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**FINDLEY ELEMENTARY**  
**A PYP Candidate School**

**Introduction:**

Kathleen Skidmore, Principal, 27 years in BSD, 9 years at Findley  
Amy Chamberlain, Assistant Principal, 9 years in BSD, 3 years at Findley

**School Profile:**

Number of Staff- 48 Certified and 20 Classified  
Enrollment- 840 students (K-5)  
Number of different languages spoken - 33  
ELL- 12%  
Special Ed/Specialized Programs- 6%  
Free & Reduced Lunch- 6%  
Ethnic Diversity- Asian 55%, Hispanic/Latino 4%, Multi-Racial 7%, White 33%

**Efforts/Actions-**

Two key investments highlighted for Findley are **Learning Teams** and **Culturally Responsive Teaching**.

**Learning Teams:** *The most effective teaching and learning happen when teachers work together.*

This year, Findley staff agreed to meet in a common location for Learning Teams in an effort to collaboratively learn the process. All teams chose writing as a common subject area to begin with, although the standard of focus varied at each grade level.

**Culturally Responsive Teaching:** *Every child learns differently and they bring unique gifts to our schools and communities.*

Findley is composed of a very diverse student population, which we view as an asset. As a PYP Candidate School, Findley teachers are transforming their teaching practices through inquiry-based instruction. This approach to teaching highlights the life experiences of all of our students. It allows students to ask questions and gain knowledge based on their own curiosities and experiences, while linking it to grade level standards and content.

**Goals-**

**To monitor continual personal learning:**

As staff implement more cycles in Learning Teams, they will deepen their understanding of the process and more fully realize the value that it adds to student achievement for all students.

All students have personal learning goals. Aligned with the 5D Teacher Evaluation Rubric, students will take ownership and assess their own learning in relation to the learning targets and in collaboration with the teacher and parents. Students will set personal

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

learning goals through the use of assessment data and monitor their progress over time.

The district adoption of the Independent Reading Level Assessment Framework (IRLA) will allow teachers and students to closely monitor and set goals in relation to all aspects of reading proficiency (comprehension, range of reading and text complexity, foundational skills, and vocabulary progression).

**To evaluate collaboration between students, teachers and parents:**

As a culmination of PYP units, more teachers and students are inviting parents in as part of the “Going Public”. This aspect of PYP allows more parents to feel informed and an active part of their child’s academic experience. Along with this, many parents have the opportunity to share their own experiences that align with units of inquiry, which also capitalizes on the diverse backgrounds and individual experiences of our families

**Successes-**

We are proud of our hardworking and dedicated staff. Findley opened in 1997 with an emphasis on grade-level teaming. Eighteen years later, this legacy continues. Our dedicated and active parent community strongly supports our students and staff. They support many programs, which enrich the education of Findley’s students. Our caring students, staff and parent community are committed to personal service to their surrounding community, as outlined by our Community Partnerships below.

**Challenges-**

In relation to our SPED and ELL students, Learning Team time does not allow for staff to fully connect on a regular basis, which leads to the conversations being lost. We want to ensure that all students’ needs are being met and benefiting from the Learning Team process at the highest rates possible.

**Other-**

**Primary Years Program:**

Findley is in its second year as a PYP Candidate School and will submit the application to begin the process of authorization during the 2016-17 school year. All but two staff members have completed Level 1 training required prior to applying for authorization.

**Community Partnerships/Taking Action:**

Many of our community partnerships aim at giving back to our surrounding community. Staff, students and parents have a strong conviction towards taking action to help others, which aligns with one of the essential elements of PYP, taking action. A few examples of the Findley community taking action are as follows:

- Findley Community Bucketfillers: Students knit hats for patients at St. Vincent’s Hospital
- “Smile Bags”: Students decorated paper bags and supplied peanut butter sandwiches for distribution to the homeless community
- Sock and underwear drive for BSD clothes closet
- “Share the Love of Reading” Book Drive: Book Fair purchases donated to McKinley Elementary to promote literacy and with the intention of books to remain in the home
- Cedar Mill Library “Read for Goats” Winter Reading Challenge: 1,800 hours of reading contributed towards purchase of goats for a rural family in need

**Closing-**

At Findley Elementary School, our mission is to empower students to reach their full potential through culturally diverse, inquiry-based experiences. As a collaborative community, we respect our students’ differences and embrace their strengths and learning styles. Our goal is to model and foster the development of caring, reflective learners with the capacity to become contributing, globally responsible citizens.