse	Danielle Rivers, Erin Uskoski
Healthroom Aides	Katie O'Daniel, Tracey Stimmel
Speech/Communication Disorder Specialist	Joelle Morrison, Sonya Young
School Psychologist	Brian Terletzsky
Paraeducator	Meghan Bridger, Becky Gore, Rachel Gregg, Debbie Holland, Bo Knight, Shelley Putnum, Alisha Taylor, Telicia Taylor, Darci Taylor, Deena Reed
Special Ed Paraeducators	Cynthia Arthur, Nitoshia Fletcher, Nikola Lepley, Janelle Regis, Tammy Russo, Jennifer Stephens
TOSA (Schoolwide)	Michelle Collins
Kitchen	Donna Burnett, Christina Suhajda, Kirby Phillips
Lunch Clerk/Cashier	Dana Hantho
Custodial	Bill Bauman, Londa Brown, Tom Murphy, Tom Rice Eric Stenberg, Chris Thomas, Rob Williamson