

# Brockton School District Integrated Strategic Action Plan (ISAP)

*Initial Date: 05/25/2021 Updated: 06/13/2025 Last Update: 3/25/26*

## Leadership Team

Loverty Erickson  
Loweda Diocios

Evan Cummins  
Tawnya Houghton

RaeAnne Edmisten  
Daisy Ramirez

Grace Wood  
Leona Colvin

Sunny Decoteau  
Angela Cheek

Kristine De Jesus  
Delight Santos

## 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 collaborate to ensure students receive an education that prepares them for success beyond high school. Educators are committed to continuous professional growth and use effective, research-based strategies in both instruction and classroom management. Students feel safe expressing themselves, demonstrate the courage to challenge their abilities, and take pride in their cultural heritage through both speech and practice.

Administrators actively promote safe, engaging learning environments that are free from bullying and violence. School facilities are consistently enhanced to provide students, teachers, and coaches with modern, comfortable, and visually appealing spaces.

Brockton students achieve academic performance that meets or exceeds that of their peers nationwide, and all Brockton High School students graduate. The school's athletic programs produce highly competitive teams within their division. Overall, Brockton School District stands as the highest-performing 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

**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

**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

**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

**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

**WOWICAKE**  
TRUTH

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

**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 designed to improve all aspects of our schools. Each component is focused on enhancing the overall quality and effectiveness of education at Brockton Public Schools. Our Integrated School Action Plan (ISAP) serves as a roadmap for the entire school community, providing clear direction through defined goals, measurable objectives, and actionable steps.

This plan ensures that all district initiatives align with Brockton's mission and vision, maintaining a unified focus on shared priorities. It reflects a strong commitment to continuous improvement by encouraging regular evaluation of performance, identification of areas for growth, and implementation of meaningful changes to strengthen educational outcomes.

The Strategic Action Plan also emphasizes the importance of data-driven decision-making. By collecting and analyzing relevant data, Brockton Schools ensure that instructional practices and curriculum needs are informed by a clear understanding of strengths and areas for improvement.

Additionally, Brockton's ISAP supports the effective allocation of resources by identifying priorities and outlining specific needs. It anticipates potential challenges, provides strategies to address them, and establishes a long-term vision for sustained success across the district.

## Out-of-District Students

An essential component of providing a high-quality, individualized education for each student is maintaining standards for positive behavior and regular attendance, while accommodating the needs of students with disabilities. Brockton School District is committed to fostering a learning environment that inspires students to be excited, engaged, and motivated, encouraging them to take responsibility for achieving high levels of learning.

To support this individualized approach, the Board will review all applications for out-of-district attendance in accordance with Board Policy 3141. Applications will be approved unless the Board determines that acceptance would negatively impact the District's ability to provide a high-quality, individualized education for resident students.

Brockton School District values small group learning and strives to maintain class sizes below the minimum limits established by accreditation standards (ARM 10.55.712 and 10.55.713). To preserve these opportunities, maintain optimal class sizes, and allow for mid-year enrollment of resident students and those required to attend under Section 20-5-321, MCA, the District aims to remain within established grade-level capacity benchmarks.

Out-of-district applications will be reviewed in the order received and approved based on available space, taking into account classroom, school, and district capacity, as well as building standards, accreditation limits, and projected enrollment. In accordance with District Policy 3141, applications may be denied due to truancy, suspension within the previous three years, or any prior expulsion, as permitted by law.

If the number of applications exceeds available capacity, the District will prioritize applicants using the following criteria. Demonstrated positive behavior will serve as a primary consideration in ranking applicants above those without a disciplinary-free record. All decisions will be made in compliance with District policies prohibiting discrimination. Additional factors, such as academic records, disciplinary history, and other relevant information, may also be considered when determining priority.

After applying the standard of demonstrated positive behavior, nonresident applications will be prioritized in the following order:

1. Children of District employees;
2. Students previously enrolled in the District;
3. Children with siblings who were enrolled in the District as nonresident students during the prior year;
4. The date and time the application was received by the District office.

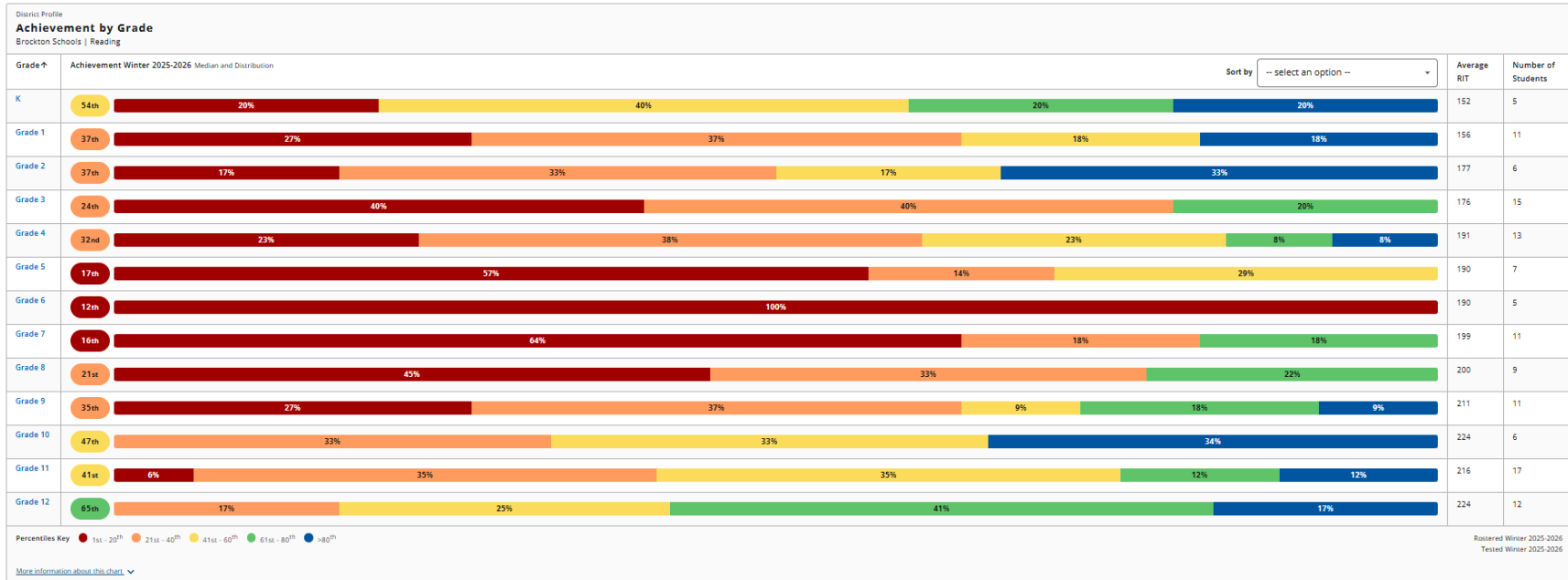
## **Student Performance Data**

Brockton School District utilizes the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment to monitor student academic growth. This performance data enables schools to evaluate how effectively students are understanding and retaining the material being taught.

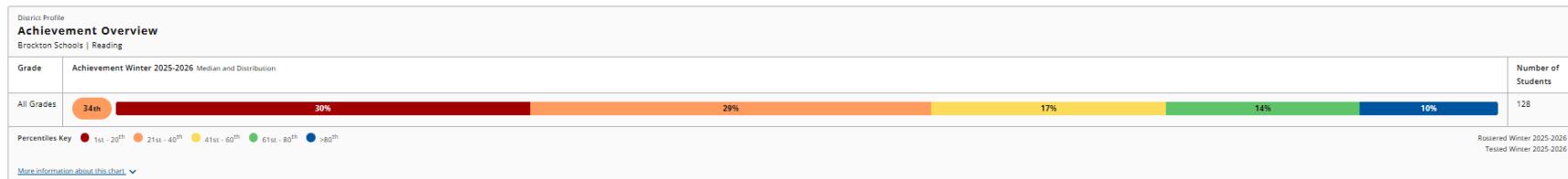
By analyzing assessment results, educators can identify areas where students may be struggling or underperforming. This insight allows teachers to adjust instructional strategies and curriculum to provide targeted support where it is needed most.

Additionally, performance data supports differentiated instruction by helping teachers understand each student's individual strengths and areas for growth. With this information, educators can deliver personalized support and interventions that promote student success.

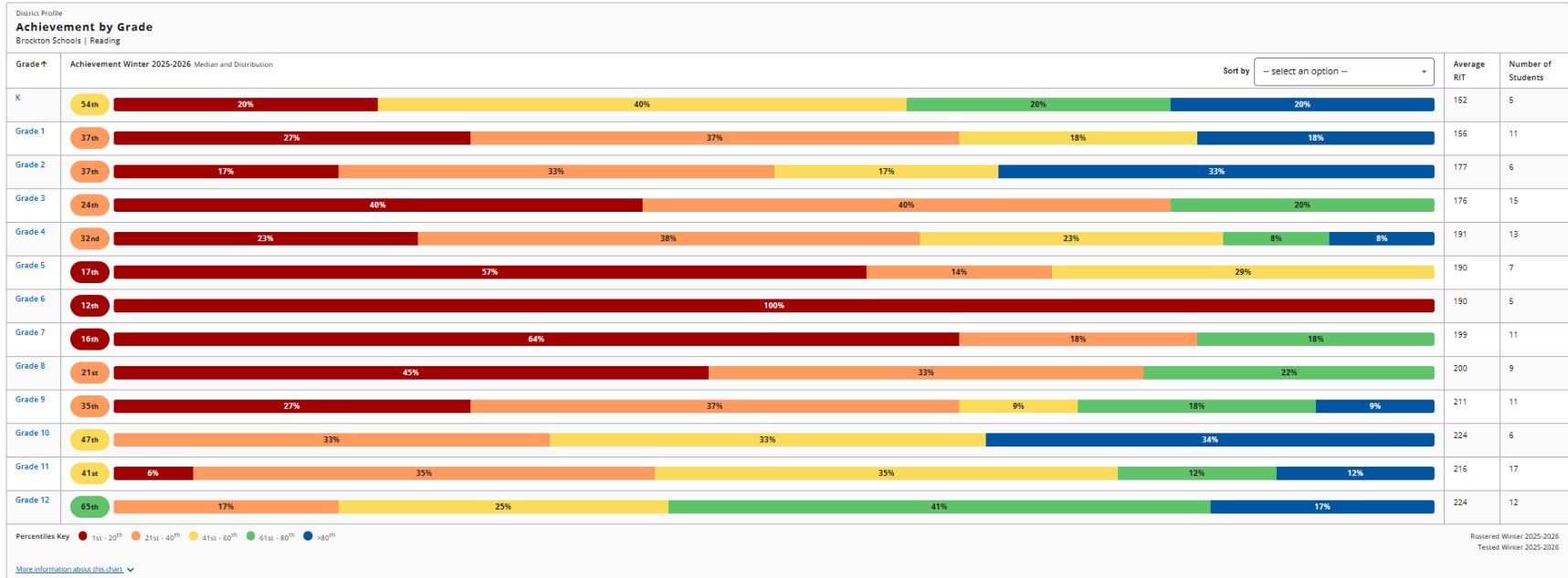
## Measured Academic Progress (MAPs) - Winter 22026 K-12th grade Reading achievement scores



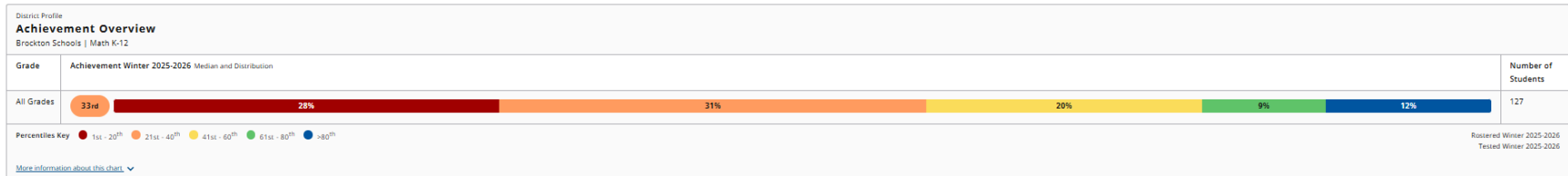
## Measured Academic Progress (MAPs)- Winter 2025-2026 Achievement Overview Reading K-12



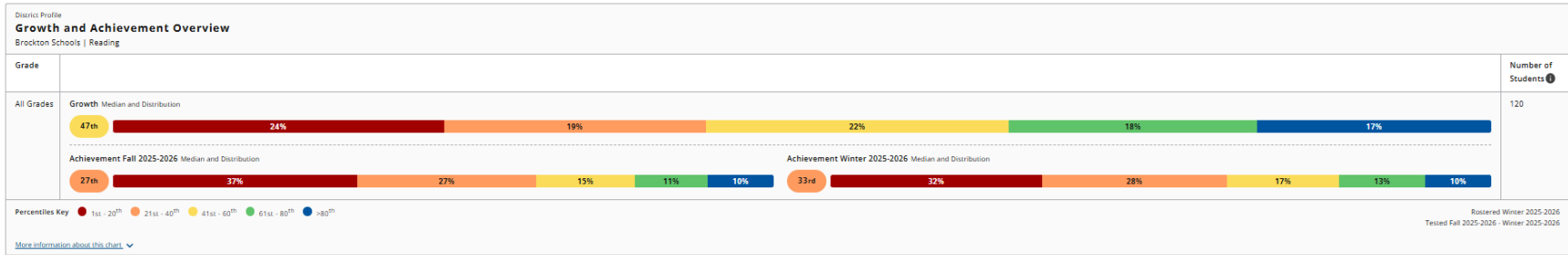
## Measured Academic Progress (MAPs) - spring 2025 K-12th grade Math achievement scores



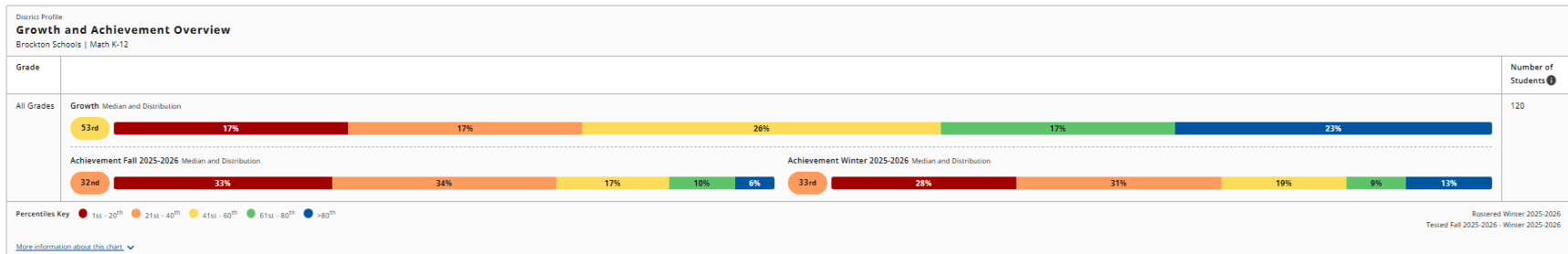
## Measured Academic Progress (MAPs)- Winter 2025-2026 Achievement Overview Math K-12



## Measured Academic Progress (MAPs) - 2025-2026 School Year -Growth and Achievement Overview Reading K-12



## Measured Academic Progress (MAPs) - 2025-2026 School Year -Growth and Achievement Overview MathK-12



# CLNA

According to our Comprehensive Local Needs Assessment (CLNA), the District’s main weaknesses are perception of Career and Technical Education (CTE). More specifically, students and parents/guardians provided a low 3 score in size, scope, and quality of instruction . In addition, students reported that they “not familiar with” the schools CTE programming. As such, communicating the schools CTE Program to help comments such as “I cannot answer this one honestly” and “N/A” have become our improvement priorities for the 2026-2027 school year. The second CNA is School-wide Commitment and then third Academic Leadership. **Root causes of these issues identified by our School Leadership Team (SLT) include:**

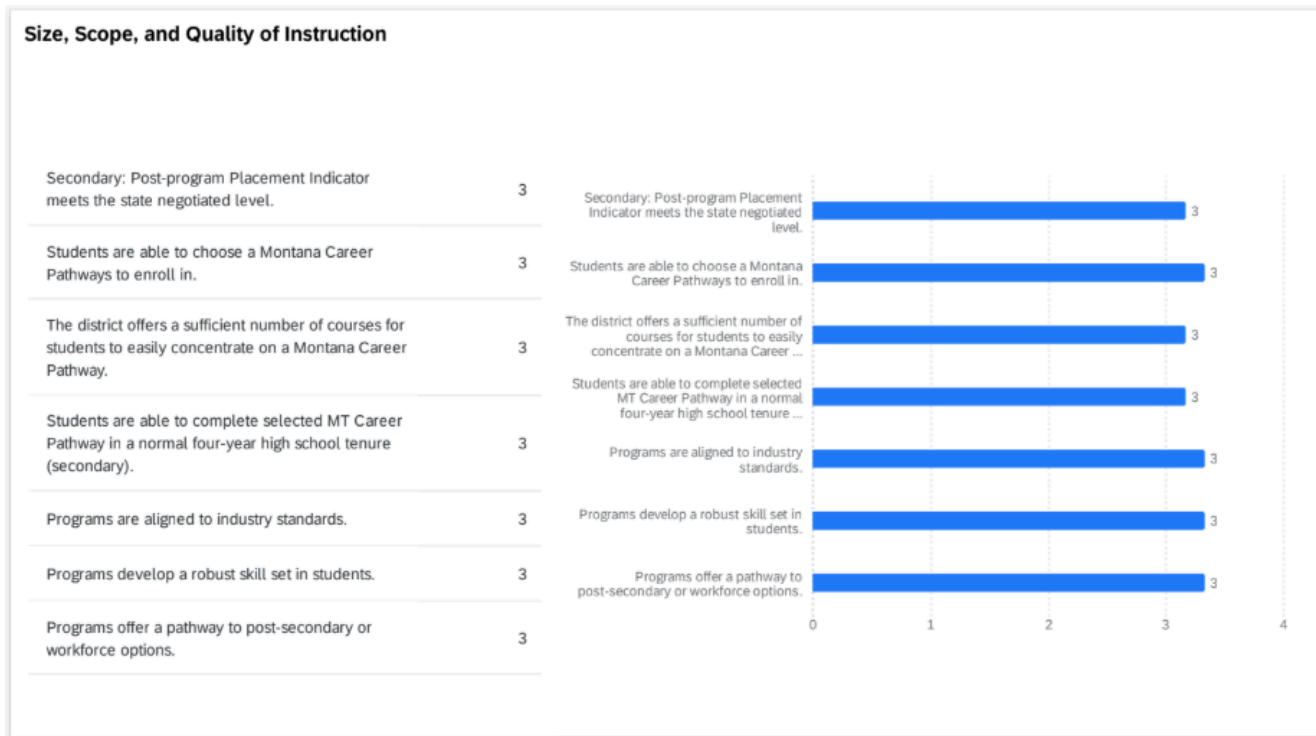
Area	Average Score		
Student Performance Measures	2.85		CNA Overview
Size, Scope, and Quality	3		IEFA Overview
CTE Programs of Study	3		CTE Overview
School-Wide Commitment	3.2		
English Learners	3.25		
Academic Leadership	3.4		
Functional School Boad	3.5		
Personnel Retention	3.5		
Amount and Quality of Instruction	3.55		
Curriculum and Standards	3.75		
Professional Development	3.8		
Functional Structures	3.83		
Evidence Based Interventions	3.85		
Resources Allocations	3.85		
Tribal Engagement	4		

# School Communication

Brockton School District provides many avenues for the CTE program students. It provides students with the opportunity to gain post-secondary credit while in high school. The Montana Career Pathway(s) and course offerings for each pathway that is offered is as follows: Business Management, Personal Finance, Welding & Fabrication, Family & Consumer Science (Culinary Arts).

\*See CLNA, on the next page\*

## Career and Technical Education- Carl Perkins Grant



# Elem/High School District CLNA/Climate Data

## SY25-26 Comprehensive Needs Assessment / CNA Overview

Filters Q2\_2 - District: Brockton H S, LE 0783, Brockton Elem, LE 0782

### Academic Leadership

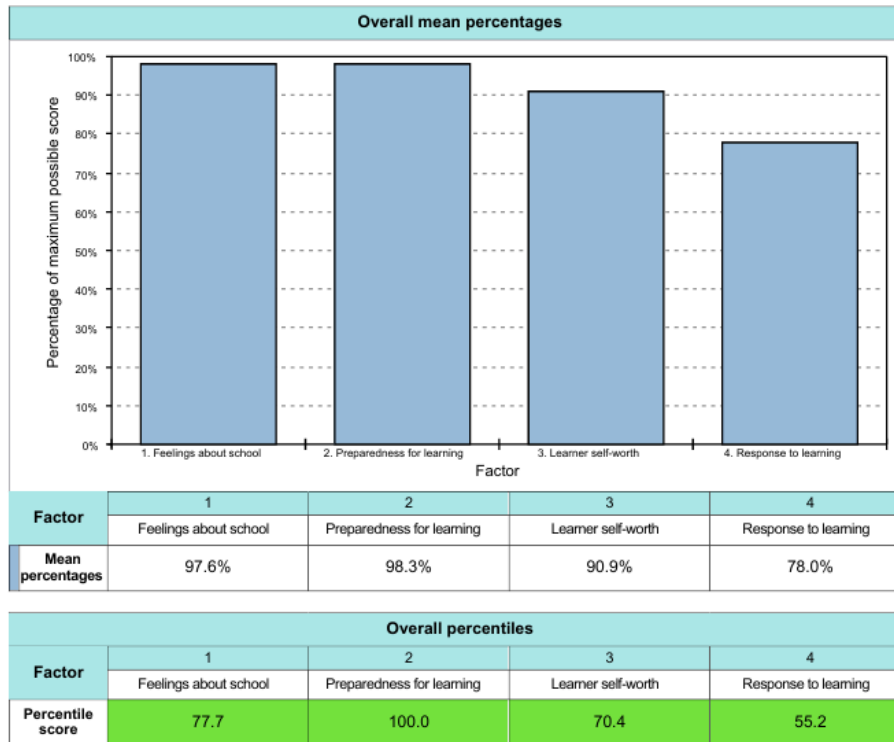


## K-2nd Grade PASS Survey Results Winter 2026

School: Brockton Schools		
Group: Unknown		
Survey period: 12/16/2025 – 12/17/2025	Level: 1	No. of students: 21

### Renaissance Fundamentals factor analysis

#### Level 1: Whole cohort profile

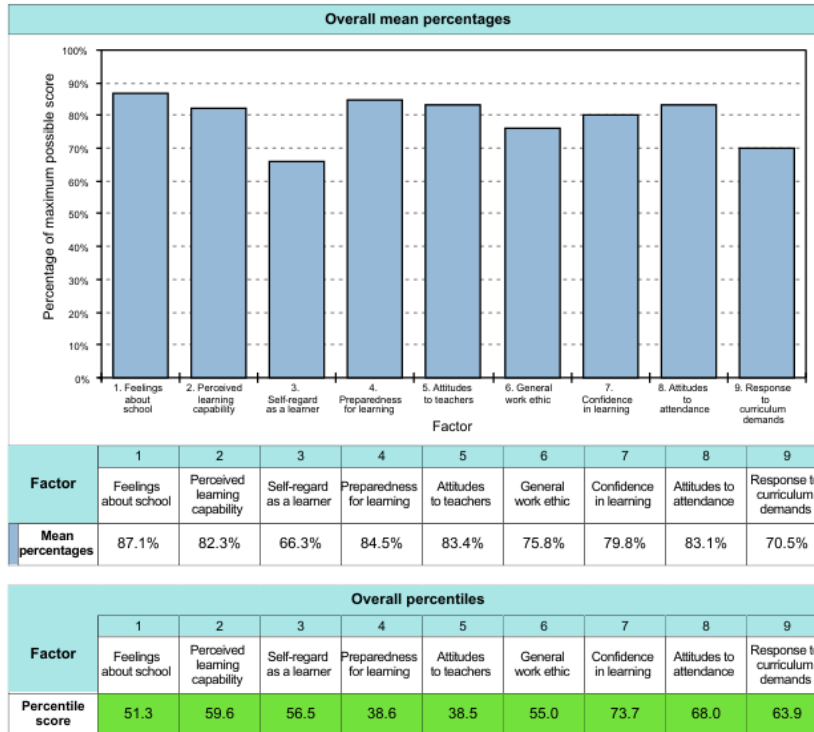


## 3rd-5th PASS Survey Results Spring 2025

School: Brockton Schools		
Group: Unknown		
Survey period: 12/16/2025 – 12/19/2025	Level: 2	No. of students: 32

### Renaissance Fundamentals factor analysis

#### Level 1: Whole cohort profile

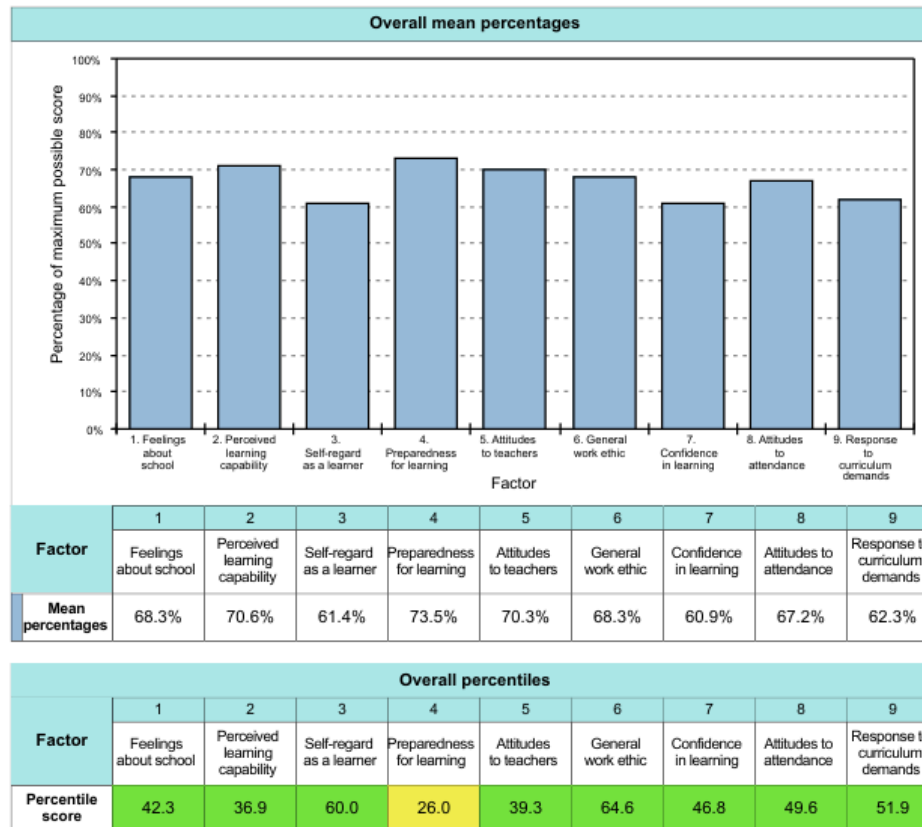


## 6th-12th Grade PASS Results Spring 2025

School: Brockton Schools		
Group: Unknown		
Survey period: 12/16/2025 – 12/19/2025	Level: 3	No. of students: 66

### Renaissance Fundamentals factor analysis

#### Level 1: Whole cohort profile



# Milligan School Data Stakeholder Data

Students				
Students are safe at this school.	.556	.393	.163	
Student alcohol and drug use is not a problem in this school.	.111	-.102	.214	
Rules in this school are made clear to students.	.667	.124	.543	
Discipline at this school is fair.	.333	.038	.296	
Bullying is not a problem at this school.	-.111	-.249	.138	
Bullying is dealt with appropriately when it occurs.	.222	.042	.181	
Students respect teachers and staff.	-.222	-.165	-.057	
This school offers adequate mental health services for students.	.222	-.032	.254	
Administration				
My administrator communicates effectively with teachers.	.111	.131	-.020	
My administrator follows through on commitments.	.222	.270	-.047	
My administrator promotes the success of all students under him/her.	.444	.376	.068	

\* Negative numbers indicate disagreement with the statement

# SMART Goals

Drawn from our MAPS and CLNA/Climate/Milligan 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: March 2026

## **Goal #1: Reading (Elementary, Junior High, and High School)**

To improve the quality and effectiveness of reading instruction, Brockton School District analyzed NWEA MAP Growth and Achievement data from Fall 2024 to Spring 2025.

At the Elementary level, both reading growth and achievement increased from 5% to 8%. Elementary students demonstrated growth at the 44th percentile nationally during this period. Based on this progress, the district’s goal is to increase both reading growth and reading achievement by an additional 8% by fall 2026.

At the Junior High level, ELA growth ranked at the 43rd percentile nationally in Spring 2024. Reading achievement also improved, with the percentage of students performing below grade level decreasing from 62% in Fall 2024 to 54% in Spring 2025—an 8% improvement. The district’s goal is to increase both reading growth and achievement outcomes by an additional 8% by fall 2026.

At the High School level, ELA growth and achievement scores increased from 34% to 49%, with student growth reaching the 68th percentile nationally in Spring 2025. However, the percentage of students performing below grade level increased slightly from 39% to 41%. In response, the district’s goal is to improve both reading growth and achievement outcomes by 5% by fall 2026.

### **Sub-goal(s):**

- 1.
- 2.

### **SLT Lead:**

Action Step 1: organize curriculum resources and training to align with resources and budget.

Person(s) Responsible:  
superintendent/principal

Resources Needed:  
budget

Timeline:  
Spring 2026

Action Step 2: Create a data literacy plan for grades k-12 for MTSS class time.	Person(s) Responsible: Superintendent/principal	Resources Needed: State consultant resources	Timeline: Summer 2026
Action Step 3: Train teachers in selected resources during teacher orientation	Person(s) Responsible: principal	Resources Needed: budget	Timeline: Fall 2026
Action Step 4: Maintain student-teacher ratios at recommended levels outlined in the ARM 10.55.712 & 713	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
Action Step 5: Maintain a positive school climate and safe educational environment.	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

**Goal #1: Math (Elementary, Junior High, and High School)**

To improve the quality and effectiveness of mathematics instruction in the Elementary School and Junior High, NWEA MAP Growth and Achievement data from Fall 2024 to Spring 2025 was analyzed.

At the Elementary level, math growth and achievement scores increased from 32% to 43%. Elementary students' math growth ranked at the 60th percentile nationally during this period. Based on this progress, the district's goal is to increase both math growth and math achievement by an additional 15% by fall 2026.

At the Junior High level, math growth ranked at the 59th percentile nationally in Spring 2025. Math achievement also improved, increasing from 21% in Fall 2024 to 32% in Spring 2025—an 11% gain. The district's goal is to increase both math growth and achievement outcomes by an additional 15% by fall 2026.

To address mathematics instruction at the High School level, the same NWEA MAP data was reviewed. Overall math growth and achievement scores showed a slight decrease from 37% to 36%, with student growth ranking at the 50th percentile nationally in Spring 2025. However, math achievement improved significantly, with the percentage of students performing below grade level decreasing from 28% in Fall 2024 to 13% in Spring 2025—a 15% improvement by fall 2026.

Based on these results, the district's goal is to increase both math growth and achievement outcomes at the High School by 8%.

**Sub-goal(s):**

- 1.
- 2.

**SLT Lead:**

<p>Action Step 1: -Administer BOY MAPS Benchmark, Use Assessment data to drive MTSS instruction and groups -organize curriculum resources and training to align with resources and budget.</p>	<p>Person(s) Responsible: SLT and Staff</p>	<p>Resources Needed: MAPS data results SBAC results</p>	<p>Timeline: Sept. 1</p>
--	---	---	------------------------------

<p>Action Step 2:  -Conduct instruction and progress monitoring; adjust student groups as needed based on the data. IXL K-12 tool.  -Create a data literacy plan for grades k-12 for MTSS class time.</p>	<p>Person(s) Responsible:  Grade level groups</p>	<p>Resources Needed:</p>	<p>Timeline:  Daily - ongoing</p>
<p>Action Step 3:  Continue use of progress monitoring for K-5 every 6 weeks.</p>	<p>Person(s) Responsible:  K-6  Sunny</p>	<p>Resources Needed:  Intervention program and data literacy plan</p>	<p>Timeline:  Begin with first round of testing Fall 24</p>
<p>Action Step 4:  Train teachers in selected resources during teacher orientation</p>	<p>Person(s) Responsible:  principal</p>	<p>Resources Needed:</p>	<p>Timeline:  Fall 2026</p>
<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 SY 26-27 upcoming comprehensive needs assessment scores (CNA) of School Commitment and Academic Leadership.

**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 2027.
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:**

<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 2026</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 Student Incentives</p>	<p>Person(s) Responsible: RaeAnne</p>	<p>Resources Needed:</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 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>
--	---	---	--

<p>Action Step 7:  Maintain our high school graduation rate above the state accreditation standard of 80%.</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 and ARM 10.55.905</p>
--	---	---	--

## **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 utilizes several federally funded grants to support progress toward achieving its educational goals, including ESEA, Title I School Support, Johnson-O'Malley (JOM), Title VI, Title V-B (Rural), Carl Perkins (CTE), and Impact Aid. ESEA funding supports the salaries and benefits of three core teaching positions. Title I School Support funds the salary and benefits of one elementary paraprofessional, contributes to the partial salary and benefits of a special education teacher, and supports the repair and replacement of outdated technology throughout the computer lab and library. Additionally, Johnson-O'Malley (JOM) and Impact Aid funding help support student attendance and achievement through targeted incentive programs. The district remains in full compliance with all federal requirements and successfully meets all mandated audit standards.

## **Family and Community Engagement**

Brockton School District has focused academic goals on math, reading and school commitment/academic leadership, and have also identified attendance as a critical factor in improving academic performance. We work in conjunction with Fort Peck Tribal Court to improve student attendance by reporting truancies in accordance with tribal comprehensive code of justice-truancy. 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.

During this school year, Brockton School District has increased the visibility of its parent group within the community, now known as the Warrior Family Support Council (WFSC). This group plays an important role in organizing engaging activities while also supporting the district in meeting federal requirements. With the collaboration of the administrative team, dedicated teachers and support staff, and committed parents and guardians, the district has strengthened parent and community involvement by expanding both the number and quality of school events. These events include quarterly student award ceremonies, the Halloween Carnival, holiday and spring concerts, school dances, activity and sports banquets, MMIW advocacy and school marches, the Red Ribbon Torch Run, Earth Day community clean-up, after-school crafting activities, the school powwow, guest speaker presentations, parent-teacher conferences, the summer feeding program, weekly memo videos on social media, and more. Many of these events include meals for attendees and occasional door prizes, contributing to a significant increase in participation. At Brockton Schools, each event is viewed as an opportunity to celebrate student achievement and showcase pride in our schools and community.

## **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 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 NWEA Learning Continuum and Heggerty to identify areas of reading deficiency and to determine interventions. We 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 utilizes 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 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) collaborate 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. Here is a list of Career Technical Education courses we provide: Business Management, Personal Finance, Welding & Fabrication, Family & Consumer Science.

## **Curriculum**

The Brockton School District is a member of The Prairie View Curriculum Consortium (PVCC) and follows the Consortium's curriculum review schedule. 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. A copy of PVCC's most recent curriculum review schedule can be found on the following page.

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 2026, winter session December 2026, spring session April 2027</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 2027</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 2026</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 2026, winter session December 2026, spring session April 2027</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 (every 6 weeks) 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 2026, winter session December 2026, spring session April 2027</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 2026, winter session December 2026, spring session May 2027</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 -November 2026, winter session January - February 2027, spring session March-May 2027, summer session May 2027</p> <p><b>SBAC Science:</b> One-time grades 5 and 8 assessment measuring students' progress toward proficiency in Science: March 2027</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 2026, winter session December 2026, spring session April 2027</p>

# Educator Effectiveness

## Professional Development Plan 2026-2027

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.

Professional Development Plan for PIR 2026-2027

Month/Day(s)	Training Topics - Time	Trainer or Facilitator/location	Skills Acquired	Impact on Students and Alignment to Goals
Aug 3-7 Aug 10	<b>Classroom Prep in between all trainings</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
Aug __	<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.
	Yellow- has been requested not confirmed  Green- did it in previous years, not confirmed  None- confirmed  Pink-repeat from last year Asked not confirmed	-Venture Oneil finances  -HPDP IHS, First Aid  -Lindsey Williams Security  -Olivia Johnson Tribal		
Aug 3 Monday	<b>Illustrative Math (K-12)</b> 8:00 a.m. - 10:00 a.m. Asked 3/12/2 sent PD link awaiting response from school.	Kendall Hunt Rep (virtual)	IM K-2: Leveraging the Problem-Based Lesson Structure VIRTUAL  IM 3-5: Leveraging the	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

Professional Development Plan for PIR 2026-2027

<p>⋮ +</p>	<p><b>Accelerated Reader (K-6)</b> 10:30 p.m. - 11:30p.m.</p> <p>Securly 1:00 p.m. - 2:00 p.m.)</p>	<p>RaeAnne Edmisten &amp; Kristine DeJesus (in person) asked 3/12/26 waiting for a survey from staff on continued use of program</p> <p>Linsley Williams K12 Representative (in person)/Computer lab confirmed 3/12/26</p>	<p>Problem-Based Lesson Structure VIRTUAL</p> <p>IM 6-8: Fostering Synthesis through Discourse VIRTUAL</p> <p>IM 9-12: Fostering Synthesis through Discourse VIRTUAL</p> <p>Improve knowledge of instructional program for Math and Literature, enhance understanding of supplemental Reading Incentive Program and Accelerated Reader tool</p> <p>Improve knowledge of instructional program for Reading, enhance understanding of Securly web filter and class monitoring tool, learn workplace procedures. Mrs. Williams will be onsite the whole day for "boots day". This is to help anyone who needs technology help onsite.</p>	<p>GOAL#1.Address amount and Quality of Instruction</p>
<p>Aug 4 Tuesday</p>	<p>Fiscal Training 8:15-9:00AM</p>	<p>Venture ONiel Confirmed 3/12/26</p>		<p>The goal is to create an opportunity for personal growth through a no</p>

Page 2

Professional Development Plan for PIR 2026-2027

	<p>into Literature into Reading Time TBD Conference call 3/16</p>	<p>HMH Rep (virtual) Conference call 3/16/26</p>	<p>No obligation financial guru will present on possibilities of teacher financial planning.</p>	<p>obligation presentation from a financial expert on personal investments and finances. The Goal is to help staff become knowledgeable in personal finances to become more stable to be able to focus on teaching student achievement.</p>
	<p>IXL Training and Roster Setup (3.00.m. - 4.00 p.m.)</p>	<p>RaeAnne Edmisten (in person)Chelo Room Confirmed 3/12/26 can adjust time slot</p>	<p>Improve knowledge of instructional programs for Math, enhance understanding of the IXL supplemental tool for supplemental instruction and progress monitoring in ELA, Math, History, and Science.</p>	<p>Students receive Reading 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.</p> <p>GOAL #2: Address amount and Quality of Instruction</p> <p>Students receive ELA, Math, Science, and History instruction from well prepared teachers utilizing research based materials and methods.</p> <p>GOAL #2: Address amount and Quality of Instruction</p>

Professional Development Plan for PIR 2026-2027

<p>Aug 5 Weds</p>	<p><b>Tribal Resiliency Program Training</b> (8:30 a.m. - 10:00 a.m.)</p> <p><b>Infinite Campus</b> (new teachers) (10:15 a.m. - 12:00 p.m.)</p> <p><b>CP</b> (1:00 p.m. - 4:00 p.m.)</p>	<p>Tribal Reps (in person) Olivia Johnson confirmed 3/19/26</p> <p>RaeAnne Edmisten (in person) Common Area <b>Asked 3/12/26</b></p> <p><b>Evan Cummins (in person) Common Area</b> <b>NO GO TIME SLOT</b> <b>OPEN</b></p>	<p><b>Learn about challenges facing Native American students on our Reservation</b></p> <p><b>Discover how to better utilize the AI Reading Assistant program Amira</b></p> <p>Learn how to use Infinite Campus to set up grade books and take attendance.</p> <p><b>Learn methods to de-escalate student behavior and avoid triggering negative responses</b></p>	<p><b>Students interact with teachers who better understand the challenges they face growing up on the Reservation.</b></p> <p><b>Students' struggling with Reading benefit from additional Reading instruction from Amira, the AI Reading assistant</b></p> <p>Students spend more time-on-task and have more trust in their teachers, because their teachers are comfortable with the process for taking attendance and recording grades in the online gradebook.</p> <p>GOAL #2: Address amount and Quality of Instruction,</p> <p>GOAL #3: Improve District-wide academic achievement and High School graduation rate,</p> <p>GOAL #4: Improve Socioemotional Support for Students</p>
<p>Aug 6 Thurs</p>	<p><b>CHAMPS - Classroom Management</b> (9:00 a.m. - 11:00 a.m.)</p>	<p>RaeAnne Edmisten (in person) Common Area Elem/HS Confirmed 3/12/26</p>	<p>Refresh knowledge of school-wide approach to classroom management via CHAMPS and Discipline in the Secondary Classroom, learn safe</p>	<p>Students spend more time-on-task and have more trust in their teachers, because their teachers are orderly, maintain clear classroom procedures,</p>

Professional Development Plan for PIR 2026-2027

		can adjust time slot	restraint techniques for application during extreme student crisis behaviors.	and enforce civility within the classroom.  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
Aug 7 Friday	Dibels, mClass, & Roster (K-3 Teachers) [11:00 a.m. - 12:00 p.m.]	ReAnne Edmisten & Beth Ketcher (in person) asked 3/12/26 waiting for a survey from staff on continued use of program	administer the Dibels online Reading assessment for early primary grades.	Students receive more individualized and differentiated Reading instruction because their teachers review Reading assessment data to inform their instructional planning.

**Professional Development Plan for PIR 2026-2027**

	1st Aid/CPR training			
<p><b>Aug 10 Monday</b>  <i>Required Training for all Teachers</i></p>	<p><b>New Year Orientation</b>                      (All Staff)                      (8:00 a.m. - 11:00 a.m.)  <i>Staff handbook, student handbook, schedule changes, business related changes, special ed procedures, MAST intro &amp; planning, BTA meeting, safety training, etc.</i>                      Yondr (Cell phone)</p> <p>Lunch 11:00-12:00</p> <p>12:00-12:45 pm                      E3 Safety App Training</p> <p><b>Safety Training</b>                      1:00 pm -4:00 pm</p>	<p>Superintendent Fred Hoffman                      Principal I RaeAnne Edmisten                      Business Manager Cheri Nygard                      Assistant Clerk Holly Colgan                      SPED Teacher Beth Ketcher                      BTA President Sunni DeCouteau</p> <p>Tanner Tye asked confirmed 3/12/26</p> <p>Payne West (virtual links)  <a href="#">Setup Fred Hoffman</a></p>	<p>Refresh knowledge of workplace procedures and learn about new or revised protocols, learn how to set up and Learn about our new cell phone free campus program and how Yondr pouches will be utilized in this effort.</p> <p>E3 is a safety app for all staff across the building. It is a tool for administrators to use when a crisis occurs, when we run state mandated drills, and will provide definitions of alert systems and what to do.</p> <p>Decide which safety videos to use                      Decide individual or group training</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. Student cell phones are not a distraction in the learning environment.</p> <p>Student safety is number one priority and this training will develop student situational awareness in case an incident occurs during a school day. The training will provide guidance for what to do in the event of an emergency and in case there is an emergency.</p> <p>GOAL #2: Address amount and Quality of Instruction.                      GOAL #3: Improve District-wide academic achievement and High</p>



Professional Development Plan for PIR 2026-2027

		(Greet the Dawn Auditorium at FPCC) Confirmed 3/12/26	through exposure to multiple trainings and presenters	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
Oct 16	IEFA (8:30 a.m. - 1:00 p.m.)	Tribal Reps (in-person) (Greet the Dawn Auditorium at FPCC) Confirmed 3/12/26	Gain knowledge and expand understanding of IEFA topics through exposure to multiple trainings and presenters.	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
Jan 5	<p><b>Learning Lab (8:00-11:30)</b></p> <p><b>MAPs, Dibels, MTSS Review &amp; MAST Rd II Prep (Inform/Plan Instruction &amp; Goal Setting) (1:00-2:00)</b></p> <p><b>Sexual Abuse (2:00 p.m. - 3:00 p.m.)</b></p>	<p><b>Tawnya Houghton (in-person)</b> Evan Cummins RaeAnne Edmister</p> <p><b>Evan Cummins (in-person)</b> RaeAnne Edmister</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</p>

Professional Development Plan for PIR 2026-2027

				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
March 14	MAST Rd III Prep (9:00 a.m. – 10:00 a.m.) Staff Mental Health/Team Building (10:00 a.m. – 4:00 p.m.)	RaeAnne Edmisten (in person) School Leadership Team (in person)	Review data from second round of MAST testing and begin discussion and 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.	Students are more prepared for high stakes assessments, because 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
March 20, 2026	Praxidatum (9:00am -10:30am) All Staff (10:40-11:40am) Leadership	Amber McKeen Senior Risk Consultant [to insert here]	Schools will learn to intervene on potential high risk situations.	Students will be in a more safe school setting.
May 23	Classroom Summer Prep & Teacher Checkout	RaeAnne Edmisten (in person)	Put away instructional materials and prepare classroom for summer cleaning, complete checkout procedures.	Students have more respect and trust in their teachers because they model order, cleanliness, and adherence to procedure.

## 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 teachers 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, and more.

Our new teachers also participate in a required new teacher mentor program, MentorMT, that is provided virtually through Montana State University. MentorMT offers innovative grade-level and subject-area mentoring for teachers who have limited content and/or pedagogical knowledge in the area(s) where they are assigned to teach. The program recruits and trains experienced Montana teachers to provide one-on-one mentoring, instructional guidance, and curricular support. Mentoring is provided through a blend of virtual and in-person activities. Mentors offer practical assistance, high-quality resources, and examples to promote effective teaching. Mentoring partners access OPI’s Teacher Learning Hub to join monthly networking discussions and collaborate on “Partners in Practice” instructional activities.

Mentor MT uniquely provides:

- One-to-one mentoring that addresses teachers’ needs and respects their time

- Experienced mentors assigned by aligned grade level and subject area
- A focus on content, curriculum, and instructional support that is non-evaluative
- No cost to schools and a \$500 stipend each year for participating teachers
- Requisite high-quality mentoring as outlined in ARM 10.55.723

**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:
<input type="checkbox"/> Tenured Teacher	<input type="checkbox"/> 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: