

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

**Prepared by: Drummond Elem (District)**

**LE0419**

State Fiscal Year: 2017

## **Math**

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

#### **State the district goals for math.**

All students will improve in math achievement.

More students in the "nearing proficiency" category on the CRT will move to proficient.

Our economically disadvantaged students will achieve at the rate of the "all students" population.

Our students will demonstrate greater proficiency with "open ended" questions where they are required to explain their thinking.

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

Have 5% of students move from NP to P

Move 3% of the Novice to NP

**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?**

1. Continue to:
  - a. Implement a District-wide model of continuous improvement based on student achievement data.
  - b. Through the use of multiple forms of assessment, diagnose, monitor, and summative assess student progress for the purpose of tailoring instruction for each student.
  - c. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement.
  - d. Meet weekly with staff members; discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); analysis of student achievement data.
  - e. Adopt and purchase researched-based instructional materials that align with the curriculum (as funding allows).
  - f. Provide appropriate interventions for struggling students (such as tutoring).
  - g. Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies
  - h. Participate in scheduled curriculum review (all content areas, embed IEFA).
  - i. Participate in Missoula Area Special Education Cooperative activities.
  - j. Implement a continuous improvement staff supervision model that focuses on student achievement.
  - k. Provide students and teachers with access to up-to-date instructional technology (as funding allows).
  - l. Provide students and teachers with access to up-to-date library collection (as funding allows).
  - m. Attend regional Principal meetings at least 4-6 times per year.
  - n. Attend regional Superintendent meetings at least 9 times per year.
  - o. Attend regional grade-level teacher meetings at least 1 time every two or three years.
  - p. Involve the school community through use of facilities for community organizations, library, after school activities.
2. Construct ?pacing guides? in math and reading that align with the curriculum document at each grade level to assure content coverage, adherence to state standards and assessments, as well as vertical and horizontal alignment.
3. Mentor new staff members (as funding allows).
4. Explore anti-bullying curricula for possible implementation;
5. Integrate Common Core Standards

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

The professional development opportunities that are offered to staff members are focused on K-12 student achievement. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees (all content areas), and many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers. Workshops were offered to all staff members in technology. Teachers participated in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade level/content area. Weekly staff meetings include discussion and grade-level planning for student improvement based on student achievement data.

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

Formal and informal assessments. Student classroom work and teacher observations

**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**

Achievement remains static

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

Goals are broadly stated outcome expectations.  
All students will improve in math achievement.  
More students in the "nearing proficiency" category on the CRT will move to proficient.  
Our economically disadvantaged students will achieve at the rate of the "all students" population.  
Our students will demonstrate greater proficiency with "open-ended" questions where they are required to explain their thinking.

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

### **State the district goals for math.**

- All students will improve in math achievement.
- More students in the "nearing proficiency" category on the smarter balanced will move to proficient and also Novice to Nearing proficiency.
- Our economically disadvantaged students will achieve at the rate of the "all students" population.

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

Have 5% of students move from NP to P  
Move 3% of the Novice to NP

**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?**

1. Continue to:
  - a. Implement a District-wide model of continuous improvement based on student achievement data.
  - b. Through the use of multiple forms of assessment, diagnose, monitor, and summative assess student progress for the purpose of tailoring instruction for each student.
  - c. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement.
  - d. Meet weekly with staff members; discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); analysis of student achievement data.
  - e. Adopt and purchase researched-based instructional materials that align with the curriculum (as funding allows).
  - f. Provide appropriate interventions for struggling students (such as tutoring).
  - g. Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies
  - h. Participate in scheduled curriculum review (all content areas, embed IEFA).
  - i. Participate in Missoula Area Special Education Cooperative activities.
  - j. Implement a continuous improvement staff supervision model that focuses on student achievement.
  - k. Provide students and teachers with access to up-to-date instructional technology (as funding allows).
  - l. Provide students and teachers with access to up-to-date library collection (as funding allows).
  - m. Attend regional Principal meetings at least 4-6 times per year.
  - n. Attend regional Superintendent meetings at least 9 times per year.
  - o. Attend regional grade-level teacher meetings at least 1 time every two or three years.
  - p. Involve the school community through use of facilities for community organizations, library, after school activities.
2. Construct "pacing guides" in math and reading that align with the curriculum document at each grade level to assure content coverage, adherence to state standards and assessments, as well as vertical and horizontal alignment.
3. Mentor new staff members (as funding allows).
4. Explore anti-bullying curricula for possible implementation;
5. Integrate Common Core Standards

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

The professional development opportunities that are offered to staff members are focused on K-12 student achievement. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees (all content areas), and many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers. Workshops were offered to all staff members in technology. Teachers participated in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade level/content area. Weekly staff meetings include discussion and grade-level planning for student improvement based on student achievement data.

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

The district is implementing a district based assessment this year to measure student progress towards achievement.

## **Reading**

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

**State the district goals for reading.**

Students will achieve equal or higher than the state average on the Smarter balance test.

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

Objective 1: 100 percent of all students in grades K-2 will be proficient in phonemic awareness, phonics, vocabulary comprehension and fluency as measured by district assessments.

Measurable Objective 2: 100 percent of all students in grades 3-6 will be proficient or show growth in reading comprehension, vocabulary and fluency as measured by performance on the Smarter balanced test.

Measurable Objective 3: 100 percent of all students in grades 7-8 will be proficient or show growth in reading comprehension as measured by performance on the Smarter balanced test.

Measurable Objective 4: 100 percent of all students in grades 9-10 will be proficient or show growth in reading comprehension as measured by performance on the Smarter balanced test.

**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?**

The professional development opportunities that are offered to staff members are focused on K-12 student achievement. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees (all content areas), and many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers. Workshops were offered to all staff members in technology. Teachers participated in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their gradelevel/content area.



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

1. Continue to:
  - a. Implement a District-wide model of continuous improvement based on student achievement data.
  - b. Through the use of multiple forms of assessment, diagnose, monitor, and summatively assess student progress for the purpose of tailoring instruction for each student.
  - c. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement.
  - d. Meet weekly with staff members; discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); analysis of student achievement data.
  - e. Adopt and purchase researched-based instructional materials that align with the curriculum (as funding allows).
  - f. Provide appropriate interventions for struggling students (such as tutoring).
  - g. Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, MANDT training to staff members.
  - h. Participate in scheduled curriculum review (all content areas, embed IEFA). Participate in Missoula Area Special Education Cooperative activities.
  - j. Implement a continuous improvement staff supervision model that focuses on student achievement.
  - k. Provide students and teachers with access to up-to-date instructional technology (as funding allows).
  - l. Provide students and teachers with access to up-to-date library collection (as funding allows).
  - m. Attend regional Principal meetings at least 4-6 times per year.
  - n. Attend regional Superintendent meetings at least 9 times per year.
  - o. Attend regional grade-level teacher meetings at least 1 time every two or three years.
  - p. Involve the school community through use of facilities for community organizations, library, after school activities.
2. Construct pacing guides in math and reading that align with the curriculum document at each grade level to assure content coverage, adherence to state standards and assessments, as well as vertical and horizontal alignment.
3. Mentor new staff members (as funding allows).
4. Explore anti-bullying curricula for possible implementation;
5. Integrate Common Core Standards (Literacy 2011 and Mathematics 2012).

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

Staff will utilize formative and summative assessments for individual students to demonstrate proficiency in alignment with common core standards. Also a district data team has been created to monitor and align program materials so that each student will reach proficiency in every subject as it relates to the common core standards.

**Analysis of Data**

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

Achievement remains static

**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**

Achievement remains static

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

- Use of intervention materials
- Adoption of research-based curriculum materials
- Focused professional development
- Increased parent engagement
- Professional development in the use of data

**2017 (Current Year) Action Plan**

**State the district goals for reading.**

- All students will improve in reading achievement.
- More students in the "nearing proficiency" category on the Smarter balance will move to proficient and novice will move to nearing proficient.
- Our economically disadvantaged students will achieve at the rate of the "all students" population.

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

Objective 1: the district will be around 95 percent of all students in grades K-2 will be proficient in phonemic awareness, phonics, vocabulary comprehension and fluency as measured by district assessments.

Measurable Objective 2: 95 percent of all students in grades 3-6 will be proficient in reading comprehension, vocabulary, and fluency as measured by performance on the Starter balance testing.

Measurable Objective 3: 95percent of all students in grades 7-8 will be proficient in reading comprehension as measured by performance on the Smarter balance.

Measurable Objective 4: 95 percent of all students in grades 9-10 will be proficient in reading comprehension as measured by performance on the district assessment.

**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?**

The professional development opportunities that are offered to staff members are focused on K-12 student achievement. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees (all content areas), and many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers. Workshops were offered to all staff members in technology. Teachers participated in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade level/content area. Weekly staff meetings

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

1. Continue to: a. Implement a District-wide model of continuous improvement based on student achievement data.  
b. Through the use of multiple forms of assessment, diagnose, monitor, and summatively assess student progress for the purpose of tailoring instruction for each student. c. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. d. Meet weekly with staff members; discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); analysis of student achievement data. e. Adopt and purchase researched-based instructional materials that align with the curriculum (as funding allows). f. Provide appropriate interventions for struggling students (such as tutoring). g. Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, MANDT training to staff members. h. Participate in scheduled curriculum review (all content areas, embed IEFA). Participate in Missoula Area Special Education Cooperative activities. j. Implement a continuous improvement staff supervision model that focuses on student achievement. k. Provide students and teachers with access to up-to-date instructional technology (as funding allows). l. Provide students and teachers with access to up-to-date library collection (as funding allows). m. Attend regional Principal meetings at least 4-6 times per year. n. Attend regional Superintendent meetings at least 9 times per year. o. Attend regional grade-level teacher meetings at least 1 time every two or three years. p. Involve the school community through use of facilities for community organizations, library, after school activities. 2. construct pacing guides in math and reading that align with the curriculum document at each grade level to assure content coverage, adherence to state standards and assessments, as well as vertical and horizontal alignment. 3. Mentor new staff members (as funding allows). 4. Explore anti-bullying curricula for possible implementation; 5. Integrate Common Core Standards (Literacy 2011 and Mathematics 2012).

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

Staff will utilize formative and summative assessments for individual students to demonstrate proficiency in alignment with common core standards. Also a district data team has been created to monitor and align program materials so that each student will reach proficiency in every subject as it relates to the common core standards.

## **Arts**

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## **Career Vocational/Technical Education**

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## **Communication Arts**

**Previous Review:**

**Next Scheduled Review:**

Review of this curriculum area has not been completed.

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## **English Language Arts**

**Previous Review:** 2011 - 2012

**Next Scheduled Review:** 2017-2018

Review of this curriculum area is currently in progress.

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## **Health Enhancement**

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## **Library Media**

**Previous Review:** 2011 - 2012

**Next Scheduled Review:** 2017-2018

Review of this curriculum area is currently in progress.

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## Mathematics

**Previous Review:** 2012 - 2013

**Next Scheduled Review:** 2018-2019

Review of this curriculum area has not been completed.

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## Reading

**Previous Review:** 2011 - 2012

**Next Scheduled Review:** 2017-2018

Review of this curriculum area is currently in progress.

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## Science

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## Social Studies

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

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## Technology

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## Workplace Competencies

**Previous Review:** 2016 - 2017

**Next Scheduled Review:** 2021-2022

Review of this curriculum area has been completed since initiation.

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## **World Languages**

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

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

**Prepared by: Drummond H S (District)**

**LE0420**

State Fiscal Year: 2017

## **Math**

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

#### **State the district goals for math.**

All students will improve in math achievement.

More students in the "nearing proficiency" category on the CRT will move to proficient and novice will move to nearing proficient.

Our economically disadvantaged students will achieve at the rate of the "all students" population.

Our students will demonstrate greater proficiency with "open ended" questions where they are required to explain their thinking.

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

The district will reach or score higher than the state average in Math.

#### **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?**

Continue to: a. Implement a District-wide model of continuous improvement based on student achievement data.

b. Through the use of multiple forms of assessment, diagnose, monitor, and summatively assess student progress for the purpose of tailoring instruction for each student.

c. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. d. Meet weekly with staff members; discussions include content-area grade level expectations for students, as outlined in the curriculum

document (based on state standards); analysis of student achievement data. e. Adopt and purchase researched-based

instructional materials that align with the curriculum (as funding allows).

f. Provide appropriate interventions for struggling students (such as tutoring).

g. Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, MANDT training to staff members.

h. Participate in scheduled curriculum review (all content areas, embed IEFA).

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

The professional development opportunities that are offered to staff members are focused on K-12 student achievement. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees (all content areas), and many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers. Workshops were offered to all staff members in technology. Teachers participated in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade-level/content area. Weekly staff meetings include discussion and grade-level planning for student improvement based on student achievement data.

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

District has created a district level data team that will review the progress of all students in all subject areas focusing on common core implementation. Individual classrooms will monitor students through formative and summative evaluation of individual knowledge and work towards the proficiency of all students.

**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**

Achievement remains static

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

It is has been difficult to identify a strong trend of academic achievement since testing has changed from MontCas to Smarter balance to ACT.

Use of intervention materials

Adoption of research-based curriculum materials

Focused professional development

Curriculum redesign

Strategic implementations of higher expectations

Increased parent engagement

Professional development in the use of data

Reduction of High School Math teacher

Addition of Middle school math teacher

**2017 (Current Year) Action Plan**

**State the district goals for math.**

?All students will improve in math achievement.

?More students in the "nearing proficiency" category on the CRT will move to proficient and novice will move to nearing proficient.

?Our economically disadvantaged students will achieve at the rate of the "all students" population.

?Our students will demonstrate greater proficiency with "open-ended" questions where they are required to explain their thinking.

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

The district will reach or score higher than the state average in Math.

**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?**

Continue to: a. Implement a District-wide model of continuous improvement based on student achievement data. b. Through the use of multiple forms of assessment, diagnose, monitor, and summatively assess student progress for the purpose of tailoring instruction for each student. c. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. d. Meet weekly with staff members; discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); analysis of student achievement data. e. Adopt and purchase researched-based instructional materials that align with the curriculum (as funding allows). f. Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies Participate in scheduled curriculum review (all content areas, embed IEFA). Participate in Missoula Area Special Education Cooperative activities. Implement a continuous improvement staff supervision model that focuses on student achievement. Provide students and teachers with access to up-to-date instructional technology (as funding allows). Provide students and teachers with access to up-to-date library collection (as funding allows). m. Attend regional Principal meetings at least 4-6 times per year. n. Attend regional Superintendent meetings at least 9 times per year. Attend regional grade-level teacher meetings at least 1 time every two or three years. p. Involve the school community through use of facilities for community organizations, library, after school activities. 2. Construct ?pacing guides?in math and reading that align with the curriculum document at each grade level to assure content coverage, adherence to state standards and assessments, as well as vertical and horizontal alignment. 3. Mentor new staff members (as funding allows). Explore anti-bullying curricula for possible implementation; Integrate Common Core Standards.

**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:

The professional development opportunities that are offered to staff members are focused on K-12 student achievement. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees (all content areas), and many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers. Workshops were offered to all staff members in technology. Teachers participated in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade level/content area. Weekly staff meetings include discussion and grade-level planning for student improvement based on student achievement data.

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

Through use of formal and informal assessments and classroom observations.

## **Reading**

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

**State the district goals for reading.**

More students in the "nearing proficiency" category on the CRT will move to proficient and novice to nearing proficient.

Our economically disadvantaged students will achieve at the rate of the "all students" population.

Our student will demonstrate greater comprehension in reading.

Our students will demonstrate greater proficiency with "open ended" questions

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

Students will score equal or higher than the state average on standardized testing.

**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?**

Through increased amounts of intervention materials and curriculum alignment.

Additional study table times to help students with their workloads.

**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 will be utilized in a more targeted and internationalized way to improve staffs ability to implement technology, common core standards, and improve educational performances with the districts changing economy.

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

Through the use of informal and formal assessments, classroom observation and classroom assignments.

**Analysis of Data**

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

Achievement remains static

**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**

Achievement remains static

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

- Use of intervention materials
- Adoption of research-based curriculum materials
- Focused professional development
- Curriculum redesign
- Strategic implementations of higher expectations
- Professional development in the use of data
- Addition of High School Writing Class

## **Arts**

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## **Career Vocational/Technical Education**

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## **Communication Arts**

**Previous Review:**

**Next Scheduled Review:**

Review of this curriculum area has not been completed.

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## **English Language Arts**

**Previous Review:** 2012 - 2013

**Next Scheduled Review:** 2017-2018

Review of this curriculum area is currently in progress.

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## **Health Enhancement**

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## **Library Media**

**Previous Review:** 2012 - 2013

**Next Scheduled Review:** 2017-2018

Review of this curriculum area is currently in progress.

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## Mathematics

**Previous Review:** 2012 - 2013

**Next Scheduled Review:** 2018-2019

Review of this curriculum area has not been completed.

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## Reading

**Previous Review:** 2012 - 2013

**Next Scheduled Review:** 2017-2018

Review of this curriculum area is currently in progress.

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## Science

**Previous Review:** 2014 - 2015

**Next Scheduled Review:** 2020-2021

Review of this curriculum area has been completed since initiation.

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## Social Studies

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

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## Technology

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## Workplace Competencies

**Previous Review:** 2015 - 2016

**Next Scheduled Review:** 2022-2023

Review of this curriculum area has been completed since initiation.

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## **World Languages**

**Previous Review:** 2013 - 2014

**Next Scheduled Review:** 2019-2020

Review of this curriculum area has been completed since initiation.

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# Title I Schoolwide Program Plan

LE Code: 0419  
LE Name: Drummond Elem  
SC Code: 0563  
School Name: Drummond School  
School Address: 108 W Edwards  
Building Principal: Rick Parke, Principal  
Email: rparkdhs@blackfoot.net  
Phone:  
Fax: 4062883299  
Superintendent: Bryan Kott, Superintendent  
Superintendent Phone: 4062883281 222  
Superintendent Fax: 4062883299  
Grade Levels: PK - 6  
Implementation Date: 07/01/2016  
Plan Status: Revised  
Completed: Yes  
Date of Last Change: 04/25/2016  
Who Made Last Change: BKott

## Planning

**A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.**

## Planning Team

**List the names of the people involved in developing this plan. (Each group should have at least one participant who is not serving in more than one role.)**

Rick Parke, Principal - Administration

Bryan Kott, Superintendent - Administration

Ann Schindler, Teacher - Certified Staff

## Schoolwide Planning Summary

**Summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, and staff meetings where planning took place. Also discuss other activities conducted during the needs assessment, inquiry process and plan development. At least three planning team, staff, and parent meetings should take place.**

MeetingDate: 04/05/2016

Agenda Topics: Have staff review and amend the Program Plan for 2016-17...

Planning Team: Yes All Staff: No Parents: No

MeetingDate: 10/06/2016

Agenda Topics: Title I Parent meeting Cover Title I plan Parents complete survey

Planning Team: No All Staff: No Parents: Yes

## **Communication**

**1. Describe the processes and opportunities that were used to: 1) develop the Schoolwide Plan; 2) inform the entire staff, parents, community and district of the Schoolwide planning team actions; and 3) solicit and receive feedback from these groups.**

The district provided time for parents/community members to communicate the needs of students so that the schoolwide program would be effective. This was provided during monthly board meetings, parent teacher conferences when meeting time was set up for the purpose of title I. Monthly newsletters were also sent to the community concerning activities of the district. Also, parents were provided the ability to complete a feedback survey during parent teacher conferences.

**2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?**

Currently, 100% of the staff supports the implementation of the completed Schoolwide plan

**3. Briefly describe how this level of support was determined. If not 100 percent, how will the school address the concerns of those who did not support the plan?**

Currently, the district is working towards improving the usage of data to drive instruction. Along with providing data, the district utilizes the formal and informal conversations to determine the needs through the schoolwide title program. Monthly there are also times to discuss the needs of individual students or the overall student body during a regularly scheduled faculty meeting.

## **Technical Assistance**

**1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance. (Technical assistance can include the following: professional development on preparing and/or implementing a schoolwide plan from the district and/or OPI, consultation with the district, the hiring of outside experts, conferences, etc.)**

- Strengthen educational programs by reducing class size.
  - Improve student performance in ELA and Math by providing smaller classes.
  - Provide additional student support services to students in need.
- All of these practices provide all students with more individual support in improving math and ELA.

**2. Supply the dates of meetings, the type or topic of assistance, and who provided it.**

Support is through-out the school year.

## **Comprehensive Needs Assessment**

**The Comprehensive Needs Assessment is a required component of the Schoolwide Plan.**

**1. Provide a brief descriptive narrative of the school and the community to provide a context for the plan. Also include the school's mission/vision statement.**

Drummond is a small community made up of ranchers, farmers, loggers, and small business owners. The community upholds strong moral values and values education. The population of our K-6 school is 75 students, the 7th-8th grade is 29 students, and high school 74 students. District Vision/Mission Statement The belief of the Districts 11 and 2 is that students be exposed to a total educational program, including academic, social and personal growth in order to help each student reach his/her maximum potential, become life-long learners and develop into a productive citizen of our community, state, nation and the world. Students are expected to:

1. Read, write, compute and communicate effectively
2. Respect themselves and the rights and property of others
3. Know how to access, evaluate and use information
4. Think creatively and critically, both individually and cooperatively
5. Use technology effectively
6. Know the historical traditions of our country, its ideals, and the relationship of our system of government to the free-enterprise system of economics
7. Appreciate the role science plays in their lives as it related to health, survival, and the development of a sound mind and body
8. Actively participate in citizenship and community service
9. Continue to learn, grow and adapt to a rapidly changing job market, and the world
10. Pursue opportunities that extend the core curriculum to include art, music, practical arts and social development

**2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Areas of Concentration: student achievement, curriculum and instruction, professional development, parental/community involvement, and school perspective and organization.**

Implement a District-wide model of continuous improvement based on student achievement data. Through the use of multiple forms of assessment, diagnose, monitor, and summative assessment to assess student progress for the purpose of tailoring instruction for each student. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. As a staff we meet once a month and discuss educational needs as a staff. The discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); and analysis of student achievement data. The District adopts and purchase researched-based instructional materials that align with the curriculum (as funding allows). Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, building safety, and student behavioral support. Participate in scheduled curriculum review (all content areas, embed IEFA).

(2013-2014)-(2018-2019): Social Studies; World Languages;

(2014-2015)-(2019-2020): Science; Health Enhancement and Physical Education

2015-2016: The Arts, Music, Theatre Arts, Visual Arts, Career and Technology, CTE coursework

2016-2017: English Language Arts and Literacy

2017-2018: Math

As a District-

We participate in Missoula Area Education Cooperative activities. Implement a continuous improvement staff supervision model that focuses on student achievement. Provide students and teachers with access to up-to-date instructional technology (as funding allows). Provide students and teachers with access to up-to-date library collection (as funding allows). Attend regional Principal meetings at least 4-6 times per year. Attend regional Superintendent meetings at least 9 times per year. Attend regional grade-level teacher meetings at least 1 time every two or three years. Attend regional subject-area teacher meetings at least 1 time every two or three years. Attend regional new teacher and new-teacher-to the Missoula Area Curriculum Consortium meetings at least 1 time per year. Involve the school community through use of facilities for community organizations, library, after school programs, etc.

**3. Identify the strengths and weaknesses of the school program. (Summarize the key findings of the Comprehensive Needs Assessment.)**

Strengths Student achievement growth in ELA Student achievement growth in Math  
Weaknesses Need to improve district/family communication Need to strengthen parental involvement Need to Strengthen district's data collection in order to create a stronger educational system based on multiple data points.

**4. After reviewing the areas of need, specifically looking at the academic need of identified subgroups (include English Language Learners, Migrant, Homeless and N&D Students if applicable), state the SMART (strategic, measureable, attainable, realistic, and time bound) goals for the school.**

Assessment methods conflict or are not aligned with the academic content and achievement standards. Select or develop assessment tools that are aligned with the content standards. Develop and implement a student portfolio system as one means to assess mastery of the achievement standards. Expand the use of diagnostic assessment as one means to obtain student level information. Improve the consistency of letter grade reporting across grade levels and among teachers.

## **School Reform Strategies**

**All students are expected to meet the state's challenging standards. Students who experience difficulty will be provided timely and effective additional assistance.**

**Instructional strategies and initiatives in the plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students.**

**1. Describe the key components of the research-based instructional program the school will implement that have been determined to address the priority needs. (Instructional need being addressed, Strategy Description, Research-based Principle, Research, Source)**

Drummond is in the beginning stages of using a 3-Tier RTI approach to providing effective instruction for all learners. With a variety of assessments in reading, writing, and math, student progress is monitored throughout the year. Based on data identifying student performance levels (Advanced, Proficient, nearing Proficient, novice), instructional plans and grouping decisions are made to differentiate instruction for students according to the core, enrichment, or below-level needs. In addition to core instruction, students nearing proficient or novice receive intervention support that provides additional learning through smaller group work, extended practice, and use of intervention materials. Drummond will also utilize Star Assessments improve educational data to create another common assessment.

**2. Describe a suggested school instructional schedule, including how the mathematics and reading instructional programs will be organized and delivered in the school.**

In the elementary, core instructional subjects will be in the morning to increase effectiveness. The use of small group and individual instruction will be utilized when needed. Students will also be provided pull out opportunities when needed. Instructional programs will be selected and implemented with the help of the Missoula Area Curriculum Consortium.

### **Instruction by Highly Qualified Professional Staff**

**All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. A hard copy of the attestation forms in [www.transact.com](http://www.transact.com) must be kept on file at the school.**

**1. All teachers are Highly Qualified. (Located in [www.transact.com](http://www.transact.com))**

Yes

**2. All Paraprofessionals are Highly Qualified. (Located in [www.transact.com](http://www.transact.com))**

Yes

### **High-Quality and Ongoing Professional Development**

**Professional development must be high-quality, ongoing and sustained for all staff, principals and paraprofessionals.**

**1. List the professional development activities the school will engage in to implement the Schoolwide Plan. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

Implement a District-wide model of continuous improvement based on student achievement data. Through the use of multiple forms of assessment, diagnose, monitor, and summative assessment to assess student progress for the purpose of tailoring instruction for each student. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. As a staff, we meet once a month and discuss educational needs as a staff. The discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); and analysis of student achievement data. The District adopts and purchase researched-based instructional materials that align with the curriculum (as funding allows). Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, building safety, and student behavioral support. Participate in scheduled curriculum review (all content areas, embed IEFA). 2013-2014: Social Studies; World Languages; 2014-2015: Science; Health Enhancement and Physical Education 2015-2016: The Arts, Music, Theatre Arts, Visual Arts, Career and Technology, CTE coursework 2016-2017: English Language Arts and Literacy 2017-2018: Math As a District- We participate in Missoula Area Education Cooperative activities. Implement a continuous improvement staff supervision model that focuses on student achievement. Provide students and teachers with access to up-to-date instructional technology (as funding allows). Provide students and teachers with access to up-to-date library collection (as funding allows). Attend regional Principal meetings at least 4-6 times per year. Attend regional Superintendent meetings at least 9 times per year. Attend regional grade-level teacher meetings at least 1 time every two or three years. Attend regional subject-area teacher meetings at least 1 time every two or three years. Attend regional new teacher and new-teacher-to the Missoula Area Curriculum Consortium meetings at least 1 time per year. Involve the school community through the use of facilities for community organizations, library, after school programs, etc.

**2. Explain how each professional development activity listed relates to the priority areas needing improvement, and how these activities will assist in improving student achievement. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

Bring back new and up to date educational skills and teaching habits to improve student achievement and keep staff up to date with current trends in education.

**3. Describe the ongoing embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies that have occurred.**

Ongoing and job-embedded professional development will be integrated into the schoolwide program to improve academic achievement as follows. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees. Many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers), and in district additional PIR day will be provided. Workshops are offered to all staff members in technology. Teachers participate in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade-level/content area. Weekly staff meetings include discussion and grade-level planning for student improvement based on student achievement data.

## **Strategies to Attract Highly Qualified Professional Staff**



**Recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools. Low-performing students in these schools have a special need for excellent teachers.**

**1. Describe the strategies that will be used to recruit highly qualified teachers and paraprofessionals.**

Use of OPI's job searches website. Through application screening processes and a strong comprehensive interview process.

**2. Describe the strategies that will be used to retain highly qualified teachers and paraprofessionals where they are needed most.**

Through creating strong support systems for new teachers. Mentoring programs and opportunities for professional development to improve teaching while increasing compensation on the pay scale.

## **Strategies to Increase Parental Involvement**

**Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.**

**1. Describe the key strategies planned to increase meaningful parental involvement designed to enhance home-school partnerships and improve student learning.**

- School Newsletters
- School Report Card
- Annual Report Card Meeting
- SES Letters
- School Reach Parent notification system
- Parent/Teacher Conferences
- School Website—Parent Involvement Policy

**2. Explain the strategies or processes used to include parents in the decision making and the evaluation of the Schoolwide Plan and/or other school related programs.**

Parent input and participation is solicited through the school newsletter, the school web site, a family involvement policy letter, Annual School Report Card Meeting, annual parent input surveys, Parent Opinion Poll, and representation in the Title I team.

**3. Describe the process used to meet with parents of students who have not met the academic standards.**

Through individual student parent meetings with district teaching staff and also district administration. The district encourages staff to keep strong lines of communication with students and families regarding student achievement.

**4. Identify the date and the agenda for the annual Title I-A meeting.**

Oct. 1, 2015 (During the 1st Parent Teacher Conf.) Title I Presentation What is a Title I schoolwide program?

- o Description and explanation of curriculum
- o Description and explanation of expected proficiency levels for students
- o Description of academic assessments used to monitor student progress and identify areas of academic need
- o Description of services to students with identified areas of need What are the Title I Parent Notification requirements? How can parents be involved?
- o School-Parent Compacts
- o Parent Activity Involvement Plan for the school year
- o Survey: What do you need to be involved Questions and Answers

**5. Describe community collaboration and partnerships that enhance student achievement.**

The district utilized community organizations and partnerships formed on a constant basis. Kiwanis, Drummond Community Library, Parkers Restaurant, and local law enforcement are a few of the partners that Drummond Public Schools have created partnerships with. Drummond Public schools also utilized Grants such as 21st Cent. Learning grant to increase learning time.

**6. Briefly describe the process used to develop and implement the school/parent compact.**

Through faculty meetings and use of the TransAct system were used to create the parent compact. Staff and parents monitored and communicated issues that arose to create an affective school home partnership.

**7. Title I Parental Involvement Plans are available to the parents and public.**

Yes

**Preschool/Other Transition Strategies**

**Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level**

**1. Where appropriate, state how the Schoolwide Program will coordinate transitions for preschool children into the primary grades. Explain other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, and high school to post-secondary.**

Transitions for Drummond include local preschool program to Kindergarten Elementary to Middle School for 2014-2015 Middle School - High School

**2. Describe the ongoing coordination with other community programs and agencies that support transitions for students.**

There has not been.

**Assessment of Student Progress**

**Frequent and ongoing assessments used to determine student progress help verify how the Schoolwide Plan is meeting learner needs. The assessments that will be used need to be selected with teacher input, who should be involved in the timing and the implementation of these assessments.**

**Use the following outline to describe the student assessments which will give staff ongoing data regarding student progress:**

- a. Full name of the assessment;**
- b. grade level to be assessed;**
- c. appropriate content area;**
- d. times it will be given;**
- e. how the staff will be trained to administer the assessments; and**
- f. how and when the staff will use the information to guide instruction.**

Assessment Name: Dibbles

Description: Reading

Grade Level: K-3

Content Area: ELA

Frequency of Assessment: ongoing

Training for assessment: Through communication with staff. We are planning on having a training in the fall 2014.

How Used: Test reading fluency.

Assessment Name: Smarter Balance

Description: State Testing

Grade Level: 3-6

Content Area: Math

Frequency of Assessment: once a year

Training for assessment: Utilize OPI Website for training videos  
State Testing Conference

How Used: See what our students need for improvement

Assessment Name: Smarter Balance

Description: State Testing

Grade Level: 3-6

Content Area: ELA

Frequency of Assessment: Once a Year

Training for assessment: OPI Website  
State Conferences

How Used: See what our students need for improvement

**Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.**

Teachers use formative and summative assessments in daily classrooms to determine if students are meeting classroom standards and expectations. Lines of communication have been given to both administration and extra educational services when classroom teachers feel students need additional time or support.

## **Additional Assistance for At-risk Students**

**The Schoolwide Program must identify students who need additional learning time to meet the standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all the identified students in the school.**

**1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.**

Through daily assignments, summative assessment, formative assessment, and communication with classroom teaching staff. Also, staff will discuss student educational concerns at monthly faculty meetings.

**2. Describe how timely assistance and services will be provided for struggling learners.**

There is also a teacher available during the school day to provide additional support for struggling learners. They are there to provide additional individual/small group help for students in the general classroom.

**3. Describe how services will be provided for the following special populations: Special Education students; English Language learners; Migrant students; Homeless students; and Neglected or Delinquent students.**

There is a staff member that will assist students outside of the general classroom. The goal of Drummond is to be able to mainstream students and provide pull out services to all students that need additional services.

## **Coordination and Integration of Programs and Resources**

**Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs with the aim of upgrading the entire educational program.**

**1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this act (i.e., migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).**

Drummond Schools coordinates with the district-wide programs that serve all students, English Language Learners, Homeless students, and students qualifying for Migrant Education Program services. Drummond's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. A majority of students qualify for free or reduced lunch. Supplemental Education Service tutoring is available to eligible students during the school year and participation is coordinated by the district's Federal Programs Department. Drummond is a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.

**2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district/school improvement efforts.**

Drummond Schools coordinates with the district-wide programs that serve all students, English Language Learners, Homeless students, and students qualifying for Migrant Education Program services. Drummond's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. A majority of students qualify for free or reduced lunch. Supplemental Education Service tutoring is available to eligible students during the school year and participation is coordinated by the district's Federal Programs Department. Drummond is a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.

**3. List the funds to be included in the Schoolwide Program. Please enter a dollar amount rounded to the nearest whole number. Do not use a dollar sign, comma, decimal point, or place a break between the numbers. Do not break down the budget by LE or Sc.**

Title I-A: 40487

Title II-A: 8008

**4. Provide a budget narrative explaining how all the funds listed will be used. Please be specific.**

Funds will be used to provide additional staffing and reduce classroom numbers creating more individualized learning.

## **Research Process**

**Instructional strategies and initiatives in the plan must be built on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. The ESEA/NCLB emphasis is in reading and mathematics.**

**1. Briefly describe the process the staff and planning team used to:**

**Identify possible reasons for the identified needs.**

**Identify possible solutions and strategies to address these reasons.**

**Receive input from the whole staff and the parents during this process.**

Through Surveys data was collected and utilized both from staff and parents. These were used to create a dialog to come up with possible solutions. Discussion at monthly faculty meetings both 7-12 and k-12.

**2. Describe how the staff:**

**Investigated best practices and research.**

**Contacted and visited successful schools and programs.**

Through communication with other superintendents on what has worked and what has not worked.

## **Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan**

**Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan**

**1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.**

Drummond Schools will evaluate the effectiveness of the plan on a continuing cycle. Staff will meet monthly at district faculty meetings to reflect on the effectiveness of the educational programs. At the beginning of each school year, the district will create a team to review this plan and make changes to it. At the end of each school year, the committee will review the overall effectiveness.

**2. Describe who will be involved in the evaluation/review, and how they were selected**

The are selected on a volunteer basis from district certified staff/classified staff and community members.

Administration

Teachers

Community members

**3. Describe what process will be in place to ensure that revisions are completed, and that the district has been informed of any changes.**

Parent/Teacher Conferences

School Newsletters

Monthly Board meetings

**4. Describe how the district will be informed of the school's progress and on any changes to the schoolwide plan.**

Through communication in the monthly newsletters and use of district professional development days.

**District Review Team**

Ann Schindler, Teacher      Date Reviewed: 04/25/2016

# Title I Schoolwide Program Plan

LE Code: 0420  
LE Name: Drummond H S  
SC Code: 0564  
School Name: Drummond High School  
School Address: 108 W Edwards  
Building Principal: Bryan Kott, Principal  
Email: bkottdhs@blackfoot.net  
Phone:  
Fax: 4062883299  
Superintendent: Bryan Kott, Superintendent  
Superintendent Phone: 4062883281 222  
Superintendent Fax: 4062883299  
Grade Levels: 9 - 12  
Implementation Date: 08/22/2016  
Plan Status: Revised  
Completed: Yes  
Date of Last Change: 04/21/2016  
Who Made Last Change: BKott

## Planning

**A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.**

## Planning Team

**List the names of the people involved in developing this plan. (Each group should have at least one participant who is not serving in more than one role.)**

Bryan Kott, Superintendent - Administration  
Lynn Hash, Teacher - Certified Staff  
Lindsey Little, English Teacher - Certified Staff

## Schoolwide Planning Summary

**Summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, and staff meetings where planning took place. Also discuss other activities conducted during the needs assessment, inquiry process and plan development. At least three planning team, staff, and parent meetings should take place.**

MeetingDate: 03/21/2016

Agenda Topics: Title I Schoolwide Plan Revision

Planning Team: Yes All Staff: No Parents: No

## **Communication**

**1. Describe the processes and opportunities that were used to: 1) develop the Schoolwide Plan; 2) inform the entire staff, parents, community and district of the Schoolwide planning team actions; and 3) solicit and receive feedback from these groups.**

The district provided time during both the fall and the spring parent-teacher conferences for parents/community members to communicate the needs of students so that the schoolwide program would be effective. Time was also provided during monthly board meetings for the community to voice concerns or provide public comment. Monthly newsletters are also sent to the community concerning activities of the district.

**2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?**

100%

**3. Briefly describe how this level of support was determined. If not 100 percent, how will the school address the concerns of those who did not support the plan?**

Communication with staff both by formal and informal communications in meetings and discussions regarding faculty needs and student improvement needs.

## **Technical Assistance**

**1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance. (Technical assistance can include the following: professional development on preparing and/or implementing a schoolwide plan from the district and/or OPI, consultation with the district, the hiring of outside experts, conferences, etc.)**

- Strengthen educational programs by reducing class size.
- Improve student performance in ELA and Math by providing smaller classes.
- Provide additional student support services to students in need.

All of these practices provide all students with more individual support in improving math and ELA.

**2. Supply the dates of meetings, the type or topic of assistance, and who provided it.**

The meetings happen continuously throughout the school year. Assistance is provided through the entire school year and is provided by Math, ELA, and designated title teacher.

## **Comprehensive Needs Assessment**

**The Comprehensive Needs Assessment is a required component of the Schoolwide Plan.**



**1. Provide a brief descriptive narrative of the school and the community to provide a context for the plan. Also include the school's mission/vision statement.**

Drummond is a small community made up of ranchers, farmers, loggers, and small business owners. The community upholds strong moral values and values education.

The population of our K-6 school is 68 students, 7th-8th grade is 36 students, and high school 78 students.

**District Vision/Mission Statement**

The belief of the Districts 11 and 2 is that students are exposed to a total educational program, including academic, social and personal growth in order to help each student reach his/her maximum potential, become lifelong learners and develop into a productive citizen of our community, state, nation, and the world.

Students are expected to:

1. Read, write, compute and communicate effectively
2. Respect themselves and the rights and property of others
3. Know how to access, evaluate and use information
4. Think creatively and critically, both individually and cooperatively
5. Use technology effectively
6. Know the historical traditions of our country, its ideals, and the relationship of our system of government to the free-enterprise system of economics
7. Appreciate the role science plays in their lives as it related to health, survival, and the development of a sound mind and body
8. Actively participate in citizenship and community service
9. Continue to learn, grow and adapt to a rapidly changing job market, and the world
10. Pursue opportunities that extend the core curriculum to include art, music, practical arts, and social development

**2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Areas of Concentration: student achievement, curriculum and instruction, professional development, parental/community involvement, and school perspective and organization.**

Implement a District-wide model of continuous improvement based on student achievement data. Through the use of multiple forms of assessment, diagnose, monitor, and summative assessment to assess student progress for the purpose of tailoring instruction for each student. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. As a staff, we meet once a month and discuss educational needs as a staff. The discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); and analysis of student achievement data. The District adopts and purchase researched-based instructional materials that align with the curriculum (as funding allows). Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, building safety, and student behavioral support.

Participate in scheduled curriculum review (all content areas, embed IEFA).

2013-2014: Social Studies; World Languages;

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2017-2018: Math

As a District-

We participate in Missoula Area Education Cooperative activities.

Implement a continuous improvement staff supervision model that focuses on student achievement.

Provide students and teachers with access to up-to-date instructional technology (as funding allows).

Provide students and teachers with access to up-to-date library collection (as funding allows).

Attend regional Principal meetings at least 4-6 times per year.

Attend regional Superintendent meetings at least 9 times per year.

Attend regional grade-level teacher meetings at least 1 time every two or three years.

Attend regional subject-area teacher meetings at least 1 time every two or three years.

Attend regional new teacher and new-teacher-to the Missoula Area Curriculum

Consortium meetings at least 1 time per year.

Involve the school community through use of facilities for community organizations, library, after

school programs, etc.

### **3. Identify the strengths and weaknesses of the school program. (Summarize the key findings of the Comprehensive Needs Assessment.)**

#### Strengths

- Student achievement growth in ELA
- Student achievement growth in Math

#### Weaknesses

- Need to improve district/family communication
- Need to strengthen parental involvement
- Need to Strengthen district's data collection in order to create a stronger educational system based on multiple data points.

**4. After reviewing the areas of need, specifically looking at the academic need of identified subgroups (include English Language Learners, Migrant, Homeless and N&D Students if applicable), state the SMART (strategic, measurable, attainable, realistic, and time bound) goals for the school.**

Assessment methods conflict or are not aligned with the academic content and achievement standards.

- Select or develop assessment tools that are aligned with the content standards.
- Develop and implement a student portfolio system as one means to assess mastery of the achievement standards.
- Expand the use of diagnostic assessment as one means to obtain student level information.
- Improve the consistency of letter grade reporting across grade levels, and among teachers.

## **School Reform Strategies**

**All students are expected to meet the state's challenging standards. Students who experience difficulty will be provided timely and effective additional assistance.**

**Instructional strategies and initiatives in the plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students.**

**1. Describe the key components of the research-based instructional program the school will implement that have been determined to address the priority needs. (Instructional need being addressed, Strategy Description, Research-based Principle, Research, Source)**

With a variety of assessments in reading, writing, and math, student progress is monitored throughout the year. Based on data identifying student performance levels (Advanced, Proficient, nearing Proficient, novice), instructional plans and grouping decisions are made to differentiate instruction for students according to core subjects, enrichment, or below-level needs. In addition, to core instruction, students nearing proficient or novice receive intervention support that provides additional learning through smaller group work, extended practice, and use of intervention materials. Drummond will also utilize Star Assessments improve educational data to create another common assessment.

**2. Describe a suggested school instructional schedule, including how the mathematics and reading instructional programs will be organized and delivered in the school.**

In the 7-12th grades class times will be 55 minutes. Students will also be provided pull out opportunities when needed. There will also be a 30 min study hall at the end of the day so students can receive help in the classes that are needed.

Instructional programs will be selected and implemented with the help of the Missoula Area Curriculum Consortium.

## **Instruction by Highly Qualified Professional Staff**

**All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. A hard copy of the attestation forms in [www.transact.com](http://www.transact.com) must be kept on file at the school.**

**1. All teachers are Highly Qualified. (Located in [www.transact.com](http://www.transact.com))**

Yes

**2. All Paraprofessionals are Highly Qualified. (Located in [www.transact.com](http://www.transact.com))**

Yes

## High-Quality and Ongoing Professional Development

**Professional development must be high-quality, ongoing and sustained for all staff, principals and paraprofessionals.**

### **1. List the professional development activities the school will engage in to implement the Schoolwide Plan. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

Implement a District-wide model of continuous improvement based on student achievement data. Through the use of multiple forms of assessment, diagnose, monitor, and summative assessment to assess student progress for the purpose of tailoring instruction for each student. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. As a staff, we meet once a month and discuss educational needs as a staff. The discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); and analysis of student achievement data. The District adopts and purchase researched-based instructional materials that align with the curriculum (as funding allows). Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, building safety, and student behavioral support.

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Provide students and teachers with access to up-to-date library collection (as funding allows).

Attend regional Principal meetings at least 4-6 times per year.

Attend regional Superintendent meetings at least 9 times per year.

Attend regional grade-level teacher meetings at least 1 time every two or three years.

Attend regional subject-area teacher meetings at least 1 time every two or three years.

Attend regional new teacher and new-teacher-to the Missoula Area Curriculum

Consortium meetings at least 1 time per year.

Involve the school community through use of facilities for community organizations, library, after

school programs, etc.

### **2. Explain how each professional development activity listed relates to the priority areas needing improvement, and how these activities will assist in improving student achievement. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

Bring back new and up to date educational skills and teaching habits to improve student achievement and keep staff up to date with current trends in education.

**3. Describe the ongoing embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies that have occurred.**

Ongoing and job-embedded professional development will be integrated into the schoolwide program to improve academic achievement as follows. Opportunities include serving on the Missoula Area Curriculum Consortium Curriculum Committees. Many offerings from WM-CSPD including IEFA, researched-based teaching strategies in math, reading (decoding and fluency, vocabulary, reading comprehension, spelling, and strategies for struggling readers), and in district additional PIR day will be provided. Workshops are offered to all staff members in technology. Teachers participate in regional IEFA offerings. In addition, many staff members take advantage of opportunities specific to their grade-level/content area. Weekly staff meetings include discussion and grade-level planning for student improvement based on student achievement data.

### **Strategies to Attract Highly Qualified Professional Staff**

**Recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools. Low-performing students in these schools have a special need for excellent teachers.**

**1. Describe the strategies that will be used to recruit highly qualified teachers and paraprofessionals.**

Use of OPI's job searches website. Through application screening processes and a strong comprehensive interview process.

**2. Describe the strategies that will be used to retain highly qualified teachers and paraprofessionals where they are needed most.**

Through creating strong support systems for new teachers. Mentoring programs and opportunities for professional development to improve teaching while increasing compensation on the pay scale.

### **Strategies to Increase Parental Involvement**

**Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.**

**1. Describe the key strategies planned to increase meaningful parental involvement designed to enhance home-school partnerships and improve student learning.**

- School Newsletters
- School Report Card
- Annual Report Card Meeting
- SES Letters
- School Reach Parent notification system
- Parent/Teacher Conferences
- School Website—Parent Involvement Policy

**2. Explain the strategies or processes used to include parents in the decision making and the evaluation of the Schoolwide Plan and/or other school related programs.**

Parent input and participation is solicited through the school newsletter, the school web site, a family involvement policy letter, Annual School Report Card Meeting, annual parent input surveys, Parent Opinion Poll, and representation in the Title I team.

**3. Describe the process used to meet with parents of students who have not met the academic standards.**

Through individual student parent meetings with district teaching staff and also district administration. The district encourages staff to keep strong lines of communication with students and families regarding student achievement.

**4. Identify the date and the agenda for the annual Title I-A meeting.**

Oct. 1, 2015 (During the 1st Parent Teacher Conf.)

Title I Presentation What is a Title I schoolwide program?

- o Description and explanation of curriculum
  - o Description and explanation of expected proficiency levels for students
  - o Description of academic assessments used to monitor student progress and identify areas of academic need
  - o Description of services to students with identified areas of need What are the Title I Parent Notification requirements? How can parents be involved?
  - o School-Parent Compacts
  - o Parent Activity Involvement Plan for the school year
  - o Survey: What do you need to be involved
- Questions and Answers

**5. Describe community collaboration and partnerships that enhance student achievement.**

The district utilized community organizations and partnerships formed on constant basis. Kiwanis, Drummond Community Library, Parkers Restaurant, and local law enforcement are a few of the partners that Drummond Public Schools have created partnerships with. Drummond Public schools also utilized Grants such as 21st Cent. Learning grant to increase learning time.

**6. Briefly describe the process used to develop and implement the school/parent compact.**

Through faculty meetings and use of the TransAct system were used to create the parent compact. Staff and parents monitored and communicated issues that arose to create an affective school-home partnership.

**7. Title I Parental Involvement Plans are available to the parents and public.**

Yes

**Preschool/Other Transition Strategies**

**Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level**

**1. Where appropriate, state how the Schoolwide Program will coordinate transitions for preschool children into the primary grades. Explain other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, and high school to post-secondary.**

Transitions for Drummond include  
local preschool program to Kindergarten  
Elementary to Middle School  
for 2016-2017 Middle School - High School

**2. Describe the ongoing coordination with other community programs and agencies that support transitions for students.**

There has not been.

**Assessment of Student Progress**

**Frequent and ongoing assessments used to determine student progress help verify how the Schoolwide Plan is meeting learner needs. The assessments that will be used need to be selected with teacher input, who should be involved in the timing and the implementation of these assessments.**

**Use the following outline to describe the student assessments which will give staff ongoing data regarding student progress:**

- a. Full name of the assessment;**
- b. grade level to be assessed;**
- c. appropriate content area;**
- d. times it will be given;**
- e. how the staff will be trained to administer the assessments; and**
- f. how and when the staff will use the information to guide instruction.**

Assessment Name: ACT

Description: ACT

Grade Level: 11

Content Area: Math

Frequency of Assessment: Once

Training for assessment: General Coursework

How Used: Looking to improve instruction

Assessment Name: ACT

Description: ACT

Grade Level: 11

Content Area: ELA

Frequency of Assessment: Once

Training for assessment: General Coursework

How Used: Use to improve instruction

**Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.**

Teachers use formative and summative assessments in daily classrooms to determine if students are meeting classroom standards and expectations. Lines of communication have been given to both administration and extra educational services when classroom teachers feel students need additional time or support.

### **Additional Assistance for At-risk Students**

**The Schoolwide Program must identify students who need additional learning time to meet the standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all the identified students in the school.**

**1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.**

Through daily assignments, summative assessment, formative assessment, and communication with classroom teaching staff. Also, staff will discuss student educational concerns at monthly faculty meetings.

**2. Describe how timely assistance and services will be provided for struggling learners.**

There is also a teacher available during the school day to provide additional support for struggling learners. They are there to provide additional individual/small group help for students in the general classroom.

**3. Describe how services will be provided for the following special populations: Special Education students; English Language learners; Migrant students; Homeless students; and Neglected or Delinquent students.**

There is a staff member that will assist students outside of the general classroom. The goal of Drummond is to be able to mainstream students and provide pull out services to all students that need additional services.

## **Coordination and Integration of Programs and Resources**

**Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs with the aim of upgrading the entire educational program.**

**1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this act (i.e., migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).**

Drummond Schools coordinates with the district-wide programs that serve all students, English Language Learners, Homeless students, and students qualifying for Migrant Education Program services. Drummond's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. A majority of students qualify for free or reduced lunch. Supplemental Education Service tutoring is available to eligible students during the school year and participation is coordinated by the district's Federal Programs Department. Drummond is a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.

**2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district/school improvement efforts.**

Drummond Schools coordinates with the district-wide programs that serve all students, English Language Learners, Homeless students, and students qualifying for Migrant Education Program services. Drummond's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. A majority of students qualify for free or reduced lunch. Supplemental Education Service tutoring is available to eligible students during the school year and participation is coordinated by the district's Federal Programs Department. Drummond is a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.

**3. List the funds to be included in the Schoolwide Program. Please enter a dollar amount rounded to the nearest whole number. Do not use a dollar sign, comma, decimal point, or place a break between the numbers. Do not break down the budget by LE or Sc.**



Title I-A: 24465

Title II-A: 5175

Title III: 0

Title VI-B: 0

**4. Provide a budget narrative explaining how all the funds listed will be used. Please be specific.**

Funds will be used to provide additional staffing and reduce classroom numbers creating more individualized learning.

### **Research Process**

**Instructional strategies and initiatives in the plan must be built on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. The ESEA/NCLB emphasis is in reading and mathematics.**

**1. Briefly describe the process the staff and planning team used to:**

**Identify possible reasons for the identified needs.**

**Identify possible solutions and strategies to address these reasons.**

**Receive input from the whole staff and the parents during this process.**

Through Surveys data was collected and utilized both from staff and parents. These were used to create a dialog to come up with possible solutions.

Discussion at monthly faculty meetings both 7-12 and k-12.

**2. Describe how the staff:**

**Investigated best practices and research.**

**Contacted and visited successful schools and programs.**

Through communication with other superintendents on what has worked and what has not worked.

### **Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan**

**Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan**

**1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.**

Drummond Schools will evaluate the effectiveness of the plan on a continuing cycle. Staff will meet monthly at district faculty meetings to reflect on the effectiveness of the educational programs. At the beginning of each school year, the district will create a team to review this plan and make changes to it. At the end of each school year, the committee will review the overall effectiveness.

**2. Describe who will be involved in the evaluation/review, and how they were selected**

The are selected on a volunteer basis from district certified staff/classified staff and community members.

Administration  
Teachers  
Community members

**3. Describe what process will be in place to ensure that revisions are completed, and that the district has been informed of any changes.**

Parent/Teacher Conferences  
School Newsletters  
Monthly Board meetings

**4. Describe how the district will be informed of the school's progress and on any changes to the schoolwide plan.**

Through communication in the monthly newsletters and use of district professional development days.

**District Review Team**

Wade Humiston, Math      Date Reviewed: 04/21/2016

# Title I Schoolwide Program Plan

LE Code: 0419  
LE Name: Drummond Elem  
SC Code: 1709  
School Name: Drummond 7-8  
School Address: 108 W Edwards  
Building Principal: Bryan Kott, Principal  
Email: bkottdhs@blackfoot.net  
Phone:  
Fax: 4062883299  
Superintendent: Bryan Kott, Superintendent  
Superintendent Phone: 4062883281 222  
Superintendent Fax: 4062883299  
Grade Levels: 7 - 8  
Implementation Date: 08/01/2016  
Plan Status: Revised  
Completed: Yes  
Date of Last Change: 04/25/2016  
Who Made Last Change: BKott

## Planning

**A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.**

## Planning Team

**List the names of the people involved in developing this plan. (Each group should have at least one participant who is not serving in more than one role.)**

Rick Parke, Principal - Administration  
Bryan Kott, Superintendent - Administration  
Ann Schindler, Teacher - Certified Staff  
Tresa Graveley, Math and English - Certified Staff

## Schoolwide Planning Summary

Summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, and staff meetings where planning took place. Also discuss other activities conducted during the needs assessment, inquiry process and plan development. At least three planning team, staff, and parent meetings should take place.

MeetingDate: 04/05/2016

Agenda Topics: Have staff review and amend the Program Plan for 2016-17

Planning Team: Yes All Staff: No Parents: No

MeetingDate: 10/06/2016

Agenda Topics: Title I Parent meeting

Cover Title I plan

Parents complete survey

Planning Team: No All Staff: No Parents: Yes

## Communication

**1. Describe the processes and opportunities that were used to: 1) develop the Schoolwide Plan; 2) inform the entire staff, parents, community and district of the Schoolwide planning team actions; and 3) solicit and receive feedback from these groups.**

The district provided time for parents/community members to communicate the needs of students so that the schoolwide program would be effective. This was provided during monthly board meetings, parent teacher conferences when meeting time was set up for the purpose of title I. Monthly newsletters were also sent to the community concerning activities of the district. Also, parents were provided the ability to complete a feedback survey during parent teacher conferences.

**2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?**

Currently, 100% of the staff supports the implementation of the completed Schoolwide plan

**3. Briefly describe how this level of support was determined. If not 100 percent, how will the school address the concerns of those who did not support the plan?**

Currently, the district is working towards improving the usage of data to drive instruction. Along with providing data, the district utilizes the formal and informal conversations to determine the needs through the schoolwide title program. Monthly there are also times to discuss the needs of individual students or the overall student body during a regularly scheduled faculty meeting.

## Technical Assistance

**1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance. (Technical assistance can include the following: professional development on preparing and/or implementing a schoolwide plan from the district and/or OPI, consultation with the district, the hiring of outside experts, conferences, etc.)**

- Strengthen educational programs by reducing class size.
- Improve student performance in ELA and Math by providing smaller classes.
- Provide additional student support services to students in need. All of these practices provide all students with more individual support in improving math and ELA.

**2. Supply the dates of meetings, the type or topic of assistance, and who provided it.**

Feb 3 Olweus  
 March 31  
 April 28

**Comprehensive Needs Assessment**

**The Comprehensive Needs Assessment is a required component of the Schoolwide Plan.**

**1. Provide a brief descriptive narrative of the school and the community to provide a context for the plan. Also include the school's mission/vision statement.**

Drummond is a small community made up of ranchers, farmers, loggers, and small business owners. The community upholds strong moral values and values education. The population of our K-6 school is 75 students, the 7th-8th grade is 29 students, and high school 74 students. District Vision/Mission Statement The belief of the Districts 11 and 2 is that students be exposed to a total educational program, including academic, social and personal growth in order to help each student reach his/her maximum potential, become life-long learners and develop into a productive citizen of our community, state, nation and the world. Students are expected to:

1. Read, write, compute and communicate effectively
2. Respect themselves and the rights and property of others
3. Know how to access, evaluate and use information
4. Think creatively and critically, both individually and cooperatively
5. Use technology effectively
6. Know the historical traditions of our country, its ideals, and the relationship of our system of government to the free-enterprise system of economics
7. Appreciate the role science plays in their lives as it related to health, survival, and the development of a sound mind and body
8. Actively participate in citizenship and community service
9. Continue to learn, grow and adapt to a rapidly changing job market, and the world
10. Pursue opportunities that extend the core curriculum to include art, music, practical arts and social development

**2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Areas of Concentration: student achievement, curriculum and instruction, professional development, parental/community involvement, and school perspective and organization.**

Implement a District-wide model of continuous improvement based on student achievement data. Through the use of multiple forms of assessment, diagnose, monitor, and summative assessment to assess student progress for the purpose of tailoring instruction for each student. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. As a staff we meet once a month and discuss educational needs as a staff. The discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); and analysis of student achievement data. The District adopts and purchase researched-based instructional materials that align with the curriculum (as funding allows). Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, building safety, and student behavioral support. Participate in scheduled curriculum review (all content areas, embed IEFA).

(2013-2014)-(2018-2019): Social Studies; World Languages;  
(2014-2015)-(2019-2020): Science; Health Enhancement and Physical Education  
2015-2016: The Arts, Music, Theatre Arts, Visual Arts, Career and Technology, CTE coursework  
2016-2017: English Language Arts and Literacy  
2017-2018: Math

As a District-

We participate in Missoula Area Education Cooperative activities. Implement a continuous improvement staff supervision model that focuses on student achievement. Provide students and teachers with access to up-to-date instructional technology (as funding allows). Provide students and teachers with access to up-to-date library collection (as funding allows). Attend regional Principal meetings at least 4-6 times per year. Attend regional Superintendent meetings at least 9 times per year. Attend regional grade-level teacher meetings at least 1 time every two or three years. Attend regional subject-area teacher meetings at least 1 time every two or three years. Attend regional new teacher and new-teacher-to the Missoula Area Curriculum Consortium meetings at least 1 time per year. Involve the school community through use of facilities for community organizations, library, after school programs, etc.

**3. Identify the strengths and weaknesses of the school program. (Summarize the key findings of the Comprehensive Needs Assessment.)**

Strengths Student achievement growth in ELA Student achievement growth in Math  
Weaknesses Need to improve district/family communication Need to strengthen parental involvement Need to Strengthen district's data collection in order to create a stronger educational system based on multiple data points.

**4. After reviewing the areas of need, specifically looking at the academic need of identified subgroups (include English Language Learners, Migrant, Homeless and N&D Students if applicable), state the SMART (strategic, measureable, attainable, realistic, and time bound) goals for the school.**

Assessment methods conflict or are not aligned with the academic content and achievement standards. Select or develop assessment tools that are aligned with the content standards. Develop and implement a student portfolio system as one means to assess mastery of the achievement standards. Expand the use of diagnostic assessment as one means to obtain student level information. Improve the consistency of letter grade reporting across grade levels and among teachers.

## **School Reform Strategies**

**All students are expected to meet the state's challenging standards. Students who experience difficulty will be provided timely and effective additional assistance.**

**Instructional strategies and initiatives in the plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students.**

- 1. Describe the key components of the research-based instructional program the school will implement that have been determined to address the priority needs. (Instructional need being addressed, Strategy Description, Research-based Principle, Research, Source)**

Drummond is in the beginning stages of using a 3-Tier RTI approach to providing effective instruction for all learners. With a variety of assessments in reading, writing, and math, student progress is monitored throughout the year. Based on data identifying student performance levels (Advanced, Proficient, nearing Proficient, novice), instructional plans and grouping decisions are made to differentiate instruction for students according to the core, enrichment, or below-level needs. In addition to core instruction, students nearing proficient or novice receive intervention support that provides additional learning through smaller group work, extended practice, and use of intervention materials. Drummond will also utilize Star Assessments improve educational data to create another common assessment.

- 2. Describe a suggested school instructional schedule, including how the mathematics and reading instructional programs will be organized and delivered in the school.**

In the 7-12th grade, class times will be 55 minutes. Students will also be provided pull out opportunities when needed. There will also be a 30 min study hall at the end of the day so students can receive help in the classes that are needed. Instructional programs will be selected and implemented with the help of the Missoula Area Curriculum Consortium.

## **Instruction by Highly Qualified Professional Staff**

**All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. A hard copy of the attestation forms in [www.transact.com](http://www.transact.com) must be kept on file at the school.**

- 1. All teachers are Highly Qualified. (Located in [www.transact.com](http://www.transact.com))**

Yes

- 2. All Paraprofessionals are Highly Qualified. (Located in [www.transact.com](http://www.transact.com))**

Yes

## **High-Quality and Ongoing Professional Development**

**Professional development must be high-quality, ongoing and sustained for all staff, principals and paraprofessionals.**

- 1. List the professional development activities the school will engage in to implement the Schoolwide Plan. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)**

Implement a District-wide model of continuous improvement based on student achievement data. Through the use of multiple forms of assessment, diagnose, monitor, and summative assessment to assess student progress for the purpose of tailoring instruction for each student. Share student achievement results with all members of the school community, and brainstorm ideas for increasing student achievement. As a staff, we meet once a month and discuss educational needs as a staff. The discussions include content-area grade level expectations for students, as outlined in the curriculum document (based on state standards); and analysis of student achievement data. The District adopts and purchase researched-based instructional materials that align with the curriculum (as funding allows). Provide appropriate interventions for struggling students (such as tutoring). Offer professional development opportunities including IEFA, differentiated instruction, research-based teaching strategies, building safety, and student behavioral support. Participate in scheduled curriculum review (all content areas, embed IEFA). 2013-2014: Social Studies; World Languages; 2014-2015: Science; Health Enhancement and Physical Education 2015-2016: The Arts, Music, Theatre Arts, Visual Arts, Career and Technology, CTE coursework 2016-2017: English Language Arts and Literacy 2017-2018: Math As a District- We participate in Missoula Area Education Cooperative activities. Implement a continuous improvement staff supervision model that focuses on student achievement. Provide students and teachers with access to up-to-date instructional technology (as funding allows). Provide students and teachers with access to up-to-date library collection (as funding allows). Attend regional Principal meetings at least 4-6 times per year. Attend regional Superintendent meetings at least 9 times per year. Attend regional grade-level teacher meetings at least 1 time every two or three years. Attend regional subject-area teacher meetings at least 1 time every two or three years. Attend regional new teacher and new-teacher-to the Missoula Area Curriculum Consortium meetings at least 1 time per year. Involve the school community through the use of facilities for community organizations, library, after school programs, etc.

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**2. Describe the strategies that will be used to retain highly qualified teachers and paraprofessionals where they are needed most.**

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**Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.**

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- School Newsletters
- School Report Card
- Annual Report Card Meeting
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- School Reach Parent notification system
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- School Website—Parent Involvement Policy

**2. Explain the strategies or processes used to include parents in the decision making and the evaluation of the Schoolwide Plan and/or other school related programs.**

Parent input and participation is solicited through the school newsletter, the school website, a family involvement policy letter, Annual School Report Card Meeting, annual parent input surveys, Parent Opinion Poll, and representation in the Title I team.

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- o School-Parent Compacts
- o Parent Activity Involvement Plan for the school year
- o Survey: What do you need to be involved Questions and Answers

**5. Describe community collaboration and partnerships that enhance student achievement.**

The district utilized community organizations and partnerships formed on a constant basis. Kiwanis, Drummond Community Library, Parkers Restaurant, and local law enforcement are a few of the partners that Drummond Public Schools have created partnerships with. Drummond Public schools also utilized Grants such as 21st Cent. Learning grant to increase learning time.

**6. Briefly describe the process used to develop and implement the school/parent compact.**

Through faculty meetings and use of the TransAct system were used to create the parent compact. Staff and parents monitored and communicated issues that arose to create an affective school home partnership.

**7. Title I Parental Involvement Plans are available to the parents and public.**

Yes

**Preschool/Other Transition Strategies**

**Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level**

**1. Where appropriate, state how the Schoolwide Program will coordinate transitions for preschool children into the primary grades. Explain other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, and high school to post-secondary.**

Transitions for Drummond include local preschool program to Kindergarten Elementary to Middle School-High School

**2. Describe the ongoing coordination with other community programs and agencies that support transitions for students.**

There has not been.

**Assessment of Student Progress**

**Frequent and ongoing assessments used to determine student progress help verify how the Schoolwide Plan is meeting learner needs. The assessments that will be used need to be selected with teacher input, who should be involved in the timing and the implementation of these assessments.**

**Use the following outline to describe the student assessments which will give staff ongoing data regarding student progress:**

- a. Full name of the assessment;**
- b. grade level to be assessed;**
- c. appropriate content area;**
- d. times it will be given;**
- e. how the staff will be trained to administer the assessments; and**
- f. how and when the staff will use the information to guide instruction.**

Assessment Name: Smarter Balance

Description: State Testing

Grade Level: 7-8

Content Area: Math

Frequency of Assessment: Once a Year

Training for assessment: Through OPI website

How Used: Check overall understanding and proficiency levels of students.

Assessment Name: Smarter Balance

Description: State Testing

Grade Level: 7-8

Content Area: ELA

Frequency of Assessment: Once a Year

Training for assessment: Utilize OPI Website for training videos  
State Testing Conference

How Used: See what our students need for improvement

Assessment Name: Star Testing

Description: District monitoring

Grade Level: 7-8

Content Area: Math

Frequency of Assessment: Semester

Training for assessment: The district has sent staff to training to utilize this program.

How Used: This will be the first year of implementation of this program.

**Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.**

Teachers use formative and summative assessments in daily classrooms to determine if students are meeting classroom standards and expectations. Lines of communication have been given to both administration and extra educational services when classroom teachers feel students need additional time or support.

## **Additional Assistance for At-risk Students**

**The Schoolwide Program must identify students who need additional learning time to meet the standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all the identified students in the school.**

**1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.**

Through daily assignments, summative assessment, formative assessment, and communication with classroom teaching staff. Also, staff will discuss student educational concerns at monthly faculty meetings.

**2. Describe how timely assistance and services will be provided for struggling learners.**

There is also a teacher available during the school day to provide additional support for struggling learners. They are there to provide additional individual/small group help for students in the general classroom.

**3. Describe how services will be provided for the following special populations: Special Education students; English Language learners; Migrant students; Homeless students; and Neglected or Delinquent students.**

These services will be identified in IEP's or other individualized learning plans to maximize each students education progress.

## **Coordination and Integration of Programs and Resources**

**Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs with the aim of upgrading the entire educational program.**

**1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this act (i.e., migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).**

Drummond Schools coordinates with the district-wide programs that serve all students, English Language Learners, Homeless students, and students qualifying for Migrant Education Program services. Drummond's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. A majority of students qualify for free or reduced lunch. Supplemental Education Service tutoring is available to eligible students during the school year and participation is coordinated by the district's Federal Programs Department. Drummond is a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.

**2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district/school improvement efforts.**

Drummond Schools coordinates with the district-wide programs that serve all students, English Language Learners, Homeless students, and students qualifying for Migrant Education Program services. Drummond's Special Education Program includes Speech and Language services and Resource Education for students with learning disabilities. A majority of students qualify for free or reduced lunch. Supplemental Education Service tutoring is available to eligible students during the school year and participation is coordinated by the district's Federal Programs Department. Drummond is a 21st Century After-School Program site, providing extended day instructional support and enrichment activities throughout the year.

**3. List the funds to be included in the Schoolwide Program. Please enter a dollar amount rounded to the nearest whole number. Do not use a dollar sign, comma, decimal point, or place a break between the numbers. Do not break down the budget by LE or Sc.**

Title I-A: 64984

Title II-A: 13183

**4. Provide a budget narrative explaining how all the funds listed will be used. Please be specific.**

Funds will be used to provide additional staffing and reduce classroom numbers creating more opportunity for individualized learning.

## **Research Process**

**Instructional strategies and initiatives in the plan must be built on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. The ESEA/NCLB emphasis is in reading and mathematics.**

**1. Briefly describe the process the staff and planning team used to:**

**Identify possible reasons for the identified needs.**

**Identify possible solutions and strategies to address these reasons.**

**Receive input from the whole staff and the parents during this process.**

Through Surveys data was collected and utilized both from staff and parents. These were used to create dialog to come up with possible solutions. Discussion at monthly faculty meetings both 7-12 and k-12.

**2. Describe how the staff:**

**Investigated best practices and research.**

**Contacted and visited successful schools and programs.**

Through communication with other superintendents on what has worked and what has not worked.

## **Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan**

**Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan**

**1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.**

Drummond Schools will evaluate the effectiveness of the plan on a continuing cycle. Staff will meet monthly at district faculty meetings to reflect on the effectiveness of the educational programs. At the beginning of each school year the district will create a team to review this plan and make changes to it. At the end of each school year the committee will review the overall effectiveness.

**2. Describe who will be involved in the evaluation/review, and how they were selected**

The are selected on a volunteer basis from district certified staff/classified staff and community members.

Administration

Teachers

Community members

**3. Describe what process will be in place to ensure that revisions are completed, and that the district has been informed of any changes.**

Parent/Teacher Conferences

School Newsletters

Monthly Board meetings

**4. Describe how the district will be informed of the school's progress and on any changes to the schoolwide plan.**

Through communication in the monthly newsletters and use of district professional development days.

**District Review Team**

Bryan Kott, Superintendent      Date Reviewed: 04/21/2016

Tressa Graveley, Teacher      Date Reviewed: 04/21/2016