

## Instructional Components:

Curriculum Standards	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Curriculum Standards	
The Montana Common Core Standards for each grade level and grade band continuum have been thoroughly studied and are understood.	1 2 3 4 5
Curriculum and instruction are designed to incorporate the principles of Universal Design for Learning.*	1 2 3 4 5
Instructional content and materials are aligned to the MCCS and includes developmentally appropriate, contextually explicit, and systematic instruction delivery.*	1 2 3 4 5
MCCS are strategically incorporated into educators' daily lesson planning and instructional practice with fidelity.	1 2 3 4 5
Curriculum and instruction are designed to be culturally sensitive to meet the learning needs of all students, taking into consideration cultural and environmental differences.	1 2 3 4 5
Tiered literacy instruction (per the RTI model) is clearly defined and implemented with fidelity.	1 2 3 4 5
Explicit, appropriately challenging, deliberate practice is provided for mastery of goal. Specific instruction and feedback provided from instructional staff.*	1 2 3 4 5
Teachers maintain instructional clarity across lesson organization through explanation, examples, and guided practice.	1 2 3 4 5
Teachers use differentiated instructional approaches, such as re-teaching, acceleration, and enrichment opportunities. Other approaches include individual and small group instruction and discussion.*	1 2 3 4 5
Students are engaged in giving specific feedback to peers and to the teacher along with having opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary.*	1 2 3 4 5
Students are involved in setting individual learning goals.	1 2 3 4 5

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Assessment and Data-Driven Decision Making to Inform Instruction	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Assessment and Data-Driven Decision Making to Inform Instruction in Curriculum Standards	
Assessment tools and procedures are aligned to Montana Common Core Standards	1 2 3 4 5
Comprehensive assessment framework defines which assessments should be administered, when they should be administered, to whom they should be administered, and how the assessment results will be used.	1 2 3 4 5
Multiple evaluation and assessment strategies are used to monitor and modify instruction in order to meet student needs.	1 2 3 4 5
Instructional leaders ensure valid and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instructions.**	1 2 3 4 5
Pre-assessments are used to determine what students already know and can do. Checks for understanding and achievement of learning intentions.	1 2 3 4 5
Collaborative teams use data analysis discussions for examining student data and making instructional and intervention decisions for increased student achievement.	1 2 3 4 5
Data that captures students' outcomes are systematically gathered and analyzed by educators in order to continuously improve instruction and intervention practices.	1 2 3 4 5
Data is disaggregated by subgroups and provided to educators for instructional decision making for the monthly data meetings.	1 2 3 4 5
A school-level data collection system is in place and technology support is available for continuous access to the data system.	1 2 3 4 5

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Amount and Quality of Instruction in Curriculum Standards	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Amount and Quality of Instruction in Curriculum Standards	
<b>Amount of Instruction</b>	
Instructional leaders ensure adequate time for instruction as a priority during the school day.	1 2 3 4 5
Instructional leaders ensure high-quality instructional materials are readily available for all instruction and intervention settings to maximize instructional time.*	1 2 3 4 5
Additional instructional time is provided for learners with Tier 2 and Tier 3 needs through intensified interventions.	1 2 3 4 5
Additional instructional time with specified focused need is present in the school schedule.	1 2 3 4 5
<b>Quality of Instruction</b>	
The elements of explicit and systematic instruction are utilized to increase student engagement and instructional time.*	1 2 3 4 5
A plan for tiered instruction is clearly defined and fully implemented, across all content areas including the use of explicit and systematic instruction in reading, writing, listening, and speaking.	1 2 3 4 5
Teachers understand the intention of the lesson and success criteria before clearly describing the skills, knowledge, attitudes, and the values to meet the needs of their students.	1 2 3 4 5
Universal Design is implemented in designing lessons to ensure intentional access for all students and accommodate individual learning differences.*	1 2 3 4 5
RTI (MTSS) intentional design for Tier 2 and Tier 3 with frequent progress monitoring to ensure early systematic assistance.*	1 2 3 4 5
Materials and programs are intentionally considered and available for explicit and systematic instruction to meet the needs of disadvantaged students.	1 2 3 4 5
Print and digital materials and programs are intentionally considered for motivation and engagement of all students.	1 2 3 4 5
Technology is utilized to support and enhance student learning.*	1 2 3 4 5

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<b>Instruction for Disadvantaged Students</b>	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
<b>Subcomponents of Disadvantaged Students</b>	
The school has processes for identifying students requiring additional assistance.*	1 2 3 4 5
Materials and programs are intentionally considered and available for explicit and systematic instruction to meet the needs of disadvantaged students with strong or moderate evidence.*	1 2 3 4 5
Intervention instruction is provided to students identified for additional support in Tier 2 and Tier 3.	1 2 3 4 5
Instruction for English language achievement and development is provided to students identified for support.*	1 2 3 4 5
Indian Education for All is implemented school-wide.*	1 2 3 4 5
An Early Warning System has been developed and implemented to identify students in need of extra academic or other support.*	1 2 3 4 5
A school-wide framework supports the instructional, academic, and philosophical belief implemented throughout all classrooms.	1 2 3 4 5
Collaboration with all stakeholders includes communication about children who are likely to need intervention services when they transition from one literacy setting to the next.*	1 2 3 4 5

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<b>Motivation in Teaching and Learning</b>	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
<b>Subcomponents of Motivation in Teaching and Learning</b>	
Academic leaders provide a clear vision of the mission and goals of the school.	1 2 3 4 5
Academic leaders set measurable goals for systemic academic improvement and monitor progress toward these goals annually.	1 2 3 4 5
Community-school partnerships collaborate and coordinate services from Birth through Grade 12 to support development of students.	1 2 3 4 5
Common learning opportunities are provided for all stakeholders to ensure smooth transitions as students move from one setting to the next.	1 2 3 4 5
Collaboration with all stakeholders includes sharing transition plans from one setting to the next.*	1 2 3 4 5
The school implements processes for improving school quality and motivation.	1 2 3 4 5
The school implements protocols to address and mitigate behavior needs.	1 2 3 4 5
The school assesses, analyzes, and addresses identified safety concerns.	1 2 3 4 5
The school implements an active and supervision plan for all areas of the campus.	1 2 3 4 5

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Evidenced-Based Intervention and Practice	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Evidence-Based intervention and Practice	
School teams have researched and identified Strong or Moderate Evidence- Based Interventions.*	1 2 3 4 5
Instructional materials and content are evidence-based and aligned to the MCCS.	1 2 3 4 5
Intervention practices have been identified and capacity to deliver has been analyzed.	1 2 3 4 5
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.*	1 2 3 4 5
Instructional leaders provide high-quality instructional materials and are readily available for all instruction and intervention settings.*	1 2 3 4 5
Materials meet the needs of students for all instruction and intervention settings.	1 2 3 4 5
Appropriate technology is analyzed and meets the specific needs of the students to support and enhance learning.*	1 2 3 4 5

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<b>Academic Leadership to Improve Instruction</b>	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
<b>Subcomponents of Academic Leadership to Improve Instruction</b>	
Academic leaders have established measurable comprehensive goals that explicitly align to the MCCS.	1 2 3 4 5
Academic leaders engage the staff in continuous improvement planning and communicate a shared responsibility for student outcomes through the improvement plan.	1 2 3 4 5
Academic leaders facilitate the establishment of data teams that meet routinely to analyze student data in order to improve student growth and educator effectiveness.*	1 2 3 4 5
Academic leaders facilitate collaboration among educators within and across grade levels with a focus on achievement, effective comprehensive instruction, and ensure that all Continuous Improvement Components are a part of the processes for school improvement.*	1 2 3 4 5
Academic leaders engage and lead by example in all meetings regarding school improvement processes to increase student achievement.	1 2 3 4 5
Academic leaders have established, supported, and lead school leadership	1 2 3 4 5
Academic leaders support and monitor all instruction and intervention expectations to ensure achievement of set measurable goals.	1 2 3 4 5
Academic leaders meet regularly to analyze school and student data to inform decisions about professional learning, instruction, and intervention.	1 2 3 4 5
Adequate fiscal resources are provided to support improvement efforts.	1 2 3 4 5

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Professional Development to Improve Comprehensive Instruction	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Professional Development to Improve Comprehensive Instruction	
<b>Improve and increase teacher’s understanding and knowledge of Comprehensive Instruction</b>	
Professional learning is provided for staff across all content areas and is aligned with MCCS: ELA and Literacy in History/Social Studies, Science, and Technical Subjects with emphasis on phonological awareness, phonics decoding, vocabulary, reading fluency, and reading comprehension.**	1 2 3 4 5
Structures are in place for providing professional learning for all new staff members in explicit, systematic instruction, and frequent practice in reading and writing across content area.**	1 2 3 4 5
Professional development action plan focuses on building the capacity of school and district to deliver high-quality instruction aligned to MCCS and IEFA. **	1 2 3 4 5
Professional development provided on appropriate language and academic support services for English learners, including the appropriate use of curricula and assessments, effective instructional strategies that are evidence-based, strategies for improving academic achievement or substantially increasing the knowledge, and teaching skills of teachers.**	1 2 3 4 5
<b>Job-Embedded and Classroom Focused PD for Comprehensive Instruction</b>	
Professional development supports collaboration on classroom management and effective evidence based instructional strategies. **	1 2 3 4 5
Professional Development implemented to ensure that the knowledge and skills learned by the teachers are implemented in the classroom through intentional planning. **	1 2 3 4 5
Personalized plans are developed for each educator to address the educator’s specific needs identified in observation or other feedback. **	1 2 3 4 5
Teachers, principals, and other school and community-based early childhood program leaders are provided training in the use of technology, including education about the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach.**	1 2 3 4 5
A cycle for follow-up training is created and implemented. **	1 2 3 4 5
<b>Data-Driven Decision Making for Comprehensive Instruction</b>	
Professional Development improves and increases teachers’ ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis.**	1 2 3 4 5

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Professional Development to Improve Comprehensive Instruction	
Professional development in the use of data and assessments to inform classroom practice, tiered systems of supports, and use of accommodations. **	1 2 3 4 5
<b>Sustain Comprehensive Instruction at the SEA and LEA Level</b>	
Professional action plan focus on improving student outcomes through teacher collaboration on planning, instruction, and assessing a child's progress. **	1 2 3 4 5
Professional Development includes activities that support recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification. **	1 2 3 4 5
Professional Development action plan focuses on building the capacity of school and district to deliver high quality, comprehensive instruction aligned to MCSS and IEFA. **	1 2 3 4 5
Professional Development action plan focus on improving student outcomes through intensive, collaborative, job-embedded, data-driven, and classroom- focused. **	1 2 3 4 5
Professional Development opportunities are provided to teachers in the use of data and assessment to inform classroom practices. **	1 2 3 4 5
Collaborative conversations occur amongst school staff and other early childhood education program providers to jointly address the transition to elementary school, including issues related to school readiness. **	1 2 3 4 5
Professional Development activities are aligned with, and directly related to, academic goals of the school or LEA. **	1 2 3 4 5

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Community and Family Engagement to Support Comprehensive Instruction	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Community and Family Engagement to Support Comprehensive Instruction	
<b>Improve and increase teacher’s understanding and knowledge of Comprehensive Instruction</b>	
Administration communicates goals and expectations to stakeholders and collaborates to meet desired outcomes.	1 2 3 4 5
Administration ensures materials are available for engaging families and communities	1 2 3 4 5
Community-school partnerships ensure supportive transitions from one setting to the next.	1 2 3 4 5
Parents and families in all subgroups are engaged as partners in culturally and linguistically sensitive ways.	1 2 3 4 5
Parents and families are informed of expectations outlined in the MCCS and are updated on individual student progress toward meeting those expectations a minimum of three times per year.	1 2 3 4 5
Parents and families with students receiving Tier 2 and Tier 3 interventions are updated on individual student progress toward meeting expectations outlined in the MCCS a minimum of six times per year.	1 2 3 4 5
A coordinated system of support links families with local community resources to provide greater support for students in achieving skills for career and college readiness.	1 2 3 4 5

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## Operational Components:

Functional School Board	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of a Functional School Board	
School board sets strategic goals every May for the following year that support and guide all school board decisions.	1 2 3 4 5
School board policy and procedures are updated when a need is identified to support district emphasis on school improvement.	1 2 3 4 5
School boards adopt their budget every August for the following year which are aligned to district goals and supported in the school board decision making.	1 2 3 4 5
County treasurer is informed of budget and financial information in August.	1 2 3 4 5
Meet at least monthly with required quorum and a predetermined agenda that has been posted publicly. School Board meeting minutes are available to the public as per MASBO law. Superintendent's monthly reports includes fiscal (cash balances), academic and physical elements.	1 2 3 4 5
Sequential plan in place for reviewing school board policies resulting in a total review at least every three years (MTSBA).	1 2 3 4 5
All school board members follow laws and procedures set by MASBO School board members regularly attend and participate in school board meetings.	1 2 3 4 5
Board chair attends trainings annually focused on school board practices with school board members when feasible/local hiring.	1 2 3 4 5
Board chair and superintendent openly communicate, at least twice monthly focused on supporting district goals and the meeting agendas.	1 2 3 4 5
An evidence-based evaluation of the superintendent is completed annually and reflect expectations consistent with the published job description.	1 2 3 4 5

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<b>Success Indicator</b>	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
<b>Subcomponents of a Success Indicator</b>	
Budgets aligned to district needs/goals.	1 2 3 4 5
Administrative team meets (including Principal, Superintendent, Clerk, board chair) at least quarterly for updates on allocations, cash balances invoicing, and expenditures.	1 2 3 4 5
Regularly occurring drawdowns from budget.	1 2 3 4 5
Federal expenditures align to laws, regulations, and purposes outlined in e-grants.	1 2 3 4 5
Not in fiscal high risk reimbursement status with OPI by meeting regulatory guidelines.	1 2 3 4 5
Budget considerations and limitations for district goals shared with staff.	1 2 3 4 5
A set pay scale for all staff including regular hours and additional stipend duties outside the contracted day with public transparency.	1 2 3 4 5
Business clerk reconciles cash balances monthly.	1 2 3 4 5

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Functional Structures	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of Functional Structures	
Information Technology system in place and functioning to meet students and teacher needs. District level, school level, student level.	1 2 3 4 5
Data collection and student information system in place.	1 2 3 4 5
School maintains an up-to-date central database that includes student test scores, placement information, demographic information, attendance, behavior and other variables useful to staff for data-driven decisions.	1 2 3 4 5
Communication pathway/process between district school educators in place.	1 2 3 4 5
School board support of open communication, ideas, and plans that align to district goals with effective administration to meet the goals.	1 2 3 4 5
School board support of open communication, ideas, and plans that align to district goals with effective administration to meet the goals.	1 2 3 4 5
Accreditation Report is in regular status.	1 2 3 4 5
Physical plant system in functioning order.	1 2 3 4 5

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<b>Personnel and Student Retention</b>	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
<b>Subcomponents of Personnel and Student Retention</b>	
Clear and consistent recruiting of high quality teachers and staff with additional recruiting incentives for high needs areas/ hard to fill.	1 2 3 4 5
Clear, consistent evaluation system that supports improvement through supportive professional learning opportunities and coaching for all staff and for all levels of experience.	
Effective open communication between staff, administration and school board <i>(intentional, plan or process included).</i>	1 2 3 4 5
Wrap around services.	1 2 3 4 5
Intervention teams use the Early Warning System reports to support positive school climate.	1 2 3 4 5

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School Quality	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
Subcomponents of School Quality	
<b>CLIMATE</b>	
Clear, consistent, and communication of teachers, staff, administration, analysis, and students to identify and meet the needs. <b>Indicator-My voice</b>	1 2 3 4 5
Teachers, administration, and staff are provided a way to develop leadership skills through varied, quality professional learning opportunities.  Staff receives introductory and ongoing training on trauma, secondary trauma and positive behavior supports.	1 2 3 4 5
<b>STUDENT INVOLVEMENT</b>	
School policies are clearly communicated to staff, students, and families regarding discipline, attendance, etc.  All school affiliated calendars including assessment schedule published and posted no later than August.  School has a discipline policy supported by all staff consistent across the instruction day. Well-researched disciplinary systems and processes to deal with discipline used consistently.	1 2 3 4 5
The use of Multi-Tiered Systems of Support Framework is clear, consistent and evident within the school.	1 2 3 4 5
Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff.  Goals set about improving school climate.	1 2 3 4 5
School board support of open communication, ideas, and plans that align to district goals with effective administration to meet the goals.	1 2 3 4 5
Culturally responsive pedagogy is a part of the school climate.	1 2 3 4 5
Written and reinforced anti-bullying policy to ensure safe learning environment for all and aligned with the MT suicide prevention law.	1 2 3 4 5
Instructional activities are meaningful and purposeful to build college career readiness.	1 2 3 4 5

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School Quality	
High quality nutritional food follows the healthy food program guidelines and students wellbeing.	1 2 3 4 5
Students/student focus groups provide a voice in decision making in the school.	1 2 3 4 5
Identified support services for teachers, students and families promoted for usage including homeless, foster care, English Learner, special education, at risk etc.	1 2 3 4 5
Service learning programs instituted to build authentic shared involvement in improving the community (more of an activity not indicator).	1 2 3 4 5
Positive environment for staff and students to create buy-in, motivation, community culture, and supportive experiences.	1 2 3 4 5

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<b>Family, Community, and Tribal Engagement</b>	
Not Being Implemented 1-----2-----3-----4-----5-Sustained	
<b>Subcomponents of Family, Community, and Tribal Engagement</b>	
Family, community and tribal engagement events are aligned to district and school goals.	1 2 3 4 5
Strong collaborations between external partners and the school to develop programs to support the youth including participation in systems of care or other reservation/community coalition or partnerships	1 2 3 4 5
Quarterly collaboration meetings with community partners to exercise effective decision-making to establish goals for the Action Plan to advocate for community and families.	1 2 3 4 5
Quarterly meaningful Tribal Consultation.	1 2 3 4 5
Timely and consistent meaningful communications to families of high risk students/families.	1 2 3 4 5
At least monthly communicates with parents about expectations of them, what they should expect from the schools, and the importance of reinforcing education at the home.	1 2 3 4 5

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