

Math**2010 (Previous Year) Action Plan:****1 Goal**

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

2 Measurable Objective(s)

At least 84% of all the tested students (including all sub groups) in grades 3-8 will score proficient on the CRT math test.

3 Identified Strategy(s)

Math**2010 (Previous Year) Action Plan:**

Strategy 1: Students found open/constructed response questions the most difficult on the CRT test along with standard 4 questions. The school will incorporate constructed response practice/test taking strategies in math instruction. Students will practice working with open/constructed response math type questions prior to seeing them on the CRT. The constructed response math questions will be integrated with the regular math instruction and will utilize released items along with the scoring rubrics. This activity could be done as part of a daily math warm-up exercise. Teachers may also teach test taking strategies as part of this exercise.

Strategy 2: Emphasize vocabulary terms used on the CRTs. Some math resources use vocabulary terms that are different than those used on the CRT. Every teacher can download a copy of the expected vocabulary terms to be used on the 2010 CRT (available at www.opi.mt.gov/Assessment/Phase2.html. Scroll down and find the 2010 Math Vocabulary List). These terms could be utilized in daily instruction and also reviewed in the spring prior to the test administration dates.

Strategy 3: Continue to integrate technology into the curriculum to improve math proficiency of students. The district/school will provide all staff with the professional development and equipment needed to integrate technology into curriculum and instruction to improve student academic achievement. The district technology plan correlates directly with this strategy and determines/details the professional development and equipment needed to successfully integrate technology into curriculum and instruction. Students will utilize technology to complete math programs and exercises including the SMART Board, computers, projectors, and other related technology. The district will continue the use of math online programs that are aligned with the Montana Math Standards to supplement student resource and curriculum materials.

Strategy 4: The district is exploring a variety of assessments for possible integration with current practice to assist teachers in monitoring and modifying instruction to meet the needs of all students. The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, report cards, classroom observations, criterion-referenced tests (MONTCAS), DIBELS, NWEA MAPS testing, STAR reading and math, and various other measures designed for specific content areas.

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

Strategy 6: The district has implemented RTI and is in the process of exploring other programs for possible inclusion which include: iWalkthrough program and individual education plans for students identified on various assessments who don't score proficient.

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

Math**2010 (Previous Year) Action Plan:****4 Professional Development**

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

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

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

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

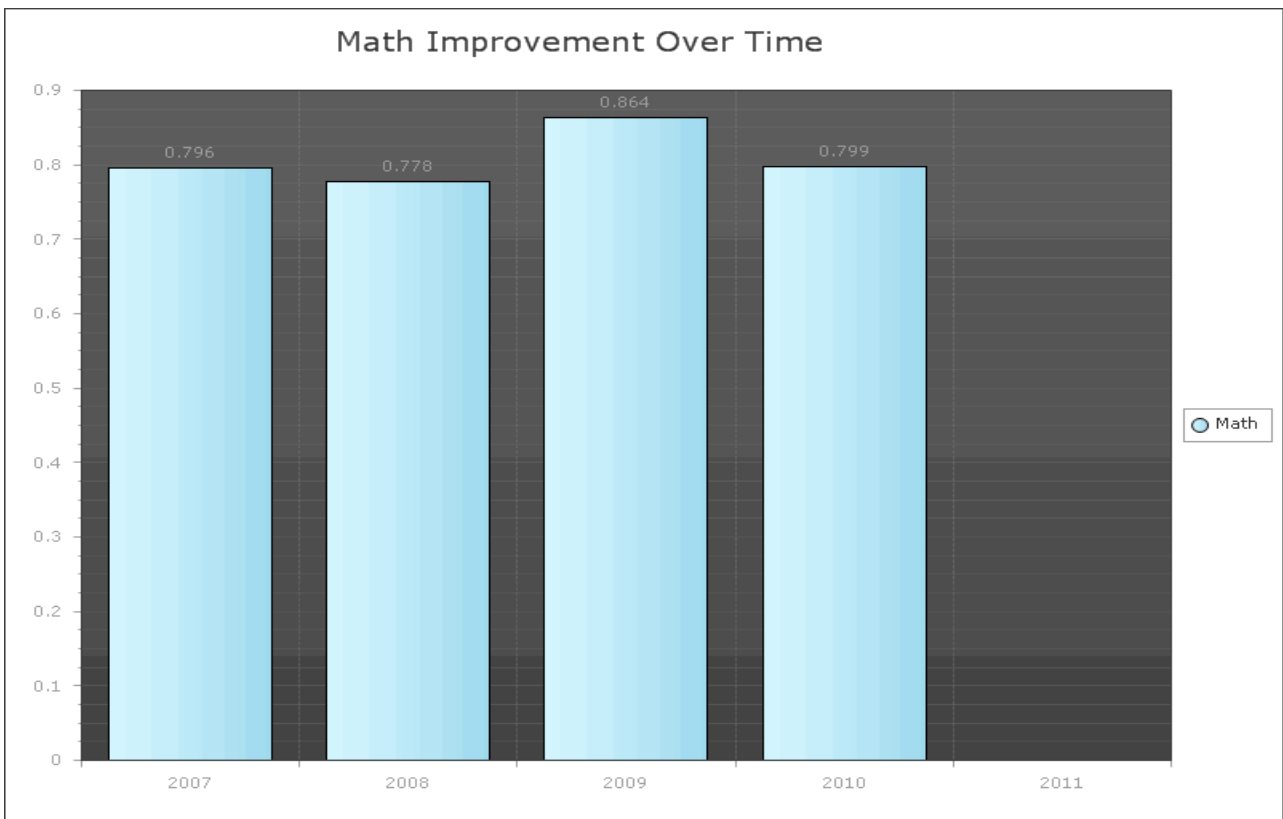
The district will utilize the PIR days and early release times scheduled throughout the year to accomplish the in-district training needed for the assessments, technology training, and CRT analysis strategies. The topic order and timing of the PIR day and early release in-services are scheduled depending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

Math**2010 (Previous Year) Action Plan:****5 Other Resources**

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

6 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.

7 Indian Education**Referenced Images:****8 Data Analysis****Analysis of Data:****8 Data Analysis**

Math**Analysis of Data:**

The district math goal for 2009-10 was to have at least 68% of all the tested students in grades 3-8 score proficient/advanced on the 2010 CRT test. The district reached the math goal because the percentage of students scoring proficient/advanced was 74% in 2010 compared to 81% in 2009. Results from each of the schools in the district show the elementary was 72% and the 7-8 school was 79%.

The math goal will be kept for the coming school term.

The elementary school (grades 3-6) did reach the goal because students scored 72% proficient in 2010 and 82% in 2009. The 7-8 School (grades 7-8) did reach the goal because students scored 79% proficient in 2010 and 79% in 2009. It should be noted that our district has a fairly small enrollment and a change in the results for a couple of students can have a dramatic effect on the overall percentage of proficiency.

The district has sub groups of students in the economically disadvantaged category along with special education students. The economically disadvantaged students (all tested in the district) did not meet the goal of 68% proficient by scoring 59% proficient in math in 2010. The district sub group of students with disabilities (all tested in the district) did not reach the goal by scoring 25% proficient in math.

The in depth data analysis of the CRT results shown in the categories below include overall proficiency of students on the CRT test, proficiency compared to the state profile, proficiency of all tested students in the district from 2004 to 2010, sub group results, student performance on questions related to each of the Montana Standards for math, and student results on open/constructed response questions.

The data analysis results indicate that the district was at or higher than the state profile in 2010 for math in all grades except 5th. Economically disadvantaged students in all grades scored 63% in 2009 and 59% proficient in 2010.

When all the tested students in grades 3-8 are combined each year for the district from 2004 to 2010 the results show math scores have consistently been good over the last seven years. Math proficiency of economically disadvantaged students is 59% compared to the all student group at 74%. Math proficiency in the district is 74% compared to the state target of 68%.

Student results compared to the Montana Standards for Math show that standard 3 was the highest scoring in math for 2010. The lowest scoring math standard for 2010 was standard 4. Students found open response type questions the most difficult in 2010 scoring 53.4% of the total points in math compared to 52.5% in 2009. The all student group scored the highest on standard 3 open response items in math with 83.3% of the points and the lowest on standard 2 with 43.6%. Economically disadvantaged students scored slightly lower than the all student group on open response questions with 39.4% in math. Economically Disadvantaged students scored the highest on standard 3 in math with 83.3% of the points and the lowest on standard 4 at 23.3%.

Overall conclusions show that district students are well above the state profile for math. All tested students in the district were 74% proficient in math compared to the state at 67%. In addition, the economically disadvantaged students scored 59% proficient in math. Results of the analysis showing the standards scoring the lowest for math indicate that students find standard 4 type questions the most difficult in 2010. However, open response questions are the most difficult for students in the district.

The data analysis listed above shows that the district plan of action is demonstrating excellent progress toward meeting the math goal. The data analysis shows that the district is making progress in math proficiency as shown by the consistently high student proficiency over the last seven years.

Math**Analysis of Data:****2011 (Current Year) Action Plan:****1 Goal**

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2 Measurable Objective(s)

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3 Identified Strategy(s)

Strategy 1: Students found open/constructed response questions the most difficult on the CRT test along with standard 4 questions. The school will incorporate constructed response practice/test taking strategies in math instruction. Students will practice working with open/constructed response math type questions prior to seeing them on the CRT. The constructed response math questions will be integrated with the regular math instruction and will utilize released items along with the scoring rubrics. This activity could be done as part of a daily math warm-up exercise. Teachers may also teach test taking strategies as part of this exercise. Strategy 2: Emphasize vocabulary terms used on the CRTs. Some math resources use vocabulary terms that are different than those used on the CRT. Every teacher can download a copy of the expected vocabulary terms to be used on the 2010 CRT (available at www.opi.mt.gov/Assessment/Phase2.html. Scroll down and find the 2010 Math Vocabulary List). These terms could be utilized in daily instruction and also reviewed in the spring prior to the test administration dates. Strategy 3: Continue to integrate technology into the curriculum to improve math proficiency of students. The district/school will provide all staff with the professional development and equipment needed to integrate technology into curriculum and instruction to improve student academic achievement. The district technology plan correlates directly with this strategy and determines/details the professional development and equipment needed to successfully integrate technology into curriculum and instruction. Students will utilize technology to complete math programs and exercises including the SMART Board, computers, projectors, and other related technology. The district will continue the use of math online programs that are aligned with the Montana Math Standards to supplement student resource and curriculum materials. Strategy 4: The district is exploring a variety of assessments for possible integration with current practice to assist teachers in monitoring and modifying instruction to meet the needs of all students. The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, report cards, classroom observations, criterion-referenced tests (MONTCAS), DIBELS, NWEA MAPS testing, STAR reading and math, and various other measures designed for specific content areas. Strategy 5: The district/school will analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for math which are identified as a strength for students and which areas should become a focus area for improvement. The district will analyze each released item on the CRT to determine specific skills students have mastered or may require additional emphasis to master. The district will analyze and review all student results including each sub group of students to eliminate achievement gaps. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process for all students including each sub group. Analysis of CRT results show that district students and all sub groups of students found standard 5 in math the most difficult in 2009. As a result the district focus and emphasis this year will be on measurement. Strategy 6: The district has implemented RTI and is in the process of exploring other programs for possible inclusion which include: iWalkthrough program and individual education plans for students identified on various assessments who don't score proficient. Measurement of Progress: The district will measure the progress of these strategies by student achievement results (see measurable objective), observations, surveys, discussions, and feedback from staff.

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7 Indian Education

Continue IEFA integration in the math content area through use of activities and training provided by OPI, District trainings, and individual teacher attendance at workshops.

Reading**2010 (Previous Year) Action Plan:****1 Goal**

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

2 Measurable Objective(s)

At least 92% of all the tested students (including all sub groups) in grades 3-8 will score proficient on the CRT reading test.

Reading**2010 (Previous Year) Action Plan:****3 Identified Strategy(s)**

Strategy 1: Students found open/constructed response questions the most difficult on the CRT test and standard 5. The school will use reading instruction; 1) to teach written open response skills such as summarizing, explaining, and using information from a passage to support one's position; 2) use reading instruction to teach "gather," "analyze," "synthesize," and "evaluate information", and communicate same in written form and 3) use reading instruction to teach test taking skills, such as identifying most/best, compare/contrast, underlying meaning, cause/effect and other critical thinking skills.

Strategy 2: Continue to integrate technology into the curriculum to improve reading proficiency of students. The district/school will provide all staff with the professional development and equipment needed to integrate technology into curriculum and instruction to improve student academic achievement. The district technology plan correlates directly with this strategy and determines/details the professional development and equipment needed to successfully integrate technology into curriculum and instruction. Students will utilize technology to complete reading programs and exercises including the SMART Board, computers, projectors, and other related technology. The district will continue the use of reading online programs that are aligned with the Montana Reading Standards to supplement student resource and curriculum materials.

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Strategy 5: The district has implemented RTI and is in the process of exploring other programs for possible inclusion which include: iWalkthrough program and individual education plans for students identified on various assessments who don't score proficient.

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

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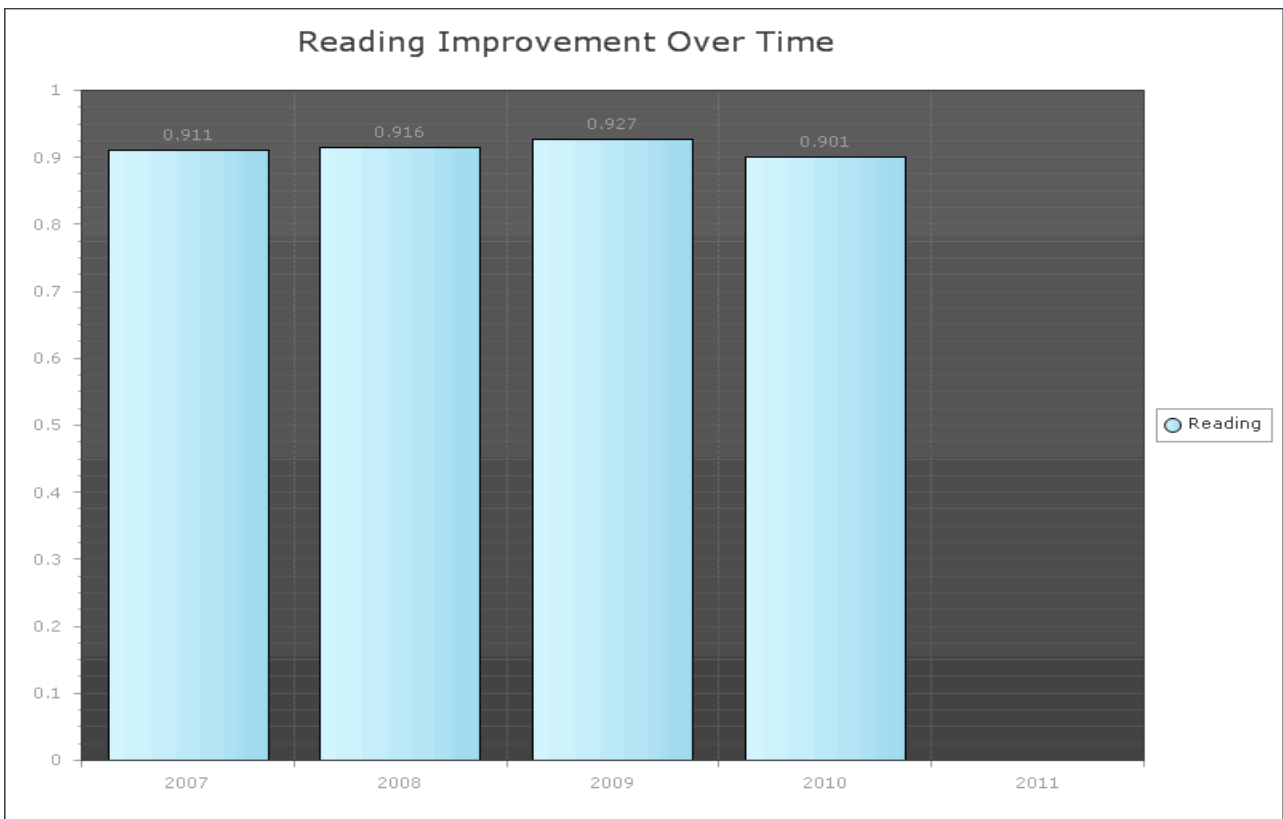
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Reading**2010 (Previous Year) Action Plan:****5 Other Resources**

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7 Indian Education**Referenced Images:****8 Data Analysis****Analysis of Data:****8 Data Analysis**

Reading**Analysis of Data:**

The district reading goal for 2009-10 was to have at least 83% of all the tested students in grades 3-8 score proficient/advanced on the 2010 CRT test. The district reached the reading goal because the percentage of students scoring proficient/advanced was 85% in 2010 compared to 89% in 2009. Results from each of the schools in the district show the elementary was 85% and the 7-8 school was 85%.

The elementary school (grades 3-6) did reach the goal because students scored 85% proficient in 2010 and 92% in 2009. The 7-8 School (grades 7-8) did reach the goal because students scored 85% proficient in 2010 and 84% in 2009. It should be noted that our district has a fairly small enrollment and a change in the results for a couple of students can have a dramatic effect on the overall percentage of proficiency.

The district has sub groups of students in the economically disadvantaged category along with special education students. The economically disadvantaged students (all tested in the district) did not meet the goal of 83% proficient by scoring 72% proficient in reading in 2010. The district sub group of students with disabilities (all tested in the district) did not reach the goal by scoring 50% proficient in reading.

The in depth data analysis of the CRT results shown in the categories below include overall proficiency of students on the CRT test, proficiency compared to the state profile, proficiency of all tested students in the district from 2004 to 2010, sub group results, student performance on questions related to each of the Montana Standards for reading, and student results on open/constructed response questions.

The data analysis results indicate that the district was at or higher than the state profile in 2010 for reading in grades 4, 6, and 7. Economically disadvantaged students in all grades scored 78% in 2009 and 72% proficient in 2010.

When all the tested students in grades 3-8 are combined each year for the district from 2004 to 2010 the results show reading scores have been consistently very high. Reading proficiency in the district has been very high over the last seven years and is currently at 85%. Reading proficiency of economically disadvantaged students is 72% compared to the all student group at 85%. Reading proficiency in the district is 85% compared to the state target of 83%.

Student results compared to the Montana Standards for Reading shows that standard 1 was the highest scoring in reading for 2010. The lowest scoring reading standard for 2010 was standard 5. Students found open response type questions the most difficult in 2010 scoring 43.8% of the total points in reading compared to 42.9% in 2009. The all student group scored the highest on standard 1 open response items in reading with 48.8% of the points and the lowest on standard 4 with 39.2%. Economically disadvantaged students scored slightly lower than the all student group on open response questions with 35% in reading. Economically Disadvantaged students scored the highest on standard 2 in reading with 50% of the points and the lowest on standard 4 at 23.3%.

Overall conclusions show that district students are above the state profile for reading. All tested students in the district were 85% proficient in reading compared to the state at 84%. In addition, the economically disadvantaged students scored 72% proficient in reading. Results of the analysis showing the standards scoring the lowest for reading indicate that students find standard 5 type questions the most difficult in 2010. However, open response questions are the most difficult for students in the district.

The data analysis listed above shows that the district plan of action is demonstrating excellent progress toward meeting the reading goal. The data analysis shows that the district is making progress in reading proficiency as shown by the consistently high student proficiency over the last seven years.

The district will maintain the goal.

Reading**Analysis of Data:****2011 (Current Year) Action Plan:****1 Goal**

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2 Measurable Objective(s)

At least 92% of all the tested students (including all sub groups) in grades 3-8 will score proficient on the CRT reading test.

3 Identified Strategy(s)

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2011 (Current Year) Action Plan:

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7 Indian Education

The district will integrate IEFA curriculum in the reading content area.

Curriculum

2010 (Previous Year) Action Plan:

1 Goal

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

2 Measurable Objective(s)

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

Curriculum**2010 (Previous Year) Action Plan:****3 Identified Strategy(s)**

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

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

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

4 Professional Development

The district will provide training for staff on integrating Indian Education for All into the curriculum, lesson plans, and instruction. The district will support staff to attend training provided by the Montana Educational Curriculum Consortium. The district encourages staff attending MEC training to present to the entire faculty upon returning to the district. In addition, the district will provide staff with follow-up time to plan the actual lessons after the training is completed.

The professional development for teaching Indian Education for All curriculums will be provided both in and out of the district. In district training will be provided by staff during PIR days scheduled throughout the school year. Out of district training will be provided by workshops or in-services through the Montana Educational Curriculum Consortium and other workshops in the area. Regularly scheduled PIR days will be used to allow staff a time to plan the actual classroom lessons needed to integrate the Indian Education for All units into the content area curriculum.

5 Other Resources

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

Curriculum

2010 (Previous Year) Action Plan:

6 Additional Comments

The district has been actively committed to expanding all curriculum areas through the inclusion of technology and associated options. All district resources along with materials from the Montana Educational Curriculum Consortium will be utilized in the research, development, and implementation of technology components.

7 Indian Education**Analysis of Data:**

8 Data Analysis

The district explored integrating additional technology components into the curriculum. Data showed the need for cross-curricular coverage of curriculum for increased student retention. Improvements through technology included addition of math in art class through geometry and spacial expression and metrics; addition of math to the all school curriculum such as the green house, science olympiad, rural school math competitions, and math in the basic technology classes. Technology improvements also included the addition of Aimsweb assessment and writing instruction.

The plan of action has shown progress toward meeting the math goal. However improvements in technology use to assist the economically disadvantaged students should continue. Economically disadvantaged made the least gain in the goal.

The district plans to keep the goal for continued improvement.

2011 (Current Year) Action Plan:

1 Goal

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

2 Measurable Objective(s)

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

Curriculum**2011 (Current Year) Action Plan:****3 Identified Strategy(s)**

Strategy 1: The district will form committees to research and recommend appropriate technology components for inclusion into the curriculum. Strategy 2: The district will visit and communicate with other schools in the area and Montana to gather data on successful programs and implementation strategies. Strategy 3: The district will provide staff with access to all Montana Educational Curriculum materials and professional development related to technology integration.

4 Professional Development

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

5 Other Resources

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

6 Additional Comments

The district has been actively committed to expanding all curriculum areas through the inclusion of technology and associated options. All district resources along with materials from the Montana Educational Curriculum Consortium will be utilized in the research, development, and implementation of technology components.

Curriculum

2011 (Current Year) Action Plan:

7 Indian Education

The district plan to integrate IEFA in the technology content areas.

Goal1

2010 (Previous Year) Action Plan:

1 Goal**2 Measurable Objective(s)****3 Identified Strategy(s)****4 Professional Development****5 Other Resources****6 Additional Comments****7 Indian Education****Analysis of Data:**

8 Data Analysis

Goal1

Analysis of Data:

2011 (Current Year) Action Plan:

- 1 **Goal**

- 2 **Measurable Objective(s)**

- 3 **Identified Strategy(s)**

- 4 **Professional Development**

- 5 **Other Resources**

- 6 **Additional Comments**

- 7 **Indian Education**

Goal2

2010 (Previous Year) Action Plan:

- 1 **Goal**

- 2 **Measurable Objective(s)**

Goal2

2010 (Previous Year) Action Plan:

- 3 Identified Strategy(s)
- 4 Professional Development
- 5 Other Resources
- 6 Additional Comments
- 7 Indian Education

Analysis of Data:

- 8 Data Analysis

2011 (Current Year) Action Plan:

- 1 Goal
- 2 Measurable Objective(s)
- 3 Identified Strategy(s)
- 4 Professional Development

Goal2**2011 (Current Year) Action Plan:**

- 5 Other Resources
- 6 Additional Comments
- 7 Indian Education

Other1**2010 (Previous Year) Action Plan:**

- 1 Goal
- 2 Measurable Objective(s)
- 3 Identified Strategy(s)
- 4 Professional Development
- 5 Other Resources
- 6 Additional Comments
- 7 Indian Education

Other1**2010 (Previous Year) Action Plan:****Analysis of Data:**

8 **Data Analysis**

2011 (Current Year) Action Plan:

1 **Goal**

2 **Measurable Objective(s)**

3 **Identified Strategy(s)**

4 **Professional Development**

5 **Other Resources**

6 **Additional Comments**

7 **Indian Education**

Other2**2010 (Previous Year) Action Plan:**

1 **Goal**

Other2

2010 (Previous Year) Action Plan:

- 2 Measurable Objective(s)
- 3 Identified Strategy(s)
- 4 Professional Development
- 5 Other Resources
- 6 Additional Comments
- 7 Indian Education

Analysis of Data:

- 8 Data Analysis

2011 (Current Year) Action Plan:

- 1 Goal
 - 2 Measurable Objective(s)
 - 3 Identified Strategy(s)
-

Other2	Curriculum Alignment
2011 (Current Year) Action Plan:	
Arts	
4 Professional Development	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2010-2011	
5 Other Resources	
Career Vocational/Technical Education	
Review of this curriculum area has been completed since 2004.	
6 Additional Comments	
Next Scheduled Review: 2011-2012	
Communication Arts	
7 Indian Education	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2015-2016	
Health Enhancement	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2011-2012	
Library Media	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2010-2011	
Mathematics	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2014-2015	
Reading	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2014-2015	
Science	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2012-2013	
Social Studies	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2011-2012	
Technology	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2010-2011	
Workplace Competencies	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2013-2014	
World Languages	
Review of this curriculum area has been completed since 2004.	
Next Scheduled Review: 2012-2013	