

Gallatin Gateway School District



Comprehensive Educational Plan 2008 - 2013

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Gallatin Gateway Five Year Comprehensive Educational Plan

Introduction

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

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

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

Five Year Plan Contents

This Five Year Comprehensive Educational Plan contains sections with information on the Gallatin Gateway School District/Schools including a profile with demographic data, achievement information and data analysis, district and school goals for reading, math, and professional development, and the district/school curriculum development and review cycle. The district and school goals include performance indicators, action plans, and needed professional development. The sections of this Comprehensive Five Year Plan were developed for all grade levels/schools and the Gallatin Gateway School District. Since the district has only one school, this plan encompasses the school and the district into one comprehensive plan. The goals of this plan were based on the data analysis of district information and profile found in the first part of this document. The strategies or action plans for each goal are designed to provide activities or components to assist the district in achieving the goal. The professional development plans outline the district/school training program needed for staff to achieve the goals. All stakeholders including district staff, parents, community members,

students, and the board of trustees had an opportunity to participate in the development of this plan. This Five Year Comprehensive Educational Plan will serve the Gallatin Gateway District/Schools as a blueprint for continuous school improvement and student academic progress well into the future.

Mission Statement

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

Educational Goal of Gallatin Gateway School

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

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

[Gallatin Gateway Policy #2000](#)

District Philosophy Statement

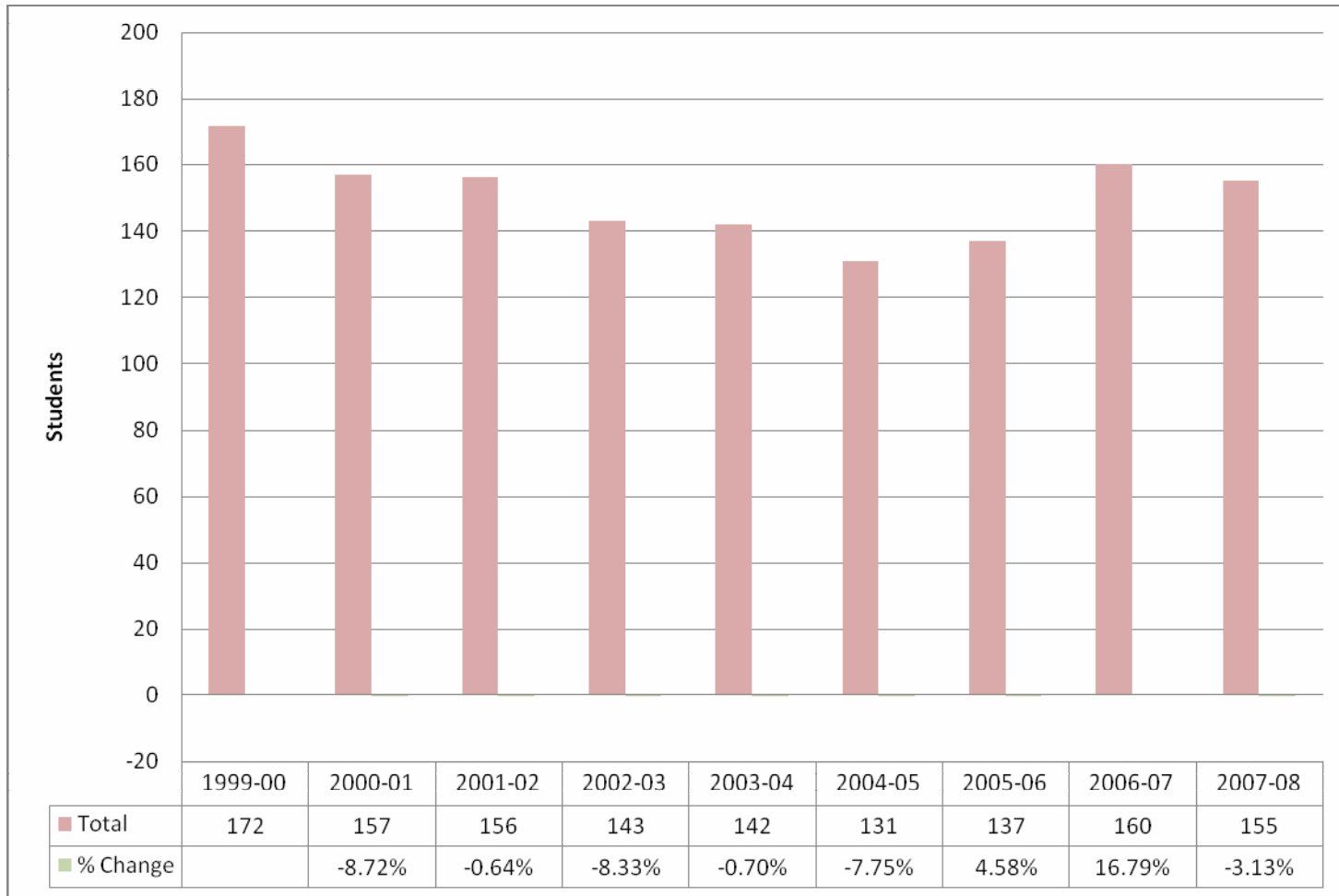
The Trustees of School District #35 are guided by the conviction that every student has the right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff, and students, with the ultimate responsibility for direction and decision-making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

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

[Gallatin Gateway Policy #5000](#)

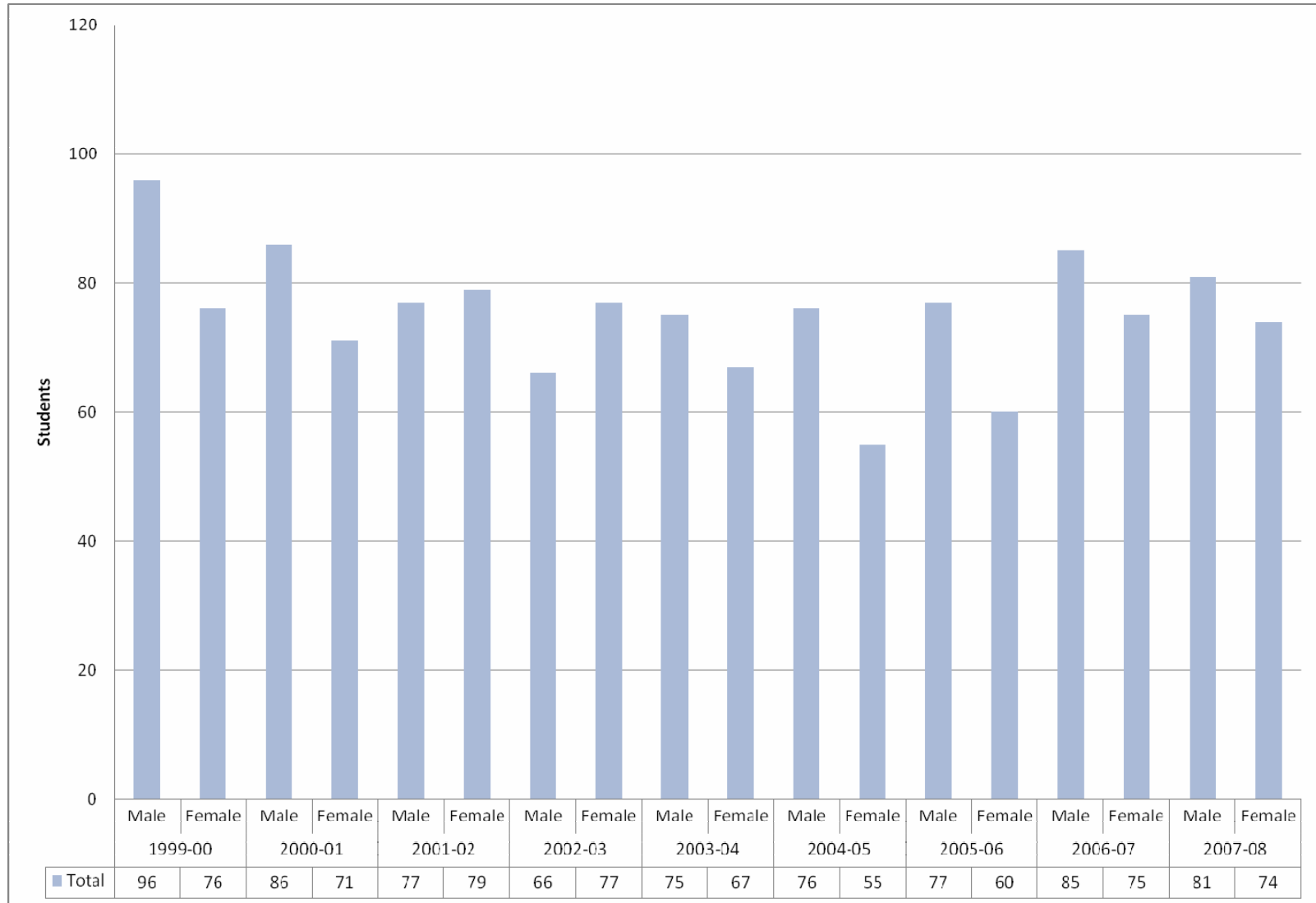
District Demographic Profile

District Enrollment by Year and Percent Change



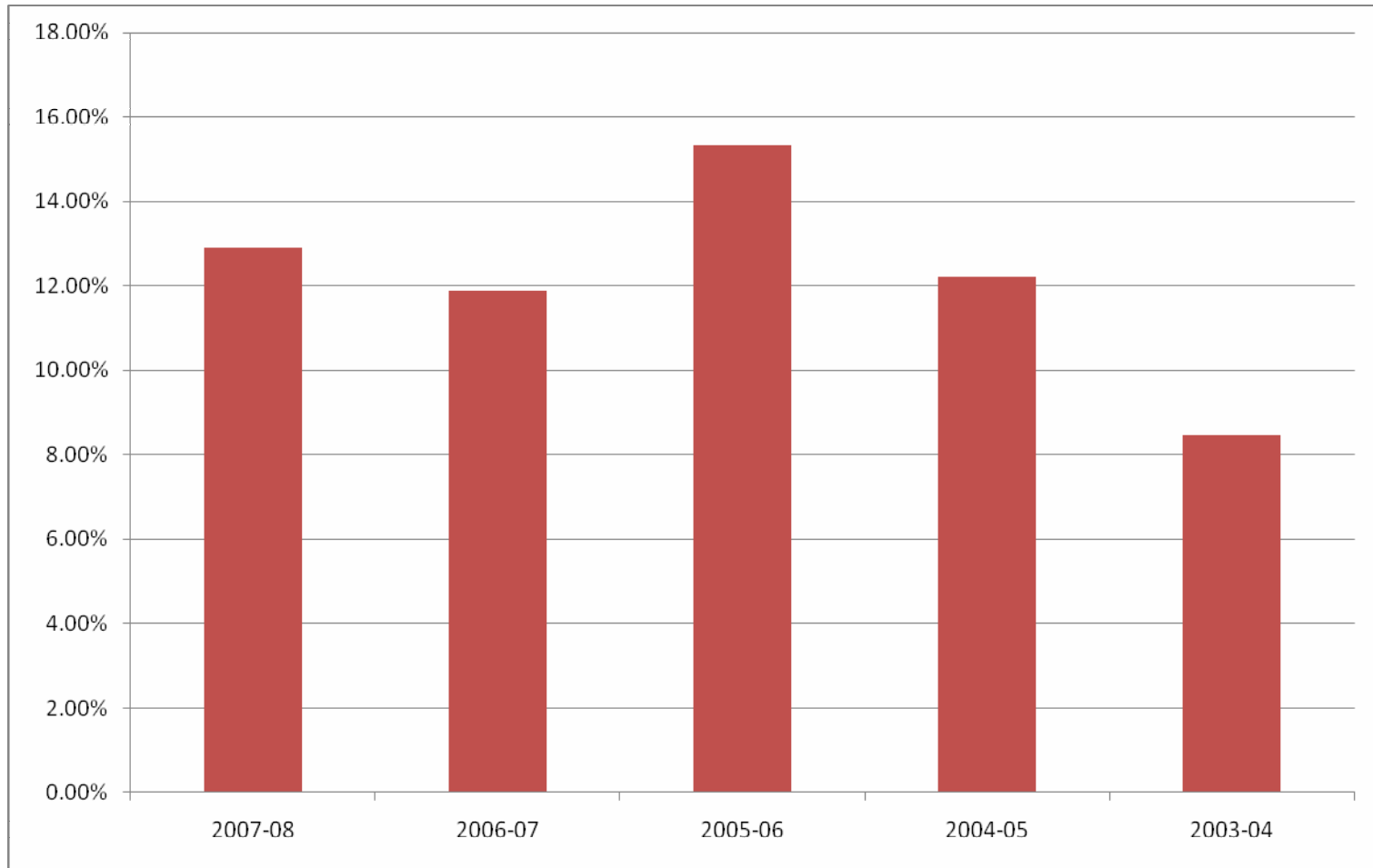
The district enrollment showed a steady decline until the 2004 2005 school year and has risen since. The district enrollment declined nearly 24% before rising 18% in the three years since 2004 - 2005.

District Enrollment by Gender



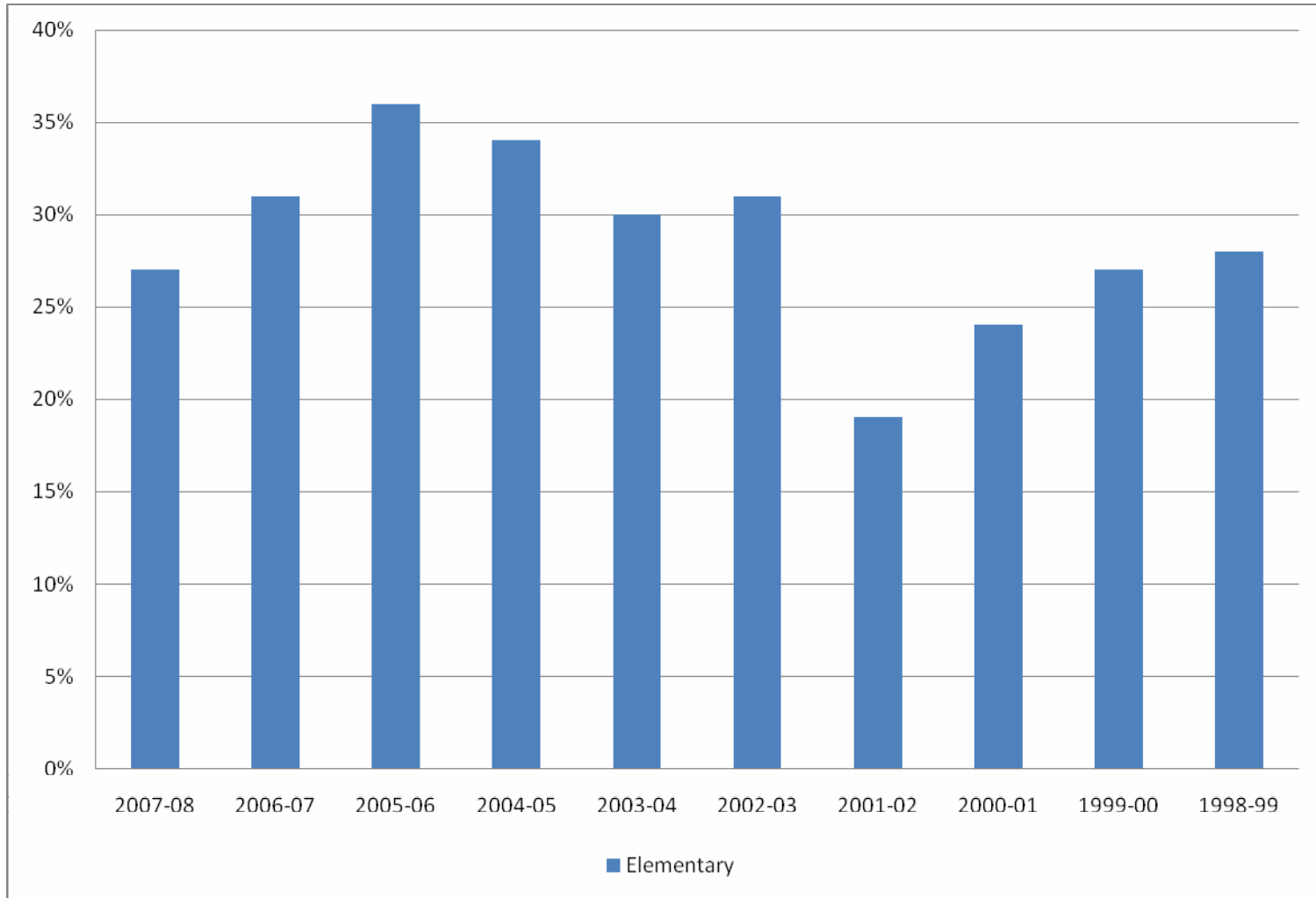
The chart shows that 77% of the school years, the district had more male students than female students.

District Percentage of IDEA Students



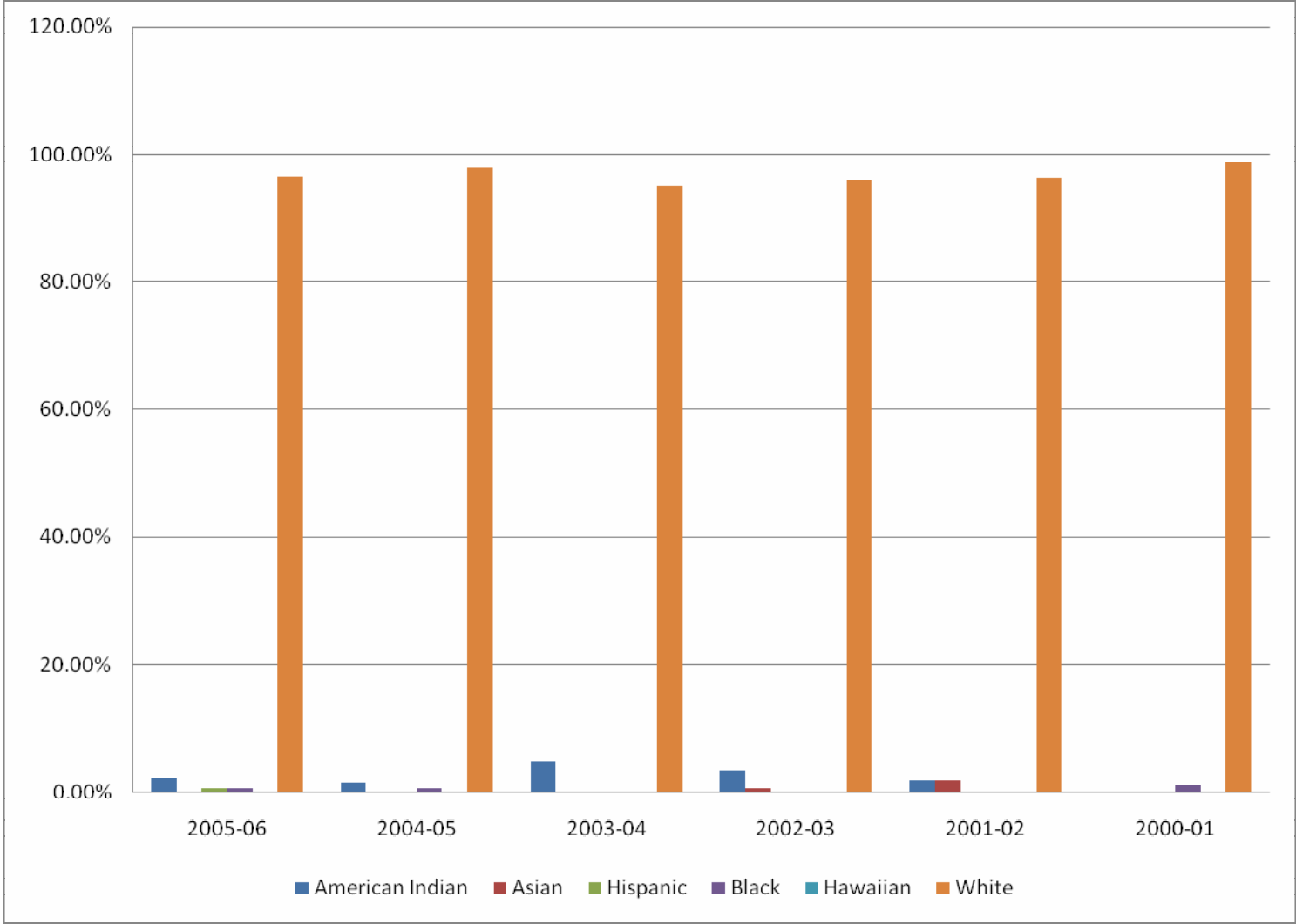
The district percentage of IDEA students has shown a slight increase over the past five years and is near the state wide average.

District Percentage of Free/Reduced Students



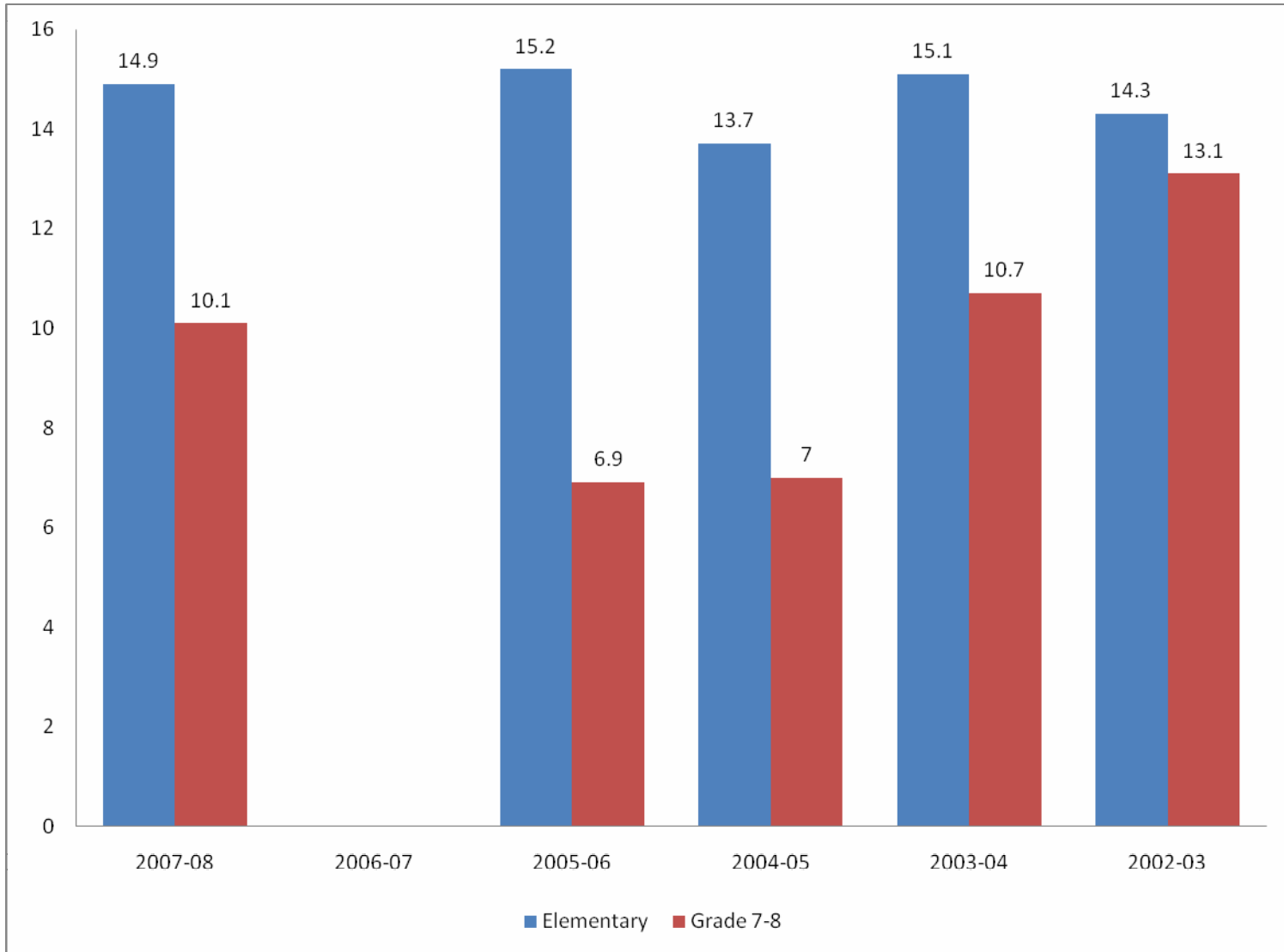
The percentage of free and reduced students has shown a general decrease in the last three years coinciding with an enrollment increase. The district is now well below the state average of 35% free and reduced students in a district.

Enrollment by Ethnicity



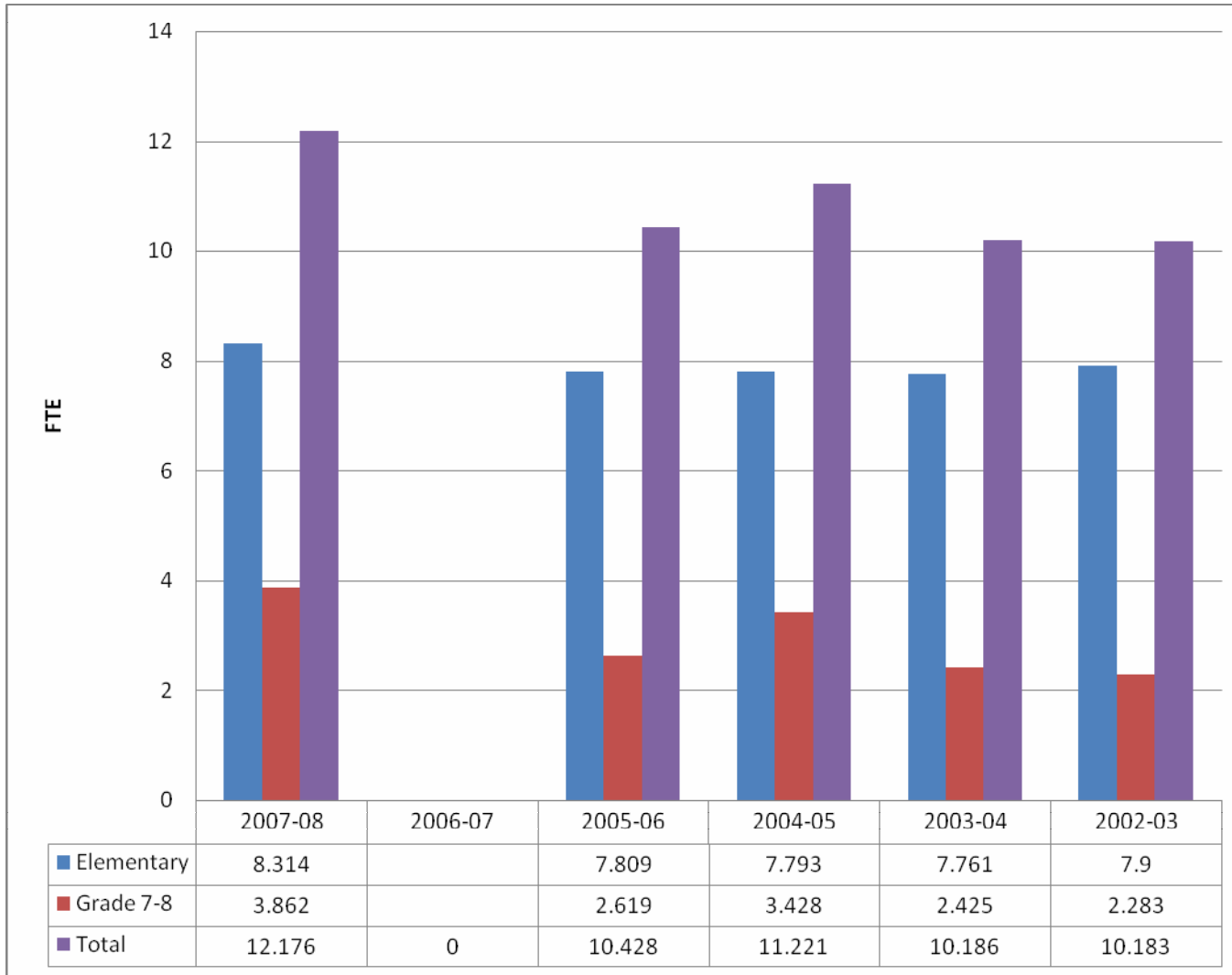
The district has a predominately white student group. The district does have several other very small sub groups.

District Student Teacher Ratio



The student teacher ratio has increased slightly at the elementary school and has decreased at the 7-8 school over the last six years.

District FTE

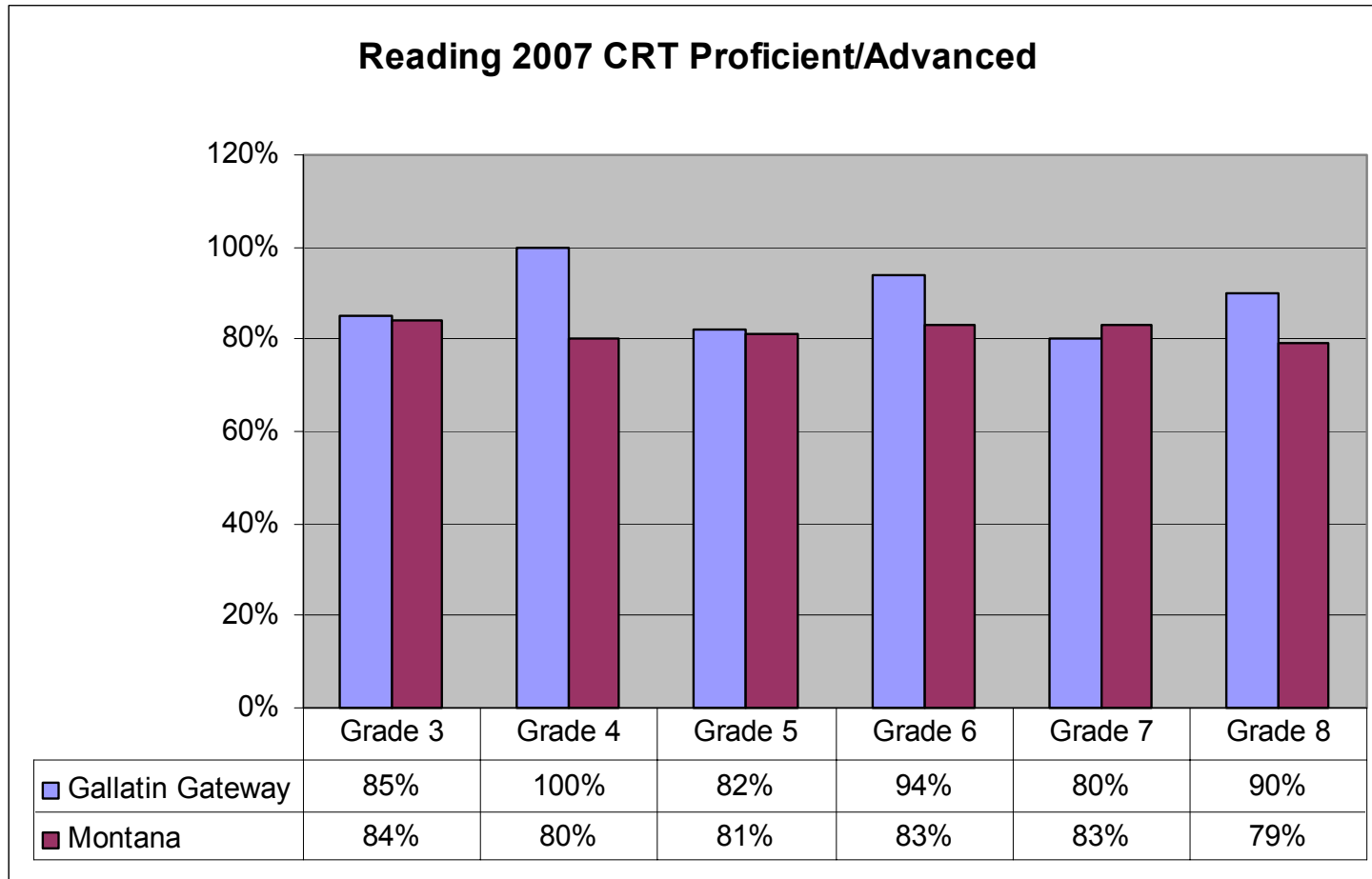


The district Full Time Equivalent staff has increased slightly over the six years shown in the chart.

District Achievement Data

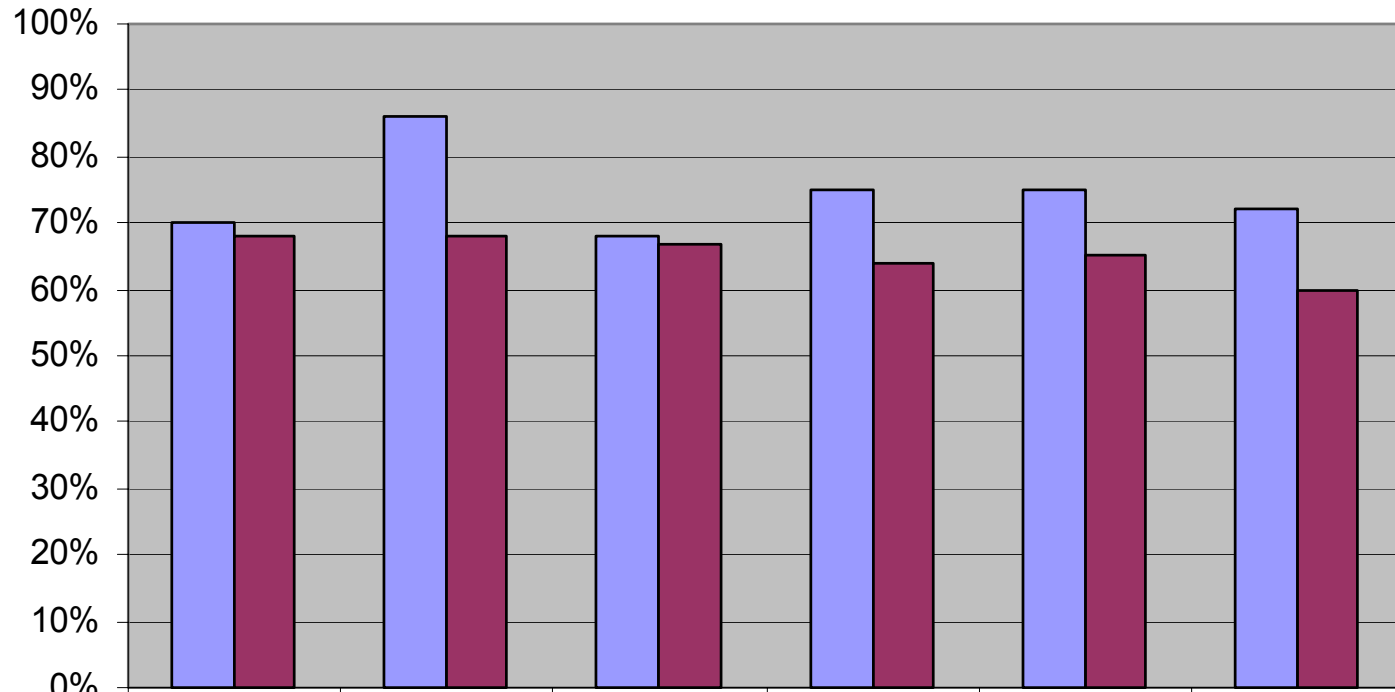
CRT Test Results

2007 CRT Proficient/Advanced vs. Montana



The district performs well above the state profile in most grades for reading.

Math 2007 CRT Proficient/Advanced

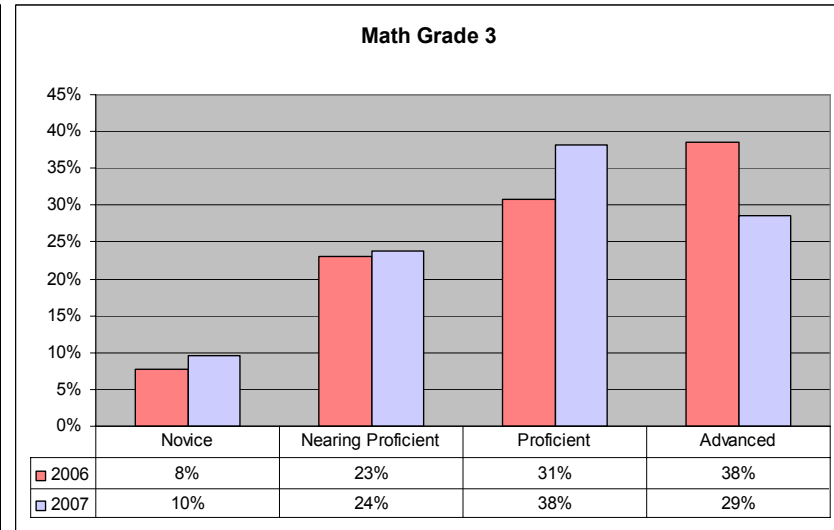
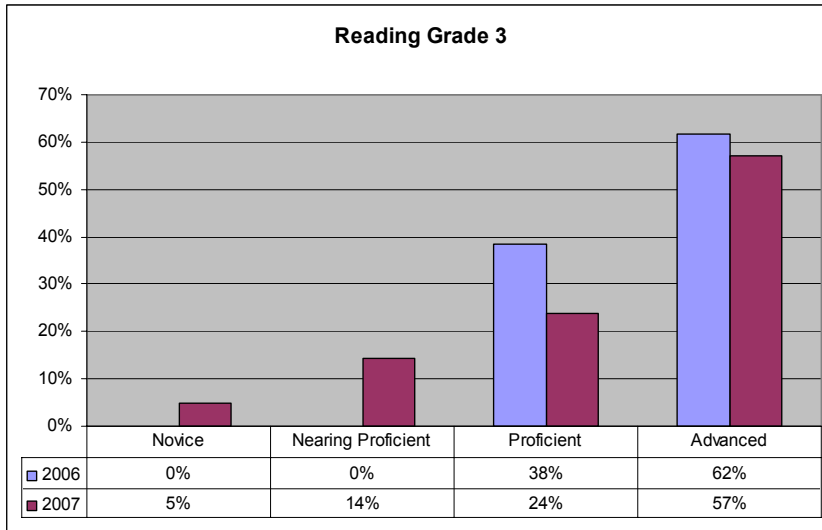


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Gallatin Gateway	70%	86%	68%	75%	75%	72%
Montana	68%	68%	67%	64%	65%	60%

The district students score above the state profile in all grades for math.

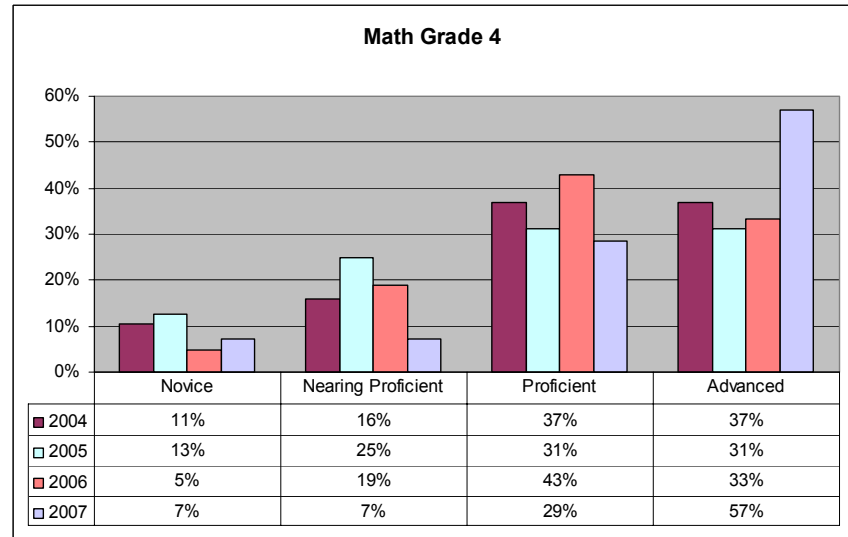
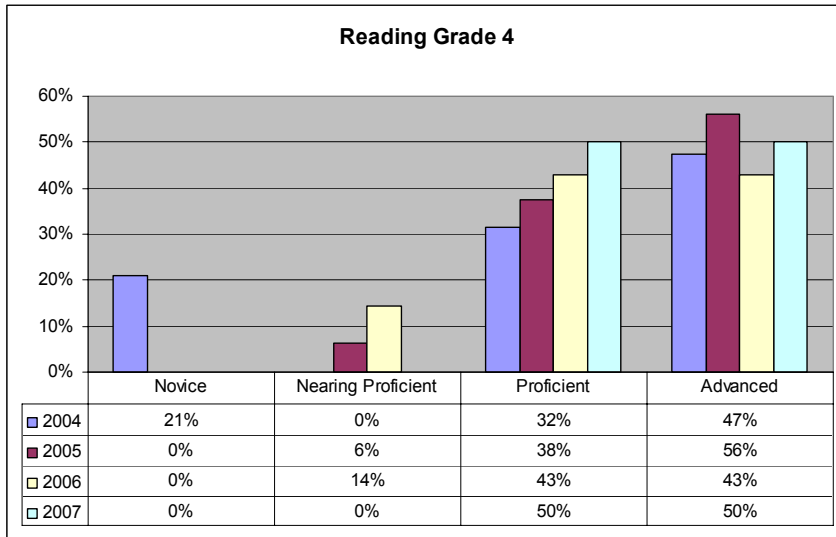
3rd Grade CRT Results

The following charts show 3rd grade reading and math CRT results from 2006 to 2007. The charts show excellent results in reading and math along with an outstanding percentage of advanced students in both reading and math.



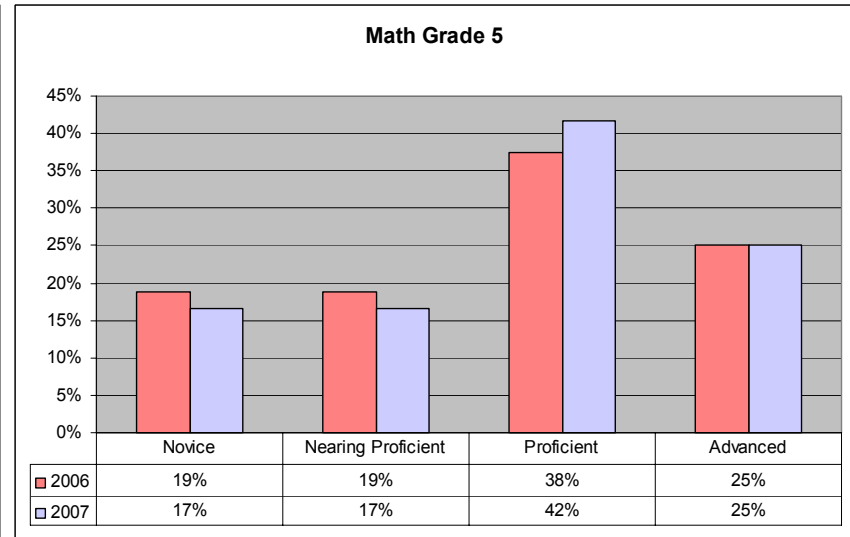
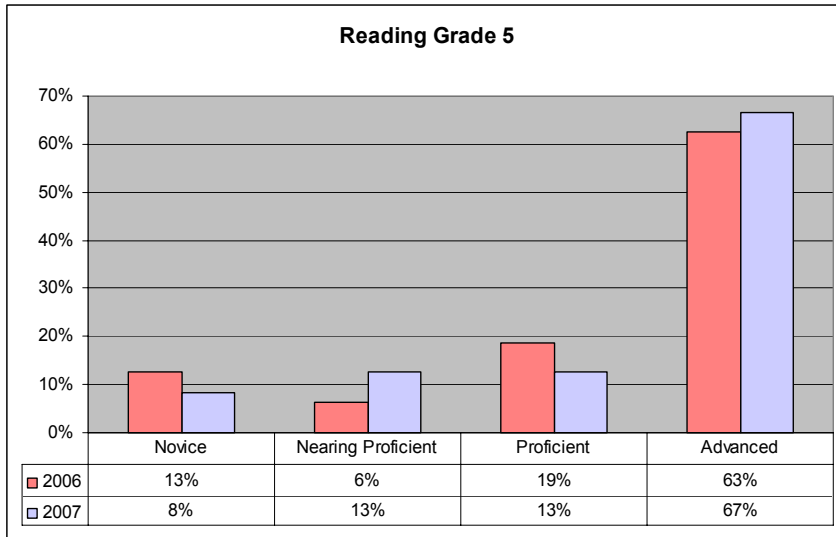
4th Grade CRT Results

Gallatin Gateway 4th grade students increased the percentage of proficient students for reading and math for 2007. The percentage of proficiency is exceptional for reading and math showing continued improvement each year of the test.



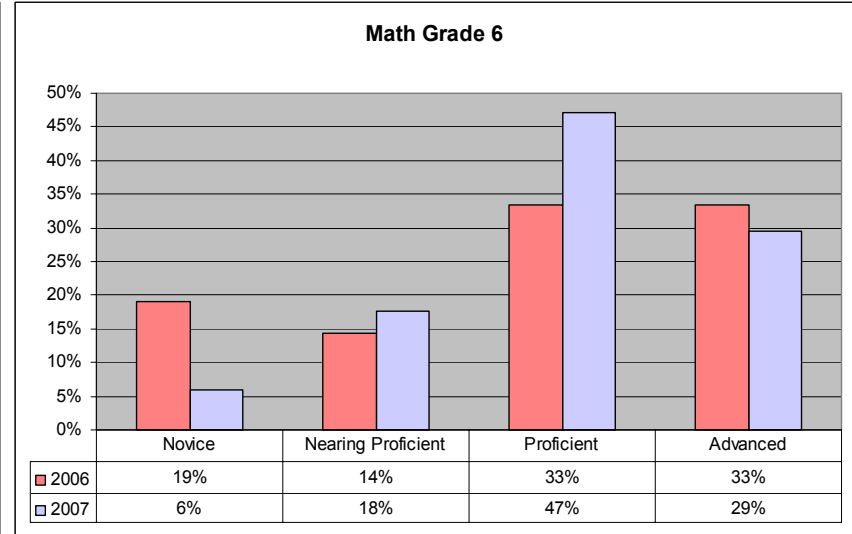
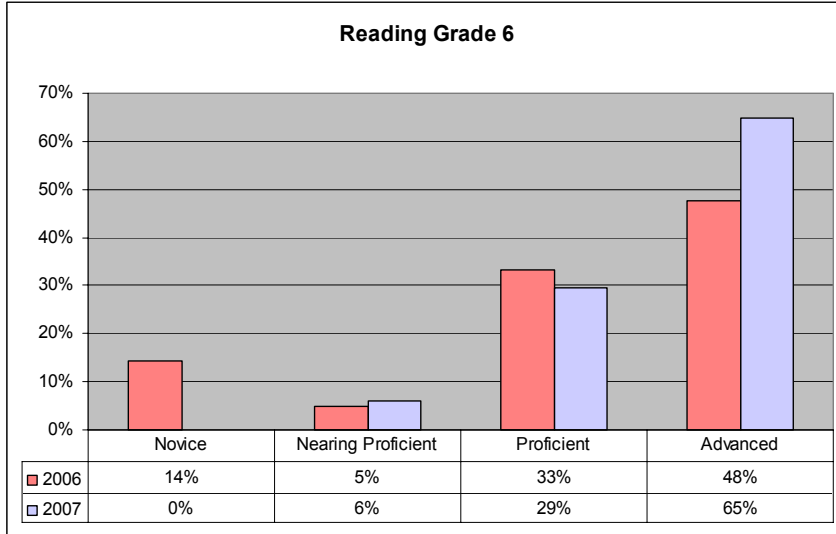
5th Grade CRT Results

The following charts show 5th grade reading and math CRT results from 2006 to 2007. The results show a continued improvement in the percentage of at least proficient student in math. In addition, the district has increased the percentage of advanced students in reading to an outstanding 67%.



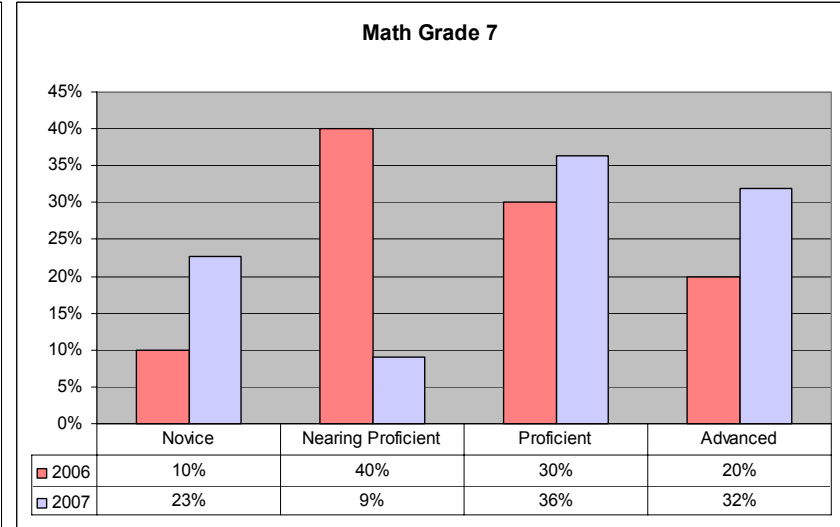
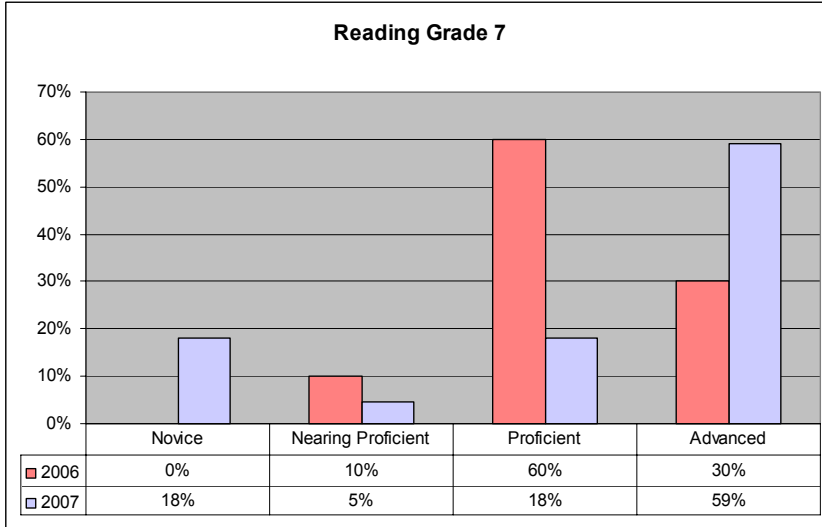
6th Grade CRT Results

The following charts show 6th grade reading and math CRT results from 2006 to 2007 and results from this same class of students when they were in 4th and 5th grade. The results show excellent improvement in both math and reading.



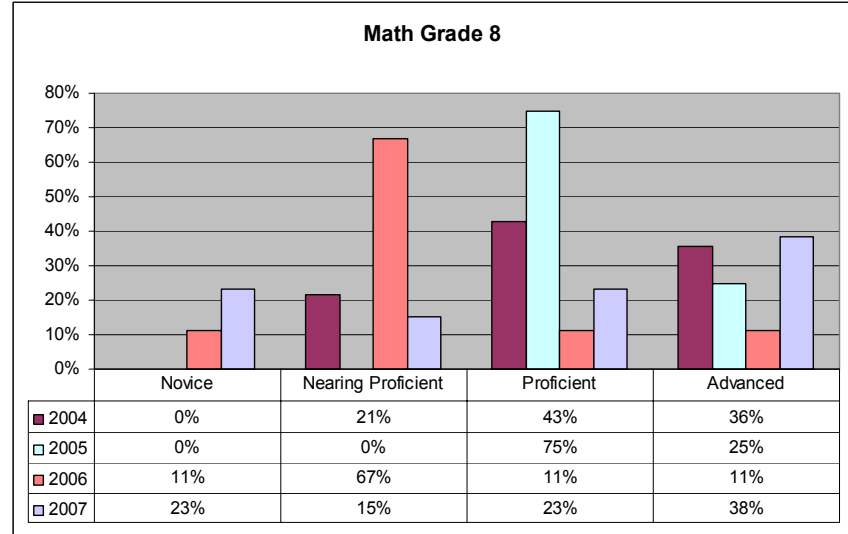
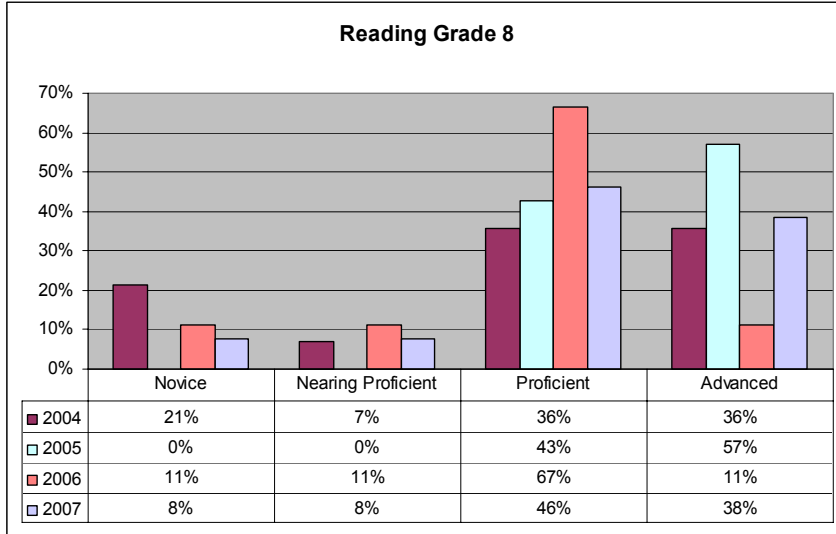
7th Grade CRT Results

The following charts show 7th grade reading and math CRT results from 2006 to 2007. The results show a drop in scores for reading and an increase for math. The 2007 percentage of advanced student is excellent in both reading and math.



8th Grade CRT Results

The following charts show 8th grade reading and math CRT results from 2004 through 2007. The 2007 results show a continued increase for both reading and math.



District Reading CRT Results per each Montana Standard – Grades 3, 4, & 5

The following chart show each grade’s CRT results for students by each Montana Standard for reading. The percentage of correct responses by all students on multiple choice questions related to that specific standard is represented in the columns for each year.

Standard Content Reading		Grade 3		Grade 4				Grade 5	
		2006	2007	04	05	06	07	06	07
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	77%	71%	78%	85%	77%	80%	74%	77%
Standard 2	Students apply a range of skills and strategies to read.	77%	70%	74%	83%	77%	81%	78%	71%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	81%	70%	68%	75%	74%	74%	67%	71%
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	64%	79%	77%	67%	70%	71%	60%	76%

District Reading CRT Results per each Montana Standard – Grades 6, 7, & 8

The following chart show each grade’s CRT results for students by each Montana Standard for reading. The percentage of correct responses by all students on multiple choice questions related to that specific standard is represented in the columns for each year.

Standard Content Reading		Grade 6		Grade 7		Grade 8			
		06	07	06	07	04	05	06	07
Standard 1	Students construct meaning as they comprehend, interpret, and respond to what they read.	78%	82%	76%	67%	69%	72%	68%	81%
Standard 2	Students apply a range of skills and strategies to read.	73%	79%	75%	74%	74%	75%	69%	72%
Standard 4	Students select, read, and respond to print and non-print material for a variety of purposes.	78%	71%	80%	75%	74%	70%	67%	70%
Standard 5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	65%	75%	73%	70%	64%	58%	64%	75%

Overall District Comparisons for Reading Results vs. the Montana Standards

The chart below shows the specific grade levels and the highest and lowest performing standards by district students.

District CRT Test Results Compared to the Montana Reading Standards				
Grade	Highest Scoring Reading Standard 2007	Highest Scoring Reading Standard 2004-2007	Lowest Scoring Reading Standard 2007	Lowest Scoring Reading Standard 2004-2007
3	5	4	2 & 4	5
4	2	1	5	5
5	1	1	2 & 4	5
6	1	1	4	5
7	4	4	1	1 & 5
8	1	1 & 2	4	5
All Grades	1	1	4	5

District Math CRT Results per each Montana Standard – Grades 3, 4, & 5

The following chart show each grade’s CRT results for students by each Montana Standard for math. The percentage of correct responses by all students on multiple choice questions related to that specific standard is represented in the columns for each year.

Standard Content Math		Grade 3		Grade 4				Grade 5	
		06	07	04	05	06	07	06	07
Standard 1	Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology.	75%	60%	67%	70%	67%	73%	59%	56%
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	65%	69%	76%	76%	70%	74%	61%	58%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	62%	77%	69%	77%	68%	80%	71%	59%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	78%	71%	83%	63%	57%	64%	63%	58%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	74%	70%	61%	69%	70%	60%	60%	53%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	82%	75%	84%	76%	85%	79%	58%	56%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	81%	71%	67%	81%	82%	80%	55%	72%

District Math CRT Results per each Montana Standard – Grades 6, 7, & 8

The following chart show each grade’s CRT results for students by each Montana Standard for math. The percentage of correct responses by all students on multiple choice questions related to that specific standard is represented in the columns for each year.

Standard Content Math		Grade 6		Grade 7		Grade 8			
		06	07	06	07	04	05	06	07
Standard 1	Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology.	61%	60%	38%	64%	50%	72%	67%	58%
Standard 2	Students demonstrate understanding of and an ability to use numbers and operations.	59%	64%	54%	51%	59%	66%	51%	62%
Standard 3	Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.	56%	65%	60%	49%	49%	53%	42%	53%
Standard 4	Students demonstrate understanding of shape and an ability to use geometry.	56%	67%	64%	55%	55%	58%	37%	63%
Standard 5	Students demonstrate understanding of measurable attributes and an ability to use measurement processes.	44%	62%	40%	37%	34%	56%	53%	44%
Standard 6	The students demonstrate understanding of an ability to use data analysis, probability, and statistics.	62%	73%	40%	70%	59%	56%	52%	55%
Standard 7	Students demonstrate understanding of and an ability to use patterns, relations and functions.	50%	72%	73%	65%	60%	88%	57%	56%

Overall District Comparisons for Math Standards

The chart below shows the specific grade levels and the highest and lowest performing standards by district students.

District CRT Test Results Compared to the Montana Math Standards				
Grade	Highest Scoring Math Standard 2007	Highest Scoring Math Standard 2004-2007	Lowest Scoring Math Standard 2007	Lowest Scoring Math Standard 2004-2007
3	3	6	1	2
4	3 & 7	6	5	5
5	7	3	5	5
6	6	6	1	5
7	6	7	5	5
8	4	7	5	5
All Grades	3 & 6 & 7	6 & 7	1 & 5	5

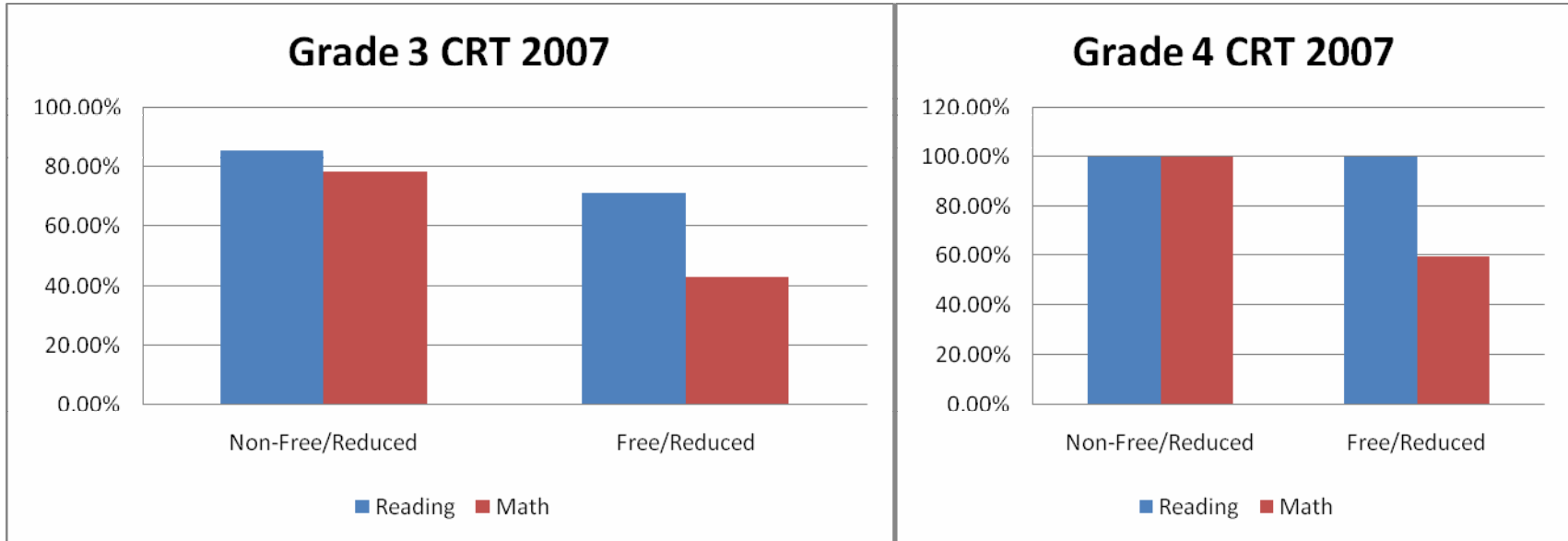
District CRT Student Scaled Scores

Student Scaled Scores				
Results for each class of students and their history on the CRT.				
Reading Scaled Scores				
2007 Grade	2007 Score	2006 Score	2005 Score	2004 Score
4 th	289	280		
5 th	278	276		
6 th	285	279	281	
7 th	281	273		269
8 th	280	280		
Math Scaled Scores				
2007 Grade	2007 Score	2006 Score	2005 Score	2004 Score
4 th	280	269		
5 th	263	268		
6 th	270	263	266	
7 th	267	267		265
8 th	268	264		

The scaled scores listed above show progress for students each year on the CRT test. CRT scaled cores from 2007 & 2006 show increases from the 2005 and 2004 school years.

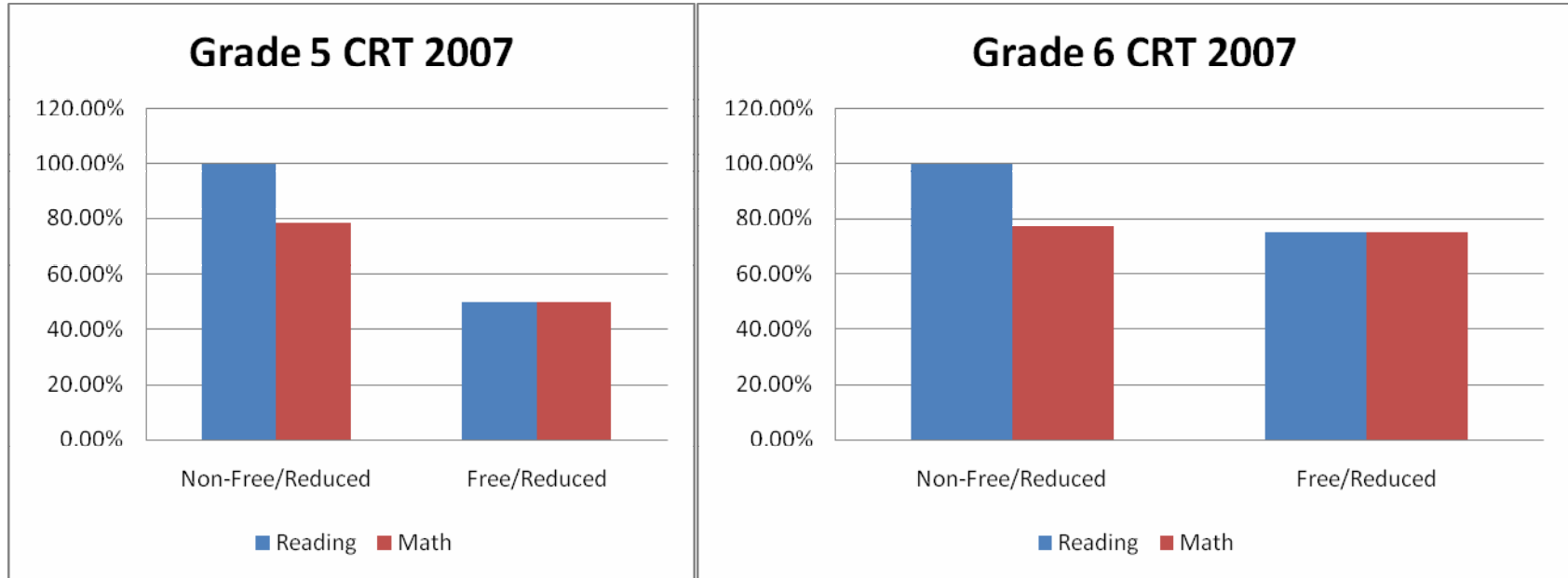
District 2007 CRT Results for Free/ Reduced and Non-Free/Reduced

Grades 3 and 4



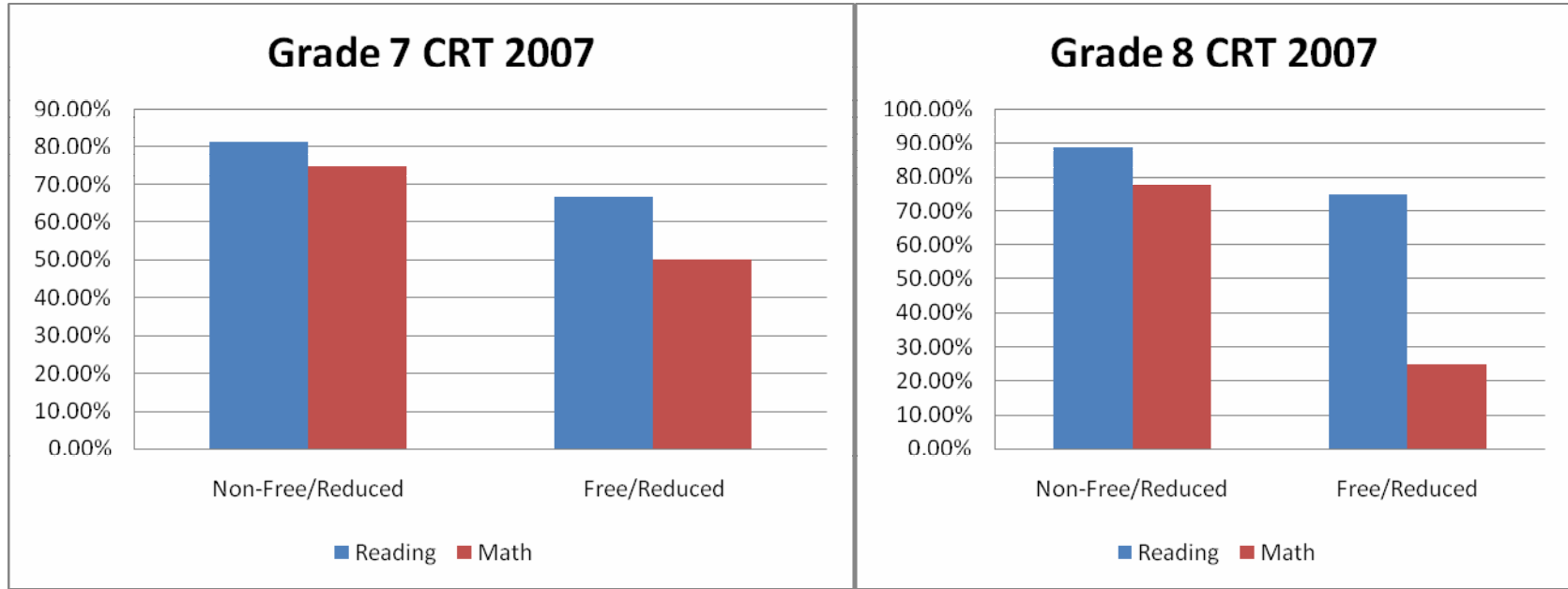
Grade 3 results show that non-free and reduced students scored considerably higher than free and reduced students in reading and math in 2007. Grade 4 shows that free and reduced students scored the same as non-free and reduced students in reading, but lower in math.

Grades 5 and 6



Non-free and reduced students outscored free and reduced students in grade 5 for both reading and math. Grade 6 free and reduced students scored the same in math, but lower in reading than non-free and reduced students.

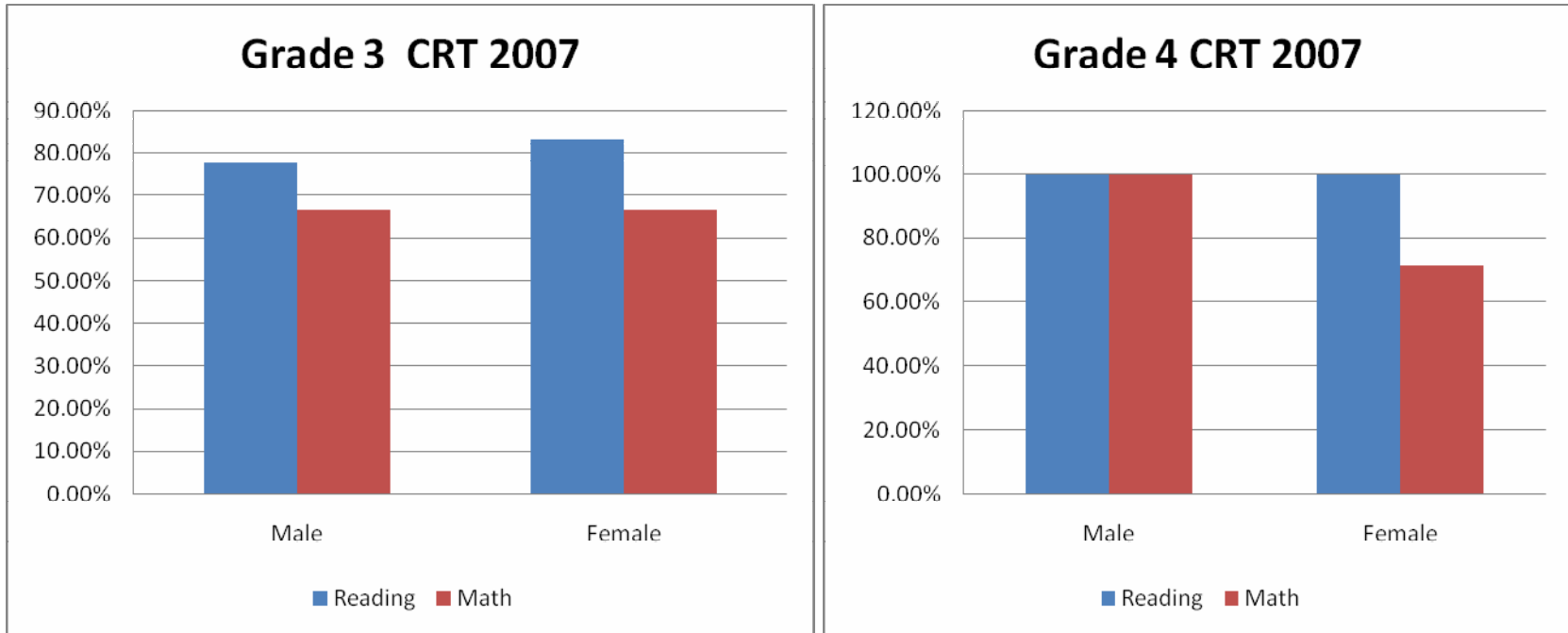
Grades 7 and 8



In grade seven non-free and reduced students scored higher than free and reduced in reading and math. Grade 8 shows that non-free and reduced students scored higher in reading and math than free and reduced students.

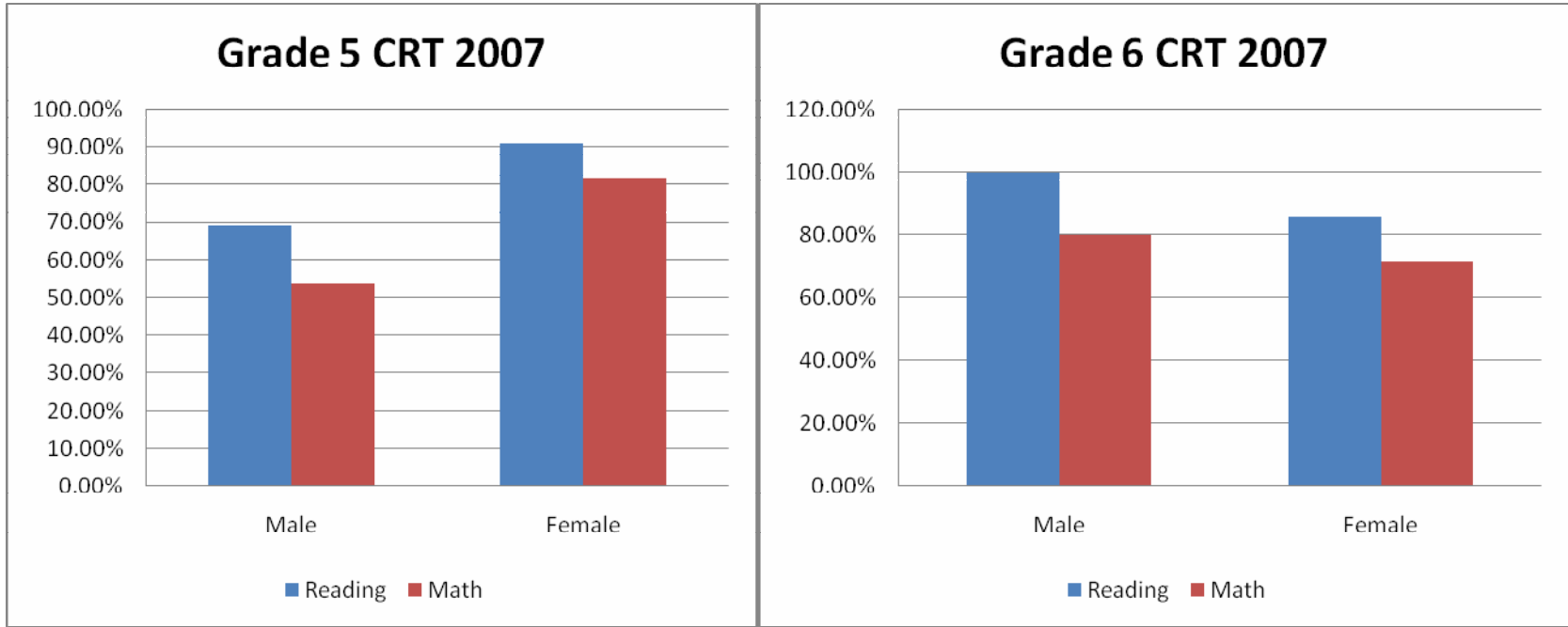
District 2007 CRT Results for Gender

Grades 3 and 4



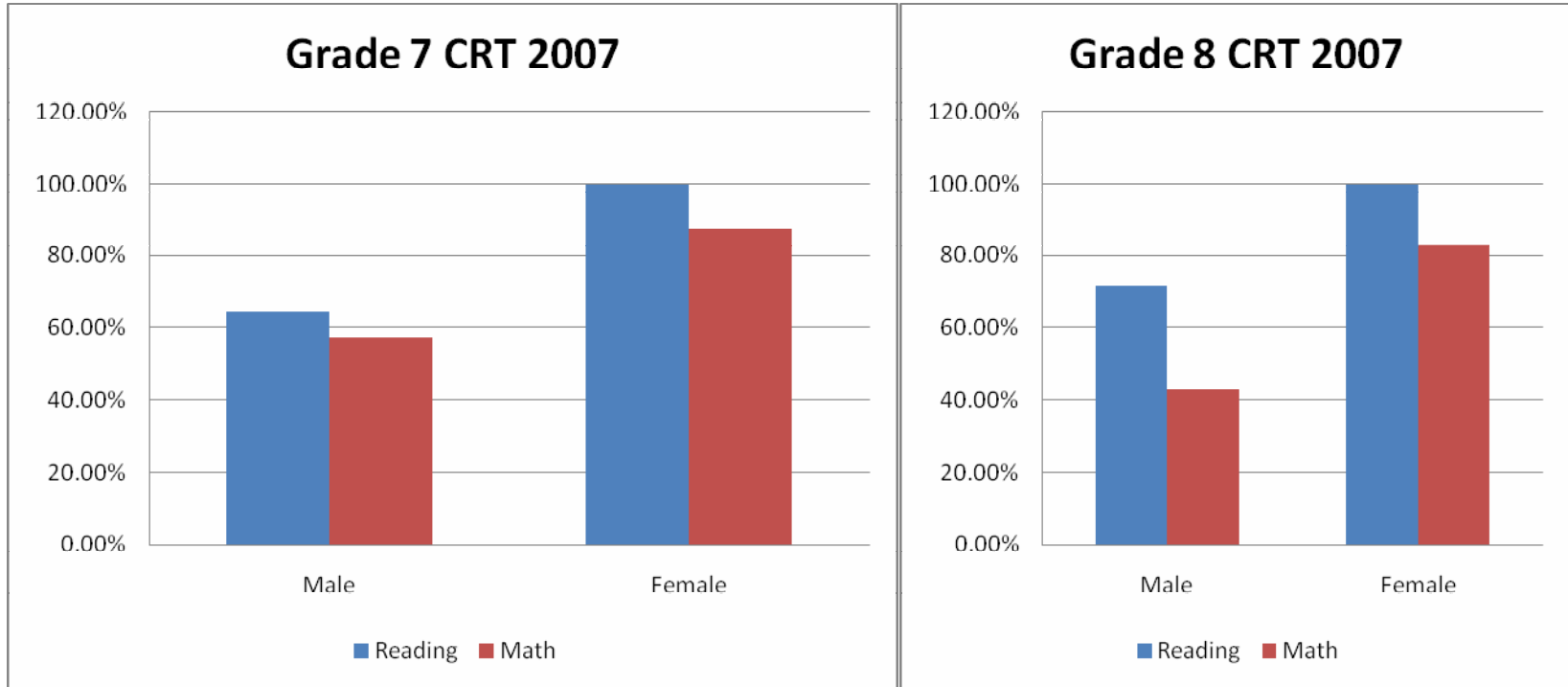
Grade three shows that females outscored males in reading and scored nearly the same in math. Grade 4 males outscored females in math and scored the same in reading.

Grades 5 and 6



Grade five females outscored males in both reading and math in 2007 on the CRT test. In grade six males outscored females in both reading and math on the test.

Grades 7 and 8



Grade seven females outscored males in both reading and math. Grade eight showed that females scored higher than males in reading and math.

Analysis of Demographic and Achievement Data

The analysis of data from the district/school demographic information shows that the enrollment dropped 24% over a seven year period and has rebounded 18% over the last three years. The district has had more male students enrolled than female students over the last ten years. The district has a special needs identification rate of --% of the students, which is lower than the state average. In addition, the free and reduced student count is 27% in the district which is lower than the state rate of 35%. The district ethnicity shows that the student profile is made up of almost entirely white students with some other very small sub groups. The analysis shows that the Full Time Equivalent teaching positions in the district have increased slightly over the last few years which coincides with an increase in students over the same time period. The student teacher ratio in grades K-6 has risen slightly over the last few years, but is still very good and offers many advantages to students.

The student achievement data shows that overall district students are well ahead of the state profile in reading and math on the CRT state test. Analysis of student results on the CRT test show that district students performed very well on questions related to Montana Reading Standard 1 and Montana Math Standards 6 and 7. The analysis shows that students were more challenged by Montana Reading Standard 5 and Montana Math Standard 5. Analysis of the same group of students and their CRT scaled scores over the last few years show that the scores continue to increase each year that they take the test. Achievement data analysis shows that the district has two basic sub groups of students and they are male vs. female and free reduced students vs. non-free reduced students. The gender analysis revealed some differences between male and female scores on the test. There were some grades where the opposite was true, but overall females consistently scored higher than males on the CRT reading and math test. Analysis of the reading and math scores for non-free and reduced student and free and reduced students showed that overall non-free and reduced students scored higher in both subjects. The differences at some grades were significant and may require further study and monitoring of future results.

Conclusions

The analysis of the demographic and achievement data reveals that district students are performing very well in all areas analyzed. The data indicates that students are graduating from the district and moving into high school extremely well prepared. In addition, the data analysis would seem to indicate that further review and monitoring of free and reduced student performance in reading and math may be helpful.

District Goals

Goal 1 Reading: The Gallatin Gateway School District will increase the percentage of students scoring proficient on the CRT test each year at the target grades, reaching the state target of 92% proficient in reading by the 2013 test year.

Strategy 1: The district will continue with a system of 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 (CRT data analysis), and school wide assessments. Teachers will continue to be trained in using and developing rubrics for use in assessments.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, and student achievement results.

Professional Development: The district will provide assessment training for staff in developing, designing, and implementing assessments for use in classrooms and school wide.

Strategy 2: The district will provide all staff with the professional development and equipment needed to integrate technology into the curriculum and instruction to improve academic achievement.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, and student achievement results. The district will use the TAGLIT or comparable survey as one tool to determine progress on this goal and provide staff and students with feedback on specific areas for focus in the future.

Professional Development: The district will provide technology training for staff in the integration, use, and applications of technology in instruction.

Strategy 3: The district will continue to analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for reading which are identified as strong skills for students and which topics should become a focus area for improvement. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, improvement of CRT student test results, and student achievement results.

Professional Development: The district will provide training for staff on specific instructional strategies supporting the improvement of focus areas in the Montana Standards for reading.

Strategy 4: The district will implemented a program for teachers to assist with mentoring, professional exchange of teaching techniques and methods, a peer review of materials, and discussions along with support for new or inexperienced staff members.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, mentoring data including contacts and conferences, and student achievement results.

Professional Development: The district will provide training for staff on specific mentoring strategies for supporting peers.

Goal 2 Math: The Gallatin Gateway School District will increase the percentage of students scoring proficient on the CRT test each year at the target grades, reaching the state target of 84% proficient in math by the 2013 test year.

Strategy 1: The district will continue with a system of 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 (CRT data analysis), and school wide assessments. Teachers will continue to be trained in using and developing rubrics for use in assessments.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, and student achievement results.

Professional Development: The district will provide assessment training for staff in developing, designing, and implementing assessments for use in classrooms and school wide.

Strategy 2: The district will provide all staff with the professional development and equipment needed to integrate technology into the curriculum and instruction to improve academic achievement.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, and student achievement results. The district will use the TAGLIT or comparable survey as one tool to determine progress on this goal and provide staff and students with feedback on specific areas for focus in the future.

Professional Development: The district will provide technology training for staff in the integration, use, and applications of technology in instruction.

Strategy 3: The district will continue to analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for math which is identified as a strength for students and which areas should become a focus area for improvement. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, improvement of CRT student test results, and student achievement results.

Professional Development: The district will provide training for staff on specific instructional strategies supporting the improvement of focus areas in the Montana Standards for math.

Strategy 4: The district will implemented a program for teachers to assist with mentoring, professional exchange of teaching techniques and methods, a peer review of materials, and discussions along with support for new or inexperienced staff members.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, mentoring data including contacts and conferences, and student achievement results.

Professional Development: The district will provide training for staff on specific mentoring strategies for supporting peers.

Goal 3 Professional Development: The district/school professional development goal is 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.

Strategy 1: Develop and implement a professional development program which assists district teachers in improving instructional techniques targeting individual learners by providing training in teaching practices that allow instructors to know their students better through the use of multiple and ongoing assessments of student learning, by using teaching practices that are aligned with learner-centered classrooms, and by providing teachers with the abilities to differentiate instruction and assessment for diverse learners.

Measurement of Progress: The district will measure the progress of this strategy by utilizing surveys, personal staff feedback, observations, student assessment data, portfolio evaluations, and other formal and informal assessments. In addition, the district will monitor attendance rates for students and staff, dropout rates for students, turnover rates for staff; discipline problems, and the participation rate in school-related activities by students to gauge progress on this strategy.

Professional Development: The district will provide assessment training for staff in developing, designing, and implementing assessments for use in classrooms and school wide.

Strategy 2: The district will develop and implement a professional development program to provide technology training for staff in the integration, use, and applications of technology in instruction to improve student achievement.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, and student achievement results. The district will use the TAGLIT or comparable survey as one tool to determine progress on this goal and provide staff and students with feedback on specific areas for focus in the future.

Professional Development: The district will provide technology training for staff in the integration, use, and applications of technology in instruction. This training will include areas identified through the TAGLIT or comparable survey as focus areas for improvement in technology integration for staff and students.

Strategy 3: The district will develop and implement a professional development program to provide all staff with professional development to address focus areas in their personal growth plans. The district will sponsor, assist, or provide professional development activities that support individual staff members to attend training, in-service, seminars, workshops, and conferences that directly address the professional development plans outlined in their professional growth plans. The planned professional development activities will support the district goals of increasing the percentage of students achieving proficient and advanced on the state achievement test in reading and math.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, and student achievement results.

Professional Development: The district will support professional development specific to individual staff members.

Strategy 4: The district will implemented a program for teachers to assist with mentoring, professional exchange of teaching techniques and methods, a peer review of materials, and discussions along with support for new or inexperienced staff members.

Measurement of Progress: The district will measure the progress of this strategy by observations, surveys, discussions, feedback from staff, mentoring data including contacts and conferences, and student achievement results.

Professional Development: The district will provide training for staff on specific mentoring strategies for supporting peers.

Overview of Five Year Plan Tentative Professional Development

Dates	Topic	Goal & Strategy	Responsible Person	Workshop Provided By
2008 – 2009				
2009 – 2010				
2010 – 2011				
2011 – 2012				
2012 – 2013				

Curriculum Review and Development Cycle

Curriculum Area	Next Scheduled Review	Last Review Completed Since 2003
Reading	2008 – 2009	Yes
World Languages	2008 – 2009	Yes
Library Media	2008 – 2009	Yes
Workplace Competencies	2008 – 2009	Yes
Career Vocational/Technical Education	2008 – 2009	Yes
Math	2010 - 2011	Yes
Communication Arts	2011 – 2012	Yes
Science	2012 – 2013	Yes
Technology	2012 – 2013	Yes
Health Enhancement	2013 – 2014	Yes
Social Studies	2013 – 2014	Yes
Arts	2013 – 2014	Yes