



# MEET YOUR QPS K-5 PRINCIPALS

K-5 Learning Communities Newsletter

March 2017

## What is a Learning Community?

The concept of a Learning Community is to include all aspects of students' lives to make them successful; or as our Mission Statement states, "Educate students and teachers to achieve personal excellence." It also involves developing partnerships with parents and the community at large to create the "culture of excellence" called for in the District's Vision Statement. Each K-5 elementary school becomes its own "Learning Community."

## How were the K-5 Learning Communities Formed?

Transitioning our students into their K-5 Learning Communities required redrawing the Quincy Public School District boundaries to accommodate our five new elementary schools.

The **Boundary Advisory Task Force (BATF)** was formed by the Board of Education to develop new attendance boundaries that would provide a more balanced demographic among the five community schools. Members were selected through an application process that was open to the public. The formation of the QPS BATF was facilitated by District Business Manager Joel Murphy. In addition to Mr. Murphy, the following individuals were chosen for the Task Force:

- QPS Board members Jim Whitfield and Sheldon Bailey
- Shane Barnes, QPS Director of Transportation
- The five Learning Communities principals: Chrissy Cox, Cindy Crow, Melanie Schrand, Jim Sohn, and Brian Trowbridge

The District specifically sought additional members from our school communities and the Quincy Community at large, including, but not limited to teachers/paras/educational support personnel, parent representatives, bus drivers, ECFC staff, Quincy Human Rights Commission, and the PTA.

**BATF Goal:** Improved educational outcomes and opportunities for all students.

Guiding Principles for the BATF:

- Achieve more balanced socio-economic demographic among the five new elementary schools while evenly dispersing students by numbers to maintain balanced classroom sizes and school populations.
- Attendance boundaries should recognize district-wide needs and reflect what is in the best interest of all students in the district.

Below is a socio-economic demographic breakdown of the proposed new boundaries (more detailed information is available at [www.qps.org](http://www.qps.org)).

Kindergarten - 5th Grade	Enrollment	% of Free & Reduced	% of Minority	% of IEP	+/-
North 12th Street	576	64.4%	21.9%	17.0%	1
48th Street	581	65.4%	24.1%	17.4%	-2
Baldwin Site	582	66.8%	23.2%	14.3%	1
Harrison Street Site	586	59.4%	19.5%	14.0%	-1
Monroe Site	578	61.1%	18.2%	15.7%	1

	K	1	2	3	4	5
North 12th Street	95	93	101	77	108	102
48th Street	81	103	105	93	107	92
Baldwin Site	105	96	99	97	92	93
Harrison Street Site	112	77	91	102	105	99
Monroe Site	96	107	96	87	88	104

## Principal Chrissy Cox: Harrison Street Site



**Q: What is your academic/professional background?**

**A:** I was a classroom teacher for nine years; teaching 1st, 2nd, 4th, and 6th grades. In addition, I served as a literacy coach for 3 years before becoming a school administrator.

**Q: What information would you like to share about your personal family?**

**A:** I have been married to my high school sweetheart for almost 20 years! We have two children, both of whom attend Quincy Public Schools.

**Q: What are some ways you connect with your school community?**

**A:** I love our daily morning meetings with students singing songs to celebrate their leadership, celebrating students and staff birthdays, and recognizing the strengths of others. In addition, I enjoy eating lunch with students, seeing them grow as learners in their classrooms, and helping them to solve problems using their leadership skills.

Parents are invited to attend monthly Adult/Child activities at one of my schools. This is a great opportunity for parents to see their children in their school community. In addition, parents receive a monthly newsletter to stay up to date on school events. PTA meetings are held monthly with parents invited to participate on smaller committees.

**Q: What are you hoping teaching and learning looks like in your school and how do you communicate that vision?**

**A:** I believe that children learn through collaboration with their peers. The Inquiry Based Learning approach allows for student discovery throughout the academic setting.

**Q: What are your expectations for students and families? How are all parties responsible for your students' learning, successes, etc.?**

**A:** I believe that parents are a child's first teacher thus a team approach to learning is best for children. Through a collaborative partnership, children can learn to their fullest potential.

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## Principal Cindy Crow: 12th Street Site



**Q: What is your academic/professional background?**

**A:** I taught ELA in high schools and middle schools. I am certified to teach elementary and secondary, and I earned my superintendent certification. I led the Missouri Middle School Model Curriculum Team and provided professional development to teachers across Missouri in the areas of literacy assessment and interdisciplinary teaming. I served as Assistant Principal for Curriculum and Instruction at QJHS before becoming Baldwin South Principal.

**Q: What information would you like to share about your personal family?**

**A:** When I'm not helping to prepare future Blue Devils, you can find me in the front seat of roller coasters, playing cards and games, reading, or going on adventures. These things are best enjoyed with my two sons (C.J. and Dalton) who attend Truman State University (my alma mater!), my husband (Jason) who works at GatesAir, or one of my fun friends.

**Q: What are some ways you connect with your school community?**

**A:** We don't have to do it the way we've always done it, and we don't have to do it alone! I've taught and led in schools where teaming and shared leadership were the norm. These approaches are the basis for my leadership style. I'm stubborn about our goals, but flexible and open regarding the methods for achieving them. Professional Development (PD) is kind of my "thing" and I insist on providing PD for my staff ahead of the game so we are prepared and can be successful in our initiatives. This is one of the main reasons PBIS has been so successful in my current school; everyone understands and everyone is a leader.

**Q: What are you hoping teaching and learning looks like in your school and how do you communicate that vision?**

**A:** My vision for our school can't just be MY vision. I'm looking forward to creating a picture of what can be and what *will* be with my "tree school" staff, students, and families. Let's grow together on North 12<sup>th</sup> Street.

**Q: What are your expectations for students and families? How are all parties responsible for your students' learning, successes, etc.?**

**A:** Student and Parent Advisories help us to monitor and improve our work with students. I'd like to continue those at North 12<sup>th</sup> Street. Through my SAMs work, I've developed in the area of celebration and it has become a driver for my administrative actions. Great things happen daily in our classrooms! Spotlighting those successes provides modeling for others.

## Principal Melanie Schrand: 48th & Columbus Road Site



### **Q: What is your academic/professional background?**

**A:** I earned my Bachelor's Degree in Elementary Education from Quincy College ('88), my Master's in Administration from William Woods University ('03), and my Specialist in Education Degree from William Woods University ('04). I was a classroom teacher for 16 years at Baldwin School before becoming the principal of Baldwin West in 2004.

### **Q: What information would you like to share about your personal family?**

**A:** My husband, Allan, and I have been married for 30 years. We have four children: Alex – 26, Lucy – 21, Jonathan – 19, and Lydia – 18.

### **Q: What are some ways you connect with your school community?**

**A:** I enjoy connecting with the school community by visiting classrooms, working with small groups of students, helping students learn their basic math facts in the hallways in the morning, as well as during lunch and recess. Meeting with individual teachers and groups of teachers to discuss student learning helps me connect with the school community. I connect with families during PTA events, our Parent Institutes, through phone calls, e-mail, texts, and face-to-face conversations. I also connect with the school community through newsletters.

### **Q: What are you hoping teaching and learning looks like in your school and how do you communicate that vision?**

**A:** Teaching and learning should be active, with students having plenty of opportunities to collaborate with others and to work as a team. Learning should include some times of discovery and exploration, and students regularly writing and talking about their learning. We want the teaching and learning of our school to mirror the District Mission to educate students and teachers to achieve personal excellence. Communicating the vision occurs through conversations and collaboration between home and school. Our vision is visible in student work posted on the walls of the school and through students' goal-setting.

### **Q: What are your expectations for students and families? How are all parties responsible for your students' learning, successes, etc.?**

**A:** Communication between home and school is one of the most important aspects that impacts students' learning and success, in my opinion. It's about working together as a team to help students stay on track and reach goals. I see home and school as book ends supporting the student in the middle.

### **Q: What is something you would like to include that you weren't asked?**

**A:** I am honored to have the opportunity to continue working with great students, staff, and families to help students "achieve personal excellence!"

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## Principal Jim Sohn: Baldwin Site



### **Q: What is your academic/professional background?**

**A:** I have a Bachelor Degree from Lewis University and Master Degree from Quincy University. I served as youth and family counselor prior to serving in the education field. I've served as a para-educator, a special education teacher, a 5<sup>th</sup> and 6<sup>th</sup> grade teacher, a star guide, and as a principal. I've spent 14 years serving in the QPS system and 6 in the Mendon Unit 4 School District.

### **Q: What information would you like to share about your personal family?**

**A:** I love spending time with my wife Carrie (married for 18 years), daughters Emily (16), Megan (14), and son Evan (10). We have a dog named Boomer. We enjoy following family activities of soccer, dance, and baseball. When not spending time with family and friends here in the Quincy area, our family enjoys spending time vacationing at Bull Shoals Lake, Seacrest Beach in Florida, and the comfort of our backyard pool.

### **Q: What are some ways you connect with your school community?**

**A:** I enjoy meeting and greeting students every day. The Covey Habits are a key driving force for our school. We host families for various activities throughout the year to spotlight our students.

### **Q: What are you hoping teaching and learning looks like in your school and how do you communicate that vision?**

**A:** I hope teaching shows we portray a positive attitude. It's important to first let students know through your actions and words that you care for them. Second you need to challenge them and let them know you believe they can achieve.

### **Q: What are your expectations for students and families? How are all parties responsible for your students' learning, successes, etc.?**

**A:** Students and families should spend purposeful time together. The communication in a family is the most important part of success. Believe in one another, set goals together, hold each other accountable, and stay balanced.

# Principal Brian Trowbridge: Monroe Site



**Q: What is your academic/professional background?**

**A:** I spent seven years teaching social sciences at the secondary level and coaching varsity sports; two years as an assistant principal at the secondary level including all discipline and guidance counseling responsibilities; four years as principal of alternative school setting providing services toward graduation for 9<sup>th</sup> through 12<sup>th</sup> grade students; three years as athletic director servicing 7<sup>th</sup> through 12<sup>th</sup> grade extracurricular activities; four years as elementary school principal.

**Q: What information would you like to share about your personal family?**

**A:** My wife and I have been blessed with three children ages 9, 8, and 4 years old.

**Q: What are some ways you connect with your school community?**

**A:** I grew up in this community and have many contemporaries raising families at my school; I also connect with families through school events, church events, and PTA events; I believe it is vital to visit families at their homes to allow for the opportunity to build a school-family relationship within a comfortable environment for the families being serviced at our school.

**Q: What are you hoping teaching and learning looks like in your school and how do you communicate that vision?**

**A:** I believe it is important to differentiate instruction to meet the needs of all learners while focusing on what students must learn for the best opportunity to be successful; technology is a catalyst for students to develop their interests while building their foundation for future learning; this vision is communicated through our classroom instruction, our daily actions, and collaborative data driven decisions.

**Q: What are your expectations for students and families? How are all parties responsible for your students' learning, successes, etc.?**

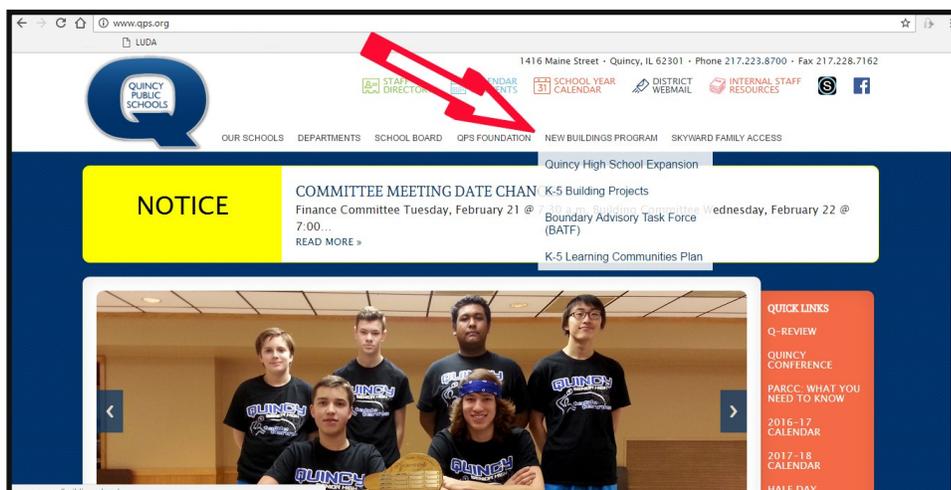
**A:** The expectations are for the school and families to work together to provide the best opportunities for all students to be successful while having a quality experience inside the academic setting.

**Q: What is something you would like to include that you weren't asked?**

**A:** The most important investment we can make for our children is the time we spend with them.

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For more information on the New Buildings Program, including the Boundary Advisory Task Force (BATF), K-5 Building Project updates, and more; please visit: [www.qps.org](http://www.qps.org). You can also review detailed and enlarged map images of the new boundary proposal from the BATF.



You may also contact the Board of Education at (217) 223-8700 or by visiting during regular office hours at 1416 Maine Street in Quincy.