

## **ARP/CSIP Plans**

**Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for Math.**

Using SBAC data, the trend for our district has been an increase of 5% of proficient and above scores. Our district scored 59% proficient and above in 2019, which is 13% above the ESSA requirement and 17% above the current state average. Fifth grade is scoring 20% lower than the average of the other grades, therefore the goal in the Elementary will be to increase 5th grade math scores by 5%. In the Junior High, both the ACT Aspire and Smarter Balanced test scores are utilized for data analysis. Figuring the three-year average, the Smarter Balanced scores are at 43% proficient or above, while the ACT Aspire average is 56% proficient or above. The proficiency levels average on the two tests is 50%. The goal for the Junior High School is to increase this by 3 percentage points to an overall average proficiency level of 53%, which is well above the current state and national levels of 43% proficiency in math for junior high students.

**Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.**

The District is using SBAC and ACT Aspire to assess grade level proficiency. ACT Aspire and STAR data are utilized to determine individual strengths and areas of need. During our PLC time, teachers are sharing professional development ideas in the area of math. Teachers are encouraged to attend PD at all times. The district is willing to pay expenses for staff to attend PD trainings. In the fall, the 7-8 teachers review the individual components of the ACT Aspire tests for each student in the school. From this, they determined that "modeling" must continue to be a focus for the 2019- 2020 school year, as well as a continuous review of ratios and proportions as that is where the students consistently scored low. The teachers continue to find professional development opportunities to increase their skills in teaching these concepts.

### **Math Goals**

**Describe the district's strategies for assessing student progress for meeting all Montana content standards.**

Using SBAC data, the trend for our district has been an increase of 5% of proficient and above scores. Our district scored 59% proficient and above in 2019, which is 13% above the ESSA requirement and 17% above the current state average. Fifth grade is scoring 20% lower than the average of the other grades, therefore the goal in the Elementary will be to increase 5th grade math scores by 5%. In the Junior High, both the ACT Aspire and Smarter Balanced test scores are utilized for data analysis. Figuring the three-year average, the Smarter Balanced scores are at 43% proficient or above, while the ACT Aspire average is 56% proficient or above. The proficiency levels average on the two tests is 50%. The goal for the Junior High School is to increase this by 3 percentage points to an overall average proficiency level of 53%, which is well above the current state and national levels of 43% proficiency in math for junior high students.

**Describe the district’s integration of Indian Education for All into all areas of the Math curriculum.**

The district has aligned its curriculum to the Montana math standards which include IEFA standards. Lessons are taught with references to Native American heritage throughout the year.

**ELA Goals**

**Using the results of the gap analysis, based upon three years of trend data, determine your district’s goals for English Language Arts.**

Over the previous 3 years, the Elementary school has moved from 51% proficient and above to 60% proficient and above. Our goal will be to increase our ELA score to 65% proficient and above in the Elementary. This is a 5% increase. In the Junior High, the three-year average is 48% proficient in ELA. The goal is to increase this average by 2 percentage points to 50%. In 2019, 51% of the Junior High students tested proficient or higher. By increasing readiness levels 4 percentage points to 54% proficient, the Junior High three-year average will be 50%.

**ELA Goals**

**Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.**

As a district we are looking at the data to determine areas of need for individual students and class groups. From this review, goals are set for the school year for student achievement levels and strategies are discussed during PLC time to help the students achieve these levels. These goals and strategies are taken into consideration when planning professional development for the following year. All teachers put forth suggestions for meaningful professional development based on our goals, and the staff from the Elementary and High School meet to put together a Professional Development Plan proposal for the Superintendent and Board of Trustees. For professional development in 2020-2021, we have provided our staff with a Gamification training. Suicide prevention and First Aid will be another training we will provide, and our staff is encouraged to share practices and information from workshops.

**Describe the district’s strategies for assessing student progress for meeting all Montana content standards.**

Our school uses Star 360 as well as SBAC scores to determine student growth. Our curriculum is currently aligned to the Montana content standards. Each teacher in the District is required to list the content standard to which they are teaching and assessing in their lesson plans. A master list of the content standards addressed and mastered is kept by the teacher. Students then complete standards-based assessments and their grades or mastery are recorded.

**Describe the district’s integration of Indian Education for All into all areas of the English Language Arts curriculum.**

We are using the current Montana state standards which include Indian Education for All standards. In addition, we have a committee that plans specific Indian Education for All activities for our students.

**Homeless**

**Explain the district process for identifying homeless students, providing them with supports and services, and connecting them to community organizations. Please be specific about your plan to remove barriers to enrollment, increase academic success, and ensure access to college and career opportunities. Private, accredited schools may put 'n/a' in the box.**

Our Homeless Liaison, who is our School Counselor, works directly with the administrative staff to determine the status of homeless students. The living situation of each student is reviewed to determine what status may be applicable. If a homeless status is determined, then our liaison works with community and state organizations to obtain the necessary services for the student. There are no current barriers to enrollment and one-on-one meetings are held to ensure access to college and career opportunities. **Describe the professional development obtained by the homeless liaison. Liaisons in districts that do not receive McKinneyVento grant funds are required to complete a minimum of 3 hours of professional development. Liaisons in districts that do receive McKinney-Vento grant funds are required to complete 7 hours of professional development. Private, accredited schools may put 'n/a' in the box.**

The Homeless Liaison for our District is our Counselor, Susan Treible. She completed the NCHE Webinar Series (with 3 hrs. certification) \* Serving Young Children Experiencing Homelessness Under the McKinney-Vento Act 6/16/ 1 hr. \* Early Care & Education Programs and Services for Young Children Experiencing Homelessness 6/23 1 hr. \* Early Childhood Trauma and Homelessness 6/30 1 hr. Mrs. Treible also completed the following 4 hours of training: Data: Recent Trends and Considerations for Program Improvement 5/14 1 hr. Self-Care for Education Professionals Supporting Homeless Students 5/28 1 hr. An Intro to Using TransAct's McKinney-Vento Forms and Documents 6/11 1 hr. Intro to Using OPI's GEMS Data Warehouse 6/25 1 hr.

### **Foster Care**

Do you have children attending school in your district who are in an "out-of-home" placement under the supervision of Child and Family Services or Juvenile Justice?

Yes

### **Foster Care**

**Coordination is necessary to ensure that children in out-of-home placements have the option to remain in their school of origin when in their best interest, are immediately enrolled in a new school, and have transportation to school. Explain the district process for coordinating with social workers, group homes, and foster care families.**

When Foster Care students enroll, we work to establish a relationship with the Foster Care Parent. We provide time and space for Social Workers to meet with the students as necessary. Our counselor is a member of our county Foster Care Review Board. She helps ensure the children are in a safe environment. District Submit District Plan Status District Plan submitted.

### **Curriculum Alignment**

<b>Curriculum Area</b>	<b>Last Review Year</b>	<b>Next Review Year</b>
Arts	2020	2025

Career and Technical Education	2017	2022
English Language Arts	2020	2025
Health Enhancement	2021	2026
Library Media	2020	2025
Mathematics	2019	2024
Science	2017	2022
Social Studies	2021	2026
Technology	2021	2026
Workplace Competencies	2020	2025
World Languages	2021	2026