

Title I Plan and Annual Update

Prepared By
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SC0954
State Fiscal Year: **2018**

School Title I Planning

Define the specific, measurable objectives for each of the student groups that did not meet proficiency in Math.

At least 40% of all tested students in grades 3-8 (including all subgroups) will score proficient or above as measured by the SMARTER Assessment math test in the spring of 2018.

All district students in grade 11 will average at least a .2 higher (than the district average in 2016-17) on the math portion of the ACT test in the 2017-18 school year.

Define the specific, measureable objectives for each of the student groups that did not meet proficiency in Reading/Language Arts.

At least 45% of all tested students in grades 3-8 (including all subgroups) will score proficient or above as measured by the SMARTER Assessment ELA test in the spring of 2018.

All district students in grade 11 will average at least a .2 higher (than the district average in 2016-17) on the English portion of the ACT test in the 2017-18 school year.

What are the specific steps the leadership and staff are taking to address the teaching and learning needs of the students, especially low-achieving students, including subgroups, using strong or moderate evidence-based strategies? Describe the school's strategies for assessing student progress toward meeting all Montana content standards.

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 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 plans 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 (SBAC), MAP testing, 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 assessments to measure each student's progress related to the standards, common core, specific math and reading concepts, and project 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 systemic program of interventions, 2) the use of differentiated instructional strategies to ensure success for all students, 3) 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), 4) increasing knowledge and understanding of the English/Language Common Core Standards for teachers, and 5) student use and application of current technology in classes and projects.

Additional strategies to assist and improve student academic progress:

- 1) All teachers in the district are incorporating current technology in classroom instruction including Google applications and the Infinite Campus program.
- 2) The district utilizes the MAP assessment extensively to gauge student progress in reading and math. Students are tested a minimum of 3 times a year (beginning, middle, and end) to provide benchmarks on student progress and to identify any areas of instruction that require modifications.
- 3) The district has implemented the Common Core Standards for Math and English/Language Arts and is continuing to work with staff on the new standards to increase their knowledge and understanding.
- 4) Staff members are creating lessons for students utilizing Differentiated Instruction techniques and intervention data/information.
- 5) 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 schools work 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, reinforcing effort, providing recognition, support and extra assistance through the 21st Century after school program and during the summer, and various other student specific interventions.

6) The district has offered students support and extra assistance through the 21st Century after school program and during the summer. The extra assistance programs are very successful in helping individual students improve proficiency in reading and math.

7) The district uses the Infinite Campus software program (which allows parents access to student data in the district) to facilitate and communicate with parents to track and monitor student progress. This process supports students both at school and home to improve math and reading.

8) The district continues to provide cutting edge technology and training for staff and students to support curriculum and instruction. District staff have been provided in-service on Google programs and applications. Staff have implemented Google Docs as one format for student work, which allows students to work from anywhere on their class work and the teachers have access to give instant feedback to the students. This approach is working very well and is showing improved academic performance for students.

9) The district continues to provide on-site/regional professional development opportunities to continue staff instructional growth.

How are parents involved in the planning, process, and evaluation of the Title I plan?

The District/Schools actively involve parents in the planning, process, and evaluation of the Title 1 plan. The district utilizes the Infinite Campus software program to facilitate and communicate with staff and parents to track and monitor student progress, keep parents informed, and solicit feedback on the Title 1 program. The district requests parents to serve on the school improvement committee, curriculum committees, the Title 1 planning team, and a variety of other committees. Parents are notified of opportunities to be involved in planning and evaluation of the Title 1 program and other programs through personal contact, newsletters, the school website, and at various school functions. The district annually evaluates the Title 1 program through the CSIP planning process which has parent members.

Describe how professional development and technical assistance will be used to address the areas identified for improvement.

The district professional development program is used to improve instruction and is

aligned with the districts educational goals and objectives. The following staff development needs were identified based on an analysis of student achievement data, as well as a review of teaching/learning needs and scientifically based research strategies through the CSIP. All training includes follow-up sessions as needed. The district uses job embedded professional development which is scheduled throughout the year through entire day, early release, and faculty meetings. These are not limited to but include grade level and subject level group meetings where staff reviews student achievement and other data to improve instruction. Staff also uses professional development time to align curriculum, design assessments, and develop/share methods of implementing improved classroom instruction for all students.

The district data analysis, review of teaching/learning needs, and scientifically based research strategies has identified specific areas for improving student proficiency in reading (the district goal) and will direct professional development at the targeted areas. The targeted areas include: professional development to strengthen the core reading program, continued training to integrate the common core standards into district instruction, training in differentiation strategies to ensure access for all students to the core program, training on new technologies to enhance instruction and deepen student engagement, and in-services or PIR time to implement best practices.

The district professional development program has been extremely effective in improving student achievement because it serves a dual purpose. The district professional development program not only provides comprehensive training to staff on district and school wide programs and topics, but also provides individual training to assist staff members in their continued personal growth. The district professional development program provides high quality training and in-service for all staff. District training includes: 1) all staff received school safety training on First Aid/CPR along with School Crisis Management training in August, 2) the district focus for professional development training this year will be on school safety and student behavior/classroom management, 3) staff attend workshops at the annual fall conferences directly related to math and reading, 4) staff will receive training through the Prairie View Curriculum Consortium (PVCC) which provides individual and group training directly related to instruction and student learning for district staff, 5) continued staff development as necessary on the new math curriculum "Go Math", 6) continued professional development through a grant called STREAM which is partnered with Montana State University and the University of Montana (project focus is to implement Common Core Math in all math classes), 7) staff training as needed on Infinite Campus (the district student management software), 8) the district uses on-line professional development through webinars for staff, 9) PVCC Teacher Collaboration Days (teachers from area schools attend to share ideas and best practices), and 10) the

district continues to support individual staff members in attending/taking part in training related to specific areas targeting their personal growth. The data analysis reveals that the professional development listed above has been successful in improving student proficiency.

State how the school has analyzed its budget to use resources more effectively to address the areas identified for improvement.

The district has committed to the continuous school improvement cycle utilizing multiple components. The district components include collecting and analyzing data, setting school improvement plan goals based on the conclusions drawn from the data, determining specific action plans and strategies based on school improvement plan goals, utilizing effective and research based instructional techniques in strategies, implementation of action plans, and monitoring and assessment of action plan progress. Integrated into the continuous school improvement plans is the necessary professional development needed to support the action plan and strategies. After completing the above process the district analyzed the budget in relationship to the CSIP action plan and effectiveness based on the data analysis. The data analysis of the action plan identified successful components and those that were not as effective in improving reading and math proficiency of students. The district then supported the more effective strategies with additional financial resources.

Funding Resources

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart

Funding Source	Amount	Use of Funds
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Academic Performance

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

1.1 Curriculum

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 There is evidence that the curriculum is aligned with the Montana Content and a Performance Standards and includes Indian Education for All and local tribal standards if applicable. GUIDANCE: Consider how accurate IEFA curriculum is infused across all content areas and every grade level.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The district initiates and facilitates discussions among schools regarding curriculum b standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adopting system).**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The district initiates and facilitates discussions between schools in the district in c order to eliminate unnecessary overlaps and close gaps.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The school curriculum provides specific links to continuing education, cultural awareness, life and career options. GUIDANCE: If applicable, consider what curriculum changes have been necessary in light of the state's Montana High School Initiative and/or the district's Carl Perkins Plan.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1f There is a systematic process in place for monitoring, evaluating and reviewing the curriculum. GUIDANCE: Consider the development and revision cycle to ensure that the district and school curriculum is continually updated.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Quality Indicator Notes

- 1.1 The curriculum provides access to a common academic core for all students. g “Common academic core – that is culturally responsive and available to all students.” GUIDANCE: If applicable, consider what specific steps are being taken to close the achievement gap and ensure that American Indian students have access to a rigorous, common academic core.**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 1 What trends/issues that have significant impact on student achievement could be identified?**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 4 Goal # 1**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

- 5 Goal # 2**

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate Comments and Goals

6 Goal # 3

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Evaluation/Assessment

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Classroom assessments of student learning are frequent, rigorous and aligned with a Montana's Content and Performance Standards. GUIDANCE: Consider how local assessments are designed and used to assess classroom implementation of IEFA.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Teachers collaborate in the design of authentic assessment tasks aligned with the b standards and relevant to the school culture.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Students can articulate the academic expectations in each class and know what is c required to be proficient.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Test scores are used to identify curriculum gaps.

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Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes. GUIDANCE: Consider how the academic progress of American Indian students is monitored to ensure they receive appropriate instructional support.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Implementation of the state-required Assessment Program is coordinated by school and district leadership.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Quality Indicator Notes

2.1 Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 1 What trends/issues that have significant impact on student achievement could be identified?**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

- 4 Goal # 1**

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

5 Goal # 2

Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate Comments and Goals

6 Goal # 3

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Instruction

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

- 3.1 There is evidence that effective and varied instructional strategies are used in all a classrooms. GUIDANCE: If applicable consider what changes in instructional strategies have been necessary in light of the state's Montana High School Initiative, the state's RTI Initiative and or the district's Carl Perkins Plan.**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

- 3.1 Instructional strategies and learning activities are aligned with the district and b school learning goals, and assessment expectations for student learning and specific cultural needs.**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

- 3.1 Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

- 3.1 Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. GUIDANCE: Consider whether teachers have sufficient background knowledge regarding IEFA.**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

- 3.1 There is evidence that teachers incorporate the use of technology in their classrooms.**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

- 3.1f Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum. GUIDANCE: Consider whether instructional materials, including textbooks and supplemental materials, have been reviewed for bias.**

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Quality Indicator Notes

3.1 There is evidence that homework is frequent and monitored and tied to instructional practice.

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

1 What trends/issues that have significant impact on student achievement could be identified?

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

4 Goal # 1

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

5 Goal # 2

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Correlate Comments and Goals

6 Goal # 3

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 1 What trends/issues that have significant impact on student achievement could be identified?**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

4 Goal # 1

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

5 Goal # 2

Category Comments and Goals for Academic Performance

Comments for Academic Performance Category

Correlate Comments and Goals

6 Goal # 3