

A close-up photograph of a tiger's face, showing its distinctive orange and black stripes, white underbelly, and intense greenish-yellow eyes. The tiger is looking directly at the camera with a serious expression. The background is dark and out of focus.

**Mountain Way Elementary
School Improvement Plan
2015-2016**

School Improvement Team

Principal: Cheryl Larsen

Leadership Team:

Erika Shaw, Naomi Conner,
Stacey Simmons, Tresa Watson,
Joelle Wright, Valerie Anderson
Mountain Way Elementary Staff
& Parent Advisory Council

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.

Mountain Way Elementary

Mountain Way Elementary Mission:

Mountain Way will provide children with a stimulating academic program, a safe and supportive learning environment, and the knowledge and skills needed to become successful family members, productive adults, and contributing citizens.

Priority Identification:

Analysis of the School's and District's current situation, compared to the District Strategic Goals and Foundational Beliefs, provide direction for priority focus within this School Improvement Plan (SIP).

This School Improvement Plan presents and defines the priorities and activities that provide the school focus throughout the next academic year toward the realization of the District Goals and the State Standards for Student Achievement. This SIP will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this SIP and disseminated, as appropriate.

Student Performance Data: The most recent school data indicate:

Math

	2011 MSP	2012 MSP	2013 MSP	2014 MSP	2015 SBA	Students at Mt. Way performed above the state in grades 3 and 4 on the 2014 MSP:
Gr. 3	56.7	59.5	64.9	71.3	71.6	Grade 3: 15% <u>above</u> state score
Gr. 4	51.1	59.3	58.0	66.3	42.3	Grade 4: 11% <u>below</u> state score
Gr. 5	63.4	53.4	60.3	48.6	45.1	Grade 5: 3% <u>below</u> state score

Strand/Claim	Claim Performance Below Percent			Claim Performance At or Near Percent			Claim Performance Above Percent		
	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5
Concepts and Procedures	13.7	27.8	36.6	34.2	45.6	40.2	52.1	26.6	22.0
Problem Solving and Modeling & Data Analysis	17.8	17.7	30.5	39.7	50.6	40.2	42.5	31.6	28.0
Communicating Reasoning	6.8	29.1	26.8	42.5	45.6	57.3	50.7	25.3	14.6

English Language Arts (combines Reading, Writing, Listening and Speaking)

	2011 MSP	2012 MSP	2013 MSP	2014 MSP	2015 SBA	Students at Mt. Way performed above the state at grades 3 and 4 on the 2014 MSP. Grade 3: 6.9% <u>above</u> state Grade 4: 8.9% <u>above</u> state Grade 5: 1.0% <u>above</u> state
Gr. 3	82.0	72.2	76.9	76.3	58.9	
Gr. 4	67.4	82.6	82.6	78.3	63.4	
Gr. 5	87.8	73.9	78.2	64.9	58.5	

Strand/Claim	Claim Performance Below Percent			Claim Performance At or Near Percent			Claim Performance Above Percent		
	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5
Reading	14.1	16.5	25.6	53.5	55.7	39.0	32.4	27.8	35.4
Listening and Speaking	7.0	10.1	8.5	62.0	62.0	65.9	31.0	27.8	25.6
Writing	12.7	16.5	19.5	56.3	44.3	54.9	31.0	39.2	25.6
Research/Inquiry	14.1	13.9	12.2	50.7	51.9	57.3	35.2	34.2	30.5

Science

	2011	2012	2013	2014	2015	While there was a significant drop in scores between 2014 and 2015, MWE's 2015 score was still 5.7% above the state's performance.
Gr. 5	59.8	65.9	75.6	81.1	68.7	

Writing

	2011	2012	2013	2014	Writing scores are now reported as a component of the English Language Arts assessment.
Gr. 4	64.1	57.0	84.1	77.1	

Staff Data

Nine Characteristics of High-Performing Schools Data collected from staff surveys administered identifies areas of continued strength, improvement or need (percentage of points possible reported in the following table).

	Staff leadership	Emphasis on student learning	Teachers help students achieve high standards	Students challenged by rigorous curriculum	School leadership integrity	Planning instruction collaboratively	Frequent communication w/ families	Curriculum aligned to standards	Students who need it receive extra help	School environment is conducive to learning	Staff believes students can learn more w family support	Partnering w/ community
2015	96%	97%	92%	80%	94%	83%	85%	91%	81%	92%	93%	79%
2014	89%	94%	83%	78%	89%	85%	79%	75%	76%	92%	95%	79%
2011	96%	77%	87%	80%	94%	83%	85%	91%	81%	92%	93%	79%

Transforming Professional Learning

Fall 2014 and Spring 2015 comparison



With the intent to improve student achievement by focusing on effective instructional and assessment strategies, providing teachers with the opportunity to collaborate around specific academic goals and to create a system that most effectively utilizes intervention resources, Mountain Way Elementary School identified goals for the 2015-2016 school year.

SMART Goal #1: Student achievement in MATH will increase by 10% at each grade level as measured by the 2016 Smarter Balanced Assessment.

Action Plan	Evidence of Implementation	Evidence of Impact	Strategic Plan Alignment
<p>Improve Math Scores by implementing the second year of Professional Learning Communities, which includes:</p> <ul style="list-style-type: none"> • Identifying 2-3 Students of Focus per class • Using Instructional Calendars that determine when each standard will be taught and how skills will be maintained • Consistent use of Student Friendly Learning Targets for all CCSS • Supplementing Math Connects to assure effective instruction of CCSS • Utilizing assessment data to determine student intervention and enrichment needs • Differentiating instruction to assure student mastery of standards • Planning for and delivering system-wide intervention for students not meeting standards on formative/summative assessments • Integration of Standards of Mathematical Practice into daily instruction • Provide vertical teaming opportunities surrounding K-5 alignment in instructional approach, academic vocabulary, and skill development • Provide Professional Development opportunities to strengthen teachers' understanding of how mathematical concepts build over time. • Implement Lesson Studies focused on effective teaching practices • Utilize STAR Math data and instructional planning component to identify learning progressions for students in need of interventions • Access instructional and assessment resources, including the digital library and interim assessments • Focus on instructional planning and strategies during PLCs, including Standards of Mathematical Practice 	<ul style="list-style-type: none"> • Students of Focus meeting goals identified by teacher • Learning Targets posted in classrooms and referenced during learning • Teachers using Instructional Calendars to assure coverage of standards by SBAC • Aligned instructional vocabulary identified on Instructional Calendars • Grade level teams delivering standards-based instruction • Teachers deliver instruction and provide differentiation for students based on data • Grade level team collaboration surrounding student data • Intervention provided to students is intentional and based on data • Effective math instructional practices observed in classrooms • Data analyzed from Interim Assessments 	<ul style="list-style-type: none"> • Student mastery of standards will increase as measured by formative and summative assessments • Student performance on SBAC will increase 	<p>Goal #1: Quality Learning Aligned through purposefully engaging and inspiring students in making meaning and applying their understanding; developing and implementing a repertoire of high-yield instructional strategies; fostering development of the Standards of Mathematical Practices; and setting and meeting high expectations for student achievement</p> <p>Goal #2: Positive Image Aligned through an increase in student learning; initiation of partnerships to support student learning; and sharing successes with the community</p> <p>Goal #3: College and Career Ready Aligned by ensuring that all students meet and surpass benchmarks so that they are prepared for the next levels of the educational system</p>

What will we have accomplished by:

December	March	June
<ul style="list-style-type: none"> • Identify Students of Focus based on STAR, SBAC and classroom based assessments • Monitor Students of Focus progress • Formative assessment data reviewed by grade levels • Success Time Intervention implemented for 1st Trimester units • Professional development on Standards of Mathematical Practice initiated • One vertical team meeting complete • Two STAR assessment complete • Lesson study planning initiated • Timeline and implementation plan for Interim Assessments at Grades 3-5 	<ul style="list-style-type: none"> • Monitor Students of Focus progress • Formative assessment data reviewed by grade levels • Success Time Intervention implemented for 2nd Trimester units • Professional development on Standards of Mathematical Practice continued • Two or more vertical team meetings complete • Third STAR assessment complete • Lesson study complete • Interim Assessments completed and data analyzed for Grades 3-5 	<ul style="list-style-type: none"> • Formative assessment data reviewed by grade levels • Success Time Intervention implemented for 3rd Trimester units • Professional development on Standards of Mathematical Practice continued • Three or more vertical team meetings complete

SMART Goal #2: Student achievement in English Language Arts will increase by 10% at each grade level as measured by the 2016 Smarter Balanced Assessment.

Action Plan	Evidence of Implementation	Evidence of Impact	Strategic Plan Alignment
<p>Improve ELA Scores by:</p> <ul style="list-style-type: none"> • Identifying 2-3 Students of Focus per class • Consistent use of Student Friendly Learning Targets for all English Language Arts (ELA) Common Core State Standards (CCSS) • Track delivery and mastery of ELA CCSS • Utilize formative assessment opportunities to measure student proficiency • Differentiating instruction to assure student mastery of standards • Access instructional and assessment resources, including the digital library, text sets, and interim assessments • Utilize STAR Reading data and instructional planning component to identify learning progressions for students in need of interventions • Participate in district led Professional Learning relating to Common Core ELA standards 	<ul style="list-style-type: none"> • Learning Targets posted in classrooms and referenced during learning • Teachers assure coverage of grade level standards by SBAC administration • Grade level teams administering assessments • Grade level teams collaboration surrounding student data • Grade level teams delivering standards-based instruction • Teachers deliver instruction and provide differentiation for students based on data 	<ul style="list-style-type: none"> • Students performance on SBAC will increase • The number students identified as at-risk by the STAR assessment will decrease 	<p>Goal #1: Quality Learning Aligned through purposefully engaging and inspiring students in making meaning and applying their understanding; developing and implementing a repertoire of high-yield instructional strategies; and setting and meeting high expectations for student achievement.</p> <p>Goal #2: Positive Image Aligned through an increase in student learning; initiation of partnerships to support student learning; and sharing successes with the community.</p> <p>Goal #3: College and Career Ready Aligned by ensuring that all students meet and surpass benchmarks so that they are prepared for the next levels of the educational system.</p>

What will we have accomplished by:

December	March	June
<ul style="list-style-type: none"> • Teachers continue to familiarize themselves with ELA standards • Teachers implement formative assessment opportunities in ELA for 1st Trimester Units • Teachers post and refer to Student Friendly Learning Targets during lessons • Teachers participate in two Professional Learning sessions related to Common Core ELA standards 	<ul style="list-style-type: none"> • Teachers post and refer to Student Friendly Learning Targets during lessons • Teachers gather resources on ELA assessments (SBAC) • Teachers participate in a total of three Professional Learning sessions related to Common Core ELA standards 	<ul style="list-style-type: none"> • Teachers post and refer to Student Friendly Learning Targets during lessons • 2016-17 intervention plan developed by grade levels teams • Teachers participate in a total of five Professional Learning sessions related to Common Core ELA standards

Additional Actions Aligned to District Strategic Plan Goals

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.

Professional Learning	<ul style="list-style-type: none"> • Develop a Professional Learning Plan for Mt. Way • Utilize Standards of Professional Learning during planning phase • Implement learning from Agile Minds training in classrooms, complete 3 EAYD modules with staff • Participate in Transforming Professional Learning building meetings • Build leadership among teachers in the building in the area of Professional Learning
Professional Learning Communities	<ul style="list-style-type: none"> • Deepen understanding of and collaboration around highly effective instructional strategies • Deepen understanding and use of student data to inform instruction
Science	<ul style="list-style-type: none"> • Deepen understanding of Next Generation Science Standards • Begin alignment instructional materials to Next Generation Science Standards • Begin vertical alignment of standards in K-5
Social Studies	<ul style="list-style-type: none"> • Administer Classroom Based Assessments in Grades 3-5
Teacher-Principal Evaluation Program/CEL 5D+	<ul style="list-style-type: none"> • Continue to build understanding of the 5 Dimensions of the instructional framework • Develop high quality Student Growth Goals, monitor student growth in relation to goals throughout year • Continue study of the Dimensions of Student Engagement, Purpose, Assessment, Classroom Environment • Implement Group C evaluations: Comprehensive, Focused and TPGO

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.

Building Culture	<ul style="list-style-type: none"> • Review and follow Code of Ethics and Collaboration • Establish and utilize Leadership Team as a driver of instructional improvement at Mt. Way
Student Leadership	<ul style="list-style-type: none"> • Increase opportunities for students to participate in leadership
Parent and Community Involvement	<ul style="list-style-type: none"> • Recruit parents for Parent Advisory Council • Schedule and hold 5 meetings during the 2015-16 school year

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.

Technology	<ul style="list-style-type: none"> • Offer Professional Development on effective use of Smart Board and classroom technology • Effectively utilize Chromebooks at all grade levels
College and Career Ready	<ul style="list-style-type: none"> • Kindergarten At-Risk student identified, intervention plans developed and implemented • Explore Technology CBAs for Grades K-2