

Continuous School Improvement Plan

USER MANUAL

5-year Continuous School Improvement Plan

ESEA Title I Plans

Annual Progress Report

REVISED July 2011



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Contents

<i>REVISED July 2011</i>	1
Introduction.....	3
Getting Started	4
Navigation.....	5
Planning Status Page	6
Five-Year Planning Process Menu	7
Step 1 Profile	8
Step 2 Correlate Review	8
Curriculum Correlate – Quality Indicator Notes under the Academic Performance	10
Curriculum Correlate – Correlate Comments and Goals.....	11
Title I.....	12
ESEA Title I Annual Reporting.....	12
ESEA Title I School Improvement Plans – General Instructions	13
ESEA Title I Schoolwide Program Planning - Instructions.....	14
ESEA Title I Schoolwide Program Planning – NEW FOR THE 2011-2012 SCHOOL YEAR	15
ESEA Title I Schoolwide Plan Required Components.....	15
Annual Progress Report.....	16
Steps 1-5 - Goals	17
Analysis of Data	19
Yearly Action Plan.....	22
Step 6 Curriculum Alignment	24
Transfer District Information to School(s).....	25
Submission Information	26
Data Graphs.....	27
Reports	28
Resources	29
Process Checklist	30

Introduction

This Continuous School Improvement Plan (CSI Plan) instructions document provides districts with information regarding the improvements and “how to” guide for completing the CSI Plan and its components. The CSI Plan is a universal plan that provides districts the flexibility to enter the goals and information directly from the process they are using into the electronic program.

The Administrative Rules of Montana (ARM) 10.55.601, adopted by the Board of Public Education (BPE) in November 2000, established the goal that all school districts develop, implement, evaluate and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

ARM 10.55.601

(3) To ensure continuous education improvement...

(a) This plan shall include:

(i) a school district level education profile as described in guidance provided periodically by the Office of Public Instruction;

(ii) the school district’s educational goals in accordance with ARM 10.55.701;

(iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and

(v) a professional development component, in accordance with ARM 10.55.714.

The CSI Plan contains four main components: the Five-Year Plan, Title I Improvement Plans, Title I Schoolwide Plans, and the Annual Progress Reports. The Five-Year Plan is a process that is required by the Board of Public Education every five years. The rationale for changing the Five-Year Plan to the CSI Plan is to denote the possibility of adapting the original planning for continuous school improvement.

Getting Started

Go to <http://data.opi.mt.gov/5ycplan> or click the link on the Continuous School Improvement (CSI) Plan Web page.

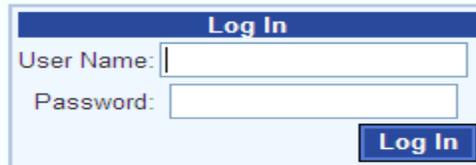
For assistance with creating your plan, contact Colet Bartow at (406) 444-3583, or Kris Goyins at (406) 444-0729.

For assistance with logging in, call the OPI Help Desk at (406) 444-0087.

Login using the school or district CITRIX username and password. These are mailed to the district each June. All school plans are now accessible through the Legal Entity (LE)/District username and password.

Single schools in a district should login and complete the *district* Annual Progress Report. Information from the district can then be transferred to the school. Single Schools in a district in improvement should complete both the district and school-level improvement plans.

Legal Entities with one School code (SC#) must login as the Legal Entity (LE)/District.



The image shows a screenshot of a web-based login form. The form has a blue header with the text "Log In". Below the header, there are two input fields: "User Name:" followed by a text box, and "Password:" followed by a text box. At the bottom right of the form is a blue button with the text "Log In".

Navigation

The screenshot shows a navigation bar with tabs for Planning Status, Data Graphs, Reports, Resources, Administrative, and Logout. A large orange arrow labeled 'Navigation' points to the right. Below the navigation bar is the title 'Continuous School Improvement Plan'. The main content area is titled 'Overview of CSI Plan.' and includes a link to 'Go to the Planning Status page'. The text describes the goal of the CSI Plan and lists five components: District Plan, School Plan, and three other components. It also defines the 'Yearly Action Plan' and the 'Annual Progress Report'.

Planning Status Data Graphs Reports Resources Administrative Logout **Navigation**

Continuous School Improvement Plan

Overview of CSI Plan.

[Go to the Planning Status page](#)

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

- **District Plan** - The ultimate goal is for a district to generate a single comprehensive education plan that meets local needs and the needs of all state and federal programs, with specific program amendments as necessary.
- **School Plan** - To foster continuous education improvement throughout the district and to meet the needs of all students in Montana, every school in the district will develop and have on file in the district office, a five-year school comprehensive education plan following the district plan requirements.

The Continuous School Improvement Plan includes five components:

- a school district level education profile, provided in guidance by the OPI;
- district educational goals;
- a description of planned progress toward implementing all content, performance, and program areas standards;
- a description of strategies for assessing student progress toward meeting all content and performance standards; and
- a professional development component.

Yearly Action Plan - Each year of the five-year cycle districts and schools will develop and implement a yearly action plan that systematically moves those districts and schools toward accomplishing the five-year plan. The plan provided a set of specific goals for the coming year that include measurable objectives, identified strategies to meet the objectives, any needed professional development to support those strategies, and a summary of the resources required.

Annual Progress Report - A report to the Office of Public Instruction summarizing the review of the yearly action plan and the subsequent development of the next year's action plan.

Navigation to the planning pages as well as data graphs, reports, and resources are available through this main login screen. The navigation bar displays the following information:

Planning Status: The Planning Status tab is new to the Continuous School Improvement Plan (CSI Plan) for 2010-2011. From this page, for the selected district or school, the status of CSI Plan steps are listed on this page. This is also where navigation to the input pages for the steps is achieved.

Data Graphs: The Data Graphs tool is unchanged in the new planning tool format. The only change is the ability to save selected graphs to the Annual Progress Report.

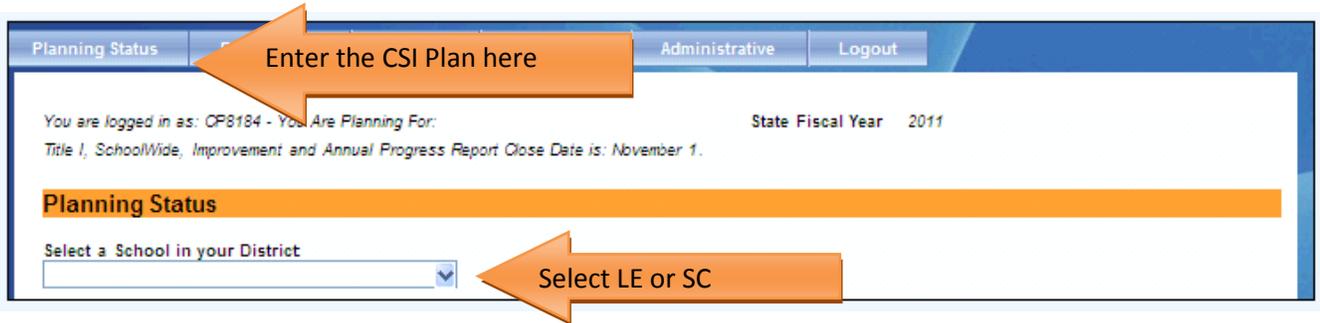
Reports: The Reports tab allows viewing and printing of reports. Reports are available for the 5-year plan, the ESEA Title I Plans and the Annual Progress Report.

Resources: The Resources tab provides the instructions for the CSI Plan application as well as policy and reference materials.

Logout: The Logout tab allows you to exit the system when you are finished working for the day.

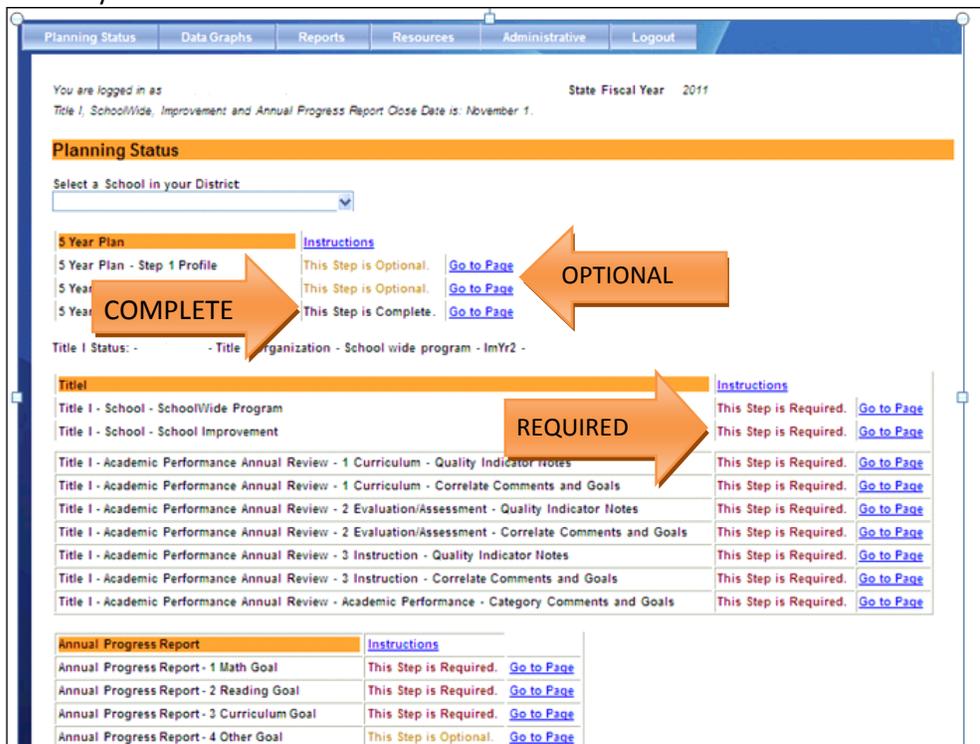
Planning Status Page

After entering the CSI Plan through the Planning Status section, select either the district or the school. When logged in as the district, any school may be selected and information entered. When logged in as a school using the CITRIX passwords, work may only be completed for the school.



Once the appropriate LE or SC is selected, the planning page includes entry points into the CSI Plan, Five-Year Plan, Annual Progress Reports, and ESEA Title I. The new Planning Status page collects information from a variety of OPI data points and then displays the information each school and district must complete. The first column of information is the report types and report name. Find the step that needs completing and select "Go to Page" to reach the form for that step. The status page conveniently informs the user of the status of steps that are required, optional, or complete to guide the work in completing the reports. The three statuses are:

- "This Step is Optional": These are steps that may be completed or revised but are not required for this reporting year.
- "This Step is Required": These are steps that are required to be completed for this reporting year. Once the step is completed, the "This Step is Required" will change to "This Step is Complete."
- "This Step is Complete": These are steps that are saved and completed for this reporting year.



Five-Year Planning Process Menu

The Five-Year Plan portion of the CSI Plan is optional for schools and districts that have completed the work during the 2009-10 school year. Schools and districts may, at any time, revise this section to meet the planning needs. If this section states "This Step is Required," it must be completed before the plans can be submitted.



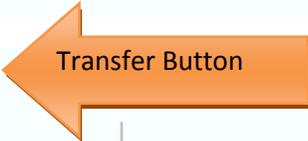
Schools and districts will now transfer information from previous years with the click of one button. This button is available for the 5 Year Plan section and the Title I section. In order to bring forward the information from previous years, please use the new transfer button. This is a required step.

Select a School in your District:

Transfer last year's 5 Year Plan responses to this year: 

5 Year Plan	Instructions
5 Year Plan - Step 1 Profile	This Step is Required. Go to Page
5 Year Plan - Step 2 Correlate Review	This Step is Required. Go to Page

Title I Status: - 1215 - - Title I Organization - N/A - M -

Transfer last year's Title I reponses to this year: 

Title I	Instructions
Title I - School - SchoolWide Program	This Step is Optional. Go to Page

Step 1 Profile

The profile was completed during the planning year 2009-10 and requires no additional work on the part of the schools and districts unless updating is needed. The information entered from the previous year will be brought forward into the new school year and can be modified as needed. When working on this section, do not forget to save the completed work.

5 Year Plan - Step 1 Profile

All text boxes have a 7000 character limit. You may cut and paste from other sources.

* Indicates the responses required to complete this step.

* 1. Narrative Description - size, location, demographic summary, brief description of community, etc.

* 2. District/Board Policy Philosophy (Reference: 10.55.701)

* 3. Description of 5YCEP Development Process - how the plan was developed, stakeholders involved, time line, etc.

Transfer District Profile information to schools:

Transfer District Profile Information to Schools

(Caution: you will overwrite any current information that may have been entered by the schools).

Save

[Return to Planning Status](#)



Transfer button for the profile

Step 2 Correlate Review

The Correlate Review was completed during the planning year 2009-10. The information entered from the previous year will be brought forward into the new school year and can be modified as needed. When working on this section, do not forget to save the completed work.

This page lists the three categories and the associated correlates. Select either the Quality Indicator Notes or Correlate Comments and Goals for each of the nine correlates.

Just like last year's planning page, the correlates are divided into three categories. Each category has three correlates. Each correlate has two sections: Quality Indicator Notes and Correlate Comments and Goals. If you are an ESEA Title I school, the Academic Performance Category must be completed in its entirety. All other schools are required to complete the **Category** Comments and Goals for each of the three categories.

1 Academic Performance Category			
5 Year Plan - 1 Curriculum - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 1 Curriculum - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 2 Evaluation/Assessment - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 2 Evaluation/Assessment - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 3 Instruction - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 3 Instruction - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - Academic Performance - Category Comments and Goals		This Step is Complete.	Go to Page
2 Learning Environment Category			
5 Year Plan - 4 School Culture - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 4 School Culture - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 5 Student, Family, Community Support Programs/Services		This Step is Complete.	Go to Page
5 Year Plan - 5 Student, Family, Community Support Programs/Services - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 6 Professional Development - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 6 Professional Development - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - Learning Environment - Category Comments and Goals		This Step is Complete.	Go to Page
3 Efficiency Category			
5 Year Plan - 7 Leadership - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 7 Leadership - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 8 Organizational Structure and Resources - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 8 Organizational Structure and Resources - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 9 Comprehensive and Effective Planning - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 9 Comprehensive and Effective Planning - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - Efficiency - Category Comments and Goals		This Step is Complete.	Go to Page

Transfer District Correlate information to schools:

(Caution: you will overwrite any current information that may have been entered by the schools).

[Return to Planning Status](#)

Transfer District Correlate Information to Schools

Transfer button
for Correlate
Review

Schools and districts have two options concerning this section:

1. If a school or district completed this information during the 2009-10 school year, nothing more is required in this section. Note in the example below, the school's information is complete; however, the information in this section can be modified and saved.
2. If the school is an ESEA Title I school, a review and update of information is required. Enter the correlate and review and update the information. Once this is completed, save and exit.

Curriculum Correlate – Quality Indicator Notes under the Academic Performance

The Quality Indicator Notes remain unchanged from the 2009-10 planning year. The Quality Indicator Note section is an organized area to store school data and responses. This information can and should be used for planning for school improvement. Remember: the CSI Plan is an educational improvement template. The responses within the plan can be changed or modified in any manner to assist schools in planning.

5 Year Plan - 1 Academic Performance Category - Curriculum Correlate - Quality Indicator Notes

All text boxes have a 7000 character limit. You may cut and paste from other sources.

* Indicates the responses required to complete this step.

Correlate 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

1.1 Curriculum

1.1a 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.

Each teacher has a District curriculum binder that shows are curriculum and how it is aligned to state standards and IEFA standards. Currently there are no local tribal standards.

1.1b 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).

There needs to be more vertical communication between grade levels and schools regarding curriculum standards to ensure they are clearly articulated across all levels.

Curriculum Correlate – Correlate Comments and Goals

5 Year Plan - 1 Academic Performance Category - Curriculum Correlate - Correlate Comments and Goals

All text boxes have a 7000 character limit. You may cut and paste from other sources.

* Indicates the responses required to complete this step.

I. Analysis Summary

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

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

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?

There was a change in the appearance and organization of the Indian Education for All (IEFA) comment sections. Note that question number two strictly attends to IEFA and question number three addresses American Indian Student Achievement as it pertains to the school and/or district.

Title I

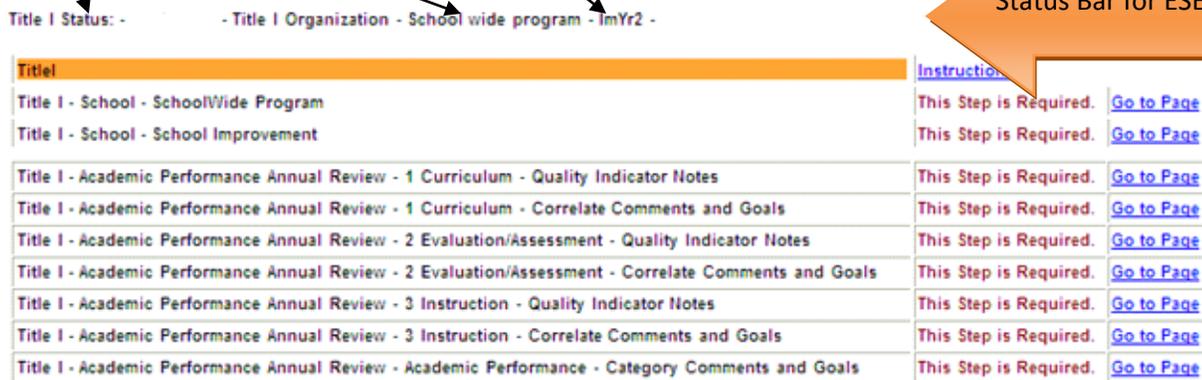
Please view the instructions under the ESEA Title I section. The ESEA Title I status bar displays whether the school is Schoolwide ESEA Title I and the Improvement Year information (if applicable). The ESEA Title I section now displays the pages the school or district must complete prior to submitting the plan.

The status bar provides schools and districts with the following information:

Title I Status – (LE>>>>) – this portion tells what school or district is being planned.

Schoolwide – denotes a school enrolled in ESEA Title I Schoolwide programming

ImYr2 denotes the year of improvement



Title I	Instruction
Title I - School - SchoolWide Program	This Step is Required. Go to Page
Title I - School - School Improvement	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals	This Step is Required. Go to Page

ESEA Title I Annual Reporting

Read all of the following options before completing the ESEA Title I section.

1. If your school has been identified for Improvement, Corrective Action or Restructuring you will need to complete the corresponding ESEA Title I Improvement Plan component in addition to the Continuous School Improvement Plan (CSI Plan) process.
2. If your school needs to complete a Schoolwide Program Plan, you will need to complete the ESEA Title I Schoolwide Program Plan component in addition to the CSI Plan process.
3. If your school falls into both of the above categories, you need to complete the appropriate improvement plan component **and** the specialized Schoolwide program plan component at the bottom of this page.
4. If your school falls into none of the above two categories, please return to the planning status page and complete the Annual Progress Report.

ESEA Title I School Improvement Plans – General Instructions

Title I Status: - Title I Organization - School wide program - ImYr2 -

Title I	Instructions
Title I - School - SchoolWide Program	This Step is Required. Go to Page
Title I - School - School Improvement	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Curriculum - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals	This Step is Required. Go to Page

Entry to Improvement Planning

A school that receives ESEA Title I funding and is identified for Improvement, Corrective Action or Restructuring must complete and submit an ESEA Title I School Improvement Plan by **November 1, 2011**. This applies to schools currently identified that do not exit improvement status or those that become identified in the next round of AYP determinations.

An ESEA Title I School Improvement Plan requires a comprehensive needs assessment and the use of data in decision-making, and these requirements must be met by utilizing the Continuous School Improvement Plan (CSI Plan) process.

Please complete the following steps:

1. BEFORE completing this ESEA Title I component, you MUST complete the school level CSI Plan and address EACH of the three correlates in the Academic Performance Category. Address each quality indicator within these three correlates by comparing your school to the rubric for each indicator provided at the link below.
2. You must complete the section at the end of each of the three categories and the Yearly Action Plans for Reading and Math and address Professional Development needs. You must also utilize the data analysis tool with regard to each correlate by examining and analyzing the data provided or by uploading and analyzing your own data.

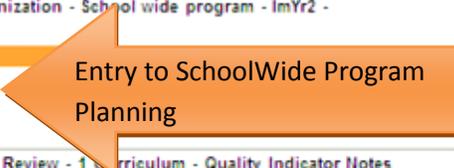
Statewide System of Support can be found at the following link:

<http://www.opi.mt.gov/Programs/TitlePrgms/ssos.html>. If you have questions on this ESEA Title I component, please contact one of the following ESEA Title I School System of Support Specialists: Kathi Tiefenthaler (406) 444-1872 or Jack O'Connor (406) 444-3083.

ESEA Title I Schoolwide Program Planning - Instructions

Title I Status: - Title I Organization - School wide program - ImYr2 -

Title I	Instructions
Title I - School - SchoolWide Program	This Step is Required. Go to Page
Title I - School - School Improvement	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals	This Step is Required. Go to Page



School-wide plans require a comprehensive needs assessment and the use of data in decision-making. These requirements must be met by utilizing the Continuous School Improvement Planning (CSI Plan) process.

Please complete the following steps:

1. Before completing the sections for schoolwide plans, you must complete the school level CSI Plan and address EACH of the three correlates in the Academic Performance Category.
2. Address each quality indicator within these three correlates by comparing your school to the rubric for each indicator provided at the link below.
3. Complete the section at the end of each of the three categories and the Yearly Action Plans for Reading and Math and address Professional Development needs. Utilize the data analysis tool with regard to each correlate by examining and analyzing the data provided or by uploading and analyzing your own data.

If you are completing a NEW first-time Schoolwide plan, it must be submitted by November 1, 2010. All schools with existing Schoolwide plans must submit by November 1, 2011. If you are completing a school improvement plan, you must submit by November 1, 2011, after having the plan peer-reviewed. See ESEA Title I Statewide System of Support Web page for peer review forms, <http://www.opi.mt.gov/Programs/TitlePrgrms/ssos.html>.

As you complete the school level CSI Plan, keep the following required components in mind since your work will also satisfy some of these requirements for a Schoolwide plan for ESEA Title I. Afterward, you will complete specific questions for the ESEA Title I Schoolwide Program Plan component.

ESEA Title I Schoolwide Program Planning – NEW FOR THE 2011-2012 SCHOOL YEAR

Schools must summarize the changes made to the Title I School Improvement forms. This information will be entered in question 6. If no changes were made, please state the reason for no additional changes.

* 6. Please state which questions in 1-5 that have revisions to the Schoolwide Plan.



ESEA Title I Schoolwide Plan Required Components

Key	10 Required Elements
Reform Strategies	Conduct Comprehensive Needs Assessment Reform strategies to improve achievement for all students
Highly Qualified Staff	Instruction Provided by highly qualified staff High quality professional development activities Strategies to attract high quality teachers to high needs schools
Parent Involvement	Strategies to increase parent involvement in student's academic achievement
Transitions	Plans to assist in transition from preschool to elementary programs, elementary to middle grades, middle grades to high school.
Additional Support for Students	Teacher participation in assessment decisions for improving instruction and student achievement Strategies to support students continuing to fail to meet standards Coordination and integration of programs and services

If you have questions on this ESEA Title I component, please contact Jack O'Connor at (406) 444-3083.

Annual Progress Report

The Annual Progress Report (APR) is utilized as part of the Small Schools Accountability Process but can also be used to assist districts and schools in planning. Yearly Action Plans were completed during the 2009-10 planning year. The Yearly Action Plans are now incorporated into the Annual Progress Reports for ease of use by schools and districts.

Below are all the steps that must be completed prior to submitting the APR.

Annual Progress Report	Instructions	
Annual Progress Report - 1 Math Goal	This Step is Required.	Go to Page
Annual Progress Report - 2 Reading Goal	This Step is Required.	Go to Page
Annual Progress Report - 3 Curriculum Goal	This Step is Required.	Go to Page
Annual Progress Report - 4 Other Goal	This Step is Optional.	Go to Page
Annual Progress Report - 5 Other Goal	This Step is Optional.	Go to Page
Annual Progress Report - 6 Curriculum Alignment	This Step is Required.	Go to Page
Annual Progress Report - Transfer District Information to School(s)	This Step is Optional.	Go to Page



It is very important to note that any information entered by the schools will be erased when the district transfers information. The district should transfer information **first**, and then the schools can insert additional information.

The above transfer button can only be used by districts and only for transferring information within the Annual Progress Report.

Single schools in a district should login and complete the district Annual Progress Report. Information from the district can then be transferred to the school.

Steps 1-5 - Goals

Text boxes have been provided which support the required format for the yearly action plan goals. The text boxes have a limit of 7000 characters. You can copy and paste from other Word documents into these text boxes. Be sure to **Save** any changes or additions before you exit this page.

Planning Status Data Graphs Reports Resources Administrative Logout

You are logged in as: CP8184 - You Are Planning For: State Fiscal Year 2011

Annual Progress Report - 1 Math Goal

* Indicates the responses required to complete this step.

2010 (Previous Year) Action Plan:

1) Math Goal

Goal:
Improve mathematics scores of students in the elementary school

Measurable Objective(s):
53% of our elementary students will score proficient on the 2010 CRT which is a 3% increase from 2009

Identified Strategy(ies):
Adopt a new K-8 core math program Implement AIMSweb as a diagnostic tool to inform instruction Analyze all grade levels Decode CRT results to inform instruction

Professional Development:
Research quality Math PD to be offered at the district level

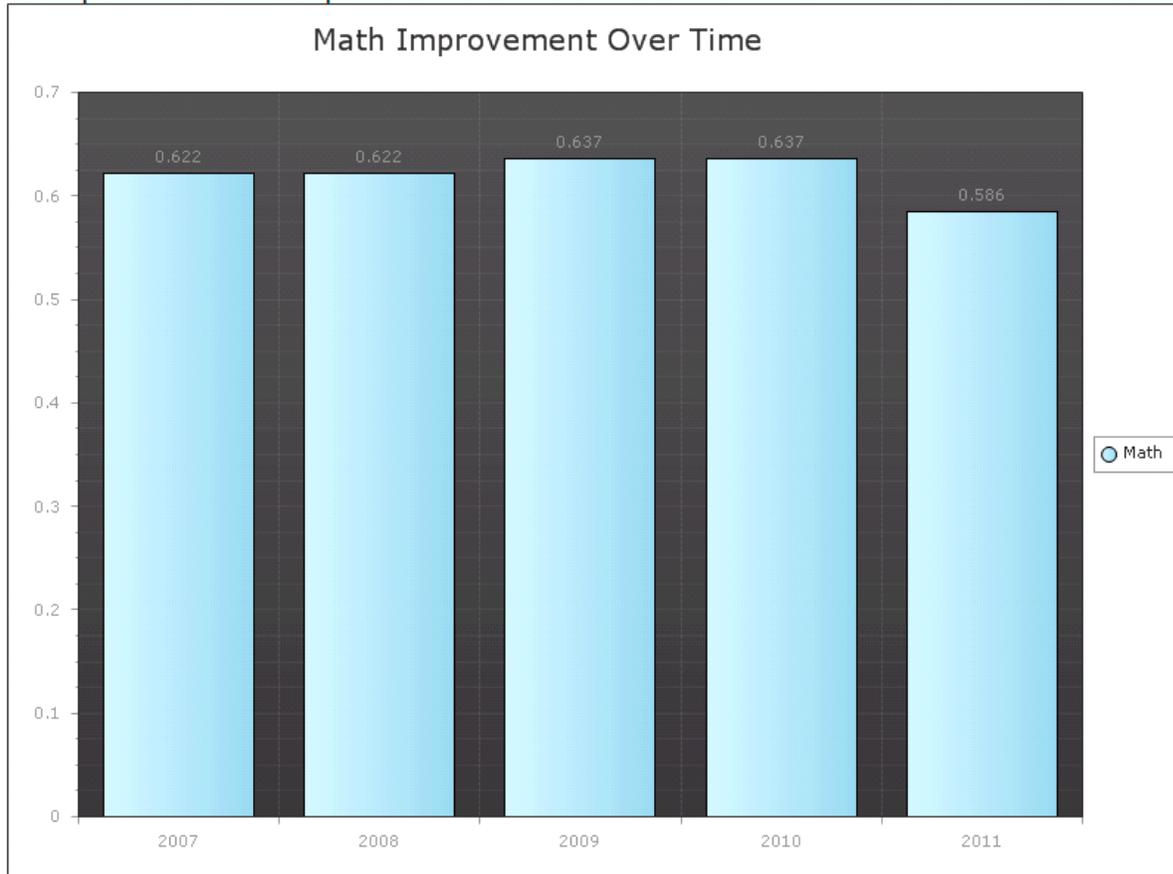
Other Resources:
na

Additional Comments:
na

Integration and Implementation of Indian Education with the content area:
(No previous plan entry).

This is the transferred information from the 2010-2011 Yearly Action Plan

Math Improvement Over Time Graph:



Improvement Over Time was included in last year's Effectiveness Report as an additional piece of information. This year the Improvement Over Time is included for planning for all schools and districts. While the graph appears on the screen, the graph must be saved to your Annual Progress Report. Follow the steps below to save the graph and upload it into the graphing library. Graphs saved in the district planning tool will not be available to schools when information is transferred.



NEW

Graphs from the graphing library can now be included in the Annual Progress Reports. Follow the instructions and steps below to include graphs in the APR. While the images will appear as a thumbnail graph, the graph will print in a normal size.

Steps to add graph images to this section of the report.

Step 1: Right-Click on the above graph and use Save Picture As... to save the file locally.

Step 2: Locate your Improvement image file

Step 3: Click on Upload Improvement Image to store the Graph

Step 4: Select a saved Image to Reference in this section (this may also be a graph that you have previously saved on the Data Graphs Page):

Images Referenced in this section of the Report:

Analysis of Data

The Analysis of Data section provides the OPI with the required information to monitor and evaluate Annual Progress Reports as required by the Board of Public Education. The three questions listed provide schools and districts with guidance for analysis of data and student progress. **All three questions must be fully addressed in the response section. Please number each response as you enter information in the text box.**

Analysis of Data:

The analysis must include three points:

- 1) Analyze the school's goal in relationship to the data; Explain how the use of data has changed the school or district instructional practices. What will improve or change based on the data?
- 2) Indicate if plan of action is demonstrating progress toward meeting goal(s). The written documentation verifies the use of data and analysis as the rationale for the course of action needed to achieve the professional development goals for the next school year.
- 3) Include whether the goal will be kept, modified, or a new goal will be written. This goal whether repeated, modified, or new will be one of the goals in the current Yearly Action Plan.

Before continuing, review the Analysis of Data section to ensure each of the three questions has been **fully** addressed. This information is used as part of the AYP determination in the small schools process. Failure to address each question will result in a low score. Please see the rubric below that is used to score the Annual Progress Report.

After analyzing the data and determining the course of action for the next school year, schools and districts will complete a new Yearly Action Plan in the provided template.

Rubric used by readers to evaluate each Annual Progress Report:

A. Math Goal(s)

Goals

1. The math goal(s) from the Annual Progress report (APR) is stated in the measurable terms and meets a defined need.

No

Yes

Data Analysis-Math

2. The data from 2009-2010 have been utilized in order to determine the progress toward meeting the math goal(s) specified.

Report does not include information

Report includes information; however, the information is not fully developed

Report includes information and it is clearly defined

Course of Action-Math

3. What did the school/district do to address the identified math goal(s)?

Report does not include information

- Report includes information; however, the information is not fully developed
- Report includes information and it is clearly defined

Changes or no Changes-Math

4. Will changes be made to 2009-2010 goal?

- No changes - Goal is repeated
- Yes changes - Goal is Modified
- Yes changes - Goal is new
- No indication

Goals- Professional Development

5. The professional development goal is stated.

- No
- Yes

Data Analysis- Professional Development

6. The data from 2009-2010 have been utilized in order to determine the progress toward meeting the professional development goal(s) specified.

- Report does not include information
- Report includes information; however, the information is not fully developed
- Report includes information and it is clearly defined

Course of Action-Professional Development

7. The written documentation verifies the use of data and analysis as the rationale for the course of action needed to achieve the professional development goals for the next school year.

- Report does not include information
- Report includes information; however, the information is not fully developed
- Report includes information and it is clearly defined

8. The analysis shows how the teacher(s) was assisted in improving instructional practice and content knowledge to enhance student academic achievement.

- No response
- Report does not include information
- Report includes information; however the information is not fully developed
- Response (Yes, Yes - with minor changes with comment, or No, with comment)
- Report includes information and it is clearly defined

B. READING GOAL(S)

Goals

9. The reading goal(s) from the APR is stated in the measurable terms and meets a defined need.

No

Yes

Data Analysis-Reading

10 The data from 2009-2010 have been utilized in order to determine the progress toward meeting the reading goal(s) specified.

Report does not include information

Report includes information; however, the information is not fully developed

Report includes information and it is clearly defined

Course of Action – Reading

11. The descriptive narrative verifies the use of data and analysis to determine the course of action in reading.

Report does not include information

Report includes information; however, the information is not fully developed

Report includes information and it is clearly defined

Changes or no Changes-Reading

12. Will changes be made to 2009-2010 goal?

No changes - Goal is repeated

Yes changes - Goal is Modified

Yes changes - Goal is new

No indication

Goals – Professional Development

13. The professional development goal is stated.

No

Yes

Data Analysis- Professional Development

14. The data from 2009-2010 have been utilized in order to determine the progress toward meeting the professional development goal specified.

Report does not include information

Report includes information; however, the information is not fully developed

Report includes information and it is clearly defined

Course of Action-Professional Development

15. The written documentation verifies the use of data and analysis as the rationale for the course of action needed to achieve the professional development goals for the next school year.

- Report does not include information
- Report includes information; however the information is not fully developed
- Report includes information and it is clearly defined

16. The analysis shows how the teacher(s) was assisted in improving instructional practice and content knowledge to enhance student academic achievement.

- Report does not include information
- Report includes information; however the information is not fully developed
- Report includes information and it is clearly defined

Yearly Action Plan



Indian Education for All (IEFA) is now included in each content area goal. Explain the integration and implementation of IEFA within the content area.

2011 (Current Year) Yearly Action Plan:

Goal 1) Math Goal

* Goal

* Measurable Objective(s)

* Identified Strategy (ies)

* Professional Development

* Other Resources

* Additional Comments

* Integration and Implementation of Indian Education within the content area:

[Return to Planning Status](#)

Always remember to save before moving to a new page or to a navigation tab within the plan.

Step 6 Curriculum Alignment

This section of the Annual Progress Report remains unchanged from the 2009-10 planning year. The Curriculum Alignment section must only be completed by districts. Schools are not required to complete this information. There are 12 curricular areas that must be addressed within this section of Curriculum Alignment. Below is an example of Communication Arts.

The screenshot shows a web interface for curriculum alignment. At the top, there is a navigation bar with links: Planning Status, Data Graphs, Reports, Resources, Administrative, and Logout. Below the navigation bar, a user login message reads: "You are logged in as: CP8184 - You Are Planning For: Arlee Elementary - School - SC0628 State Fiscal Year 2011". The main heading is "Annual Progress Report - 6 Curriculum Alignment". A dropdown menu is set to "Communication Arts". A red warning message states: "Communication Arts Information Has NOT Been Completed - District Must Complete and Save!". There are three radio button options: "Review of this curriculum area has been completed since 2004" (selected), "Review of this curriculum area is currently in progress", and "Review of this curriculum area has not been completed". A second dropdown menu is set to "2010-2011". At the bottom left is a "Save" button, and at the bottom center is a "Return to Planning Status" link.

Planning Status Data Graphs Reports Resources Administrative Logout

You are logged in as: CP8184 - You Are Planning For: Arlee Elementary - School - SC0628 State Fiscal Year 2011

Annual Progress Report - 6 Curriculum Alignment

Please select the curricular area that you would like to work with: Communication Arts

Communication Arts Information Has NOT Been Completed - District Must Complete and Save!

- Review of this curriculum area has been completed since 2004
- Review of this curriculum area is currently in progress
- Review of this curriculum area has not been completed

When is the next review scheduled to take place? 2010-2011

[Save](#) [Return to Planning Status](#)

Transfer District Information to School(s)

Once all information is entered for the district Annual Progress Report, the district may choose to transfer all Annual Progress Report information to the schools within the district. It is imperative to understand that all information entered by schools will be lost once the district transfers information.

Single schools in a district should login and complete the district Annual Progress Report. Information from the district can then be transferred to the school.

The screenshot shows a web application interface with a blue header containing navigation links: Planning Status, Data Graphs, Reports, Resources, Administrative, and Logout. Below the header, the user is logged in as CP8184 - You Are Planning For: Anderson Elem (District) - LE0366, with the State Fiscal Year set to 2011. The main content area has a title bar that reads "Annual Progress Report - Transfer District Information to School(s)". Below this, there is a checkbox labeled "Check here if the district and school analysis and goals are the same". To the right of this checkbox is an orange callout box with a white arrow pointing to the checkbox, containing the text "Select this button if the school and district goals are the same". Below the checkbox is a button labeled "Transfer District Annual Progress Report Information to Schools". Underneath the button is a warning message: "(Caution: you will overwrite any current information that may have been entered by the schools)". At the bottom left of the form area are two buttons: "Save" and "Return to Planning Status". A large orange starburst graphic with the word "NEW" is positioned in the lower right quadrant of the screenshot.

Submission Information

Submission Information is also a requirement of all schools and districts. Schools and districts requested a submission button to ensure that plans were completed and submitted. Schools and districts complete the Submission Information, save, and submit the CSI Plan and Annual Progress Report. Even though information may have been submitted at an earlier date, information may be modified until November 1st. Simply save the information and resubmit the changes. After November 1st, the information will be submitted to the OPI and saved for scoring of the Annual Progress Reports.



This section is new for all users. All ESEA Title I schools must submit the “Required for ESEA Title I” section.

Required for Title I:

First Name of Person responsible for the implementation and monitoring of the Yearly Action Plans:

Last Name of Person responsible for the implementation and monitoring of the Yearly Action Plans:

Anticipated date of completion of the Yearly Action Plans:

Date the schoolwide plan was revised:

Submission Information:

First Name of person submitting this plan:

Last Name of person submitting this plan:

Title of person submitting this plan:

Phone Number of person submitting this plan:

Date submitted to OPI:

9/20/2010 12:55:00 PM

The plans have been submitted to OPI.

Save

Submit to OPI

Data Graphs

The Data Graphs section remains unchanged from the previous year's planning period. Follow the 8 steps outlined to create graphs from the OPI data. Users may also create graphs under the User Defined Graphs section as well as upload graphs with the appropriate file types (.jpg, .jpeg, .png, and .gif). The graphs stored in the graphing library under Upload Graphs tab will be available for the APR.

OPI Provided Graphs User Defined Graphs Upload Graphs

Step 1: Choose Graph from Panel

- Reading Proficiency
- Math Proficiency
- Science Proficiency
- All Proficiency By Ethnic Origin
- Longitudinal Enrollment
- Longitudinal Dropout
- Gifted and Talented
- Violent Behavior
- Suspension/Expulsion

Step 2: Choose Grade (Choose only one):

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Step 3: Choose Data Format:

Display Percent Display Count

Note: All Percent must be "stacked bar" graph type

Step 4: Choose Graph Type:

Normal Bar

Step 5: Choose Graph Orientation:

Vertical Horizontal

Current Selections:

Graph:
Grade:
Format: Count
Type: Bar
Orientation: Vertical

Step 6: Click the Create Graph button to see the graph image

Create Graph

To resize the graph click and drag the bars until the graph is the size and shape you want. If the graph is a Drill down you can click on the series for more detailed information.

If you would like to use a graph image in a report, you must complete Step 7 and Step 8.

Step 7: To Save the shown graph image, right click and choose Save As:

Step 8: To Upload a saved graph image, [go to the Upload Graphs page.](#)

Reports

The Reports menu gives you the option to print any of the documents created to a PDF format. Schools and districts can save these documents to the computer.

Note: The OPI graphs will not print out as part of the CSI Plan report but can be embedded and printed in the APR.



The screenshot shows a web application interface with a blue header bar containing navigation links: Planning Status, Data Graphs, Reports, Resources, Administrative, and Logout. Below the header, the main content area has a light blue background. At the top of this area, the title "Print 5 Year Plan" is centered. Below the title, there is a line of text: "You are logged in as: CP8184 - You Are Planning For: OPI Admin User - Select State Fiscal Year: 2011". The year "2011" is in a dropdown menu. Below this line, a red message reads: "You must be planning for a District or a School to be able to run these reports."



When printing reports, schools and districts can select the school year of the report needed. For example, if the original Five-Year Comprehensive Education Plan is needed, change the State Fiscal Year to 2011 and print the report.

Another change from last year's reports is that the Continuous School Improvement Plan will print in its entirety from profile to correlate work to yearly action plans. The same is true for ESEA Title I plans and Annual Progress Reports.

Resources

Below are a variety of links to resources available to assist schools and districts in continuous school improvement planning as well as CSI Plan instruction documents.

Planning Status Data Graphs Reports Resources Administrative Logout

Resources

Instructions

- [Continuous School Improvement Plan Instructions](#)
- [Continuous School Improvement Plan Title I Annual Report Instructions](#)
- [Continuous School Improvement Plan Annual Progress Report Instructions](#)

Policies

- [Administrative Rules of Montana, Accreditation Standards: Procedure](#)

References

Assessment

- [Kay Burke & Assoc. Inc.](#)
- [Assessment Training Institute](#)

Data Analysis

- [Education for the Future Initiative](#)

Continuous School Improvement

- [Effective Schools](#)
- [Marzano Research Laboratory](#)
- [Nine Correlates of Effective Schools](#)

[Return to Planning Status](#)

Process Checklist

- Log into the program at <https://data.opi.mt.gov/5ycplan/frmlogin.aspx> using the Citrix Passwords provided to the district or school.
- Go to the planning status page and select the school you would like to work with on the drop-down menu.
- Transfer last year's 5 Year Plan and Title I responses to the current year by using the transfer buttons.
- After the transfers have occurred, enter the Profile and Correlate Review sections. Save the responses at the bottom of the page and transfer information to the schools in the district if needed.
- Complete all required Title I reporting. Remember that the 5 Year Plan must be updated and completed for the Title I reporting to be complete.*
 - Schoolwide – Optional
 - District Improvement Plan
 - School Improvement Plan*
- Complete Annual Progress Reports
 - Math
 - Reading
 - Curriculum Goal
 - Curriculum Alignment (District Only)
- Transfer Annual Progress Report data from the district to the schools if needed.
- Complete the "Required for Title I" and the "Submission" information
- SAVE
- Submit to OPI

*One school in a district need only complete the district level plan EXCEPT if you are a school in improvement. Schools in improvement must complete school level improvement plans.

The plans are due by November 1, 2011. You may modify the information within the plan until November 1. Simply save and re-submit the information to the OPI.