District Name	School Code	School Name	Overall Rating	Assurance Rating	Student Performance Rating	Corrective Plan Summary
Browning Public Schools	0543	Browning High School	Advice	Regular	Advice	Browning High School's plan is to engage community stakeholders and clearly communicating testing expectations with their students. BHS staff will utilize assessement data to idenfity student needs and inform instructional practices, focusing on Math and ELA. Assessment tools will include Aimsweb Math, Pre-ACT, and ACT. BHS adminstrators and staff will monitor progress of students and use data to create long-term instructional goals and professional development.
Centerville Public Schools	1654	Big Stone School	Advice	Regular	Advice	Big Stone School is looking to address student performance in reading, writing, and math. Additionally, the school is seeking to improve data collection, tracking, and implementation. To accomplish these goals, Big Stone is utilizing a new reading curriculum (Amplify), new science curriculum ("Mystery Science"(k-5)), IXL supplemental curriculum for all content areas, Wordly Wise (vocabulary program), and Typing Pal (computer skills). To track student progress, Big Stone will utilize MAPS and MAST data as well as IXL data on student proficiency. The school will utilize student data to review professional development opportunities for their staff with a focus on ELL.

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Centerville Public Schools	1854	Hill Top Colony School	Advice	Regular	Advice	Hill Top Colony School is looking to address student performance in reading and writing. Additionally, the school is seeking to improve data collection, tracking, and implementation. To accomplish these goals, Hill Top is utilizing a new reading curriculum (Amplify), new science curriculum ("Mystery Science"(k-5)), IXL supplemental curriculum for all content areas, Wordly Wise (vocabulary program), and Typing Pal (computer skills). To track student progress, Big Stone will utilize MAPS and MAST data as well as IXL data on student proficiency. The school will utilize student data to review professional development opportunities for their staff with a focus on ELL.
Choteau Public Schools	1148	Choteau High School	Advice	Regular	Advice	Choteau High School's plan seeks to improve the implementation of IEFA and College and Career Readiness (CCR) course requirements. To accomplish this, the school will provide professional development on IEFA content/essential understandings and invest in additional resources for IEFA instruction. The school will also allocate planning time for CCR curriculum. In order to ensure success, the school will develop a documentation system and procedural guidance for staff to develop and collect IEFA and CCR instruction.

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Ekalaka Public Schools	0133	Carter County High School	Advice	Regular MD	Advice	Carter County High School will develop and implement a graduate profile under the guidance of a committee made up of stakeholders - teachers, board members, parents, students, and community members. Additionally, Carter County will begin utilizing the BARR framework(Proficiency Based Learning Framework) as well as initiating a curriculum review process. IEFA integration will be a key component of the new curriculum process. Other areas of focus will be to create assessment and professional developement plans. Staff will also be supported under a new mentorship and induction program. Lastly, the school will utilize data collected via BARR framework and analyzed by a committee for evaluating school climate.
Geyser K-12 Schools	0626	Geyser School	Advice	Regular	Advice	Geyser school will aim to increase professional development for teaching staff targeted toward improving student perfromance and attendance. Professional development will be designed in conjunction with the superintendent with goals and timelines to achieve stated goals. Additionally, new reading and math "series" (curriculum?) will be implemented to address student achievement gaps identified in MAPS testing.

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Harlowton Public Schools	1787	Hillcrest 7-8	Advice	Regular MD	Advice	Hillcrest 7-8 aims to address student performance deficets in math and ELA by implementing instructional supports, such as the expansion of tier 2 & 3 interventions and aligning small group instruction with diagnostic data and proficiency targets. Additionally, the school will continue to use the STAR benchmark assessments (3x/year) and implementing MAST, as well as other formative progress checks. Staff will also be provided with professional development on proficiency based education and MAST, data driven instruction and MTSS, and the use of Alliance for Curriculum Enhancement (ACE) for instructional planning. Student families and the wider community will have the opportunity to engage in "family nights" focusing on ELA and math progress updates and home-learning tools in addition to monthly communications to families with individualized performance summaries. Lastly, the school will utilize IEFA funding to purchase and support curriculum development and staff training on IEFA integration.
Harlowton Public Schools	1228	Hillcrest School	Advice	Regular MD	Advice	Hobson High's plan is to improve their College & Career readiness programs and support. The school will review graduate profiles yearly to measure student progress through graduation, then contact graduates 6 months

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						afterward. The school will also use ACT, CTE concentrator, dual enrollment, and work based learning data in this process.
Helena Public Schools	3023	Mount Ascension Learning Ac EL	Advice	Regular	Advice	Mount Ascension EL will develop and alternative assessment measure (student performance tasks) and facilitate additional opportunities to complete i-Ready and state testing.
Helena Public Schools	3024	Mount Ascension Learning Ac MS	Advice	Regular	Advice	Mount Ascension MS will develop and alternative assessment measure (student performance tasks) and facilitate additional opportunities to complete i-Ready and state testing.
Hobson K-12 Schools	0623	Hobson High School	Advice	Regular	Advice	Hobson High's plan is to improve their College & Career readiness programs and support. The school will review graduate profiles yearly to measure student progress through graduation, then contact graduates 6 months afterward. The school will also use ACT, CTE concentrator, dual enrollment, and work based learning data in this process.

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Jefferson High School	0611	Jefferson High School	Advice	Regular	Advice	Jefferson High School's plan to address missing CCR requirement is to continue their existing CCR program with annual review and updates. Beginning with student's freshman year, they will use the Montana Career Information System (MCIS) with the support of guidance counselors to outline possible careers and areas of study. In the sophomore year, student's will take the Pre-ACT and meet with guidance counselors to make adjustments to their coursework. Junior year students will be introduced to dual enrollment and school-to-work opportunities based on their plan of study. Additionally, junior students will ASVAB and the ACT, which will be used to reevaluate career/study plans. In their senior year, students will continue to explore dual enrollment and school-to-work opportunies.
Lame Deer Public Schools	1816	Lame Deer High School	Advice	Regular	Advice	Lame Deer High School will focus on data driven instruction, proficiency based education, tiered supports and interventions, PLC's, and stakeholder engagement & feedback. To achieve these goals, the school will implement a system to analyze student data (primarily in PLC's) to align instruction with proficiency based learning targets. In addition, for students not meeting proficiency expectations, interventions will be targeted at closing achievement gaps.

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						Student's, parents, and community stakeholders will be updated on progress and provide feedback as necessary.
Lodge Grass Public Schools	1669	Lodge Grass 7-8	Advice	Regular MD	Advice	Focusing on student performance in ELA and Math, Lodge Grass 7-8 will utilize MAPS data to identify student strengths and needs, create differentiated instruction and learning goals, provide intervention for at-risk students, monitor growth, engage stakeholders, and design professional development for staff. This plan will be implemented throughout the 25-26 school year by instructional coaches, school leadership, and the guidance counselor. The school will monitor and evaluate the plan in bi-weekly meetings, quarterly progress checks, and staff feedback. Evidence of plan implementation will be professional development attendance records, instructional coaching logs, and PLC agendas.
Springhill Elementary	0479	Springhill School	Advice	Regular	Advice	Springhill school has adopted diagnostic testing (3x/year) in combination with MAST. The testing data is being utilized throughout the year to inform daily classroom instruction. Student assessment data will be kept for each student by the teachers and Superintendent.

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Stanford K-12 Schools	1716	Stanford 7-8	Advice	Regular	Advice	Stanford 7-8 is focusing on improving student performance in ELA and Math by using assessment tools, such as MAPS, with more fidelity across their K-12 system. Data will be used to create student intervention groups following each testing window (Fall, Winter, and Spring). Department PLC groups will review data. Overall, their primary goal is to have consistent and focused testing to improve instruction and student outcomes.
Stanford K-12 Schools	0617	Stanford School	Advice	Regular	Advice	Stanford School is focusing on improving student performance in Math and Reading by using assessment tools, such as MAPS, with more fidelity across their K-12 system. Data will be used to create student intervention groups following each testing window (Fall, Winter, and Spring). At the end of the year, data will be reviewed. Overall, their primary goal is to have consistent and focused testing to improve instruction and student outcomes.
Sun River Valley Public Schools	1657	Cascade Colony School	Advice	Regular	Advice	Cascade Colony School's plan to ensure testing data is collected and submitted correctly is to clarify the roles and responsiblities of staff, develop and internal assessment calendar, implement a dual-verification process, and

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						provide professional development for assessment administration and reporting.
Twin Bridges K-12 Schools	0724	Twin Bridges High School	Advice	Regular MD	Advice	Twin Bridges High School will monitor student data - achievement, attendance, and graduation rates. Math and ELA proficiency will be the main focus, but attendance and College and Career Readiness (ACT & dual enrollment) will also be areas for improvement. Stated goals are to improve attendance by 15%, ACT performance by 10%, and increase dual enrollment participation by 15%. This data will be reviewed monthly by school leadership to track progress and reported to the school board at the end of the year. The Corrective Action Plan will be reviewed annually by school staff and modifications to the plan will be made as necessary. Stakeholders (parents, staff, and community) will be updated on the progress made under this plan by school leadership.
Vida Elementary	0755	Vida School	Advice	Regular	Advice	Vida School's corrective action plan's primary goals are to provide additional professional development to all staff and to give summative assessments (fastbridge) with support from Prarie View Special Services (consortium). Using assessment data in conjunction with staff observations, the school will differentiate instruction for students with an aim

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						to have 80% of students at "low risk" or "advanced" benchmarks.