

## **B A Winans School**

### **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](http://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, the principal, and curriculum director attended Effective Schools training with Dr. Larry Lezotte, then returned to form correlates teams back at Winans school. Correlates teams met to gather data and to articulate responses to quality indicator prompts. The draft district-level plan was presented to the Board and public at an open meeting, where review and comment were invited.

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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**

The Winans school vision was recently revised and not available at the time of submission of this document. This entry will be edited as soon as possible.

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#### **6. Summary of School Five-year Goals**

Utilize updated Native American cultural resources available to teachers from within the building, across the district, and from the State for enhanced integration of instruction across the curriculum. Winans school staff are active participants in the districts 5-year curriculum review cycle.

The most accessible grade level curricula are the District Math “ins and outs.” Our staff needs increased instruction in the Excel program for a better access to the districts curricula.

This is a constant challenge to align the curriculum to the students needs. Provide instruction at appropriate levels regardless of age.

We are using the AIMSWEBB, textbook published and teacher created assessments to monitor growth in grade level concepts.

We wish the state CRT results could be designed for more immediate feedback. The best feedback that the students get is based on teachers’ direct observation of their performance. At times a lesson may be modified at the time that a need is seen by the teacher. Our goal is also for students to make observations about their own performance.

This takes place as the teachers observe student performance and then use this knowledge when they participate in curriculum design.

We shall maintain a regular assessment and leveled instruction in Reading and Math

We shall continue learning more about the Effective Schools Correlates, brain research and specific instructional techniques.

These project based lessons have existed here for many years. One example of this in the Science projects that our 4th graders do. Many of them have entered the Deaconess Science Fair.

Invite parental involvement in school improvement planning and Title expenditure.

The violence and drug use have caused more serious problems like Autistic symptoms and Emotional disturbance. Some students have required one on one instruction because of their serious learning problems and inability to function in a regular classroom.

We will increase parent involvement in the planning process largely because of the possibility of our having Title I services for our students in the fall.

We will increase our knowledge of the Effective Schools process.

We will increase our knowledge of the assessment /instruction connection in Math.

We will increase our knowledge of the assessment /instruction connection in Reading.

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#### **6. Summary of School Five-year Goals**

Improve math scores of students at Winans School.

Improve reading scores of students at Winans School.

Establish a Winans schedule so that students will receive instruction according to their specific skills rather than a particular grade.

The block scheduling that we have already started will be refined.

Students will be grouped by their skill levels and not age in both reading and math.

Staff development will be planned to meet the needs of instruction based on our school improvement plans.