

# **Brockton School District Integrated Strategic Action Plan (ISAP)**

*Initial Date: 5/25/2021-Last Updated: 01/24/2025*

## **Leadership Team**

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## **Mission Statement**

*Brockton Schools will ensure every student the opportunity to learn in a safe and culturally relevant environment with the expectation of high academic student achievement.*

## **Vision**

At Brockton School District, stakeholders work together to provide students with the education necessary to be better prepared for life after high school graduation. Brockton educators are dedicated to their own professional growth and implement effective, researched based strategies for instruction and classroom management. Brockton students feel safe to be themselves, demonstrate the courage to challenge their abilities, and exude pride in their cultural heritage through their speech and practice. Brockton administrators are proactive advocates for safe and engaging learning environments, free of bullying and violence. School facilities are continually improved to provide students, teachers, and coaches with modern spaces that are both comfortable and aesthetically pleasing. The academic performance of students in Brockton Schools is equal to or better than that of their peers across the country. All Brockton High School students graduate. The Brockton School sports program yields the most competitive teams in its division. The Brockton School District is the highest performing school district on the Fort Peck Indian Reservation.

# BROCKTON SCHOOL DISTRICT PROFILE OF A GRADUATE

## WAOHODA RESPECT

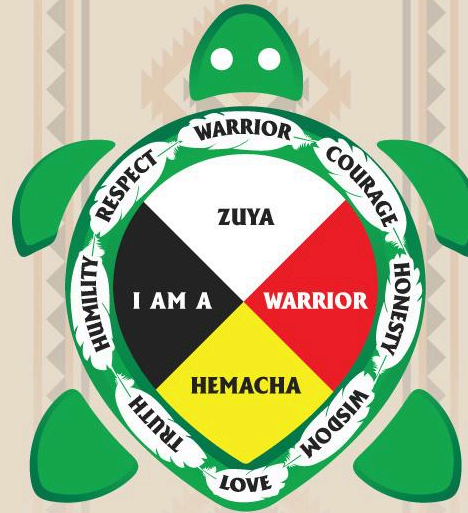
- I demonstrate empathy and respect with all people
- I work collaboratively with all my teachers and peers
- I listen and focus when my teachers or elders are sharing
- I am a good citizen and act ethically

## WAHWADA HUMILITY

- I am culturally aware, inclusive, and supportive of diversity
- I balance my commitments and responsibilities
- I know how to manage conflict positively
- I am not afraid to seek guidance or ask for help when needed

## WOWICAKE TRUTH

- I know my identity
- I believe that I belong
- I value my culture
- I am socially aware



## WASTEDAKA LOVE

- I am compassionate and kind
- I build positive relationships
- I take care of myself and my wellness
- I take time to help others in need

## WOHITIKE COURAGE

- I model cultural leadership and community values
- I am resilient and willing to push beyond my comfort zones
- I demonstrate that I take pride in my learning
- I desire to be the best person I can be

## WOWICAKE HONESTY

- I acknowledge both my strengths and weaknesses
- I admit my mistakes and work to overcome them
- I understand that I control my actions
- I know the difference between productive and destructive behaviors

## WOKSAPE WISDOM

- I view learning with curiosity and optimism
- I show initiative, industry, and integrity in my approach to learning
- I reflect on my learning and share ideas freely with others
- I am persistent with learning and never give up on assigned tasks

According to the Montana Office of Public Instruction (OPI), a Graduate Profile is “a learner centered model of education based on a shared vision of the skills and attributes students need to be successful over the course of their lives.” Brockton Public Schools has worked on the creation of our Graduate Profile since August of 2021. Over the course of that time, many Brockton educators, students, School Board Trustees, Tribal representatives, and community members provided input and feedback that culminated in the final product above in the spring of 2024. Fondly referred to as the Brockton “Traits of a Warrior,” each attribute is followed by the skills necessary to demonstrate understanding and practice. At Brockton Public Schools, we firmly believe that mastery of these attributes, and corresponding skills, will better prepare our students to navigate the challenges of life after high school graduation.

## **Plan Approach**

Brockton School District's strategic action plan is a comprehensive document that outlines the goals, objectives, and specific actions to be taken to improve various aspects of our schools. Each of these components are aimed at improving the overall quality and effectiveness of education at Brockton Public Schools. Our Integrated School Action Plan (ISAP) provides a roadmap for the school community, outlining clear goals, objectives, and action steps. It helps everyone understand the direction the school is taking and the steps required to reach each specific goal.

Our plan ensures that the District's actions and initiatives align with its mission and vision. This alignment is crucial for maintaining focus and working toward common goals. Brockton Schools are committed to a plan that emphasizes the commitment to continuous improvement. It encourages our schools to regularly assess their performance, identify areas for enhancement, and implement changes to improve overall effectiveness of our education. Our strategic action plan encourages each of our schools to collect and analyze relevant data to inform decision-making, ensuring that curriculum needs are based on a thorough understanding of the school's strengths and weaknesses.

Brockton's ISAP helps in the effective allocation of resources by outlining priorities and specifying resource needs. Our strategic action plan anticipates potential challenges, outlines strategies to address them effectively, and provides a long-term vision for the District.

## Out-of-District Students

An integral part of our objective of a quality individualized education for each student is a standard of good behavior and regular attendance (subject to accommodating the needs of students with disabilities). We strive to provide a learning environment that inspires and is dependent on excited, engaged, motivated students focused on and assuming responsibility for high levels of learning.

To advance our individualized approach to educating each student, the Board will review and consider all applications for out-of-district attendance as adopted in Board policy 3141. Approval will be given unless the trustees find the impact of approval of the application will adversely impact the district from meeting our standards of a quality individualized education for resident students.

Brockton School District places an emphasis on the value of small group learning that are in turn dependent on class sizes smaller than the minimum class sizes established under the accreditation standard limit for grade levels stated in 10.55.712 ARM and 10.55.713 ARM. To preserve opportunities for small group learning, to keep District class sizes below the accreditation standards, and in anticipation of mid-year requests for enrollment of new resident children of the District and children for whom attendance is mandatory under Section 20-5-321, MCA, it is the goal and objective of the District to not exceed the district's benchmarks for grade level classes.

Out-of-District applications will be considered in the order they are received, on a space available basis considering classroom, school and district capacity aligned with building construction standards, accreditation numbers and projected enrollment. As set forth in District Policy 3141, applications may be denied for truancy, suspension in the three years preceding the request for out of district enrollment, or expulsion on any previous occasion as provided by law.

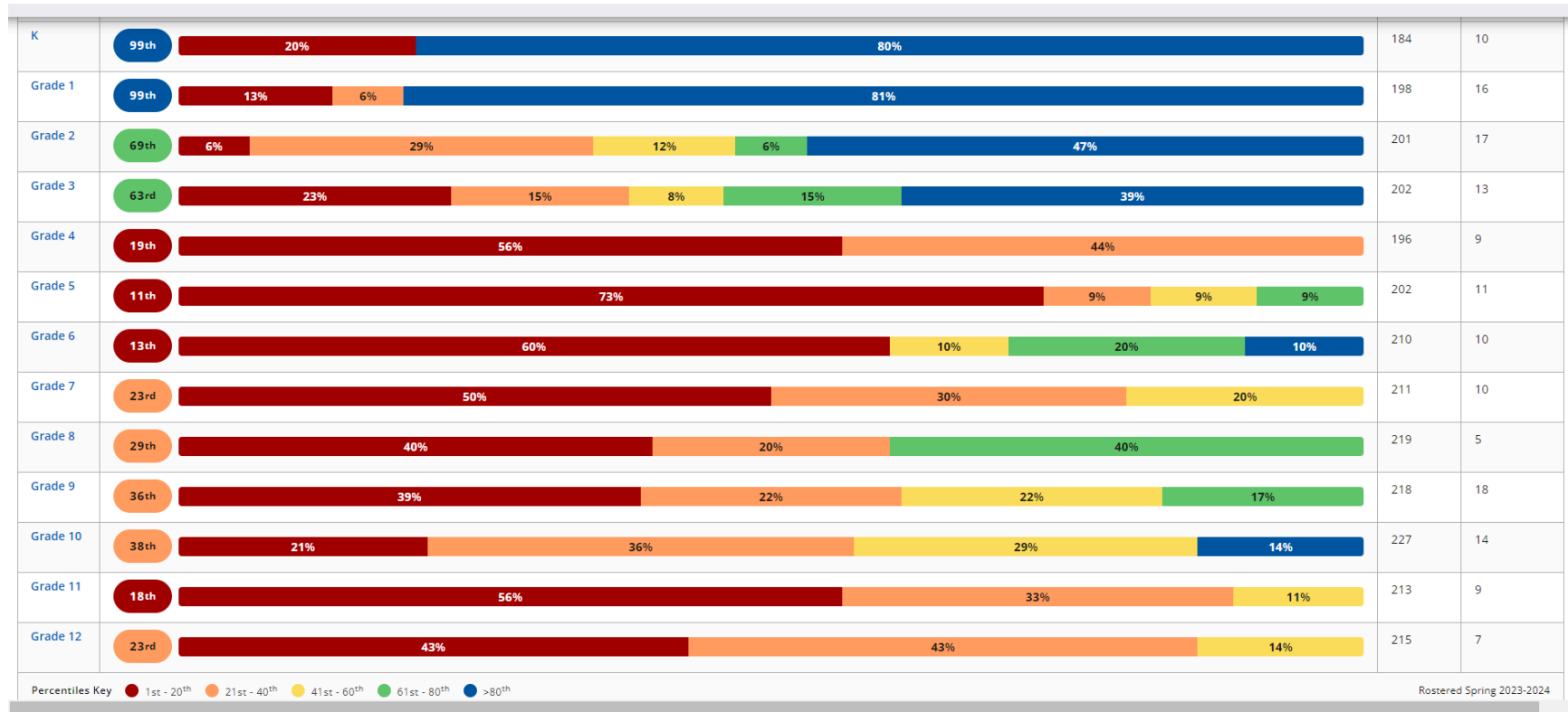
In the event the district receives more applications than it can accommodate, the following order will be used to rank applications. As an initial threshold standard, past demonstrated good behavior must be used by the District in prioritizing an application above other applications without a disciplinary-free record. Decisions regarding admission cannot be inconsistent with the District Policies prohibiting discrimination. The District shall also take into account an applicant's prior educational transcripts, disciplinary referrals and other relevant information as a means of further prioritizing within and between the listed categories of prioritization specified below. Provided that past demonstrated good behavior is used first as a controlling standard for prioritization, the district will further prioritize nonresident applications in the following order:

1. Applications from children of District employees;
2. Applications from previously enrolled students;
3. Applications from children with siblings who have previously enrolled the prior year in the District as nonresident students;
4. Time and date stamp for receipt of the application for enrollment in the District offices.

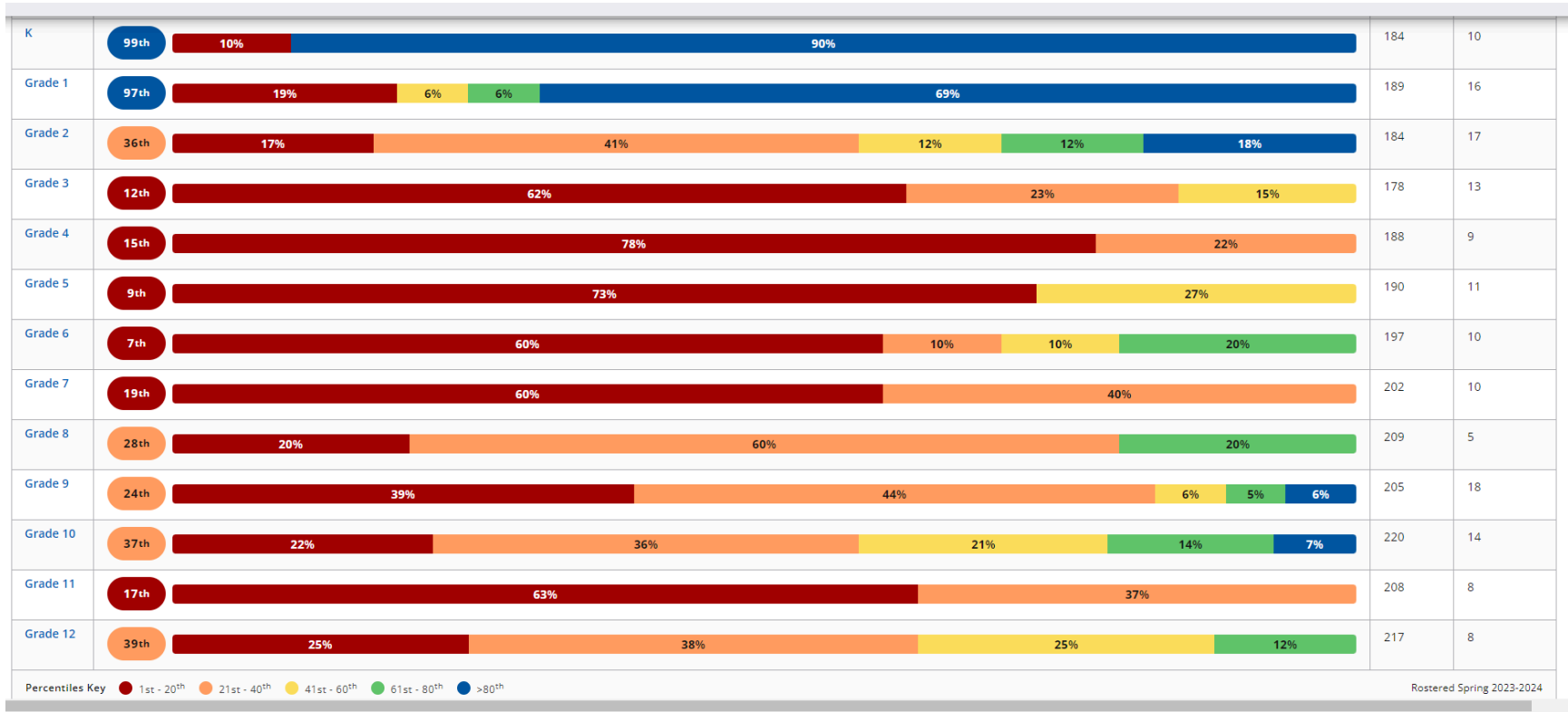
# Student Performance Data

Brockton School District uses Northwest Evaluation Association’s assessment tool, Measures of Academic Progress (MAPs), to evaluate student academic development. Performance data helps our schools assess how well students are understanding and retaining the material being taught. By analyzing performance data, our schools can identify areas where students are struggling or underperforming. This allows our educators to adjust their teaching methods and curriculum in order to provide additional support where needed. Performance data allows our teachers to tailor their instruction to meet the needs of individual students. By understanding each student’s strengths and weaknesses, our teachers can provide personalized support and interventions to help our students succeed.

## Measured Academic Progress (MAPs) - spring 2024 K-12th grade Math achievement scores

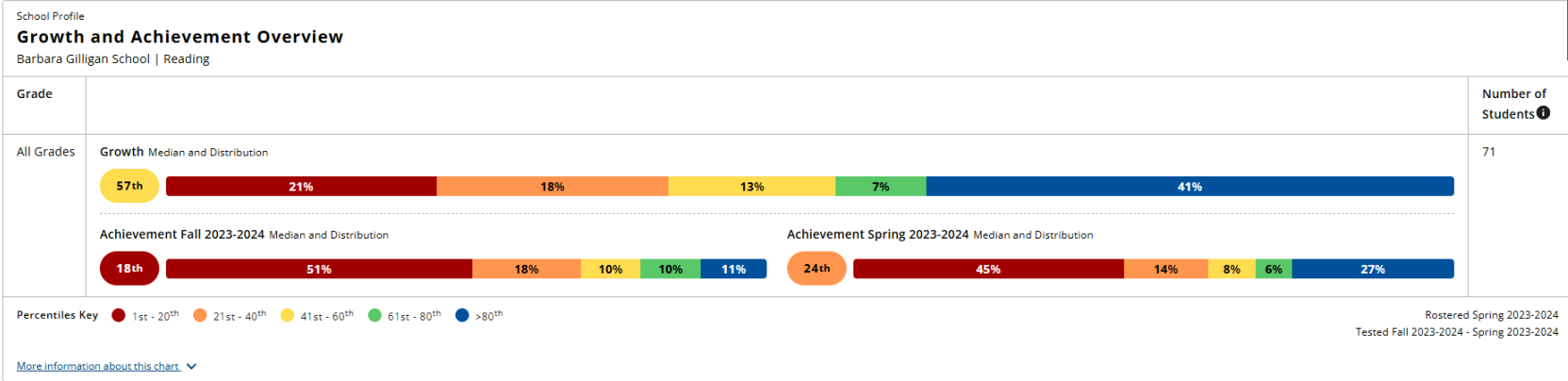


## Measured Academic Progress (MAPs) - spring 2024 K-12th grade Reading achievement scores



## Measured Academic Progress (MAPs) - 2023-2024 School Year - K-6th Grade Reading Growth

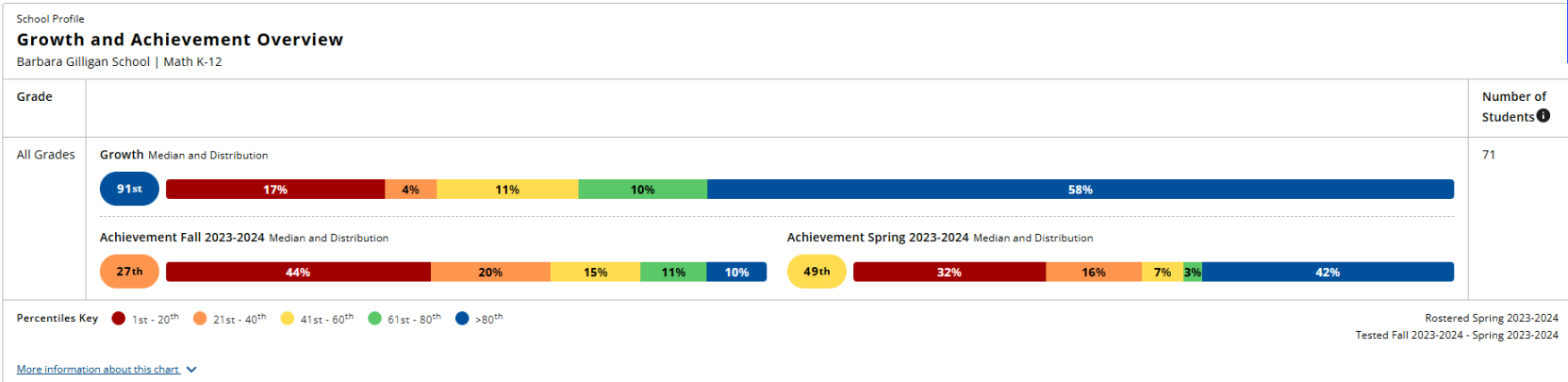
### Barbara Gilligan School



Feedback

## Measured Academic Progress (MAPs) - 2023-2024 School Year - K-6th Grade Math Growth

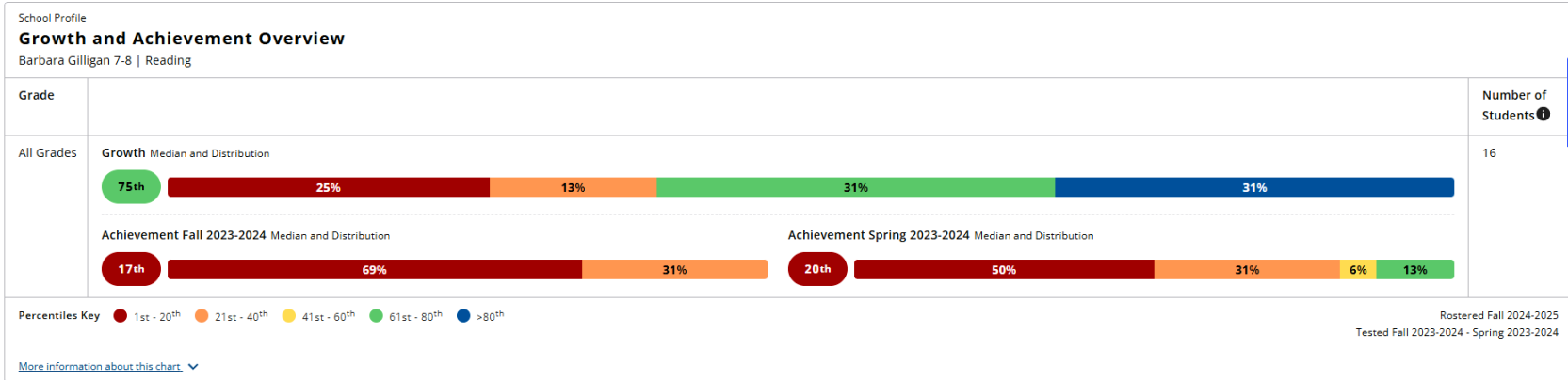
### Barbara Gilligan School



Feedback

## Measured Academic Progress (MAPs) - 2023-2024 School Year - 7th & 8th Grade Reading Growth

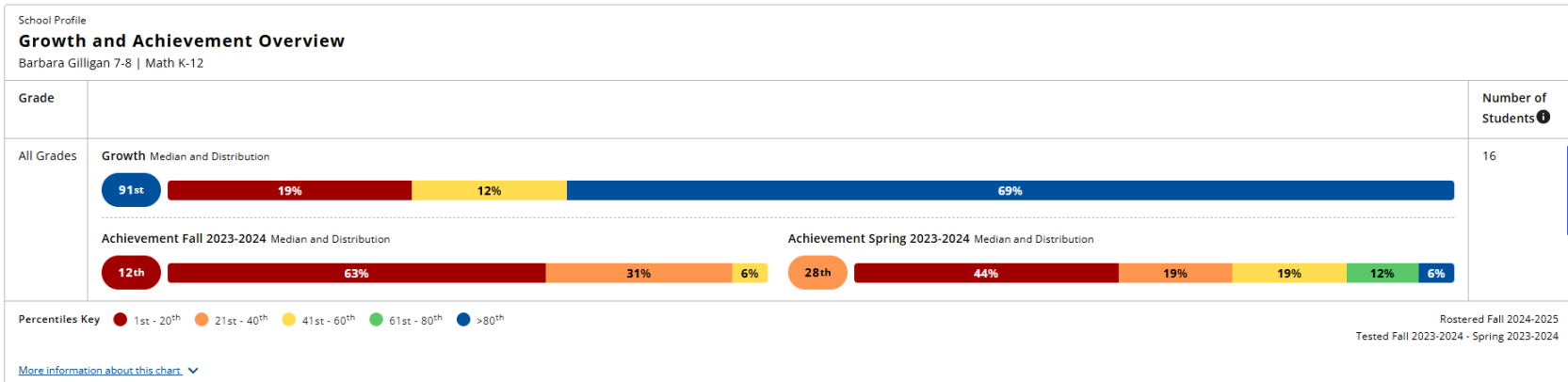
### Barbara Gilligan 7-8



Feedback

## Measured Academic Progress (MAPs) - 2023-2024 School Year - 7th & 8th Grade Math Growth

### Barbara Gilligan 7-8

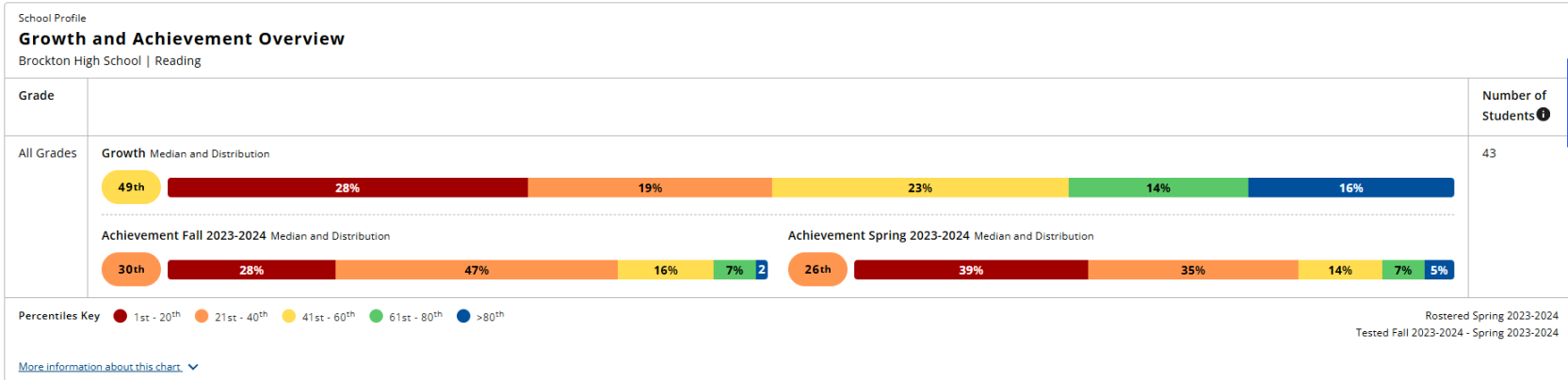


Feedback



## Measured Academic Progress (MAPs) - 2023-2024 School Year - 9th-12th Grade Reading Growth

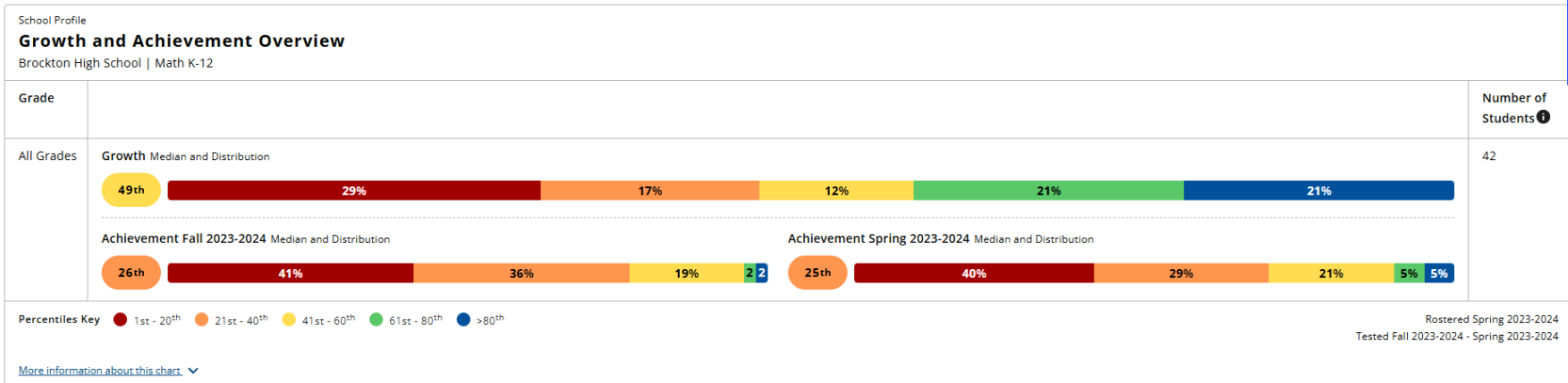
### Brockton High School



Feedback

## Measured Academic Progress (MAPs) - 2023-2024 School Year - 9th-12th Grade Math Growth

### Brockton High School



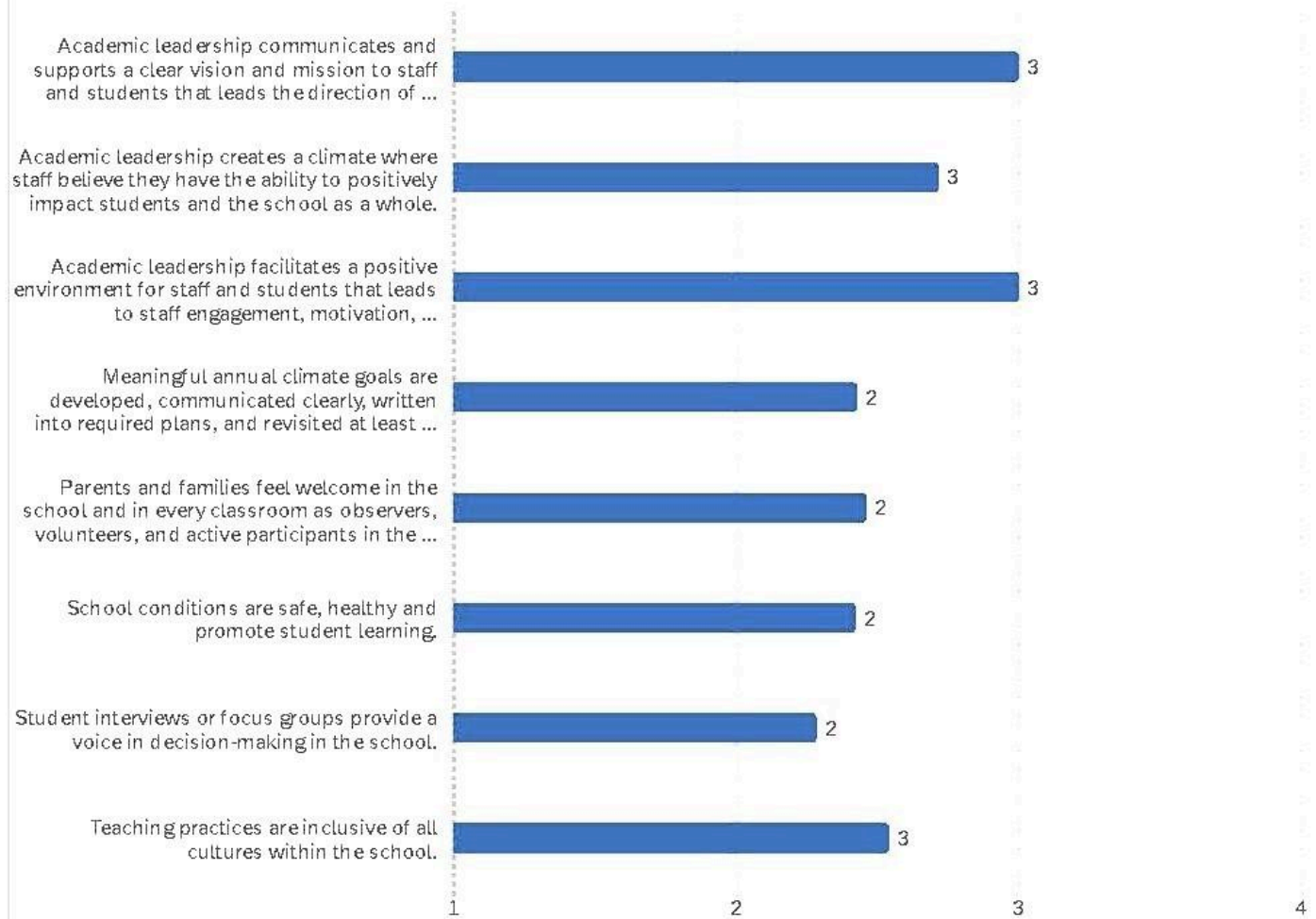
Feedback

## CLNA

According to our Comprehensive Local Needs Assessment (CLNA), the District's main weaknesses are student involvement in decision making and collaboration with parents/guardians. As such, these are two of our improvement priorities. Obviously, we would like for our stakeholders to express higher regard for our inclusion of students in decision making and collaboration with parents/guardians on school issues. Root causes identified by our School Leadership Team (SLT) from the previous year, although improved, remained relatively consistent moving into the 2024-2025 school year: perception of the amount and quality of instruction, student absenteeism and apathy, and leadership density

*\*See CLNA School Climate Results on next page\**

### School Quality\_Climate (Q4)



# SMART Goals

Drawn from our MAPS and CLNA data, the following outline evidence-based educational goals that will positively impact student learning including strategies and action steps used to support the achievement of each goal.

Date updated: August 26, 2024			
<p><b>Goal #1:</b> To address academic and program leadership by spring of 2025, the District will improve communication between school administration, staff, and stakeholders to within a satisfactory range by achieving a score of 3 or higher on the CLNA survey.</p> <p><b>Sub-goal(s):</b></p> <ol style="list-style-type: none"> <li>1. Establish varied communication strategies with parents/guardians.</li> <li>2. Establish varied communication strategies between staff.</li> <li>3. Establish communication systems between teachers and students.</li> </ol> <p><b>SLT Lead:</b> Grace Wood</p> <p>Action Step 1 - Create Student communication document through weekly video            Action Step 2 - Breakdown of survey data released to the staff and public via social media channels            Action Step 3 - Documenting website updates            Action Step 4 - Reporter and SLT members disseminate typed/verbal report to staff            Action Step 5 - Email documentation</p>			
Correlating Subcomponent(s) CNA <ul style="list-style-type: none"> <li>● *to be filled out after CNA Fall 2021</li> </ul>			
Action Step 1: Create a student communication document through weekly video update	Person(s) Responsible: Business Classes Evan Cummins	Resources Needed: Class Students to take ownership of the video- Student Council	Timeline: Weekly, recorded and published to websites
Action Step 2:	Person(s) Responsible: SLT Team	Resources Needed: Survey Results	Timeline: Fall 24

Create and distribute surveys to measure effectiveness of communication. Gather data from surveys from staff, students, and stakeholders. Student Survey (anonymous). * Tap into incentive for filling out survey at public events such as carnival or basketball			
Action Step 3: Maintain the school website and social media with up to date events and school happenings.	Person(s) Responsible: Josh, Evan, RaeAnne, and Nichole	Resources Needed: Training to use website editor	Timeline: Ongoing
Action Step 4: Facilitate consistent, bi-weekly SLT meetings for communication to be shared and then disseminated to staff from SLT Reporter	Person(s) Responsible: SLT Team	Resources Needed: Agenda	Timeline: ongoing
Action Step 5: Sharing out of action plan progress to all staff on a bi-monthly basis.	Person(s) Responsible: SLT Members	Resources Needed: None	Timeline: PIR Days MEA Day - October 17&18, 2024

**Goal #2:** To address the amount and quality of instruction in the Elementary School and Junior High by spring of 2025, the District will improve both **Reading** "growth" and "achievement" scores by 5% as measured by NWEA MAP data. According to our MAP data, our elementary students Reading growth ranked in the 37% nationally in spring 2023 and improved to 67% by winter of 2023; an increase of 30% growth in Reading. In terms of Reading achievement, our Elementary students ranked in the 33% in spring of 2023 and regressed to 31% by spring of 2024; a decrease of 2% in Reading achievement. Our Junior High students ELA growth ranked in the 54% nationally in spring 2023 and regressed to 45% by winter of 2023; a decrease of 10% growth in Reading. In terms of Reading achievement, our Junior High students ranked in the 14% in spring of 2023 and improved to 21% in spring of 2024; an increase of 7% in Reading achievement. Our goal is to improve both the Reading growth rate and Reading achievement outcome by 5% in the Elementary School and Junior High.

To address the amount and quality of instruction in the High School by spring of 2025, the District will improve both **Reading** "growth" and "achievement" scores by 5% as measured by NWEA MAP data. According to our MAP data, our High School students' Reading growth ranked in the 43% nationally in spring 2023 and improved to 60% by winter of 2023; an increase of 17% growth in Reading. In terms of Reading achievement, our High School students ranked in the 22% in spring of 2023 and improved to 26% in spring of 2024; an increase of 4% in Reading achievement. Our goal is to improve both the High School Reading growth rate and achievement outcome by 5%.

To address the amount and quality of instruction in the Elementary School and Junior High by spring of 2025, the District will maintain our **Math** growth rate in the 90% or better range and improve our Math achievement scores by 5% or better as measured by NWEA MAP data. According to our MAP data, our elementary students Math growth ranked in the 69% nationally in spring 2023 and improved to 96% by winter of 2023; an increase of 27% growth in Math. In terms of Math achievement, our elementary students ranked in the 28% in spring of 2023 and improved to 49% by spring of 2024; an increase of 21% in Math achievement. Our Junior High students Math growth ranked in the 89% nationally in spring 2023 and improved to 90% by winter of 2023; an increase of 1% growth in Math. In terms of Math achievement, our Junior High students ranked in the 14% in spring of 2023 and improved to 29% in spring of 2024; an increase of 15% in Math achievement. Our goal is to maintain our Math growth rate in the 90% or better range and improve our Math achievement score by 5% or better in the Elementary School and Junior High.

To address the amount and quality of instruction in the High School by spring of 2025, the District will improve both **Math** "growth" and "achievement" scores by 5% as measured by NWEA MAP data. According to our MAP data, our High School students Math growth ranked in the 51% nationally in spring 2023 and improved to 64% by winter of 2023; an increase of 13% growth in Math. In terms of Math achievement, our High School students ranked in the 17% in spring of 2023 and improved to 25% in spring of 2024; an increase of 8% in Math achievement. Our goal is to improve both the High School Math growth rate and achievement outcome by 5%.

**Sub-goal(s):**

1. All Teachers/ Staff review and understand assessment data (MAPS, MAST) monthly.
2. Implement MTSS structures to support students through targeted interventions 5 times a week for 40 minutes.
3. Eighty percent of the students will be able to master 80% of the Fry Sight Words at their grade level.

4. By the end of Second Grade, 80% of the students will have mastered 80% of the Fry Sight Words in lists 1-3.
5. Third through Sixth Grade will increase specific MAPs scores by 5% at the end of the 2025 school year. The specific areas of growth will be Foundational Skills for ELA and Problem Solving and Data Analysis for Math.
6. Develop word reading skills through a series of phases - Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NSF), Word Reading Fluency (WSF), Oral Reading Fluency (ORF), and Maze Test - for K-8 students by benchmarking and progress monitoring utilizing DIBELS Assessment. Dibels will be used to benchmark and progress monitor.

**SLT Lead:** RaeAnne Edmisten

Action Step 1 - Data from MAPS/MAST

Action Step 2 - MTSS

Action Step 3 - Collect and collate student data from Amira

Action Step 4 - Record resource use via a check-in/check-out system

Correlating Subcomponent(s) CLNA

- to be filled out after CLNA Fall 2024

Action Step 1: Administer BOY MAPS Benchmark, Use Assessment data to drive MTSS instruction and groups	Person(s) Responsible: SLT and Staff	Resources Needed: MAPS data results SBAC results	Timeline: Sept. 1
Action Step 2: Conduct instruction and progress monitoring; adjust student groups as needed based on the data. IXL K-12 tool.	Person(s) Responsible: Grade level groups	Resources Needed:	Timeline: Daily - ongoing
Action Step 3: Continue use of Amira for K-5.	Person(s) Responsible: K-6 Sunny	Resources Needed: Amira	Timeline: Begin with first round of testing Fall 24
Action Step 4: Establish a space and system for checkout resources to be housed.	Person(s) Responsible: Summer Cleanup Crew Evan and RaeAnne	Resources Needed: TBD	Timeline: ongoing, Summer Project

<p>Action Step 5: Maintain student-teacher ratios at recommended levels outlined in the ARM 10.55.712 &amp; 713</p>	<p>Person(s) Responsible: School Board, Superintendent</p>	<p>Resources Needed: Out of district student personal file from previous district.</p>	<p>Timeline: Ongoing, see District policy 3141 &amp; MCA 20-5-320 &amp; 321</p>
<p>Action Step 6: Maintain a positive school climate and safe educational environment.</p>	<p>Person(s) Responsible: School Board, Superintendent</p>	<p>Resources Needed: Out of district student personal file from previous district.</p>	<p>Timeline: Ongoing, see District policy 3141 &amp; MCA 20-5-320 &amp; 321</p>

**Goal #3:** To improve District-wide academic achievement and our high school graduation rate by spring of 2025, we will improve our percentage of Elementary students with satisfactory attendance by 8%, our percentage of Junior High students with satisfactory attendance by 12%, and our percentage of High School students with satisfactory attendance by 18% or better as measured by Infinite Campus data and OPI ESSA data.

**Sub-goal(s):**

1. Foster a positive and inclusive school culture.
2. Establish connections with parents to promote attendance.
3. Increase graduation rate to 100% by May 2024.
4. The school will increase the number of opportunities for family and community members to participate and engage by the end of the school year. The increased number of opportunities will provide for a participation increase of family and community members of 10%.
5. Maintain the annual percentage of teachers with satisfactory attendance at 90% or better (as measured by District Office data).
6. School Intervention Team to help monitor attendance and grades for all students

**SLT Lead:** Cummins

Correlating Subcomponent(s) CLNA

- \*to be filled out after CLNA Fall 2024



<p>Action Step 1: Schedule yearly events be ready with calendar</p> <ul style="list-style-type: none"> <li>- Teachers will be responsible for signing up to lead at least one event</li> <li>- RaeAnne will create the document and distribute</li> </ul>	<p>Person(s) Responsible: RaeAnne and Evan</p>	<p>Resources Needed: Calendar</p>	<p>Timeline: August 12</p>
<p>Action Step 2: Weekly attendance incentive of free popcorn/pickle coupon for perfect weekly attendance. Needs to be ready to go at beginning of the year, January is too late</p>	<p>Person(s) Responsible: JMG teacher</p>	<p>Resources Needed: Funding for popcorn</p>	<p>Timeline: First Quarter</p>
<p>Action Step 3: Recognize parents/households when students have positive attendance (Yard signs with a cute slogan for Warriors' recognition)</p>	<p>Person(s) Responsible: Evan and RaeAnne</p>	<p>Resources Needed: Yard signs Sidney sign place 406-433-2476 Academic Warrior / Attendance Warrior /</p>	<p>Timeline: End of First Quarter and every quarter there after</p>
<p>Action Step 4: Analyze data of teacher attendance. We need to do this if we keep this step, teachers should be recognized.</p>	<p>Person(s) Responsible: SLT members</p>	<p>Resources Needed: Attendance data</p>	<p>Timeline: End of First Quarter</p>
<p>Action Step 5: Analyze data of attendance and grades to assure that all students are on track to graduate.</p>	<p>Person(s) Responsible: Mrs. Cheek, Evan and RaeAnne</p>	<p>Resources Needed: Attendance Data and Grades</p>	<p>Timeline: Ongoing</p>
<p>Action Step 6: Maintain student-teacher ratios at recommended levels outlined in the ARM 10.55.712 &amp; 713</p>	<p>Person(s) Responsible: School Board, Superintendent</p>	<p>Resources Needed: Out of district student personal file from previous district.</p>	<p>Timeline: Ongoing, see District policy 3141 &amp; MCA 20-5-320 &amp; 321</p>

Action Step 7: Maintain our high school graduation rate above the state accreditation standard of 80%.	Person(s) Responsible: School Board, Superintendent	Resources Needed: Out of district student personal file from previous district.	Timeline: Ongoing, see District policy 3141 & MCA 20-5-320 & 321 and ARM 10.55.905
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**Goal #4:** To improve socioemotional support for students by spring of 2025, the District will increase the percentage of positive student perception of self or “Learner Self Regard” by 5%, within each school, as measured by the student PASS survey.

Use Second Step Program - minimum of one weekly lesson per week to be taught by school Guidance Counselor, Ms. Cheek.

**SLT Lead:** Sunny

Action Step 1: Establish expectations in the form of a tiered approach to student behavior, streamlining the process and creating a more consistent, unified front.	Person(s) Responsible: SLT, admin	Resources Needed: CHAMPS	Timeline: Start of school year
Action Step 2: Provide opportunities to incorporate culturally relevant topics into study. Make it accessible in the school library.	Person(s) Responsible: IEFA, All staff members	Resources Needed: Training from IEFA, Connections to the resources, instructional planning support.	Timeline: monthly more training is always welcome as this is such a broad subject
Action Step 3: Ensure teachers are using social emotional learning opportunities in their classrooms. (Second Step)	Person(s) Responsible: Amin, Staff,	Resources Needed: Training on circles, SEL resources, instructional framework training	Timeline: daily

# K-3rd Grade PASS Survey Results Winter 2024

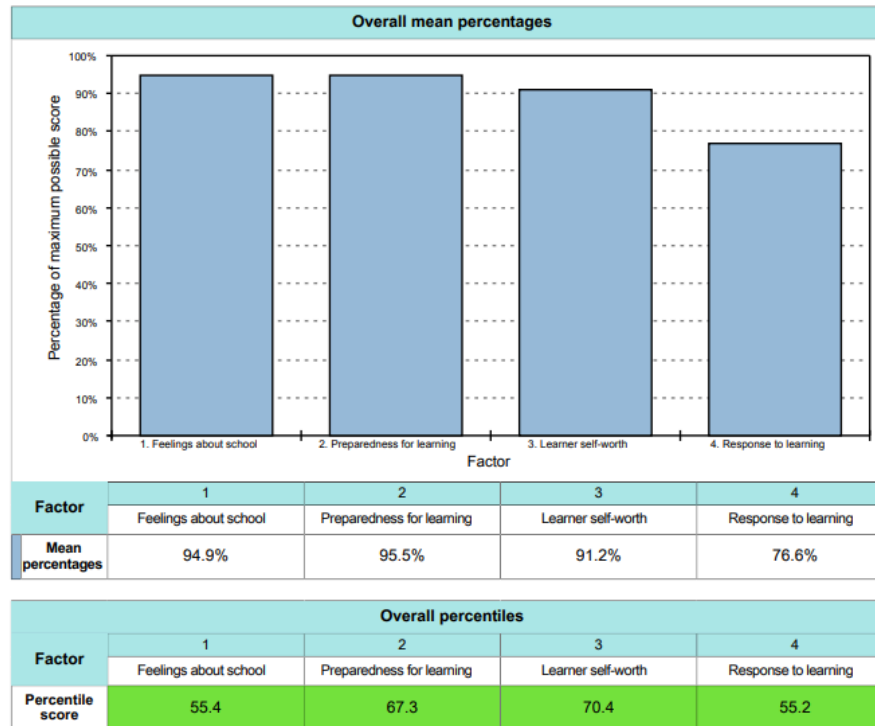
Survey report



School: Brockton Schools		
Group: Unknown		
Survey period: 01/11/2024 – 01/18/2024	Level: 1	No. of students: 38

## Renaissance Fundamentals factor analysis

### Level 1: Whole cohort profile

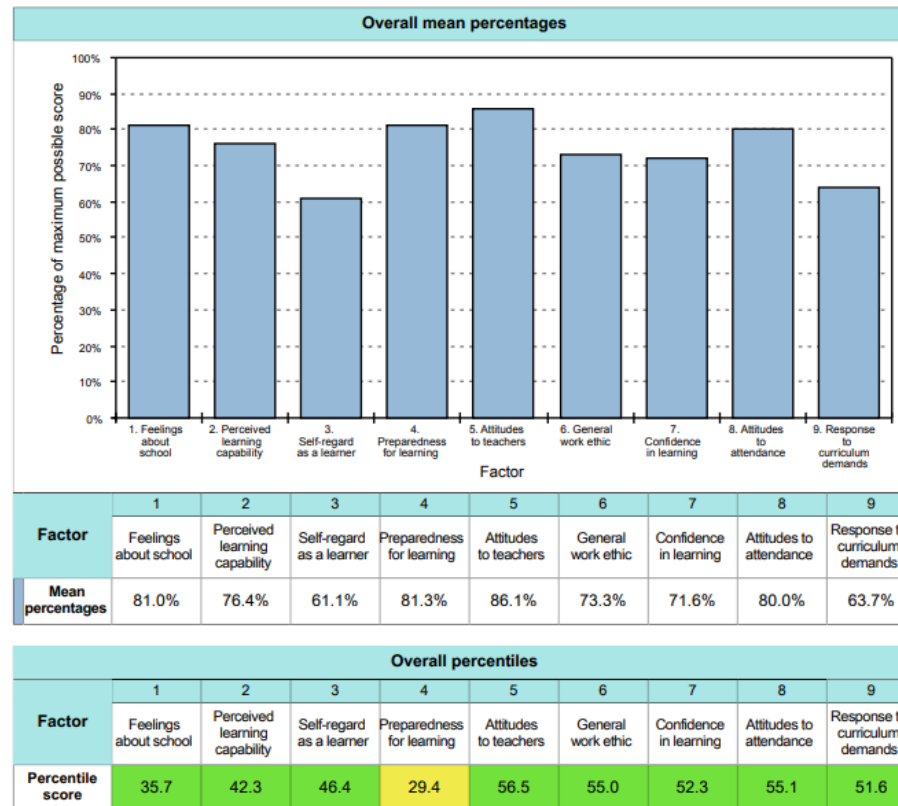


## 4th-6th PASS Survey Results Winter 2024

School: Brockton Schools		
Group: Unknown		
Survey period: 01/11/2024 – 01/19/2024	Level: 2	No. of students: 26

### Renaissance Fundamentals factor analysis

#### Level 1: Whole cohort profile

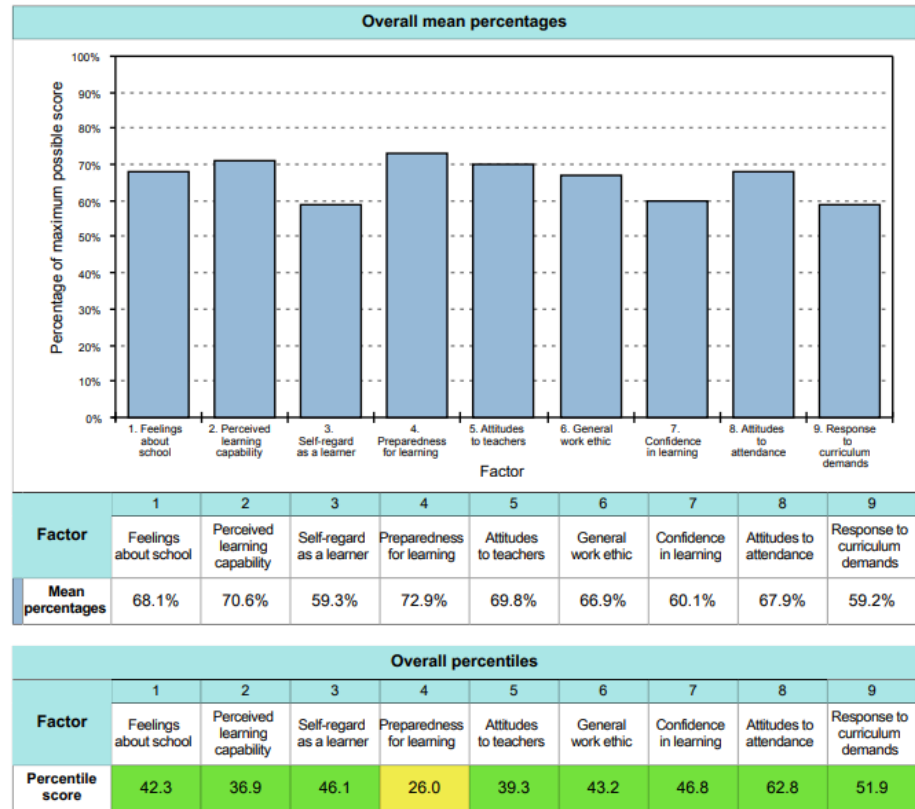


## 7th-12th Grade PASS Results Winter 2024

School: Brockton Schools		
Group: Unknown		
Survey period: 01/11/2024 – 01/23/2024	Level: 3	No. of students: 63

### Renaissance Fundamentals factor analysis

#### Level 1: Whole cohort profile



## **Performance Strategies**

We believe that the strategies outlined in our goal descriptions will increase the success of all students served at Brockton Public Schools. More specifically, our dedicated intervention time, researched based instructional materials, student access to modern technology, low student to teacher ratio, after school tutoring program, credit recovery program, summer school program, dual enrollment offerings, and certificate programs provide multiple avenues toward student growth and development. Furthermore, we believe recognizing and rewarding students' and staffs' commitment to school attendance will improve all student outcomes. Finally, we believe that continued staff development, training, and leadership opportunities will make our teachers more well-rounded educators, improve staff confidence and collegiality, and ultimately enhance school climate and culture.

## **Federal Grant Requirements**

Brockton School District has used the following federally funded grants to support progress toward goal attainment: ESEA, Title Support, JOM, and Impact Aid. Our ESEA funding provides for the salaries and benefits of three core teachers whom we might not be able to afford to employ without such funding. Title I School Support provides for the salary and benefits of one elementary school Paraprofessional, the partial salary and benefits of one Special Education Teacher, and the repair and/or replacement of our Chromebookschargers/charging stations. Again, without such funding we may not be able to afford the personnel or continue to provide Chromebooks to all our students on a one-to-one basis. Finally, our JOM and Impact Aid, in part, helps fund incentives for student attendance and achievement.

## **Family and Community Engagement**

Brockton School District has focused academic goals on math and reading, and have also identified attendance as a critical factor in improving academic performance. We work in conjunction with Tribal agencies to improve student attendance by reporting truanancies in accordance with tribal law. Our building Principals and school Counselor make home visits, call parents, send reports to parents, prepare attendance reports, and assist parents/guardians with their student(s) academic progress/needs. This coordination of services has helped improve communication between the community, parents/guardians, and students. Brockton Schools also offers student incentives/rewards for meeting or exceeding attendance and academic goals.

With the aid of the administrative team, dedicated teachers/support staff, and creative parents/guardians, parent and community involvement/support has been promoted by increasing the number and enhancing the appeal of our school events. These events include quarterly student award ceremonies, school Halloween Carnival, holiday & spring concerts, school dances, activity/sports banquet, MMIW advocacy & school march, Red Ribbon torch run, Earth day community clean-up, after school crafting activities, school Powwow, guest speakers, parent-teacher conferences, summer feeding program, weekly memo social media videos, and much more. At the majority of these events, attendees are fed and sometimes door prizes are offered. In doing so, our attendance for events has increased significantly. At Brockton Schools, we view each occasion as an opportunity to celebrate our students' achievements and demonstrate our pride for our schools.

## **Indian Education for All**

The Brockton School District is located on the Fort Peck Sioux and Assiniboine Reservation, and 97% of its student enrollment is composed of Native American youth. At Brockton Schools, we recognize the distinct and unique cultural heritages of the Sioux and Assiniboine through advocacy for Missing and Murdered Indigenous Women & Girls (MMIWG), a schoolwide march in honor and remembrance of MMIWG, Earth day community clean-up, after school Sioux crafting activities, school Powwow, Native American guest speakers, our Native American High School History class, our K-12th grade Dakota Language classes, culturally related field trips, culturally reflective Senior Graduation Ceremony, and much more. Our teachers also annually participate in several hours of IEFA training presented locally by our Tribal Education Department over MEA Days and hosted on the Fort Peck Community College campus.

# **Proficiency Based Learning Model**

## **Math**

Brockton Public Schools uses research-based Math programs to assist in improving performance and extended Math blocks to work toward proficiency. We utilize a variety of math games, both physical and digital, to reinforce math facts and to improve speed of recall. NWEA MAPs and IXL assessments are used to monitor K-12 students' math progress and to determine students' instructional placement. We will continue to implement a MTSS period of Math intervention within our daily schedule and offer after school tutoring and summer school to all students in need of additional Math instruction.

## **English Language Arts**

Brockton Public Schools uses research-based Reading programs to assist in improving performance and extended Reading blocks to work toward proficiency. NWEA MAPs and IXL assessments are used to monitor K-12 students' reading progress and to determine students' instructional placement. In addition, the elementary uses Dibbles and Heggerty to identify areas of reading deficiency and to determine interventions. We will continue to implement a MTSS period of Reading intervention within our daily schedule and offer after school tutoring and summer school to all students in need of additional Reading instruction.

## **College and Career Readiness**

Brockton Public Schools will continue to utilize certified staff to facilitate programs like Edgenuity and Montana Digital Academy (MTDA) and offer after school tutoring and summer school to all students in need of additional instruction or credit recovery. We will continue to incorporate a daily school-wide MTSS intervention period to accommodate students in need of additional math and reading instruction. The District and Fort Peck Community College (FPCC) have resumed collaboration to offer dual credit college courses to our high school students. Together, the District and Tribe are working to create more opportunities for high school students to obtain career certification through programs offered by FPCC.

## **Curriculum**

The Prairie View Curriculum Consortium (PVCC) coordinates Curriculum Reviews after the OPI/MT Board of Education completes the state-level Content Standards Revisions. PVCC then coordinates professional development opportunities for Consortium member teachers and administrators to familiarize them with the new MT Standards. The PVCC Curriculum Consultant acts as a facilitator and guide, while the attending educators make the decisions and recommendations for the curriculum document contents. As a member of the Prairie View Curriculum Consortium (PVCC), Brockton School District follows the Consortium's curriculum review schedule as outlined below:



August 2024

The MT Board of Public Ed. determines the OPI schedule for state-level reviews. The OPI facilitates the reviews.

<u>12 PVCC Curr. per MT Standards</u>	<u>PVCC Last Reviewed</u>	<u>OPI Adopts/MT Implements/PD</u>	<u>PVCC Updated Curr.</u>
Computer Science	2022	2021	2022
English Lang. Learners Proficiency	OPI New ST	2024-2025	2026
Technology Integration	2022	2021	2022
ELA/Literacy	2016	2025-2026	2027
Lib. Media/Info. Lit.	2022	2021	2022
Math	2016	2024-2025	2026
Science	2017	TBD	TBD
Social Studies	2022	2021	2022
Arts (Music & Visual)	2017	TBD	TBD
Career & Tech. Ed.* Ag/Bus/FACS/Ind.Arts	2022	2021	2022
Health & Physical Ed.	2017	TBD	TBD
World Languages	2018	2024-2025	2026
Counseling (NOT an OPI mandated curriculum)	2023	*NO MT Counseling Standards	2023

PVCC does NOT have a Traffic Education Curriculum. Schools use OPI's Traffic Education Guide.

\*\*PVCC coordinates trainings to introduce the new MT Standards. Educators implement the new MT Standards for 1 year. Then, PVCC conducts a curriculum review incorporating the new MT Standards.

**Assessment Plan**

<i>High School</i>			
<b>Progress Monitoring</b>	<b>Benchmark</b>	<b>State</b>	<b>SEL</b>
<p><b>IXL:</b> Grades 9-12 through-year assessments measuring standard mastery in ELA, Math, Science, and History</p>	<p><b>MAPs:</b> Grades 9-12 seasonal assessment measuring student progress toward student proficiency in ELA, Reading, Math, and Science. Given 3 times per year: fall session August 19th - August 30<sup>th</sup>, winter session December 2nd - December 13<sup>th</sup>, spring session April 7th - 17th</p>	<p><b>ACT:</b> One-time 11<sup>th</sup> Grade assessment measuring students cumulative understanding of secondary school level ELA, Reading, Math, and Science: April 8th - April 18<sup>th</sup></p> <p><b>ASVAB:</b> One time 10<sup>th</sup> Grade assessment measuring students cumulative understanding of secondary school level of General Science and Mathematical reasoning: October 23rd</p>	<p><b>PASS:</b> Grades 9-12 seasonal survey measuring students' perception of school climate, culture, and its impact on their development. Given 3 times per year: fall session August 26th - 30<sup>th</sup>, winter session December 9th - 13<sup>th</sup>, spring session April 14th - 17th</p>

\* Continued on next page\*

*Elementary School (K-8<sup>th</sup> Grade)*

<b>Progress Monitoring</b>	<b>Benchmark</b>	<b>State</b>	<b>SEL</b>
<p><b>IXL:</b> Grades K-8 through-year assessments measuring standard mastery in ELA, Math, Science, and History</p>	<p><b>MAPs:</b> Grades K-8 seasonal assessment measuring student progress toward student proficiency in ELA, Reading, Math, and Science. Given 3 times per year: fall session August 19<sup>th</sup> - August 30<sup>th</sup>, winter session December 2<sup>nd</sup> - December 13<sup>th</sup>, spring session April 7<sup>th</sup> - 17<sup>th</sup></p> <p><b>Dibels:</b> Grades K-3 seasonal assessment measuring student mastery of the components of Reading. Given 3 times per year: fall session August 26<sup>th</sup> - Sept 6<sup>th</sup>, winter session December 9<sup>th</sup> - 13<sup>th</sup>, spring session May 5<sup>th</sup> - 15<sup>th</sup></p>	<p><b>MAST:</b> Grades 3-8 seasonal assessment measuring student mastery of standards in Reading, ELA, and Math. Given 4 times per year: fall session October 14<sup>th</sup>-November 22<sup>nd</sup>, winter session January 13<sup>th</sup> - February 21<sup>st</sup>, spring session March 24<sup>th</sup> - May 2<sup>nd</sup>, summer session May 5<sup>th</sup> - May 23<sup>rd</sup></p> <p><b>SBAC Science:</b> One-time grades 5 and 8 assessment measuring students' progress toward proficiency in Science: March 3<sup>rd</sup> - 7<sup>th</sup></p>	<p><b>PASS:</b> Grades 3-8 seasonal survey measuring students' perception of school climate, culture, and its impact on their development. Given 3 times per year: fall session August 26<sup>th</sup> - 30<sup>th</sup>, winter session December 9<sup>th</sup> - 13<sup>th</sup>, spring session April 14<sup>th</sup> - 17<sup>th</sup></p>

# Educator Effectiveness

## Professional Development Plan 2024-2025

The following plan is subdivided by training date(s), topic, facilitator, skills acquired, impact on students, and alignment with our District goals. This year’s professional development includes a range of topics necessary for school success including safety protocols, implementation of curriculum material/intervention programs, application of web filters, understanding assessment and data, classroom management, student cell phone protocol, crisis de-escalation methods/techniques, and cultural topics relevant to our local Tribes.

<b>Month/Day(s)</b>	<b>Training Topics - Time</b>	<b>Trainer or Facilitator</b>	<b>Skills Acquired</b>	<b>Impact on Students and Alignment to Goals</b>
<b>July 29 - Aug 2</b>  <b>Aug 5 - Aug 9</b>	<b>Classroom Prep</b>  (\$100 for 8 total hours of classroom prep any time during days listed. Must sign in and out at main office)	Complete during schedule of your choice within the allotted time frame	Plan and prepare for instruction. Create a welcoming learning environment.	Students enjoy coming to school because of the welcoming atmosphere, aesthetically pleasing spaces, and well organized school building and classrooms
<b>Aug 1</b>	<b>CPR &amp; First Aid</b>  (9:00 a.m. - 4:00 p.m.)	HPDP Rep (in person)	Blocked airway response procedures, CPR techniques/methods, first aid and safety protocol.	Students feel more safe at school, because their teachers have prepared to address potential breathing crises or first aid needs.
<b>Aug 5</b>	<b>Into Reading</b>	HMH Rep (virtual)	Improve knowledge of	Students receive Reading

	<p>(9:00 a.m. - 11:00 a.m.)</p> <p><b>Securly</b></p> <p>(11:00 a.m. - 12:00 p.m.)</p> <p><b>New Teacher/Staff Orientation</b></p> <p>(1:00 p.m. - 4:00 p.m.)</p> <p>Staff handbook, student handbook, building tour, equipment operation, procurement procedures, required documents for business office, special ed. procedures, etc.</p>	<p>Securly Rep (virtual)</p> <p>Superintendent Josh Patterson</p> <p>Principal Evan Cummins</p> <p>Assistant Principal RaeAnne Edmisten</p> <p>Business Manager Ron Shanks</p> <p>Assistant Clerk Amy Heller</p> <p>SPED Teacher Beth Ketcher</p>	<p>instructional program for Reading, enhance understanding of Securly web filter and class monitoring tool, learn workplace procedures.</p>	<p>instruction from well prepared teachers utilizing research-based materials and methods. Students spend more time-on-task, because their online work is properly monitored by their teachers and because their teachers understand common school procedures. GOAL #2: Address amount and Quality of Instruction</p>
<b>Aug 6</b>	<p><b>Illustrative Math Part 1</b> (K-12)</p> <p>(9:00 a.m. - 2:00 p.m.)</p> <p><b>Into Literature</b></p>	<p>Kendall Hunt Rep (virtual)</p> <p>HMH Rep (virtual)</p> <p>RaeAnne Edmisten &amp;</p>	<p>Improve knowledge of instructional program for Math and Literature, enhance understanding of supplemental Reading Incentive Program and Accelerated Reader tool.</p>	<p>Students receive Reading, Literature, and Math instruction from well prepared teachers utilizing research based materials and methods. GOAL #2: Address amount and Quality of Instruction</p>

	(9:00 a.m. - 11:00 a.m.)  <b>Accelerated Reader (K-6)</b>  (2:30 p.m. - 3:30 p.m.)	Kristine DeJesus  (in person)		
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<b>Aug 7</b>	<b>Illustrative Math Part 2 (K-12)</b>  (9:00 am. - 2:00 p.m.)  <b>IXL Training and Roster Setup</b>  (2:30 p.m. - 3:30 p.m.)	Kendall Hunt Rep (virtual)          RaeAnne Edmisten (in person)	Improve knowledge of instructional program for Math, enhance understanding of the IXL supplemental tool for supplemental instruction and progress monitoring in ELA, Math, History, and Science.	Students receive ELA, Math, Science, and History instruction from well prepared teachers utilizing research based materials and methods. GOAL #2: Address amount and Quality of Instruction
<b>Aug 8</b>	<b>Tribal Resiliency Program Training</b>  (8:30 a.m. - 10:00 a.m.)  <b>Amira Virtual Reading (K-6)</b>  (10:30 a.m. - 11:00 a.m.)  <b>Infinite Campus (new teachers)</b>	Tribal Reps (in person)          HMH Rep (virtual)          RaeAnne Edmisten (in person)	Learn about challenges facing Native American students on our Reservation, discover how to better utilize the AI Reading Assistant program Amira, learn how to use Infinite Campus to set up grade book and take attendance, learn methods to de-escalate student behavior and	Students interact with teachers who better understand the challenges they face growing up on the Reservation. Students' struggling with Reading benefit from additional Reading instruction from Amira; the AI Reading assistant. Students spend more time-on-task and have more trust in their

	<p>(11:00 a.m. - 12:00 p.m.)</p> <p><b>CPI Part I</b></p> <p>(1:00 p.m. - 4:00 p.m.)</p>	<p>person)</p> <p>Evan Cummins (in person)</p>	<p>avoid triggering negative responses.</p>	<p>teachers, because their teachers are comfortable with the process for taking attendance and recording grades in the online gradebook. Students feel safe at school, because their teachers avoid triggering student crisis and respond properly when crisis situations arise. GOAL #2: Address amount and Quality of Instruction, GOAL #3: Improve District-wide academic achievement and High School graduation rate, GOAL #4: Improve Socioemotional Support for Students</p>
<p><b>Aug 9</b></p>	<p><b>CHAMPS - Classroom Management</b></p> <p>(9:00 a.m. - 11:00 a.m.)</p> <p><b>CPI Part II</b></p> <p>(1:00 p.m. - 4:00 p.m.)</p>	<p>RaeAnne Edmisten (in person)</p> <p>Evan Cummins (in person)</p>	<p>Refresh knowledge of school-wide approach to classroom management via CHAMPS and Discipline in the Secondary Classroom, learn safe restraint techniques for application during extreme student crisis behaviors.</p>	<p>Students spend more time-on-task and have more trust in their teachers, because their teachers are orderly, maintain clear classroom procedures, and enforce civility within the classroom. Students feel safe at school, because their teachers avoid triggering student crisis</p>

				and respond properly when crisis situations arise. GOAL #2: Address amount and Quality of Instruction, GOAL #3: Improve District-wide academic achievement and High School graduation rate. GOAL #4: Improve Socioemotional Support for Students
<p><b>Aug 12</b></p> <p><i>Required Training for all Teachers</i></p>	<p><b>New Year Orientation (All Staff)</b></p> <p>(8:00 a.m. - 11:00 a.m.)</p> <p><i>Staff handbook, student handbook, schedule changes, business related changes, special ed procedures, MAST intro &amp; planning, BTA meeting, safety training, etc.</i></p> <p><b>Dibels, mClass, &amp; Roster</b></p>	<p>Superintendent Josh Patterson</p> <p>Principal Evan Cummins</p> <p>Assistant Principal RaeAnne Edmisten</p> <p>Business Manager Ron Shanks</p> <p>Assistant Clerk Amy Heller</p> <p>SPED Teacher Beth Ketcher</p> <p>BTA President Beth Ketcher</p> <p>Beth Ketcher (in person)</p>	<p>Refresh knowledge of workplace procedures and learn about new or revised protocols, learn how to set up and administer the Dibels online Reading assessment for early primary grades, Learn about our new cell phone free campus program and how Yondr pouches will be utilized in this effort.</p>	<p>Students spend more time-on-task, because their teachers' understanding of common school procedures allows them to be more efficient when preparing for instruction. Students receive more individualized and differentiated Reading instruction, because their teachers review Reading assessment data to inform their instructional planning. Student cell phones are not a distraction in the learning environment. GOAL #2: Address amount and Quality of Instruction,</p>



	<p><b>(K-3 Teachers)</b></p> <p>(11:00 a.m. - 12:00 p.m.)</p> <p><b>Yondr (Cell phone)</b></p> <p>(12:00 p.m. - 1:00 p.m.)</p>	<p>Frenchie Huey (virtual)</p>		<p>GOAL #3: Improve District-wide academic achievement and High School graduation rate.</p>
<p><b>Sept 9</b></p>	<p><b>MAPs, Dibels, MTSS, MAST, IXL, &amp; Reframing Behavior Modules</b></p> <p>(Inform/Plan Instruction &amp; Goal Setting)</p> <p>(9:00 a.m. - 3:00 p.m.)</p>	<p>Tawnya Houghton (in-person)</p> <p>Evan Cummins</p> <p>RaeAnne Edmisten</p>	<p>Review data from MAPs and Dibels assessments and begin planning instruction for our MTSS Reading and Math intervention periods, learn about the MAST assessment and begin preparation for administration, enhance understanding of behavior de-escalation methods and techniques through assigned CPI Reframing Behavior Modules.</p>	<p>Students receive more individualized and differentiated instruction, because their teachers spend time reviewing assessment data and revising instructional plans. Students feel safe at school, because their teachers avoid triggering student crisis and respond properly when crisis situations arise. GOAL #2: Address amount and Quality of Instruction, GOAL #3: Improve District-wide academic achievement and High School graduation rate. GOAL #4: Improve Socioemotional Support for Students</p>

<p><b>Oct 17</b></p>	<p><b>IEFA</b>  (8:30 a.m. - 4:00 p.m.)</p>	<p>Tribal Reps (in-person)  (Greet the Dawn Auditorium at FPCC)</p>	<p>Gain knowledge and expand understanding of IEFA topics through exposure to multiple trainings and presenters.</p>	<p>Students interact with teachers who better understand Native American culture and local issues of importance. GOAL #3: Improve District-wide academic achievement and High School graduation rate. GOAL #4: Improve Socioemotional Support for Students</p>
<p><b>Oct 18</b></p>	<p><b>IEFA</b>  (8:30 a.m. - 1:00 p.m.)  <b>MAST Rd I Prep</b>  (1:30 p.m. - 3:00 p.m.)</p>	<p>Tribal Reps (in-person)  (Greet the Dawn Auditorium at FPCC)  RaeAnne Edmisten (in person)</p>	<p>Gain knowledge and expand understanding of IEFA topics through exposure to multiple trainings and presenters, continue discussion and preparation for our First round of MAST testing.</p>	<p>Students interact with teachers who better understand Native American culture and local issues of importance. Students are more prepared for high stakes assessments, because their teachers know, understand, and have preselected the standards for testing. GOAL #3: Improve District-wide academic achievement and High School graduation rate. GOAL #4: Improve Socioemotional Support for Students</p>

<p><b>Jan 6</b></p>	<p><b>MAPs, Dibels, MTSS Review &amp; MAST Rd II Prep</b></p> <p><b>(Inform/Plan Instruction &amp; Goal Setting)</b></p> <p>(9:00 a.m. - 2:00 p.m.)</p> <p><b>Reframing Behavior Modules</b></p> <p><b>(2:00 p.m. - 3:00 p.m.)</b></p>	<p>Tawnya Houghton (in-person)</p> <p>Evan Cummins</p> <p>RaeAnne Edmisten</p> <p>Evan Cummins (in-person)</p> <p>RaeAnne Edmisten</p>	<p>Review data from MAPs and Dibels and first round of MAST assessments and utilize to plan instruction for our MTSS Reading and Math intervention periods, begin discussion and planning for second round of MAST testing, continue to grow understanding of behavior de-escalation methods and techniques through assigned CPI Reframing Behavior Modules.</p>	<p>Students receive more individualized and differentiated instruction, because their teachers spend time reviewing assessment data and revising instructional plans. Students are more prepared for high stakes assessments, because their teachers know, understand, and have preselected the standards for testing. Students feel safe at school, because their teachers avoid triggering student crisis and respond properly when crisis situations arise. GOAL #2: Address amount and Quality of Instruction, GOAL #3: Improve District-wide academic achievement and High School graduation rate. GOAL #4: Improve Socioemotional Support for Students</p>
<p><b>March 14</b></p>	<p><b>MAST Rd III Prep</b></p> <p>(9:00 a.m. - 10:00 a.m.)</p>	<p>RaeAnne Edmisten (in person)</p>	<p>Review data from second round of MAST testing and begin discussion and</p>	<p>Students are more prepared for high stakes assessments, because</p>

	<p><b>Staff Mental Health/Team Building</b></p> <p>(10:00 a.m. - 4:00 p.m.)</p>	<p>School Leadership Team (in-person)</p>	<p>planning for final round of MAST testing, sessions planned by School Leadership Team to address improving staff mental health, team building activities designed to build trust and promote collegiality.</p>	<p>their teachers know, understand, and have preselected the standards for testing. Students have more respect and trust in their teachers because they model positive attitude, civil behavior, and teamwork. GOAL #3: Improve District-wide academic achievement and High School graduation rate. GOAL #4: Improve Socioemotional Support for Students</p>
<p><b>May 23</b></p>	<p><b>Classroom Summer Prep &amp; Teacher Checkout</b></p>	<p>Evan Cummins (in-person)</p> <p>RaeAnne Edmisten</p>	<p>Put away instructional materials and prepare classroom for summer cleaning, complete checkout procedures.</p>	<p>Students have more respect and trust in their teachers because they model order, cleanliness, and adherence to procedure.</p>

## **Mentorship and Induction**

Brockton School District holds an annual Induction day for all new teachers and an additional abbreviated induction day for all returning teachers (See Professional Development Plan). All new teachers are paired with more veteran faculty who serve as mentors. When possible, new teachers are paired with a veteran teacher of the same or similar field, grade, or within the grade band. Informal meetings between new and veteran teacher occur weekly as do more formal grade band meetings. Beyond general questions, topics discussed at these meetings include classroom management, student engagement, instructional pacing, student assessment, use of assessment data to drive instruction, lesson planning, standards alignment, intervention instruction, etc. Our new teachers also participate in a required new teacher mentor program that is provided virtually through Montana State University. Virtual meetings are periodically scheduled throughout the school year in which our new teachers receive advice and feedback on a myriad of school related topics from a master teacher carefully selected by MSU.

## **Evaluation**

Evaluation is defined as the process used to perform the following functions: (a) to assess the teacher's instructional and professional performance; (b) to identify teachers who qualify for continuing employment, non-renewal of contract or dismissal; (c) to insure the legal rights of teachers and children; (d) to formulate a plan of improvement between the teacher and the evaluator in order to foster continuous growth and improvement. All teacher evaluations at Brockton School District are conducted openly. Any and all formal and informal observation and/or interactions may be noted on any evaluation. Non-tenured teachers are evaluated at least twice yearly and tenured teachers at least once. A pre and post evaluation conference is held with each teacher to provide ample opportunity to discuss expectations, the instruction/activity to be observed, and post evaluation results. Brockton School District utilizes the following version of the EPAS evaluation tool developed by OPI when conducting teacher evaluations:

## Evaluation Tool

Teacher:

School Year:

Grade(s):

Subject Area(s):

Evaluator:

Observation Date:

Date of Conference:

Tenured Teacher

Nontenured Teacher

Years in District:

Years Overall:

Year last evaluation completed:

### DOMAIN ONE: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.
- The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and state and district assessment performance levels.
- The teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of his or her students.

**COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH**

Unsatisfactory

Developing

Proficient

Exemplary

**DOMAIN TWO: LEARNING ENVIRONMENT**

- The teacher clearly defines procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment.
- The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

**COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH**

Unsatisfactory

Developing

Proficient

Exemplary

### **DOMAIN THREE: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING**

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of student understanding. Teacher encourages students to pose his or her own questions and is responsive to student questions. Teacher facilitates student led discussions.
- The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.
- The teacher can analyze data presented in reports and determine how to plan instruction for the students in the classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

### **COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH**

Unsatisfactory

Developing

Proficient

Exemplary

### **DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES**

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership through honesty and integrity in relations with students, staff and the community.



- The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school or district.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

**COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH**

Unsatisfactory                      Developing                                              Proficient                                              Exemplary

SUMMATIVE EVALUATION RATING

Unsatisfactory                      Developing                                              Proficient                                              Exemplary

**IMPROVEMENT PLAN REQUIRED FOR:**

**Domain 1:**

**Domain 2:**

**Domain 3:**

**Domain 4:**

The teacher and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher Signature

Date:

Evaluator Signature

Date:

## **School Climate**

Brockton School District measures school climate through the annual CLNA (winter), student PASS survey (fall, winter, spring), and Milligan School data surveys (spring). School administration triangulates the results of each tool for accuracy and exposes areas in need of improvement based on the scoring. Our school Leadership Team reviews the results, identifies areas of focus, and develops a plan of action for each. These plans are then implemented according to the steps outlined in our School District goals. Progress is monitored by school administration and a formal review is conducted at the end of fall and then again at the conclusion of the school year. In this document, examples of CLNA data can be found on page 11 and PASS data on pages 19-21.