

Annual Progress Report and Yearly Action Plan

Prepared by

Gallatin Gateway 7-8 - School

SC 1702

for the State Fiscal Year of: 2013

**Annual Progress Report and Yearly Action Plan
Gallatin Gateway 7-8 - School**

SC 1702

State Fiscal Year : 2013

Math

2012 (Previous Year) Action Plan

Goal

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

Measurable Objective(s)

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

Identified Strategy(s)

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State Fiscal Year : 2013

Math

2012 (Previous Year) Action Plan

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

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Math

2012 (Previous Year) Action Plan

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 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.

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Math

2012 (Previous Year) Action Plan

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

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.

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Math

Analysis of Data

Was the measurable objective of your 2011 - 2012 Action Plan met?

No

What student data did you use to evaluate the effectiveness of your 2011 - 2012 Action Plan? What did you observe in the data? (growth, trends, differences among subgroups, variation in performance among standards, etc)

The school used a variety of assessments to develop and modify instruction for students and measure academic progress. This discussion will focus on the CRT and ITBS results as they relate to student proficiency and academic progress. The school measurable objective was for 80% of all students in grades 7-8 to score proficient on the CRT math test in the spring of 2012. The objective was nearly met with the school math proficiency dropping by 8.7% from 80.5% in 2011 to 76.9% in 2012. The school only has three sub groups of students other than the gender group which are the all student group, the white sub group of students, and the economically disadvantaged sub group of students. The all student group and the white sub group are virtually the same group and will be treated as such in the following discussion. Economically disadvantaged student proficiency dropped from 78.5% in 2011 to 75% in 2012. District student results compared to the Montana Standards for Math on the CRT shows that students scored 63.7% of all answers correct on standard 2, 71.4% on standard 3, 68.4% on standard 4, 65.5% on standard 5, 67.1% on standard 6, and 70% on standard 7. Standard 3 was the highest scoring in math for 2012 with 71.4% of all answers correct. The lowest scoring math standard for 2012 was standard 2 with 63.7% of all answers correct. Students improved their scores on constructed response type questions in 2012 scoring 63.3% of the total points in math compared to 59.7% in 2011. The all student group scored the highest on standard 2 open response items in math with 70% of the points and the lowest on standard 5 with 52.5%. While data results indicate improvement on constructed response items for students, this area remains one of the most difficult for our students and should remain as a focus area for continued improvement. Economically disadvantaged student proficiency in math in 2012 dropped 3.5% from 2011. In addition, economically disadvantaged students scored 1.9% lower than the all student group in math proficiency on the 2012 CRT test. Tracking of individual classes (tracking students as they progress through the grades) on the CRT test show that 7th grade students increased in math proficiency by 6.4% proficient from 63.6% in 2011 (in grade 3) to 70% in 2012, and 8th grade proficiency increased by 6.3% to 81.3% over the same period. Observations from the data analysis show that overall math proficiency has dropped by 3.6% in the school the last year and the district is up 1% over that same time. However, even with the school percentage decreasing, both classes (7th & 8th) actually improved the percentage of proficient students from the previous year. Economically disadvantaged students decreased proficiency in math and were 1.9% below the all student group. Students in the school scored the lowest on standard two type questions (numbers and operations) and continued to find constructed response questions difficult even with improved scores in 2012. Math proficiency on the CRT in the district has shown growth over the last three years, improving 7% since 2010. Results from the ITBS testing seem to support conclusions from the CRT data analysis. ITBS results showed students scoring a 69.75 NPR in problem solving, a 54.22 NPR in computation, and a total math at 65.5 NPR at grades 7-8. The ITBS results show that students found computation the most difficult area on the test which relates to the lowest area on the CRT which was numbers and operations. Grades 7-8 scored a 65.5 NPR for total math on the ITBS test in 2012, which is an excellent score and further demonstrates that students are progressing well in math achievement. The data analysis of the CRT and ITBS supports the action plan of the district to improve all students in math proficiency.

What does the data reveal about the effectiveness of the 2011 - 2012 Action Plan (strategies, professional development, resources)?

State Fiscal Year : 2013

Math

Analysis of Data

The data reveals that the 2011-2012 action plan was very effective. Math proficiency in the district has shown growth over the last three years, improving 7% since 2010 (the school proficiency is down 3.6% in the last year, but actual proficiency of students is up from the previous year) which would indicate that the strategies, professional development, and resources contained in the action plan are working to improve student proficiency in math for many students. The school utilized several strategies that data supports as successful. One strategy that the school employed was to incorporate constructed response practice/test taking strategies in math instruction. Students practiced working with open/constructed response math type questions prior to seeing them on the CRT. The constructed response math questions were integrated with the regular math instruction and utilized released items along with the scoring rubrics. This practice was successful as students improved their scores on constructed response questions by 3.6% in 2012 to 63.3%. Another strategy that the district used was providing all students and especially economically disadvantaged students support and interventions through the RTI program at the school. The district's focus in the RTI program is to improve the percentage of students scoring proficient while decreasing the number of students in the novice and nearing proficient categories. Students scoring proficient increased 7% during the past three years in the district.

Additionally, the district conducted an in-depth analysis of the math CRT results and the math ITBS results to show which standards/areas students scored the highest and which standards students found most challenging. The results of the CRT analysis showed that students scored the highest on standard 3 in math and found standard 2 the most challenging which allowed staff to adjust and modify instruction to provide additional math and cross-curricular instruction for students. Examples of this additional cross-curricular instruction include: math in art, math in the greenhouse, math in science, math labs, math in technology, and additional verbal and writing instruction for open response questions.

An assessment comparison strategy implemented by the district is the Iowa Test of Basic Skills (ITBS) used as a longitudinal study of student progress over the last 14 years. The ITBS results show that students found computation the most difficult area, which relates to the lowest CRT area -- numbers and operations. The data analysis of standards and test items identified the following key concepts students found challenging in math: measurement units, determining area & perimeter, patterns, fractions, and scientific notation. As a result, staff emphasized math instruction and cross-curricular application on measurement units, determining area & perimeter, and patterns (grade 3 & 4), fractions, patterns, area & perimeter, and scientific notation (grades 5-6), and patterns, equivalent expressions, measurement units, fractions, decimals, and percent (grades 7-8). This strategy was successful with results of the data analysis showing that students correctly answered more of these types of questions on the 2012 CRT test than the 2011 test.

The school targeted professional development and training to support the strategies listed above along with individual and team training for staff members. The specific professional development included: 1) Through RTI training, the staff made program revisions and modifications based on the data analysis of student progress, 2) Technology – GIS training was conducted in July of 2012 for staff which continued the integration of technology into math and reading classes to support improvement of student proficiency through the use of technology, 3) the district continued training staff on the use and application of math assessments in the classroom, 4) the district updated staff on the continued use of Curriculum Planning And Pacing guides for math, 5) the district continued to support individual staff members in attending/taking part in training related to specific areas in their personal growth plans, 6) the math staff analyzed data quarterly in collaboration with math experts for trends and instructional changes needed for student growth, 7) the district implemented training for teaching teams to increase the collaboration among staff for data analysis and identification of student needs, 8) district math grants were received which provided funding for additional application of math in the real world: field trips, greenhouse measurement equipment, etc., 9) independent fundraising by the district and the math teachers provided additional technology and technology training for math instruction such as smart boards, ipads, and document cameras, 10) staff attended workshops at the annual fall MEA conference directly related to math and reading, and 11) the district provided staff in-service to promote fun recess math games and flash cards sold in the school store for purchase by parents and students at minimal cost.

Resources that the district provides to support the schools include financial support, professional development, instructional materials, technology, greenhouse (primarily for measurement application), and guest expert mentors and trainers.

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State Fiscal Year : 2013

Math

2013 (Current Year) Action Plan

Math Goal

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

Measurable Objective(s)

At least 90% of all tested students in grades 7-8 will score proficient on the CRT math test in the spring of 2013.

Identified Strategies

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State Fiscal Year : 2013

Math

2013 (Current Year) Action Plan

Strategy 1: Based on the data analysis the district is going to continue emphasis in instruction on working with students on patterns, equivalent expressions, measurement units, fractions, decimals, and percent (grades 7-8). In addition, the district has identified standard 2 (numbers and operations) type questions from the CRT math assessment as an area for improvement.

Strategy 2: Students have shown improvement, but continue to find open/constructed response questions some of the most difficult items on the CRT test. The school will continue to incorporate constructed response practice/test taking strategies in math instruction. Students will practice working with constructed response math type questions prior to 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.

Strategy 3: The district will implement the common core standards for math during the 2012-2013 school year.

Strategy 4: The district has implemented the Response to Intervention (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 5: 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 6: 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 7: 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 2 in math the most difficult in 2012. As a result the district focus and emphasis this year will be on numbers and operations.

Professional Development

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Math

2013 (Current Year) Action Plan

The school will provide and/or support the professional development needed to successfully implement the identified strategies and achieve the measureable objective for math. The district will continue to support staff in attending statewide professional development (example: October professional conferences), individual and group training through the Montana Educational Curriculum Consortium of which the district is a member, online learning, and meetings and/or conferences with other area schools. In addition, the district provides specific training identified through data analysis, assessment results, and needs related to staff professional growth. Planned and completed professional development includes: 1) RTI training was conducted to update staff on program revisions and modifications based on the data analysis of student progress and staff feedback, 2) Technology – GIS training was conducted in July of 2012 for staff which continued the integration of technology into math and reading classes to support improvement of student proficiency through the use of technology, 3) the district continued training staff on the use and application of math assessments in the classroom, 4) the district updated staff on the continued use of Curriculum Planning And Pacing guides for math, 5) staff attend workshops at the annual fall MEA conference directly related to math and reading, 6) training on implementation of Common Core Standards for math, 7) continued update training on interventions for students below proficiency in math, and 8) the district continued to support individual staff members in attending/taking part in training related to specific areas in their personal growth plans.

Other Resources

The school will provide the needed time, resources, and materials to support the strategies required to achieve student proficiency in math. 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. Financial resources needed to support in-district and out of district professional development is planned and 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 facility.

Additional Comments

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

Implementation of Indian Education into curriculum

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State Fiscal Year : 2013

Math

2013 (Current Year) Action Plan

The district is continuing the integration and implementation of Indian Education for All lessons, units, and student projects throughout the curriculum using the model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed and incorporated into each theme. The school will continue to integrate at least 2 units, lessons, projects (activities, speakers, presentations, field trips, and/or student projects) of Indian Education for All material into the curriculum for each subject at each grade level during the 2012-2013 school year. The district supports and provides all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans found at <http://opi.mt.gov/Programs/IndianEd/curricsearch.html>, and activities), presentations, field trips, and possible student projects. The list includes local resources such as the tribal colleges, museums, local tribal elders, and various other resources. The district provides 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 (MECC). Additional resources will be utilized in guiding the curriculum such as: Indian Reading Series, Native American Literature, Montana and North central Regional Publications and Roots and Branches: A Resource of Native American Literature-Themes, Lessons and Bibliographies by Dorothea Susag. An example of a math concept identified in the data analysis needing more work by students is working with perimeter & area. The concept of perimeter and area is adapted to IEFA lessons is by using estimating area & perimeter of a reservation (elementary grades), determining area and perimeter of a reservation (upper grades), and surface area and volume of traditional Native American homes (middle and upper grades). The district provides 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.

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State Fiscal Year : 2013

Reading

2012 (Previous Year) Action Plan

Goal

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

Measurable Objective(s)

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

Identified Strategy(s)

State Fiscal Year : 2013

Reading

2012 (Previous Year) Action Plan

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

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Reading

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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 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.

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Reading

2012 (Previous Year) Action Plan

Additional Comments

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Indian Education

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.

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Reading

Analysis of Data

Was the measurable objective of your 2011 - 2012 Action Plan met?

Yes

What student data did you use to evaluate the effectiveness of your 2011 - 2012 Action Plan? What did you observe in the data? (growth, trends, differences among subgroups, variation in performance among standards, etc)

The school used a variety of assessments to develop and modify instruction for students and measure academic progress. This discussion will focus on the CRT and ITBS results as they relate to student proficiency and academic progress. The school measurable objective was for 89.6% of all students in grades 7-8 to score proficient on the CRT reading test in the spring of 2012. The objective was met with the school reading proficiency at 96.2% in 2012 down 1% from 97.2% in 2011. The school only has three sub groups of students other than the gender group which are the all student group, the white sub group of students, and the economically disadvantaged sub group of students. The all student group and the white sub group are virtually the same group and will be treated as such in the following discussion. Even with the percentage of proficient students dropping by 1%, the proficiency well above the state target for reading. Economically disadvantaged students improved proficiency by 7.2% from 92.8% in 2011 to 100% in 2012 on the CRT. Student results compared to the Montana Standards for Reading shows that students scored 71.5% of all answers correct on standard 1, 75.9% on standard 2, 76.4% on standard 4, and 72.7% on standard 5. Standard 4 was the highest scoring in reading for 2012 with 75.9% of all answers correct. The lowest scoring reading standard for 2012 was standard 1 with 71.5% of all answers correct. Measured progress did not release any open response questions in 2012 for reading which did not allow an analysis of these questions related to the CRT test; however, the school used practice questions and prior released items to determine if students made progress in this area. The results seem to indicate that this area remains one of the most difficult for our students and should remain as a focus area for continued improvement. Economically disadvantaged students improved proficiency in reading in 2012 to 100% proficient. In addition, economically disadvantaged students scored 3.8% above the all student group in reading proficiency on the 2012 CRT test. Tracking of individual classes on the CRT test show that 7th grade students maintained proficiency in reading at 90.9 % in 2011 (in grade 3) to 90% in 2012, and 8th grade proficiency improved by 5% to 100% in 2012. Observations from the CRT data analysis show that overall reading proficiency has dropped slightly in the school the last year while economically disadvantaged students improved. Students in the school scored the lowest on standard one (Students construct meaning as they comprehend, interpret, and respond to what they read) type questions and continued to find constructed response questions difficult. Reading proficiency on the CRT in the school has dropped 1% while the district has improved 10% over the past three years. Results from the ITBS testing seem to support conclusions from the CRT data analysis. ITBS results showed students scoring a 66.1 NPR in vocabulary, a 65.1 NPR in comprehension, and a total reading at 69.75 NPR at grades 7-8. The ITBS results show that students found comprehension the most difficult area on the test which relates to the lowest area on the CRT which was standard 1 (Students construct meaning as they comprehend, interpret, and respond to what they read). Grades 7-8 scored a 69.75 NPR for total reading on the ITBS test in 2012, which is an excellent score and further demonstrates that students are progressing well in reading achievement. The data analysis of the CRT and ITBS supports the action plan of the district to improve all students in reading proficiency.

What does the data reveal about the effectiveness of the 2011 - 2012 Action Plan (strategies, professional development, resources)?

State Fiscal Year : 2013

Reading

Analysis of Data

The data reveals that the 2011-2012 action plan was successful for many students. Reading proficiency in the school has dropped 1% the past year to 96.2% proficient (well above the state target), which would indicate that the strategies, professional development, and resources contained in the action plan are working to improve student proficiency in reading for many students. The district utilized several strategies that data supports as successful. One strategy that the school employed was to incorporate constructed response type questions into reading instruction. The district used 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 the 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. This practice seemed to be successful as students demonstrated improved results on their in class work and through other local assessments, but could not be supported by CRT results this year as measured progress did not release results on reading open response type questions. Another strategy that the district used was providing all students support and interventions through the RTI program at the school. The district's focus in the RTI program is to improve the percentage of students scoring proficient while decreasing the number of students scoring novice or nearing proficient. Students scoring proficient increased 1% during the past year and 10% from two years ago in the district. Another strategy that the district utilized for reading was to conduct an in-depth analysis of the CRT results and ITBS results to show which standards/areas students scored the highest and which standards students found most challenging. The results of the CRT analysis showed that students scored the highest on standard 4 in reading and found standard 1 the most challenging which allowed staff to adjust and modify instruction to integrate these results into student learning. In addition, the ITBS results show that students found comprehension the most difficult area on the test which relates to the lowest area on the CRT which was standard 1. The data analysis of standards and test items also identified key concepts that students found challenging in reading. Staff increased emphasis in instruction on these key concepts which were 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. This strategy was successful with results of the data analysis showing that students improved their percentage of correct responses for these types of questions on the 2012 CRT test from the 2011 test.

The school targeted professional development and training to support the strategies listed above and individual training for staff members. The specific professional development included 1) Writing: A Working Practice – professional development for staff through Montana Educational Consortium, 2) RTI training was conducted to update staff on program revisions and modifications based on the data analysis of student progress and staff feedback, 3) Technology – GIS training was conducted in July of 2012 for staff which continued the integration of technology into math and reading classes to support improvement of student proficiency through the use of technology, 4) the district continued training staff on the use and application of reading assessments in the classroom, 5) the district updated staff on the continued use of Curriculum Planning And Pacing guides for reading, 6) staff attend workshops at the annual fall MEA conference directly related to math and reading, and 7) the district continued to support individual staff members in attending/taking part in training related to specific areas in their personal growth plans. The Writing: A Working Practice workshop was utilized by teachers in grades 4-8 across the curriculum to assist teachers in restructuring teaching and learning to incorporate writing strategies, practices, and assessments to engage students. The workshop also incorporated writing skills, technical writing, and communication arts activities integrated from the OPI Indian Education for All units.

Resources that the district provides to support the schools include financial support, professional development, instructional materials, technology, greenhouse (primarily for practice in writing open response questions), and guest expert mentors and trainers.

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SC 1702

State Fiscal Year : 2013

Reading

2013 (Current Year) Action Plan

Reading Goal

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

Measurable Objective(s)

At least 94.8% of all tested students in grades 7-8 will score proficient on the CRT reading test in the spring of 2013.

Identified Strategies

State Fiscal Year : 2013

Reading

2013 (Current Year) Action Plan

Strategy 1: Based on the data analysis the district is going to continue 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. In addition, the district has identified standard 1 type questions from the CRT reading assessment as an area for improvement.

Strategy 2: Students have shown improvement, but continue to find constructed response questions some of 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 3: The district will implement the common core standards for reading during the 2012-2013 school year.

Strategy 4: The district has implemented the Response to Intervention (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 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 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 7: 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. Analysis of CRT results show that district students and all sub groups of students found standard 1 in reading the most difficult in 2012.

Professional Development

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Reading

2013 (Current Year) Action Plan

The school will provide and/or support the professional development needed to successfully implement the identified strategies and achieve the measureable objective for reading. The district will continue to support staff in attending statewide professional development (example: October professional conferences), individual and group training through the Montana Educational Curriculum Consortium of which the district is a member, online learning, and meetings and/or conferences with other area schools. In addition, the district provides specific training identified through data analysis, assessment results, and needs related to staff professional growth. The planned and completed professional development includes: 1) Writing: A Working Practice – professional development for staff through Montana Educational Consortium, 2) RTI training was conducted to update staff on program revisions and modifications based on the data analysis of student progress and staff feedback, 3) Technology – GIS training was conducted in July of 2012 for staff which continued the integration of technology into math and reading classes to support improvement of student proficiency through the use of technology, 4) the district continued training staff on the use and application of reading assessments in the classroom, 5) the district updated staff on the continued use of Curriculum Planning And Pacing guides for reading, 6) staff attend workshops at the annual fall MEA conference directly related to math and reading, 7) training on implementation of Common Core Standards for English/Language Arts, 8) continued update training on interventions for students below proficiency in reading, and 9) the district continued to support individual staff members in attending/taking part in training related to specific areas in their personal growth plans. The Writing: A Working Practice workshop was utilized by teachers in grades 4-8 across the curriculum to assist teachers in restructuring teaching and learning to incorporate writing strategies, practices, and assessments to engage students. The workshop also incorporated writing skills, technical writing, and communication arts activities integrated from the OPI Indian Education for All units.

Other Resources

The school will provide the needed time, resources, and materials to support the strategies required to achieve student proficiency in reading. 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. Financial resources needed to support in-district and out of district professional development is planned and 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 facility.

Additional Comments

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

Implementation of Indian Education into curriculum

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The district is continuing the integration and implementation of Indian Education for All lessons, units, and student projects throughout the curriculum using the model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed and incorporated into each theme. The school will continue to integrate at least 2 units, lessons, and projects (activities, speakers, presentations, field trips, and/or student projects) of Indian Education for All material into the curriculum for each subject at each grade level during the 2012-2013 school year. The district supports and provides all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans found at <http://opi.mt.gov/Programs/IndianEd/curricsearch.html>, and activities), presentations, field trips, and possible student projects. The list includes local resources such as the tribal colleges, museums, local tribal elders, and various other resources. The district provides 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 (MECC). Additional resources will be utilized in guiding the curriculum such as: Indian Reading Series, Native American Literature, Montana and North central Regional Publications and Roots and Branches: A Resource of Native American Literature-Themes, Lessons and Bibliographies by Dorothea Susag. The district provides 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.

State Fiscal Year : 2013

Curriculum Alignment

Arts

StateFyPreviousReview: 2009 - 2010

Next Scheduled Review: 2014 - 2015

Review of this curriculum area has been completed since initiation.

Career Vocational/Technical Education

StateFyPreviousReview: 2008 - 2009

Next Scheduled Review: 2013 - 2014

Review of this curriculum area has not been completed.

English Language Arts

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

Health Enhancement

StateFyPreviousReview: 2008 - 2009

Next Scheduled Review: 2013 - 2014

Review of this curriculum area has not been completed.

Library Media

StateFyPreviousReview: 2011 - 2012

Next Scheduled Review: 2016 - 2017

Review of this curriculum area has been completed since initiation.

Mathematics

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

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Reading

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

Science

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2015 - 2016

Review of this curriculum area has been completed since initiation.

Social Studies

StateFyPreviousReview: 2007 - 2008

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

Technology

StateFyPreviousReview: 2011 - 2012

Next Scheduled Review: 2016 - 2017

Review of this curriculum area has been completed since initiation.

Workplace Competencies

StateFyPreviousReview: 2008 - 2009

Next Scheduled Review: 2013 - 2014

Review of this curriculum area has not been completed.

World Languages

StateFyPreviousReview: 2009 - 2010

Next Scheduled Review: 2014 - 2015

Review of this curriculum area has been completed since initiation.
