



# THOMPSON FALLS SCHOOLS

ESTABLISHED 1912



# DISTRICT LEADERSHIP TEAM

## TOPICS OF DISCUSSION

- Open invitation
- Review belief statements
- Review mission statement
- AYP and School improvement
- Plan TDD
- Professional Development
- Identify District Needs
- Make Recommendations
- Influence Change
- Meet Once a Month
- Next Meeting (TBD)

# AGENDA

- 6:00 (Welcome/Introductions)
- Purpose of District Leadership Team
- Review Belief Statements and Mission Statement (Take Input Throughout)
- 6:30 (Identify District Needs)
- CRT results and AYP School Improvement Status
- My Voice Survey Results
- 7:00 (Professional Development)
- Teacher Development Days, (Best Use)
- Discuss Method of Communication
- Establish Next Meeting Date
- 7:45 Wrap Up
- 8:00 Good Bye



OUR PURPOSE IS TO  
POSITIVELY INFLUENCE  
CHANGE IN OUR DISTRICT  
NOW FOR A QUICK VIDEO CLIP

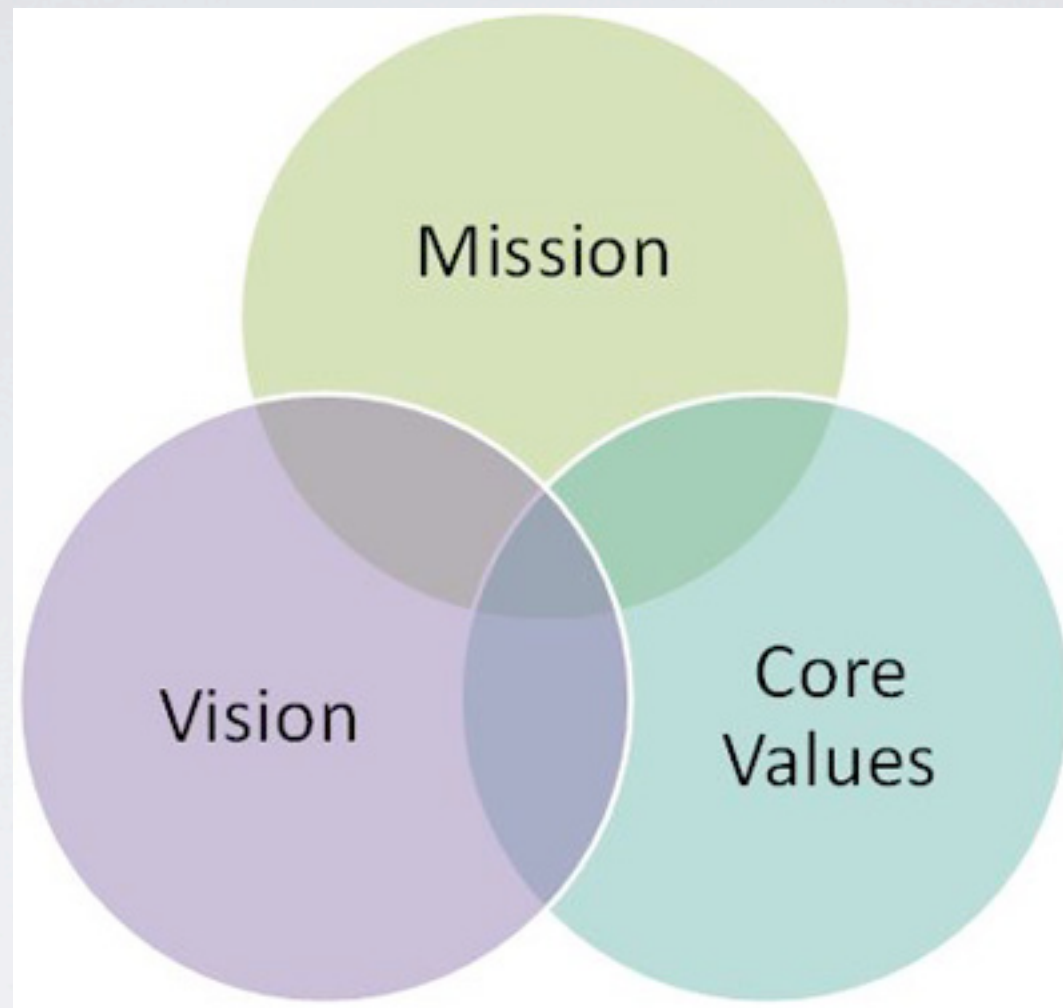
<http://www.youtube.com/watch?v=zDZFcDGpL4U>

<http://www.thompsonfalls.net/site/default.aspx?PageID=1>



# SCHOOL MANTRA





# MISSION STATEMENT

Working together the school and community can provide every child an educational experience that will allow them to grow as a person and discover their individual potential.

# SCHOOL DISTRICT #2

## CORE VALUES



- Excellence
- Unity
- Compassion
- Respect
- Integrity



# BELIEF STATEMENTS

- **We believe**

- .. students learn in different ways and at varying rates; we respect and support those differences.
- ..with the support of the community we can provide a respectful, safe, and caring school environment.
- ..certain district and societal rules require immediate student consequences.
- ..with appropriate adult guidance, discipline should be considered an opportunity for student personal growth.
- ..keeping in mind a student's self respect and dignity, a student should be provided an opportunity to learn to solve his/her own problem.
- ..in updating our district curriculum to keep pace with the changing world.
- ..in integrating technology within every academic area at all levels.
- ..in the school improvement process to maximize student learning.
- ..it is important to have ongoing training and inservice for staff so that educational practices will be based upon research, information, and proven procedures.
- ..with parent, community, and school support, students can become contributing members of society.
- ..learning is a life long process and is a key to success.
- ..the school must provide opportunities for students to develop critical thinking by respecting and concentrating on academic, cultural, and life skills as outlined under state standards.
- ..in celebrating success





# DISTRICT GOALS FOR 2013-14

- Promote a positive school climate and a sense of community across all levels within the district.
- Supporting instruction and learning in the classroom by working together and utilizing the McREL evaluation model focused on instructional improvement.
- Use assessment data to target student needs and develop purposeful interventions to increase student achievement at all levels.

# 5 YEAR GOALS

- All students achieve at or above the state average in reading, math, and science based on Smarter Balanced Test and at or above national average for MAP grade level.
- All students demonstrate growth in tested areas throughout the year as indicated by the MAP assessment.
- Increased student participation in extracurricular activities as indicated by My Voice survey results.
- Increase in students seeking college prep diploma and increased graduation rate in high school.



# 2012-13 AYP RESULTS

WE DID NOT MAKE AYP IN THE ELEMENTARY

WE MADE AYP IN ALL SUBJECTS GRADES 7 & 8

WE DID NOT MAKE AYP IN THE HIGH SCHOOL FOR THE SECOND YEAR

THE BENCHMARK WAS 94.8% IN READING AND 90% IN MATH

- Montana Accreditation (Level I) Status
- High School may be forced to set aside 10% of Title funds for PD
- Title I Letters informing the public about AYP results have been mailed
- Superintendent Juneau Announced, Montana Plans to go "All In" on Smarter Balanced Assessment Consortium Tests this year!
- Official Notice will not be Received Until September

GRADE	SUBJECT	SCALED SCORE	STATE AVERAGE
GRADE 10	MATH	253	258
GRADE 10	READING	277	276
GRADE 10	SCIENCE	247	
GRADE 7	MATH	284	265
GRADE 8	MATH	274	262
GRADE 7	READING	284	281
GRADE 8	READING	285	281
GRADE 7	SCIENCE	276	
GRADE 6	READING	264	282
GRADE 6	MATH	252	265
GRADE 5	READING	274	281
GRADE 5	MATH	260	268
GRADE 4	READING	270	278
GRADE 4	MATH	268	266
GRADE 3	READING	280	277
GRADE 3	MATH	274	266

# USEFUL DATA LOCATIONS

- MARS <http://iservices.measuredprogress.org/>
- MAP [www.thompsonfalls.net](http://www.thompsonfalls.net)
- GEMS <http://gems.opi.mt.gov/Pages/Default.aspx>



# PROFESSIONAL DEVELOPMENT

- Love and Logic
- The Learning Cube
- 21st Century Skills
- PLC
- Data Teams
- McREL
- MBI

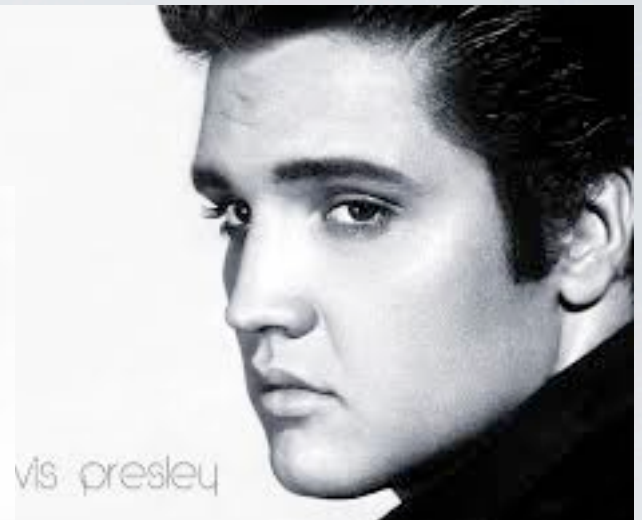






# WORK TOGETHER BE YOUR BEST CONNECT

- Be Authentic and do your job to the best of your ability
- Wanting to be someone else is a waste of the person you are. [Kurt Cobain](#)





# SCHOOL IMPROVEMENT

8 Conditions	9 Elements	Tools
Belonging	Student Learning Outcomes	Mentorship
Heroes	Assessment, Evaluation, Grading	MAP/CRT/AYP/SB
Sense of Accomplishment	Instructional Practices	Classroom Based
Fun and Excitement	Continuos Improvement Process	Engagement Cube
Curiosity and Creativity	Systems Thinking	McRel
Spirit of Adventure	Collaborative Practice	PLC
Leadership and Responsibility	Professional Development	Data Teams
Confidence to Take Action	Leadership Capacity	Love and Logic
	School Culture	MBI and RTI

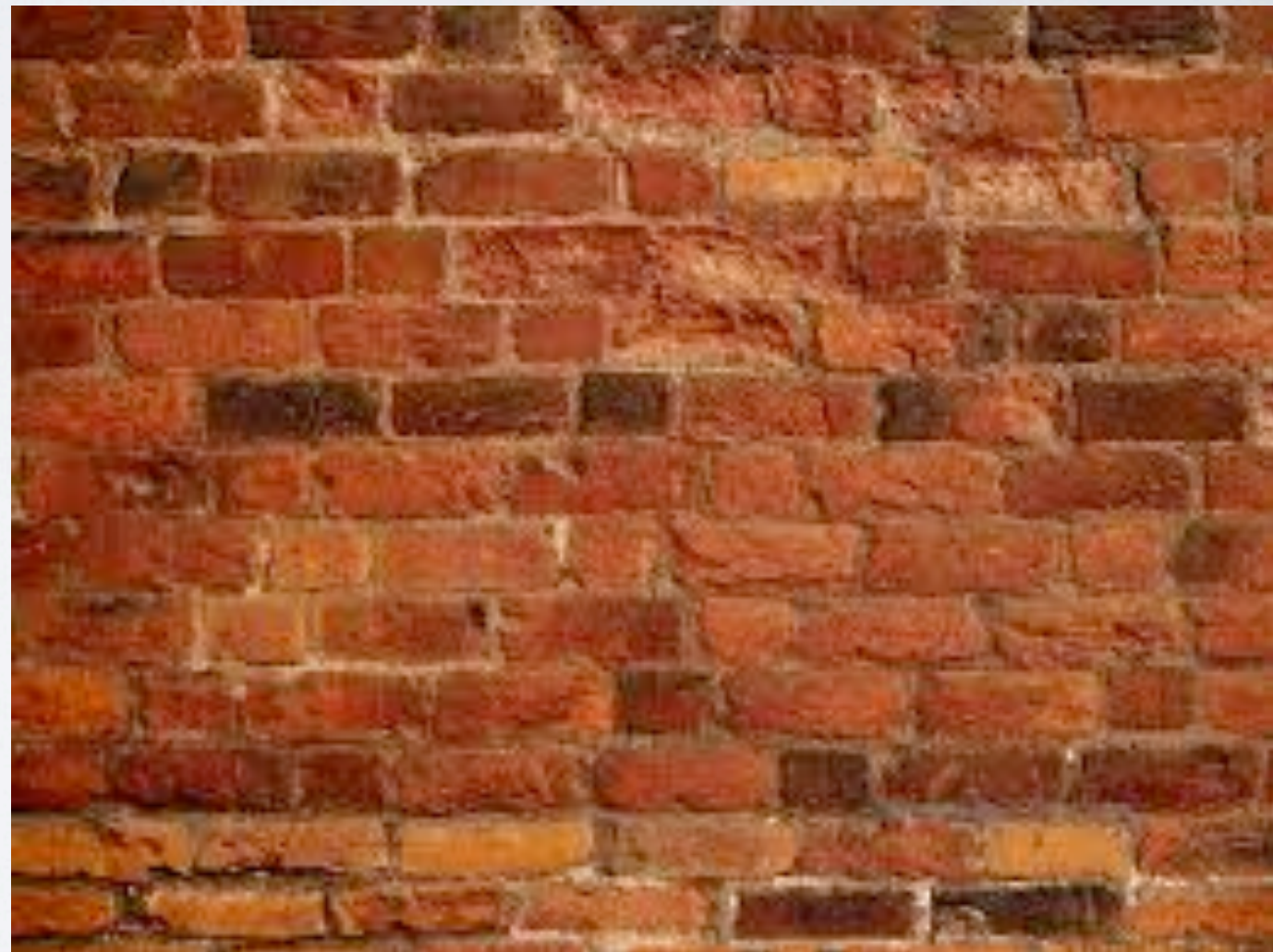
# WHAT ARE WE GOING TO DO THIS YEAR TO IMPROVE STUDENT ACHIEVEMENT? WHAT ARE YOU GOING TO DO?

- *"How many effective schools would you have to see to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that pupil performance derives from family background instead of school response to family background. We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." -- Ronald Edmonds, Harvard University*



# ONE BRICK AT A TIME

- <http://www.youtube.com/watch?v=MIW7IfIwCM>
- Assessment followed by Action, (Imagination plus innovation equals Realization)
- RTI, MAP, Title I, Collaboration





# SUPERMAN IS NOT IN THE ROOM

- But we are not waiting for him!

