

Livingston Elem

Five-Year Comprehensive Education Plan

Profile

2010

1. Narrative Description - size, location, demographic summary, brief description of community, etc.

Set in southwest Montana, the Livingston Elementary District (#4) sits within the larger geographical area of the Park High School District (#1). The Livingston Elementary District (pop. 892*) consists of B.A. Winans Elementary School (pop. 269, 114 F/R*), Eastside Elementary School (pop. 302 / 139 F/R*), and Sleeping Giant Middle School (pop. 329, 108 F/R*). The Park High School District consists of the single school (pop. 546, 28% F/R*).

The Livingston school population is predominantly white, though the demographic is ethnically and socioeconomically diverse, as the geography of the area and the culture of the community draw people from across the country, including the wealthy and the economically disadvantaged, and historically has been something of a "melting pot" for people from a wide array of cultural and racial backgrounds.

All three schools sit within the city limits of Livingston, MT (2008 pop. 7,500, 2006 per capita income \$25,720). As of November 2009, the unemployment rate is 7.9%. (Source, www.indicators.nwaf.org) Major employers in the Livingston community include: Printing for Less, 174; Livingston Memorial Hospital, 345; and Livingston Elementary and Park High School Districts, 230. Primary attractants to the Livingston area are agriculture, industry, retirement, and outdoor recreation.

* Population and free/reduced lunch enrollment values as of 9/2009

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2. District/Board Policy Philosophy

Livingston School District
THE BOARD OF TRUSTEES
District Policy 1310, "District Policy"

Adoption and Amendment of Policies

Proposed new policies and proposed changes to existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person, relative to a proposed policy or amendment, should be directed to the District Clerk prior to the second (2nd) reading. The final vote for adoption shall take place not earlier than at the second (2nd) reading of the particular policy.

All new or amended policies shall become effective on adoption; unless a specific effective date is stated in the motion for adoption.

Policies, as adopted or amended, shall be made a part of the minutes of the meeting at which action was taken and also shall be included in the District's policy manual. Policies of the District shall be reviewed annually by the Board.

Policy Manuals

The Superintendent shall develop and maintain a current policy manual which includes all policies of the District. Every administrator, as well as staff, students, and other residents, shall have ready access to District policies. All policy manuals distributed to anyone shall remain the property of the District and shall be subject to recall at any time.

Suspension of Policies

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the trustees present. To suspend a policy, however, all trustees must have received written notice of the meeting, which includes the proposal to suspend a policy and an explanation of the purpose of such proposed suspension.

Legal References: § 20-3-323, MCA District policy and record of acts
10.55.701, ARM Board of Trustees

Policy History:

Adopted on: May 24, 2005

Revised on:

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3. Description of 5YCEP Development Process - how the plan was developed, stakeholders involved, timeline, etc.

As of December 8, 2009:

Each of the three schools in the Livingston Elementary District, and Park High School, sent teams of teachers to the OPI-endorsed Effective Schools training with Dr. Larry Lezotte. The high school principal, both elementary principals, and the curriculum director attended as well. Back in the district, teachers worked in teams organized around each of the (Montana/Lezotte) correlates to discuss issues, data, and trends relating to analysis of the metrics of each correlate, and to identify strategies for making improvement in each of those areas.

Parental and community input was sought through the use of surveys.

The original 5YCEP was not well known to the principals and teachers in the district. Only the middle school principal wrote effectiveness reports for her school, while the curriculum director wrote the others. The middle school principal explained that the original planning process was sufficiently complicated as to be difficult for staff to embrace; hence, she distilled the planner to its essence for her staff, while a prior curriculum director essentially wrote the plan for the other schools. Believing that it was

In order to elevate the meaning and effectiveness of the current plan, the middle school principal organized and prepared her correlates team early, and the curriculum director promoted attendance by the other schools at the conference.

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4. Summary of District Five-year Goals

Renew curriculum by content area on a 5-year cycle, including articulation of skills and understandings relating to Indian Education for All.

Maintain all content area and grade level curricula in a single database for easy access and to facilitate gap and redundancy analysis and interdisciplinary planning.

Align as closely as possible the written, supported, taught, tested, and learned curricula.

Identify and implement the most effective screening, formative, and benchmark assessments.

Establish a district-wide system of constant monitoring with high-quality, rapid feedback.

Modify curriculum and instruction based on results of assessments and analysis of student work.

Expand the use of effective, differentiated intervention identified through ongoing, formative assessment.

Promote and facilitate for all faculty members the continuous acquisition, renewal, and enhancement of deep, contemporary content knowledge.

Identify and develop project-based, place-based, civic, interdisciplinary, and / or multidisciplinary units which simultaneously uphold rigor in reading, writing, and mathematics; provide frequent opportunity for practice and repetition of facts and skills; enhance student / teacher / community relationships; and elevate relevance.

Move continuously toward the closest possible alignment between the written, supported, taught, learned, and tested curriculum; ideally, these should all be one and the same.

Develop and maintain the shared fundamental vision that all students can learn.

Make goals for academic performance highly visible.

Increase teachers' and administrators' understandings of student and parent perceptions of school culture.

Increase students' awareness of teachers' and administrators' commitment to, and expectations for, their success.

Increase the frequency, quality, and universality of formative assessment.

Increase parental involvement in Title and school improvement planning.

Strengthen school / community relations.

Identify and prevent, remove, or circumvent barriers to student achievement, e.g., socio-economic status.

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4. Summary of District Five-year Goals

Strengthen formative assessment skills through professional development.

Strengthen communication arts and mathematics instructional skills, including interdisciplinary / multidisciplinary strategies, through professional development.

Through professional development, implement instructional strategies that increase student engagement and graduation rates.

Improve school / community / family connections.

Improve the teacher / administrator evaluation process.

Refine the professional development process to include a more individualized and targeted, research-based, results-based growth model.

Resolve the issue of contract time set aside for grade level, interdisciplinary and content-area team meetings.

Identify the most meaningful administrator evaluation tool.

Convene regular meetings for disaggregated data analysis.

Improve the process of staff and resource allocation to align district strengths with corresponding student needs.

Clearly define and make widely known the process of staff and resource allocation to align district strengths with corresponding student needs.

Resolve the issue of Title allocation in a way that addresses one need while not creating another.

Elevate awareness of the school improvement plan in both the school and community.

Actualize the school improvement plan.

Identify and utilize the most useful indicators of progress toward goals in the school improvement plan.

Increase the efficiency of school improvement plan implementation.

In schedule, find the balance of instructional time and collaborative planning time that most benefits student achievement.

Increase engagement of parents and the community in achievement of goals in the school improvement plan.