

Choteau School District



Comprehensive Educational Plan 2009 - 2014

Table of Contents

Five Year Comprehensive Educational Plan	3
Introduction	3
Mission Statement	3
Five Year Plan Development and Process	3
Five Year Plan Goals.....	4
District Demographic Profile.....	5
District Enrollment.....	5
District Percentage of Economically Disadvantaged.....	5
District Percentage of IDEA Students.....	6
District Graduation Rate.....	6
District Dropout Rate	7
District FTE and Student Teacher Ratio	7
Enrollment by Ethnicity	8
District Achievement Data.....	9
CRT Reading Proficiency Compared to Montana	9
Proficiency of All Students Tested Each Year.....	9
CRT Math Proficiency Compared to Montana	11
Proficiency of All Students Tested Each Year.....	11
CRT Science Proficiency Compared to Montana	12
Proficiency of Economically Disadvantaged Students	13
Results of Multiple Choice Questions on each Montana Standard.....	14
Overall District Comparisons for Reading and Math Standards.....	16
Student Results on Open Response Questions.....	17
Economically Disadvantaged Student Results on Open Response Questions.....	18
Results of Multiple Choice Questions by each Montana Standard for Science.....	19
Results of Open Response Questions by each Montana Standard for Science.....	20
Analysis of Demographic and Achievement Data.....	21
Conclusions	22
Yearly Five Year Plan Goals	23

Five Year Comprehensive Educational Plan

Introduction

The town of Choteau, Montana has an Elementary (K-8) School District and a Secondary (9-12) School District delivering educational services to the community. Choteau is located in Teton County and is approximately a one hour drive from Great Falls. The town of Choteau is home to approximately 1710 people.

The Choteau District has a long standing history of delivering a quality education to the students that it serves. The school district is located in a largely rural area of Montana with agriculture, timber, and tourism the main economy in the community. The school enrollment has been showing a steady decline the last eight years which is similar to many communities in Montana.

The Choteau Elementary School had 264 students enrolled in grades K – 8 and the High School had 129 students enrolled for the 2008 – 2009 school year. The elementary school and a 7-8 school are located in town. The high school district encompasses the same area as the total elementary and has a school building in town. The district has 36% of the enrolled students eligible for the free and reduced program. The Choteau District employs 16.669 Full Time Equivalent teachers in the elementary school, 5.005 FTE teachers in the 7-8 school, and 12.441 teachers in the high school for the 2007-2008 school year. Choteau is classified as a Class B school district for participation in the Montana High School Association activities program.

Mission Statement

Choteau Schools provides a safe, optimal learning environment, offering all students a well-rounded education.

Five Year Plan Development and Process

This Five Year Comprehensive Educational Plan contains sections with information on the Choteau District/Schools including a profile with demographic data, achievement information, data analysis, Five Year Plan goals, yearly plan goals, and a review of the effective schools correlates. The district and school yearly plan goals for reading, math, and curriculum are included along with the district/school curriculum development and review cycle. The district and school yearly goals include measurable objectives, strategies for accomplishing the goals, the required professional development, and needed resources. The sections of this Comprehensive Five Year Plan were developed for all grade levels/schools and the Choteau School District. Since the district has only one school at each level, this plan encompasses all schools and the district into one comprehensive plan. The goals of this plan were based on the data analysis of district information and profile found in the first part of this document. The strategies for each goal are designed to provide activities or components to assist the district in achieving the goal. The professional development plans outline the district/school training program needed for staff to achieve the goals. All stakeholders including district staff, parents, community members, students, and the board of trustees had an opportunity to provide input into this plan. This Five Year Comprehensive Educational Plan will serve the Choteau

District/Schools as a blueprint for continuous school improvement and student academic progress for the next five years.

Five Year Plan Goals

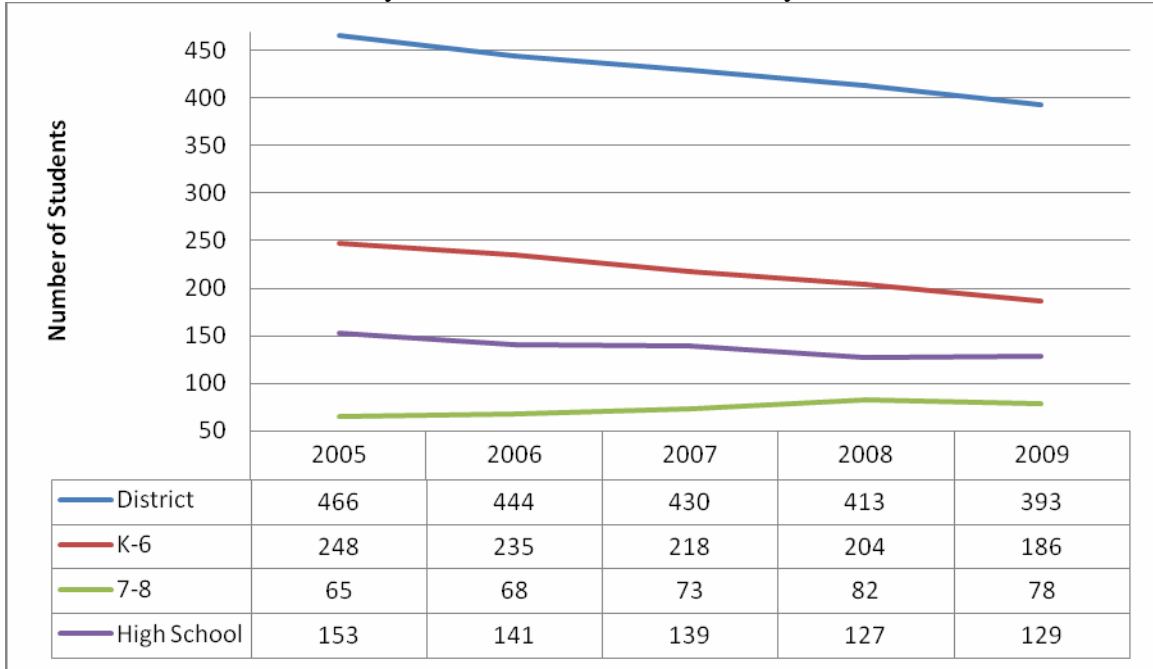
The Choteau District has completed the correlate review of effective schools and has identified six goals through this process for inclusion into the five year plan. The identified five year plan goals are broad statements designed to form the basis for the more specific yearly goals which are directed at a particular outcome. The six goals are as follows:

1. Continue improvement of math proficiency in the district/schools.
2. Continue the improvement of reading proficiency in the district/schools.
3. Improve the proficiency of economically disadvantage students in reading and math.
4. Conduct a review process to ensure vertical alignment of the science curriculum throughout the district.
5. Continue the integration of technology into all curriculums and instruction.
6. Continue to develop and implement a system of multiple evaluations and assessments to assist teachers in monitoring and modifying curriculum and instruction to meet the needs of all students.

District Demographic Profile

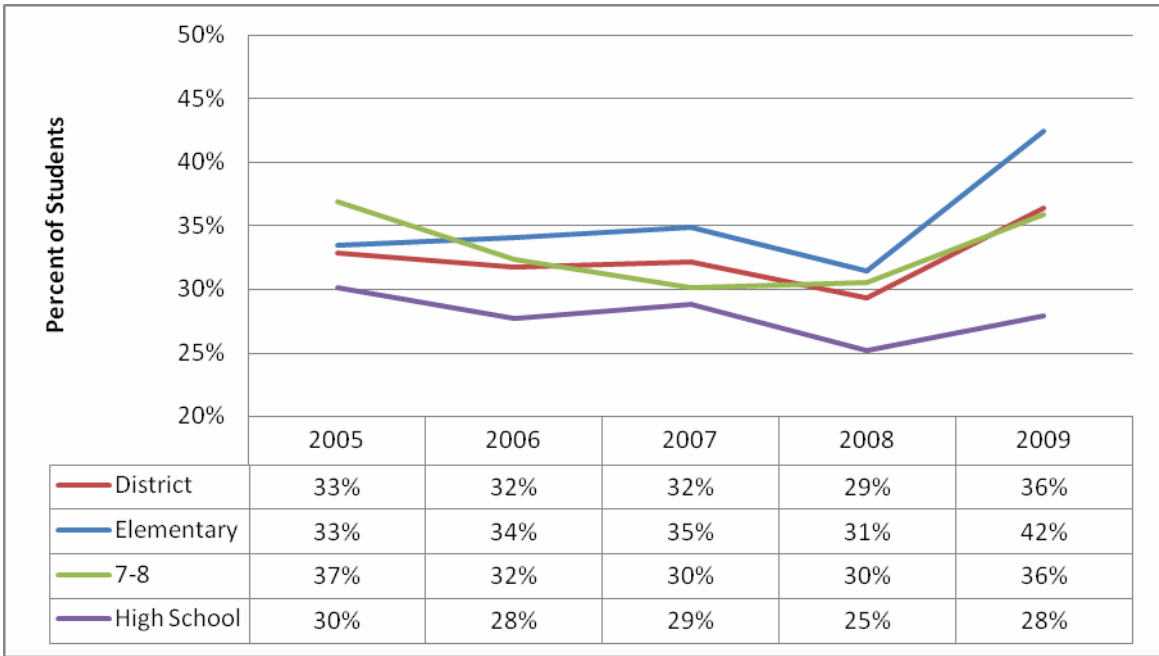
District Enrollment

The district enrollment has shown a steady decline since the 2004 – 2005 school year. The district enrollment has declined by 73 students over the last five years.



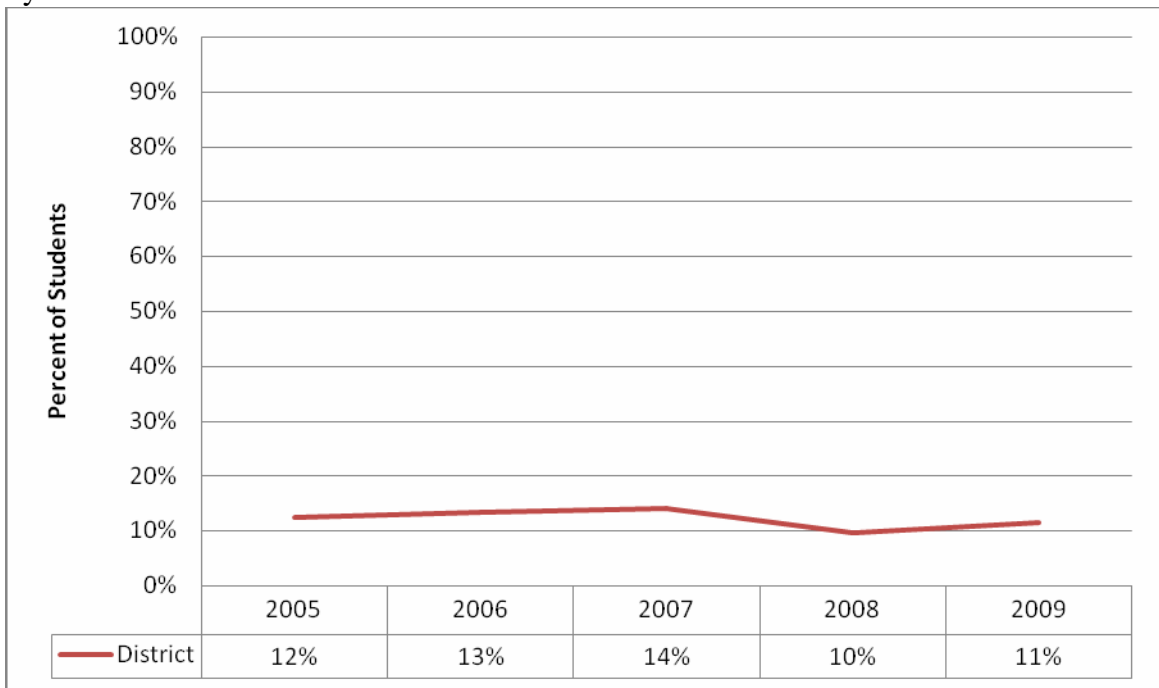
District Percentage of Economically Disadvantaged

The percentage of free and reduced students in the district has been steady until 2009 when it rose to 36%. The district is currently at 36% economically disadvantaged which is nearly at the state average of 35% in a district.



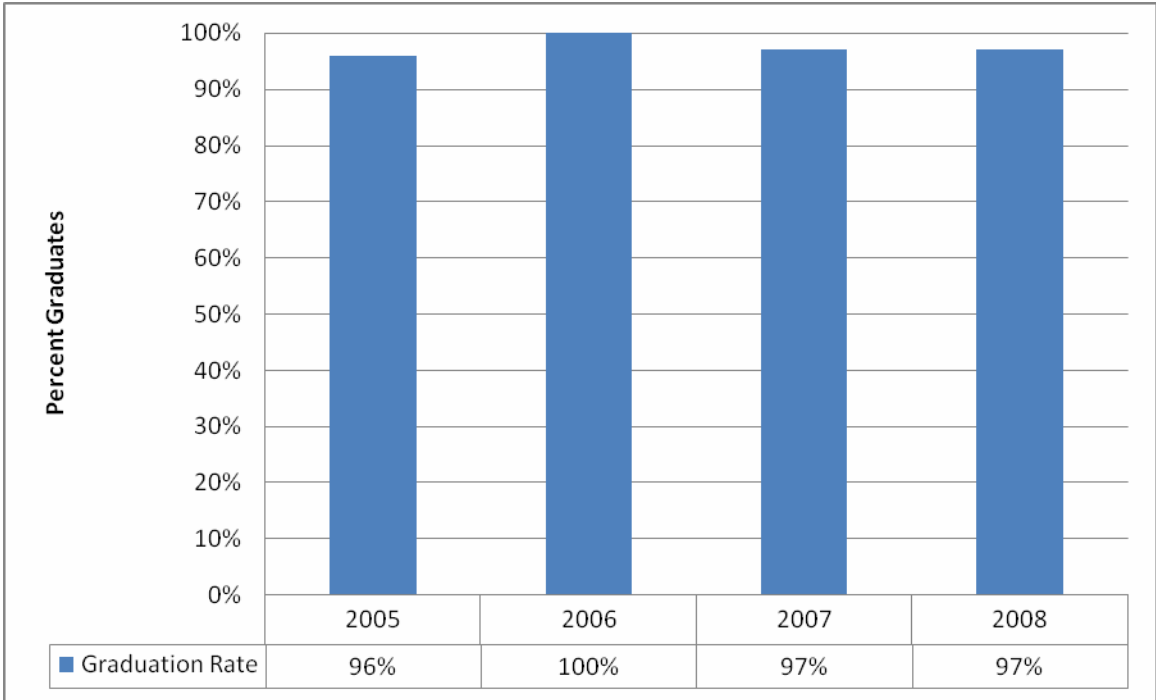
District Percentage of IDEA Students

The district percentage of IDEA students has dropped slightly over the last four years and is nearly at the state rate of 12%.



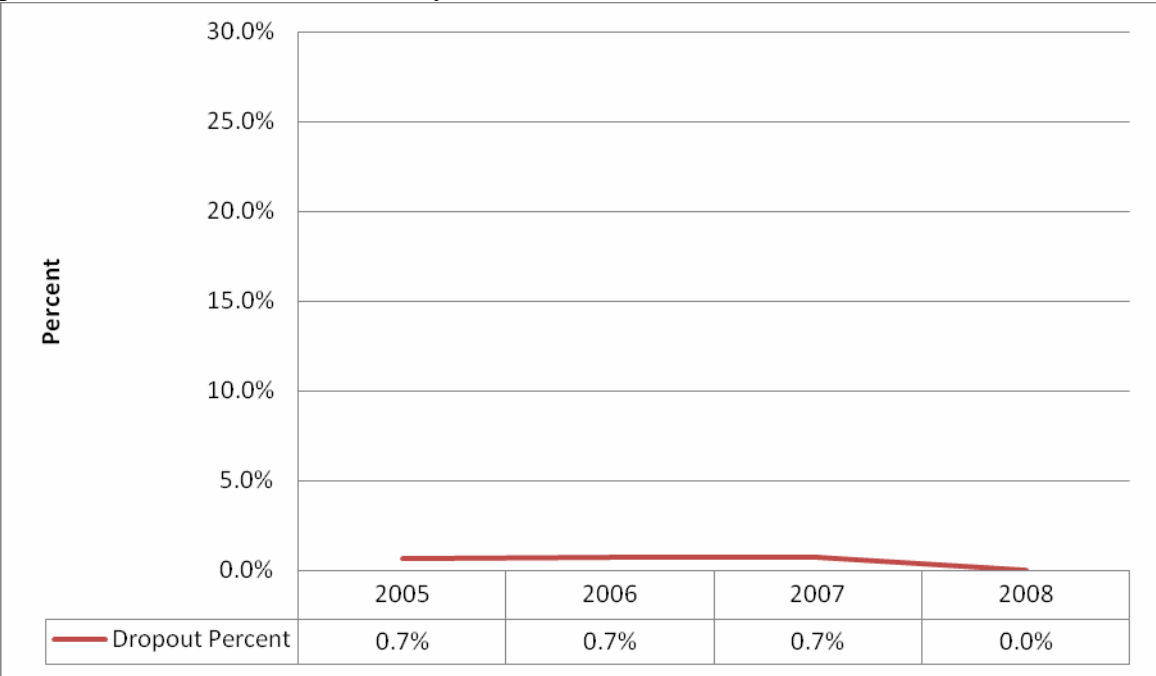
District Graduation Rate

The district graduation rate is excellent with a 98% rate over the last four years.



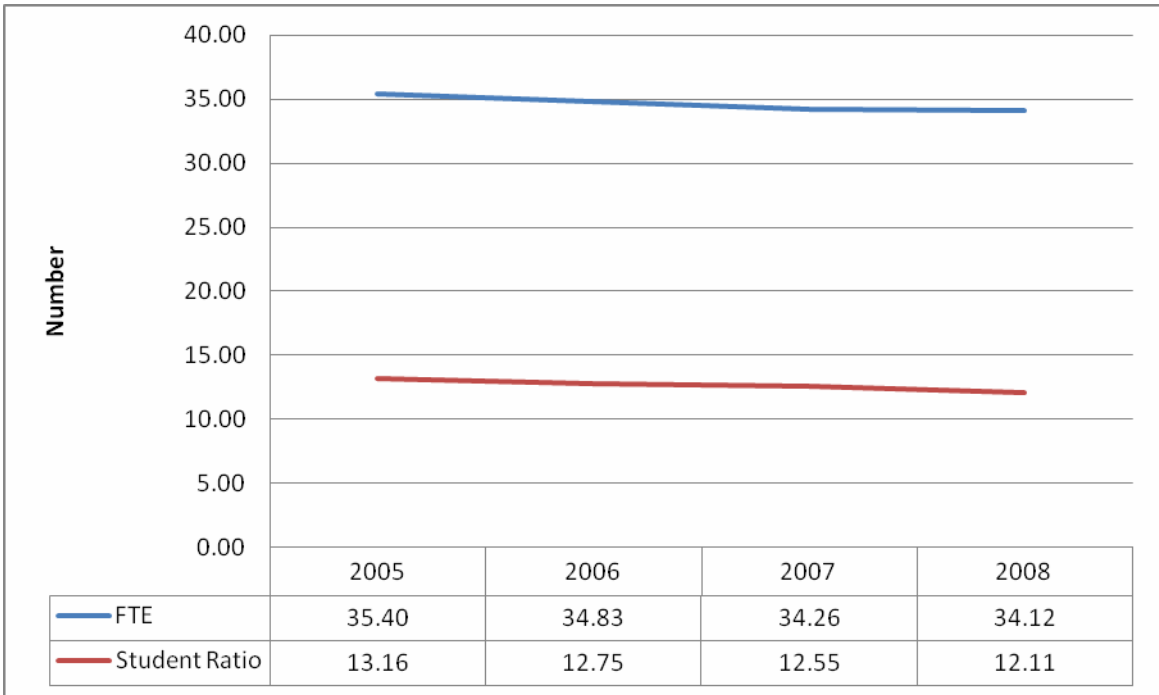
District Dropout Rate

The chart shows that the Choteau district has an exceptional record of dropout prevention. The dropout rate is .5% over the last four years.



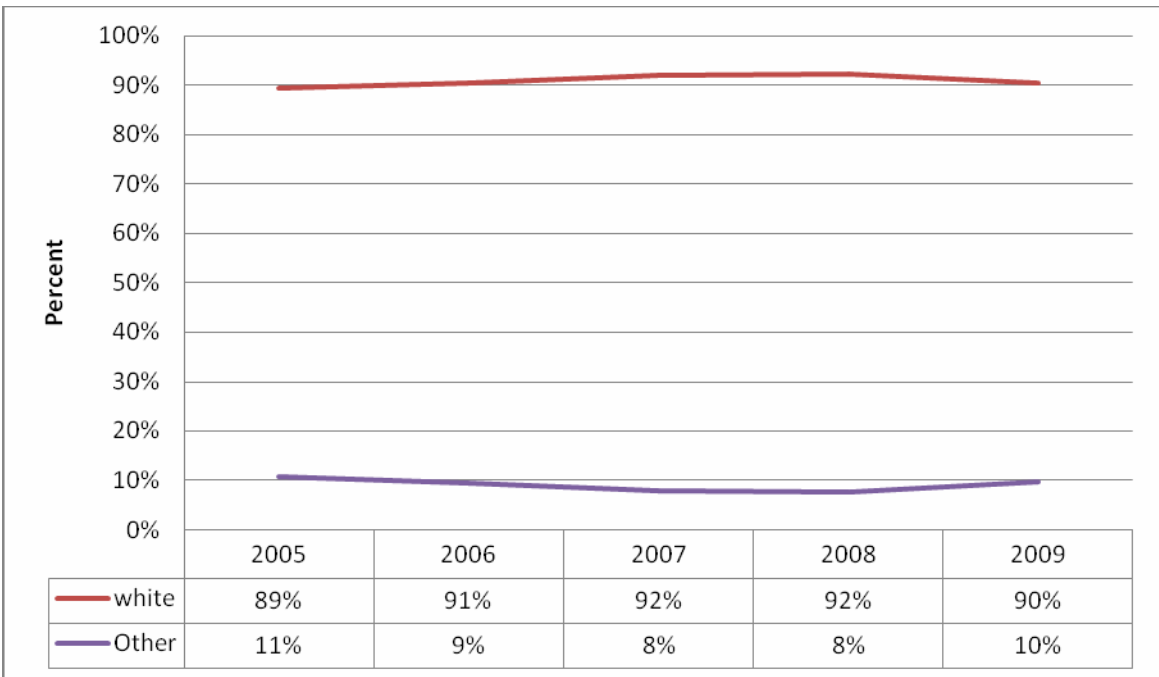
District FTE and Student Teacher Ratio

The student teacher ratio has decreased slightly over the last four years. The district FTE has decreased slightly over the last four years.



Enrollment by Ethnicity

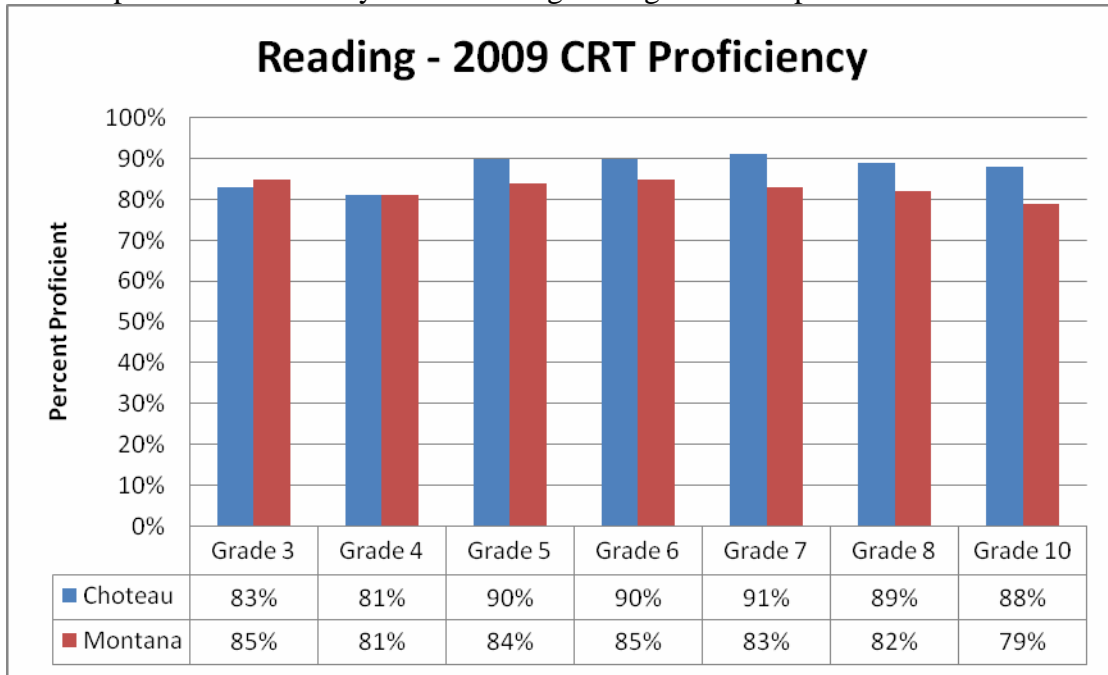
The district has one major sub group of students which is white. The white sub group has about 90% of the students in 2009.



District Achievement Data

CRT Reading Proficiency Compared to Montana

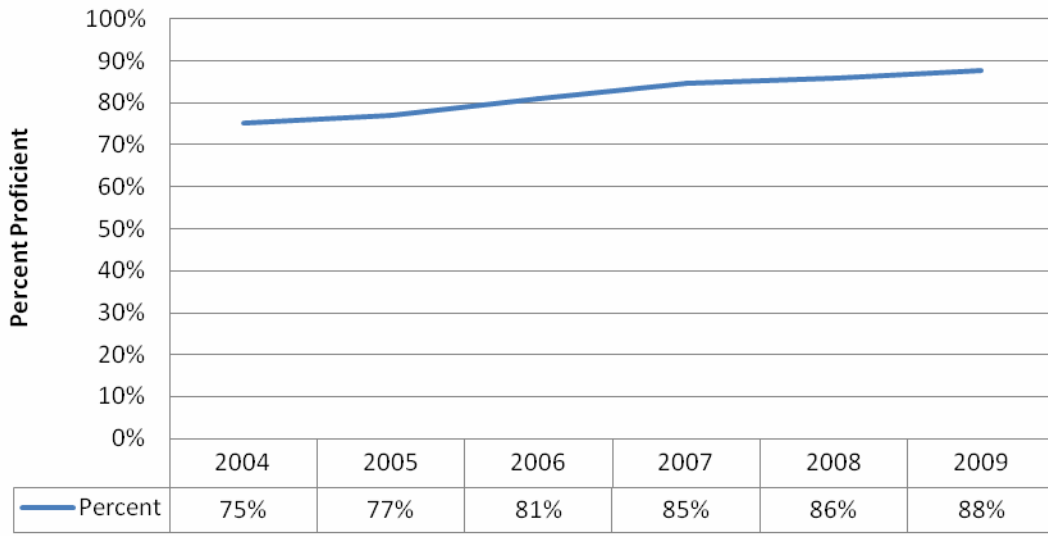
The following chart represents the percent of proficient and advanced students in the district in 2009 compared to the same group in Montana. The results indicate that Choteau was at or higher than the state profile in the 2009 year for reading in all grades except 3rd.



Proficiency of All Students Tested Each Year

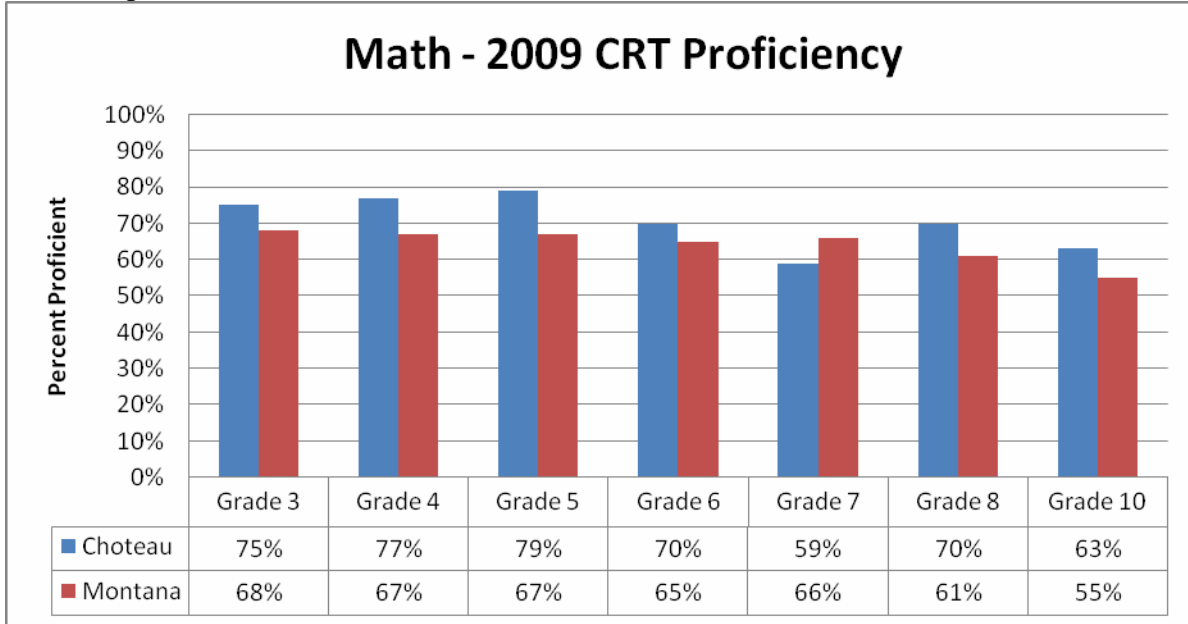
The following charts show the proficiency of students in reading for all the tested years. Reading scores have shown steady improvement from 2004 to 2009 increasing to 13%.

Reading - Proficiency of all Students Tested



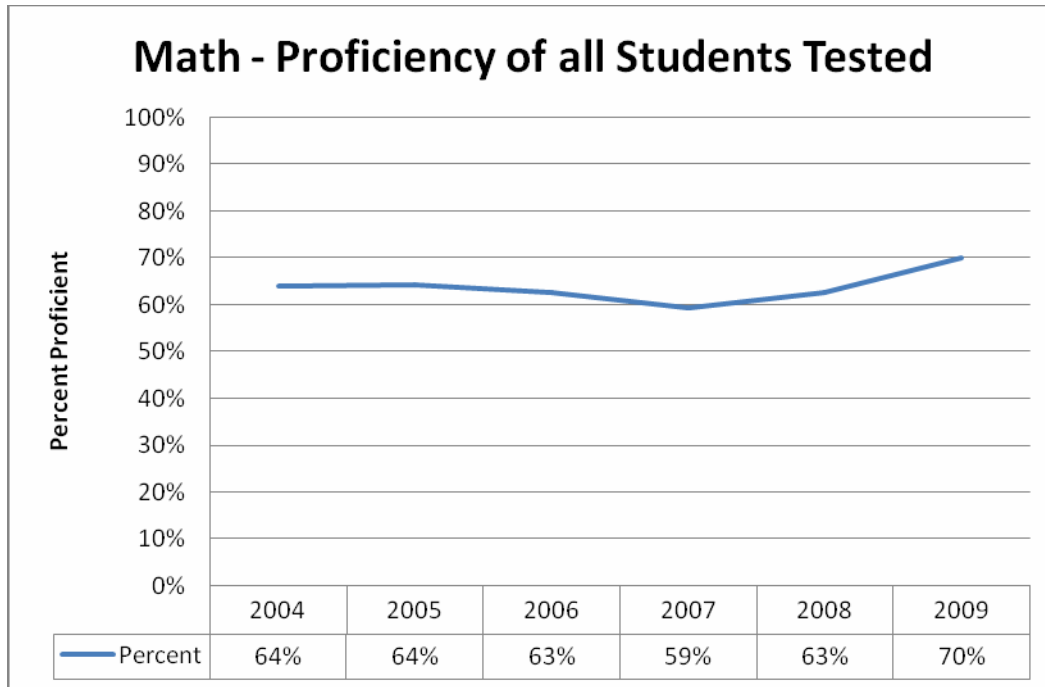
CRT Math Proficiency Compared to Montana

The following chart represents the percent of proficient and advanced students in the district in 2009 compared to the same group in Montana. Math results were at or higher than the state in all grades except 7th.



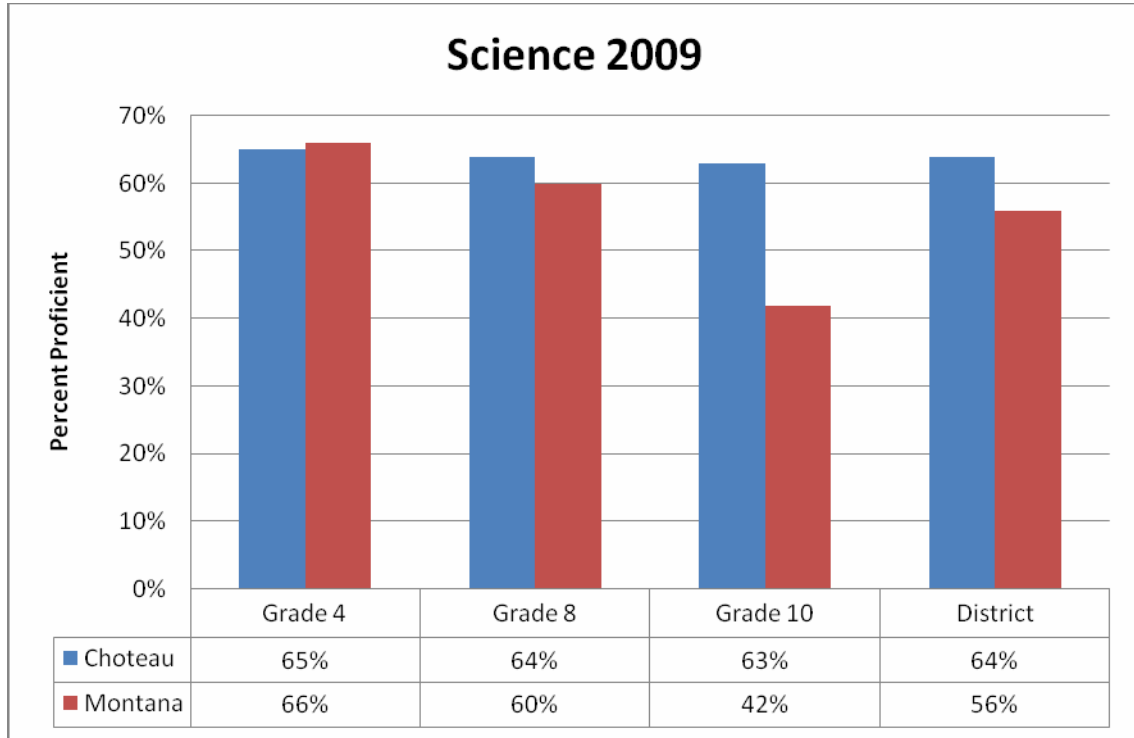
Proficiency of All Students Tested Each Year

The following chart shows the proficiency of students in math for all the tested years. Math scores in the district have been steady until 2009 when the percent of proficiency increased 7%.



CRT Science Proficiency Compared to Montana

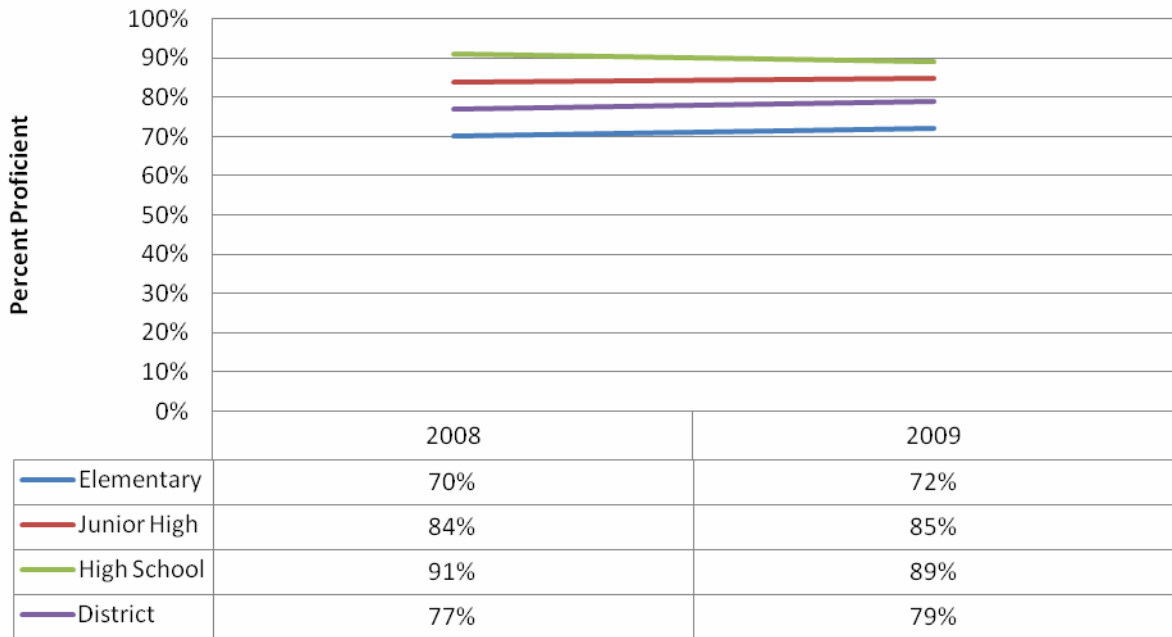
The following chart represents the percent of proficient and advanced students in the district in 2009 compared to the same group in Montana. The results indicate that Choteau was at or higher than the state profile for science in grades 8 and 10. Overall the district was above the state profile in 2009.



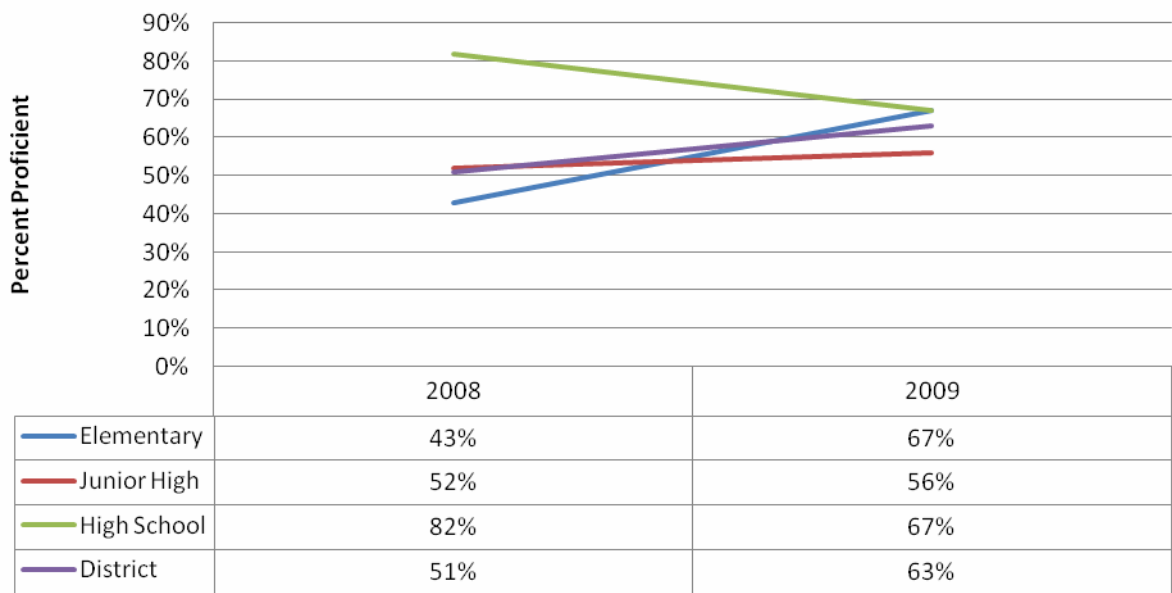
Proficiency of Economically Disadvantaged Students

The following chart shows the proficiency of economically disadvantaged students in reading and math. Economically disadvantaged students improved their reading scores from 77% proficient in 2008 to 79% in 2009 for reading. Math scores increased from 51% in 2008 to 63% in 2009. Economically disadvantaged students were lower than the all student group by 9% in reading and 7% in math. These results are for all economically disadvantaged students' in grades 3-8 and 10.

Free Reduced Students CRT Reading



Free Reduced Students CRT Math



Results of Multiple Choice Questions on each Montana Standard

Standard Content Reading	Grades
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2009		3	4	5	6	7	8	10
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	73.7%	65.0%	68.4%	69.4%	73.1%	73.7%	75.0%
Standard 2	Students apply a range of skills and strategies to read.	70.6%	71.2%	73.7%	80.0%	76.2%	77.8%	73.7%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	58.3%	70.0%	75.0%	66.7%	66.7%	83.8%	83.3%
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	66.3%	66.7%	71.7%	64.3%	80.0%	72.7%	81.1%

The following charts show CRT results for students by each Montana Standard in reading and math. The percentage of correct responses by all students on multiple choice questions related to that specific standard is represented in the right hand column.

Standard Content Math 2009		Grades						
		3	4	5	6	7	8	10
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	76.5%	69.0%	62.5%	53.7%	40.8%	61.4%	52.5%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	62.5%	64.3%	62.5%	61.4%	50.0%	65.0%	60.0%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	80.0%	60.0%	65.7%	61.4%	50.0%	66.7%	53.8%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	71.7%	70.0%	62.5%	55.6%	37.5%	62.5%	50.0%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	75.0%	75.0%	60.0%	60.0%	66.7%	50.0%	53.8%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	75.0%	75.0%	61.4%	75.0%	50.0%	62.5%	50.0%

Overall District Comparisons for Reading and Math Standards

The chart below shows the specific grade levels and the highest and lowest performing standards by district students.

District CRT Test Results Compared to the Montana Standards				
Grade	Highest Reading Standard 2009	Lowest Reading Standard 2009	Highest Math Standard 2009	Lowest Math Standard 2009
3	1	4	4	3
4	2	1	6 & 7	4
5	4	1	4	6
6	2	5	7	2
7	5	4	6	5
8	4	5	4	6
10	4	2	3	5 & 7
All Grades	2	1	7	5

Student Results on Open Response Questions

The following charts show the percentage of the total points that students scored on open response questions for reading and math in 2009.

Standard Content Reading		All Grades 2009	
		District	State
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	35.0%	45.0%
Standard 2	Students apply a range of skills and strategies to read.	47.5%	42.5%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	57.5%	43.8%
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	42.5%	40.8%
Total results on all standards for reading.		43.2%	42.5%

Standard Content Math		All Grades 2009	
		District	State
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	48.1%	44.4%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	52.2%	50.0%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	51.3%	46.3%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	43.8%	50.0%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.		NA
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	70.0%	70.0%
Total results on all standards for math.		49.3%	47.6%

Economically Disadvantaged Student Results on Open Response Questions

The following charts show the percentage of the total points that economically disadvantaged students scored on open response questions for reading and math in 2009.

Standard Content Reading		All Grades
		2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	26.3%
Standard 2	Students apply a range of skills and strategies to read.	42.5%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	50.0%
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	40.0%
Total results on all standards for reading.		37.9%

Standard Content Math		All Grades
		2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	42.5%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	50.0%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	45.0%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	41.3%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	70.0%
Total results on all standards for math.		45.0%

Results of Multiple Choice Questions by each Montana Standard for Science

The following charts show CRT results for students by each Montana Standard for science. The percentage of correct responses by all students on multiple choice questions related to that specific standard is represented in the right hand columns.

Standard Content Science		Grades		
		4	8	10
Standard 1	Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.	73.9%	68.4%	66.0%
Standard 2	Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.	78.1%	61.1%	60.8%
Standard 3	Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.	75.8%	68.8%	66.4%
Standard 4	Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.	68.9%	56.7%	74.5%
Standard 5	Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.	64.5%	73.0%	68.2%
Standard 6	Students understand historical developments in science and technology.	62.9%	60.7%	83.8%

District CRT Test Results Compared to the Montana Science Standards		
Grade	Highest Scoring Standard 2009	Lowest Scoring Standard 2009
4	2	6
8	5	4
10	6	2
All Grades	3	2

Results of Open Response Questions by each Montana Standard for Science

The following charts show the percentage of the total points that students scored on open response questions for science in 2009.

Standard Content Science		2009		
		Grade	District	State
Standard 1	Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.	4	62.5%	62.5%
Standard 2	Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.	4	22.5%	22.5%
Standard 3	Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.	8	30.0%	27.5%
Standard 4	Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.	8	45.0%	40%
Standard 3	Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.	10	42.5%	27.5%
Standard 4	Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.	10	57.5%	52.5%
	Total results on all standards for science		43.3%	38.7%

Analysis of Demographic and Achievement Data

The analysis of data from the district/school demographic information shows that the enrollment has dropped 73 students in the last 5 years. The district has a very low dropout rate as evidenced by a .5 percent rate in the last four years. The district graduation rate is excellent and is 98% over the last four years. The district has a special needs identification rate at about 11% of the students in 2008-09. In addition, the free and reduced student count is 36% in the district which is nearly at the state rate of 35%. The district ethnicity shows that the student profile is made up of nearly 90% white students. The analysis shows that the Full Time Equivalent teaching positions in the district have decreased slightly over the last few years. The student teacher ratio has decreased slightly in the district. However, the student teacher ratio in the district is very good and offers many advantages to students.

The results indicate that Choteau was at or higher than the state profile in the 2009 year for reading in all grades except 3rd. In addition, Math results were at or higher than the state in all grades except 7th. Economically disadvantaged students in all grades improved their reading scores from 77% in 2008 to 79% proficient in 2009. Economically disadvantaged student scores for math improved from 51% proficient in 2008 to 63% in 2009.

When all the tested students in grades 3-8 and 10 are combined each year for the district from 2004 to 2009 the results show reading scores have shown steady improvement from 2004 to 2009 increasing to 13%. Math scores in the district have been steady until 2009 when the percent of proficiency increased 7%. Math proficiency of economically disadvantaged students is below the all student group with 63% compared to 70%. Overall math proficiency is 70% in the district compared to the state target of 68%. Reading proficiency is 88% compared to the state target of 83%.

Student results compared to the Montana Standards for Reading show that standard 2 was the highest scoring in reading for 2009. The lowest scoring reading standard for 2009 was number 1. Students found open response type questions the most difficult in 2009 scoring 43.2% of the total points in reading. The all student group scored the highest on standard 4 open response items in reading with 57.5% of the points and the lowest on standard 1 with 35%. Economically disadvantaged students scored slightly lower than the all student group on open response questions with 37.9% in reading. Economically Disadvantaged students scored the highest on standard 4 in reading with 50% of the points and the lowest on standard 1 at 26.3%.

Student results compared to the Montana Standards for Math show that standard 7 was the highest scoring in math for 2009. The lowest scoring math standard for 2009 was number 5. Students found open response type questions the most difficult in 2009 scoring 49.3% of the total points in math. The all student group scored the highest on standard 7 open response items in math with 70% of the points and the lowest on standard 5 with 43.8%. Economically disadvantaged students scored lower than the all student group on open response questions with 45% in math. Economically disadvantaged students scored the highest on standard 7 at 70% in math open response questions and the lowest on standards 5 at 41.3%.

Conclusions

The analysis of the demographic and achievement data reveals that students are improving reading and math proficiency in the district/school. District students are graduating at a very high rate (98%) and their performance on the state achievement tests would seem to indicate that they are prepared for whatever post high school course they choose to take. Overall conclusions show that Choteau students are above the state profile for reading and math. All tested students in the district were 88% proficient in reading compared to the state at 83%. In math all students tested were 70% proficient compared to the state at 64%. In addition, the economically disadvantaged students scored 79% proficient in reading and 63% in math. Results of the analysis showing the standards scoring the highest and lowest for reading and math indicate that students find standard 1 type questions in reading and standard 5 in math the most difficult in 2009. However, open response questions are the most difficult for students in the district.

Yearly Five Year Plan Goals

Math Goal

Improve the CRT math scores of all students in the district/school.

Measurable Objective:

At least 68% of all the tested students (including economically disadvantaged students) in grades 3-8 & 10 will score proficient on the CRT math test in the spring of 2010.

Strategies:

Strategy 1: The district/school will implement/continue multiple evaluations and assessments to assist teachers in monitoring and modifying instruction to meet the needs of all students. These assessments include day to day classroom assessments, state achievement test assessments, and school wide assessments. The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, teacher grading practices, report cards, classroom observations, criterion-referenced tests (MONTCAS), DIBELS, NWEA MAPS testing, STAR reading and math, and various other measures designed for specific content areas.

Strategy 2: The district/school will provide all staff with the professional development and equipment needed to integrate technology into curriculum and instruction to improve student academic achievement. The district technology plan correlates directly with this strategy and determines/details the professional development and equipment needed to successfully integrate technology into curriculum and instruction. An example of integrating technology would be teachers using document cameras. This technique would improve a student's ability to see the teacher doing the math example problems, as well as providing teachers with more flexibility for demonstrating real-world examples such as charts and graphs found in magazines or newspapers, rolling dice or spinning spinners for probability experiments, and demonstrating the use of a variety of manipulatives for arithmetic and other applications.

Strategy 3: The district/school will analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for math which are identified as a strength for students and which areas should become a focus area for improvement. The district will analyze each released item on the CRT to determine specific skills students have mastered or may require additional emphasis to master. The district will analyze and review all student results including each sub group of students to eliminate achievement gaps. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process for all students including each sub group. Analysis of CRT results show that district students and all sub groups of students found standard 5 in math the most difficult in 2009. As a result the district focus and emphasis this year will be on measurement.

Strategy 4: Emphasize vocabulary terms used on the CRTs.

Some math resources use vocabulary terms that are different than those used on the CRT. Every teacher will receive a copy of the expected vocabulary terms to be used on the 2010 CRT

(available at www.opi.mt.gov/Assessment/Phase2.html. Scroll down and find the 2010 Math Vocabulary List). These terms should be utilized in daily instruction and also reviewed in the spring prior to the test administration dates.

Strategy 5: Incorporate multiple choice and constructed response practice/test taking strategies in math instruction. Students need practice working with Multiple Choice style questions and Open Response type questions prior to seeing them on the CRT. This could be done as part of a daily math warm-up activity. Teachers could also teach test taking strategies as part of this activity. Teachers may benefit from using software to generate different types of questions for student practice.

Strategy 6: Other strategies the district is currently exploring for possible implementation include: RTI (Response to Intervention) program, iWalkthrough program, and individual education plans for students identified on various assessments who don't score proficient.

Measurement of Progress: The district will measure the progress of these strategies by student achievement results (see measurable objective), observations, surveys, discussions, and feedback from staff.

Professional Development

The district/school will provide the professional development needed to successfully implement the identified strategies and achieve the measurable objective/goal. Due to the size and location of our district/school it is difficult to sponsor training on site for all staff. Therefore, we rely heavily on individual/group training through a curriculum consortium, conventions, centrally located workshops, teacher mentoring, and in district training provided by our school personnel. In district training is usually accomplished by sending an individual to training and having them return to the school and train the remainder of the staff in that particular area or topic.

The professional development needed to support the identified strategies to improve student CRT math scores includes assessment training, technology training, and MARS training and applications. The training/review required for staff on using and developing rubrics for use in classroom assessments depends on the specific assessments selected for each area and the individual's expertise in assessments. However, the district will provide training on using math software to generate assessments using multiple choice type questions and open response type questions for students. Further training on assessment is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area.

Professional development to assist with the integration of technology into curriculum and instruction will focus on increasing staff technology skills and applications. The focus for technology training was determined using several assessment methods detailed in the district technology plan. The technology plan assessments outline needed training overall and for individuals. The individual training needs identified for technology range from basic word and spreadsheet in-service to presentation software and SMART board training. Identified training overall for the district/school includes specific applications on how to integrate technology into lessons. Further training on the integration of technology is determined on an individual basis

and will include staff training throughout the year depending on the schedule and availability of workshops in the area.

District data analysis of CRT results by staff is significantly enhanced by using the MARS program. The staff has been introduced to CRT data analysis using the MARS program and will receive additional assistance through early release days/PIR day sessions involving group and individual work guided by in-district personnel. Further training on CRT data analysis and the resulting instructional strategies drawn from the conclusions is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area.

The district will utilize the PIR days and early release times scheduled throughout the year to accomplish the in-district training needed for the assessments, technology training, and CRT analysis strategies. The topic order and timing of the PIR day and early release in-services are scheduled depending on presenter and staff availability and readiness. Training and in-service for individual staff members out of district if needed will be scheduled as workshops and in-service becomes available in the area.

Other resources:

All needed time, resources, and materials to support the strategies needed to achieve improved student CRT scores will be provided by the district. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. Out of district travel for professional development will be supported with substitute teachers, travel pay, per diem, and registration costs. Financial resources needed to support in-district and out of district professional development is budgeted and paid out of the professional development fund. All materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a convenient facility.

Additional comments:

The district has committed to a continuous school improvement cycle utilizing multiple components. The district components include collecting and analyzing data, setting five year plan goals based on the conclusions drawn from the data, determining specific yearly action plans based on certain five year plan goals, utilizing effective and research based instructional techniques in yearly strategies, implementation of yearly action plans, and monitoring and assessment of yearly action plan progress. Integrated into the continuous school improvement cycle is the necessary professional development needed to effectively achieve the yearly action plan goals.

Reading Goal

Improve the CRT reading scores of all students in the district/school.

Measurable objective:

At least 83% of all the tested students (including economically disadvantaged students) in grades 3-8 & 10 will score proficient on the CRT reading test in the spring of 2010.

Strategies:

Strategy 1: The district/school will implement/continue multiple evaluations and assessments to assist teachers in monitoring and modifying instruction to meet the needs of all students. These assessments include day to day classroom assessments, state achievement test assessments, and school wide assessments. The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, teacher grading practices, report cards, classroom observations, criterion-referenced tests (MONTCAS), DIBELS, NWEA MAPS testing, STAR reading and math, and various other measures designed for specific content areas.

Strategy 2: The district/school will provide all staff with the professional development and equipment needed to integrate technology into curriculum and instruction to improve student academic achievement. The district technology plan correlates directly with this strategy and determines/details the professional development and equipment needed to successfully integrate technology into curriculum and instruction.

Strategy 3: The district/school will analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for reading which are identified as a strength for students and which areas should become a focus area for improvement. The district will analyze each released item on the CRT to determine specific skills students have mastered or may require additional emphasis to master. The district will analyze and review all student results including each sub group of students to eliminate achievement gaps. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process for all students including each sub group.

Strategy 4: Use reading instruction to teach test taking skills, such as identifying most/best, compare/contrast, underlying meaning, cause/effect and other critical thinking skills.

Strategy 5: Use reading instruction to teach written open response skills such as summarizing, explaining, and using information from a passage to support one's position.

Strategy 6: Use reading instruction to teach "gather," "analyze," "synthesize," and "evaluate information", and communicate same in written form.

Strategy 7: Other strategies the district is currently exploring for possible implementation include: RTI (Response to Intervention) program, iWalkthrough program, and individual education plans for students identified on various assessments who don't score proficient.

Measurement of Progress: The district will measure the progress of these strategies by student achievement results (see measurable objective), observations, surveys, discussions, and feedback from staff.

Professional Development

The district/school will provide the professional development needed to successfully implement the identified strategies and achieve the measureable objective/goal. Due to the size and location of our district/school it is difficult to sponsor training on site for all staff. Therefore, we rely heavily on individual/group training through a curriculum consortium, conventions, centrally located workshops, teacher mentoring, and in district training provided by our school personnel.

In district training is usually accomplished by sending an individual to training and having them return to the school and train the remainder of the staff in that particular area or topic.

The professional development needed to support the identified strategies to improve student CRT reading scores includes assessment training, technology training, and MARS training and applications. The training/review required for staff on using and developing rubrics for use in classroom assessments depends on the specific assessments selected for each area and the individual's expertise in assessments. However, the district will provide training on using content reading to teach test taking skills and written open response skills. The test taking skills will include identifying most/best, compare/contrast, underlying meaning, cause/effect and other critical thinking skills. Written response skills will include summarizing, explaining, and using information from a passage to support one's position. Further training on assessment is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area.

Professional development to assist with the integration of technology into curriculum and instruction will focus on increasing staff technology skills and applications. The focus for technology training was determined using several assessment methods detailed in the district technology plan. The technology plan assessments outline needed training overall and for individuals. The individual training needs identified for technology range from basic word and spreadsheet in-service to presentation software and SMART board training. Identified training overall for the district/school includes specific applications on how to integrate technology into lessons. Further training on the integration of technology is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area.

District data analysis of CRT results by staff is significantly enhanced by using the MARS program. The staff has been introduced to CRT data analysis using the MARS program and will receive additional assistance through early release days/PIR day sessions involving group and individual work guided by in-district personnel. Further training on CRT data analysis and the resulting instructional strategies drawn from the conclusions is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area.

The district will utilize the PIR days and early release times scheduled throughout the year to accomplish the in-district training needed for the assessments, technology training, and CRT analysis strategies. The topic order and timing of the PIR day and early release in-services are scheduled depending on presenter and staff availability and readiness. Training and in-service for individual staff members out of district if needed will be scheduled as workshops and in-service becomes available in the area.

Other resources:

All needed time, resources, and materials to support the strategies needed to achieve improved student CRT scores will be provided by the district. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. Out of district travel for professional development will be supported with substitute teachers, travel pay, per diem, and registration costs. Financial resources needed to support in-district and out of district

professional development is budgeted and paid out of the professional development fund. All materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a convenient facility.

Additional comments:

The district has committed to a continuous school improvement cycle utilizing multiple components. The district components include collecting and analyzing data, setting five year plan goals based on the conclusions drawn from the data, determining specific yearly action plans based on a certain five year plan goals, utilizing effective and research based instructional techniques in yearly strategies, implementation of yearly action plans, and monitoring and assessment of yearly action plan progress. Integrated into the continuous school improvement cycle is the necessary professional development needed to effectively achieve the yearly action plan goals.

Curriculum Goal:

The district will review and ensure vertical alignment of the K-12 science curriculum.

Measurable objective:

The district will complete the review and vertical alignment of the K-12 science curriculum during the 2009-2010 school year.

Strategy 1: The district will gather information and analyze science CRT data and local assessment results to measure student progress in science and determine possible gaps and overlaps in the curriculum.

Strategy 2: The district curriculum committees will review the curriculum for vertical alignment and alignment with the Montana Science Standards.

Strategy 3: The district will provide staff with access to all Golden Triangle Curriculum materials and professional development related to science curriculums. The district will provide time for staff to complete the review and vertical alignment of the science curriculum.

Professional Development:

The district will provide training for staff if needed on aligning the district science curriculum vertically and with the Montana Science Standards. The district will support staff to attend any training provided by the Golden Triangle Curriculum Consortium that is relevant to the alignment of the science curriculum. The district will utilize PIR days scheduled throughout the year for the science curriculum vertical alignment. The specific professional development if any needed for the alignment will be determined by the curriculum committees during the process.

Other resources:

All needed time, resources, and materials to support the strategies to achieve the vertical alignment of the science curriculum will be provided by the district. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. Out of district travel for professional development will be supported with substitute teachers, travel pay, per diem, and registration costs. Financial resources needed to support in-district and out of district professional development is budgeted and paid out of the professional development fund. All

materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a convenient facility.

Additional comments:

The district has been actively committed to the vertical alignment of the science curriculum across all grade levels. The vertical alignment of the science curriculum is an important component of the districts continuous improvement process.

Curriculum Review and Development Cycle

Golden Triangle Cooperative Curriculum Alignment to Montana Standards

2008-2012: Review Curriculum & Alignment to State Content & Standards		
School Year	Begin	Finish
2008/2009	The Arts - Visual *Business Education *Vocational Education	The Arts - Music Technology/Media Literacy World Language
2009/2010	**Guidance & Counseling	The Arts - Visual *Business Education *Vocational Education
2010/2011	Mathematics Reading	**Guidance & Counseling
2011/2012	Communication Arts <ul style="list-style-type: none"> o Literature (L) o Speaking & Listening (S&L) o Writing (W) Social Studies	Mathematics Reading
2012/2013	Health Enhancement Library Media Science	Communication Arts (L, S&L, W) Social Studies
2013/2014	<i>Begin Review Cycle</i>	Health Enhancement Library Media Science
*Alignment to Montana Standards for Workplace Competencies and Career & Vocational Technical Education		
**Alignment to Montana Standards for Career & Vocational Technical Education		

