

Gallatin Gateway Annual Progress Report 2011

Reading Data Analysis

The district/schools goal for the 2010-2011 school year was to improve the reading proficiency of students tested in the district on the CRT test to 92%. The district met this goal, because district students showed excellent improvement on the 2011 CRT test for reading with a 9% increase over 2010. The district scored 94% proficient in 2011 which meets the adjusted target set by the OPI of 84.4% proficiency in reading. Results from each of the schools in the district show the elementary was 93.2% and the 7-8 school was 97.2% proficient. The elementary school (grades 3-6) reached the target and the goal with students scoring 93.2% proficient in 2011 and 85.1% in 2010. The 7-8 School reached the goal and the target because students scored 97.2% proficient in 2011 and 85.3% in 2010. Our district has a smaller enrollment where a few student scores can change the overall results.

The economically disadvantaged students did meet the target of 84.4% proficient by scoring 91% proficient in reading in 2011. The district sub group of students with disabilities did not reach the goal by scoring 56% proficient in reading (see chart).

The use of data in the district has changed instructional practices by informing all staff, parents and students concerning the progress that each student is making on the Montana Standards in reading and math as measured by the CRT test. The CRT test is only one assessment component that the district utilizes to gauge student progress. This review mainly uses the CRT test results since it is a major component in determining AYP status. Instructors utilize the CRT results as to individualize reading and math materials for each student along with measuring progress of the district, school, class, and students. The following analysis is a summary of how the district looks at specific questions (i.e. specific skills) and student results regarding each of the standards for reading and math. The district data analysis clearly shows that the use of data to modify instructional practices is making a difference in student proficiency.

The data analysis results indicate that the district was well above the state profile in 2011 for reading with 94% proficiency compared to the state at 85%. Economically disadvantaged students in all grades scored 72% in 2010 and 91% proficient in 2011 for reading compared to the all student group at 94%. When all the tested students in grades 3-8 are combined each year for the district from 2004 to 2011 the results show reading scores have increased 18% over the eight years (see included chart). Reading proficiency in the district is above the adjusted state target of 84.4%.

Student results compared to the Montana Standards for Reading shows that standard 4 was the highest scoring in reading for 2011 with 78.1% of all answers correct and the lowest was standard 5 with 70.8%. Students found open response type questions difficult in 2011 scoring 54.6% of the total points in reading compared to 43.8% in 2010. The all student group scored the highest on standard 3 open response items in reading with 61.3% of the points and the lowest on standard 1 with 49.2%. Economically disadvantaged students scored slightly lower than the all student group on open response questions with 48.3% in reading in 2011 compared to 35% in 2010. Economically Disadvantaged students scored the highest on standard 2 in reading with 58.8% of the points and the lowest on standard 1 at 40% (see chart). An analysis of specific reading questions related to the standards showed a pattern with district students. The pattern

was that district students found determining the main purpose/idea of a paragraph challenging in grades 3, 5, & 6. Students in grades 4-8 found interpreting a paragraph to draw conclusions the most difficult at times.

Proficiency conclusions show that district students are well above the adjusted state target of 84.4% proficiency and the state profile for reading. All tested students in the district were 94% proficient in reading up 9% from 2010 and 26% above the state profile. The economically disadvantaged students scored 91% proficient in reading. Results of the analysis showing the standards scoring the lowest for reading indicate that students find standard 5 questions the most difficult in 2011. Open response questions are the most difficult for students in the district. Based on the data analysis listed above, one strategy the district will employ is to increase emphasis in instruction on working with students when reading to analyze and interpret paragraphs to determine the main idea or purpose of a paragraph and the conclusions that can be drawn. In addition, the district has identified standard 5 type questions from the CRT reading assessment as an area for improvement. Continued emphasis will be placed on increasing the proficiency of economically disadvantaged students to meet new goal.

The data analysis listed above shows that the district plan of action is demonstrating progress toward meeting the reading goal. The data analysis shows that the district has improved reading proficiency 18% in the last 8 years (see graph). The district is modifying the reading goal to align with the state target of 89.6% proficient on the 2012 CRT test. The modification of the goal includes revising the strategies of the action plan to include the results of the analysis shown above and the needed professional development. The revised action plan will include strategies to directly address the reading skills identified and will continue to work with students to improve scores on open response questions. Other strategies in the action plan include using a variety of assessments to assist the teacher in modifying instruction. The district professional development needed and planned by the district includes continued training on the RTI program, assessments methods and analyzing results, teaching reading strategies for students, technology applications to improve student academic progress, and in-service directly related to the personal growth plans for teachers. Successful professional development this past year included RTI training, Curriculum Planning And Pacing, School Safety, Child Nutrition & Wellness, Teacher Effectiveness Training, Instructional Writing (Sample Review and Norming), Bully Behaviors and Victims of Bully Behavior, technology training (integration of technology to improve student academic progress), and training related to specific areas in each teachers personal growth plan intended to strengthen identified instructional skills. The data analysis summary listed above along with other district evaluations, assessments, and feedback clearly shows that the district action plan with the integrated professional development is continuing to help students improve proficiency scores in reading.

Math Data Analysis

The district/schools goal for the 2010-2011 school year was to improve the math proficiency of students tested in the district on the CRT test to 84. The district nearly met this goal, because district students showed excellent improvement on the 2011 CRT test for math with a 6% increase over 2010. The district scored 80% proficient in 2011 which meets the adjusted target set by the OPI of 70% proficiency in math. Results from each of the schools in the district show the elementary was 79.5% and the 7-8 school was 80.6% proficient. The elementary school

(grades 3-6) reached the target because students scored 79.5% proficient in 2011 and 71.6% in 2010. The 7-8 School reached the target because students scored 80.6% proficient in 2011 and 79.4% in 2010.

The economically disadvantaged students did not meet the target of 70% proficient by scoring 68% proficient in math in 2011. The district sub group of students with disabilities did not reach the target by scoring 11% proficient in math (see chart).

The use of data in the district has changed instructional practices by informing all staff, parents and students concerning the progress that each student is making on the Montana Standards in math as measured by the CRT test. The CRT test is only one assessment component that the district utilizes to gauge student progress. This review mainly uses the CRT test results since it is a major component in determining AYP status. Instructors utilize the CRT results as to individualize math materials for each student along with measuring progress of the district, school, class, and students. The following analysis is a summary of how the district looks at specific questions (i.e. specific skills) and student results regarding each of the standards for math. The district data analysis clearly shows that the use of data to modify instructional practices is making a difference in student proficiency.

The data analysis results indicate that the district was well above the state profile in 2011 for math with 80% proficient compared to the state at 68%. District proficiency was up 6% in 2011 for math. Economically disadvantaged students in all grades scored 59% in 2010 and 68% proficient in 2011 compared to the all student group at 80%. When all the tested students in grades 3-8 are combined each year for the district from 2004 to 2011 the results show math scores have increased 4% over the last eight years and are currently at 80% (see graph). Math proficiency in the district is 80% compared to the adjusted state target of 70%.

Student results compared to the Montana Standards for Math show that standard 7 was the highest scoring in math for 2011 with 71% of all the answers correct and the lowest was standard 4 with 62.1%. Students showed excellent improvement on open response questions in 2011 scoring 59.7% of the total points in math compared to 53.4% in 2010. The all student group scored the highest on standard 3 open response items in math with 90% of the points and the lowest on standard 6 with 50%. Economically disadvantaged students scored lower than the all student group on open response questions with 50.3% in math. Economically Disadvantaged students scored the highest on standard 3 in math with 65% of the points and the lowest on standard 4 at 45.5%. An analysis of specific math questions related to the standards showed some patterns with district students. The pattern in grades 3 & 4 was that students found determining patterns, measurement units, and area & perimeter the most difficult. Grades 5 & 6 found working with fractions, patterns, scientific notation, and area & perimeter the most difficult. Grades 7 & 8 found working with equivalent expressions, measurement units, patterns, and fractions/decimals/percent difficult.

Proficiency conclusions show that district students are above the state profile for math. All tested students in the district were 80% proficient in math compared to the state at 68%. The economically disadvantaged students scored 68% proficient in math. Results of the analysis showing the standards scoring the lowest for math indicate that students find standard 4 questions the most difficult in 2011. Students showed excellent improvement in 2011 on open

response questions. Based on the data analysis listed above, one strategy the district will employ is to increase emphasis in instruction on working with students on number sentences, fractions, measurement units, determining area and perimeter, patterns, scientific notation, equivalent expressions, and fractions/decimals/percent. The district has identified standard 4 questions (geometry) from the CRT math assessment as an area for improvement.

The data analysis listed above shows that the district plan of action is demonstrating progress toward meeting the math goal. The data analysis shows that the district is making progress in math proficiency due to the 4% increase in student proficiency and the high percentage of proficiency over the last 8 years (see graph). The district is modifying the math goal to align with the state target of 80% proficient on the 2012 CRT test. The modification of the goal includes revising the strategies of the action plan to include the results of the analysis shown above and the needed professional development. The revised action plan will include strategies to directly address the math skills identified and will continue to work with students to improve scores on open response questions. Other strategies in the action plan include using a variety of assessments to assist the teacher in modifying instruction. The district professional development needed and planned by the district includes continued training on the RTI program, assessments methods and analyzing results, teaching math strategies for students, technology applications to improve student academic progress, and in-service directly related to the personal growth plans for teachers. Successful professional development this past year included RTI training, Curriculum Planning And Pacing, School Safety, Child Nutrition & Wellness, Teacher Effectiveness Training, Instructional Writing (Sample Review and Norming), Bully Behaviors and Victims of Bully Behavior, technology training (integration of technology to improve student academic progress), and training related to specific areas in each teachers personal growth plan intended to strengthen identified instructional skills. The data analysis summary listed above along with other district evaluations, assessments, and feedback clearly shows that the district action plan with the integrated professional development is continuing to help students improve proficiency scores in reading. This summary along with other district evaluations, assessments, and feedback clearly shows that the district action plan with the integrated professional development is helping students improve proficiency.

Curriculum Goal

The district met the curriculum goal of integrating additional technology components into the curriculum. The district continued to research, develop, and implement technology components into the curriculum to improve student academic progress and proficiency in all subjects. The district recently added math technology components in Art Class by including geometry, spacial expressions, and metrics through computer and software programs. Other mathematical additions through technology use included student work with the green house, Science Olympiad, Rural School Math Competitions, and basic Technology Classes. In addition, the district expanded the assessment methods through the integration of a new technology component which was the AIMS Web assessment program. The school updated writing instruction with the addition of a technology component for student and staff use. The district is also using the Power School program for increased communication and support for students and parents.

The district provided training for staff on integrating new technology units into the curriculum, lesson plans, and instruction. The district sent staff to training provided by the Montana Educational Curriculum Consortium of which the district is a participating member. The district had staff attending MEC training present to the entire faculty upon returning to the district. In addition, the district provided staff with follow-up time to plan the actual lessons after the training was completed. The professional development for integrating technology units into the curriculum was provided both in and out of the district.

The use of data in the district and schools has changed instructional practices by introducing and integrating additional technology into the curriculum. In this case the district integrated more technology units across the curriculum which increased the number of unit/lesson/projects used in our district. In addition, the objective to integrate new technology units provided a more structured approach for staff to implement technology into the curriculum. The data analysis clearly shows that the use of data to modify instructional practices is making a difference by increasing the quantity of technology materials used in classes and the quality of the experience for students. Data has clearly changed instructional practices in the district as shown by the continued increase in the integration of technology units into the curriculum.

The district plan of action supported by the above listed analysis is demonstrating progress in meeting the curriculum goal. Therefore, the district is going to keep this goal and plan of action in place for the 2011-2012 school year in order to continue the integration of technology units and materials into the curriculum. In addition, the continuation of this goal will provide additional and varied experiences for students to further their knowledge, understanding, and application of technology in lessons, projects, and real world experiences.

Gallatin Gateway Yearly Goals 2011

Yearly Plan Goals

Math Goal

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

Measurable Objective:

At least 80% of all the tested students in grades 3-8 & 10 will score proficient on the CRT math test in the spring of 2012.

Strategies:

Strategy 1: Based on the data analysis the district is going to increase emphasis in instruction on working with students on measurement units/determining area & perimeter/patterns (grade 3 & 4), fractions/patterns/area & perimeter/scientific notation (grades 5-6), and patterns/equivalent expressions/measurement units/fractions/decimals/percent (grades 7-8). In addition, the district has identified standard 4 (geometry) type questions from the CRT math assessment as an area for improvement. Further emphasis will be placed on increasing the proficiency of economically disadvantaged students to meet the new goal which will assist in increasing the overall student proficiency in the district.

Strategy 2: Students continue to find open/constructed response questions the most difficult on the CRT test. The school will continue to incorporate constructed response practice/test taking strategies in math instruction. Students will practice working with open/constructed response math type questions prior to seeing them on the CRT. The constructed response math questions will be integrated with the regular math instruction and will utilize released items along with the scoring rubrics. This activity could be done as part of a daily math warm-up exercise. Teachers may also teach test taking strategies as part of this exercise.

Strategy 3: The district uses the RTI program to assist students experiencing academic difficulty. This approach provides the appropriate support for students and allows the professional staff the opportunity to design and implement lessons that target each group of learners.

Strategy 4: Continue to integrate technology into the curriculum to improve math proficiency of students. 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. Students will utilize technology to complete math programs and exercises including the SMART Board, computers, projectors, and other related technology. The district will continue the use of math online programs that are aligned with the Montana Math Standards to supplement student resource and curriculum materials.

Strategy 5: 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, AIMS WEB Accelerated Reader, Accelerated Math, and various other measures designed for specific content areas.

Strategy 6: 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 4 in math the most difficult in 2011. As a result the district focus and emphasis this year will be on geometry.

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 on individual/group training through a curriculum consortium (MEC), 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, continued RTI training, technology training, and training directly related to the individual teacher growth plans. 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. 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. The staff has been trained on using the CRT data 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. Additional key strategies in the district/school professional development program are to: 1) provide teachers with researched based teaching techniques for improving individual student academic progress in reading and math; 2) provide teachers with professional development on the integration and use of assessments in the classroom to improve instruction and student academic progress; and 3) provide all staff with professional development to address focus areas in their personal growth plans. The research based teaching techniques and assessments identified in the professional development program are embedded in all of the strategies outlined in the school improvement plan. A strong point of the professional development program is providing all staff with professional development to address focus areas in their personal growth plans. This strategy allows the district to support individual teachers in professional development topics directly related to their needs much like creating individual education plans for students.

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. On-site in-service includes online professional development. 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.

Indian Education for All Integration in the Content Area

The district is integrating and implementing Indian Education for All lessons, units, and student projects throughout the curriculum using a model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed in each theme. The district will provide all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans, and activities), curriculum cooperative activities including the summer IEFA conference, presentations, field trips, and possible student projects. The list will include local resources such as the tribal colleges, museums, local tribal elders, and various other local resources. The district will provide staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative that the district is a participating member. The district will provide time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in the math curriculum are noted and cited in their weekly lesson plans which follow the curriculum cooperative guidelines. The main objective of integrating and implementing Indian Education for All into the curriculum is to infuse an appreciation for Native American cultures, history and diversity throughout the school.

Reading Goal

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

Measurable objective:

At least 89.6% of all the tested students in grades 3-8 & 10 will score proficient on the CRT reading test in the spring of 2012.

Strategies:

Strategy 1: The district uses the RTI program to assist students experiencing academic difficulty. This approach provides the appropriate support for students and allows the professional staff the opportunity to design and implement lessons that target each group of learners.

Strategy 2: Based on the data analysis the district is going to increase emphasis in instruction on working with students on interpreting data when reading to identify the main idea/purpose of a paragraph and to interpret data to draw conclusions from a paragraph or reading section. Further emphasis will be placed on increasing the proficiency of economically disadvantaged students to meet the new goal which will assist in increasing the overall student proficiency in the district.

Strategy 3: Students continue to find open/constructed response questions the most difficult on the CRT test. The school will continue to use reading instruction; 1) to teach written open response skills such as summarizing, explaining, and using information from a passage to support one's position; 2) use reading instruction to teach "gather," "analyze," "synthesize," and "evaluate information", and communicate same in written form and 3) use reading instruction to teach test taking skills, such as identifying most/best, compare/contrast, underlying meaning, cause/effect and other critical thinking skills. In addition, the district is focusing instruction on working with students when reading to analyze and interpret paragraphs to determine the main idea or purpose.

Strategy 4: 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, AIMS Web, Accelerated Reader, and various other measures designed for specific content areas.

Strategy 5: Continue to integrate technology into the curriculum to improve reading proficiency of students. 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. Students will utilize technology to complete reading programs and exercises including the SMART Board, computers, projectors, and other related technology. The district will continue the use of reading online programs that are aligned with the Montana Reading Standards to supplement student resource and curriculum materials.

Strategy 6: 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.

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 on individual/group training through a curriculum consortium (MEC), 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, continued RTI training, technology training, and training directly related to the individual teacher growth plans. 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. 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. The staff has been trained on using the CRT data 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. Additional key strategies in the district/school professional development program are to: 1) provide teachers with researched based teaching techniques for improving individual student academic progress in reading and reading; 2) provide teachers with professional development on the integration and use of assessments in the classroom to improve instruction and student academic progress; and 3) provide all staff with professional development to address focus areas in their personal growth plans. The research based teaching techniques and assessments identified in the professional development program are embedded in all of the strategies outlined in the school improvement plan. A strong point of the professional development program is providing all staff with professional development to address focus areas

in their personal growth plans. This strategy allows the district to support individual teachers in professional development topics directly related to their needs much like creating individual education plans for students.

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. On-site in-service includes online professional development. 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.

Indian Education for All Integration in the Content Area

The district is integrating and implementing Indian Education for All lessons, units, and student projects throughout the curriculum using a model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed in each theme. The district will provide all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans, and activities), presentations, field trips, and possible student projects. The list will include local resources such as the tribal colleges, museums, local tribal elders, and various other local resources. The district will provide staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative that the district is a participating member. The district will provide time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in the reading curriculum are noted and cited in their weekly lesson plans which follow the curriculum cooperative guidelines. The main objective of integrating and implementing Indian Education for All into the curriculum is to infuse an appreciation for Native American cultures, history and diversity throughout the school.

Curriculum Goal:

The district will continue integrating additional technology components into the curriculum. The options include integrating technology into classes, student projects & assignments, the district assessment program, writing instruction, elective classes, instructional methods, real world problems and applications, and any other appropriate subjects, areas and/or content in the school.

Measurable Objective(s):

The district will measure this goal by counting the new technology components integrated into the appropriate curriculum, subjects, projects, programs, and the school each year.

Identified Strategy(ies):

Strategy 1: The district will encourage committees, groups of staff, and/or individual staff members to research, brainstorm, and recommend appropriate technology components for inclusion into the school/district.

Strategy 2: The district will provide opportunities for staff to use online resources, research through communication and visiting other schools in the area and Montana, and attend conventions or conferences to gather data on successful programs and implementation strategies for integrating additional technology into the curriculum and school.

Strategy 3: The district will provide staff with access to all Montana Educational Curriculum materials and professional development as well as resources from the OPI related to technology integration.

Professional Development:

The district will provide training for staff on integrating technology into the curriculum, lesson plans, and instruction. The district will support staff to attend training provided by the Montana Educational Curriculum Consortium. The district encourages staff attending MEC training to present to the entire faculty upon returning to the district. In addition, the district will provide staff with follow-up time to plan the actual lessons after the training is completed. The professional development for integrating technology units into curriculums will be provided both in and out of the district. In district training will be provided by staff during PIR days scheduled throughout the school year. Out of district training will be provided by workshops or in-services through the Montana Educational Curriculum Consortium and other workshops in the area. Regularly scheduled PIR days will be used to allow staff a time to plan the actual classroom lessons needed to integrate technology units into the content area curriculum.

Other Resources:

All needed time, resources, and materials to support the strategies to achieve implementation of the technology units will be provided by the district. Time for on-site presentations is scheduled during PIR days and early release sessions throughout the year. Out of district travel and online professional development and research will be supported by the district. 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 expanding all curriculum areas through the inclusion of technology and associated options. All district resources along with materials from the Montana Educational Curriculum Consortium will be utilized in the research, development, and implementation of technology components.

Indian Education for All Integration in the Content Area

The district is integrating and implementing Indian Education for All lessons, units, and student projects throughout the curriculum using a model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed in each theme. The district will provide all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans, and activities), presentations, field trips, and possible student projects. The list will include local resources such as the tribal colleges, museums, local tribal elders, and various other local resources. The district will provide staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative that the district is a participating member. The district will provide time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in all curriculums are noted and cited in their weekly lesson plans which follow the curriculum cooperative guidelines. The main objective of integrating and implementing Indian Education for All into the curriculum is to infuse an appreciation for Native American cultures, history and diversity throughout the school.