

Gallatin Gateway School District



Comprehensive Educational Plan 2009 - 2014

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Five Year Comprehensive Educational Plan

Introduction

Gallatin Gateway School is a rural Kindergarten through Eighth grade school that serves an average of 150 students per year. It was started in 1898, and for over a hundred years has fulfilled the needs of the rural families. The school has established itself in this deep rooted community and is continuing to thrive and expand to serve more and more students each year.

Gallatin Gateway School has recently received a facelift and a new addition. It was once a four room school and is now a standard sized rural elementary school with state of the art classrooms and equipment.

- *“The first school for the Salesville kids to attend was a log cabin located around the area of Wilson Creek. We are not sure of the exact location.*
- *The first school in Salesville was a frame building that is now the Amberson house. It had one outhouse and one teacher, Ida May Brown. There were twenty kids at this time. The next teacher, Mary Lockhart, taught 34 kids. In 1900 two teachers were hired. The school year was now 7 months long. One teacher taught 4 months and the other 3 months. They still rented the school.*
- *In 1901 a new school was built where the brick one stands now. It was moved in 1909 and is now Jim Alverson’s welding shop. The school year was now nine months long.*
- *In 1914 the brick school was built. One room was to be later used for a high school, but the high school students went to Bozeman. Three other schools joined up with this one”*
Excerpt from Sharon Smith’s 6th grade class reports in 1979. Written by Valerie Johnson.

The Gallatin Gateway Elementary School had 166 students enrolled in grades K – 8 for the 2008 – 2009 school year. Approximately 98% of the students were in the white sub group under ethnicity reporting. The Gallatin Gateway District encompasses an elementary school and a 7-8 school. Approximately 22% of the enrolled students were classified as economically disadvantaged compared to the state average of 35%. The district has a 8% identification rate for special education. The district employed 12.176 Full Time Equivalent teachers for the 2007-2008 school year.

Mission Statement

The Gallatin Gateway School community is dedicated to enabling our students to be lifelong learners and productive citizens by meeting their needs in a positive atmosphere in which diversity is valued.

Educational Goal of Gallatin Gateway School

To guide students to transform their potential into actuality, their basic quality education should enable them to:

- Find joy in learning.
- Communicate ideas, knowledge, thoughts, and feelings.
- Reason critically and creatively.
- Assume social responsibility.
- Develop their creative abilities.
- Be effective in changing the world.
- Develop personal responsibility.
- Learn about their individual development and growth.

[*Gallatin Gateway Policy #2000*](#)

District Philosophy Statement

The Trustees of School District #35 are guided by the conviction that every student has the right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff, and students, with the ultimate responsibility for direction and decision-making being assumed by the Board of Trustees.

The Board will exert leadership in creating, maintaining, and improving the school for the children's educational needs. The focal point of concern in our school system is the student. Organization, staffing, programming, teaching, and funding will all be developed to enhance positive opportunities for students to learn and develop personally, academically, and socially.

[*Gallatin Gateway Policy #5000*](#)

Five Year Plan Development and Process

This Five Year Comprehensive Educational Plan contains sections with information on the Gallatin Gateway 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 Gallatin Gateway 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 Gallatin Gateway District/Schools as a blueprint for continuous school improvement and student academic progress for the next five years.

Five Year Plan Goals

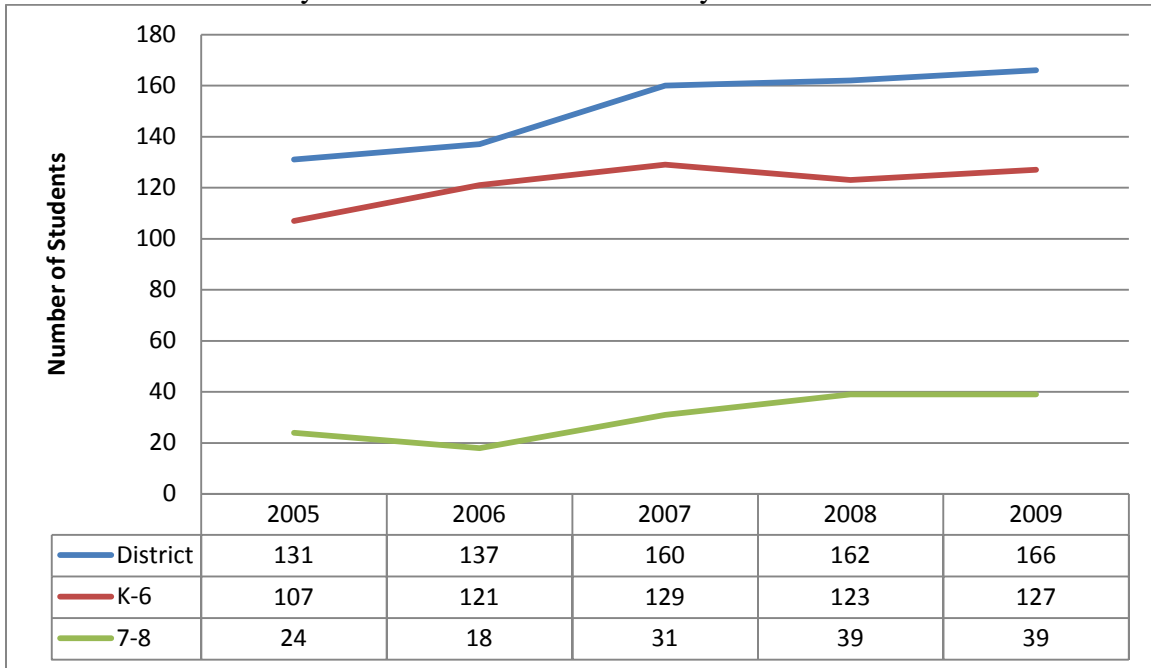
The Gallatin Gateway District has completed the correlate review of effective schools and has identified six goals through this process for inclusion into the five year plan. The identified five year plan goals are broad statements designed to form the basis for the more specific yearly goals which are 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. Continue the development and integration of the Indian Education for All programs across all content areas and grade levels.
4. Continue the integration of technology into all curriculums and instruction.
5. Continue to improve the proficiency of economically disadvantage students to the same level as the all student group in math.
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. These assessments will include measurement and feedback on the Indian Education for All programs.

District Demographic Profile

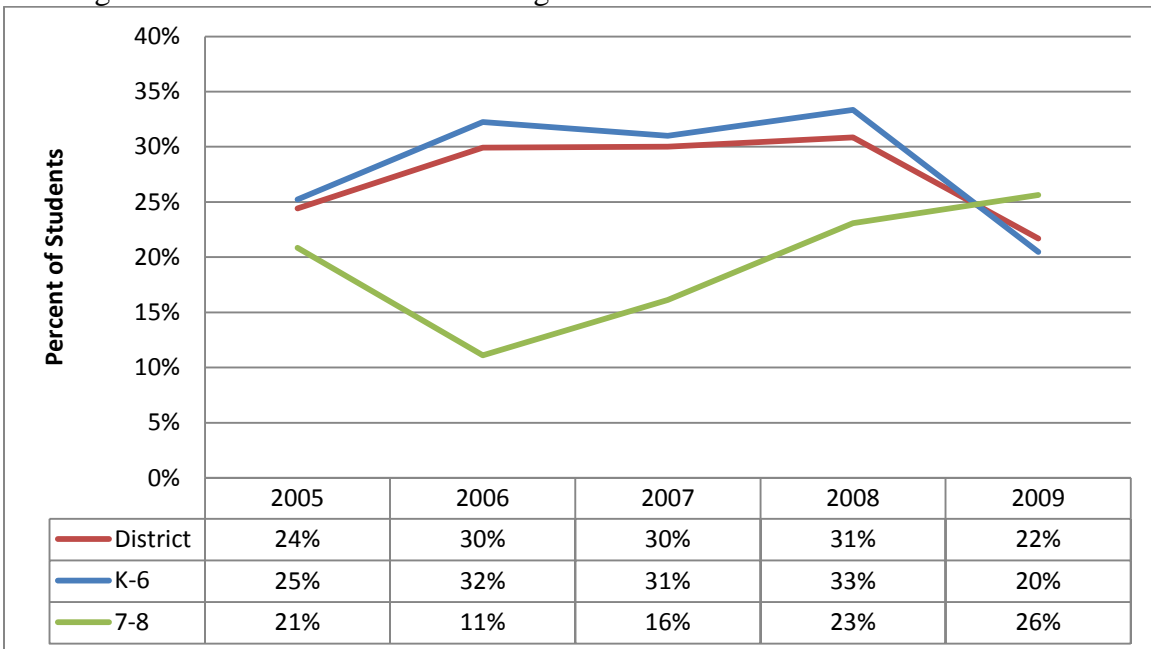
District Enrollment

The district enrollment has shown an increase since the 2004 – 2005 school year. The district enrollment has increased by 35 students over the last five years.



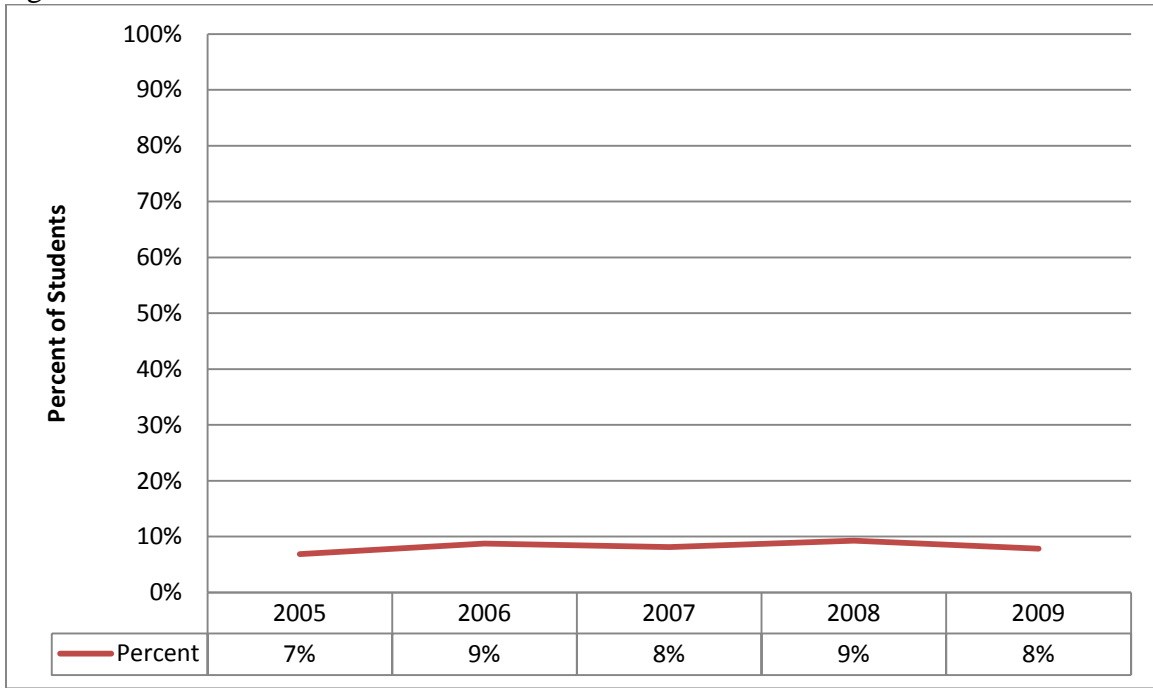
District Percentage of Economically Disadvantaged

The percentage of free and reduced students in the district increased and then decreased to slightly below the original level in 2005. The district is currently at 22% economically disadvantaged which is below the state average of 35% in a district.



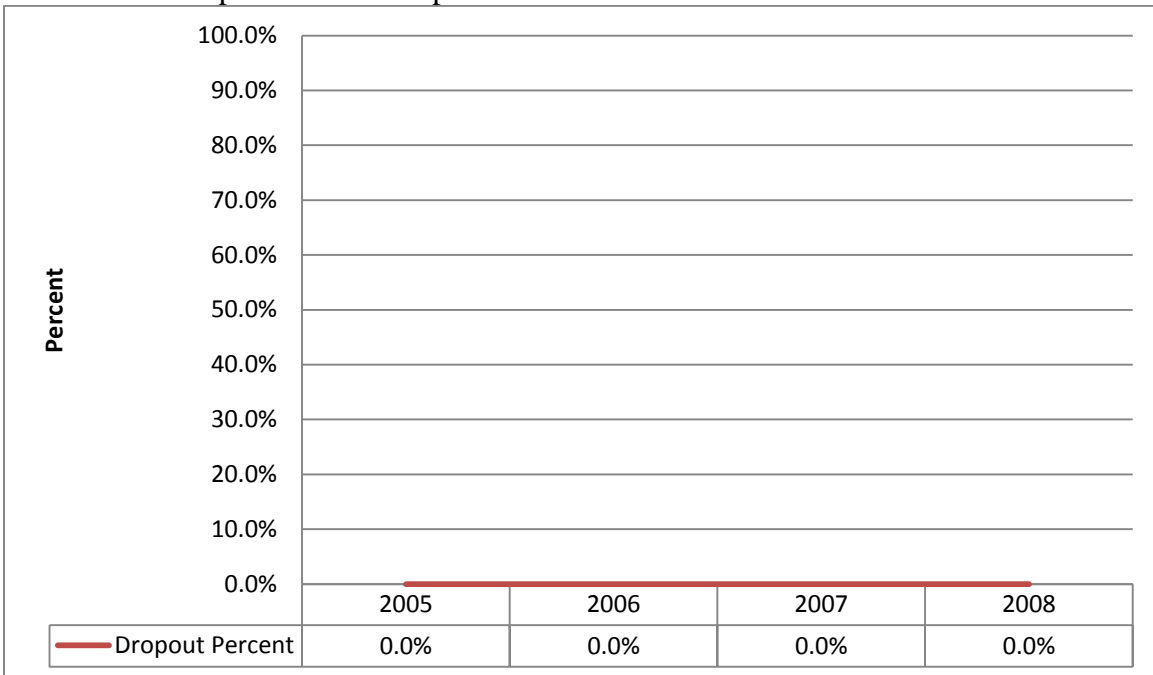
District Percentage of IDEA Students

The district percentage of IDEA students has remained fairly constant and is below the state average of 12%.



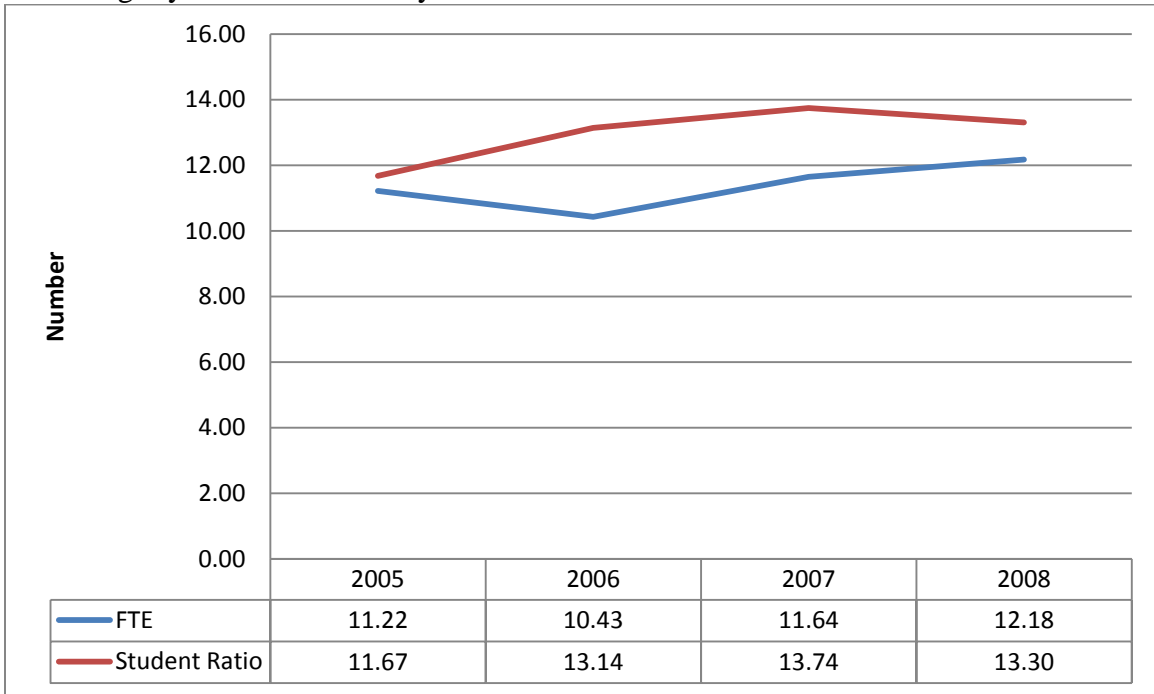
District Dropout Rate

The chart shows that the Gallatin Gateway district has an outstanding record of dropout prevention. The dropout rate is zero percent.



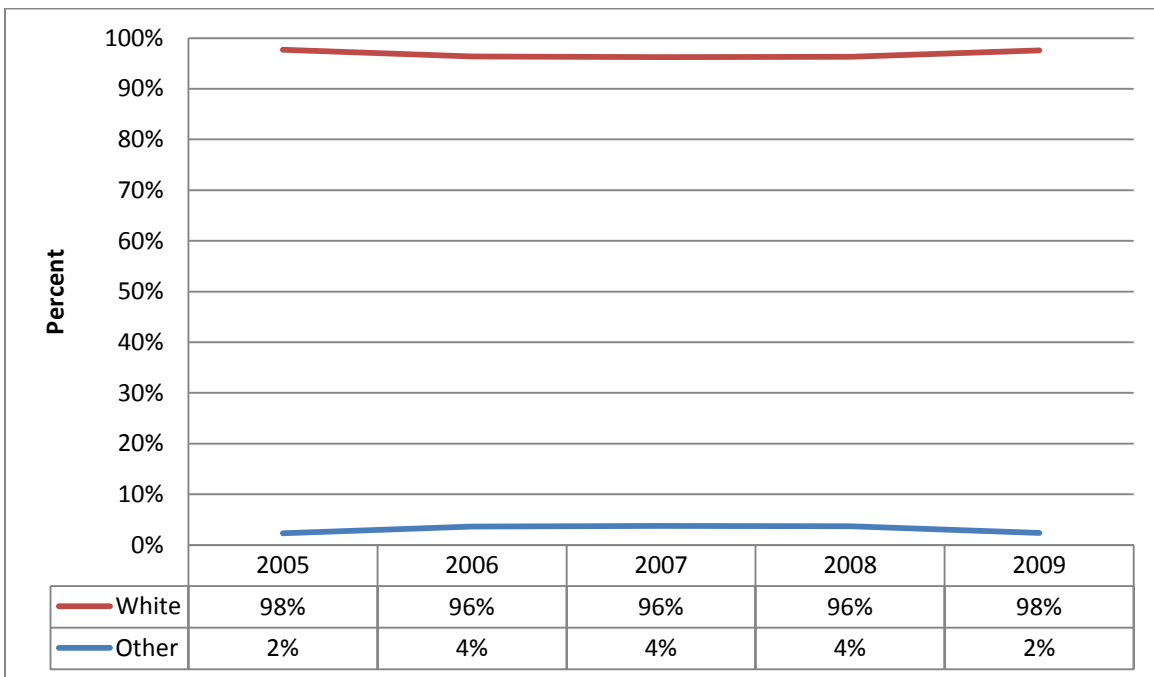
District FTE and Student Teacher Ratio

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



Enrollment by Ethnicity

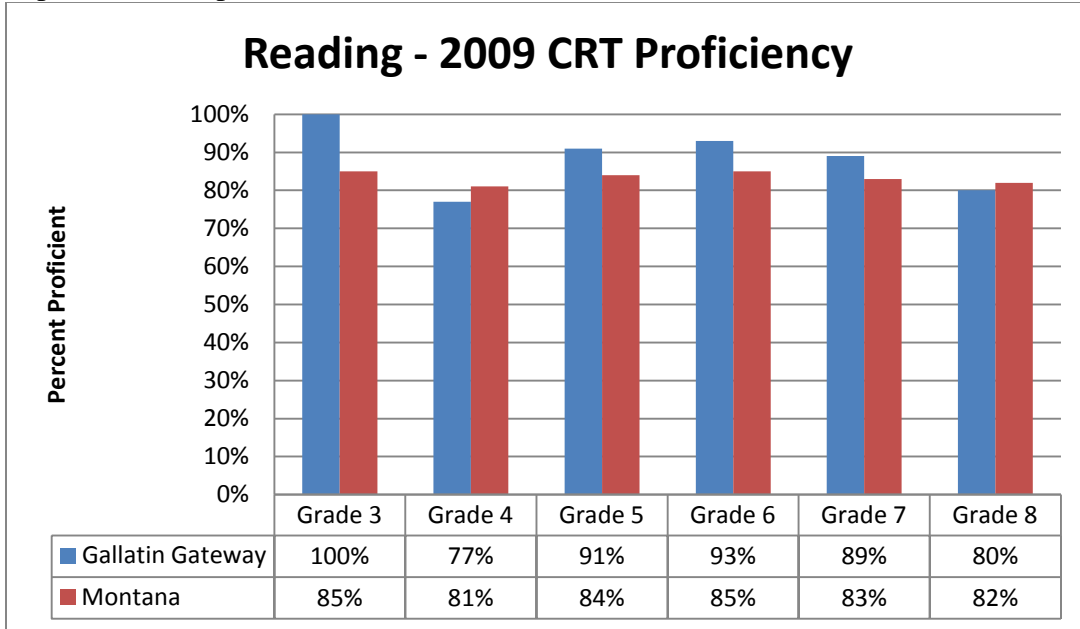
The district has one major sub group of students which is white. The white sub group is about 98% of the students this past year. The other two percent of students are from various ethnic groups.



District Achievement Data

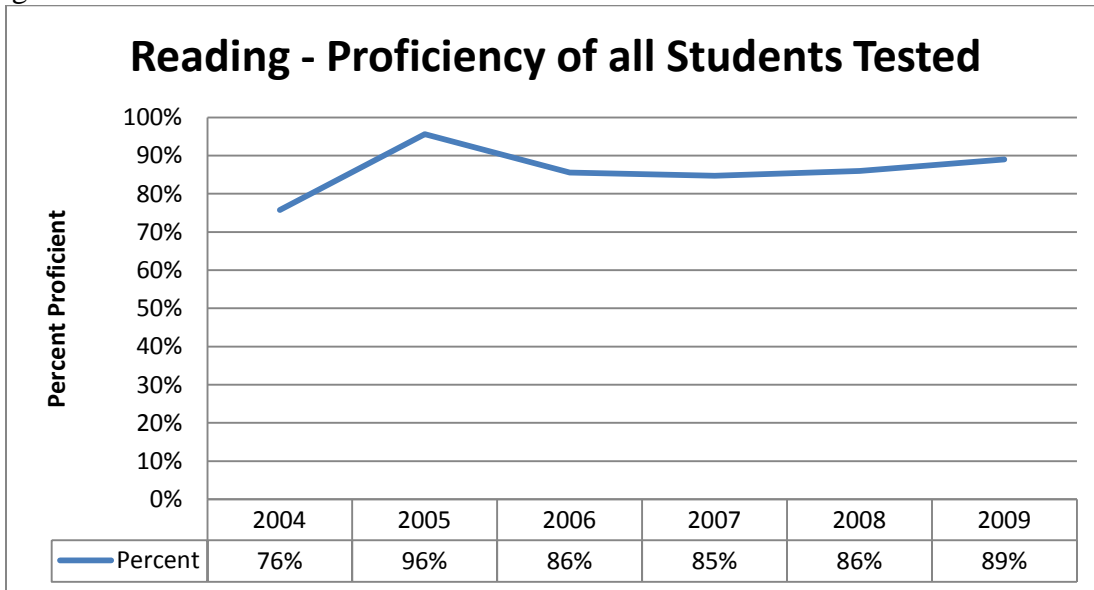
CRT Reading Proficiency Compared to Montana

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 Gallatin Gateway was at or higher than the state profile in the 2009 year for reading in all grades except 4 and 8. Grade 3 scored a perfect 100% proficient.



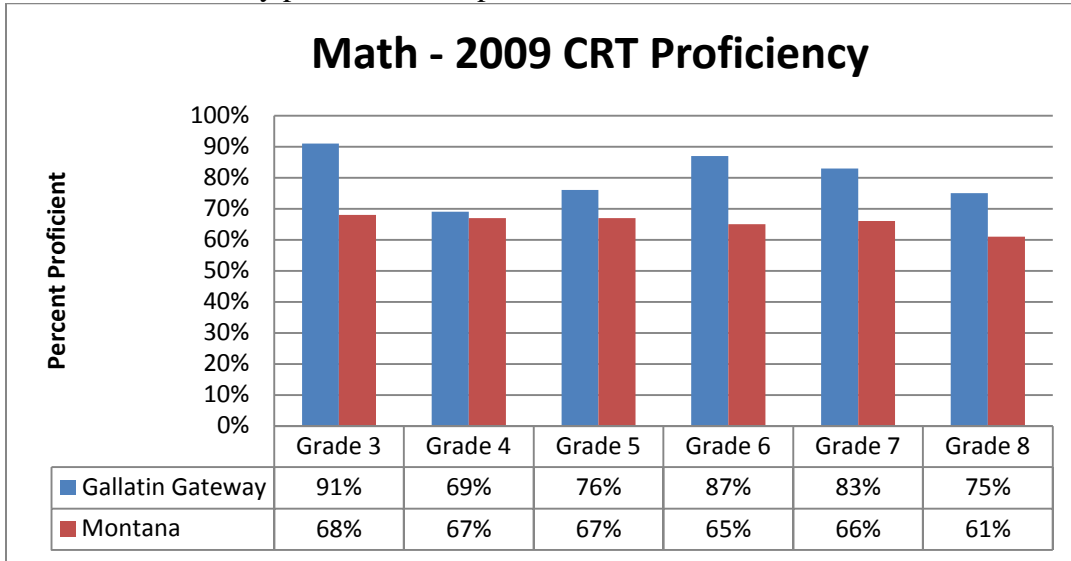
Proficiency of All Students Tested Each Year

The following charts show the proficiency of students in reading for all the tested years. . . Reading scores have been consistently above the state targets and are nearing the 90% proficient mark in 2009. Gallatin Gateway students score much higher than the state target of 83% in reading.



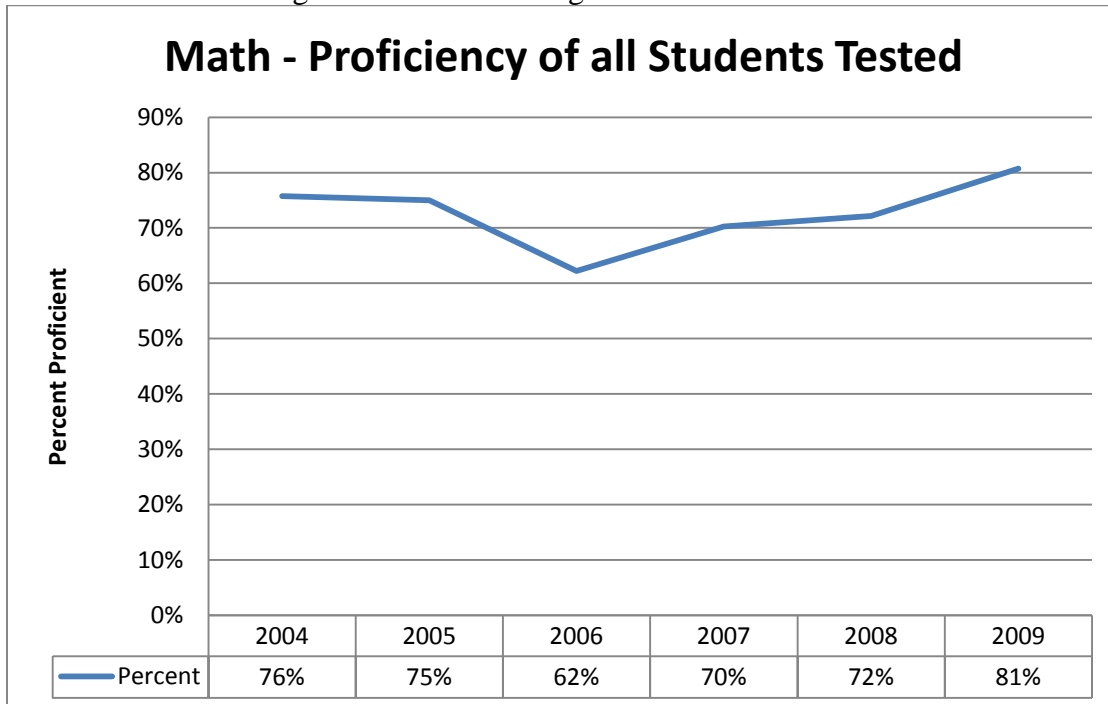
CRT Math Proficiency Compared to Montana

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. Grade 3 was nearly perfect at 91% proficient.



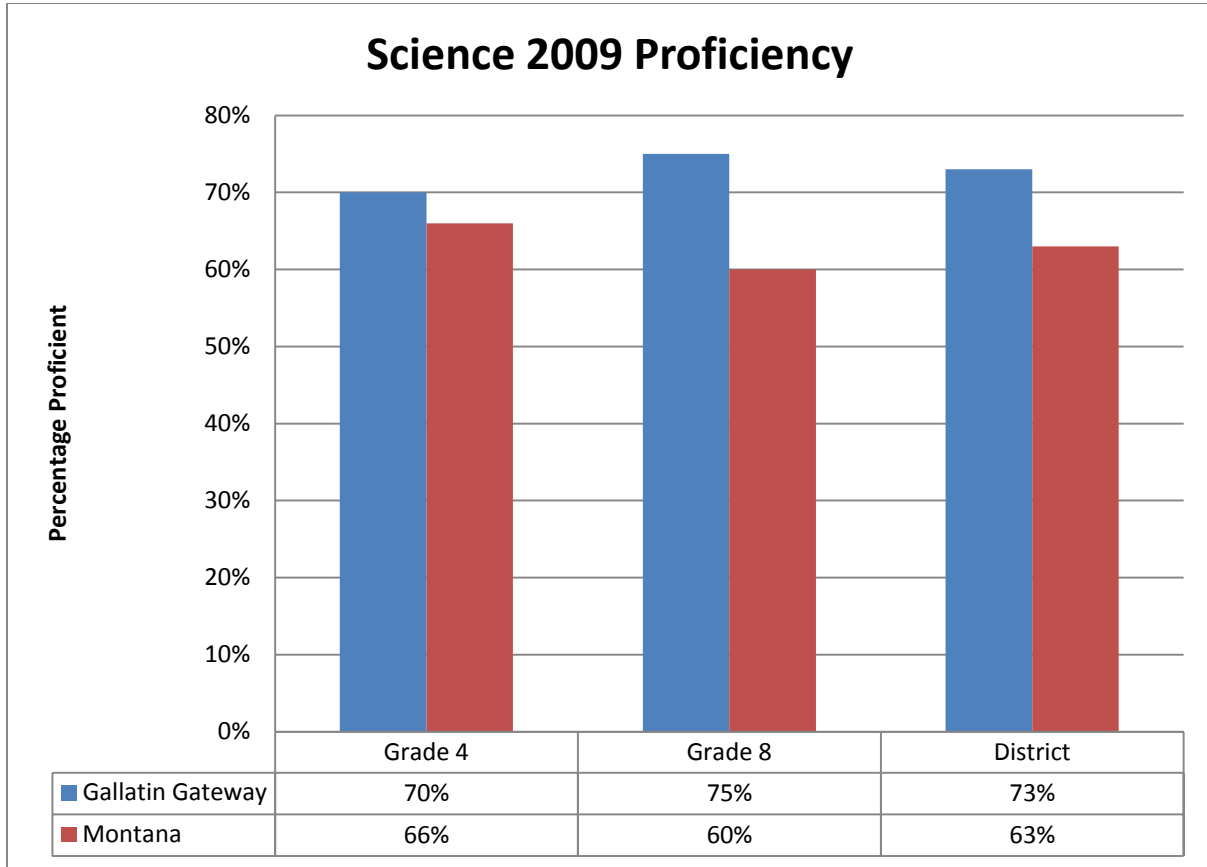
Proficiency of All Students Tested Each Year

The following charts show the proficiency of students in math for all the tested years. Math scores in the district have been consistently improving the last four years and are at 81% percent proficient which is much higher than the state target of 68% in 2009.



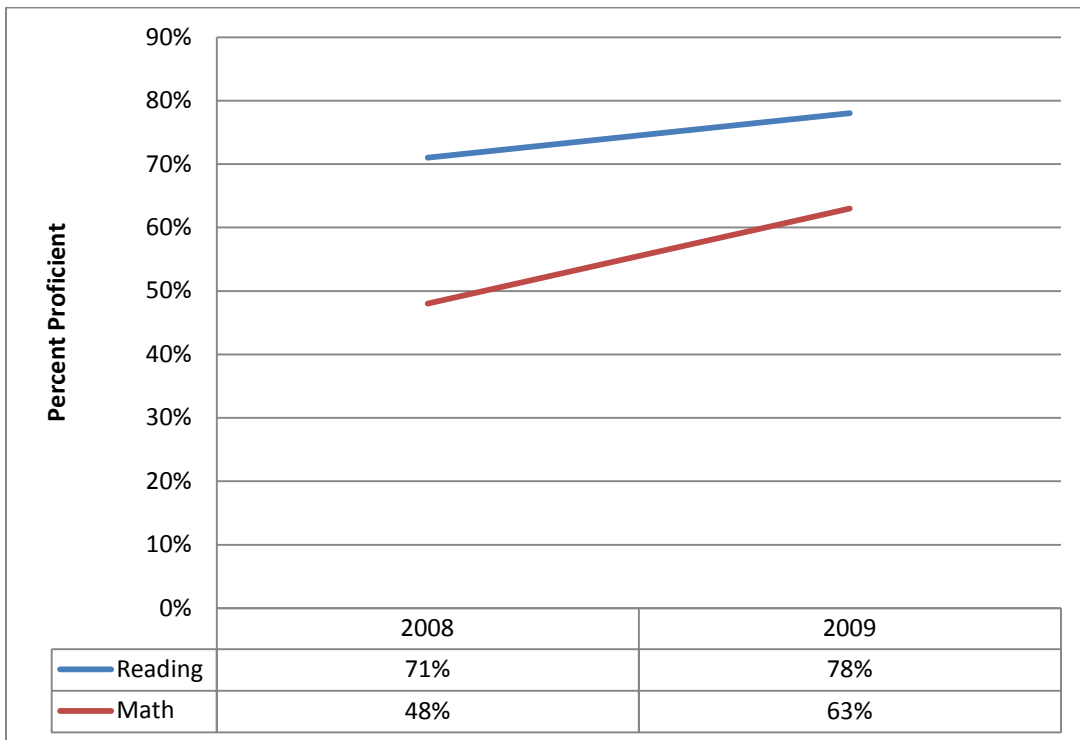
CRT Science Proficiency Compared to Montana

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 Gallatin Gateway was much higher than the state profile in all grades tested and overall in the district.



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 71% proficient in 2008 to 78% in 2009. Math scores improved from 48% in 2008 to 63% in 2009. All of the economically disadvantaged students combined for the district scored below the all student group for reading and math. These results are for all economically disadvantaged students' in grades 3-8.



3rd Grade Results of Multiple Choice Questions on each Montana Standard

The following charts show 3rd grade CRT results for students by each Montana Standard in reading and math. The percentage of correct responses by all 3rd grade students on multiple choice questions related to that specific standard is represented in the right hand column.

Reading Results for the District

- The highest scoring standard for 2009 in reading was #1.
- The lowest scoring standard for 2009 in reading was #4.
- The highest scoring standard over the last four years in reading was #2.
- The lowest scoring standard over the last four years in reading was #4.

Standard Content Reading		Grade 3			
		2006	2007	2008	2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	77%	71%	64.5%	78.9%
Standard 2	Students apply a range of skills and strategies to read.	77%	70%	72.2%	76.5%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	81%	70%	57.1%	66.7%
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.	64%	79%	54.5%	78.8%

Math Results for the District

- The highest scoring standard for 2009 in math was #2.
- The lowest scoring standard for 2009 in math was #4.
- The highest scoring standard over the last four years in math was #6.
- The lowest scoring standard over the last four years in math was #2.

Standard Content Math		Grade 3			
		2006	2007	2008	2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	65%	69%	60.2%	80.5%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	62%	77%	71.4%	75.0%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	78%	71%	62.1%	70.0%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	74%	70%	70.9%	80.0%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	82%	75%	70.5%	75.0%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	81%	71%	62.5%	75.0%

4th Grade Results of Multiple Choice Questions by each Montana Standard

The following charts show 4th grade CRT results for students by each Montana Standard for reading and math. The percentage of correct responses by all 4th grade students on multiple choice questions related to that specific standard is represented in the right hand columns.

Reading Results for the District

- The highest scoring standard for 2009 in reading was #2.
- The lowest scoring standard for 2009 in reading was #4.
- The highest scoring standard over the last six years in reading was #1.
- The lowest scoring standard over the last six years in reading was #4.

Standard Content Reading		Grade 4					
		2004	2005	2006	2007	2008	2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	78%	85%	77%	80%	73.0%	65.0%
Standard 2	Students apply a range of skills and strategies to read.	74%	83%	77%	81%	68.1%	70.0%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	68%	75%	74%	74%	62.0%	60.0%
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.	77%	67%	70%	71%	67.2%	66.7%

Math Results for the District

- The highest scoring standard for 2009 in math was #2.
- The lowest scoring standard for 2009 in math was #3, 4, & 6.
- The highest scoring standard over the last six years in math was #6.
- The lowest scoring standard over the last six years in math was #4.

Standard Content Math		Grade 4					
		2004	2005	2006	2007	2008	2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	76%	76%	70%	74%	61.5%	64.3%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	69%	77%	68%	80%	51.4%	50.0%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	83%	63%	57%	64%	57.2%	50.0%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	61%	69%	70%	60%	67.2%	56.7%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	84%	76%	85%	79%	81.3%	50.0%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	67%	81%	82%	80%	70.8%	62.5%

5th Grade Results of Multiple Choice Questions by each Montana Standard

The following charts show 5th grade CRT results for students by each Montana Standard for reading and math. The percentage of correct responses by all 5th grade students on multiple choice questions related to that specific standard is represented in the right hand column.

Reading Results for the District

- The highest scoring standard for 2009 in reading was #4.
- The lowest scoring standard for 2009 in reading was #5.
- The highest scoring standard over the last four years in reading was #1.
- The lowest scoring standard over the last four years in reading was #5.

Standard Content Reading		Grade 5			
		2006	2007	2008	2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	74%	77%	83.5%	73.7%
Standard 2	Students apply a range of skills and strategies to read.	78%	71%	82.5%	68.4%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	67%	71%	76.2%	75.0%
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.	60%	76%	68.3%	66.7%

Math Results for the District

- The highest scoring standard for 2009 in math was #4.
- The lowest scoring standard for 2009 in math was #5.
- The highest scoring standard over the last four years in math was #3.
- The lowest scoring standard over the last four years in math was #5.

Standard Content Math		Grade 5			
		2006	2007	2008	2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	61%	58%	66.5%	57.5%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	71%	59%	71.4%	62.5%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	63%	58%	67.5%	72.9%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	60%	53%	71.4%	50.0%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	58%	56%	66.7%	70.0%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	55%	72%	67.9%	60.0%

6th Grade Results of Multiple Choice Questions by each Montana Standard

The following charts show 6th grade CRT results for students by each Montana Standard for reading and math. The percentage of correct responses by all 6th grade students on multiple choice questions related to that specific standard is represented in the right hand column.

Reading Results for the District

- The highest scoring standard for 2009 in reading was #1.
- The lowest scoring standard for 2009 in reading was #5.
- The highest scoring standard over the last four years in reading was #1.
- The lowest scoring standard over the last four years in reading was #5.

Standard Content Reading		Grade 6			
		2006	2007	2008	2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	78%	82%	79.3%	83.3%
Standard 2	Students apply a range of skills and strategies to read.	73%	79%	68.9%	80.0%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	78%	71%	88.8%	77.8%
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.	65%	75%	66.9%	71.4%

Math Results for the District

- The highest scoring standard for 2009 in math was #7.
- The lowest scoring standard for 2009 in math was #2.
- The highest scoring standard over the last four years in math was #6.
- The lowest scoring standard over the last four years in math was #5.

Standard Content Math		Grade 6			
		2006	2007	2008	2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	59%	64%	64.2%	63.7%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	56%	65%	69.9%	72.9%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	56%	67%	62.4%	64.3%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	44%	62%	48.0%	66.7%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	62%	73%	64.2%	70.0%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	50%	72%	59.2%	75.0%

7th Grade Results of Multiple Choice Questions by each Montana Standard

The following charts show 7th grade CRT results for students by each Montana Standard for reading and math. The percentage of correct responses by all 7th grade students on multiple choice questions related to that specific standard is represented in the right hand column.

Reading Results for the District

- The highest scoring standard for 2009 in reading was #1.
- The lowest scoring standard for 2009 in reading was #2.
- The highest scoring standard over the last four years in reading was #4.
- The lowest scoring standard over the last four years in reading was #5.

Standard Content Reading		Grade 7			
		2006	2007	2008	2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	76%	67%	80.9%	83.8%
Standard 2	Students apply a range of skills and strategies to read.	75%	74%	82.8%	76.2%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	80%	75%	86.3%	77.8%
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.	73%	70%	74.4%	80.0%

Math Results for the District

- The highest scoring standard for 2009 in math was #4.
- The lowest scoring standard for 2009 in math was #2.
- The highest scoring standard over the last four years in math was #4.
- The lowest scoring standard over the last four years in math was #5.

Standard Content Math		Grade 7			
		2006	2007	2008	2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	54%	51%	68.8%	56.7%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	60%	49%	68.8%	62.5%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	64%	55%	74.5%	75.0%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	40%	37%	68.8%	62.5%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	40%	70%	59.4%	66.7%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	73%	65%	60.9%	62.5%

8th Grade Results of Multiple Choice Questions by each Montana Standard

The following charts show 8th grade CRT results for students by each Montana Standard for reading and math. The percentage of correct responses by all 8th grade students on multiple choice questions related to that specific standard is represented in the right hand column.

Reading Results for the District

- The highest scoring standard for 2009 in reading was #4.
- The lowest scoring standard for 2009 in reading was #5.
- The highest scoring standard over the last six years in reading was #4.
- The lowest scoring standard over the last six years in reading was #5.

Standard Content Reading		Grade 8					
		2004	2005	2006	2007	2008	2009
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	69%	72%	68%	81%	86.4%	73.7%
Standard 2	Students apply a range of skills and strategies to read.	74%	75%	69%	72%	77.3%	83.3%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	74%	70%	67%	70%	86.9%	88.8%
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.	64%	58%	64%	75%	78.0%	72.7%

Math Results for the District

- The highest scoring standard for 2009 in math was #3 & 6.
- The lowest scoring standard for 2009 in math was #5.
- The highest scoring standard over the last six years in math was #7.
- The lowest scoring standard over the last six years in math was #5.

Standard Content Math		Grade 8					
		2004	2005	2006	2007	2008	2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	59%	66%	51%	62%	54.5%	53.6%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	49%	53%	42%	53%	65.6%	66.7%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	55%	58%	37%	63%	73.9%	58.3%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	34%	56%	53%	44%	68.8%	50.0%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	59%	56%	52%	55%	64.0%	66.7%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	60%	88%	57%	56%	63.1%	62.5%

Overall District Comparisons for Reading 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 Reading Standards				
Grade	Highest Scoring Reading Standard 2009	Highest Scoring Reading Standard 2004-2009	Lowest Scoring Reading Standard 2009	Lowest Scoring Reading Standard 2004-2009
3	1	2	4	4
4	2	1	4	4
5	4	1	5	5
6	1	1	5	5
7	1	4	2	5
8	4	4	5	5
All Grades	1	1	5	5

Overall District Comparisons for 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 Math Standards				
Grade	Highest Scoring Math Standard 2009	Highest Scoring Math Standard 2004-2009	Lowest Scoring Math Standard 2009	Lowest Scoring Reading Standard 2004-2009
3	2	6	4	2
4	2	6	3 & 4 & 6	4
5	4	3	5	5
6	7	6	2	5
7	4	4	2	5
8	3 & 6	7	5	5
All Grades	6	7	5	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.	45.0%	45.0%
Standard 2	Students apply a range of skills and strategies to read.	27.5%	42.5%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	47.5%	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.	46.3%	40.8%
Total results on all standards for reading.		42.9%	42.5%

Standard Content Math		All Grades 2009	
		District	State
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	56.7%	44.4%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	60.0%	50.0%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	42.5%	46.3%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	47.5%	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.	80.0%	70.0%
Total results on all standards for math.		52.5%	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.	47.5%
Standard 2	Students apply a range of skills and strategies to read.	25.0%
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.	41.3%
Total results on all standards for reading.		42.1%

Standard Content Math		All Grades
		2009
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	50.0%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	47.5%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	33.8%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	33.8%
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.		43.1%

Analysis of Demographic and Achievement Data

The analysis of data from the district/school demographic information shows that the enrollment has increased by 35 students in the last 5 years. The district has a zero dropout rate. The district has a special needs identification rate of about 8% of the students, which is below the state average. In addition, the free and reduced student count is 22% in the district which is below the state rate of 35%. The district ethnicity shows that the student profile is made up of nearly 98% white students. The analysis shows that the Full Time Equivalent teaching positions in the district have increased slightly over the last few years. The student teacher ratio has increased slightly in the district. However, the student teacher ratio in the district is very good and offers many advantages to students.

The data analysis results indicate that Gallatin Gateway students scored the same or higher than the state profile in the 2009 for reading in all grades except 4 & 8. In addition, grade 3 scored a perfect 100% proficient. The state target for reading is 83% of the students proficient in each district, school, and sub group with 30 or more students. All grades except 4 & 8 scored at or above the state target for reading. The state target for math is 68% proficient and Gallatin Gateway students scored above that score in all grades. In addition, the district scored at or above the state profile in math for all grades. Math proficiency in the district showed significant gains in 2009. Economically disadvantaged students in all grades improved their reading scores from 71% in 2008 to 78% proficient in 2009. Economically disadvantaged student scores for math increased from 48% in 2008 to 63% in 2009.

When all the tested students in grades 3-8 are combined each year for the district from 2004 to 2009 the results show reading scores have been consistently above the state targets and are nearing the 90% proficient mark in 2009. Gallatin Gateway students score much higher than the state target of 83% in reading. Math scores in the district have been consistently improving the last four years and are at 81% percent proficient which is much higher than the state target of 68% in 2009.

Student results compared to the Montana Standards for Reading show that standard 1 was the highest scoring in reading for 2009 and standard 1 was the highest overall the last six years. The lowest scoring reading standard for 2009 was number 5 and overall the last six years was standard 5. Students found open response type questions the most difficult in 2009 scoring 42.9% of the total points in reading. The all student group scored the highest on standard 4 open response items in reading with 47.5% of the points and the lowest on standard 2 with 27.5%. Economically disadvantaged students scored about the same as the all student group on open response questions with 42.1% in reading. Economically Disadvantaged students scored the highest on standard 4 in reading with 50% of the points and the lowest on standard 2 at 25%.

Student results compared to the Montana Standards for Math show that standard 6 was the highest scoring in math for 2009 and standard 7 overall the last six years. The lowest scoring math standard for 2009 was number 5 and overall the last six years. Students found open response type questions the most difficult in 2009 scoring 52.5% of the total points in math. The all student group scored the highest on standard 7 open response items in math with 80% of the points and the lowest on standard 4 with 42.5%. Economically disadvantaged students scored lower than the all student group on open response questions with 43.1% in math. Economically

disadvantaged students scored the highest on standard 7 at 70% in math open response questions and the lowest on standards 4 & 5 at 33.8%.

Conclusions

Overall conclusions show that Gallatin Gateway students are well above the state profile for reading and math. All tested students in the district were 89% proficient in reading compared to the state at 83%. In math all students tested were 81% proficient compared to the state at 64%. In addition, the economically disadvantaged students scored 78% 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 5 type questions the most difficult the last six years. However, open response questions are the most difficult for students in the district regardless of the standard.

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 all sub groups) in grades 3-8 will score proficient on the CRT math test in the spring of 2010.

Strategies:

Strategy 1: Students found open/constructed response questions the most difficult on the CRT test. The school will 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 2: Emphasize vocabulary terms used on the CRTs. Some math resources use vocabulary terms that are different than those used on the CRT. Every teacher can download 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 could be utilized in daily instruction and also reviewed in the spring prior to the test administration dates.

Strategy 3: 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 4: The district is exploring a variety of assessments for possible integration with current practice to assist teachers in monitoring and modifying instruction to meet the needs of all students. 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, 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 5: 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.

Strategy6: The district has implemented RTI and is in the process of exploring other programs for possible inclusion which include: 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 on individual/group training through Montana Educational 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. 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 all sub groups) in grades 3-8 will score proficient on the CRT reading test in the spring of 2010.

Strategies:

Strategy 1: Students found open/constructed response questions the most difficult on the CRT test. The school will 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.

Strategy 2: 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 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: The district is exploring a variety of assessments for possible integration with current practice to assist teachers in monitoring and modifying instruction to meet the needs of all students. 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, 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 5: The district has implemented RTI and is in the process of exploring other programs for possible inclusion which include: 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 on individual/group training through Montana Educational 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. 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.

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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 explore integrating additional technology components into the curriculum. The options include, but are not limited to ITV, on-line classes, and Tandberg's Telepresence.

Measurable objective:

The district will measure this goal by counting the new technology components integrated into the curriculum each year.

Strategies

Strategy 1: The district will form committees to research and recommend appropriate technology components for inclusion into the curriculum.

Strategy 2: The district will visit and communicate with other schools in the area and Montana to gather data on successful programs and implementation strategies.

Strategy 3: The district will provide staff with access to all Montana Educational Curriculum materials and professional development related to technology integration.

Professional Development:

The district will provide training for staff on integrating Indian Education for All 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 teaching Indian Education for All 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 the Indian Education for All units into the content area curriculum.

Other resources:

All needed time, resources, and materials to support the strategies to achieve implementation of the technology options 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 for professional development and research 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 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.

Curriculum Review and Development Cycle

2008-2013: Review Curriculum & Align to Montana Content Standards

School Year	Begin	Finish
2007/2008	Science Indian Education For All	
2008/2009	Mathematics Technology Information Literacy/Library Media	Science
2009/2010	Communication Arts o Reading	Mathematics Technology Information Literacy/Library Media
2010/2011	Communication Arts o Writing (W) o Literature (L) o Speaking & Listening (S&L) o Media Literacy Career & Technology Education/ Work place Competencies: *Business Education *Vocational Education Indian Education For All -Level (II)	Communication Arts o Reading
2011/2012	Social Studies Health Enhancement Indian Education For All -Level (III)	Communication Arts o Writing (W) o Literature (L) o Speaking & Listening (S&L) o Media Literacy Career & Technology Education/ Work place Competencies: *Business Education *Vocational Education Indian Education For All - Level (II)
2012/2013	**School Counseling World Language The Arts - Music The Arts – Visual	Social Studies Health Enhancement Indian Education For All -Level (III)
2013/2014	Begin 5 year Review Cycle (2013/2014 – 2017/2018)	**School Counseling World Language The Arts - Music The Arts – Visual
<p>2007-2013 – Indian Education For All (Integrate into curriculum Content Areas) CURRENT STANDARD TITLE *Alignment to Montana Standards for Workplace Competencies and Career & Vocational/Technical Education **Alignment to Montana Standards for Career & Vocational Technical Education</p>		