

Sleeping Giant Middle Sch

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:

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

A team of six teachers and the curriculum director attended Effective Schools training, spring 2009. The principal facilitated formation of correlates teams, which began gathering data, meeting regularly, and addressing prompts in the correlates categories.

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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.

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5. School Vision/Mission

VISION STATEMENT

We envision a place of infinite possibility where students:
Enjoy a safe learning environment rich in academic and social opportunities.
Welcome challenges that foster independence and growth.
Discover the value of critical thinking and achievement.
Develop confidence, competence and compassion.

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6. Summary of School Five-year Goals

Continue to work toward horizontal and vertical alignment in the areas of Math and Language Arts. Insure that all teachers are implementing curriculum with fidelity.

Adopt and use with fidelity, assessments that inform teachers' instruction. Train teachers in how to make curricular decisions after assessments are given.

Target what content and activities can be expected at each grade level for IEFA and create an implementation schedule.

District wide assessments must be designed and utilized with fidelity to identify gaps and instructional inconsistencies.

Teachers must receive more specific and on-going training about using assessments to provide intervention for students and to inform instructional practices.

Continue to meet AYP in Reading using the given strategies already in place. Provide interventions in fluency and comprehension in targeted students.

Target what activities can be used at each grade level for IEFA and create an implementation schedule.

Insure that K-5 teachers all are using the adopted curriculum and resources in order to reduce the disparity in students' math skills and knowledge.

Continue teacher training that is focused on remediating skills and getting students to mastery levels.

Continue to learn to diagnose learning problems in math and apply the correct teaching strategy that will address specific issues.

Continue to learn to diagnose learning problems in math with meaningful assessments and apply the correct teaching strategy that will address specific issues.

Continue teacher training that is focused on understanding assessment, diagnosing problems and choosing effective instruction that helps students achieve mastery levels.

Continue to find ways to improve the mathematics achievement of all students, but especially those of low socio economic backgrounds without relying on parents to provide extra help or fill in instructional gaps at home.

Find ways to increase interventions before, during and after the school day.

Increase the number of students who attend summer school for math, reading and writing assistance.

Continue to survey parents about the kinds of programs that can assist students before and after school and at times when school is not in session.

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6. Summary of School Five-year Goals

Find ways to encourage student participation in summer school opportunities.

Design and implement a comprehensive district-wide evaluation process that seeks to improve instruction.

The district will look to develop a standardized evaluation process which aims to improve instruction in the classroom.

Teachers and principals will be trained in understanding the principals of effective instruction and tools that will assist in strengthening classroom instruction and student engagement.

Design and implement a comprehensive instructional leadership training program for district leaders.

Implement a comprehensive evaluation program for all employees.

Bring equity to the teacher work day and the teaching expectations of all teachers in the district. Make sure all teachers have equal prep time and lunch hours daily.

Analyze classified staff expenditures to insure that only necessary positions are funded that contribute to school operational efficiency.

Staff positions to accreditation standards.

A survey will be completed indicating our current strategies, tactics, and behaviors consistent with our current vision, mission, and beliefs.

Bi-annual revision based on teacher input will occur for the vision, mission, and belief statements.

Every room will have the vision, mission, and belief statements posted.

Make data analysis and discussion – decision making a part of every professional development meeting and full release day.

Survey all students and parents annually to find more qualitative information about the effectiveness of the instructional and organizational implementation of our school mission.