

MT. STUART ELEMENTARY



School Improvement Plan
2008-2009
submitted by TALENT
(Teaching and Learning Educational Needs Team)

...improving teaching and learning at Mt. Stuart



Mt. Stuart Mission and Goal Statements

The mission of Mt. Stuart Elementary School is *to improve instruction and learning*. Our staff has encountered many changes this year to pursue our purpose. New administration, new recess before lunch scheduling, surveying of our staff, students, and parents, analysis of survey and achievement data have all been changes made to accomplish our goal of improving our academic achievement. Our staff took part in a data carousel activity this winter and identified five main areas to improve our instruction and learning:

1. Provide early intervention and remediation to struggling students
2. Improve collaboration and communication among staff
3. Target specific areas in math instruction (measurement, number sense)
4. Support building-wide efforts toward concerted staff professional development
5. Look at highly distinguished schools as a model for our improvement efforts.

In response to these identified targets we have embarked on efforts to improve in academic committees, in grade levels, and as an entire staff. To provide for our struggling students, a concerted effort between specialists, Title I Coordinator, and principal have framed our master schedule to provide for intensive grade level intervention with our support staff which will begin next fall. Our staff will experience improved collaboration in three ways: through improved proximity to like grade level staff members. As a part of our scheduling, staff members will experience common planning times with other grade level staff members throughout the week during the school day. District designated release times provide collaboration with staff across our district and within our building. Our math committee has carefully outlined improvement efforts in a document that follows to address area 3. Book clubs with accompanying DVDs were utilized to improve professional development in literacy with 18 staff members travelling to take part in a literacy block framework training entitled, *The Daily 5*. In addition we have looked at data from distinguished schools and have sent representatives to tour and report back on the exemplary instruction and collaboration efforts in these schools.

These efforts combined with district level efforts to provide common curriculum, assessments, and collaboration times throughout the year give much hope and promise to our students who will reap the benefits.

**Mt. Stuart
Demographics, Student Learning, Perceptions, Programs**

Mt. Stuart is one of three elementary schools nestled in the rural community of Ellensburg.

Mt. Stuart is noted for having:

- A population that ranged from 461-473 students in 2007-2008
- 22 % of our population are from racial minority groups, primarily Hispanic
- 46% of our students receive free and/or reduced lunches
- All of our teachers are certified professional and highly qualified as defined by the State of Washington
- 40% of our faculty have earned their Master's Degree
- Mt. Stuart has two National Board Certified Teachers
- Three of our Para-Professionals hold four-year degrees
- Two Para-professionals are certified teachers
- All of our Para-professionals have passed the Para-professional qualification test for NCLB
- All staff (certified and classified) receive on-going training in reading, writing and math.

**Mt. Stuart School Improvement Plan for 2008-2008
Professional Development**

Goal: Provide Professional Development to improve instruction and student learning.				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (materials, substitutes, "experts", parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (state, district, classroom data)
Follow up to Book Club activities relating to the Daily 5 reading program structuring in our classrooms	Principal, Classroom teachers, support staff	Funding to access training in Portland and Federal Way	Summer 2008	Improved classroom DRA data, and WASL and MAP data as evidenced in 2008-9 school year
Implement DIBELS training to increase fluency instruction and assessment through improved student learning	Principal, Classroom teachers, support staff, district assessment team	Time during LID days, and subsequent follow-up during release days, and/or classroom rotational release with substitutes to train staff, funds to access ESD 105 staff—Rhea Lewis	2008-2009	Improved student fluency as measured by the DIBELS, and improved overall reading as evidenced on the WASL
Writing for Audience and Purpose training through the Regie Routman DVD professional development program	Principal, Judy Staples, Rosalyn O'Donnell	Time to utilize the Regie Routman DVD series during early release times (6-7 for 2008-9, and 7-8 during 2009-10)	2008-2010	Improved student writing ability as measured by the WASL

**School Improvement Plan
Reading**

Characteristic High Performing School:				
Goal: Improve student reading performance as determined by the following assessments: K-2 DRA, 3-5 MAPS				WASL
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (materials, substitutes, “experts”, parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (state, district, classroom data)
Professional Book club to improve teacher knowledge and provide professional growth.	Principal, Talent Team, Staff, district reading TOSA	Staff survey for suggested book titles/ books/ clock hour approval forms.	45 min. @ week until book ends	Increased communication between teachers and improved teaching strategies as measured in teacher observations.
Continue Read Well Kindergarten	Classroom teachers and Title I	Curriculum and training for Read Well and funding for continued support.	Daily	Increased levels on DRA and Read Well assessments.
Continue extensions for First Grade Read Well 1 groups	Title I	Read Well program and materials <i>New materials purchased at end of 05-06 school year.</i> On-going financial support. Title I paraprofessionals and Reading Specialist	Daily	Increased reading levels on DRA and Read Well Assessments.
Reduce Student/Teacher ratio for Reading groups	Classroom Teachers, Title I	Title I Para-Professionals, Reading Specialist, Volunteers and America Reads	.Daily	Smaller students per reading group.
	Superintendent Principal	Funding Additional Certified staff for large classes to provide literacy support	as needed according to class sizes	Smaller reading groups and more students receiving services at their reading level. (at risk and advanced readers)
Leveled bookrooms available grades K-5	Classroom Teachers, Title I	Leveled books at each reading level. Space, tubs and shelves to store them.	On-going	Books available at each student’s reading level.
		Curriculum and training for Houghton		

Houghton Mifflin Reading Series for grads K-5.	Classroom Teachers and administration	Mifflin series and continued funding to support the program.	daily	Improve reading performance and increased scores on the WASL
Read Naturally for grades 1-5	Title I, America Reads	Title I Para-professionals, materials for program and schedules coordinated with classroom needs	daily	Improved reading fluency and comprehension as determined by progress in program and increased fluency on DRA.
Academy of Reading	Title I	Technology, program, Title I		Improved academic reading statistic reports.
Continued extended opportunities: Rock and Read, catch-up club, before school tutoring, summer school programs, Family Reading Night	Title I	Financial support, manpower, America Reads, Volunteers	daily	Increased percentage of finished homework, improved attendance, and improved self-esteem.
Read –A-Thon	Librarian/ classroom teachers	Prizes, funding	On-going	Increased home reading time.
Soar to Success	Title I Para- Professionals/ Title I Reading Specialist	Title I Para-Professionals, materials, space, funding	Annually	
			daily	

	Characteristic		Characteristic		Characteristic
	Clear and Shared Focus		Supportive Learning Environment		Frequent Monitoring of Teaching and Learning
	High Standards and Expectations		Parent and Community Involvement		Curriculum, Instruction and Assessment
	Strong Leadership		Collaboration and Communication		Professional Development

**Mt. Stuart School Improvement Plan 2008-2009
Math**

Goal: Improve student math performance as determined by the following assessments: K-2 Bridges Assessments, 3-5 MAP and WASL				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (materials, substitutes, "experts", parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (state, district, classroom data)
Continue Rocket Math or Quick Facts, Before School Homework Assistance, Lunch-time Catch-up Club, and Summer School	Title I coordinator and staff, volunteer coordinator, America Counts students	Space in the Learning Center and other meeting locations, Rocket Math folders and photocopies, staff funding	Sept. 2008 – June 2009	Students will demonstrate understanding through assessments and improved attendance in the activities that occur outside the school day.
Modify and continue Family Math Night	Title I coordinator and staff	Math games and activities provided with assistance from CWU education program, funding for snacks, materials to take home and prizes	Sept. 2008 – June 2009	Students will demonstrate understandings through classroom, district, & state assessments.
Teachers will become familiar with the Math Standards and grade-level mathematical content.	Teacher, trained by OSPI to present this information	Schedule for this information to be given along with a place to facilitate this instruction Copies of new Math Standards, funding for compensated teacher time and facilitator fees	Summer or Fall 2008	Teachers will complete surveys provided by professional development facilitators.
	Teachers			

<p>The Curriculum will be more closely aligned to the upcoming math adoption planned for the 2009-2010 School Year.</p> <p>Increase our students' performance in the area of measurement understanding</p> <p>Implement Bridges Number Corner grades K-5</p>	Principal	School staff will need release time at grade levels to analyze skills and competencies that need to be addressed in our current instruction.	Sept. 2008 – June 2009	Teachers will have a year-long curriculum as a guide.
	Teachers Principal	<p>We will purchase and implement the NCTM <u>Navigation Through Measurement</u> activities K-5 at the following costs:</p> <p>K-2 (82 page books @ \$27.00 per teacher</p> <p>3-5 (148 page books) @ \$31.96 per teacher</p> <p>Time or Clock Hours will be provided for teachers to become involved in grade level Book Clubs with the purpose of sharing the implementation of <u>Navigation Through Measurement</u> lessons.</p>	Sept. 2008 – June 2009	Students' WASL scores in measurement will improve.
	Teachers	New staff will need training in use of Number Corner.	Sept. 2008 – June 2009	Quarterly Bridges Number Corner Assessments

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	Clear and Shared Focus		Supportive Learning Environment		Frequent Monitoring of Teaching and Learning
	High Standards and Expectations		Parent and Community Involvement		Curriculum, Instruction and Assessment
	Strong Leadership		Collaboration and Communication		Professional Development