

Analyze Your data: Elementary and High School

Review local data and fill in the chart below. Rank is determined as the lowest average score for a component as 1 to the highest average score for a component as 13. An example is provided in the shaded Professional Development to Improve Instruction and Outcomes.

Data Components	Rank	Areas of Strength	Areas for Growth	Next Steps
School Quality - Climate		<p>Academic leadership facilitates a positive environment for staff and students that leads to staff engagement, motivation, community culture, and supportive experiences. (4)</p> <p>School conditions are safe, healthy, and promote student learning. (4)</p>	<p>Student interview or focus groups provide a voice in decision-making in the school. (3)</p> <p>Student interviews or focus groups provide a voice in decision-making in the school. (3)</p>	
School Quality – Communication		<p>All school-affiliated calendars, including assessment schedule, are published and posted by the beginning of the school year. (4)</p> <p>The school communicates with families in a language they understand. (4)</p>	<p>A written and enforced anti-bullying policy ensures a safe learning environment for all and is aligned with the MT suicide prevention laws. (3)</p> <p>School policies are clearly communicated to staff, students, and families. (3)</p>	
Program and/or Content Standards and Instruction		<p>Evidence-based materials, including appropriate technology, are in place at all tiers of instruction meet the specific learning needs of all students. (4)</p> <p>Instructional content and materials are aligned to the program and content standards, are developmentally appropriate, and delivered explicitly and systematically. (4)</p> <p>Motivation and engagement are carefully considered when materials and programs are reviewed and selected. (4)</p>	<p>Indian Education for all is integrated into all grade-level subjects and courses. (3)</p> <p>Literature about Montana Indigenous People are readily available and used in classrooms. (3)</p>	

Assessment and Data-Driven Decision Making to Inform Instruction	<p>Valid and reliable screening, diagnostic, formative, and summative assessments are in place. (4)</p> <p>Assessment tools and procedures are aligned to the program and/or content standards. (4)</p>	<p>Teachers are supported on how to examine student data and collaborate in teams to make instructional and intervention decisions for increased student achievement. (3)</p> <p>School teams collect data to ensure innovative practices are supported by evidence. (3)</p>	
Amount and Quality of Instruction	<p>Student achievement has been improved by reducing class size with the use of Title II funds. (4)</p> <p>Teachers use explanations, examples and guided practice to organize lessons and provide instructional clarity. (4)</p> <p>Implementation of the MTSS framework is evident across all content areas and provides appropriate supports for all students. (3)</p>	<p>Quality afterschool programs align with high quality instruction (e.g., intervention and enrichment) during the school day. (2)</p> <p>Parents and families with students receiving Tier 2 and 3 interventions are given meaningful data and information on a regular basis. (2)</p> <p>Same as above.</p>	
Instruction and Supports for At-Risk Students	<p>The district has a clear process for identifying students requiring additional instructional support for academics, behavior, and social-emotional learning. (4)</p> <p>Explicit and systematic instruction is prioritized when reviewing programs for at-risk students. (3)</p>	<p>The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only). (3)</p> <p>All teachers are trained to monitor students' use of language and fill out a Language Observation Survey to flag possible English Learners for the WIDA assessment. (2)</p> <p>The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only). (3)</p>	
Motivation in Teaching and Learning	<p>Opportunities for staff and student choice are proved to increase willingness to learn, attain goals, and impact change. (3)</p> <p>Same as above.</p>	<p>Students are involved in setting individual learning goals. (3)</p> <p>Intentional opportunities are provided for educators' voices to be heard in order to increase motivation and remain invested in the school improvement process. (3)</p>	

Data Components	Rank	Areas of Strength	Areas for Growth	Next Steps
Professional Development to Improve Instruction and Outcomes		<p>A professional development plan aligned to the school goals is created and shared with staff each year. (4)</p> <p>Professional Development plan focuses on building the capacity of school and district leaders to deliver high-quality instruction aligned to the program and/or content standards and Indian Education for all. (4)</p>	<p>Professional Development is provided on Indigenous practices involving celebrations and grief. (2)</p> <p>Same as above.</p>	
Community and Family Engagement		<p>Family and community engagement activities are clearly linked to the goals, expectations, and desired academic outcomes. (3)</p> <p>At least 3 times per year, parents and families are provided data on student progress and given ideas and strategies to help their student achieve grade-level expectations. (3)</p>	<p>A yearly review of the Title I plan takes place and is shared with parents. (2)</p> <p>A yearly review of the Title I plan takes place and is shared with parents. (3)</p>	
Functional School Board		<p>Multiple 4s.</p> <p>School board members have been provided training on their role and responsibilities, including those defined in MCA and the Administrative Rules of Montana. (4)</p> <p>All 4s.</p>	<p>Monthly meetings include: A publicly posted agenda, Review and approval of the previous month's minutes, Superintendent reports on budget expenditures, academic progress, and infrastructure, Members come prepared by previewing action items. (3)</p>	
Resource Allocations		<p>Business clerk reconciles cash balances monthly. (4)</p> <p>The district meets regulatory guidelines and is therefore not in fiscal high-risk</p>	<p>Draw-downs occur regularly from current budgets. (2)</p> <p>Budget considerations and limitations for district goals are shared with staff. (3)</p>	

		reimbursement status with the OPI. (4)		
Functional Structures		<p>A functional information technology system is in place to meet student and teacher needs. (4)</p> <p>The school district maintains an up-to-date central database (e.g. Infinite Campus) that includes student test scores, placement information, demographic information, attendance, behavior, and other variables useful to staff for data-driven decisions. (4)</p>	<p>A clear communication plan has been established for communication between district and school staff. (3)</p> <p><i>Same as above.</i></p>	
Personnel Retention		<p>A clear, consistent evaluation system is in place that supports improvement through supportive professional learning opportunities and coaching for all staff and for all levels of experience. (3)</p> <p><i>Same as above.</i></p>	<p>A plan exists for clear and consistent recruiting of high-quality teachers and staff with additional recruiting incentives for high-need and hard to fill areas. (3)</p> <p><i>Same as above.</i></p>	