

## **Title I Plan and Annual Update**

**Prepared By**  
**Washington School - School SC**  
SC0969  
State Fiscal Year: **2017**



## **Title I - School Restructuring**

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

100% proficiency, and performance growth over time.

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### **Define the specific measurable objectives for each of the student groups that did not make AYP in math.**

The Measureable objective is to track student performance growth (DIBELS Math, Common Math Assessment, and Curriculum Based Assessments) with all student groups over time.

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### **State the school goals for reading.**

100% proficiency with all student groups.

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### **Define the specific measurable objectives for each of the student groups that did not make AYP in reading.**

The measureable objective is to track student performance growth (DIBELS Reading, Common ELA Assessment, and Curriculum Based Assessments) within all student groups over time.

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### **How is the school addressing the fundamental teaching and learning needs of the students, especially the academic problems of low-achieving students, using scientifically-based research strategies?**

1. We adapted a new ELA curriculum support material, K-5.
  2. We have restructured our MTSS program with emphasis on early intervention.
  3. We have a District wide PD focus and commitment to ELA and Writing.
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### **Describe the school's strategies for assessing student progress toward meeting all content standards.**

We will assess student performance progress through (DIBELS, Common Assessments, and Curriculum Based)

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

We are incorporating IEFA within all curriculum areas.

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**Public School Choice offered: Yes or No**

No

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**Public School Choice offered: Enter a response**

Washington Primary is the only public K-1 offering within the District.

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**Supplemental Education Services offered to parents of eligible students: Yes or No**

No

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**Supplemental Education Services offered to parents of eligible students: Enter a response**

No, we offer interventions in our schools.

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**Provide details of the Technical assistance provided by the LEA.**

Washington Primary used the services of a school improvement assistant, provided by OPI. Washington Primary has been working closely with the AdvancED School Improvement process as it's primary improvement tool. The AdvancED protocol meets or exceeds accreditation standards in each area. We are scheduled for systems accreditation review in the fall of 2016.

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**Parental Involvement components: How are parents involved in the planning, process, and evaluation of the Title I 14 plan?**

We have regular FFE (Families For Education) meetings where we collaborate with our parents within all of the area in Title 1 as well as all MTSS programs.

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**Parental Involvement components: How are parents notified about the school's restructuring status?**

The District Office provides annual parent notifications for improvement status.

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**Parental Involvement components: How are the required ESEA notifications distributed to parents (SES eligibility, Public School Choice, Highly Qualified Teacher notifications, etc.)?**

The District Office uses TransAct documents to provide annual ESEA notification distribution to all parents.



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**How has the school implemented a Teacher mentoring program?**

The teacher mentoring program is implemented with buddy-teachers for all staff, identified department leadership, each teacher's membership on a Professional Learning Team, and through frequent monitoring and evaluation. The Washington Primary MTSS team has developed a Learning Walk protocol for members, which will be expanded to all staff through the Fundamental Five Professional Learning Team process.

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**Reopen as a public charter: Yes or No [According to ARM 10.55.604 (11)].**

No

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**Reopen as a public charter: Please explain.**

HSD#3 will not be opening Washington Primary School as a Public Charter School

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**Replace all or most of the school staff including the principal: Yes or No.**

No

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**Replace all or most of the school staff including the principal: Explain.**

HSD#3 will not be replacing most of the school staff including the principal

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**Other restructuring reform: Yes or No.**

Yes

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**Other restructuring reform: Please explain.**

We are restructuring our multi-tiered systems of support to specifically identify low achieving students regardless of social economic status to better offer appropriate academic and behavior interventions.

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**Funding Resources**

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart

<b>Funding Source</b>	<b>Amount</b>	<b>Use of Funds</b>
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## Academic Performance

### Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

#### Quality Indicator Notes

##### 1.1 Curriculum

### Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

#### Quality Indicator Notes

- 1.1 There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. GUIDANCE: Consider how accurate IEFA curriculum is infused across all content areas and every grade level.**
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### Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

#### Quality Indicator Notes

- 1.1 The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adopting system).**
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### Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

#### Quality Indicator Notes

- 1.1 The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.**
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### Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Quality Indicator Notes**

- 1.1 There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Quality Indicator Notes**

- 1.1 The school curriculum provides specific links to continuing education, cultural awareness, life and career options. GUIDANCE: If applicable, consider what curriculum changes have been necessary in light of the state's Montana High School Initiative and/or the district's Carl Perkins Plan.**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Quality Indicator Notes**

- 1.1f There is a systematic process in place for monitoring, evaluating and reviewing the curriculum. GUIDANCE: Consider the development and revision cycle to ensure that the district and school curriculum is continually updated.**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Quality Indicator Notes**

- 1.1 The curriculum provides access to a common academic core for all students. g "Common academic core – that is culturally responsive and available to all students." GUIDANCE: If applicable, consider what specific steps are being taken to close the achievement gap and ensure that American Indian students have access to a rigorous, common academic core.**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Correlate Comments and Goals**

- 1 What trends/issues that have significant impact on student achievement could be identified?**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Correlate Comments and Goals**

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Correlate Comments and Goals**

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Correlate Comments and Goals**

- 4 Goal # 1**

**Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

**Correlate Comments and Goals**

- 5 Goal # 2**

## **Curriculum**

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

### **Correlate Comments and Goals**

#### **6 Goal # 3**

#### **Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

#### **Quality Indicator Notes**

##### **2.1 Evaluation/Assessment**

#### **Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

#### **Quality Indicator Notes**

**2.1 Classroom assessments of student learning are frequent, rigorous and aligned with a Montana's Content and Performance Standards. GUIDANCE: Consider how local assessments are designed and used to assess classroom implementation of IEFA.**

#### **Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

#### **Quality Indicator Notes**

**2.1 Teachers collaborate in the design of authentic assessment tasks aligned with the b standards and relevant to the school culture.**

#### **Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

#### **Quality Indicator Notes**

**2.1 Students can articulate the academic expectations in each class and know what is c required to be proficient.**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Quality Indicator Notes**

**2.1 Test scores are used to identify curriculum gaps.**

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**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Quality Indicator Notes**

**2.1 Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes. GUIDANCE: Consider how the academic progress of American Indian students is monitored to ensure they receive appropriate instructional support.**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Quality Indicator Notes**

**2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Quality Indicator Notes**

**2.1 Implementation of the state-required Assessment Program is coordinated by school and district leadership.**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Quality Indicator Notes**

**2.1 Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Correlate Comments and Goals**

- 1 What trends/issues that have significant impact on student achievement could be identified?**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Correlate Comments and Goals**

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Correlate Comments and Goals**

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

**Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Correlate Comments and Goals**

- 4 Goal # 1**



### **Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### **Correlate Comments and Goals**

#### **5 Goal # 2**

### **Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### **Correlate Comments and Goals**

#### **6 Goal # 3**

### **Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **Quality Indicator Notes**

#### **3.1 Instruction**

### **Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **Quality Indicator Notes**

**3.1 There is evidence that effective and varied instructional strategies are used in all a classrooms. GUIDANCE: If applicable consider what changes in instructional strategies have been necessary in light of the state's Montana High School Initiative, the state's RTI Initiative and or the district's Carl Perkins Plan.**

### **Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **Quality Indicator Notes**

**3.1 Instructional strategies and learning activities are aligned with the district and b school learning goals, and assessment expectations for student learning and specific cultural needs.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Quality Indicator Notes**

**3.1 Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Quality Indicator Notes**

**3.1 Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. GUIDANCE: Consider whether teachers have sufficient background knowledge regarding IEFA.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Quality Indicator Notes**

**3.1 There is evidence that teachers incorporate the use of technology in their classrooms.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Quality Indicator Notes**

**3.1f Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum. GUIDANCE: Consider whether instructional materials, including textbooks and supplemental materials, have been reviewed for bias.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Quality Indicator Notes**

**3.1 Teachers examine and discuss student work collaboratively and use this information to inform their practice.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Quality Indicator Notes**

**3.1 There is evidence that homework is frequent and monitored and tied to instructional practice.**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Correlate Comments and Goals**

**1 What trends/issues that have significant impact on student achievement could be identified?**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Correlate Comments and Goals**

**2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Correlate Comments and Goals**

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Correlate Comments and Goals**

- 4 Goal # 1**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Correlate Comments and Goals**

- 5 Goal # 2**

**Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

**Correlate Comments and Goals**

- 6 Goal # 3**

**Category Comments and Goals for Academic Performance**

Comments for Academic Performance Category

**Correlate Comments and Goals**

- 1 What trends/issues that have significant impact on student achievement could be identified?**

**Category Comments and Goals for Academic Performance**

Comments for Academic Performance Category

**Correlate Comments and Goals**

- 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?**

**Category Comments and Goals for Academic Performance**

Comments for Academic Performance Category

**Correlate Comments and Goals**

- 3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?**

**Category Comments and Goals for Academic Performance**

Comments for Academic Performance Category

**Correlate Comments and Goals**

- 4 Goal # 1**

**Category Comments and Goals for Academic Performance**

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**Correlate Comments and Goals**

- 5 Goal # 2**

**Category Comments and Goals for Academic Performance**

Comments for Academic Performance Category

**Correlate Comments and Goals**

- 6 Goal # 3**