



SCHOOL IMPROVEMENT GRANTS (SIG) YEAR 1
LESSONS LEARNED AND
LOOKING FORWARD TO YEAR 2
MONTANA BOARD OF PUBLIC EDUCATION
SEPTEMBER 8, 2011



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Mandy Smoker Broaddus, School Transformation Director

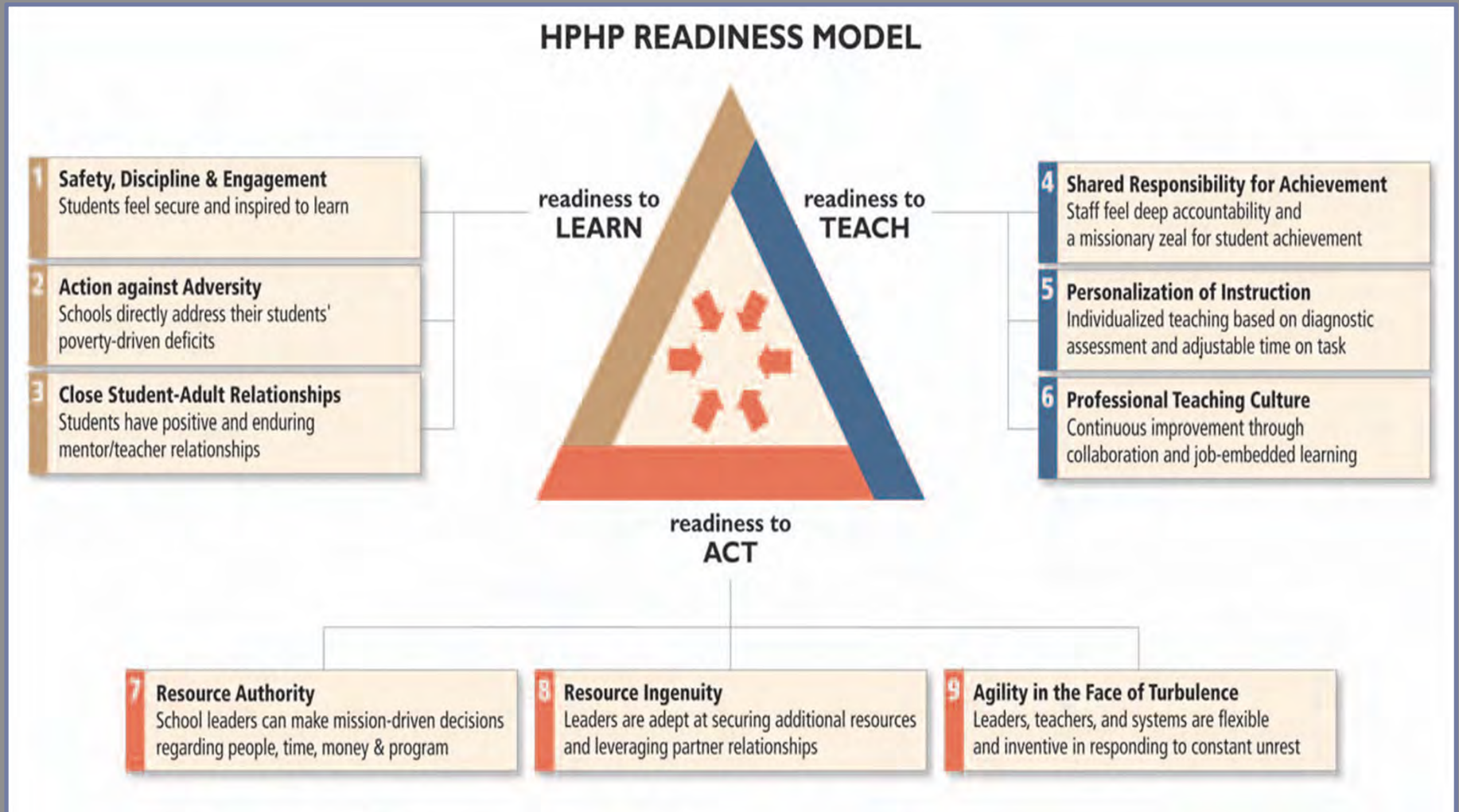
The Montana Model – A Unique Approach to SIG



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Mass Insight High Performing-High Poverty Schools Readiness Model



Elements of Montana's work & model

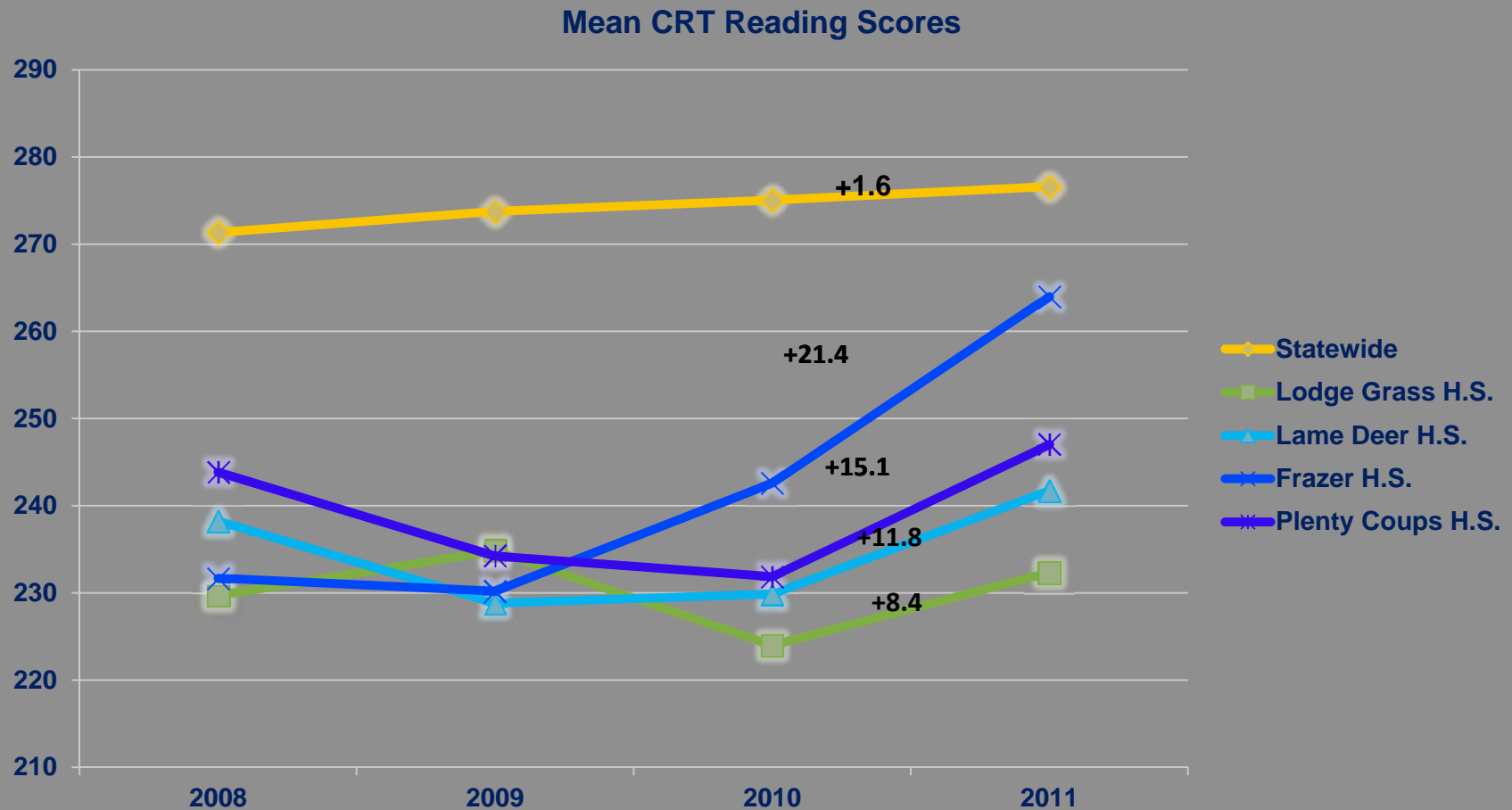
- Community Meetings and building buy in
- Collaborative agreement between OPI and local schools & boards of trustees, unions and communities
- Job Embedded Professional Development:
OPI Onsite staff - Transformational Leader, Instructional Coach, **Community Liaison and School Board Coach**
- Addressing students' mental & emotional needs

Year 1 Data, Successes & Lessons Learned

- The GREAT news:

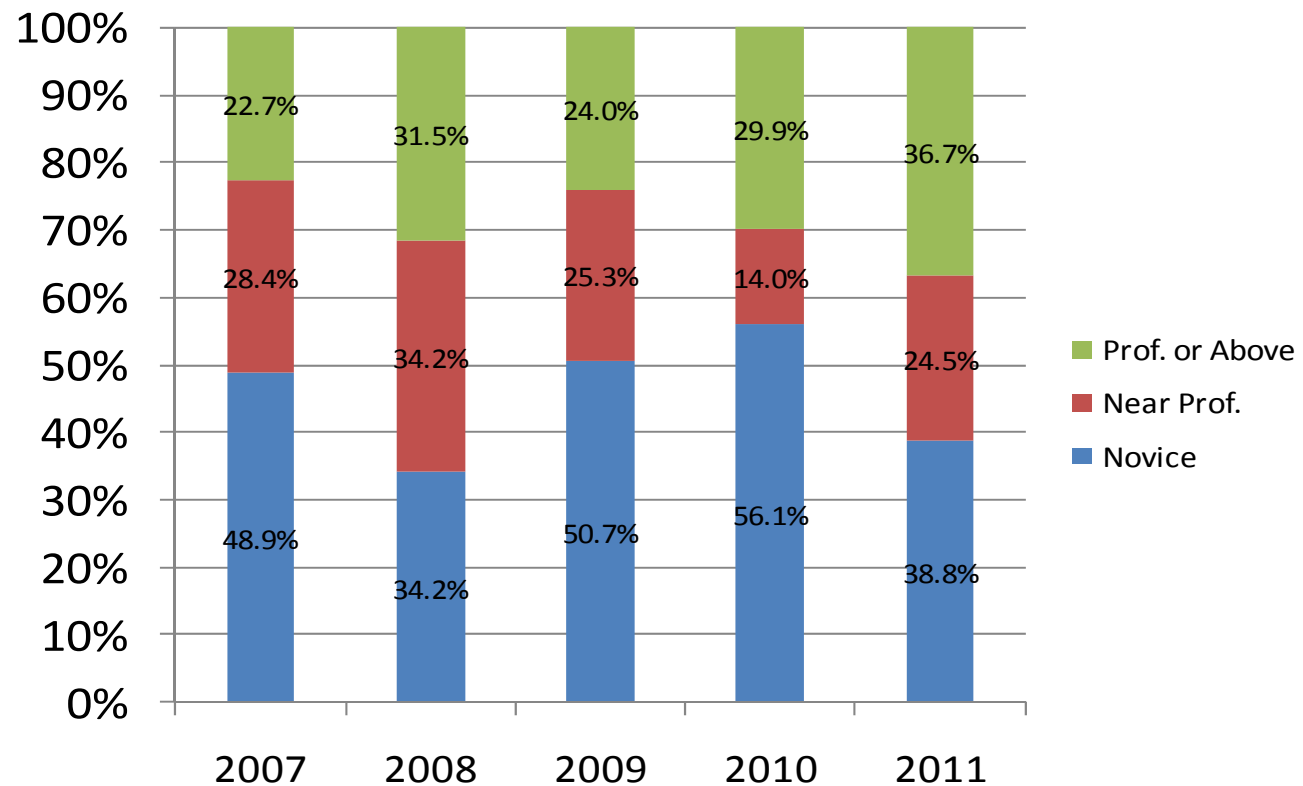
Every SIG High School saw increases in their math, reading and science scores!

SIG Schools 10th Grade Reading Data Over Time



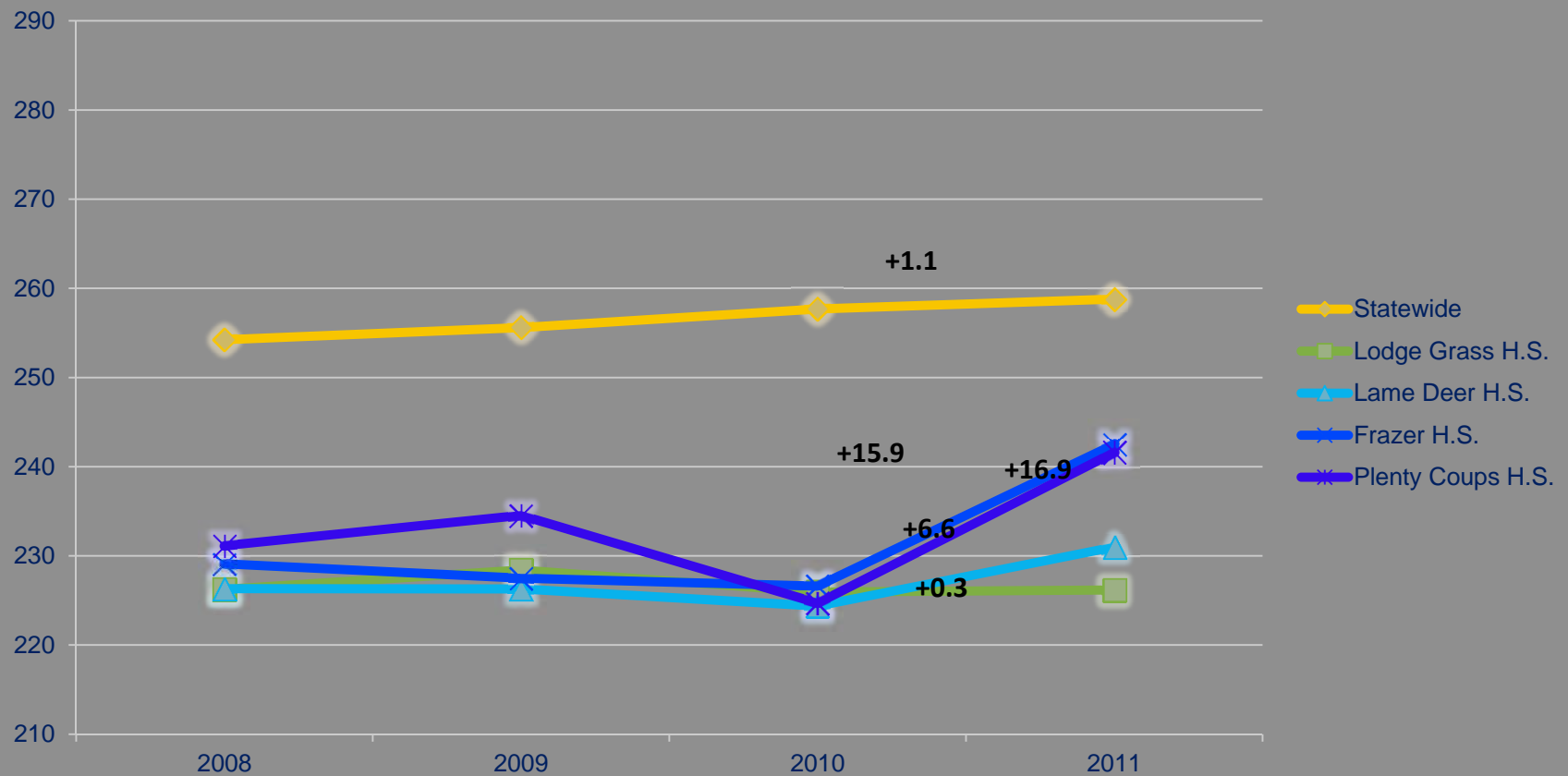
SIG Schools 10th Grade Reading Data Over Time

CRT Reading Proficiency



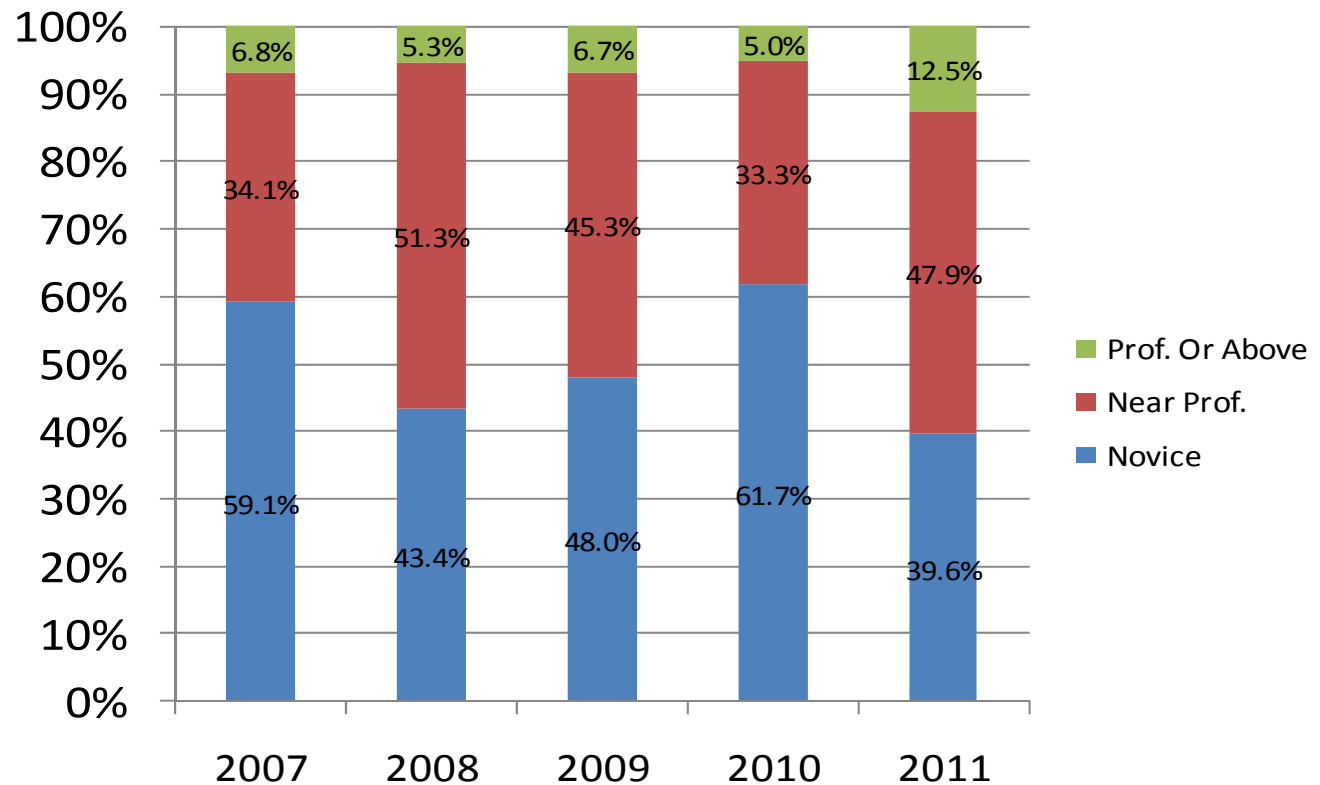
SIG Schools 10th Grade Math Data Over Time

Mean CRT Math Scores



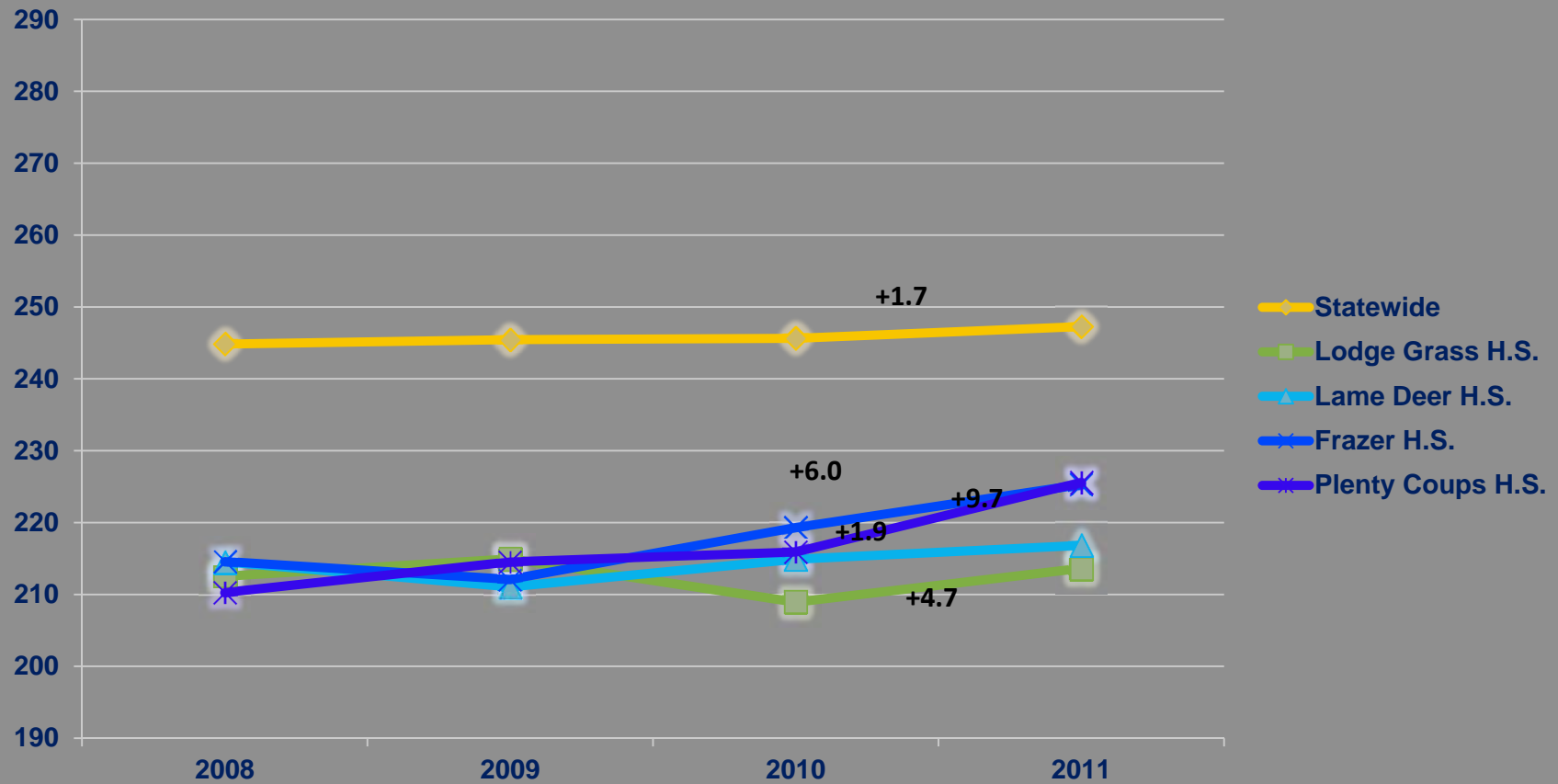
SIG Schools 10th Grade Math Data Over Time

CRT Math Proficiency

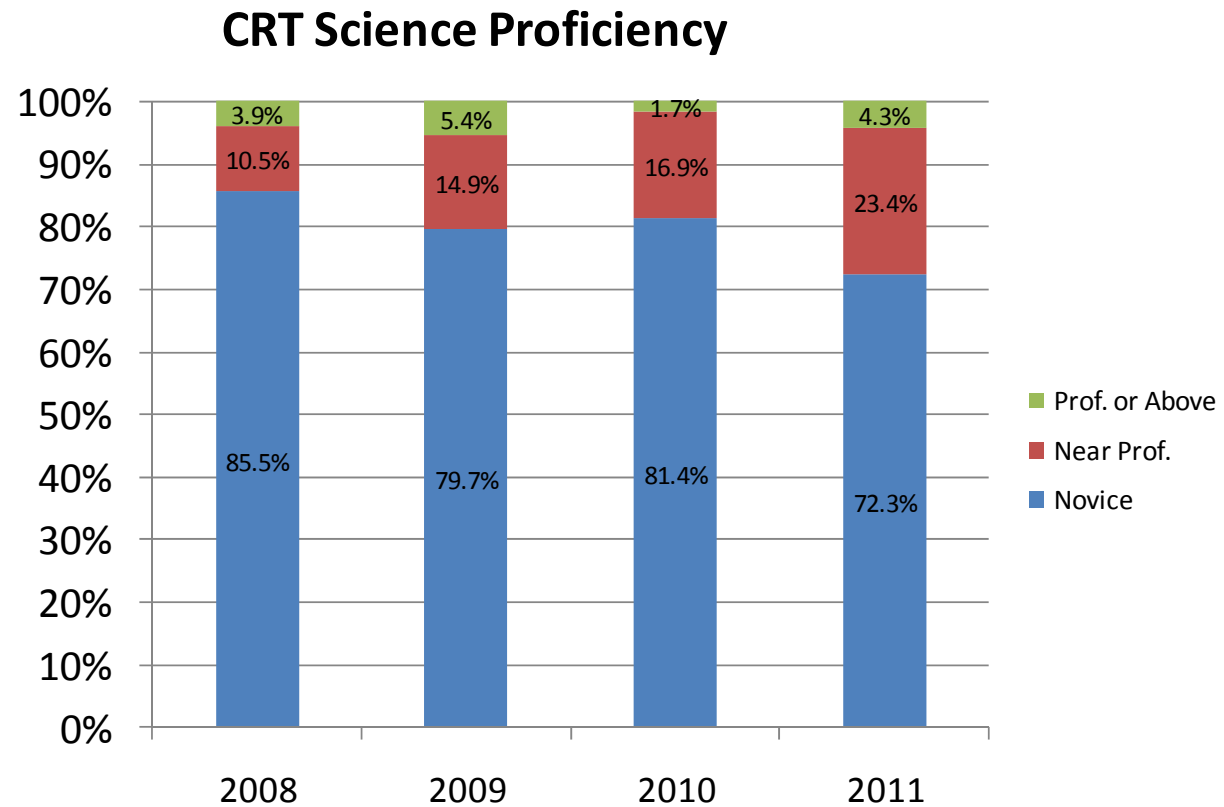


SIG Schools 10th Grade Science Data Over Time

Mean CRT Science Scores



SIG Schools 10th Grade Science Data Over Time



Year 1 Successes

- On-site staff ensures persistent, rigorous implementation of school improvement components
- Community Liaisons are tapping into family, student & community visions of a better school, and are helping to break down mistrust between schools and the community
- School Board Coaches have been welcomed by local trustees, and are assisting in the revision of policies, adherence to policy, and focus on school improvement
- Agency-wide coordination and assistance
- Fiscal coaching between OPI and business officials and Supt's
- Key community stakeholders are championing the work
- Schools of Promise Performance Appraisal System (SOPPAS)

Year 1 Lessons Learned

- ❑ Change is very hard and will take more than three years
- ❑ “People only own that which they build” and engaging in a truly collaborative process while being the ultimate “enforcer” is a difficult path to tread
- ❑ With such extreme need, it is easy to try to do too much at once
- ❑ Communicate, communicate, communicate: easier said than done
- ❑ Administrator/leadership buy in and support is key
- ❑ Avoid ‘getting in the weeds’ and stay on track with successful grant component implementation

Looking Ahead to Year 2

- ❑ Evaluating OPI level efforts, restructuring/fine-tuning SIG Unit and priorities – Reboot Camp
- ❑ Increase communication at every level
- ❑ FOCUS on teaching and learning
- ❑ Include the values and culture of the community in all we do
- ❑ Increase capacity to ensure sustainability after Year 3 – more local control over Year 2 Plans/budgets
- ❑ Further implementing SOPPAS and a teacher incentive system



Priorities for Year 2

- Increase the level of implementation in core programs and interventions
- Provide training to improve teaching techniques in all content areas – Differentiated Instruction and Writing Across the Curriculum
- Response to Intervention (RtI)
- Parent Teacher Home Visiting Project
- Data and early warning systems
- Mental Health assistance through Wrap-Around services
- National Board Certification and Take One – 24 participants

Other SIG related information

□ Year 2 Tier 1 Eligible Schools:

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
1213	Hays-Lodge Pole K-12 Schls	3013660	1551	Hays-Lodge Pole High Sch	00413	8th Year Identified for Restructuring	19.01 %	1
0025	Lodge Grass Elem	3017010	0039	Lodge Grass School	00533	8th Year Identified for Restructuring	19.20 %	2
0792	Lame Deer Elem	3016050	1626	Lame Deer 7-8	01049	8th Year Identified for Restructuring	25.08 %	3
0025	Lodge Grass Elem	3017010	1669	Lodge Grass 7-8	00931	8th Year Identified for Restructuring	25.23 %	4
0782	Brockton Elem	3005010	1759	Barbara Gilligan 7-8	01046	7th Year Identified for Restructuring	26.03 %	5
1213	Hays-Lodge Pole K-12 Schls	3013660	1659	Hays-Lodge Pole 7-8	00934	7th Year Identified for Restructuring	26.06 %	6
0401	Browning H S	3005190	0543	Browning High School	00136	8th Year Identified for Restructuring	27.46 %	7
0775	Poplar Elem	3021240	1550	Poplar 7-8	00636	8th Year Identified for Restructuring	27.90 %	8

Other SIG related information

- Year 2 Tier 1 Eligible Schools – *all new schools eligible for traditional grants (not direct services model):*
 - ▣ Lodge Grass K-8 and High School
 - ▣ Lame Deer 7/8 in direct services model
- Year 2 Tier III Schools – *feeder schools from existing SIG schools, eligible for traditional grants (not direct services model):*
 - ▣ Frazer K-8 and Lame Deer K-6
 - ▣ Wyola K-8 and Ashland K-8

*Never doubt that a small group of thoughtful, committed citizens can change the world.
Indeed, it is the only thing that ever has.*