

Monte Cristo Elementary School Improvement Plan



School Improvement Team

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& Monte Cristo Elementary School Staff

Granite Falls School District

“Every Student, Every Day, Every Classroom”

Mission Statement:

To inspire and facilitate a passion for life-long learning and the pursuit of excellence in every student, every day.

Vision Statement:

Our students are passionate in pursuit of their goals and aspirations. To that end, they are critical and inspired thinkers, adaptable, collaborative and committed to making a difference in their communities and to the betterment of society.

Foundation of our District Beliefs:

1. Powerful teaching and learning.
2. District and Board communication with community and staff that is informing, encouraging, intentional and collaborative.
3. Financial stewardship, assuring optimal use of district resources.
4. A district climate that emphasizes a positive school culture, focused on student safety, a healthy lifestyle, and respect for other students and faculty.

District Goals:

1. *Quality Learning.* Engage and inspire every student through powerful and innovative instruction, fostering development of critical-thinking skills and motivating academic achievement through high expectations.
2. *Positive Image.* Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations.
3. *College- and Career-Ready.* Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.

Monte Cristo Elementary

Monte Cristo Elementary Mission:

The purpose of Monte Cristo is to inspire and encourage life-long learners and responsible citizens through quality instruction.

Priority Identification:

Monte Cristo Elementary is a school dedicated to the achievement of its students. All of our efforts- goals, actions steps, responsibilities, are designed to increase the achievement of our students through the actions of our staff. Thus, our SIP plan is about improving the practices of the adults that interact daily with students in an academic environment.

Through an analysis of the District current performance, compared to the Strategic Plan and SMART goals, an action plan with measurable data points was created, which is the following School Improvement Plan (SIP). This plan provides focus for professional learning, curriculum alignment, assessment, and related activities that are steps in the action plan that will lead to improved student learning. The SIP will be regularly monitored and adjusted as necessary based upon an analysis of data collected throughout the school year.

Math 2013-2015 Trend Data (MSP and SBAC)

| | MSP 2013 | MSP 2014 | SBAC 2015 |
|-------|-------------|-------------|--------------|
| Gr. 3 | 47.7 | 39.5 | 56 |
| Gr. 4 | 35.3 | 32.1 | 37 |
| Gr. 5 | 53.4 | 51.9 | 25 |
| Gr. 6 | 73.3 | 52.2 | 40 |

Monte Cristo Elementary had a higher percentage of students meeting SBAC Math in 2015 than MSP in 2014 compared to Washington state averages for 3rd, 4th and 6th grade. MCE had a lower percentage of students meeting SBAC Math in 2015 and MSP in 2014 compared to Washington state average for 5th grade.

Monte Cristo Same Grade Level Math Data MSP 2014 compared to SBAC 2015

Grade 3: 16.5% increase of students meeting math standards compared to last year's 3rd graders.

Grade 4: 4.9% increase of students meeting math standards compared to last year's 4th graders.

Grade 5: 26.9% *decrease* of students meeting math standards compared to last year's 5th graders.

Grade 6: 12.2% *decrease* of students meeting math standards compared to last year's 6th graders.

Washington State* Same Grade Level MATH Data MSP 2014 compared to SBAC 2015

Grade 3: 6.4% *decrease* in students meeting SBAC in 2015 compared to students meeting MSP in 2014.

Grade 4: 4.2% *decrease* in students meeting SBAC in 2015 compared to students meeting MSP in 2014.

Grade 5: 15.5% *decrease* in students meeting SBAC in 2015 compared to students meeting MSP E in 2014.

Grade 6: 18.1% *decrease* in students meeting SBAC in 2015 compared to students meeting MSP in 2014.

**Based on SBAC data gathered through TIDE September 16, 2015*

Grade Level Trend (Cohort Group) Monte Cristo MSP and SBAC

Grade 6 Trend: 11.9% *decrease* of students meeting standards from when students were in 5th grade.

Grade 5 Trend: 7.1% *decrease* of students meeting math standards from when students were in 4th grade.

Grade 4 Trend: 2.5% *decrease* of students meeting standard from when students were in 3rd grade.

Math SBAC 2015 Data by *Number of Students*

| Current 4 th Grade | Current 5 th Grade | Current 6 th Grade* |
|------------------------------------|------------------------------------|-------------------------------------|
| 27 met | 16 met | 17 met |
| 21 not met | 27 not met | 52 not met |
| 57% State | 54% State | 49% State |
| 66% GFSD | 42% GFSD | 38% GFSD |
| 56% MCE | 37% MCE | 25% MCE |
| 5 more kids meeting standard = 67% | 5 more kids meeting standard = 50% | 13 more kids meeting standard = 43% |
| 12 kids @ Level 2 | 15 kids @ Level 2 | 23 kids @ Level 2 |

Smart Goal: STAR 360 benchmark assessment in math will indicate an increase of at least 10% of students per grade level will meet the benchmark cut score in K – 6th grade by March, 2016. Student progress will be tracked at least three times per year prior to Spring, 2016.

*MCE has a total of eighteen 6th graders this year.

MCE Reading/ELA Trend Data 2012-2015 (MSP and SBAC)

| | MSP 2013 | MSP 2014 | SBAC 2015 |
|-------|-------------|-------------|-----------|
| Gr. 3 | 48.9 | 52.2 | 42 |
| Gr. 4 | 54.5 | 39.3 | 37 |
| Gr. 5 | 56.9 | 54.1 | 34 |
| Gr. 6 | 80 | 53.3 | 60 |

MCE had a higher percentage of students meeting SBAC ELA in 2015 than MSP Reading in 2014 compared to Washington state averages for 3rd, 4th and 6th grade. MCE had a lower percentage of students meeting SBAC ELA in 2015 and MSP Reading in 2014 compared to the Washington state average for 5th grade. MCE 6th graders exceeded both State and District percentage of students meeting standards in reading.

Monte Cristo Same Grade Level ELA Data MSP 2014 compared to SBAC 2015

Grade 3: 10.2% *decrease* of students meeting Reading/ELA standards compared to last year's 3rd graders.

Grade 4: 2.3% *decrease* of students meeting Reading/ELA standards compared to last year's 4th graders.

Grade 5: 20.1% *decrease* of students meeting Reading/ELA standards compared to last year's 5th graders.

Grade 6: 6.7% *decrease* of students meeting Reading/ELA standards compared to last year's 6th graders.

Washington State* Same Grade Level ELA Data MSP 2014 compared to SBAC 2015*

Grade 3: 20% *decrease* in students meeting SBAC ELA in 2015 compared to students meeting MSP Reading in 2014.

Grade 4: 15.5% *decrease* in students meeting SBAC ELA in 2015 compared to students meeting MSP Reading in 2014.

Grade 5: 14.9% *decrease* in students meeting SBAC ELA in 2015 compared to students meeting MSP Reading in 2014.

Grade 6: 18.8% *decrease* in students meeting SBAC ELA in 2015 compared to students meeting MSP Reading in 2014.

**Based on SBAC data gathered through TIDE September 16, 2015*

Grade Level ELA Trend (Cohort Group) MCE MSP and SBAC

Grade 6 Trend: 5.9% *decrease* of students meeting standards from when students were in 5th grade.

Grade 5 Trend: 5.3% *decrease* of students meeting math standards from when students were in 4th grade.

Grade 4 Trend: 15.2% *decrease* of students meeting standard from when students were in 3rd grade.

Monte Cristo 2015 Math SBAC Data *by Number of Students*

| Current 4 th Grade | Current 5 th Grade | Current 6 th Grade* |
|------------------------------------|------------------------------------|-------------------------------------|
| 27 met | 16 met | 17 met |
| 21 not met | 27 not met | 52 not met |
| 57% State | 54% State | 49% State |
| 66% GFSD | 42% GFSD | 38% GFSD |
| 56% MCE | 37% MCE | 25% MCE |
| 5 more kids meeting standard = 67% | 5 more kids meeting standard = 50% | 13 more kids meeting standard = 43% |
| 12 @ Level 2 | 15 @ Level 2 | 23 @ Level 2 |

Smart Goal: STAR 360 benchmark assessment in math will indicate an increase of at least 10% of students per grade level will meet the benchmark cut score in K – 6th grade by March, 2016. Student progress will be tracked at least three times per year prior to Spring, 2016.

*Monte Cristo has 18 6th graders this year.

Monte Cristo 2015 ELA SBAC Data *by Number of Students*

| Current 4 th Grade | Current 5 th Grade | Current 6 th Grade | Last Year's 6 th Graders |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------------|
| 20 met | 16 met | 24 met | 9 met |
| 28 not met | 27 not met | 46 not met | 6 not met |
| 53% State | 55% State | 58% State | 54% State |
| 52% GFSD | 56% GFSD | 47% GFSD | 40% GFSD |
| 42% MCE | 37% MCE | 34% MCE | 60% MCE |

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| 6 more kids meeting standard = 54% | 8 more kids meeting standard= 56% | 9 more kids meetings standard = 47% | Exceeded State and District |
| 12% increase | 19% increase | 13% increase | |
| 14 students @ Level 2 | 7 students @ Level 2 | 16 students @ Level 2 | |

Smart Goal: STAR 360 benchmark assessment in reading and DIBELS (K, 1st and 2nd grade) will indicate an increase of at least 10% of students per grade level will meet the benchmark cut score in K – 6th grade by March, 2016. Student progress will be tracked at least three times per year prior to Spring, 2016.

Cut Scores Revision (ELA and Math): Cut scores were examined for both Literacy and Math by comparing those scores best correlated with MSP in past years vs. SBAC last year. This data is tracked throughout the school year to determine whether or not students are on track to meet State standards. STAR 360 is used for both reading and math. The cut score for 3rd – 6th grade was adjusted based on the highest correlation of students meeting or exceeding SBAC and their score on STAR 360. We will continue to revisit the cut score to determine the best indicator of student’s meeting State standards.

Action Plan

Goal #1 Quality Learning: Engage and inspire every student through powerful and innovative instruction, fostering development of critical thinking skills and motivating academic achievement through high expectations.

| Action Plan | Evidence of Implementation | Evidence of Impact | Accomplished by: |
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| Collaboration among grade level colleagues at MCE and MWE for data analysis and to enhance instructional strategies to improve student learning. | Observations of PLC meetings with MCE and MWE staff focused on student academic progress in math as identified through year-round assessment data. | Increased academic rigor in all classrooms. | Baseline data: Fall, 2015 Interim assessment data: Winter, 2016 Year-end assessment data: Spring, 2016 |
| Grade level band meetings (primary and intermediate) occur at | One half day meeting with K teachers from MCE and MWE in academic, learning readiness | Increase of student engagement in all classrooms throughout the day. Increase of students meeting benchmark standards as determined by STAR 360, DIBELS and classroom-based assessments for reading and math. | PLC meetings and grade level meetings occur at least three times per month throughout the school year. |

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| <p>least once per month throughout the school year.</p> | <p>and social/emotional areas as identified through the “WA Kids” assessment. Plan intervention supports.</p> | | |
| <p>Small group instruction in math and/or reading for students performing below benchmark (“intensive” or “strategic”)</p> | <p>Implementation beginning October 5, 2015</p> <ul style="list-style-type: none"> • Sessions occur approximately every 6 weeks. • LAP student progress tracked every two weeks. • Program impact assessed every 6 weeks. <p>Use of Read Naturally in classrooms and intervention programs to build reading fluency and vocabulary.</p> | <p>Grade 1 and 2 ELA: Students at these grade levels will participate in “Walk to Read” beginning October 5, 2015. In addition to the classroom teacher, four staff members will be available to provide support in either small groups outside of the classroom or in the classroom. Students who are below benchmark in reading based on Fall, 2016 baseline data will receive support in a small group.</p> <p>4th, 5th, Multitage: The daily schedule for classrooms, specialists, Special Education and LAP provides for a common math intervention block for 4th, 5th and Multiage students. Spring, 2015 and Fall, 2016 math benchmark assessment data is reviewed to determine which students are intensive (well below standard), strategic (below standard) or core (at or above standard). Students who are intensive or strategic receive support in math in a small group with targeted instruction aligned with their gaps.</p> <p>3rd Grade: Additional adult support in the classroom to allow for smaller groups in</p> | <p>Baseline data: September, 2015</p> <p>1st/2nd Grade Level Team “Walk to Read” Planning Meeting: Full day. September 23, 2015</p> <p>Six-Seven sessions “Walk to Read” sessions will take place throughout the school year. Students are assessed after each session to determine the appropriate grouping and targeted reading/language area.</p> <p>September 30, 2015: 4th, 5th, Multiage, LAP meeting to determine student intervention grouping and progress monitoring dates.</p> <p>LAP, Title I and Special Education:</p> <ul style="list-style-type: none"> • Quarterly interim assessment • Quarterly movement to targeted grouping if/when applicable based on assessment results. • Quarterly tracking of program effectiveness. <p>All other students:</p> <p>Math topic test assessments at least every three weeks throughout the school year to determine appropriate grouping.</p> |

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| | | <p>core reading and math instruction.</p> <p>At least 10% increase of students at benchmark in reading by Spring, 2016.</p> | |
| <p>Deepening understanding of each K-Multiage teacher about data resources to progress monitor students in reading and math.</p> <p>Deepening understanding of each K-Multiage teacher about resources that help inform targeted instruction for students who are below benchmark in reading and math.</p> | <p>Each classroom teacher will identify at least 2 ELA “Focus Students” each trimester.</p> <p>Teachers will use MySchoolData, DIBELS progress monitoring with integrity for their focus students.</p> <p>SBAC interim assessments will be used by intermediate teachers as determined by each classroom teacher for focus students.</p> <p>Focus student progress will be tracked on a “data magnet board” for K-Multiage in math and in reading using STAR 360 cut scores as the benchmark target. This data board is kept in our staff meeting room. Student names are coded for confidentiality.</p> | <p>Teacher use of MySchoolData, DIBELS progress monitoring, SBAC interim assessments and strategies will result in a higher rate of progress for “focus” students.</p> <p>As teachers become more familiar with these resources, they will use them to track and support other students performing below benchmark in reading and math.</p> | <p>Focus students to principal by October 5, 2015</p> <p>Interim assessments occur in Winter, 2015 and Spring, 2016 prior to SBAC for 3rd – multiage students.</p> |
| Mindset and Agile Mind | School Wide | <p>Agile Mind Modules in October, November, January and February</p> <p>Discussion of Agile Mind key influences on a regular basis throughout the year (Staff meetings October, November, January and February)</p> <p><i>Culture of Learning, Malleability of</i></p> | <p>Classroom observations year-round</p> <p>Classroom posters, displays year-round</p> <p>Embedded into PBIS strategies school-wide for student behavior intervention and reinforcement year-round</p> <p>Observation of staff dialogue with students that includes Agile Mind key influences year-</p> |

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| | | <i>Intelligence, Self-Efficacy and Effective Effort</i> | round Staff meeting topics include Agile Mind key influences as part of the discussion year-round |
| Math curriculum support | Piloting Engage New York math curriculum in areas that support math and Common Core standards in various grade levels. | Increase in percentage of students performing at or above grade level standards in math. Increase in percentage of students at or above benchmark on STAR 360. | Year-round Quarterly interim assessments. Unit assessments at least every three weeks. |

Staff Professional Learning

This year, the Monte Cristo Elementary School staff will improve student learning by engaging in several professional learning opportunities, including the following:

- Implementing Response-to-Intervention cycle for identifying needs, determining interventions, assessing effectiveness of interventions and adjusting as/if needed after at least 6 weeks of program implementation year-round.
- Maximizing and increasing the level of support provided through technology, as well as work actively with our families and community to increase the support of home and school partnerships

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| Teacher-Principal Evaluation Program/CEL 5D+ | <ul style="list-style-type: none"> • Continue to build understanding of the 5 Dimensions of the framework • Through observation, dialogue and examination of 5D+ during applicable staff meeting presentations, continue focus on Engagement, Purpose, Assessment, and Classroom Environment and Culture, and Curriculum and Pedagogy. • Implement Group C Comprehensive evaluations, Focused and TPGO evaluations |
| Technology | <ul style="list-style-type: none"> • Continue staff development on effective use of Smart Board and classroom technology • Identify, procure, and implement technology to support blended learning • Enhance student use of and familiarity with Chromebooks |
| Student Support | <ul style="list-style-type: none"> • Continue use of Positive Behavior Support Team and collaborative school/community efforts to design interventions and placements to meet the needs of students |

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| | <ul style="list-style-type: none"> • Implement Agile Mind work throughout the school year including focus on each of the three key areas during class time and in staff meetings. Provide training for staff throughout the year in each of the three key areas of Agile Mind: Self-Efficacy, Effective Effort, Malleability of Thinking and Culture of Learning |
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Goal #2 *Positive Image*. Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations. This goal is embedded in our work in Goal #1 and Goal #3 in addition to the following:

Nine Characteristics of High Performing Schools

Clear and Shared Focus

The following actions are planned:

- Refinement of mission and vision
- Aligning school appearance and communications with focus
- School Improvement Plan, Principal goals, and Teacher Growth goals aligned with Strategic Plan
- Active use of data cycles within the Professional Learning Community process
- Building-wide professional development focused on the following priorities: Development and implementation of instructional maps that include essential learnings, student friendly learning targets, assessments for progress monitoring, and identification of high yield instructional strategies in the areas of mathematics and reading. To support this work, the following learning activities are planned: 1) Regular meetings of grade level teams to accomplish this work and to monitor student growth, 2) Professional Learning Communities in mathematics, 3) Ongoing training in CEL 5D+ Classroom Environment and Culture, Curriculum and Pedagogy, as well as review/deepening of understanding of Student Engagement, Purpose, and Assessment for Learning; and 4) Deepening understanding of standards of mathematical practices, mathematics clusters, ELA shifts

High Standards and Expectations

The following actions are planned:

- Development of recognition for student achievement, growth, and effort
- Display of learning throughout school increased
- School-wide guidance and discipline plan

- Student discipline data review conducted regularly
- Miner’s Pride and other student behavior awards
- Fifth and sixth grade school leaders
- Building-wide academic assessments (Fall, Winter, Spring) and regular progress monitoring

Effective School Leadership

The following actions are planned:

- School Leadership Team aligns school wide resources (time, people and materials) to support greatest areas of need
- Alignment of leadership with district participation in WA-Transforming Professional Learning (TPL) direction, focusing on coherence
- Increased use of MySchoolData assessment dashboard
- Mathematics and reading benchmark assessments in fall, winter, and spring
- Data Cycles in Professional Learning Communities
- Math Benchmark Assessment implementation
- DIBELS progress monitoring implementation
- Grade level team common formative mathematics assessment implementation
- Study of and development of the School Wide Title I Application

High Levels of Collaboration and Communication

The following actions are planned:

- School-based Professional Learning Communities in grade level bands to support our work toward improved student learning.
- Collaboration between Mountain Way teachers and Monte Cristo teachers to continue support in:
 - Deepening instructional practices that address areas student of strengths and needs in math
 - Deepening understanding about data resources available and how to use them to inform instruction
- Staff Meetings focused on utilizing collaboration to improve practice
- Walk-throughs and coaching
- Student Service Team (SST) and School-wide Intervention Team (SWIT)
- Committees: Leadership Team and PBIS (Positive Behavior Interventions and Supports)

Frequent Monitoring of Teaching and Learning

The following actions are planned:

- Implementation of grade level mapping, formative and summative assessment, and instruction plans in reading and math
- Benchmark Assessments in mathematics and reading (STAR 360)
- Increasing staff understanding, support for, and use of progress monitoring in general education and special education classes

Focused Professional Development

The following actions are planned:

- Development of a school professional development plan aligned with the district plan. Professional development differentiated to meet needs and including the following components:
 - Development of SMART student growth goals
 - Effective performance relative to CEL 5D+ Instructional Model rubrics
 - High-yield instructional strategies in the areas of mathematics and reading
 - Use of assessment for learning
 - Design and implementation of interventions
 - Collaboration between Mountain Way teachers and Monte Cristo teachers to continue support in:
 - Deepening instructional practices that address areas student of strengths and needs
 - Deepening understanding about data resources available and how to use them to inform instruction

Safe and Supportive Learning Environment

The following actions are planned:

- Purposeful development and nurturing of safe and supportive environment for students, staff, families, and community
- Equity policies observed
 - Gender, race, ethnicity, culture, language, physical/mental
- Reading and Math Support
 - Special Education
 - Title
 - LAP
 - Washington Reading Corps
- Talking about Touching, Second Steps, and Life Skills Programs

- Bullying Prevention Instruction
- Extra-Curricular Activities
 - After-School Choir, Band
- Health Screenings
- Life Skills Instruction
- Student Attendance Monitoring
 - Incentive program (individual and classroom)
 - State Attendance law
 - Becca Petitions
- Specialist Instruction
 - PE, Music, Library
- Field Trips

Family and Community Involvement

The following actions are planned:

- Developing a welcoming environment for families and community through structure, displays, and behavior
- Curriculum Nights (primary and intermediate)
- Kindergarten WaKIDS Welcome Meetings with all Families
- Multi-age Pot Luck
- Parent-Teacher Conferences (Fall, Spring)
- Monte Cristo Parent Group
 - Monthly meetings
- Bi-monthly family events (Pumpkin Carving, Holiday Gift Shop, etc.)
- Family movie nights
- Presentations by Police Department
- Bullying Prevention Activities
- Fire Prevention Week
- Bus Safety Week
- Parent-Teacher conferences (Fall, Spring)

- Concerts and performances
- Year-end celebrations/graduations
- Student Talent Show

Goal #3. *College- and Career-Ready*. Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.

Implement College-and-Career-Ready team recommendations as follows:

1. Data-Based Decision Making

- A. Elementary Schools-Run the following reports for review. Create intervention plans students who fall into all three categories:
 - Attendance (students who have missed more than 10%)
 - Discipline referrals (2 or more referrals and 1 or more suspension)
 - Decline in instructional recommendation (IR) value on DIBLES

- B. Additional data to be taken into consideration:
 - Reading level at 3rd grade
 - State exam failure in 7th grade
 - Students who are new to a school/student entry dates
 - 9th grade academic success or failure

- C. Once students are identified the team will need to monitor student progress on a monthly basis through a variety of measures.
 - Skyward-attendance, discipline, grades
 - Assessments
 - Other measures as determined

2. Tracking/Transition

- A. Track students identified as at risk for dropping out of school based on above indicators
- B. Set time for staff to meet when students are transitioning from elementary to middle and middle to high school

3. Interventions

- A. Continue with intervention team meetings at all school levels and make personnel aware that dropout prevention starts in elementary school.

- B. Utilize the mentor program coordinator more effectively. Coordinate communication between mentor program and dropout prevention committee. Use data from point sheet to develop mentor referrals. Have mentor coordinator become more visible throughout the district and advertise the program in the community to get more mentors. Possibly look at having high school students mentor elementary school students.
- C. If there are funds for professional development look into a presenter who can address dropout prevention, standards based grading and assessment.