

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

**Prepared by: Trout Creek School - School SC**

**SC1050**

State Fiscal Year: 2017

## **SC Math**

### **2016 (Previous Year) Action Plan**

#### **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 (similar to past CRT proficiency levels).
3. Teachers will participate in professional development regarding Common Core Math standards, instructional strategies, and investigate/develop instruction geared toward the Smarter Balance assessment format.

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

1. Elementary students will increase mathematics performance on 2016 Spring MAP assessments in grades 3-6 compared to the 2015 Fall MAP results by 1%.
2. 80% of all 3-6th grade students will be proficient or advanced on the Math portion of the Smarter Balanced assessments by 2015-2016.
3. 100% of teachers will participate in professional development regarding Common Core Math standards, instructional strategies, and investigate/develop instruction geared toward the Smarter Balance assessment format during the 2015-16 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?**

In order to improve academic problem areas of low-achieving students in Math, MAP tests will continue to be utilized to assess students' competencies and prepare for Smarter Balanced assessments. As of October 2012, the district adopted the Common Core Curriculum MAP assessments and in the Spring of 2014, the school began to use Easy CBM assessments K-6.

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 elementary school also continues to use additional support personnel such as volunteers, a classroom aide, and Special Education personnel to give extra assistance to students needing math interventions.

The school continues to integrate more scientifically-based research strategies such as integrating technology in the classroom to increase achievement. It is utilizing SmartBoard Math tools, online Math websites/subscriptions, and online Math Moodle classes with include video tutorials from Khan Academy, Brainpop, and Youtube. Students in K-6th grade have their own laptops or iPads in the classroom to improve achievement.

Students in all grades participate in higher level math curriculum/classes whenever possible. To increase students' proficiencies in mathematics, differentiated instruction will continue to be utilized throughout the district's schools. Some students will use scientifically-based research programs such as SRA Math; Life Skills: Math in the Mall; and Mac's Market as interventions in addition to Hartcourt Brace and other Math programs. Students will continue to practice Smarter Balanced assessment questions to better prepare them for assessments.

As of 2012-2013, the district began offering 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 increase proficiency in math for low achieving students. The after school program will also teach Math Standard 5: Measurement in creative ways to increase achievement. They will also stress the concept of money and teach students how to count back change in a store. They will also teach fractions and percentiles in engaging ways. Students will have their assignments checked before study hall so that they can go over the concepts/problems that they missed during study hall or tutoring sessions.

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

The elementary school uses several assessment strategies to track student progress throughout the school year in Math. MAP assessments are given to students in grades 3-6 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. As of October 2012, the district adopted the Common Core Curriculum MAP assessments.

Through our district's RTI program, the school recently implemented Easy CBM math assessment for K-6. Of course, Smarter Balance assessment data will also be utilized once OPI makes scores available. The school also uses Harcourt Brace math assessments throughout math units and STAR Math assessments K-2.

Students receiving intensive and strategic math interventions are given assessments throughout the year using programs such as Connecting Math Concepts SRA Direct Instruction programs, Brainpop.com, Life Skills; Math in the Mall; and Mac's Market.

**Additional or Other Resources**

Integrate technology in the math curriculum.

**Additional Comments**

Partner with Altacare to improve behavior in school;hence increase academic achievement.

Utilize MBI 4 universal rules throughout the school to improve the school climate, improve behavior, and increase achievement in math.

Formalize RTI pathways in Math.

Utilize volunteers in Math classes if possible.

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

As per the adopted Northwest Montana Educational Cooperative Math curriculum that the district implements, there are Indian Education for All related essential understandings at each grade level which teachers integrate in their lesson/unit plans. The Coop shares sample lesson plans for IEFA implementation in Math which our teachers utilize.

Teachers attended a teacher development day provided by NWEA Coop in 2012-13 to learn how to blend IEFA in the new Math Common Core standards. Staff is also using model lessons that teach math units about Indian Education for All which were developed by Montana Educators and the Office of Public Instruction. One of our teachers has a great lesson about symmetry in Math using beadwork seen in Montana regalia. They attended another Math workshop in January of 2014 and integrated what they learned about IEFA into the school's math curriculum. Teachers are also currently integrating IEFA materials and resources, such as the Montana Historical Society, that they learned about at the Summer Institute in Missoula in August of 2013 and 2014. Tammy Elser came and did a PIR day for our teachers about integrating IEFA with the Common Core on September 12, 2014. Teachers also attended an IEFA Showcase on April 10, 2015.

In 2011, the district had another Indian Education Day, partnered with staff and students from the Ronan School District, to provide instructional support for IEFA class implementation in Math. In October of 2012, students in grades 5-8 took a field trip to an international film festival in which they saw film to educate them about IEFA. Also in that school year, the school had an Indian Education schoolwide workshop and presentation of Fire Speaks the Land brought to us by the CoMotion Dance Project and the generosity of the Rittenour Foundation. Musician, Chip Jasmine, also visited the school to teach students about IEFA. Some students took a field trip to the People's Center in Charlo, MT to play double ball and purchase beading materials. They visited the museum as well. The school will continue to integrate IEFA into all of its curriculum including Math. Students will go on a field trip on November 19, 2014 to the Peoples' Center again and a tour of Salish Kootenai College.

The school continues to improve the implementation of IEFA in the new Common Core standards and assessments. The seven Essential Understandings are posted in the main hallway. The school will maintain and build upon its Indian Education library. It will also continue to add Indian Education eBooks to its NOOK library. We also purchased a class set of the Birchbark House with an audio edition in October of 2014.

## **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.)**

Our first goal was that the district will maintain/improve mathematics performance on Spring MAP assessments in grades 3-6 compared to the year prior by 1%. This goal was met per Spring MAP data.

The second goal, was that 80% of all 3-6th graders would be proficient or advanced on the Smarter Balance assessment. Due to an unfortunate circumstance, our scores were not determined last year and we were not able to determine whether we met our goal. The third goal was that 100% of our teachers would participate in Common Core curriculum Professional Development, This goal was also met as all teachers attended training.

When examining our data, the number of students is too small to make a valid judgment regarding disaggregated data. Therefore, we track individual students to monitor progress and growth.

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

**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 3-6 compared to the year prior by 3%.
2. 80% of all 3rd - 6th 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 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?**

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 the school'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. Smarter Balance assessment data will also be utilized as OPI makes scores available. The district also uses Pearson math assessments throughout math units and STAR Math assessments K-2.

Students receiving intensive and strategic math interventions are given assessments throughout the year using programs such as Connecting Math Concepts SRA Direct Instruction programs, Brainpop.com, Life Skills; Math in the Mall; and Mac's Market.

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

As per the adopted NW Montana Educational Cooperative curriculum that the district implements, there are Indian Education for All related essential understandings at each grade level which teachers integrate in their lesson/unit plans. The Coop shares sample lesson plans for IEFA implementation in Math which our teachers utilize. Teachers have attended a teacher development day provided by NWEA Coop to learn how to blend IEFA into the Common Core Standards. Staff is also using model lessons that teach units which were developed by Montana educators and OPI and continues to improve the implementation of IEFA into the standards and assessments. The seven Essential Understandings are posted in the main hallway. The school will maintain and build upon its Indian Education Library and to add to its NOOK Library.

## **SC Reading**

### **2016 (Previous Year) Action Plan**

**The district goals for reading.**

1. The district will maintain/improve MAP reading performance.
2. The district will maintain proficiency on Smarter Balanced assessments (similar to past CRT proficiency levels).
3. Teachers will participate in professional development regarding Common Core reading standards, instructional strategies, and investigate/develop instruction geared toward the Smarter Balance assessment format.



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

1. Elementary students will increase Reading performance on 2016 Spring MAP assessments in grades 3-6 compared to the 2015 Fall MAP results by 1%.
2. 80% of 3-6th grade students will be proficient or advanced on the ELA portion of the Smarter Balanced assessments by 2015-2016.
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 2015-16 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?**

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

The elementary school uses several assessment strategies to track student progress throughout the school year in Reading. MAP assessments are given to students in grades 3-6 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 schools also use Accelerated Reading assessment, STAR Reading assessments, ReadWell assessments, DOL, Scope Magazine, Novel assessments, and classroom-based assessments. Data from all of 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. As of October 2012, the district adopted the Common Core Curriculum MAP assessments.

Through our district's RTI program, the district recently implemented CORE assessment for K-6. Of course, Smarter Balance assessment data will also be utilized once OPI makes scores available. The district currently uses Harcourt assessments throughout reading units, ReadWell, DOL, Six Minute Fluency, SRI and Corrective Reading assessments, Accelerated Reading assessments, and STAR assessments in addition to MAP and Multiple Measures.

Students receiving intensive and strategic math interventions are given assessments throughout the year using programs such as SRI and Corrective Reading, ReadWell and Multiple Measures Assessment Programs. Students in need of strategic or intensive reading assistance may receive pullout assistance or assistance in class.

**Additional or Other Resources**

Integrate technology in the ELA curriculum.

**Additional Comments**

Partner with Altacare to improve behavior in school; hence increase academic achievement.

Utilize MBI 4 universal rules throughout the school to improve the school climate, improve behavior, and increase achievement in ELA.

Formalize RTI pathways in ELA.

Utilize volunteers in ELA classes if possible.

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

As per the adopted Northwest Montana Educational Cooperative ELA curriculum that the district implements, there are Indian Education for All related essential understandings at each grade level which teachers integrate in their lesson/unit plans. The Coop shares sample lesson plans for IEFA implementation in ELA which our teachers utilize. Teachers attended a teacher development day provided by NWECC Coop in 2012-13 to learn how to blend IEFA in the new ELA Common Core standards. Staff is also using model lessons that teach ELA units about Indian Education for All which were developed by Montana Educators and the Office of Public Instruction. They attended another workshop in January of 2014 and integrated what they learned about IEFA into the school's curriculum. Teachers are also currently integrating IEFA materials and resources, such as the Montana Historical Society, that they learned about at the Summer Institute in Missoula in August of 2013 and 2014. Tammy Elser came and did a PIR day for our teachers about integrating IEFA with the Common Core on September 12, 2014. Staff also attended an IEFA Showcase on April 10, 2015.

In 2011, the district had another Indian Education Day, partnered with staff and students from the Ronan School District, to provide instructional support for IEFA class implementation in ELA. In October of 2012, students in grades 5-8 took a field trip to an international film festival in which they saw film to educate them about IEFA. Also in that school year, the school had an Indian Education schoolwide workshop and presentation of Fire Speaks the Land brought to us by the CoMotion Dance Project and the generosity of the Rittenour Foundation. Musician, Chip Jasmine, also visited the school to teach students about IEFA. Some students took a field trip to the People's Center in Charlo, MT to play double ball and purchase beading materials. They visited the museum as well. The school will continue to integrate IEFA into all of its curriculum including ELA. Students will go on a field trip on November 19, 2014 to the Peoples' Center again and a tour of Salish Kootenai College.

The school continues to improve the implementation of IEFA in the new Common Core standards and assessments. The seven Essential Understandings are posted in the main hallway. The school will maintain and build upon its Indian Education library. It will also continue to add Indian Education eBooks to its NOOK library. We also purchased a class set of the Birchbark House with an audio edition in October of 2014.

## **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.)**

Our first goal was that the district will maintain/improve ELA performance on Spring MAP assessments in grades 3-6 compared to the year prior by 1%. This goal was met per Spring MAP data.

The second goal, was that 80% of all 3-6th graders would be proficient or advanced on the Smarter Balance assessment. Due to an unfortunate circumstance, our scores were not determined last year and we were not able to determine whether we met our goal. The third goal was that 100% of our teachers would participate in Common Core curriculum Professional Development, This goal was also met as all teachers attended training.

When examining our data, the number of students is too small to make a valid judgment regarding disaggregated data. Therefore, we track individual students to monitor progress and growth.

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

**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 3-6 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 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?**

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 the school'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, Read Well, 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.

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

As per the adopted NW Montana Educational Cooperative curriculum that the district implements, there are Indian Education for All related essential understandings at each grade level which teachers integrate in their lesson/unit plans. The Coop shares sample lesson plans for IEFA implementation in Math which our teachers utilize. Teachers have attended a teacher development day provided by NWEA Coop to learn how to blend IEFA into the Common Core Standards. Staff is also using model lessons that teach units which were developed by Montana educators and OPI and continues to improve the implementation of IEFA into the standards and assessments. The seven Essential Understandings are posted in the main hallway. The school will maintain and build upon its Indian Education Library and to add to its NOOK Library.

## Arts

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

---

## Career Vocational/Technical Education

**Previous Review:** N/A

**Next Scheduled Review:** 2022-2023

Review of this curriculum area is currently in progress.

---

## 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 is currently in progress.

---

## Health Enhancement

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

---

## 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 is currently in progress.

---

## Reading

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2022-2023

Review of this curriculum area is currently in progress.

---

## Science

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

---

## Social Studies

**Previous Review:** 2012 - 2013

**Next Scheduled Review:** 2018-2019

Review of this curriculum area has not been completed.

---

## 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 is currently in progress.

---

## **World Languages**

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

---