

Annual Progress Report and Yearly Action Plan

Prepared by: Trout Creek Elem (District)

LE0807

State Fiscal Year: 2018

Math

2017 (Previous Year) Action Plan

State the district goals for math.

- 1.) The district will maintain/improve the MAP Mathematics performance.
- 2.) The district will maintain proficiency on Smarter Balanced assessments.
- 3.) Teachers will participate in professional development regarding Common Core Math standards, instructional strategies, and continue to develop instruction geared toward the Smarter Balance Assessment format.

Define the specific measurable objectives for math.

1. The district will maintain/improve mathematics performance on Spring MAP assessments in grades 3-8 compared to the year prior by 3%.
2. 80% of all 3rd - 8th grade students will be proficient or advanced on the Math portion of the Smarter Balanced assessments by 2016-17.
3. 100% of teachers will participate in professional development regarding Common Core Math standards, instructional strategies, and continue to develop instruction geared toward the Smarter Balance assessment format during the 2016-17 school year.

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

To improve academic problem areas of low-achieving students, MAP tests will continue to be utilized in the district to assess students' competencies and prepare for Smarter Balanced assessments. The professional teaching staff at Trout Creek District #6 will continue to use the curriculum from the NW Montana Educational Cooperative as well as new Pearson materials which are aligned to Montana Content Standards.

We are a Title 1 School and serve our students through the use of a part-time classroom aide who does small group and one-on-one instruction, as well as a full-time Special Education teacher and other full-time Special Education personnel to better assist low achieving students in the district. We also continue to use other additional support personnel such as volunteers and the Grandparents Program to give extra assistance to students needing interventions.

The district continues to integrate more scientifically-based research strategies such as integrating technology into the classroom to increase achievement. Teachers are utilizing Smart Board Math tools, online Math websites/subscriptions and online Math Moodle classes which include the Kahn Academy and Brain Pop among others. Students in K-8th grades have their own laptops or iPads in the classroom. Additionally, they may take High School Math courses to increase rigor.

Students in all grades participate in higher level math curriculum/classes whenever possible. To increase students' proficiencies in math, differentiated instruction will continue to be utilized throughout the district's schools. Students will continue to use Smarter Balance assessment questions to better prepare them for assessments.

The district offers both before and after school tutoring 4 times a week, plus study hall 5 times per week. This assistance is given by certified teachers, aides, and volunteers to increase proficiency in Math for low achieving students. Teachers use small group guided Math lessons as needed and specific one-on-one Math instruction for lower achieving and at risk students.

The After School Program (STAR) through the 21st Century Grant, provides for teaching Math Standards 1-8 in engaging ways to students - Counting, Operations and Algebraic Thinking, Number and Operations, Measurement, Geometry, Fractions, The Number System, Expressions and Equations and Functions.

Describe how professional development will be used to improve instruction, and how it is aligned with the district's educational goals and objectives.

Professional development in the district is used to improve instruction and is aligned with educational goals and objectives. Our certified teachers, the school administrator, and para-educators will attend Common Core, technology, and other professional development workshops across the state of Montana in order to improve instruction and to help maintain students' proficiency levels on assessments. Teachers also attend conferences such as WM-CSPD Summer Institute/Blackfoot conference, MEA-MFT, MBI, RTI, NMEA, Special Education conferences, MANDT, MTSBA, as well as Indian Education for all workshops and PD opportunities. Teachers have online learning opportunities available through simplek12.com, MT-CSPD, PIRNet, OPI, and others.

Locally, the district provides learning through PIR days, participating in MBI school meetings, and taking annual surveys in order to improve the overall district and school climate. This allows for more effective math instruction during school hours and will help increase test scores. This team of teachers will also attend RTI workshops to improve formal pathways for each grade level in K-8; these pathways illustrate criteria, interventions, delivery, and progress monitoring of students at levels of placements such as intensive, strategic, benchmark, and advanced in Math. The RTI team will work together during PD opportunities to analyze current assessment tools and intervention strategies and revise them as needed.

Teachers will search out and develop research-based instructional skills and utilize web subscriptions to improve instruction and align goals and objectives to classroom learning. These strategies will engage students and increase achievement in the district.

As Professional Learning Communities the teaching team at Trout Creek #6 will peer coach, mentor, and share effective and engaging math strategies/interventions with one another during prep time, planned observational and meeting times, after and before school, etc.

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

The district uses several assessment strategies to track student progress throughout the school year in math. MAP assessments are given to students in grades 3-8 during the fall, winter, and spring. The school administrator and teachers review the data to monitor progress of individual students and adjust intervention strategies as needed.

MAP tests will continue to be utilized to assess students' competencies and prepare for annual Smarter Balanced assessments. The district also uses Smarter Balance assessment data from year to year, as well as STAR Math assessments and Pearson math unit assessments. Additionally, teachers utilize other programs such as Connecting Math Concepts SRA Direct, Moby Max, Brainpop, Life Skills, Math in Mall, and Mac's Market.

Analysis of Data

What is the 3-year trend for Math achievement across the district: Grades 3-5

Achievement remains static

What is the 3-year trend for Math achievement across the district: Grades 6-8

Achievement remains static

What is the 3-year trend for Math achievement across the district: Grade 10

NA

Please identify the district actions that may have affected the observed trends:

The year before the current and acting administration (during the school year 2015-2016) Trout Creek School had a very regrettable testing situation occur. The SBAC testing in the Spring was incomplete, and the following year, for accreditation purposes the Interim Tests were taken in January. The tests that were given in January and the tests that were given in the spring showed a slight improvement, but remain fairly static. District-level tests (MAP) show some improvement but overall improvement is needed. Also, during the 2016-17 school year the district adopted the new Pearson Math series which is aligned to Montana curriculum Content Standards and is research-based. These materials include intervention materials and focus on curriculum redesign. We have also added additional Title One staff and will be including curriculum as part of our Professional Development/PIR focus, all of which we believe will improve our student scores.

2018 (Current Year) Action Plan

State the district goals for math.

- 1.) The district will improve on MAP Mathematics performance.
- 2.) The district will improve to Proficient or Advanced on the Mathematics Smarter Balanced (SBAC) assessments.
- 3.) Teachers will participate in professional development regarding Common Core Math standards, instructional strategies, and continue to develop instruction geared toward the Smarter Balance Assessment format.

Define the specific measurable objectives for math.

1. The district will improve Mathematics performance on spring MAP assessments in grades 3-8 compared to the prior year by 3%.
2. 80% of all 3rd - 8th grade students will improve to Proficient or Advanced on the Math portion of the Smarter Balanced (SBAC) assessments by spring of the 2017-18 school year.
3. 100% of teachers will participate in professional development regarding Common Core Math standards, instructional strategies, and continue to develop instruction geared toward the Smarter Balance assessment format during the 2017-18 school year.

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

In order to improve academic problem areas of low-achieving students, MAP, Corrective Reading, and ReadWell assessments, Informal Reading Inventories, DOL, Six Minute Fluency, Multiple Measures assessments, and Star Reading tests will continue to be utilized to assess students' competencies, determine which students need additional interventions, and prepare for Smarter Balanced ELA assessments. As of October 2012, the district adopted the Common Core Curriculum MAP assessments and in the Spring of 2014, the district began to use Multiple Measures assessments.

The professional staff will continue to use the curriculum from the Northwest Montana Educational Cooperative

In 2012-2013, the district hired a full-time certified Special Education teacher to better assist low achieving students in the district. The district also continues to use additional support personnel such as volunteers, a classroom aide, and the Special Education personnel to give extra assistance to students needing reading interventions.

The district continues to integrate more technology in the classroom to increase achievement. It is utilizing SmartBoard lessons, websites/subscriptions, an eBook NOOK Library, and iPads/laptops to maintain a high level of reading proficiency throughout the district. Students in K-8th grade have their own laptops or iPads in the classroom to improve achievement.

Students in all grades participate in higher level reading curriculum/classes whenever possible. To maintain/increase students' proficiencies in reading, differentiated instruction

will continue to be utilized throughout the district's schools. Accelerated Reading, Step Up

to Writing, Novels, ReadWell, Scholastic Storyworks/Scope Magazine, and Harcourt are programs used for Reading instruction. Some students receive scientifically-based research programs such as SRI, Corrective Reading, and repeated practice in multiple modalities such as technology applications. Students in need of strategic or intensive reading assistance may receive pullout assistance or assistance in class. Students will continue to practice Smarter Balanced assessment questions to better prepare them for assessments.

As of 2012-2013, the district began to offer before school study hall five times a week, after school tutoring and programs four times a week, tutoring by certified teachers during study halls, tutoring by aides/volunteers, and summer school programs to maintain proficiency in reading for low achieving students. Students will have their assignments checked before study hall so that they can go over the concepts/problems that they missed on assignments or tests during study hall or tutoring sessions.

Describe how professional development will be used to improve instruction, and how it is aligned with the district's educational goals and objectives.

In order to improve instruction aligned to educational goals and objectives, our certified teachers, the school administrator, and at times, para-educators, will attend professional development workshops regarding Common Core Reading (ELA) standards and instructional strategies to maintain proficiency levels on Smarter Balanced assessments, MAP scores, STAR tests, CORE assessments, ReadWell, and classroom based assessments. Teachers will have online learning opportunities available through simplek12.com, WMPLC/RESA, PIR Net, OPI, etc. They will attend professional conferences such as WMPLC Summer Institute/Blackfoot conference, MEA-MFT, MBI, RTI, MMEA, Special Education conferences, MANDT, MTSBA, as well as Indian Education for All workshops and professional development opportunities.

Teachers will also participate in MBI school meetings, attend trainings, and take annual surveys in order to improve the school/classroom climate. Improving school and classroom climates allows more effective reading/writing instruction during school hours and will help increase ELA proficiency. Teachers will also prepare students on how to take Smarter Balanced assessments.

The same team of teachers will be attending several RTI workshops during the school year to improve formal pathways for each grade level in grades K-8. These pathways will illustrate criteria, interventions, delivery, and progress monitoring of students at levels of placement such as intensive, strategic, benchmark and advanced in reading. The RTI team and other teachers will work together during professional development opportunities in order to analyze current assessment tools and intervention strategies and change/add to them as needed.

Teachers will also continue to develop research-based technology skills that they may integrate in the classroom using eBooks, iPads, laptops, SmartBoards, etc. They will utilize research-based web subscriptions to improve instruction and as intensive and strategic strategies to increase achievement.

Teachers and aides will peer coach or share effective and engaging ELA strategies/interventions with one another during prep time, in passing, workshops, after school, during team teaching, etc.

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

The district uses several assessment strategies to track student progress throughout the school year in Math. MAP assessments are given to students in grades 3-8 during the fall, winter, and spring. The school administrator and teachers review the data to monitor progress of individual students and adjust intervention strategies as needed. The school also uses Star Math and classroom-based assessments. Data from these assessment tools is reviewed and then differentiated instruction is formulated for individual students. To improve academic problem areas of low-achieving students, MAP tests will continue to be utilized to prepare for Smarter Balanced assessments. Through our district's RTI program, students are identified for Tier level instruction. Students receiving intensive and strategic math interventions are given assessments throughout the year.

Reading

2017 (Previous Year) Action Plan

State the district goals for reading.

- 1.) The district will maintain/improve the MAP Reading performance.
- 2.) The district will maintain proficiency on Smarter Balanced assessments.
- 3.) Teachers will participate in professional development regarding Common Core Reading standards, instructional strategies, and continue to develop instruction geared toward the Smarter Balance Assessment format.

Define the specific measurable objectives for reading.

1. The district will maintain/improve Reading performance on Spring MAP assessments in grades 3-8 compared to the year prior by 3%.
2. 80% of all 3rd - 8th grade students will be proficient or advanced on the ELA portion of the Smarter Balanced assessments by 2016-17.
3. 100% of teachers will participate in professional development regarding Common Core Language Arts/Reading (ELA) standards, instructional strategies, and continue to develop instruction geared toward the Smarter Balance assessment format during the 2016-17 school year.

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

To improve academic problem areas of low-achieving students in Reading/Language Arts (ELA), MAP tests will continue to be utilized in the district to assess students' competencies and prepare for Smarter Balanced assessments. The professional teaching staff at Trout Creek District #6 will continue to use the curriculum from the NW Montana Educational Cooperative as well as new Pearson materials which are aligned to Montana Content Standards.

We are a Title 1 School and serve our students through the use of a part-time classroom aide who does small group and one-on-one instruction, as well as a full-time Special Education teacher and other full-time Special Education personnel to better assist low achieving students in the district. We also continue to use other additional support personnel such as volunteers and the Grandparents Program to give extra assistance to students needing interventions.

The district continues to integrate more scientifically-based research strategies such as integrating technology into the classroom to increase achievement. Teachers are utilizing an eBook NOOK Library, Accelerated Reader Books, Smart Board lessons, online websites/subscriptions and online classes which include the Kahn Academy and Brain Pop among others. Students in K-8th grades have their own laptops or iPads in the classroom. Students in all grades participate in higher level reading curriculum whenever possible. To maintain/increase students' proficiencies in reading, differentiated instruction and skills-based, research-based strategies are used; these include phonics and small group guided reading, corrective reading, SRI, repeated practice in multiple modalities, strategic, and intensive reading in addition to pull out assistance in class and out of class. Teachers will continue to use Smarter Balance assessment questions to better prepare students for assessments. The new Pearson curriculum provides intervention strategies for struggling readers at all levels.

The district offers both before and after school tutoring 4 times a week, plus study hall 5 times per week. This assistance is given by certified teachers, aides, and volunteers to increase proficiency in ELA for low achieving students. Teachers use small group ELA lessons as needed and specific one-on-one Reading instruction for lower achieving and at risk students.

The After School Program (STAR) through the 21st Century Grant, provides for teaching ELA standards at all grade levels.

Describe how professional development will be used to improve instruction, and how it is aligned with the district's educational goals and objectives.

Professional development in the district is used to improve instruction and is aligned with educational goals and objectives. Our certified teachers, the school administrator, and para-educators will attend Common Core, technology, and other professional development workshops across the state of Montana in order to improve instruction and to help maintain students' proficiency levels on assessments. Teachers also attend conferences such as WM-CSPD Summer Institute/Blackfoot conference, MEA-MFT, MBI, RTI, NMEA, Special Education conferences, MANDT, MTSBA, as well as Indian Education for all workshops and PD opportunities. Teachers have online learning opportunities available through simplek12.com, MT-CSPD, PIRNet, OPI, and others.

Locally, the district provides learning through PIR days, participating in MBI school meetings, and taking annual surveys in order to improve the overall district and school climate. This allows for more effective Reading and Language Arts instruction during school hours and will help increase test scores. This team of teachers will also attend RTI workshops to improve formal pathways for each grade level in K-8; these pathways illustrate criteria, interventions, delivery, and progress monitoring of students at levels of placements such as intensive, strategic, benchmark, and advanced in ELA. The RTI team will work together during PD opportunities to analyze current assessment tools and intervention strategies and revise them as needed.

Teachers will search out and develop research-based instructional skills and utilize web subscriptions to improve instruction and align goals and objectives to classroom learning. These strategies will engage students and increase achievement in the district.

As Professional Learning Communities the teaching team at Trout Creek #6 will peer coach, mentor, and share effective and engaging ELA strategies/interventions with one another during prep time, planned observational and meeting times, after and before school, etc.

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

The district uses several assessment strategies to track student progress throughout the school year in Reading. MAP assessments are given to students in grades 3-8 during the fall, winter, and spring. The school administrator and teachers review the data to monitor progress of individual students and adjust intervention strategies as needed.

MAP tests will continue to be utilized to assess students' competencies and prepare for annual Smarter Balanced assessments. The district's schools also use Smarter Balance assessment data from year to year, as well as Accelerated Reading assessments, STAR Reading assessments, ReadWell, DOL, classroom-based assessments and the Pearson ELA assessments. Data from all of these tools is reviewed and then instruction is revised and formulated for individual students, i.e. data-driven instruction. Students in need of intensive reading assistance may receive pullout assistance or assistance in class.

Analysis of Data

What is the 3-year trend for Reading achievement across the district: Grades 3-5

Gradual Improvement

What is the 3-year trend for Reading achievement across the district: Grades 6-8

Achievement remains static

What is the 3-year trend for Reading achievement across the district: Grade 10

NA

Please identify the district actions that may have affected the observed trends:

As stated in the Math District Annual Progress Report Section, during the 2015-16 school year, Trout Creek School had an unusual testing situation which required the school to take the Interim testing in January of 2017 for Accreditation. These tests in comparison to spring tests showed very little improvement as did District-level tests (MAP) tests which did show some improvement, but overall improvement is needed. During the 2016-17 school year the district adopted the new Pearson Reading and Language Arts series which is aligns to Montana curriculum Content Standards and is research-based. These materials include intervention materials and focus on curriculum redesign. We have also added additional Title One staff who will be working on guided reading and one-on-one skill strategies. Additionally we will be including curriculum as part of our Professional Development/PIR focus, all of which we believe will improve our scores.

2018 (Current Year) Action Plan

State the district goals for reading.

1. The district will improve MAP ELA performance.
2. The district will improve to Proficient or Advanced on the ELA portion of the Smarter Balanced (SBAC) assessments.
3. Teachers will participate in professional development regarding Common Core ELA standards, instructional strategies, and investigate/develop instruction geared toward the Smarter Balance assessment format.

Define the specific measurable objectives for reading.

1. The district will improve ELA performance on spring MAP assessments in grades 3-8 compared to the year prior by 3%.
2. 80% of all 3-8 grade students will improve to Proficient or Advanced on the ELA portion of the Smarter Balanced (SBAC) assessments by spring of the 2017-18 school year.
3. 100% of teachers will participate in professional development regarding Common Core reading (ELA) standards, instructional strategies, and investigate/develop instruction geared toward the Smarter Balance assessment format during the 2017-18 school year.

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

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research-based strategies are used; these include phonics and small group guided reading, corrective reading, SRI, repeated practice in multiple modalities, strategic, and intensive reading in addition to pull out assistance in class and out of class. Teachers will continue to use Smarter Balance assessment questions to better prepare students for assessments. The new Pearson curriculum provides intervention strategies for struggling readers at all levels.

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Arts

Previous Review: 2013 - 2014

Next Scheduled Review: 2023-2024

Review of this curriculum area has not been completed.

Career Vocational/Technical Education

Previous Review: N/A

Next Scheduled Review: 2022-2023

Review of this curriculum area has not been completed.

Communication Arts

Previous Review:

Next Scheduled Review:

Review of this curriculum area has not been completed.

English Language Arts

Previous Review: 2016 - 2017

Next Scheduled Review: 2022-2023

Review of this curriculum area has been completed since initiation.

Health Enhancement

Previous Review: 2013 - 2014

Next Scheduled Review: 2023-2024

Review of this curriculum area has not been completed.

Library Media

Previous Review: 2014 - 2015

Next Scheduled Review: 2020-2021

Review of this curriculum area has been completed since initiation.

Mathematics

Previous Review: 2016 - 2017

Next Scheduled Review: 2022-2023

Review of this curriculum area has been completed since initiation.

Reading

Previous Review: 2016 - 2017

Next Scheduled Review: 2022-2023

Review of this curriculum area has been completed since initiation.

Science

Previous Review: 2013 - 2014

Next Scheduled Review: 2023-2024

Review of this curriculum area has not been completed.

Social Studies

Previous Review: 2012 - 2013

Next Scheduled Review: 2018-2019

Review of this curriculum area is currently in progress.

Technology

Previous Review: 2014 - 2015

Next Scheduled Review: 2020-2021

Review of this curriculum area has been completed since initiation.

Workplace Competencies

Previous Review: 2016 - 2017

Next Scheduled Review: 2022-2023

Review of this curriculum area has been completed since initiation.

World Languages

Previous Review: 2016 - 2017

Next Scheduled Review: 2022-2023

Review of this curriculum area has been completed since initiation.
