

Laurel Elementary School

Our Vision

November 2008

Students

At Laurel Elementary, students, teachers, and the community take pride and responsibility in learning, achievement, character, conduct, and school. Laurel is a school full of life-long learners whose successes are celebrated. All students are held to high expectations and all students are viewed to have endless potential. Laurel is a place where achievement standards are not only reached, but surpassed.

Staff

At Laurel Elementary we are a unified team of workers and learners who value communication, collaboration, and continued learning. We are a collaborative body that advocates for the needs of our staff, students, and community. We are a group of professionals who are willing to accept improvement and change, who believe in continual cooperative development. We are professionals who understand the importance of connecting with students on an emotional level. We are a truly collaborative team of professionals who are respectful to, and supportive of one another.

Administration

We believe our fundamental purpose of high levels of student learning is driven by the three questions:

- 1-What, exactly, do we want our students to know and be able to do?
- 2-How will we know when they have or have not learned?
- 3-What will we do for those who have or have not learned?

Laurel's administration collaborates in order to challenge and support its community, teachers, and students. Our administrators are a strong advocating force to all who influence the students at Laurel. The administration is flexible, supportive, and believes in the endless potential and accomplishments of its staff and students.

Laurel administrators believe in developing systems-*Professional Learning Communities, Intervention Team, and Positive Behavior Support*-to meet all students' needs both academically and behaviorally. Student growth is continually monitored through formative assessments, both formal and anecdotal. Tiered interventions are implemented in a timely manner; we don't wait for students to fail.

Climate/Community/Culture

Laurel Elementary School is a welcoming place with a physically safe and supportive environment. Laurel is a place where students, parents and staff want to be and where all feel valued. Laurel is committed to keeping class sizes small so effective learning can take place. Laurel is a school where all cultures and values are respected, where staff and students feel comfortable sharing their unique cultures, and educate ourselves about other world cultures.

Through the PBS system we are able to teach, re-teach and reinforce safe, responsible and respectful behavior from our students. We can use data to show the success of recognizing the behavior we want and respond quickly to additional support if necessary.

At Laurel, the community is welcomed and encouraged to be an active part of our school through open, clear communication. Laurel has a reciprocal relationship with the community at large.

Laurel is committed to acting responsibly toward the environment and looks for ways to reduce, reuse, and recycle. Students develop an understanding in how to nurture, love, and respect the environment through Laurel's nature center, specified instruction, and practices.

Communication

Laurel is Professional Learning Community (PLC) whose goal is to be nothing short of a commendable school. At Laurel, communication is consistent and clear between staff, students, families, and our community. We are a cohesive team, working in collaborative groups, who value the importance of discussing ideas. Members of our PLC are upfront and honest in their communications. At Laurel, there is a level of respect that encourages positive communication even when it is difficult. Communication systems are set up so that all key members of the organization (staff-staff, staff-parents, student-parents, school-community, school-home) can reach each other in an efficient and timely manner. As a commendable school, communication is a priority and provided in ways that are effective for all members to understand.

Curriculum

Laurel Elementary staff has high expectations. Proficiency standards have been established in all curricular areas (math, reading, writing, spelling, science, social studies, art, music, health, P.E., technology) in order to produce well-rounded individuals. We are always looking to create, modify and use research-based curriculum that is vertically and horizontally aligned throughout grades levels.

Parents

Laurel parents are involved in the school culture and actively participate in student learning. They participate in programs geared to further student learning, both at school and at home and receive support so they have the skills to assist with their student's learning.

Professional Development

Laurel staff is committed to pursuing staff development that is research-based and fundamentally sound. Staff will reflect on their professional needs and seek out opportunities to build the skills needed for the continual growth of their teaching increased student learning. Professional development is supported by administrators and occurs on an on-going basis.

Special/Supportive Services

Laurel provides a variety of services to support student learning at each individual student's rate and level of learning in all educational areas:

- Talented And Gifted (T.A.G.) students are challenged in the classroom and are making continual growth.
- Laurel provides Speech and Language support services to all students who qualify under state and district criteria. Our speech department collaborates with neighboring districts and the University of Oregon to maintain research based practices and best practices in the field of Speech Language Pathology.
- English language learners (ELL) who qualify for language services are assessed promptly and receive appropriate services for their level of English proficiency. Students who receive services move up a proficiency level every academic year and become fluent English speakers in five years. Instruction is designed around research-based methods and is connected to classroom content.

- Our school provides a multi tiered Response to Intervention Model (RTI) to provide timely and research based intervention to all students. Laurel has school wide progress monitoring in all academic areas. Students that are identified as not making adequate progress are referred to the intervention team and enter the RTI process. Our Intervention Team (teachers, parents, and specialists) meet in a timely manner to address student needs and determine the appropriate action plan for students who enter the RTI process.
- Finally, for students not making the appropriate growth through the intervention process, special education may be an option. Special education is not a stand-alone program, but the next step in a continuum of interventions.