

TROY SCHOOL DISTRICT #1



**INTEGRATED
STRATEGIC
PLAN**

TROY SCHOOL DISTRICT

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Mission Statement

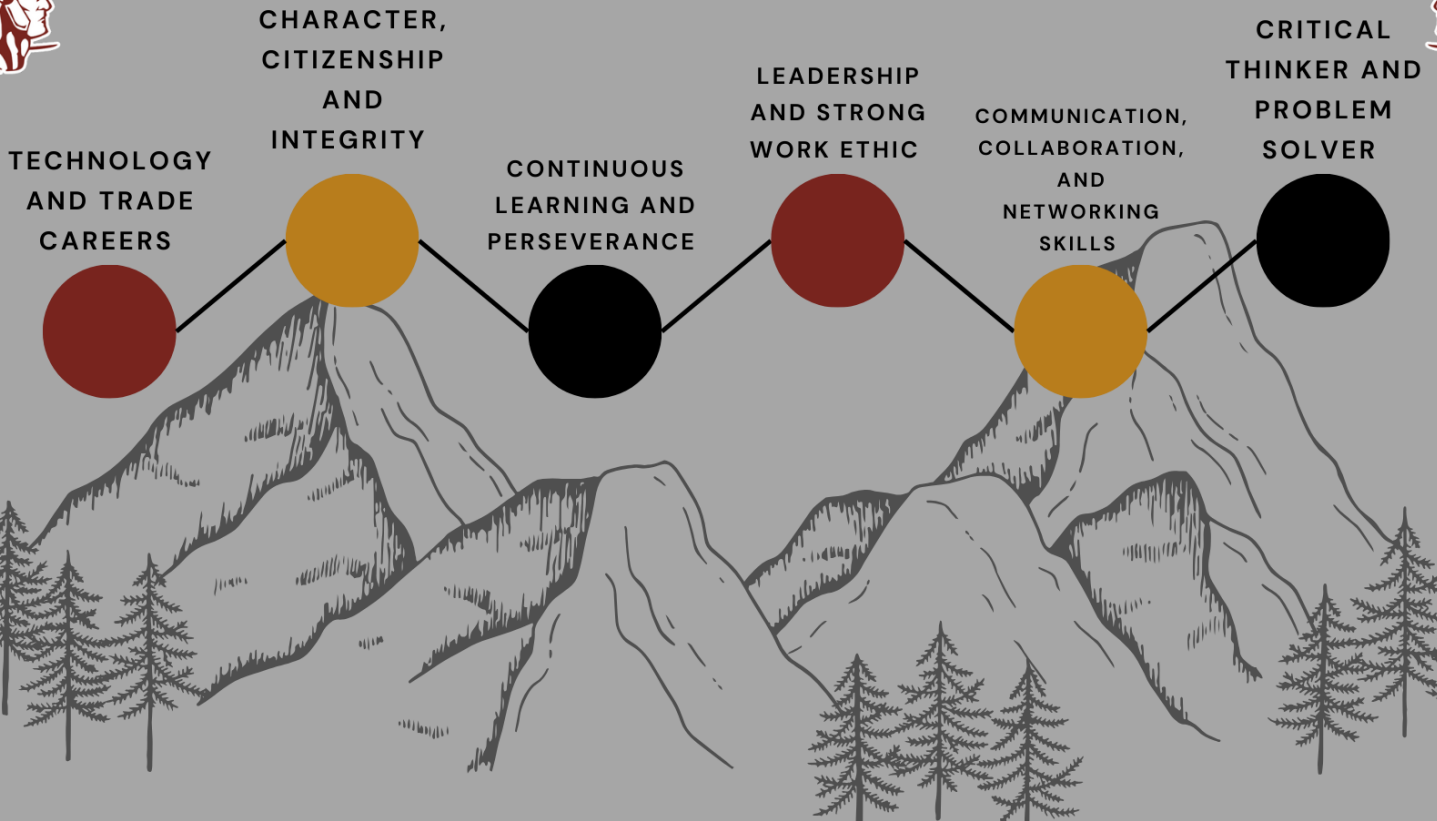
*Empowering students to
develop good character,
achieve academic
excellence, and succeed
as lifelong learners.*

CORE BELIEFS

- Student learning should be the chief priority for the district based on high expectations for all.
- A Safe, supportive environment based on positive relationships and mutual respect promotes student learning and self-esteem.
- Each student should be provided with a variety of instructional approaches that reflect an individual's unique physical, social, emotional and intellectual needs.
- The commitment to continuous improvement is imperative to empower students to be confident, self-directed members of society
- The community, parents, school staff, and students share the responsibility for advancing the district's mission.



PROFILE OF A TROJAN GRADUATE



Graduate Profiles

troyk12.org

PROFILE OF A MIGHTY MUSTANG



GOOD CHARACTER
 TIME MANAGEMENT
 CONFIDENCE

TEAM WORK

GOOD JUDGMENT
 RESPECT
 LEADERSHIP

Troy School District Comprehensive Needs Assessment



Analyze Your data

Review local data and fill in the chart below. Rank is determined as the lowest average score for a component as 1 to the highest average score for a component as 9. An example is provided in the shaded Professional Development to Improve Instruction and Outcomes.

Components		Data Rank Areas of Strength (Scores of 4)	Areas for Growth Next Steps (Scores of 1 or 2)	
School Quality 3 Elementary (3.1)	Elementary 5	<ul style="list-style-type: none"> ● Clear vision & mission ● Positive climate & Environment ● Communication w/families HS (3.3) <ul style="list-style-type: none"> ● Clear vision & mission ● Positive climate & environment ● School conditions are safe, healthy, & promote learning. ● Teaching practices inclusive of all cultures ● Communication w/families ● Regular communication among admin, staff, & families to meet the needs of students. 	<ul style="list-style-type: none"> ● Student focus group for decision making ● Anti-bullying policy ● School board openly communicates ideas and plans with admin & staff to support progress toward goals HS <ul style="list-style-type: none"> ● Climate goals are developed, communicated, clearly written into required plans, and revisited monthly ● Anti-bullying policy ● School board openly communicates ideas and plans with admin & staff to support progress toward goals 	
Program and/or Content Standards and Instruction	3 3	Elementary (3.1) <ul style="list-style-type: none"> ● Evidence-based materials ● Instructional materials aligned with content standards ● Staff implements evidence-based practices & strategies w/fidelity HS (2.8) <ul style="list-style-type: none"> ● Motivation & engagement are carefully considered when materials are reviewed and selected. 	Elementary <ul style="list-style-type: none"> ● Indian ed for all is integrated into all grade levels & subjects ● Literature about MT indigenous people available HS <ul style="list-style-type: none"> ● EL learners are encouraged to reference and when possible provided content related materials in their native language. ● Indian Ed for all is integrated into all grade levels and subjects. ● Literature about MT indigenous people available 	
Assessment and Data- Driven Decision Making to Inform Instruction	6	Elementary (3.8) <ul style="list-style-type: none"> ● Assessment tools aligned with content standards ● Progress monitoring for both academics & behavior is collected systematically & analyzed regularly ● Teams collect data to ensure practices are supported by evidence 		

Troy School District Comprehensive Needs Assessment



	8	<ul style="list-style-type: none"> Valid & reliable screening, diagnostic, formative, & summative assessments are in place <p>HS (3.8)</p> <ul style="list-style-type: none"> Assessment tools aligned with content standards Progress monitoring for both academics & behavior is collected systematically & analyzed regularly Teams collect data to ensure practices are supported by evidence Valid & reliable screening, diagnostic, formative, & summative assessments are in place 		
Amount and Quality of Instruction	5	<p>Elementary (3.5)</p> <ul style="list-style-type: none"> Leaders prioritize instruction by scheduling uninterrupted blocks of instructional time during the day Teachers use explanations, examples, & guided practice to organize lessons & provide clarity Consistent data protocol in place to move students within & between tiers of instruction Implementation of MTSS framework is evident across all content areas & provides supports for all students. Use of MTSS framework is clear, consistent, and evident <p>5</p> <p>HS (3.3)</p> <p>Students with disabilities participate in</p> <ul style="list-style-type: none"> learning at all tiers. Teachers use explanations, examples, & guided practice to organize lessons & provide clarity Consistent data protocol in place to move students within & between tiers of instruction Use of MTSS framework is clear, consistent, and evident 	HS	<ul style="list-style-type: none"> Student achievement has been improved by reducing class size w/ Title II funds
Instruction and Supports for At-Risk	3	<p>Elementary (3.1)</p> <p>Explicit & systematic instruction is prioritized when reviewing programs for at-risk students. EL students are not penalized in grading for their lack of English proficiency</p>	Elementary	<ul style="list-style-type: none"> All teachers are trained to monitor students' use of language and fill out a language observation survey <p>HS</p>

Troy School District Comprehensive Needs Assessment



Students	1	<p>HS (2.6)</p> <ul style="list-style-type: none"> District has a clear process for identifying students requiring additional instructional support for academics, behavior, & social emotional learning. 	<ul style="list-style-type: none"> MT early warning system is being implemented to identify students in need of extra support After assessment and analysis of scores, individualized strategies are effectively communicated to and implemented by all of an EL teachers All teachers are trained to monitor students' use of language and fill out a language observation survey EL are not penalized in grading for lack of English proficiency 	
Motivation in Teaching and Learning	2 2	<p>Elementary (3.0)</p> <ul style="list-style-type: none"> Opportunities for staff & student choice are provided to increase willingness to learn, attain goals, & impact change. <p>HS (2.7)</p> <ul style="list-style-type: none"> Opportunities for staff & student choice are provided to increase willingness to learn, attain goals, & impact change. 	<p>Elementary</p> <ul style="list-style-type: none"> Intentional opportunities are provided for educators' voices to be heard in order to increase motivation & remain invested in the school improvement process. <p>HS</p> <ul style="list-style-type: none"> Students are involved in setting individual learning goals. 	
Professional Development to Improve and Increase Teachers' Understanding & Knowledge	8 3	<p>Elementary (4.3)</p> <ul style="list-style-type: none"> Professional development plan aligned to school goals is shared with staff each year Parents & caregivers are viewed as partners & are offered opportunities to provide feedback on goals & expectations PD in explicit, systematic instruction & content standards is provided to new staff members PD is provided on meeting the needs of ALL learners PD plan includes opportunities for planning & practice so knowledge and skills learned can be implemented in classrooms <p>HS (2.8)</p> <ul style="list-style-type: none"> Parents & caregivers are viewed as partners & are offered opportunities to provide feedback on goals & expectations 	<p>Elementary</p> <ul style="list-style-type: none"> PD is provided on Indigenous practices involving celebrations & grief <p>HS</p> <ul style="list-style-type: none"> PD is provided on Indigenous practices involving celebrations & grief Families have access to printed materials if online access is not possible. 	

Troy School District Comprehensive Needs Assessment



Community and Family Engagement	2	<p>Elementary (3.0)</p> <ul style="list-style-type: none"> At least 3 times per year, parents and families are provided data on student progress & are given ideas and strategies to help their student achieve grade-level expectations. Families are connected with local community resources to provide greater support for students Family and community engagement activities are clearly linked to the goals, expectations, and desired academic outcomes 	<p>HS</p> <ul style="list-style-type: none"> A yearly review of the Title I plan takes place and is shared with parents 	
Functional School Board	7	<p>Elementary (3.9)</p> <ul style="list-style-type: none"> Objective, evidence-based evaluation of the superintendent is completed by the board annually Board chair and superintendent openly & routinely communicate with each other with focused support on district goals Budgets are aligned to district needs & goals By April, a budget aligned to goals is adopted County treasurer is informed of Board action taken on the budget in August Each May, a strategic plan is created to guide decision making for the following year & a mid year progress review is completed. School board has a procedure for ensuring members who cannot attend trainings receive information. School board meets at least monthly with a required quorum. School board members have been provided training on their role & responsibilities School board policy & procedures are reviewed annually and updated when a need is identified, there's a change in best practice, or state law necessitates it. <p>HS (3.6)</p> <ul style="list-style-type: none"> Objective, evidence-based evaluation of the 	<p>HS</p> <ul style="list-style-type: none"> County treasurer is informed of Board action taken on the budget in August 	

Troy School District Comprehensive Needs Assessment



		<p>superintendent is completed by the board annually</p> <ul style="list-style-type: none"> • Board chair and superintendent openly & routinely communicate with each other with focused support on district goals • Budgets are aligned to district needs & goals • By April, a budget aligned to goals is adopted • Each May, a strategic plan is created to guide decision making for the following year & a mid year progress review is completed. • School board has a procedure for ensuring members who cannot attend trainings receive information. • School board meets at least monthly with a required quorum. • School board members have been provided training on their role & responsibilities • School board policy & procedures are reviewed annually and updated when a need is identified, there's a change in best practice, or state law necessitates it. 		
Resource Allocation	<p>6</p> <p>3</p>	<p>Elementary (3.8)</p> <ul style="list-style-type: none"> • Adequate fiscal resources are provided to support improving instruction • Administrative team meets at least quarterly for updates on allocations, cash balances, invoicing, expenditures • Business clerk reconciles cash balances monthly • Draw-downs occur regularly from current budgets • Federal expenditures align to laws, regulations, and purposes outlined in egrants • District meets regulatory guidelines and is not in fiscal high-risk reimbursement status with OPI <p>HS (2.8)</p> <ul style="list-style-type: none"> • Adequate fiscal resources are provided to support improving instruction • Administrative team meets at least quarterly for updates on allocations, cash balances, invoicing, expenditures 	HS	<ul style="list-style-type: none"> • Budget considerations and limitations for district goals are shared with staff • Business clerk reconciles cash balances monthly

Troy School District Comprehensive Needs Assessment



Functional Structures	4 6	Elementary <ul style="list-style-type: none"> Accreditation report is in regular status (3.2) HS (3.5) <ul style="list-style-type: none"> A functional information technology system is in place to meet teacher and student needs School buildings are functional 		
Personnel Retention	1 4	Elementary (2.5) <ul style="list-style-type: none"> A clear and consistent evaluation system is in place that supports improvement through professional learning and coaching for all staff & all levels of experience. HS (3.0)	Elementary <ul style="list-style-type: none"> A plan exists for clear and consistent recruiting of high-quality teachers and staff with additional recruiting incentives for high need and hard to fill areas. 	

Community Survey

Top Characteristics We Value

- Respect 47.5%
- Responsibility 44.3%
- Honesty 29.5%
- Compassion 27.9%
- Community 26.2%
- Knowledge/Academics 23%

61 Responses from the Community

- 55.7% Parents
- 37.7% Community Members
- 6.6% Students

Academic Areas We Want to Expand

- College/Career/Trade School 57.4%
- Mental Health Awareness 52.5%
- Study Skills/Interventions 42.6%
- Technology 18%

STUDENT DATA ANALYSIS



i-READY/MAP READING BENCHMARK ASSESSMENT: FALL TO SPRING GROWTH

Grade Level	Fall % @ Tier 1	Winter % @Tier 1	Change in Tier 1 F→W (+) (-)	Spring % @Tier 1 in Tier 1	Change in Tier 1 W→S (+) (-)	Change in Tier 1 F→S (+) (-)	Fall % at Tier 3	Winter % at Tier 3	Change in Tier 3 F→W (+) (-)	Spring % @Tier 3	Change in Tier 3W→S (+) (-)	Change in Tier 3 F→S
	93			93		0	70			70		0
TK	83	21	+13	48	+27	+40	22	00	0	0	0	0
K	13	11	+8	40	+29	+37	22	17	-22	17	0	0
1st	23	21	+7	38	+17	+25	23	13	-5	13	0	-5
2nd	28	27	+4	34	+7	+11	24	12	-10	12	0	-10
3rd	14	52	+4	36	-16	+8	36	27	-12	32	0	-12
4th	57	17	+3	23	+6	+9	25	13	-9	19	+5	-4
5th	52	56	-1	43	-13	-17	7	7	-12	18	+6	-6
6th	34	44	-8	41	-3	-11	12	15	0	24	+11	+11
7th	47	39	+5	24	-15	-10	13	11	+3	13	+9	+12
8th	52	53	+6	45	-8	-2	8	13	-2	33	+2	0
9th	72	55	-3	34	-21	-18	0	8	+5	29	-20	+25
10th	0	71	-1	52	-19	-20	22	12	+8	12	+21	+29
11th		3	+3	15	+12	+15			-10		0	-12
SPED Elem.												
SPED MS/HS	20	20	0	19	-1	-1	27	40	+13	56	+16	+29
Elem Females	17	31	+14	38	+7	+21	15	7	-8	8	+1	-7
Elem Males	12	17	+5	35	+18	+23	30	16	-14	15	-1	-15

MS/HS Females	56	54	-2	37	-17	-19	5	11	+6	19	+8	+14
MS/HS Males	50	52	+2	35	-17	-15	11	11	0	15	+4	+4
Econ. Disadv. EL	5	14	+9	19	+5	+14	33	20	-13	20	0	-13
Econ. Disadv. MS/HS	29	47	+18	31	-16	+2	28	16	-12	28	+12	0
Elem.	15	24	+9	36	+12	+21	22	11	-11	12	+1	-10
MS/HS	51	52	+1	39	-13	-12	8	11	+3	23	+12	+15
District	33	38	+5	38	0	+5	15	11	-4	18	+7	+3

i-READY/MAP MATH BENCHMARK ASSESSMENT: FALL TO SPRING GROWTH

Grade Level	Fall % @ Tier 1	Winter % @Tier 1	Change in Tier 1 F→W (+) (-)	Spring % @Tier 1	Change in Tier 1 W→S (+) (-)	Change in Tier 1 F→S (+) (-)	Fall % at Tier 3	Winter % at Tier 3	Change in Tier 3 F→W (+) (-)	Spring % @Tier 3	Change in Tier 3 3W→S (+) (-)	Change in Tier 3 F→S
K	4	25	+21	44	+19	+40	0	0	0	0	0	0
1st	3	11	+8	51	+40	+48	23	13	-20	0	-3	-23
2nd	0	17	+17	29	+12	+29	35	10	-22	13	0	-22
3rd	3	10	+7	29	+19	+26	17	8	-7	3	-7	-14
4th	16	36	+20	52	+16	+36	16	23	-8	8	0	-8
5th	11	13	+2	19	+6	+8	39	8	-16	13	-10	-26
6th	32	38	+6	54	+16	+22	11	11	-3	0	-8	-11
7th	40	33	-7	43	+10	+3	15	21	-4	14	+3	-1
8th	33	24	-9	21	-3	-12	21	9	0	24	+3	+3
9th	37	33	-4	38	+5	+1	10	8	-1	5	-4	-5
10th	52	50	-2	40	-10	-12	16	4	-8	16	+8	0
11th	62	54	-8	33	-21	-29	0		+4	29	+25	+29

JH/HS	45	39	-6	35	-4	-10	12	11	-1	18	+7	+6
ELEM	6	18	+12	32	+14	+26	22	10	-12	6	-4	-16
DIST	26	29	+3	34	+5	+8	17	11	-6	12	+1	-5

BENCHMARK ASSESSMENT: DISADVANTAGED SUBGROUPS

Dig Deeper:

- Look at disadvantaged subgroup data (page 5). What do you notice? Why might this be?
- Are we closing the achievement gap between student groups?
- Why do you think this might be?
- What inferences can you make?

Subgroup: Sped

Grade Level Gap	students in FALL	students in SPRING	(+) (-)	narrowed? Y/N
K	11%	22%	+11	N
1st	5%	14%	+9	N
2nd	18%	27%	+9	N
3rd	29%	23%	-6	Y
4th	30%	43%	+13	N
5th	17%	26%	+9	N
6th	9%	45%	+36	N
7th	58%	47%	-11	Y
8th	4%	27%	+23	N
9th	37%	4%	-33	Y
10th	54%	36%	-18	Y
11th	44%	23%	-21	Y
Elementary	17%	29%	+12	N
JH/HS	39%	27%	-12	Y
District	28%	28%	0	N/A

Subgroup: Economically Disadvantaged

Grade Level Gap between	students in FALL	Gap between students in SPRING	Change F→S (+) (-)	Was the gap narrowed? Y/N
K	11%	22%	+11	N
1st	4%	19%	+15	N
2nd	16%	47%	+31	N
3rd	39%	49%	+10	N
4th	37%	25%	-12	Y
5th	7%	24%	+17	N
6th	0%	1%	+1	N
7th	14%	11%	-3	Y
8th	19%	12%	-7	Y
9th	30%	48%	+18	N
10th	0%	0%	0	n/a
11th	75%	0%	-75	Y
Elementary	16%	27%	+11	N
JH/HS	28%	14%	-14	Y
District	22%	21%	-1	Y

Subgroup: Females outperforming males

Grade Level Gap between	students in FALL	Gap between students in SPRING	Change F→S (+) (-)	Was the gap narrowed? Y/N
K	4%	29%	+25	N
1st	7%	12%	+5	N
2nd	30%	21%	-9	Y
3rd	8%	6%	-2	Y
4th	10%	5%	-5	Y
5th	10%	9%	-1	Y
6th	5%	14%	+9	N
7th	18%	2%	-16	Y
8th	5%	2%	3	Y
9th	10%	26%	+16	N
10th	22%	11%	-11	Y
11th	27%	4%	-23	Y
Elementary	11%	14%	+3	N
JH/HS	16%	9%	-7	Y
District	14%	12%	-2	Y

SBAC Proficiency by Cohorts

Compare last year's performance overall proficiency with this year's overall proficiency (and even further back, if you choose).

a. Look at the grade level proficiencies over time (following cohorts of students from 3rd to 4th to 5th ,etc.)

b. Continue the same reflection process for (1) What do I notice? (2) Why do I think this is so? (3) What inferences can I make?

ELA/Literacy							
	3rd	4th	5th 6th		7th	8th	District SBAC
2016/2017	45%	33%	55%	50%	57%	67%	51.2%
2017/2018	33%	53%	52%	60%	56%	43%	49.5%
2018/2019	45%	42%	66%	60%	64%	54%	55.2%
2019/2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020/2021	44%	48%	55%	62%	57%	45%	51.8%
2021/2022	63%	37%	52%	48%	45%	58%	50.5%
2022/2023	44%	52%	35%	50%	59%	33%	45.5%

Math							
	3rd	4th	5th	6th	7th	8th	District SBAC
2016/2017	35%	44%	55%	35%	43%	27%	39.8%
2017/2018	29%	47%	48%	50%	31%	33%	39.7%
2018/2019	50%	28%	44%	50%	44%	38%	42.3%
2019/2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020/2021	36%	38%	27%	41%	30%	35%	34.5%
2021/2022	67%	23%	21%	44%	29%	18%	33.6%
2022/2023	50%	60%	29%	64%	24%	30%	42.8%

ACT data

	Math	Science	Stem	English	Reading	Wri ng	ELA	District Composite
2014/2015	18.1	19.1		16.7	19.2			18.4
2015-2016	16.8	18.2		17.3	19.0			17.9
2016/2017	19.3	19.3		17.7	20.1			19.3
2017/2018	19.0	19.0		16.0	18.0			18
2018/2019	18.7	19.6	19.4	18.4	19.7	6.1	17.9	19.3
2019/2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020/2021	18.4	19.5	19.2	17.3	19.5	5.4	16.7	18.8
2021/2022	17.7	17.7	18	15.5	17.3	5.2	15	17.2
2022/2023	18.9	20.1	19.8	20.4	21.8	5.7	19.3	20.4

DISTRICT S.M.A.R.T. GOALS



1.

Indian Education for All

By June 2025, Teachers will have received Professional Development from the Office of Public Instruction in order to align curriculum K-12 and provide staff with knowledge, skills, and content to ensure Indian Education for All means cultural enrichment, academic engagement, and equitable pedagogy for students as assessed and supervised by the Troy District Improvement Team.

2.

Anti-Bullying Policy

By June 2025, The District will review its anti-bullying policy with feedback from students and implement a guidance plan to actively teach students about different types of bullying behavior and strategies for reporting issues as assessed and supervised by the Troy School Improvement Team.

3.

Reduce Student Achievement Gaps in Reading and Math

By June 2025, Teachers will implement strategic academic interventions for students that were below grade levels on benchmark assessments in reading and math with an emphasis on closing achievement gaps for special education, economically disadvantaged, and male students by 6% as assessed by i-Ready data and state SBAC testing and reviewed by the District Improvement Team on a monthly basis.

Goal #1: Indian Education for All

By Fall 2025, Teachers will have received Professional Development from the Office of Public Instruction in order to align curriculum K-12 and provide staff with knowledge, skills, and content to ensure Indian Education for All means cultural enrichment, academic engagement, and equitable pedagogy for students as assessed and supervised by the Troy District Improvement Team.

S	Specific	<ul style="list-style-type: none">• Professional Development on Indian Education from OPI Staff• Alignment of K-12 Indian Education Curriculum
M	Measurable	<ul style="list-style-type: none">• Professional Development Provided to Staff from the Office of Public Instruction• K-12 Curriculum Aligned with culturally appropriate lessons and materials
A	Attainable	<ul style="list-style-type: none">• PIR Time will be dedicated by administration for Professional Development and curriculum mapping
R	Relevant	<ul style="list-style-type: none">• Indian Education for All was identified as an area of need on our Comprehensive Needs Assessment in Fall 2023• Office of Public Instruction has an increased priority on making sure Indian Education for All curriculum uses appropriate content/curriculum and materials; Provide training for Staff
T	Time Bound	<ul style="list-style-type: none">• Professional Development is scheduled with OPI for February 9th• PIR Time will be given to staff in Spring 2024 and Fall 2024 to Align curriculum

Goal #2: Anti-Bullying Policy

By Fall 2025, The District will review its anti-bullying policy with feedback from students and implement a guidance plan to actively teach students about different types of bullying behavior and strategies for reporting issues as assessed and supervised by the Troy School Improvement Team.

S	Specific	<ul style="list-style-type: none">• School Board Review of Anti-Bullying Policy• Staff Implementation Plan; Student Lessons with Timeline
M	Measurable	<ul style="list-style-type: none">• Staff Implementation Plan; Student Lessons with Timeline
A	Attainable	<ul style="list-style-type: none">• Board will Review current Anti-Bullying Policy at February Board Meeting• PIR Days will be used to help Counseling/Guidance Staff time to prepare student lessons and come up with a timeline for presentations
R	Relevant	<ul style="list-style-type: none">• The Comprehensive Needs Assessment from Fall 2024 showed this to be an area of high need by all stakeholders• Behavior has been identified as an area of concern by staff, students and parents• A recent community survey highlighted “Bullying” as a major issue in the District
T	Time Bound	<ul style="list-style-type: none">• Professional Development Time will be given to Counselors on February 9• Anti-bullying curriculum with student lessons will be implemented starting Spring 2023 and continue throughout the 2024-2025 school year; Timeline will be available with curriculum

Goal #3: Student Achievement

By Fall 2025, Teachers will implement strategic academic interventions for students that were below grade levels on benchmark assessments in reading and math with an emphasis on closing achievement gaps for special education, economically disadvantaged, and male students by 6% as assessed by i-Ready data and state SBAC testing and reviewed by the District Improvement Team on a monthly basis.

S	Specific	<ul style="list-style-type: none">• Grade Level Collaboration Meetings• District Improvement Team Meetings• Strategic Math & Reading Interventions• Small class sizes for extra teacher support<ul style="list-style-type: none">◦ TK - 2nd Grade: 18 students◦ 3rd - 5th Grade: 26 students◦ 6th - 12th Grade: 28 students
M	Measurable	<ul style="list-style-type: none">• i-Ready Benchmark Assessments• SBAC State Test Scores
A	Attainable	<ul style="list-style-type: none">• Monthly review of student data by grade level teachers• Flexible intervention groups to address specific student needs• Additional testing for students that fall below benchmark
R	Relevant	<ul style="list-style-type: none">• The District Improvement Team has identified subgroups that have the biggest achievement gaps in Reading and Math including: special education students, males and economically disadvantaged students.
T	Time Bound	<ul style="list-style-type: none">• Collaborative Teacher meetings will be placed on the calendar to review data and academic interventions on a monthly basis.• The District Improvement Team will meet monthly to discuss student data and progress in Reading and Math.

Professional Development

FRAMEWORK

2023–2024

Focus: Student Engagement & Active Learning; Indian Education for All

Courses/Presentations: [Teach Like a Champion](#); [OPI Indian Education for All](#)

Book Studies: [Teach Like a Champion](#) ; [Extreme Ownership](#)

Training: [District Universal High Impact Strategies](#) ; Curriculum Alignment Indian Education for All

Teacher Hub Courses:

- Building your IEFA Mindset: Culturally Responsive and Informed Teaching for All
- Building your IEFA Mindset: Unpacking the Essential Understandings
- How to use the Framework: A practical guide for Implementing IEFA

2024–2025

Focus: Student Behavior, Relationships & Safety

Course: Fostering Resilient Learners; Differentiation

Book Studies: [Fostering Resilient Learners](#) and [A Framework for Understanding Poverty](#)

Training: Review of Anti-Bullying Policies & Timeline for Student Social Skills Lesson; Safety/CPR Certification

Teacher Hub Courses:

- Trauma Informed Practices
- Safe & Caring Schools
- Emotional and Mental Wellness: K-8 Simulation
- Emotional and Mental Wellness: 9-12 Simulation

2025–2026

Focus: Classroom Management & Universal High Impact Strategies

Course: [Writing Revolution: Instructional Strategies](#) by Harry Wong

Book studies: [The First Days of School](#) and [The Classroom Instruction Book](#)

Training: Two Column Notes; District Universal Strategies

Teacher Hub Courses:

- Writing for Disciplinary Literacy
- Writing Across the Disciplines
- Writing Across the Disciplines
- Using Writing to Teach Critical Thinking
- Supporting Readers with Informational Text
- Introductory to Disciplinary Literacy and the Standards
- Close Reading Strategies for Secondary Schools

Community Engagement Plan

Best Practices Established by District

- Parent Teacher Conferences: October 10, 2023; November 3, 2023; March 7, 2024
- IEP and 504 Meetings; Vocational Rehabilitation Meetings (Throughout Year)
- FAFSA Nights: November 13, 2023; January 15, 2024
- Open House/Community Dinner: August 29, 2023
- Comprehensive Needs Assessment/Community Surveys : Spring 2023, Fall 2024
- Scholarship Night: February 22, 2024
- Career Fair: April 30, 2024
- Reality Fair: January 5, 2024

Community Presentations:

- Calendar Listening Session: September 18, 2023
- SEEDS Training/Parent Night with Dinner: October 26, 2023
- Fentanyl Education: November 17, 2023
- Internet Crime: February 6, 2024
- Mental Health Awareness; May 8, 2024

Community Events:

- Homecoming Float Decorating & Tailgating Night: September 28-29, 2023
- Halloween Walk: October 28, 2023
- Trunk or Treat: October 31
- VFW Assembly & Breakfast: November 10, 2023
- JH Carnival & Dance: February 10, 2024
- Art Show & Strut Your Stuff: May 21, 2024
- Sports Award Dinner: May 23, 2024

Transformational Learning Days:

Elementary

- Camp Elohim Outdoor Fun: October 30, 2023
- Science Day: November 17, 2023
- Fairytale Day: December 15, 2023
- Track Meet: May 23, 2024

JH/HS Community Service/Learning Days

- Homecoming Activities: September 22, 2023
- Fall Activities: October 27, 2023
- Gratitude Day: November 17, 2023
- Christmas Activities: December 15, 2023
- Winter Activities: January 26, 2024

Meet the Team

Community & Family Engagement



Meetings

- October 24 @ 4:00 pm
- November 16 @ 4:00 pm
- January 18 @ 4:00 pm
- February 15 @ 4:00 pm
- March 24 @ 4:00 pm

The Team

Our team is made up of eight different community members that include: Parents, Board Members, Community Members, Teachers and Administrators

Our Purpose

- Graduate Profile
- Comprehensive Needs Assessment
- Professional Development
- Family & Community Engagement Plan
- Strategic Plan

Community & Family Engagement

Goals:

- Improve Communication Across the District
- Expand Adult Education Program
- Address the needs outlined in the CNA & District Surveys
- Increase student opportunities to engage with the community
- Plan for Professional Development that is meaningful and helps the District meet its SMART goals
- Determine a plan of action for Open Enrollment next year
- Use community data to design a graduate profile

Action Plan

- Hire a PR Coordinator to improve the District Website and Facebook Page;
- Expand Adult Education by sending information in the mail through the "Communicator"
- Monthly meetings to work on Strategic Plan, Professional Development and Graduate Profile
- Transformational Learning Days to increase community involvement in student learning and provide community service activities

Open Enrollment

All Non-Resident District
Applications Due: May 1st

*Applications can be found online or picked up from
the Main Office*

Policy 3141

- Parents must also submit attendance, behavioral, and academic records for their child from the previous three school years.
- The Board of Trustees will make selections from applications and will notify parents if their child's application has been accepted or rejected by May 10th. Students that have been accepted will be approved at the June Board Meeting.

Acceptance of nonresident students will depend on class sizes with priority given to students who are from the McCormick or Yaak Elementary School districts already enrolled in the district.

Classroom Maximums for Student Enrollment:

TK:	18	students	6th:	28	students
K:	18	students	7th:	28	students
1st:	18	students	8th:	28	students
2nd:	18	students	9th:	25	students
3rd:	26	students	10th:	25	students
4th:	26	students	11th:	28	students
5th:	26	students	12th:	28	students

Open Enrollment

The Board shall approve an application for out-of-district attendance unless the trustees find that the impact of approval of the application will:

- Negatively impact the quality of education for resident students by grade level, by school, or in the District in meeting goals, standards, or objectives of quality that the trustees have previously adopted in a plan for continuous educational improvement required under the rules adopted by the Board of Public Education.
 - Small Classes and Intervention Services for Students to meet strategic goals for student achievement:
 - TK - 5th Grade: SIPPS, UFLI Interventions, Heggerty
 - 6th - 8th Grade: REWARDS, Teach/Re-Teach Math Model
 - 9th - 12th Grade: Mastery Prep, REWARDS, Teach/Re-Teach Math Model
- The approval would risk jeopardizing the educational quality within the District because the out-of-district student applying was:
 - Truant as defined in MCA § 20-5-106 in the last school district attended;
 - Expelled by another school district at any time; or
 - Suspended in another school district in any of the three (3) school fiscal years preceding the school fiscal year for which attendance is requested. This subsection (c) does not apply to a student eligible for special education or related services.