

Annual Progress Report and Yearly Action Plan

Prepared by

Gallatin Gateway Elem

LE 0364

for the State Fiscal Year of: 2013

**Annual Progress Report and Yearly Action Plan
Gallatin Gateway Elem**

LE 0364

State Fiscal Year : 2013

Math

2012 (Previous Year) Action Plan

Goal

Improve the CRT math scores of all students in the district/school.

Measurable Objective(s)

At least 80% of all the tested students in grades 3-8 will score proficient on the CRT math test in the spring of 2012.

Identified Strategy(s)

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Math

2012 (Previous Year) Action Plan

Strategy 1: Based on the data analysis the district is going to increase emphasis in instruction on working with students on measurement units/determining area & perimeter/patterns (grade 3 & 4), fractions/patterns/area & perimeter/scientific notation (grades 5-6), and patterns/equivalent expressions/measurement units/fractions/decimals/percent (grades 7-8). In addition, the district has identified standard 4 (geometry) type questions from the CRT math assessment as an area for improvement. Further emphasis will be placed on increasing the proficiency of economically disadvantaged students to meet the new goal which will assist in increasing the overall student proficiency in the district.

Strategy 2: Students continue to find open/constructed response questions the most difficult on the CRT test. The school will continue to incorporate constructed response practice/test taking strategies in math instruction. Students will practice working with open/constructed response math type questions prior to seeing them on the CRT. The constructed response math questions will be integrated with the regular math instruction and will utilize released items along with the scoring rubrics. This activity could be done as part of a daily math warm-up exercise. Teachers may also teach test taking strategies as part of this exercise.

Strategy 3: The district uses the RTI program to assist students experiencing academic difficulty. This approach provides the appropriate support for students and allows the professional staff the opportunity to design and implement lessons that target each group of learners.

Strategy 4: Continue to integrate technology into the curriculum to improve math 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 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 Montana Math Standards to supplement student resource and curriculum materials.

Strategy 5: The district/school will implement/continue multiple evaluations and assessments to assist teachers in monitoring and modifying instruction to meet the needs of all students. These assessments include day to day classroom assessments, state achievement test assessments, and school wide 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 (MONTCAS), DIBELS, AIMS WEB Accelerated Reader, Accelerated Math, and various other measures designed for specific content areas.

Strategy 6: The district/school will analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for math which are identified as a strength for students and which areas should become a focus area for improvement. The district will analyze each released item on the CRT to determine specific skills students have mastered or may require additional emphasis to master. The district will analyze and review all student results including each sub group of students to eliminate achievement gaps. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process for all students including each sub group. Analysis of CRT results show that district students and all sub groups of students found standard 4 in math the most difficult in 2011. As a result the district focus and emphasis this year will be on geometry.

Professional Development

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Math

2012 (Previous Year) Action Plan

The district/school will provide the professional development needed to successfully implement the identified strategies and achieve the measureable objective/goal. Due to the size and location of our district/school it is difficult to sponsor training on site for all staff. Therefore, we rely on individual/group training through a curriculum consortium (MEC), conventions, centrally located workshops, teacher mentoring, and in district training provided by our school personnel. In district training is usually accomplished by sending an individual to training and having them return to the school and train the remainder of the staff in that particular area or topic. The professional development needed to support the identified strategies to improve student CRT math scores includes assessment training, continued RTI training, technology training, and training directly related to the individual teacher growth plans. The training/review required for staff on using and developing rubrics for use in classroom assessments depends on the specific assessments selected for each area and the individual's expertise in assessments. Further training on assessment is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area. Professional development to assist with the integration of technology into curriculum and instruction will focus on increasing staff technology skills and applications. The focus for technology training was determined using several assessment methods detailed in the district technology plan. The technology plan assessments outline needed training overall and for individuals. The individual training needs identified for technology range from basic word and spreadsheet in-service to presentation software and SMART board training. Identified training overall for the district/school includes specific applications on how to integrate technology into lessons. Further training on the integration of technology is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area. The staff has been trained on using the CRT data and will receive additional assistance through early release days/PIR day sessions involving group and individual work guided by in-district personnel. Further training on CRT data analysis and the resulting instructional strategies drawn from the conclusions is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area. The district will utilize the PIR days and early release times scheduled throughout the year to accomplish the in-district training needed for the assessments, technology training, and CRT analysis strategies. The topic order and timing of the PIR day and early release in-services are scheduled depending on presenter and staff availability and readiness. Training and in-service for individual staff members out of district if needed will be scheduled as workshops and in-service becomes available in the area. Additional key strategies in the district/school professional development program are to: 1) provide teachers with researched based teaching techniques for improving individual student academic progress in reading and math; 2) provide teachers with professional development on the integration and use of assessments in the classroom to improve instruction and student academic progress; and 3) provide all staff with professional development to address focus areas in their personal growth plans. The research based teaching techniques and assessments identified in the professional development program are embedded in all of the strategies outlined in the school improvement plan. A strong point of the professional development program is providing all staff with professional development to address focus areas in their personal growth plans. This strategy allows the district to support individual teachers in professional development topics directly related to their needs much like creating individual education plans for students.

Other Resources

All needed time, resources, and materials to support the strategies needed to achieve improved student CRT scores will be provided by the district. 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. Out of district travel for professional development will be supported with substitute teachers, travel pay, per diem, and registration costs. Financial resources needed to support in-district and out of district professional development is budgeted and paid out of the professional development fund. 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 convenient facility.

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Math

2012 (Previous Year) Action Plan

Additional Comments

The district has committed to a continuous school improvement cycle utilizing multiple components. The district components include collecting and analyzing data, setting five year plan goals based on the conclusions drawn from the data, determining specific yearly action plans based on certain five year plan goals, utilizing effective and research based instructional techniques in yearly strategies, implementation of yearly action plans, and monitoring and assessment of yearly action plan progress. Integrated into the continuous school improvement cycle is the necessary professional development needed to effectively achieve the yearly action plan goals.

Indian Education

The district is integrating and implementing Indian Education for All lessons, units, and student projects throughout the curriculum using a model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed in each theme. The district will provide all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans, and activities), curriculum cooperative activities including the summer IEFA conference, presentations, field trips, and possible student projects. The list will include local resources such as the tribal colleges, museums, local tribal elders, and various other local resources. The district will provide staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative that the district is a participating member. The district will provide time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in the math curriculum 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.

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Math

Analysis of Data

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

Gradual Improvement

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:

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Math

Analysis of Data

District students have shown math improvement at grades 3-5 over the past three years. Grades 3-5 proficiency was up 14.5% from 2010 to 2012 to 83.6% on the CRT test for math. Grades 6-8 proficiency was nearly the same with a slight drop by .9% from 79.2% in 2010 to 78.3% in 2012. Overall the district math proficiency was up 7% from 2010 and up 1% from 2011.

The district actions that support the improvement in math proficiency can be attributed to the use of interventions (RTI strategies), curriculum redesign and instructional emphasis based on results of data collected from a variety of assessments during the three year period, a district wide implementation of higher expectations for students at all grade levels, and professional development focused on improving math proficiency of all students.

The district has implemented the Response to Intervention (RTI) program to assist students experiencing academic difficulty. This approach provides the appropriate support for students and allows the professional staff the opportunity to design and implement lessons that target each group of learners. The district has based curriculum redesign and instructional emphasis on the results of a variety of assessments. The results from assessments have shown district students find standard 2 (numbers and operations) type material the most difficult in math during the 2012 year on the CRT test. The district has identified and is working with students on the following areas and grades for instructional emphasis in math. These areas include working with students on measurement units, determining area & perimeter, and patterns (grade 3 & 4), fractions, patterns, area & perimeter, and scientific notation (grades 5-6), and patterns, equivalent expressions, measurement units, fractions, decimals, and percent (grades 7-8).

The district has implemented higher expectations for students in math at all grade levels district wide over the last three years. The implementation of higher expectations 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. The district focused professional development in math on improving student proficiency. The specific professional development included: 1) RTI training was conducted to update staff on program revisions and modifications based on the data analysis of student progress and staff feedback, 2) Technology – GIS training was conducted in July of 2012 for staff which continued the integration of technology into math and reading classes to support improvement of student proficiency through the use of technology, 3) the district continued training staff on the use and application of math assessments in the classroom, 4) the district updated staff on the continued use of Curriculum Planning And Pacing guides for math, 5) training on Common Core Standards for Math and English/Language Arts, 6) the district is a member of the Montana Educational Curriculum Consortium which provides individual and group training directly related to instruction and student learning for district staff (staff participate in a wide variety of training and professional development), 7) staff attend workshops at the annual fall MEA conference directly related to math and reading, 8) teachers have access to a copy of the 2011-2012 CRT Analysis and have attended an in-service regarding the results of the CRT analysis for the district, and 9) the district continued to support individual staff members in attending/taking part in training related to specific areas in their personal growth plans. District staff attended specific training through MEC and worked to review and update curriculum in English/Language Arts (Common Core), Math (Common Core), Social Studies, and Workplace Competencies/Vocational Education. The district also utilizes on-line professional development through webinars for staff. The data analysis reveals that the professional development listed above was successful in improving student proficiency through enhancement of staff instructional skills, preparation, and student proficiency scores.

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Math

2013 (Current Year) Action Plan

Math Goal

Improve the CRT math scores of all students in the district.

List the Math resources that the district will provide to the schools in order to achieve the current year district Math goal:

The district will provide the schools with the following resources to support and achieve the current goals in math. The district currently supports school in using the following assessments and programs for improving instruction and student proficiency: criterion-referenced tests (MONTCAS), DIBELS, AIMS WEB Accelerated Reader, Accelerated Math, and various other measures designed for specific content areas. In addition, the district will continue to support the RTI program strategies for each school with time, training, and materials as needed. The district already has in place technology and software for improving instruction and student proficiency and will continue to update and purchase new software and hardware as needed. The district data analysis has identified specific areas for improving student proficiency in math and will direct professional development at those areas. Specific professional development includes: training on implementation of Common Core Standards for math, Montana Educational Consortium update of math standards and assessment practices, staff attending workshops at the annual fall MEA/MFT conference directly related to math and reading, and continued update training on interventions for students below proficiency in math. The district will support schools in the development and implementation of the Common Core Standards for math this school year with time, resources, and training as needed.

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State Fiscal Year : 2013

Reading

2012 (Previous Year) Action Plan

Goal

Improve the CRT reading scores of all students in the district/school.

Measurable Objective(s)

At least 89.6% of all the tested students in grades 3-8 will score proficient on the CRT reading test in the spring of 2012.

Identified Strategy(s)

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Reading

2012 (Previous Year) Action Plan

Strategy 1: The district uses the RTI program to assist students experiencing academic difficulty. This approach provides the appropriate support for students and allows the professional staff the opportunity to design and implement lessons that target each group of learners.

Strategy 2: Based on the data analysis the district is going to increase emphasis in instruction on working with students on interpreting data when reading to identify the main idea/purpose of a paragraph and to interpret data to draw conclusions from a paragraph or reading section. Further emphasis will be placed on increasing the proficiency of economically disadvantaged students to meet the new goal which will assist in increasing the overall student proficiency in the district.

Strategy 3: Students continue to find open/constructed response questions the most difficult on the CRT test. The school will continue to use reading instruction; 1) to teach written open response skills such as summarizing, explaining, and using information from a passage to support one's position; 2) use reading instruction to teach "gather," "analyze," "synthesize," and "evaluate information", and communicate same in written form and 3) use reading instruction to teach test taking skills, such as identifying most/best, compare/contrast, underlying meaning, cause/effect and other critical thinking skills. In addition, the district is focusing instruction on working with students when reading to analyze and interpret paragraphs to determine the main idea or purpose.

Strategy 4: The district/school will implement/continue multiple evaluations and assessments to assist teachers in monitoring and modifying instruction to meet the needs of all students. These assessments include day to day classroom assessments, state achievement test assessments, and school wide 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 (MONTCAS), DIBELS, AIMS Web, Accelerated Reader, and various other measures designed for specific content areas.

Strategy 5: 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 Montana Reading Standards to supplement student resource and curriculum materials.

Strategy 6: The district/school will analyze CRT data each year to determine areas in the Montana Standards and Benchmarks for reading which are identified as a strength for students and which areas should become a focus area for improvement. The district will analyze each released item on the CRT to determine specific skills students have mastered or may require additional emphasis to master. The district will analyze and review all student results including each sub group of students to eliminate achievement gaps. The district staff will design, develop, and implement instructional strategies aimed at improving the focus areas identified in the analysis process for all students including each sub group.

Professional Development

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State Fiscal Year : 2013

Reading

2012 (Previous Year) Action Plan

The district/school will provide the professional development needed to successfully implement the identified strategies and achieve the measurable objective/goal. Due to the size and location of our district/school it is difficult to sponsor training on site for all staff. Therefore, we rely on individual/group training through a curriculum consortium (MEC), conventions, centrally located workshops, teacher mentoring, and in district training provided by our school personnel. In district training is usually accomplished by sending an individual to training and having them return to the school and train the remainder of the staff in that particular area or topic. The professional development needed to support the identified strategies to improve student CRT reading scores includes assessment training, continued RTI training, technology training, and training directly related to the individual teacher growth plans. The training/review required for staff on using and developing rubrics for use in classroom assessments depends on the specific assessments selected for each area and the individual's expertise in assessments. Further training on assessment is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area. Professional development to assist with the integration of technology into curriculum and instruction will focus on increasing staff technology skills and applications. The focus for technology training was determined using several assessment methods detailed in the district technology plan. The technology plan assessments outline needed training overall and for individuals. The individual training needs identified for technology range from basic word and spreadsheet in-service to presentation software and SMART board training. Identified training overall for the district/school includes specific applications on how to integrate technology into lessons. Further training on the integration of technology is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area. The staff has been trained on using the CRT data and will receive additional assistance through early release days/PIR day sessions involving group and individual work guided by in-district personnel. Further training on CRT data analysis and the resulting instructional strategies drawn from the conclusions is determined on an individual basis and will include staff training throughout the year depending on the schedule and availability of workshops in the area. The district will utilize the PIR days and early release times scheduled throughout the year to accomplish the in-district training needed for the assessments, technology training, and CRT analysis strategies. The topic order and timing of the PIR day and early release in-services are scheduled depending on presenter and staff availability and readiness. Training and in-service for individual staff members out of district if needed will be scheduled as workshops and in-service becomes available in the area. Additional key strategies in the district/school professional development program are to: 1) provide teachers with researched based teaching techniques for improving individual student academic progress in reading and reading; 2) provide teachers with professional development on the integration and use of assessments in the classroom to improve instruction and student academic progress; and 3) provide all staff with professional development to address focus areas in their personal growth plans. The research based teaching techniques and assessments identified in the professional development program are embedded in all of the strategies outlined in the school improvement plan. A strong point of the professional development program is providing all staff with professional development to address focus areas in their personal growth plans. This strategy allows the district to support individual teachers in professional development topics directly related to their needs much like creating individual education plans for students.

Other Resources

All needed time, resources, and materials to support the strategies needed to achieve improved student CRT scores will be provided by the district. 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. Out of district travel for professional development will be supported with substitute teachers, travel pay, per diem, and registration costs. Financial resources needed to support in-district and out of district professional development is budgeted and paid out of the professional development fund. 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 convenient facility.

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Reading

2012 (Previous Year) Action Plan

Additional Comments

The district has committed to a continuous school improvement cycle utilizing multiple components. The district components include collecting and analyzing data, setting five year plan goals based on the conclusions drawn from the data, determining specific yearly action plans based on a certain five year plan goals, utilizing effective and research based instructional techniques in yearly strategies, implementation of yearly action plans, and monitoring and assessment of yearly action plan progress. Integrated into the continuous school improvement cycle is the necessary professional development needed to effectively achieve the yearly action plan goals.

Indian Education

The district is integrating and implementing Indian Education for All lessons, units, and student projects throughout the curriculum using a model that presents themes related to culture, history, and diversity of the Indian people. Essential Understandings are addressed in each theme. The district will provide all staff with a resource list of speakers, OPI resources (including essential understandings, lesson plans, and activities), presentations, field trips, and possible student projects. The list will include local resources such as the tribal colleges, museums, local tribal elders, and various other local resources. The district will provide staff with access to materials and professional development related to Indian Education for All through the curriculum cooperative that the district is a participating member. The district will provide time for staff to develop lessons integrating Indian Education for All topics into the curriculum in their content area. Teacher implemented IEFA lessons in the reading curriculum 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.

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Reading

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

Gradual Improvement

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:

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State Fiscal Year : 2013

Reading

Analysis of Data

District students have shown reading improvement at grades 3-5 and 6-8. Grades 3-5 proficiency improved 9.1% from 83.6% in 2010 to 92.7% in 2012 on the CRT test for reading. Grades 6-8 proficiency was up 11% to 97.8% over the same three years. Overall proficiency in reading for the district was up 10% to 95% over the three years, which is well above the state target. The district actions that caused reading improvement for students can be attributed to the use of interventions (RTI strategies), curriculum redesign and instructional emphasis based on data collected from a variety of assessments during the three year period, a district wide implementation of higher expectations for students at all grade levels, and professional development focused on improving reading proficiency of all students.

The district has implemented the Response to Intervention (RTI) program to assist students experiencing academic difficulty. This approach provides the appropriate support for students and allows the professional staff the opportunity to design and implement lessons that target each group of learners. The district has based curriculum redesign and instructional emphasis on the results of a variety of assessments. The results from assessments have shown district students find standard 1 type material the most difficult in reading. The district has identified and is working with students on interpreting data when reading to identify the main idea/purpose of a paragraph and to interpret data to draw conclusions from a paragraph or reading section. The district has implemented higher expectations for students in reading at all grade levels district wide over the last three years. 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. The district focused professional development in reading on improving student proficiency. The specific professional development included: 1) Writing: A Working Practice – professional development for staff through Montana Educational Consortium, 2) RTI training was conducted to update staff on program revisions and modifications based on the data analysis of student progress and staff feedback, 3) Technology – GIS training was conducted in July of 2012 for staff which continued the integration of technology into math and reading classes to support improvement of student proficiency through the use of technology, 4) the district continued training staff on the use and application of reading assessments in the classroom, 5) training on Common Core Standards for Math and English/Language Arts, 6) the district is a member of the Montana Educational Curriculum Consortium which provides individual and group training directly related to instruction and student learning for district staff (staff participate in a wide variety of training and professional development), 7) staff attend workshops at the annual fall MEA conference directly related to math and reading, 8) teachers have access to a copy of the 2011-2012 CRT Analysis and have attended an in-service regarding the results of the CRT analysis for the district, 9) the district updated staff on the continued use of Curriculum Planning And Pacing guides for reading, and 10) the district continued to support individual staff members in attending/taking part in training related to specific areas in their personal growth plans. The Writing: A Working Practice workshop was utilized by teachers in grades 4-8 across the curriculum to assist teachers in restructuring teaching and learning to incorporate writing strategies, practices, and assessments to engage students. The workshop also incorporated writing skills, technical writing, and communication arts activities integrated from the OPI Indian Education for All units. District staff attended specific training through MEC and worked to review and update curriculum in English/Language Arts (Common Core), Math (Common Core), Social Studies, and Workplace Competencies/Vocational Education. The district also utilizes on-line professional development through webinars for staff. The data analysis reveals that the professional development listed above was successful in improving student proficiency through enhancement of staff instructional skills, preparation, and student proficiency scores.

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State Fiscal Year : 2013

Reading

2013 (Current Year) Action Plan

Reading Goal

Improve the CRT reading scores of all students in the district.

List the Reading resources that the district will provide to the schools in order to achieve the current year district Reading goal:

The district will provide the schools with the following resources to support and achieve the current goals in reading. The district currently supports school in using the following assessments and programs for improving instruction and student proficiency: criterion-referenced tests (MONTCAS), DIBELS, AIMS WEB Accelerated Reader, Accelerated Math, and various other measures designed for specific content areas. In addition, the district will continue to support the RTI program for each school with time, training, and materials as needed. The district already has in place technology and software for improving instruction and student proficiency and will continue to update and purchase new software and hardware as needed. The district data analysis has identified specific areas for improving student proficiency in reading and will direct professional development at those areas. Specific professional development includes: training on implementation of Common Core Standards for Language Arts/Reading, Montana Educational Consortium update of Language Arts standards and assessment practices, staff attending workshops at the annual fall MEA/MFT conference directly related to math and reading, and continued update training on interventions for students below proficiency in reading. The district will support schools in the development and implementation of the Common Core Standards for reading this school year with time, resources, and training as needed.

Curriculum Alignment

Arts

StateFyPreviousReview: 2009 - 2010

Next Scheduled Review: 2014 - 2015

Review of this curriculum area has been completed since initiation.

Career Vocational/Technical Education

StateFyPreviousReview: 2008 - 2009

Next Scheduled Review: 2013 - 2014

Review of this curriculum area has not been completed.

English Language Arts

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

Health Enhancement

StateFyPreviousReview: 2008 - 2009

Next Scheduled Review: 2013 - 2014

Review of this curriculum area has not been completed.

Library Media

StateFyPreviousReview: 2011 - 2012

Next Scheduled Review: 2016 - 2017

Review of this curriculum area has been completed since initiation.

Mathematics

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

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Reading

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

Science

StateFyPreviousReview: 2010 - 2011

Next Scheduled Review: 2015 - 2016

Review of this curriculum area has been completed since initiation.

Social Studies

StateFyPreviousReview: 2007 - 2008

Next Scheduled Review: 2012 - 2013

Review of this curriculum area is currently in progress.

Technology

StateFyPreviousReview: 2011 - 2012

Next Scheduled Review: 2016 - 2017

Review of this curriculum area has been completed since initiation.

Workplace Competencies

StateFyPreviousReview: 2008 - 2009

Next Scheduled Review: 2013 - 2014

Review of this curriculum area has not been completed.

World Languages

StateFyPreviousReview: 2009 - 2010

Next Scheduled Review: 2014 - 2015

Review of this curriculum area has been completed since initiation.
