

## **Annual Progress Report and Yearly Action Plan**

**Prepared by: Terry High School - School SC**

**SC0958**

State Fiscal Year: 2018

## SC Math

### 2017 (Previous Year) Action Plan

#### The district goals for math.

Improve math proficiency of all students in the district.

#### Define the specific measurable objectives for math.

At least 50% 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 2017.

All district students in grade 11 will average at least a .2 higher (than the district average in 2015-16) on the math portion of the ACT test in the 2016-17 school year.

#### How is the school addressing the fundamental teaching and learning needs of the students in the school, especially the academic problems of low-achieving students, using scientifically-based research strategies?

The school 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), RtI program, 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 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 math. The specific strategies include: 1) use of a systemic program of interventions, 2) curriculum and instructional review based on data results (including identification of curricular areas for instructional emphasis, the adoption of new materials when appropriate, and the needed professional development), 3) complete the alignment of district standards with the Math Common Core Standards, 4) the continue upgrading and integrating technology into instruction, 5) increasing instructional use of math manipulatives, and 6) continue emphasis in instruction on open ended or application type math problems.

1) 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 math during the school day for strategic and intensive students, tutoring in math, cooperative learning, mentoring, computer assisted math 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.

2) The district uses a curriculum and instructional review based on data results (including identification of curricular areas for instructional emphasis, the adoption of new materials when appropriate, and the needed professional development).

3) The district is implementing the Youth Aware of Mental Health (YAM) during the school year. The focus of the YAM program is to help youth help themselves and others while exploring mental health topics from stress, crisis, depression, and suicide.

4) 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.

5) 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.

6) The district has implemented MAPS testing to gain frequent and accurate data on student progress related to the standards which will allow staff to design math lessons directed at student needs. The district has trained staff in the use of the MAP testing program.

7) The district is continuing the alignment of district standards with the Math Common Core Standards during the school year with assistance from the PVCC. The district is planning to use PIR and professional development time for in-services and workshops on aligning the standards. Also, the district is a participant in the STREAM (Standards-based Teaching Renewing Educators Across Montana) project which is a grant partnered with Montana State University and the University of Montana. This projects main focus is to train seed teachers from each school in the common core standards. These seed teachers will then facilitate learning groups with their colleagues and provide Common Core training to teachers in the district. The STREAM project is a Standards-Based Teaching statewide systemic, research-based, and sustainable approach to improve student achievement and teacher content knowledge of Montana Common Core Standards for Math.

8) The district will continue to integrate technology into the curriculum to improve math proficiency of students and will provide all staff with the professional development and equipment needed to successfully integrate the technology into curriculum and instruction. 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 standards to supplement student resource and curriculum materials.

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

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

**Describe the school's strategies for assessing student progress toward meeting all content standards.**

The district has in place strategies for assessing student progress toward meeting all content standards. The district uses variety of assessments to gauge student progress on content standards which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative assessments). The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, teacher grading practices, report cards, classroom observations, criterion-referenced tests (SBAC), RTI, MAP testing, and various other measures designed for specific content areas.

The district has implemented MAPS testing to gain frequent and accurate data on student progress related to the standards which will allow staff to design math lessons directed at student needs. The district has trained staff in the use of the MAP testing program.

The SMARTER assessment is an example of how the district uses assessments to measure student progress toward meeting all content standards. A summary of SMARTER assessment results showed that 41% of all students scored proficient in math in the spring of 2016 (Montana was at 41%) compared to 31% in 2015 (Montana was at 38%). The district improved 10% from 2015 to 2016 in math proficiency. Results from 2016 showed that female students scored 39% proficient in 2016 up from 28% in 2015 and were below the female state rate of 41%. Male students scored 44% in 2016 up from 35% in 2015 and above the state rate for males of 42%. Special education students scored 17% proficient in 2016 up from 0% in 2015 and above the state rate of 11% proficient.

Proficiency by grades showed that grade 3 was 64% proficient, grade 4 was 0% proficient, grade 5 was 75% proficient, grade 6 was 25% proficient, grade 7 was 50% proficient, and grade 8 was 11% proficient. Grade level proficiency by gender showed that in grade 3 females were 40% proficient and males were 83%, grade 4 females were 0% proficient and males were 0%, grade 5 females were 75%, grade 6 females were 33% proficient and males were 20%, grade 7 females were 33% proficient and males were 60%, and in grade 8 females were 0% and males were 25%.

Results on the SMARTER assessment showing the percentage of students who scored at/near or above the standards in math for concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning are as follows. District students scored the highest in communicating reasoning with 69.4% of all district students at/near or above the standard followed by problem solving and modeling/data analysis with 65.7% at/near or above the standards. District students scored the lowest on concepts and procedures with 61.1%. Overall district students scored 65.4% of the students at/near or above the standards in all math areas.

Female students scored the highest in communicating reasoning along with problem solving and modeling/data analysis with 73% of all female students at/near or above the standards. Female students scored the lowest in concepts and procedures with 69% of the students scoring at/near or above the standards. Overall female students scored 72% of the students at/near or above the standards in all math areas.

Male students scored the highest in communicating reasoning with 65% of all male students at/near or above the standards followed by problem solving and modeling/data analysis with 56% of the students at/near or above the standards. Male students scored the lowest in concepts and procedures with 52% of the students scoring at/near or above the standards. Overall male students scored 58% of the students at/near or above the standards in all math areas.

Female students scored at a higher rate of meeting the standards than male students in all areas of math with 72% to 58%, respectively.

Breaking down these results by grade show that grade 3 scored the highest in communicating reasoning with 100% at/near or above the standard and scored the lowest in problem solving and modeling/data analysis at 82%, grade 4 scored the highest in communicating reasoning with 60% and the lowest in problem solving and modeling/data analysis at 0%, grade 5 scored the highest in problem solving and modeling/data analysis along with concepts and procedures with 87% and the lowest in communicating reasoning with 75%, grade 6 scored the highest in communicating reasoning with 37% and the lowest in concepts and procedures along with problem solving and modeling/data analysis with 25%, grade 7 scored 75% of the students at/near or above the standards in all three areas of math, and grade 8 scored the highest in problem solving and modeling/data analysis with 89% and the lowest in concepts and procedures with 44%.

Overall SMARTER results show that district students improved the percentage of students proficient by 10% from 2015 to 2016 in math. In addition, students scored the highest on communicating reasoning and the lowest on concepts and procedures. Male students scored higher than female students by 5% in proficiency. Females scoring at/near or above the standards averaged 72% in the math areas compared to males at 58%. Female students scored the highest in problem solving and modeling/data analysis along with communicating reasoning with 73% at/near or above the standards and the lowest on concepts and procedures with 69% while male students scored the highest on communicating reasoning with 65% and the lowest on concepts and procedures with 52%. Male students scored 3% above the all student group and female students scored 2% below the all student group. The highest scoring grade was grade 5 and the lowest scoring

grade was grade 4.

The district has purchased software that addresses weakness in math and reading for students and teachers to use on technology devices. These programs are designed to continually assess student progress and enable the teachers to gauge student progress on the standards and modify instruction to meet student needs.

The district is a participant in the STREAM (Standards-based Teaching Renewing Educators Across Montana) project. The STREAM project is a Standards-Based Teaching statewide systemic, research-based, and sustainable approach to improve student achievement and teacher content knowledge of Montana Common Core Standards for Math. The STREAM project will be another tool for district educators to use in assessing student progress toward meeting all content standards.

The district continually reviews the results from assessments measuring student progress on content standards to inform instruction, curriculum revisions, and use in student interventions to improve proficiency.

#### **Additional or Other Resources**

The school will provide the needed time, resources, and materials to support the strategies required to achieve student proficiency in math. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. On-site in-service includes online professional development. Financial resources needed to support in-district and out of district professional development is planned and supported by the district. All materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a facility.

#### **Additional Comments**

NA

**Describe the school's integration of Indian Education for All into all areas of the curriculum.**

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

## **Analysis of Data**

**What student data did you use to evaluate the effectiveness of your 2012-2013 Action Plan? What did you observe in the data? (growth, trends, differences among subgroups, variation in performance among standards, etc.)**

The district/school used a variety of assessments to evaluate the effectiveness of the 2016-17 action plan including the SMARTER and MAP assessments. The district modified objective in math set the goal for at least 55% of all tested students in grades 3-8 (including all subgroups) to score at/near or above the math standards as measured by the SMARTER math assessment in the spring of 2017. The district met the goal with 57.6% of all students in grades 3-8 scoring at/near or above the standards on the SMARTER math assessment in the spring of 2017.

A summary of SMARTER assessment results for 2017 showed that all students scored 57.6% at/near or above the standards in all areas for math. Male students scored 53% of the students at/near or above the standards in all math areas while female students were at 61%. All district students scored the highest in problem solving and modeling/data analysis and the lowest in concepts and procedures on math targets in 2017. Female students scored the highest in problem solving & modeling/data analysis and the lowest in concepts and procedures on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets.

District math proficiency was 31% in 2017 compared to 41% in 2016 and 31% in 2015. District students showed improvement from 2015 to 2016, but dropped slightly in 2017 when the entire state proficiency also decreased in math. Female students scored 28% proficient in math in 2015 compared to 27% in 2017. Male students improved from 35% proficient in 2015 to 36% in 2017 for math. District female students scored the highest in ELA and male students scored the highest in math.

Proficiency by grades showed that grade 3 was 31% proficient, grade 4 was 56% proficient, grade 5 was 0% proficient, grade 6 was 33% proficient, grade 7 was 22% proficient, and grade 8 was 30% proficient. Grade level proficiency by gender showed that in grade 3 females were 22% proficient and males were 43%, grade 4 females were 33% proficient and males were 100%, grade 5 females were 0% and males were 0%, grade 6 females were 33% proficient, grade 7 females were 25% proficient and males were 20%, and in grade 8 females were 25% and males were 33%.

Results on the SMARTER assessment showing the percentage of students who scored at/near or above the standards in math for concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning are as follows. District students scored the highest in problem solving and modeling/data analysis with 63.6% of all district students at/near or above the standard followed by communicating reasoning with 58.3% at/near or above the standards. District students scored the lowest on concepts and procedures with 51%. Overall district students scored 57.6% of the students at/near or above the standards in all math areas.

Female students scored the highest in problem solving and modeling/data analysis with 73% of all female students at/near or above the standards followed by communicating reasoning at 60%. Female students scored the lowest in concepts and procedures with 50% of the students scoring at/near or above the standards. Overall female students scored 61% of the students at/near or above the standards in all math areas.

Male students scored the highest in communicating reasoning with 56% of all male

students at/near or above the standards. Male students scored the lowest in concepts and procedures along with problem solving and modeling/data analysis at 52% of the students scoring at/near or above the standards. Overall male students scored 53% of the students at/near or above the standards in all math areas.

Breaking down these results by grade show that grade 3 scored the highest in problem solving and modeling/data analysis with 69% at/near or above the standard and scored the lowest in concepts and procedures at 50%, grade 4 scored the highest in problem solving and modeling/data analysis with 89% and the lowest in communicating reasoning along with concepts and procedures at 78%, grade 5 scored 20% of the students at/near or above the standards in all three areas of math, grade 6 scored the highest in problem solving and modeling/data analysis with 83% and the lowest in concepts and procedures with 50%, grade 7 scored the highest in communicating reasoning along with concepts and procedures at 56% and scored the lowest in problem solving and modeling/data analysis at 44%, grade 8 scored the highest in problem solving and modeling/data analysis along with communicating reasoning at 60% and the lowest in concepts and procedures with 40%.

Overall SMARTER results show that all students scored 57.6% at/near or above the standards in all areas for math. Male students scored 53% of the students at/near or above the standards in all math areas while female students were at 61%. All district students scored the highest in problem solving and modeling/data analysis and the lowest in concepts and procedures on math targets in 2017. Female students scored the highest in problem solving & modeling/data analysis and the lowest in concepts and procedures on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets. Male students scored 5% above the all student group and female students scored 4% below the all student group in proficiency. The highest scoring grade was grade 4 and the lowest scoring grade was grade 5.

District students scored well on the ACT test and College Readiness. Student scores on the college readiness portion of the ACT test was 66.7% in English (state 49.4%), 25% in math (state 33.5%), 16.7% in reading (state 38.6%), and 25% in science (state 31%). Student scores on the ACT were 19.3 in math (state was 19.8), 18.7 in English (state was 18.3), 19.4 in science (state was 19.8), 18.7 in reading (state was 20.3), and a composite of 19.2 (state was 19.7).

The overall SMARTER assessments results support the programs that the district is utilizing to improve proficiency in math by showing that students are improving each year. The data analysis of the assessments supports the action plan of the district to improve math proficiency for all students.

## **2018 (Current Year) Action Plan**

### **The district goals for math.**

Improve math proficiency of all students in the district.

### **Define the specific measurable objectives for 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.

### **How is the school addressing the fundamental teaching and learning needs of the students in the school, especially the academic problems of low-achieving students, using scientifically-based research strategies?**

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 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 math. 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 Math 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 Go Math curriculum which is common core aligned and research based to assist students in improving math proficiency.
- 4) 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.
- 5) Staff members are creating lessons for students utilizing Differentiated Instruction techniques and intervention data/information.
- 6) 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 math during the school day for strategic and intensive students, tutoring in math, cooperative learning, mentoring, computer assisted math 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.
- 7) 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.
- 8) 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.
- 9) 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.

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

**Describe the school's strategies for assessing student progress toward meeting all content standards.**

The district has in place strategies for assessing student progress toward meeting all content standards. The district uses variety of assessments to gauge student progress on content standards which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative assessments). The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, teacher grading practices, report cards, classroom observations, criterion-referenced tests (SBAC), MAP testing, and various other measures designed for specific content areas. The district uses these assessments to measure student progress toward meeting content standards and to identify specific math and reading concepts in the standards that students have mastered or need further work and which concepts they are ready to learn. A summary of district assessment results illustrating how data analysis is used to measure progress on the content standard is shown below.

The district has implemented MAP testing to gain frequent and accurate data on student progress related to the standards which will allow staff to design math lessons directed at student needs. The district has trained staff in the use of the MAP testing program.

The SMARTER assessment is an example of how the district uses assessments to measure student progress toward meeting all content standards. A summary of SMARTER assessment results for 2017 showed that all students scored 57.6% at/near or above the standards in all areas for math. Male students scored 53% of the students at/near or above the standards in all math areas while female students were at 61%. All district students scored the highest in problem solving and modeling/data analysis and the lowest in concepts and procedures on math targets in 2017. Female students scored the highest in problem solving & modeling/data analysis and the lowest in concepts and procedures on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets.

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Breaking down these results by grade show that grade 3 scored the highest in problem solving and modeling/data analysis with 69% at/near or above the standard and scored the lowest in concepts and procedures at 50%, grade 4 scored the highest in problem solving and modeling/data analysis with 89% and the lowest in communicating reasoning along with concepts and procedures at 78%, grade 5 scored 20% of the students at/near or

above the standards in all three areas of math, grade 6 scored the highest in problem solving and modeling/data analysis with 83% and the lowest in concepts and procedures with 50%, grade 7 scored the highest in communicating reasoning along with concepts and procedures at 56% and scored the lowest in problem solving and modeling/data analysis at 44%, grade 8 scored the highest in problem solving and modeling/data analysis along with communicating reasoning at 60% and the lowest in concepts and procedures with 40%.

Overall SMARTER results show that all students scored 57.6% at/near or above the standards in all areas for math. Male students scored 53% of the students at/near or above the standards in all math areas while female students were at 61%. All district students scored the highest in problem solving and modeling/data analysis and the lowest in concepts and procedures on math targets in 2017. Female students scored the highest in problem solving & modeling/data analysis and the lowest in concepts and procedures on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets. Male students scored 5% above the all student group and female students scored 4% below the all student group in proficiency. The highest scoring grade was grade 4 and the lowest scoring grade was grade 5.

The district has purchased software that addresses weakness in math and reading for students and teachers to use on technology devices. These programs are designed to continually assess student progress and enable the teachers to gauge student progress on the standards and modify instruction to meet student needs.

The district is a participant in the STREAM (Standards-based Teaching Renewing Educators Across Montana) project. The STREAM project is a Standards-Based Teaching statewide systemic, research-based, and sustainable approach to improve student achievement and teacher content knowledge of Montana Common Core Standards for Math. The STREAM project will be another tool for district educators to use in assessing student progress toward meeting all content standards.

The district continually reviews the results from assessments measuring student progress on content standards to inform instruction, curriculum revisions, and use in student interventions to improve proficiency.

### **Additional or Other Resources**

The school will provide the needed time, resources, and materials to support the strategies required to achieve student proficiency in math. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. On-site in-service includes online professional development. Financial resources needed to support in-district and out of district professional development is planned and supported by the district. All materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a facility.

**Additional Comments**

NA

**Describe the school's integration of Indian Education for All into all areas of the curriculum.**

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

## **SC Reading**

### **2017 (Previous Year) Action Plan**

#### **The district goals for reading.**

Improve reading proficiency of all students in the district.

#### **Define the specific measurable objectives for reading.**

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 2017.

All district students in grade 11 will average at least a .2 higher (than the district average in 2015-16) on the English portion of the ACT test in the 2016-17 school year.

#### **How is the school addressing the fundamental teaching and learning needs of the students in the school, especially the academic problems of low-achieving students, using scientifically-based research strategies?**

The school is addressing the fundamental teaching and learning needs of the students including 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), RtI program, AIMSWEB, 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 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) curriculum and instructional review based on data results (including identification of curricular areas for instructional emphasis, the adoption of new materials when appropriate, and the needed professional development), 3) complete the alignment of district standards with the English/Language Arts Common Core Standards, 4) the continue upgrading and integrating technology into instruction, and 5) continue emphasis in instruction on open ended or application type reading problems.

1) 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.

2) The district uses a curriculum and instructional review based on data results (including identification of curricular areas for instructional emphasis, the adoption of new materials when appropriate, and the needed professional development).

3) The district is implementing the Youth Aware of Mental Health (YAM) during the school year. The focus of the YAM program is to help youth help themselves and others while exploring mental health topics from stress, crisis, depression, and suicide.

4) 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.

5) 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.

6) The district has implemented MAPS testing to gain frequent and accurate data on student progress related to the standards which will allow staff to design math lessons

directed at student needs. The district has trained staff in the use of the MAP testing program.

7) The district is continuing the alignment of district standards with the English/Language Arts Common Core Standards during the school year with assistance from the PVCC. The district is planning to use PIR and professional development time for in-services and workshops on aligning the standards. Also, the district is a participant in the STREAM (Standards-based Teaching Renewing Educators Across Montana) project which is a grant partnered with Montana State University and the University of Montana. This projects main focus is to train seed teachers from each school in the common core standards. These seed teachers will then facilitate learning groups with their colleagues and provide Common Core training to teachers in the district. The STREAM project is a Standards-Based Teaching statewide systemic, research-based, and sustainable approach to improve student achievement and teacher content knowledge of Montana Common Core Standards for Math.

8) The district will 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 standards to supplement student resource and curriculum materials.

9) The district has implemented higher expectations for students in reading district wide. The implementation of higher expectations included setting higher goals for student proficiency in reading, targeting professional development for areas identified by assessments, focusing instruction on areas identified for improvement by assessments, and publicizing reading goals and results to the community. In addition, the district uses Reading Eggs to help boost student skills in reading.

**Describe the school's strategies for assessing student progress toward meeting all content standards.**

The district has in place strategies for assessing student progress toward meeting all content standards. The district uses variety of assessments to gauge student progress on content standards which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative

assessments). The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, teacher grading practices, report cards, classroom observations, criterion-referenced tests (SBAC), Rtl program, MAP testing, and various other measures designed for specific content areas.

The district has implemented MAPS testing to gain frequent and accurate data on student progress related to the standards which will allow staff to design reading lessons directed at student needs. The district has trained staff in the use of the MAP testing program.

The SMARTER assessment is an example of how the district uses assessments to measure student progress toward meeting all content standards. A summary of SMARTER assessment results showed that 35% of all students scored proficient in ELA in the spring of 2016 (Montana was at 50%) compared to 33% in 2015 (Montana was at 45%). The district improved 2% from 2015 to 2016 in ELA proficiency. Results from 2016 showed that female students scored 42% proficient in 2016 up from 41% in 2015 and were below the female state rate of 56%. Male students scored 26% in 2016 up from 22% in 2015 and below the state rate for males of 44%. Special education students scored 17% proficient in 2016 up from 0% in 2015 and above the state rate of 14% proficient.

Proficiency by grades showed that grade 3 was 36% proficient, grade 4 was 0% proficient, grade 5 was 75% proficient, grade 6 was 25% proficient, grade 7 was 38% proficient, and grade 8 was 22% proficient. Grade level proficiency by gender showed that in grade 3 females were 20% proficient and males were 50%, grade 4 females were 0% proficient and males were 0%, grade 5 females were 75% proficient, grade 6 females were 33% proficient and males were 20%, grade 7 females were 67% proficient and males were 20%, and in grade 8 females were 20% and males were 25%.

Results on the SMARTER assessment showing the percentage of students who scored at/near or above the standards in ELA for reading, writing, listening, and research/inquiry are as follows. District students scored the highest in listening and writing with 71.3% of all district students at/near or above the standard followed by research/inquiry with 65.3% at/near or above the standards. District students scored the lowest in reading with 44.9% of the students scoring at/near or above the standards. Overall district students scored 63.2% of the students at/near of above the standards in all ELA areas.

Female students scored the highest in writing with 84% of all female students at/near or above the standards followed by listening at 73% and research/inquiry with 69%. Female students scored the lowest in reading with 54% of the students scoring at/near or above the standards. Overall female students scored 70% of the students at/near of above the

standards in all ELA areas.

Male students scored the highest in listening with 69% of all male students at/near or above the standards followed by research/inquiry at 61% and writing at 56%. Male students scored the lowest in reading with 35% of the students scoring at/near or above the standards. Overall male students scored 55% of the students at/near of above the standards in all ELA areas.

Female students scored at a higher rate of meeting the standards than male students in all areas of ELA with 70% to 55%, respectively.

Breaking down these results by grade show that grade 3 scored the highest in writing and listening at 91% at/near or above the standard and scored the lowest in reading at 55%, grade 4 scored the highest in writing at 40% at/near or above the standard and scored the lowest in research/inquiry, reading, and listening at 0%, grade 5 scored the highest in listening, research/inquiry, and writing with 87% and the lowest in reading with 75%, grade 6 scored the highest in listening with 62% and the lowest in reading and writing with 25%, grade 7 scored the highest in research/inquiry and writing with 87% and the lowest in reading with 50%, and grade 8 scored the highest in listening and writing with 78% and the lowest in reading with 44%.

Overall SMARTER results show that district students improved the percentage of students proficient by 2% from 2015 to 2016 in ELA. In addition, students scored the highest on listening along with writing and the lowest on reading. Female students scored higher than male students by 16% in proficiency. Females scoring at/near or above the standards averaged 70% in the ELA areas compared to males at 55%. Female students scored the highest in writing with 84% at/near or above the standards and the lowest on reading with 54% while male students scored the highest on listening with 69% and the lowest on reading with 35%. Female students scored 7% above the all student group and male students scored 9% below the all student group. The highest scoring grade was grade 7 and the lowest scoring grade was grade 4.

The district has purchased software that addresses weakness in math and reading for students and teachers to use on technology devices. These programs are designed to continually assess student progress and enable the teachers to gauge student progress on the standards and modify instruction to meet student needs.

The district is a participant in the STREAM (Standards-based Teaching Renewing Educators Across Montana) project. The STREAM project is a Standards-Based Teaching statewide systemic, research-based, and sustainable approach to improve student achievement and

teacher content knowledge of Montana Common Core Standards for Math. The STREAM project will be another tool for district educators to use in assessing student progress toward meeting all content standards.

The district continually reviews the results from assessments measuring student progress on content standards to inform instruction, curriculum revisions, and use in student interventions to improve proficiency.

### **Additional or Other Resources**

The school will provide the needed time, resources, and materials to support the strategies required to achieve student proficiency in reading. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. On-site in-service includes online professional development. Financial resources needed to support in-district and out of district professional development is planned and supported by the district. All materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a facility.

### **Additional Comments**

NA

**Describe the school's integration of Indian Education for All into all areas of the curriculum.**

The district is continuing the integration and implementation of Indian Education for All lessons, units, and student projects throughout the curriculum using the model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed and incorporated into each theme. The school will continue to integrate at least 2 units, lessons, and projects (activities, speakers, presentations, field trips, and/or student projects) of Indian Education for All material into the curriculum for each subject at each grade level during the school year. The district supports and provides all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans found at <http://opi.mt.gov/Programs/IndianEd/curricsearch.html>, and activities), presentations, field trips, and possible student projects. The list includes local resources such as tribal colleges, museums, local tribal elders, and various other resources. The district provides staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative (PVCC) that the district is a participating member. Additional resources are utilized in guiding the curriculum such as: Indian Reading Series, Native American Literature, Montana and North Central Regional Publications and Roots and Branches: A Resource of Native American Literature-Themes, Lessons and Bibliographies by Dorothea Susag. The district provides time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in all curriculums are noted and cited in their weekly lesson plans which follow the curriculum cooperative guidelines. The main objective of integrating and implementing Indian Education for All into the curriculum is to infuse an appreciation for Native American cultures, history and diversity throughout the school.

## **Analysis of Data**

**What student data did you use to evaluate the effectiveness of your 2012-2013 Action Plan? What did you observe in the data? (growth, trends, differences among subgroups, variation in performance among standards, etc.)**

The district/school used a variety of assessments to evaluate the effectiveness of the 2016-17 action plan including the SMARTER and MAP assessments. The modified district objective in reading set the goal for at least 55% of all tested students in grades 3-8 (including all subgroups) to score at/near or above the ELA standards as measured by the SMARTER ELA assessment in the spring of 2017. The district met the goal with 59.7% of all students in grades 3-8 scoring at/near or above the standards on the SMARTER ELA assessment in the spring of 2017.

A summary of SMARTER assessment results for 2017 showed that all students scored 59.7% at/near or above the standards in all areas for ELA. ELA areas of reading and listening showed improvement from 2016 to 2017 for district students. Female students scored 66% of the students at/near or above the standards in all ELA areas while male

students were at 52%. All district students scored the highest in listening and the lowest in reading on ELA targets in 2017. Male students scored the highest in listening and the lowest in reading on ELA targets. Female students scored the highest in listening and the lowest in research/inquiry on ELA targets.

District ELA proficiency was 20% in 2017 compared to 35% in 2016 and 33% in 2015. Female students scored 41% proficient in 2015 compared to 23% in 2017 for ELA. Male students scored 22% proficient in 2015 compared to 13% in 2017 for ELA. District female students scored the highest in ELA and male students scored the highest in math.

Proficiency by grades showed that grade 3 was 0% proficient, grade 4 was 13% proficient, grade 5 was 0% proficient, grade 6 was 50% proficient, grade 7 was 22% proficient, and grade 8 was 40% proficient. Grade level proficiency by gender showed that in grade 3 females were 0% proficient and males were 0%, grade 4 females were 17% proficient and males were 0%, grade 5 females were 0% proficient and males were 0%, grade 6 females were 50% proficient, grade 7 females were 25% proficient and males were 20%, and in grade 8 females were 50% and males were 33%.

Results on the SMARTER assessment showing the percentage of students who scored at/near or above the standards in ELA for reading, writing, listening, and research/inquiry are as follows. District students scored the highest in listening with 73.9% of all district students at/near or above the standard followed by writing at 59.1% and research/inquiry with 55.6% at/near or above the standards. District students scored the lowest in reading with 50.1% of the students scoring at/near or above the standards. Reading was up 5.2% in 2017 and listening was up 2.6% on the students at/near or above the standards. Overall district students scored 59.7% of the students at/near of above the standards in all ELA areas.

Female students scored the highest in listening with 83% of all female students at/near or above the standards followed by writing at 70% and reading with 57%. Female students scored the lowest in research/inquiry with 53% of the students scoring at/near or above the standards. Overall female students scored 66% of the students at/near of above the standards in all ELA areas.

Male students scored the highest in listening with 63% of all male students at/near or above the standards followed by research/inquiry at 58% and writing at 46%. Male students scored the lowest in reading with 42% of the students scoring at/near or above the standards. Overall male students scored 52% of the students at/near of above the standards in all ELA areas.

Breaking down these results by grade show that grade 3 scored the highest in writing at 62% at/near or above the standard and scored the lowest in reading at 19%, grade 4 scored the highest in listening at 87% at/near or above the standard and scored the lowest in research/inquiry and reading at 62%, grade 5 scored 40% of the students at/near or above the standards in all four areas of ELA, grade 6 scored the highest in listening with 100% and the lowest in reading and writing with 67%, grade 7 scored the highest in listening at 89% and the lowest in writing at 44%, and grade 8 scored the highest in listening at 80% and the lowest in the other three areas at 60%.

Overall SMARTER results show that all students scored 59.7% at/near or above the standards in all areas for ELA. ELA areas of reading and listening showed improvement from 2016 to 2017 for district students. Female students scored 66% of the students at/near or above the standards in all ELA areas while male students were at 52%. All district students scored the highest in listening and the lowest in reading on ELA targets in 2017. Male students scored the highest in listening and the lowest in reading on ELA targets. Female students scored the highest in listening and the lowest in research/inquiry on ELA targets. Female students scored 3% above the all student group and male students scored 7% below the all student group in proficiency. The highest scoring grade was grade 6 and the lowest scoring grade was grade 5.

District students scored well on the ACT test and College Readiness. Student scores on the college readiness portion of the ACT test was 66.7% in English (state 49.4%), 25% in math (state 33.5%), 16.7% in reading (state 38.6%), and 25% in science (state 31%). Student scores on the ACT were 19.3 in math (state was 19.8), 18.7 in English (state was 18.3), 19.4 in science (state was 19.8), 18.7 in reading (state was 20.3), and a composite of 19.2 (state was 19.7).

The overall SMARTER assessments results support the programs that the district is utilizing to improve proficiency in ELA by showing that students are continuing to improve each year. The data analysis of the assessments supports the action plan of the district to improve ELA proficiency for all students.

## **2018 (Current Year) Action Plan**

### **The district goals for reading.**

Improve reading proficiency of all students in the district.

### **Define the specific measurable objectives for reading.**

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.

**How is the school addressing the fundamental teaching and learning needs of the students in the school, especially the academic problems of low-achieving students, using scientifically-based research strategies?**

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.

**Describe the school's strategies for assessing student progress toward meeting all content standards.**

The district has in place strategies for assessing student progress toward meeting all content standards. The district uses variety of assessments to gauge student progress on content standards which include state achievement test assessments, school wide assessments, and classroom assessments (including diagnostic, formative, and summative assessments). The specific assessments options in each of these categories include: student work samples, student writing samples, student projects, group work, multiple choice tests, student portfolios, paper/pencil tests, teacher grading practices, report cards, classroom observations, criterion-referenced tests (SBAC), MAP testing, and various other measures designed for specific content areas. The district uses these assessments to measure student progress toward meeting content standards and to identify specific math and reading concepts in the standards that students have mastered or need further work and which concepts they are ready to learn. A summary of district assessment results illustrating how data analysis is used to measure progress on the content standard is shown below.

The district has implemented MAP testing to gain frequent and accurate data on student progress related to the standards which will allow staff to design reading lessons directed at student needs. The district has trained staff in the use of the MAP testing program.

The SMARTER assessment is an example of how the district uses assessments to measure student progress toward meeting all content standards. A summary of SMARTER assessment results for 2017 showed that all students scored 59.7% at/near or above the standards in all areas for ELA. ELA areas of reading and listening showed improvement from 2016 to 2017 for district students. Female students scored 66% of the students at/near or above the standards in all ELA areas while male students were at 52%. All district students scored the highest in listening and the lowest in reading on ELA targets in 2017. Male students scored the highest in listening and the lowest in reading on ELA targets. Female students scored the highest in listening and the lowest in research/inquiry on ELA targets.

District ELA proficiency was 20% in 2017 compared to 35% in 2016 and 33% in 2015. Female students scored 41% proficient in 2015 compared to 23% in 2017 for ELA. Male students scored 22% proficient in 2015 compared to 13% in 2017 for ELA. District female students scored the highest in ELA and male students scored the highest in math.

Proficiency by grades showed that grade 3 was 0% proficient, grade 4 was 13% proficient, grade 5 was 0% proficient, grade 6 was 50% proficient, grade 7 was 22% proficient, and

grade 8 was 40% proficient. Grade level proficiency by gender showed that in grade 3 females were 0% proficient and males were 0%, grade 4 females were 17% proficient and males were 0%, grade 5 females were 0% proficient and males were 0%, grade 6 females were 50% proficient, grade 7 females were 25% proficient and males were 20%, and in grade 8 females were 50% and males were 33%.

Results on the SMARTER assessment showing the percentage of students who scored at/near or above the standards in ELA for reading, writing, listening, and research/inquiry are as follows. District students scored the highest in listening with 73.9% of all district students at/near or above the standard followed by writing at 59.1% and research/inquiry with 55.6% at/near or above the standards. District students scored the lowest in reading with 50.1% of the students scoring at/near or above the standards. Reading was up 5.2% in 2017 and listening was up 2.6% on the students at/near or above the standards. Overall district students scored 59.7% of the students at/near of above the standards in all ELA areas.

Female students scored the highest in listening with 83% of all female students at/near or above the standards followed by writing at 70% and reading with 57%. Female students scored the lowest in research/inquiry with 53% of the students scoring at/near or above the standards. Overall female students scored 66% of the students at/near of above the standards in all ELA areas.

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Breaking down these results by grade show that grade 3 scored the highest in writing at 62% at/near or above the standard and scored the lowest in reading at 19%, grade 4 scored the highest in listening at 87% at/near or above the standard and scored the lowest in research/inquiry and reading at 62%, grade 5 scored 40% of the students at/near or above the standards in all four areas of ELA, grade 6 scored the highest in listening with 100% and the lowest in reading and writing with 67%, grade 7 scored the highest in listening at 89% and the lowest in writing at 44%, and grade 8 scored the highest in listening at 80% and the lowest in the other three areas at 60%.

Overall SMARTER results show that all students scored 59.7% at/near or above the standards in all areas for ELA. ELA areas of reading and listening showed improvement from 2016 to 2017 for district students. Female students scored 66% of the students

at/near or above the standards in all ELA areas while male students were at 52%. All district students scored the highest in listening and the lowest in reading on ELA targets in 2017. Male students scored the highest in listening and the lowest in reading on ELA targets. Female students scored the highest in listening and the lowest in research/inquiry on ELA targets. Female students scored 3% above the all student group and male students scored 7% below the all student group in proficiency. The highest scoring grade was grade 6 and the lowest scoring grade was grade 5.

The district has purchased software that addresses weakness in math and reading for students and teachers to use on technology devices. These programs are designed to continually assess student progress and enable the teachers to gauge student progress on the standards and modify instruction to meet student needs.

The district is a participant in the STREAM (Standards-based Teaching Renewing Educators Across Montana) project. The STREAM project is a Standards-Based Teaching statewide systemic, research-based, and sustainable approach to improve student achievement and teacher content knowledge of Montana Common Core Standards for Math. The STREAM project will be another tool for district educators to use in assessing student progress toward meeting all content standards.

The district continually reviews the results from assessments measuring student progress on content standards to inform instruction, curriculum revisions, and use in student interventions to improve proficiency.

### **Additional or Other Resources**

The school will provide the needed time, resources, and materials to support the strategies required to achieve student proficiency in reading. Time for on-site in-service is scheduled during PIR days and early release sessions throughout the year. On-site in-service includes online professional development. Financial resources needed to support in-district and out of district professional development is planned and supported by the district. All materials needed to complete training and in-service sessions are provided by the district and include technology equipment and supplies, instructional materials, and a facility.

### **Additional Comments**

NA

**Describe the school's integration of Indian Education for All into all areas of the curriculum.**

The district is continuing the integration and implementation of Indian Education for All lessons, units, and student projects throughout the curriculum using the model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed and incorporated into each theme. The school will continue to integrate at least 2 units, lessons, and projects (activities, speakers, presentations, field trips, and/or student projects) of Indian Education for All material into the curriculum for each subject at each grade level during the school year. The district supports and provides all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans found at <http://opi.mt.gov/Programs/IndianEd/curricsearch.html>, and activities), presentations, field trips, and possible student projects. The list includes local resources such as tribal colleges, museums, local tribal elders, and various other resources. The district provides staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative (PVCC) that the district is a participating member. Additional resources are utilized in guiding the curriculum such as: Indian Reading Series, Native American Literature, Montana and North Central Regional Publications and Roots and Branches: A Resource of Native American Literature-Themes, Lessons and Bibliographies by Dorothea Susag. The district provides time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in all curriculums are noted and cited in their weekly lesson plans which follow the curriculum cooperative guidelines. The main objective of integrating and implementing Indian Education for All into the curriculum is to infuse an appreciation for Native American cultures, history and diversity throughout the school.

## **Arts**

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## **Career Vocational/Technical Education**

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## **Communication Arts**

**Previous Review:**

**Next Scheduled Review:**

Review of this curriculum area has not been completed.

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## **English Language Arts**

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## **Health Enhancement**

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## **Library Media**

**Previous Review:** 2017 - 2018

**Next Scheduled Review:** 2023-2024

Review of this curriculum area has been completed since initiation.

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## Mathematics

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## Reading

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## Science

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## Social Studies

**Previous Review:** 2017 - 2018

**Next Scheduled Review:** 2023-2024

Review of this curriculum area has been completed since initiation.

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## Technology

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## Workplace Competencies

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## **World Languages**

**Previous Review:** 2017 - 2018

**Next Scheduled Review:** 2023-2024

Review of this curriculum area has been completed since initiation.

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