

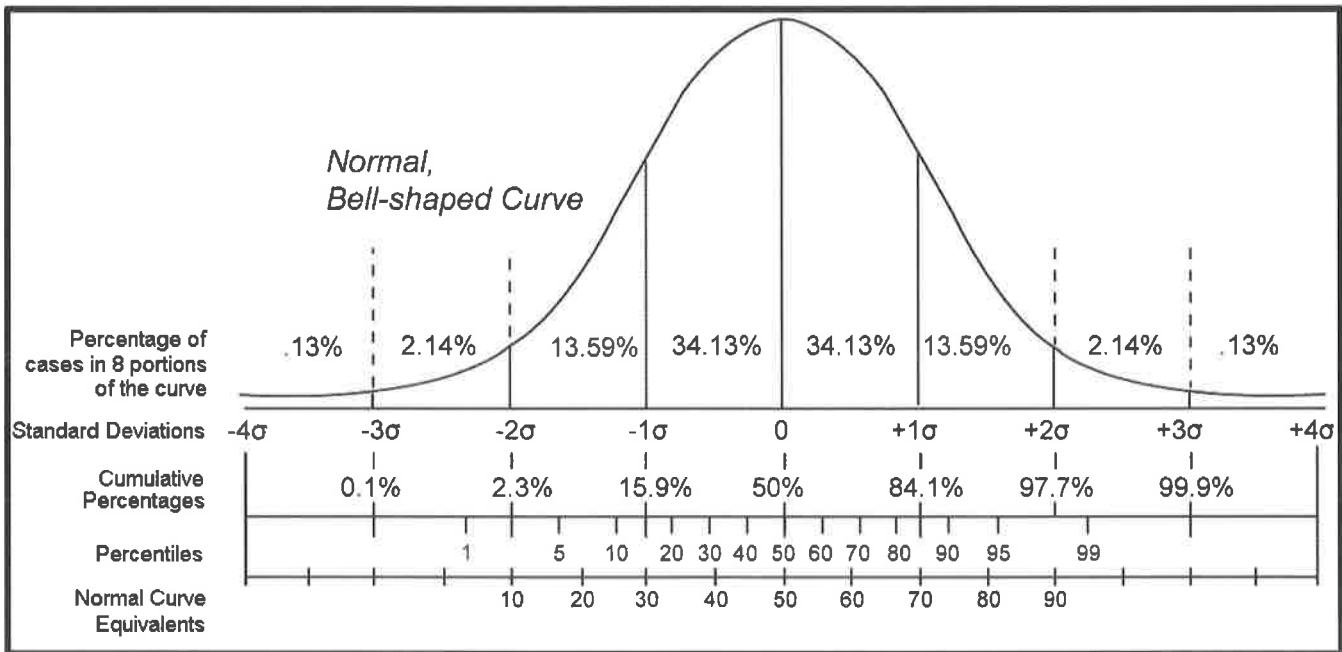
Gallatin Gateway Elementary
School Planning
Action Plan 2013-2014 Review

The attached report will be reflecting National Percentile Ranks (NPR) for student achievement.

The percentile rank of a score is the percentage of scores in its frequency distribution that are the same or lower than it.

For example, a test score that is greater than or equal to 75% of the scores of people taking the test is said to be at the 75th percentile rank.

Percentile ranks are commonly used to clarify the interpretation of scores on standardized tests.



MATH

To evaluate the effectiveness of the GGS 2013- 2014 Action Plan the following data was analyzed:

The school used a variety of assessments to develop and modify instruction for students, measure academic progress, and evaluate the effectiveness of the 2013-2014 Action Plan. These assessments included the ITBS test, unit and chapter tests, and locally designed and aligned assessments that are specific to the academic areas. The district uses the CRT Math test yearly through 2012-2013 for data analysis and state reporting and will utilize the SMARTER Balanced assessment to replace the CRT data in the future. SMARTER Balanced performed a pilot study for 2013-2014 with none of the data being available to the District. In 2014-2015 SMARTER Balanced will be in its first year of use as the new Montana assessment. Due to one year of non-availability of the Math CRT data, GGS used the ITBS assessment results from 2013-2014 to show continued progress by district students in math achievement.

The district goal for math was **“All tested district students will improve the computation score on the ITBS test by 10% in the spring of 2014 (district was 49.7 National Percentile Rank (NPR) in the spring of 2013).”** In the spring of 2014 all district-tested students scored 57.1 NPR in math computation, which more than met the district goal of a 10% improvement. ($49.7 \times 110\% = 54.7$)

- 1) Female students outscored male students 64.4 NPR to 51.6 NPR in math computation.
- 2) Special education students scored 15.7 NPR in math computation while economically disadvantaged students scored 57.2 NPR.
- 3) Grade 1 students scored 72 NPR in math computation compared to grade 2 at 91 NPR, grade 3 at 82 NPR, grade 4 at 40 NPR, grade 5 at 36 NPR, grade 6 at 51 NPR, grade 7 at 41 NPR, and grade 8 at 49 NPR.
- 4) Males in grade 1 scored 80 NPR in math computation compared to 66 NPR for females, grade 2 males scored 95 NPR compared to females at 84 NPR, grade 3 males scored 87 NPR compared to females at 79 NPR, grade 4 males scored 18 NPR compared to 69 NPR for females, grade 5 males scored 34 NPR compared to females at 59 NPR, grade 6 males scored 45 NPR compared to females at 59 NPR, grade 7 males scored 32 NPR compared to females at 53 NPR, and grade 8 males scored 47 NPR compared to females at 50 NPR. Males outscored females in the first three grades and then females outscored males in the last five grades.
- 5) Economically disadvantaged students scored just above the all-student group in math computation and special education students scored below the all student group.
- 6) Fifth grade students scored the lowest 36 NPR in math computation while 2nd grade students scored the highest at 91 NPR.
- 7) The lowest scoring male group was grade 4 at 18 NPR while the highest was grade 2 at 95 NPR. The lowest scoring female group was grade 8 at 50 NPR while the highest was grade 2 at 84 NPR.

The CRT results have supported ITBS results in the past and students have scored very well averaging 75% proficient in math over the last 10 years. The use of assessments in the district has been a critical component of improving math achievement for students.

The district has been measuring student progress on the math content standards year for curricular and instructional purposes. District results regarding student progress on content standards show that students have improved scores on the math standards in the last three years by 2.3% from 63.6% to 65.9% as shown by assessment results (the percentages are the percent correct out of all questions related to each standard). The results from assessments have shown district students scoring the lowest on measurement type material over the past four years in math. In addition, to measuring student progress on the math content standards, the district has been collecting, analyzing, and utilizing student results on application type problems in math. Results show that students have scored 59.8% of the total points possible on these problems over the past three years, which is up 3.4% in that time period.

MATH IDENTIFICATION: *The school staff has identified and is working with students on the following areas and grades for instructional emphasis in math: These areas include instructional emphasis with all students on measurement units (in the classroom and in the greenhouse), number sentences, operations, and patterns (grade 3 & 4), rounding numbers, reading charts, area & perimeter, and expressions (grades 5-6), and ratios, graphing, inequalities, volume of geometric figure, and reading charts (grades 7-8). District students scored the highest on Algebra over the past four years in math.*

The overall ITBS and other assessment results support the programs that the district is utilizing to improve proficiency in math by showing that students are continuing to improve in math computation and other areas. The data analysis of the assessments supports the action plan of the district to improve math proficiency for all students.

District Goal for Math 2014-2015:

Improve math proficiency of all students in the district.

1. Measureable Objectives for Math 2014-2015

All tested district students will improve the computation score on the ITBS math test by 5% in the spring of 2015 (district was 57.1 NPR in the spring of 2014).

And/or

At least 50% of all tested students in grades 3-8 (including all subgroups) will score proficient or above as measured by the SBAC computation math test in the spring of 2015.

The district is addressing the fundamental teaching and learning needs of the school in the local education agency (LEA) and the academic problems of low-achieving students using scientifically-based research strategies through the Continuous School Improvement Process (CSIP). The CSIP utilizes multiple components which 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 plan is the necessary professional development needed to support the action plan and strategies.

The district has identified low-achieving students by analyzing student performance on a variety of assessments, which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative 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), ITBS, AIMSweb, DIBELS, Accelerated Reader, Star Reading, Star Math, and various other measures designed for specific content areas. The district has identified specific concepts and areas of math and reading needing improvement for each individual student through the assessments. In addition, the teachers in the district use the ITBS program to measure each student's progress related to the standards, common core, specific math concepts, and project material that a student is ready to learn.

The district uses several strategies to support and assist identified low-achieving groups and all students to improve proficiency in math. The specific strategies include: 1) use of a systematic program of interventions, 2) curriculum and instructional review based on data results (including identification of curricular areas for instructional emphasis, the adoption of new materials when appropriate, and the needed professional development), 3) alignment of district standards with the Math Common Core Standards, 4) upgrading and integrating technology into instruction, 5) increasing instructional use of math manipulatives, and 6) instructional emphasis on application type math problems.

The district has implemented a systemic program of interventions based on a Response to Intervention (RTI) model, which are short-term, targeted, and designed to accelerate learning by focusing on specific skill gaps. The interventions are structured to target specific individual student needs. The school works to ensure that targeted interventions are provided during the school day that doesn't pull students from core instruction. Specific interventions include: providing additional instructional time for math during the school day for strategic and intensive students, tutoring in math, cooperative learning, mentoring, computer assisted math programs (online), reinforcing effort, providing recognition, and various other student specific interventions.

The district uses a curriculum and instructional review based on assessment data results. The results from assessments have shown district students scoring the lowest on measurement material over the past four years in

math. The district has identified and is working with students on the following areas and grades for instructional emphasis in math. These areas include working with students on measurement units, number sentences, operations, and patterns (grade 3 & 4), rounding numbers, reading charts, area & perimeter, and expressions (grades 5-6), and ratios, graphing, inequalities, volume of geometric figure, and reading charts (grades 7-8). District students have scored the highest on Algebra over the past four years in math.

The district is continuing to work with the Math Common Core Standards during the 2014-15 school year with assistance from the Montana Education Consortium (MEC). The district is planning to use PIR and professional development time for in-services and workshops assisting staff in lesson plan development and classroom management to optimize learning. In addition the staff is using the greenhouse for metric measurement in math and in science.

The district has implemented and will continue with several math strategies to improve student computation skills and improve student scores on open response type questions on assessment tests. Staff is utilizing the following strategies to improve computation skills of students. K-2 staff will have students memorize 1-12 addition and subtraction facts. Staff in grades 3-5 will have students memorize 1-12 multiplication and division facts. Staff in grades 6-8 will have students memorize squares, square roots, and combining like terms. Staff is utilizing the following strategies to improve scores on open response questions. Staff will guide students to persevere to develop answers with precision while being able to prove and defend a reasonable answer. K-8 staff will encourage weekly problem solving skills, conferences with students to identify an understanding in the problem solving process, and allow students independent work time to develop perseverance before teacher assistance is offered.

The district continues to integrate technology into the curriculum to improve math proficiency of students. The district completed a comprehensive Technology Plan in the 2012-2013 school year for the next three years with specific plans for integrating technology into all curriculums. The plan details goals for professional development, technology proficiency of students and staff, needed resources including budget, and assessment procedures to measure progress. The district technology plan correlates directly with district goals to improve math and reading proficiency of students. The district will continue the use of math online programs that are aligned with the standards to supplement student resource and curriculum materials. The district is progressing toward having a majority of informational material that is accessed by students and staff through the use of technology in the future. An example of district technology integration is the district has purchased laptops (grades 3-5) and Ipads (grades K-2) for students to use for instructional purposes. The district's goal is to add one more portable lab of computers to be available for 6-8 students in classrooms. The district installed \$50,000 in networking infrastructure to improve the use of a wireless network allowing staff and students easy access to online tutorials. The school staff have implemented an in-house student drop box as one format for student work, which allows students to work from anywhere on their class work and lets the teachers have access to give instant feedback to the students.

The district is increasing the use of math manipulatives and representational drawings to increase understanding for students. The use of math manipulative assists teachers to better demonstrate and students to better understand comparison, contrast, and patterns.

The district has implemented higher expectations for students in math at all grade levels district wide which includes setting higher goals for student proficiency in math, targeting professional development for areas identified by assessments, focusing instruction on areas identified for improvement by assessments, and publicizing math goals and results to the community.

The district has in place strategies for assessing student progress toward meeting all content standards. The district uses variety of assessments to gauge student progress on content standards, which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative 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, Star Reading, Star Math, ITBS, and various other measures designed for specific content areas.

The ITBS program is an example of how the district utilizes assessments to measure student progress on the standards. The district uses the ITBS assessment to measure student progress and to develop materials that the students are ready to learn. The ITBS assessment results from this past year show continued progress by district students in math achievement. The district goal for math was **“All tested district students will improve the computation score on the ITBS test by 10% in the spring of 2014 (district was 49.7 National Percentile Rank (NPR) in the spring of 2013).”** In the spring of 2014 all district-tested students scored 57.1 NPR in math computation, which more than met the district goal of a 10% improvement (a 10% improvement was a score of 54.7 NPR). In addition, to measuring student academic progress, the ITBS assessment provides teachers with information on each student related to the standards, common core, specific math concepts, and projected material that the student is ready to learn. The CRT results have supported ITBS results in the past and students have scored very well averaging 75% proficient in math over the last 10 years. The use of assessments in the district has been a critical component of improving math achievement for students.

The district continually reviews the results from assessments measuring student progress on content standards to inform instruction, curriculum revisions, and use in student interventions to improve proficiency. District results regarding student progress on content standards show that students have improved scores on the math standards in the last three years by 1.8% from 72.2% to 74% as shown by assessment results. The results from assessments have shown district students scoring the lowest on standard measurement type material the over the past four years in math. The district has identified and is working with students on the following areas and grades for instructional emphasis in math. These areas include working with students on measurement units, number sentences, operations, and patterns (grade 3 & 4), rounding numbers, reading charts, area & perimeter, and expressions (grades 5-6), and ratios, graphing, inequalities, volume of geometric figures, and reading charts (grades 7-8). District students have scored the highest on Algebra over the past four years in math. Improved scores on the standards by students support the district goal of improving proficiency in math for all students and indicates the district action plan is successful.

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.

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 two 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 2014-2015 school year. The all school celebration with Denise Juneau (OPI Superintendent) is one example of an Indian Education for All activity that the school utilizes. 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 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 (MEC) that the district is a participating member. Additional resources are 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 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 (planbookedu.com), 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.

SCIENCE

The district continues to test grades 4 and 8 on the State CRT Science assessment. District students scored 81% proficient on the CRT Science test in 2014 compared to the state at 68%. Grade 4 district students scored 75% proficient compared to 68% statewide. Grade 8 students scored 85% proficient compared to 68% statewide. Males in the district in 2014 scored higher than females in science with 88% proficient compared to females at 75%. District proficiency in science has averaged 81% over the last seven years, which is outstanding. Student results compared to the Montana Standards for Science shows that *Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems* was the highest scoring in science for 2014 with 72.9% of all answers correct. The lowest scoring science standard for 2014 was *Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space* with 62.5% of all answers correct.

Student scores on open response (written) type questions were up in 2014 with 48.8% (the state was 35%) of the total points in science compared to 47.5% in 2013 and 58.8% in 2012. The all student group scored the highest on Life Sciences open response items in science with 70% of the points and the lowest on Earth Sciences with 27.5%. Females scored 40% on science open response questions in 2014 compared to males at 56.3%.

SCIENCE IDENTIFICATION: *The school staff has identified and is continuing to strengthen science scores through writing instruction. Open response questions require students to identify the question, outline, detail, and articulate a response. The writing across the curriculum at GGS will continue to build student confidence in response to testing questions.*

READING

To evaluate the effectiveness of the GGS 2013- 2014 Action Plan the following data was analyzed:

The school used a variety of assessments to develop and modify instruction for students, measure academic progress, and evaluate the effectiveness of the 2013-2014 Action Plan. These assessments included the ITBS test, unit and chapter tests, and locally designed and aligned assessments that are specific to the academic areas. The district uses the CRT Reading test yearly through 2012-2013 for data analysis and state reporting and will utilize the SMARTER Balanced assessment to replace the CRT data in the future. SMARTER Balanced performed a pilot study for 2013-2014 with none of the data being available to the District. In 2014-2015 SMARTER Balanced will be in its first year of use as the new Montana assessment. Due to one year of non-availability of the Reading CRT data, GGS used the ITBS assessment results from 2013-2014 to show continued progress by district students in math achievement

A district goal for reading was “All tested district students will improve the spelling score on the ITBS test to 60 National Percentile Rank (NPR) in the spring of 2014” (the district was 55.3 NPR in the spring of 2013). In the spring of 2014 all district-tested students scored 60.8 NPR in spelling which more than met the district goal.

- 1) Female students outscored male students 69.8 NPR to 57.7 NPR in spelling.
- 2) Special education students scored 27 NPR in spelling while economically disadvantaged students scored 62.6 NPR.
- 3) Grade 1 students scored 54 NPR in spelling compared to grade 2 at 77 NPR, grade 3 at 75 NPR, grade 4 at 65 NPR, grade 5 at 67 NPR, grade 6 at 57 NPR, grade 7 at 47 NPR, and grade 8 at 54 NPR.
- 4) Males in grade 1 scored 64 NPR in spelling compared to 72 NPR for females, grade 2 males scored 73 NPR compared to females at 81 NPR, grade 3 males scored 77 NPR compared to females at 74 NPR, grade 4 males scored 48 NPR compared to 78 NPR for females, grade 5 males scored 70 NPR compared to females at 69 NPR, grade 6 males scored 47 NPR compared to females at 70 NPR, grade 7 males scored 39 NPR compared to females at 57 NPR, and grade 8 males scored 49 NPR compared to females at 60 NPR. Males outscored females in two grades and females outscored males in the other six grades in spelling.
- 5) Economically disadvantaged students scored above the all student group in spelling by 1.8 NPR and special education students scored below the all student group at 27 NPR.
- 6) Seventh grade students scored the lowest (47 NPR) in spelling while 2nd grade students scored the highest at 77 NPR.
- 7) The lowest scoring male group was grade 7 at 39 NPR while the highest was grade 3 at 77 NPR. The lowest scoring female group was grade 7 at 57 NPR while the highest was grade 2 at 81 NPR.

A district goal for reading was “All tested district students will improve the reading comprehension score on the ITBS test to 70 NPR in the spring of 2014”. In the spring of 2014 all district-tested students scored 70.6 NPR in reading comprehension, which exceeded the goal.

- 1) Female students outscored male students 74.6 NPR to 66.7 NPR in reading comprehension.
- 2) Special education students scored 18.5 NPR in reading comprehension while economically disadvantaged students scored 63.4 NPR.
- 3) Grade 1 students scored 72 NPR in reading comprehension compared to grade 2 at 76 NPR, grade 3 at 70 NPR, grade 4 at 68 NPR, grade 5 at 73 NPR, grade 6 at 68 NPR, grade 7 at 62 NPR, and grade 8 at 73 NPR.
- 4) Males in grade 1 scored 74 NPR in reading comprehension compared to 71 NPR for females, grade 2 males scored 75 NPR compared to females at 77 NPR, grade 3 males scored 69 NPR compared to females at 71 NPR, grade 4 males scored 70 NPR compared to 64 NPR for females, grade 5 males scored 74 NPR compared to females at 72 NPR, grade 6 males scored 60 NPR compared to females at 79 NPR, grade 7 males scored 41 NPR compared to females at 85 NPR, and grade 8 males scored 71 NPR compared to females at 76 NPR. Males outscored females in three grades and females outscored males in the other five grades in reading comprehension.
- 5) Economically disadvantaged students scored below the all student group in reading comprehension by 7.3 NPR and special education students scored below the all student group at 18.5 NPR.
- 6) Seventh grade students scored the lowest (62 NPR) in reading comprehension while 2nd grade students scored the highest at 76 NPR.

7) The lowest scoring male group was grade 7 at 41 NPR while the highest was grade 2 at 75 NPR. The lowest scoring female group was grade 4 at 64 NPR while the highest was grade 7 at 85 NPR.

A district goal for reading was “All tested district students will improve the vocabulary score on the ITBS test to 70 NPR in the spring of 2014”. In the spring of 2014 all district-tested students scored 75.4 NPR in vocabulary, which far exceeded the goal.

1) Female students outscored male students 78.7 NPR to 72.3 NPR in vocabulary.

2) Special education students scored 24.8 NPR in vocabulary while economically disadvantaged students scored 68.9 NPR.

3) Grade 1 students scored 83 NPR in vocabulary compared to grade 2 at 79 NPR, grade 3 at 84 NPR, grade 4 at 71 NPR, grade 5 at 73 NPR, grade 6 at 77 NPR, grade 7 at 67 NPR, and grade 8 at 72 NPR.

4) Males in grade 1 scored 91 NPR in vocabulary compared to 77 NPR for females, grade 2 males scored 75 NPR compared to females at 83 NPR, grade 3 males scored 85 NPR compared to females at 84 NPR, grade 4 males scored 79 NPR compared to 61 NPR for females, grade 5 males scored 72 NPR compared to females at 82 NPR, grade 6 males scored 69 NPR compared to females at 86 NPR, grade 7 males scored 53 NPR compared to females at 87 NPR, and grade 8 males scored 71 NPR compared to females at 72 NPR. Males outscored females in three grades and females outscored males in the other five grades in vocabulary.

5) Economically disadvantaged students scored below the all student group in vocabulary by 5.6 NPR and special education students scored below the all student group at 24.8 NPR.

6) Seventh grade students scored the lowest (67 NPR) in vocabulary while 3rd grade students scored the highest at 84 NPR.

7) The lowest scoring male group was grade 7 at 53 NPR while the highest was grade 1 at 91 NPR. The lowest scoring female group was grade 4 at 61 NPR while the highest was grade 7 at 87 NPR.

The CRT results have supported ITBS results in the past and students have scored very well averaging 88% proficient in reading over the last 10 years. The use of assessments in the district has been a critical component of improving reading achievement for students.

READING IDENTIFICATION: *The district and school has been measuring student progress on the reading content standards each year for curricular and instructional purposes. District results regarding student progress on content standards show that students have improved scores on the reading standards in the last three years by 1.8% from 72.2% to 74% as shown by assessment results. The results from assessments have shown district students find interpreting data material the most difficult in reading over the last four years. The district has identified and is 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, to measuring student progress on the reading content standards, the district has been collecting, analyzing, and utilizing student results on application type problems in reading. Results show that students have scored 49.6% of the total points possible on these problems over the past three years, which is up 5% in that time period. Students in the district have scored the highest on standard 4 in reading over the last four years.*

The overall ITBS and other assessment results support the programs that the district is utilizing to improve proficiency in reading by showing that students are continuing to improve in spelling and other areas in English/Language Arts. The data analysis of the assessments supports the action plan of the district to improve reading proficiency for all students.

District Goal for Reading 2014-2015:

Improve reading proficiency of all students in the district.

1. Measureable Objectives for Reading 2014-2015

1. All tested district students will improve the spelling score on the ITBS test to 65 NPR in the spring of 2015 (the district was 60.8 NPR in the spring of 2014).
2. All tested district students will improve the reading comprehension score on the ITBS test to 76 NPR in the spring of 2015 (the district was 70.6 NPR in the spring of 2014).

3. All tested district students will improve the vocabulary score on the ITBS test to 80 NPR in the spring of 2015 (the district was 75.4 NPR in the spring of 2014).

And/or

At least 75% of all tested students in grades 3-8 (including all subgroups) will score proficient or above as measured by the SBAC reading test in the spring of 2015.

The district is addressing the fundamental teaching and learning needs of the schools in the LEA and the academic problems of low-achieving students using scientifically based research strategies through the CSIP. The CSIP utilizes multiple components which 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 plan is the necessary professional development needed to support the action plan and strategies.

The district has identified low-achieving students by analyzing student performance on a variety of assessments, which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative 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), ITBS, AIMSWeb, DIBELS, Accelerated Reader, Star Math, Star Reading and various other measures designed for specific content areas. The district has identified specific concepts and areas of math and reading needing improvement for each individual student through the assessments. In addition, the teachers in the district use the ITBS program to measure each student's progress related to the standards, common core, specific reading concepts, and projected material that student is ready to learn.

The district uses several strategies to support and assist identified low-achieving groups and all students to improve proficiency in reading. The specific strategies include: 1) use of a systematic program of interventions, 2) curriculum and instructional review based on data results (including identification of curricular areas for instructional emphasis, the adoption of new materials when appropriate, and the needed professional development), 3) complete the alignment of district standards with the English/Language Arts Common Core Standards, 4) to continue upgrading and integrating technology into instruction, and 5) continue emphasis in instruction on open ended or application type reading problems.

The district adopted a systemic program of interventions based on the Response to Intervention (RTI) model which are short-term, targeted, and designed to accelerate learning by focusing on specific skill gaps. The interventions are structured to target specific individual student needs. The school works to ensure that targeted interventions are provided during the school day that doesn't pull students from core instruction. Specific interventions include: providing additional instructional time for reading during the school day for strategic and intensive students, tutoring in reading, cooperative learning, mentoring, computer assisted reading programs (online), reinforcing effort, providing recognition, and various other student specific interventions.

The district uses a curriculum and instructional review based on assessment data results. The results from assessments have shown district students find standard 5 type material the most difficult in reading over the last four years. The district has identified and is 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. Students in the district have scored the highest on standard 4 (Students select, read, and respond to print and non-print material for a variety of purposes) in reading over the last four years.

The district is continuing to work on the English/Language Arts Common Core Standards during the 2014-15 school year with assistance from the MEC. The district is planning to use PIR and professional development time for in-services and workshops assisting staff in lesson plan development and classroom management to optimize learning.

The district is implementing several reading strategies to improve student spelling and vocabulary skills and improve student proficiency scores on the ITBS (or the SBAC) reading test. Staff is utilizing the following strategies to improve spelling and vocabulary skills of students. 1) K-8 staff will emphasize spelling and vocabulary support through informational text and guided reading. 2) K-8 staff will encourage and instruct the use of reference tools in student writing. 3) K-8 staff will require expanded vocabulary in all subject areas. Staff will be using research based instructional tools for spelling and vocabulary development. Staff is utilizing the following strategies to improve proficiency scores on the ITBS (or the SBAC) test for reading. Staff will provide students with direct instruction in reading strategies throughout all subjects and all grade levels in the school. Applications of reading strategies through all genres and use of Super 3 and Big 6 will be emphasized through daily instruction. Specific strategies include: 1) K-2 staff will encourage and identify students' use of reading strategies, encourage problem solving, use the Super 3, 2) staff in grades 3-5 will extend the use of strategies in reading comprehension through the use of Reading Mastery (grades 3-8) & Read Well (grades K-1), social studies, science, and math, 3) staff in grades 6-8 will dissect texts and interact with reading passages, and staff K-8 will align subject level pacing guides by team, and 4) staff are using a new online writing program "Write to Learn".

The district continues to integrate technology into the curriculum to improve reading proficiency of students. The district completed a comprehensive Technology Plan in the 2012-13 school year for the next three years with specific plans for integrating technology into all curriculums. The plan details goals for professional development, technology proficiency of students and staff, needed resources including budget, and assessment procedures to measure progress. The district technology plan correlates directly with district goals to improve math and reading proficiency of students. The district will continue the use of reading online programs that are aligned with the standards to supplement student resource and curriculum materials. The district is progressing toward having a majority of informational material that is accessed by students and staff through the use of technology in the future. An example of district technology integration is the district has purchased laptops and I pads for students to use for instructional purposes. The district has portable labs of computers available for students in classrooms and the use of a newly installed wireless network allowing easy access. The school staff have implemented in-house drop box as one format for student work, which allows students to work from anywhere on their class work and lets the teachers have access to give instant feedback to the students.

Students have shown improvement, but continue to find open/constructed response questions some of the most difficult items on assessments. The school will continue to incorporate constructed response practice/test taking strategies in reading instruction. The constructed response reading questions will be integrated with the regular reading instruction and will utilize released items along with the scoring rubrics. In addition, the district is incorporating online Write To Learn writing software for grades 3-8.

The district has in place strategies for assessing student progress toward meeting all content standards. The district uses variety of assessments to gauge student progress on content standards, which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative 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, Star Reading, Star Math, ITBS, and various other measures designed for specific content areas.

The ITBS program is an example of how the district utilizes assessments to measure student progress on the standards. The district uses the ITBS assessment to measure student progress and to develop materials that the students are ready to learn. The ITBS assessment results from this past year show continued progress by district students in reading achievement. The district goal for reading was 1) **"All tested district students will improve the spelling score on the ITBS test to 60 National Percentile Rank (NPR) in the spring of 2014 (the district was 55.3 NPR in the spring of 2013)."** In the spring of 2014 all district-tested students scored 60.8 NPR in spelling which more than met the district goal. 2) **"All tested district students will improve the reading comprehension score on the ITBS test to 70 NPR in the spring of 2014 (the district was 63.2 NPR in the spring of 2013).** In the spring of 2014 all district-tested students scored 70.6 NPR in reading comprehension, which exceeded the goal. 3) **"All tested district students will improve the vocabulary score on the ITBS test to 70 NPR in the spring of 2014 (the district was 66.7 NPR in the spring of 2013).** In the spring of 2014 all district-

tested students scored 75.4 NPR in vocabulary, which far exceeded the goal. In addition, to measuring student academic progress, the ITBS assessment provides teachers with information on each student related to the standards, common core, specific reading concepts, and projected material that the student is ready to learn. The CRT results have supported ITBS results in the past and students have scored very well averaging 88% proficient in reading over the last 10 years. The use of assessments in the district has been a critical component of improving reading achievement for students.

The district continually reviews the results from assessments measuring student progress on content standards to inform instruction, curriculum revisions, and use in student interventions to improve proficiency. The results from assessments have shown district students find standard 5 type material the most difficult in reading over the last four years. The district has identified and is 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. Students in the district have scored the highest on standard 4 in reading over the last four years. Improved scores on the standards by student's supports the district goal of improving proficiency in math for all students and indicates the district action plan is successful.

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.

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 two 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 2014-2015 school year. The all school celebration with Denise Juneau (OPI Superintendent) is one example of an Indian Education for All activity that the school utilizes. 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 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 (MEC) that the district is a participating member. Additional resources are 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.