



Continuous School Improvement Program District Plan

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Plan Status: District Plan submitted

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Gap Analysis

Have you completed the gap analysis? Yes

A gap analysis is the first step in the continuous improvement cycle. It involves using data from the Comprehensive Needs Assessment and state or local assessments to determine groups of students that are significantly below the achievement levels of the state or national average. Schools may opt to use the OPI Comprehensive Needs Assessment tool, unless they are in Targeted Support status. Targeted Support schools are required to use the OPI Comprehensive Needs Assessment tool.

Math Goals

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

The elementary districts goal for math in the 2019-20 school year is to increase the percentage of students scoring proficient in grades 3-8 by 7% from 33% in 2018-19 to 40% on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2020. (3-year trend is 40.67% proficient in district), (state goal is 48.3%).

Sub-Group Goal 1 – Increase the percentage of proficient economically disadvantaged students in grades 3-8 by 7% in math on the SBAC in the Spring of 2020.



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Math Goals

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

The district utilizes data to determine professional development needs for improving instruction for all students (including students with disabilities) through a comprehensive analysis of the many sources of data in the district. The district utilizes SBAC, ACT, CRT, Ed Ready, and Accelerated Math assessments to gather academic data. The district gathers school climate data through personal interactions, parent/student feedback, and other local sources. The district analyzes academic and climate data to determine areas of the highest priority need in the district and schools for student instruction. Signs of Suicide (SOS) professional development has taken place to help students emotional and academic well-being. Based on the data analysis, the district determines the highest priority needs for academic and school climate improvement. The district then determines the most appropriate professional development that will facilitate the improvement of the district.

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

The district has in place strategies for assessing student progress toward meeting all Montana content standards. These strategies include a variety of assessments to monitor all students in the district by measuring growth and achievement on the standards. These assessments assist staff in developing targeted instructional strategies. These assessments include the SBAC, ACT, CRT, Accelerated Reader & Math, samples of student work (including writing), memorization of multiplication facts, and aligned graduation requirements to match college readiness standards for specific content areas. Using the SBAC assessment as an example of monitoring student progress on the standards, students in the district scored the lowest on the concepts and procedures targets and the highest in communicating reasoning for the math standards in 2019. The district has added software programs which monitor student progress related to the standards and assist teachers in modifying instruction.



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Math Goals

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

The district is continuing the integration of Indian Education for All into all areas of the math curriculum. The district accomplishes the integration of IEFA by utilizing presentations to students and staff, student projects, Native American culture and history incorporating math concepts, and using IEFA resources from the OPI website and office. The IEFA lessons and materials utilized throughout the curriculum use a model that presents themes related to culture, history, and the diversity of Indian people. The IEFA Essential Understandings are addressed and incorporated into each theme in the curriculum. The main objective of the integration of IEFA into the curriculum is to infuse an appreciation for Native American cultures, history, and diversity throughout the school and district.

ELA Goals

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

The districts overall goal for ELA in the 2019-20 school year is to increase the percentage of students in grades 3-8 scoring proficient by 8% from 48% in 2018-19 to 56% on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2020. (3-year trend is 58% proficient in district), (state goal is 56.3%).

Sub-Group Goal – Increase the percentage of proficient economically disadvantaged students in grades 3-8 by 8% in math on the SBAC in the Spring of 2020.



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ELA Goals

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

The district utilizes data to determine professional development needs for improving instruction for all students (including students with disabilities) through a comprehensive analysis of the many sources of data in the district. The district utilizes SBAC, ACT, CRT, Ed Ready, and Accelerated Reader assessments to gather academic data. The district gathers school climate data through personal interactions, parent/student feedback, and other local sources. The district analyzes academic and climate data to determine areas of the highest priority need in the district and schools for student instruction. Based on the data analysis, the district determines the highest priority needs for academic and school climate improvement. The district then determines the most appropriate professional development that will facilitate the improvement of the highest academic and school climate needs.

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

The district has in place strategies for assessing student progress toward meeting all Montana content standards. These strategies include a variety of assessments to monitor all students in the district by measuring growth and achievement on the standards. These assessments assist staff in developing targeted instructional strategies. These assessments include the SBAC, Accelerated Reader and Math, ACT, CRT, samples of student work (including writing), student portfolios, observations, paper/pencil tests, and various other measures designed for specific content areas. Using the SBAC assessment as an example of monitoring student progress on the standards, students in the district scored the lowest on the reading targets and the highest in listening for the ELA standards in 2019. The district has added software programs which continually monitor student progress related to the standards and assist teachers in modifying instruction to meet student needs.



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ELA Goals

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

The district is continuing the integration of Indian Education for All into all areas of the ELA curriculum. The district accomplishes the integration of IEFA by utilizing presentations to students and staff, student projects, Native American culture and history incorporating ELA concepts, and using IEFA resources from the OPI website and office. The IEFA lessons and materials utilized throughout the curriculum use a model that presents themes related to culture, history, and the diversity of Indian people. The IEFA Essential Understandings are addressed and incorporated into each theme in the curriculum. The main objective of the integration of IEFA into the curriculum is to infuse an appreciation for Native American cultures, history, and diversity throughout the school and district.

Homeless

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

The district has a liaison (Superintendent) for homeless children who follows the information and rules in the McKinney Homeless Assistance Act when identifying and providing supports and services for homeless students. The district liaison works to review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children such as transportation, immunization, residence, birth certificates, school records, and other documentation. In addition, the district liaison works with homeless students to make sure they have the necessary materials needed for school and access to all district programs which assist students in improving academic success along with ensuring access to college and career opportunities. The district liaison connects homeless students with community organizations providing support and assistance for students.



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Homeless

Describe the professional development obtained by the homeless liaison. Liaisons in districts that do not receive McKinney-Vento grant funds are required to complete a minimum of 3 hours of professional development. Liaisons in districts that do receive McKinney-Vento grant funds are required to complete 7 hours of professional development. Private, accredited schools may put 'n/a' in the box.

The district liaison has completed the necessary 3 hours of professional development to satisfy the McKinney-Vento requirements through workshops and meetings. The completed professional development explained what categories of students would be considered homeless, what provisions the school needs to provide, as well as the meeting the law regarding providing services for homeless students.

Foster Care

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

Yes

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

On the rare occasion that the district does have an out-of-home student placement, the district process for coordinating support and services for students is to set up an initial meeting with personnel from the Department of Child and Family Services, group home leaders, foster care families, law enforcement personal, health department, and school personnel to determine placement along with the necessary services and supports needed for the student to experience success in the school setting. Additional periodic meetings will occur at regular intervals or when necessary to review and revise services and supports for the student depending on progress at school.

District Submit

District Plan Status

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Curriculum Alignment

Curriculum Area	Last Review Year	Next Review Year
Arts	2020	2025
Career and Technical Education	2017	2022
English Language Arts	2020	2025
Health Enhancement	2019	2024
Library Media	2018	2023
Mathematics	2019	2024
Science	2017	2022
Social Studies	2018	2023
Technology	2017	2022
Workplace Competencies	2016	2021
World Languages	2016	2021