

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: [ARM 10.55.604\(4\)](#) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Lake County

DISTRICT: St. Ignatius School District #28

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

St. Ignatius Middle School

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709 Library Media Services

10.55.1801 Library Media Program Delivery Standards

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

Indian Education Committee was presented and discussion of our Annual District Goals and Report Card with evidence of plans, data, curriculum as well as reading goals that are included in the Standard Variance Application. Community members, Parents and Students were include in this meeting. Decemeber 20, 2022 Tribal Council was presented our Annual District Goals and Report Card with evidence of plans, data, curriculum as well as reading goals that are included in the Standard Variance Application. Once quarterly, Community Breakfast was presented and discussed the Annual Goals and Standards that were set up in both our Strategic Plan and Annual goals that will be attached. August 16, 2022 the Board, Community Members, Staff met to set our Annual Goals as they apply to the District Strategic Plan and Standard Deviation. (Both will be included) August 29,2022 Annual Data Day with Staff and Community members were we set Annual Smarter Balance goals for Standards and Standard Deviation

- 3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

Monthly, the Community and School Board are presented and discussed the Annual Goals and Standards that were set up in both our Strategic Plan and Annual goals that will be attached. August 16, 2022 the Board, Community Members, Staff met to set our Annual Goals as they apply to the District Strategic Plan and Standard Deviation. (Both will be included) August 29, 2022 Annual Data Day with Staff and Community members were we set Annual SBAC goals for Standards and Standard Deviation. Community Library Collaboration Agreement includes community members and city council input into the planning and implementation of the variance application. IEC and Student Led Conferences included school goals and achievement data. March 2, 2023 at 3:15 pm the board reviewed the variance application and plan and approved the plan. (Included)

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

2021-2022- 17.6

2020-2021 17.9

2018-2019 18.6

Goal: 19.5

Grade Proficient	ELA 21	ELA 22	ELA Nearing	Goal State 21
Grade 3	na	18	26	47
Grade 4	9	25	18	47
Grade 5	24	36	28	47
Grade 6	10	16	13	47
Grade 7	44	32	22	47
Grade8	14	6	21	47

Covid has made academic achievement a new goal and recovering learning loss.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Included above is the reading goal and achievement level. We will also include the Achievement Gap Data that will show we are closing and exceeding the gap for Native Americans with a gap of 6%. Our district was honored with the 7th Generation Award for Academic Achievement Improvements from OPI as well as a the "Rilla" award for our data improvements from EDHUB. We are a Montana Behavioral Initiative (PBIS) "Platinum" School in the Elementary, Middle and High School three years in a row. Administrative Walk Throughs are being used to provide feedback to the certified librarian in the domains of: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. We continue to maintain and review quarterly the accurate numbers of library usage from students. We have hired a paraprofessional to aid our librarian in all duties of the librarian.

- c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

We are currently tracking STAR Assessments in Reading at 41.5 % proficiency. Our goal is 80%. We have set an Annual goal: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.) The library usage and gathering of information from students has become much more technical; students gather facts and information for the web way more than books. This transition and use of the library will mean changes that will need to change our protocols and library systems in the near future.

Technology and proper use of electronics will be the focus and future of Library Science and exploration of the role of instruction and standards will change to meet this need. the role of librarian has changed and so should the standards and expectations.

- 6. Provide a statement of the mission and goals of this proposed renewal variance.**

The measurable objective remain the same. The only addition would be Goal #2 under Student Achievement: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.)

- 7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

A new Strategic Plan will be included, but the goals for this proposal renewal variance remain the same. We have not changed how we are reaching this goal. The measurable objective remain the same. The only addition would be Goal #2 under Student Achievement: Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.)

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

The numbers have changed but the tool remains the same. (Current Data Included)
Smarter Balance, STAR, ACT

9. In what way does this variance meet the specific needs of the students in the school(s)?

Remains the same. No Changes to how we meet student needs. Academic Achievement has become our biggest goal on the heels of covid and learning loss. Increasing our Academic Achievement and our goal will remain getting us back to the level of the State.

10. Describe how and why the proposed variance would be:

a. Workable

We serve between 480-500 students a year. With 2.5 total FTE we are able to offer great service to our students in the library. We have used this system for years with minimal changes and it continues to work well for all students.

b. Educationally sound.

We serve between 480-500 students a year. With 2.5 total FTE we are able to offer great service to our students in the library. We have used this system for years with minimal changes and it continues to work well for all students. The standards for library need to change, we use our systems proficiently to offer sound standards for learning.

- c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

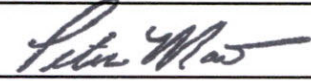
We will include our library standards that meet 10.55.1101 through 10.55.2101

- d. **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

We will include our library standard that align with ARM Chapter 53 and 54.

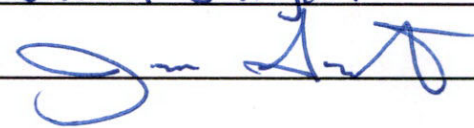
Required school district signatures:

Board Chair Name: Peter Matt

Board Chair Signature: 

Date: 3-2-23
4 p.m.

Superintendent Name: Jason Sargent

Superintendent Signature: 

Date 3-2-23
4 p.m.

Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve Deny

Board of Public Education Chair _____ Date _____

Approve Deny


Required school district signatures:

Board Chair Name: Peter Matt

Board Chair Signature: 

Date: 3-2-23
4 p.m.

Superintendent Name: Jason Sargent

Superintendent Signature: 

Date: 3-2-23
4 p.m.

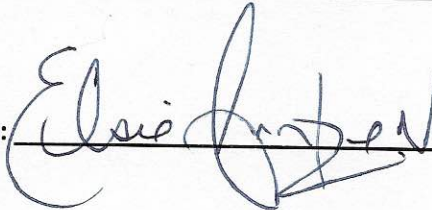
Mail the signed form to:

**Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**

OPI USE ONLY

Superintendent of Public Instruction:

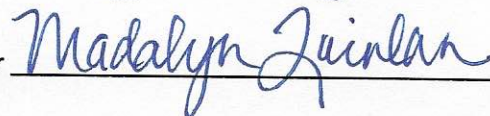
Approve Deny



Date: 5/2/23
10:29 AM

Board of Public Education Chair

Approve Deny



Date: 5/12/2023



Thursday, March 2, 2023
Special Board Meeting 3:15 pm District Office Meeting Room

Special Board Meeting -Approve Library Variance Standards Request

1. New Business

1.01 Library Variance

Posted in public and distributed to Governing Board Members three days before the Meeting.

**BOARD OF TRUSTEES SPECIAL BOARD MEETING MARCH 2ND, 2023 AT 3:15. LOCATION: ST. IGNATIUS
DISTRICT OFFICE MEETING ROOM.**

BOARD MEMBERS IN ATTENDANCE: Peter Matt, JP Thomas, and Jeff Evans were available by phone call and Mary Leishman and Tony Incashola were both present.

GUESTS/STAFF: RaSena Christopher, Assistant District Clerk, Jason Sargent- SUPT-

CALL TO ORDER 1.01-Pledge of Allegiance Peter Matt called the meeting to order at 3:15 pm and acknowledged the presence of a board quorum.

1.01 Library Variance

Application- JP Thomas motioned to approve the Library Standard Variance Plan and Expectations as presented. Mary Leishman seconded the motion which passed unanimously.

Meeting adjourned at 3:18 PM

Grade Proficient	ELA 21	ELA 22	ELA Nearing	State 21	Math 21	Math 22	Math Nearing	State 21
Grade 3	na	18	26	47	na	23	40	36
Grade 4	9	25	18	47	24	31	31	36
Grade 5	24	36	28	47	26	23	41	36
Grade 6	10	16	13	47	27	13	17	32
Grade 7	44	32	22	47	33	30	24	35
Grade8	14	6	21	47	5	11	18	30
ACT	17.9	17.6		Goal 19				

Reading

52.5%

Math

62.7%

Academic Progress

**ALL category is 3-5 proficiency only.

**Total school proficiency is ~~42.1%~~ (R) & ~~38.8%~~ (M).

Grade	Reading	Reading State (21-22) SBAC (3-5)	Math	Math State (21-22) SBAC (3-5)
5	38% (33.5)	47.5%	28% (25)	33.8%
4	44.5% 29.5% (35.5)	45.8%	29.5% (29.5)	41.8%
3	32.5% (24.5)	44.2%	37.5% (36)	44.9%
2	40.5% (52)	-	46% (44)	-
1	36% (61)	-	46% (51)	-
K	76.5% (67.5)	-	-	-
ALL	33.33% (31.16)	45.9%	34% (30.16)	40.1%

41.5%

57.6%

Current Numbers Elementary
2/23/23

98

STUDENT INSTRUCTION

Selection and Use of Library Materials

The District maintains libraries primarily for use by District students. The Librarian is responsible for selecting materials for inclusion in the libraries, subject to the approval of the Board of Trustees. Prior to presenting materials for inclusion in the library, the Librarian may consider the existing collection, the curricular needs of the students, and the recommendations of the American Association of School Librarians in determining what materials are appropriate for the libraries.

Library materials may be checked out by students or staff during the instructional day. Students and staff who check out library materials are responsible for the care and timely return of such materials. Building principals may assess fines for damaged or unreturned books.

District residents may access the District libraries and/or check out library materials at the discretion of the building principal. Such access may not interfere with regular school and student use of such materials.

Any individual may challenge the selection of materials for use in the libraries. The Superintendent shall appoint a committee of teachers, librarians, and administrators as independent investigators pursuant to the Uniform Grievance Procedure to determine if the challenged material is properly located in the library.

Legal References: § 20-7-203, MCA Trustees' policies for school libraries
 § 20-7-204, MCA School library book selection

Cross References:

Policy History:

Adopted on:

Revised on: April 2009

The action taken will be communicated in writing to the person submitting the request. The action of the committee can be further appealed to the school board by any of the parties involved in the action.

The material in question shall continue to be used until formal review procedures are completed.

C. SUBJECT AREAS COLLECTED

1. Subjects
2. Present Collection Levels
3. Future Acquisitions levels

The library sees the need for improvement in the areas of Montana History, Biographies, Native American History, Religious material covering both fiction, and non fiction selections of differing religious viewpoints.

4. Special Collections
5. Other Considerations

POLICY IMPLEMENTATION, EVALUATION AND REVISION.

This Policy needs to be reviewed and updated at least every three years, with the approval of both the District #28 and Public Library Board.

Adopted: 27 day of January 2022.

Library Board Chair:

Brenda Arlunt

School Board Representative:

Leta Mas

**Mary Ann Erickson
St. Ignatius School – Community Library
Collection Management Policy**

A. INTRODUCTION

1. Mission Statement

The St. Ignatius School – Community Library seeks to accommodate school and public patrons using various print and non-print materials to enrich, enhance, and encourage reading for recreation and learning throughout their lifetime.

2. Purpose:

This policy is intended to provide a tool to assist in the shaping of library goals, patron needs, and acquisitions to the collection. It is intended to provide staff, school, governing bodies and the community with information as to how selections of materials are made. This policy will stay flexible in consideration of changing needs in an era of increasing information

3. Community Analysis & User Groups Defined:

The St. Ignatius School – Community Library operates under inter local agreement between School District #28 and the Town of St. Ignatius. A library board is established to oversee the public portion of the library, while the school district maintains governance over the school portion, and building.

We serve a community base of approximately 5400 potential patrons of which about 800 of those living in the Corporate Town limits of St. Ignatius. We serve patrons who enjoy farming, construction, service industry, and education along with other jobs as their source of income. A large percentage of our users are K-12 students, including public and home school students. We have a growing group of Amish, Hutterite, and Mennonites that are beginning to use the library.

4. Patron Needs and Services:

The library strives to maintain an up to date collection of fiction, and non fiction materials for readers of all ages. We provide adequate numbers of computers and other technology so that we rarely have patrons waiting to use equipment. Some of the needed programs that we are providing or developing include but not limited to Book Van during the summer months, computers, computer assistance or training, ILL, home delivery of materials for the elderly, and home bound.

5. Collection Description:

The collection that the library maintains includes selections for preschool, K-5th grade, middle, high school students, and the adult population. Our collection includes fiction, and non fiction books, VHS, DVD, Audio, and leap programs. We have a collection of both Native American, and Montana History.

6. Cooperative Collection Management and Interlibrary Loan

The library provides to the patrons interlibrary loan of items free of charge, unless the library is charged. We do this primarily through OCLC WorldCat.

B. COLLECTION DEVELOPMENT

1. Chronological Coverage

Volumes are retained in the collection contain information of a general nature relevant to the subject, and are kept well indexed until another volume is purchased which pre-empts this information. Volumes considered classics in the field are kept. The average age of our collection is 1985.

2. Formats

The following formats are collected in the library.

- Books, including large print
- Periodicals
- Videotapes
- DVD's
- Audio books (cassette, CD, Book & Cassette)
- Educational tapes
- Online Databases
- Local Newspapers
- Online E-Books
- Book Kits
- Leap pads, and programs

3. Multiple Copies

Need in the criterion for duplication for books and materials. A variety of different titles is usually preferable to duplicate copies of a single title. Need for duplicate titles are weighed against current demand and long-term use.

4. Languages

The policy limits the purchase of materials to the English language, with exception to dictionaries as reference material, and educational tapes. Non-English titles will be purchased if long term need arises. Non English titles can be ordered in by Interlibrary Loan through OCLC for short term use.

5. Funding Considerations:

Funding for the library is a combination of funds contributed by school district #28, local, county, state, and grant monies along with monies donated by the community. With School District #28 and the Public Library Board making the final decision on how monies are budgeted. Each board being responsible for their portion contributed.

6. Selection Criteria

The head librarians of the School and Public Library have the responsibility for selection and purchase of new material to be added to the collection.

The purpose of the selection process is to obtain expertly selected materials, to supply information and reference assistance. To help those engaged in education pursuits, and to provide recreational reading.

The library's policy is to purchase within budget limitation, the materials which satisfy patron needs. Established criteria for selection include judging the titles:

- Permanence or timely value
 - Accuracy
 - Authoritativeness
 - Clear presentation and readability
 - Social significance
 - Cost
 - Fair presentation of all sides of controversial issues.
(Title may be considered in context with the subject's treatment)
 - Author's reputation
 - Publisher's reputation
 - Title's availability elsewhere in the area
 - Avoidance of what is trivial, deliberately distorted, or primarily sensational or offensive.
 - Demand
-

7. Gift Policy

The library accepts gifts and donations with the library in conjunction with the school board having final authority of acceptance. Items donated to the library may or may not be added to the collection. Items not added to the collection may be sold, given away, or discarded in accordance with policy. No gifts shall be accepted with strings attached, unless approved by both the library board, and the school board. No appraisal of gifts can be given, but receipts will be given for the number of items donated upon request.

Once an item is donated to the library, it becomes the property of the library, and will be treated in the same manner as material purchased. If the donor wishes, a gift bookplate will be put on a book, identifying it as a gift from the named donor. Monetary gifts are accepted.

8. Collection Maintenance

Maintain a well-balanced collection that will match the wants of the users, real and potential. Only the librarian can perform the weeding task, or volunteers under his/her supervision, following generally accepted guidelines.

Weeding is undertaken to:

- Save space
- Make room for new materials
- Increase circulation
- Increase accessibility
- Improve efficiency
- Reduce Cost
- Improve collection, service, and support
- Support the curriculum of the school

Criteria for material to be weeded:

- Poor physical condition
- Outdated format – fine print, outdated and/or unattractive visuals
- Outdated and/or inaccurate content
- Inappropriate subject or treatment of a subject when considered in relation to the needs of students, teachers and community members it is intended to serve.
- Mediocre or poor quality presentation of content
- Unnecessary duplication
- Lack of use

Guidelines for disposal:

- In accordance with policy, discard at time of removal, advertise by email and display for classroom use. Items not taken for use will be listed as surplus.
- Removed from computerized database
- Removal of barcodes, and spine labels

9. Complaints and Censorship

The library staff exercise care in the selection of materials added to the library collection, however there will be occasions where teachers or members of the community may wish to request a reconsideration of a selection of library materials. In such an event the individual shall contact the librarian in an attempt to informally resolve the issue. If the matter cannot be resolved at that level, the individual will be referred to the superintendent.

The superintendent shall:

1. Have the person with the concern complete the required form, "Reconsideration of Library Material"
2. Acknowledge receipt of all written or verbal request for reconsideration of the material in question
3. Shall establish a formal review committee to review the request and the material in question.

Committee Review Procedures

The library board and the superintendent will establish the review committee. The committee will be chaired by the School or Public Librarian. The committee should be comprised of teachers from the grade level in which the material is intended, principal, students, or community members.

The committee will review the material in question and form opinions based on the material as a whole, not on select pages taken out of context. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material in a school related challenge.

The committee will formulate their recommendation and prepare a written report for the superintendent and the library board. The library board and superintendent will make the final determination for action.

95

Library Science

Overview

The library is designed to introduce, instruct, and aid the students in daily use of resources available within the library walls of St. Ignatius School Community Library. Students will use the skills they have learned to access information from print and non-print research media provided by the library. Reading for enjoyment will also be an essential part of library usage. Technology will play a large role in the students of the future. Students will know sources and how to evaluate them. Students will be encouraged to also use other forms of media, including print media.

Types of Media

Fiction

Nonfiction

Biography

Reference

Periodicals

Audio

Visual

Computer Usage

-World Book Online

-InfoTrac

-Automotive Repair

-
- Montana Library Network**
 - Netlibrary**
 - Montana Shared Catalog**
 - Internet Sites using Search Engines**

Library Media and Library Technology K-1

Content Standard: Students understand an inquiry process including how to access, evaluate, and use information.

Learner Result:

The student will:

1. Demonstrate the ability to locate the school library media center, circulation desk workstations, picture books, fiction books, and nonfiction books.
2. Demonstrate the ability to locate materials and return them to their correct place.
3. Demonstrate the ability to locate and check out materials for personal enjoyment or to advance academic knowledge.
4. Recognize information is available.
5. Identify the research task.
6. Identify topic with teacher help.
7. List questions about the topic.
8. Explore general collection resources (e.g. Fiction and non fiction).
9. Name people who are resources (e.g. family, teachers, librarian).
10. Identify community resources (e.g. librarians, museums).
11. Select the best resources available in a variety of formats (e.g. books, pictures).
12. Access information within resources (e.g. illustrations in books, videos).
13. Recognize that interviewing people is a source of information.
14. Recall previous knowledge of subject and build on that knowledge.
15. Identify with teacher help, a variety of methods for sharing information.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials, and technology.

Learner Results:

The Student will:

1. Describe and demonstrate the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedures and policies (e.g. rules, proper care of materials, compensation for lost or damaged materials).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator, or company.
5. Be able to recognize symbols of copyright.
6. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner Results:

The student will:

1. Listen and begin to read books for enjoyment as well as for information.
 2. Be exposed to a variety of authors, and illustrators at an appropriate level.
 3. Recognize and comprehend library vocabulary.
 4. Explore general collection resources (fiction and nonfiction).
-

5. Locate and define the parts of a book (cover, spine, title).
6. Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the books to begin, and processing from left to right and top to bottom.
7. Explore literature through a variety of technologies.
8. Use picture clues for understanding material presented.
10. Identify the element of "story" (e.g. character, setting).
11. Recall the sequence of stories.
12. Develop empathy through interaction with a story's character.
13. Develop an awareness of other cultures through interaction with a story.
14. Begin to explore award-winning literature (e.g. Caldecott).

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate a computer.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.

Library Media and Library Technology 2-3

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Demonstrate the ability to locate the school library media center, circulation desk, workstations, picture books, fiction books, and nonfiction books, reference and periodicals.
2. Demonstrate the ability to locate material and return them to their correct place.
3. Demonstrate the ability to locate and check out materials for personal enjoyment or to advance academic knowledge.
4. Recognize the need for and use available information.
5. State the research task at hand.
6. Identify topic with teacher help.
7. formulate questions about the topic.
8. Identify and record information already known.
9. Distinguish between broad and narrow topics (e.g. fish v.s. trout).
10. List steps needed to complete the task.
11. Identify different kinds of information (e.g. textual, pictorial, electronic).
12. Identify important words that could be used as search terms.
13. Identify community resources (libraries, museums, businesses, government agencies).
14. Identify elements of an effective product or presentation.
15. Access information within print resources (illustrations, the title page, table of contents, index).
16. Describe how headings and subheadings in text are used to organize information.
17. Be able to summarize information.
18. Organize and integrate information (e.g. sequencing, webbing).
19. Select information that is understandable, available, relevant and current.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Describe and demonstrate the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedures and policies (rules, proper care of materials, request for help).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator or company.
5. Be able to recognize symbols of copyright.
6. Cite resources in a simplified format.
7. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative

expressions.

Learner Results:

The student will:

1. Explain that information is based on fact or fiction.
2. Be exposed to a variety of authors, and illustrators at an appropriate level.
3. Recognize and comprehend Library vocabulary.
4. Explore general collection resources (fiction and nonfiction).
5. Locate and define the parts of a book (author, illustrator, cover, spine, title, dust jacket, title page, table of contents, index, glossary).
6. Explore literature through a variety of activities and technologies.
7. Locate picture books and fiction books in alphabetical order by author's last name and non-fiction books by the Dewey Decimal Classification number and other book spine information.
8. Extend his/her contact with literature through creative art activities.
9. Read various genre of literature (e.g. folklore, poetry, drama, realistic fiction, fantasy, "how to" books, nonfiction).
10. Identify the story elements (character, setting, plot).
11. Identify and list a variety of evaluative criteria to use when selecting materials(interest, readability, relevance).
12. Recognize and comprehend library vocabulary.
13. Identify information resources that show prejudice or stereotyping.
14. Select resources in a variety of formats.
15. Continue to explore award-winning literature (e.g. Caldecott, Coretta Scott King).

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.
10. Use keyword strategies to search on-line catalogs.
11. Use search strategies (keyword, title, subject, author) electronic encyclopedias, web search engines to locate useful information.
12. Choose appropriate technology sources to gather specific information.
13. Select the appropriate technology resources to address a variety of tasks.

Library Media and Library Technologies 4-5

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Maintain previous skills.
2. Determine types of information needed to complete task.
3. Identify and describe general references (e.g. general encyclopedias, atlases, dictionaries, periodicals, thesaurus, almanacs, electronic resources).
4. Evaluate and select information that is understandable, available, current relevant, and objective.
5. Develop note-taking skills (take notes on cards, highlighting most significant information).
6. Paraphrase or summarize information to avoid plagiarism.
7. Organize and use information effectively (e.g. sequencing, webbing, outlining).
8. Incorporate the concept of a first draft, gathering feedback, editing, in the research process.
9. Access information within resources (copyright date, volume number, guide words, glossary, bibliography).
10. Use appropriate interview techniques (e.g. effective yes-no, open-ended, and probing questions that relate to topic).

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Demonstrate the ability to describe the checkout procedure.
2. Demonstrate the ability to return materials on time.
3. Demonstrate knowledge of school library media center procedure and policies (rules, proper care of materials, request for help).
4. Be able to explain that works of print and non-print media are created by and belong to an author, illustrator, or company.
5. Be able to recognize symbols of copyright.
6. Record information sources in approved bibliographic format.
7. Recognize the concept of plagiarism and its terminology.
8. Use information technology responsibly.
9. Demonstrate active listening skills.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner Results:

The student will:

1. Extend their knowledge of library vocabulary.
 2. Evaluate and select information resources that are understandable, available, relevant
-

current and objective.

3. Define the difference between an autobiography and a biography.
4. Be able to discuss an author or illustrators' style or purpose.
5. Describe the steps authors use to write books.
6. Locate, define, and identify, the purpose of the parts of a book (copyright, publisher, bibliography, author, illustrator notes, introduction).
7. Be able to make selections for recreational reading at a personal comprehension level that encompasses a variety of interests.
8. Extend his/her contact with literature through creative arts activities.
9. Select resources in a variety of formats.
10. Select and evaluate information resources for objectivity (information that does not show prejudice, stereotyping, bias).
11. Identify story elements (e.g. character, plot, theme, and telling).
12. Explore award-winning literature (e.g. Newbery, Orbis Pictus, Young Reader's Choice Award).

Content Standard:

Learner Results:

The student will;

1. Recognize that information can be delivered through a variety of technologies.
2. Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate computers.
3. Use developmentally appropriate multimedia resources (interactive books, educational software) to support learning.
4. Demonstrate positive social and ethical behaviors when using technology.
5. Practice responsible use of technology systems and software.
6. Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
7. Use technology resources for extended learning activities.
8. Communicate about technology using developmentally appropriate and accurate terminology.
9. Discuss the meaning of media.
10. Use keyword strategies to search on-line catalogs.
11. Use search strategies (keyword, title, subject, author) electronic encyclopedias, web search engines to locate useful information.
12. Choose appropriate technology sources to gather specific information.
13. Select the appropriate technology resources to address a variety of tasks.
14. Discuss advantages and disadvantages of technology.
15. Use technology tools (presentation web tools) for individual and collaborative writing, communication, and publishing activities.
16. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic sources.

Library Media and Library Technology 6

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Recognize the need for information.
7. Demonstrate the ability to formulate research questions.
8. Demonstrate the ability to identify broad and specific keywords to be used in the inquiry process.
9. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
10. Identify the steps in the inquiry process.
11. Identify the author, title, publisher, and date of research materials.
12. Demonstrate the ability to use the table of contents, indexes, and cross-references.
13. Demonstrate the ability to paraphrase when note taking.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property including hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials promptly.
5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe copyright.
7. Define plagiarism.
8. Demonstrate the ability to paraphrase when taking notes.
9. Define and identify censorship.
10. Demonstrate the ability to independently choose library materials to satisfy personal interest and academic needs.
11. Demonstrate the ability to use technology responsibly.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciating of literature and other creative expressions.

Learner Results:

The student will:

-
1. Know the characteristics of fiction and nonfiction.
 2. Know the organization of fiction by author's last name.
 3. Know the organization of nonfiction by Dewey Decimal Classification.
 4. Understand how to locate books by an interest area.
 5. Explore literature through a variety of activities and technologies.
 6. Use Scholastic Reading Counts to select literature and test comprehension.
 7. Explore award winning literature (Newbery, Scott O'Dell, Edgar Allan Poe, etc.).
 8. Explore a variety of poetry forms.
 9. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner results:

The student will:

1. Demonstrate the ability to a wide variety of information technology, such as computer databases, CD-ROMs, the Internet, and online catalogs.
 2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, and subheadings.
 3. Recognize the different purposes of current technologies.
 4. Practice responsible use of technology systems and software.
-

Library Media and Library Technology 7

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner results:

The student will:

1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Demonstrate the ability to identify broad and specific keywords to be used in the inquiry process.
7. Demonstrate the ability to formulate research questions.
8. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
9. Apply the steps in the inquiry process to specific research needs.
10. Demonstrate the ability to use the table of contents, indexes and cross references.
11. Demonstrate the ability to paraphrase when note taking.
12. Demonstrate the ability to extract the information to compile a complete bibliography.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner results:

The students will:

1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
2. Exercise good stewardship of all library property including hardware, furnishings, and materials.
3. Demonstrate the ability to keep borrowed materials in good condition.
4. Demonstrate the ability to return borrowed materials in good condition.
5. Demonstrate the ability to compensate the library for lost or damaged materials.
6. Describe and identify copyright.
7. Define and identify plagiarism.
8. Demonstrate the ability to paraphrase when taking notes and correctly cite sources.
9. Define and identify censorship.
10. Independently choose library materials to satisfy personal interests and academic needs.
11. Recognize the legal and ethical issues of breaching technology access limits.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner results:

The student will:

1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author' last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Demonstrate how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Locate and retrieve biographic resources.
7. Explore literature from a variety of cultures.
8. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguished among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner results:

The student will:

1. Demonstrate the ability to use a wide variety of information technology, such as computer databases, The Internet, CD-ROMs, and on line catalogs.
2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, and subheadings.
3. Recognize the different purposes of current technologies.
4. Demonstrate the ability to identify reliable Internet websites through criteria checklists.
6. Demonstrate the ability to evaluate electronic information for accuracy and reliability.
7. Demonstrate the ability to use information from electronic sources responsibly through paraphrasing and correctly citing sources.
8. Practice responsible use of technology systems and software.
9. Identify the advantages and disadvantages of using information technology.

Library Media and Library Technology 8

Content Standard: Students understand as inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Identify the physical layout of the library.
2. Identify the classification system of library materials.
3. Demonstrate the ability to search the on-line catalog by title, author, subject, and keyword.
4. Demonstrate the ability to locate and retrieve materials by call number.
5. Demonstrate the ability to locate and retrieve magazine articles.
6. Demonstrate the ability to create and revise questions based on the specific research topic.
7. Demonstrate the ability to use different keywords, approaches, and sources in the inquiry process.
8. Demonstrate the ability to choose the appropriate source for his/her needs and abilities.
9. Demonstrate the ability to select and use a variety of print and nonprint sources
10. Demonstrate the ability to identify author, title, publisher, and date of research materials.
11. Demonstrate the ability to identify the table of contents, indexes, and cross-references.
12. Demonstrate the ability to paraphrase when note-taking.
13. Recognize additional resources beyond the school community library, such as interlibrary loan and community resource contacts.
14. Demonstrate the ability to choose the appropriate source for his/her needs.
15. Demonstrate the ability to develop search strategies to achieve research goals.
16. Demonstrate the ability to correctly cite a variety of sources in correct bibliographic format.
17. Demonstrate the ability to identify primary and secondary sources.
18. Recognize point of view and bias in sources.
19. Demonstrate the ability to use information to create original products and presentations.
20. Demonstrate the ability to adapt the inquiry process to specific academic and personal needs.

Content Standard: Students develop and understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials and technology.

Learner Results:

The student will:

1. Demonstrate the ability to behave in a courteous manner, respecting the rights of other library users.
 2. Exercise good stewardship of all library property such as hardware, furnishings, and materials.
 3. Demonstrate the ability to keep borrowed materials in good condition.
 4. Demonstrate the ability to return borrowed materials promptly.
-

-
5. Demonstrate the ability to compensate the library for lost or damaged materials.
 6. Describe and identify copyright.
 7. Define and identify plagiarism.
 8. Demonstrate the ability to paraphrase when taking notes.
 9. Demonstrate the ability to correctly cite sources in a bibliography.
 10. Define and identify censorship.
 11. Recognize the relationship between the Bill of Rights and free-lending libraries.
 12. Demonstrate the ability to independently choose library materials to satisfy personal interests and academic needs.
 13. Recognize the legal and ethical issues of breaching technology access limits.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Learner Results:

The student will:

1. Know the characteristics of fiction and nonfiction.
2. Know the organization of fiction by author's last name.
3. Know the organization of nonfiction by Dewey Decimal Classification.
4. Understand how to locate books by an interest area.
5. Explore literature through a variety of activities and technologies.
6. Read from a variety of literary genres, including science fiction, fantasy, mystery, and historical fiction.
7. Understand the organization of biography by the subject's last name.
8. Use bibliographies to select literature in various genres and formats.

Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Demonstrate the ability to use a wide variety of information technology, such as computer databases, CD-ROMs, and online catalogs.
 2. Demonstrate the ability to search current technologies through the use of subject, keywords, indexes, subheadings.
 3. Recognize and identify the different purposes of current technologies and electronic sources.
 4. Demonstrate the ability to determine which technology is appropriate for his/her abilities.
 5. Demonstrate the ability to identify the author, title, address and date of an electronic resource.
 6. Demonstrate the ability to correctly cite electronic resources in a bibliography.
 7. Demonstrate the ability to evaluate electronic information for accuracy and reliability through the source's origin, expertise, currency, and purpose.
 8. Demonstrate the ability to use information from electronic sources responsibly through paraphrasing and correctly citing sources.
 9. Practice responsible use of technology systems and software.
-

10. Identify the advantages and disadvantages of using information technology.

Library Media and Library Technologies 9-12

Content Standard: Students understand an inquiry process including how to access, evaluate and use information.

Learner Results:

The student will:

1. Analyze and adapt the inquiry process to satisfy individual and group information needs.
2. Define and revise the information needed to meet the specific format, purpose, and scope of the project.
3. Develop a plan to obtain needed information using a variety of research and investigative strategies.
4. Assess information sources using multiple criteria.
5. Synthesize information to create a new product that meets a specific purpose or vision.
6. Evaluate the process and the product of the inquiry.

Content Standard: Students develop an understanding of ethical, legal, and social responsibility in accessing, evaluating and using information, materials and technology.

Learner Results:

The student will:

1. Evaluate the impact of equitable access to information in a democratic society.
 2. Use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources.
 3. Follow school guidelines for responsible use of information resource.
- Collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate new information.

Content Standard: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciating of literature and other creative expressions.

Learner Results:

The student will:

1. Compare and analyze literature and other creative expressions from diverse cultures.
2. Select, analyze and evaluate literature and other creative expressions from writers origins and connect them to their own lives and to the human experience.
3. Apply his/her knowledge of the use of libraries to a variety of new information environments.

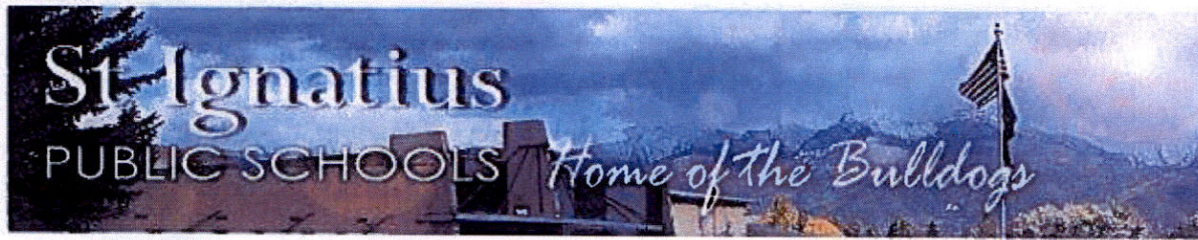
Content Standard: Students distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.

Learner Results:

The student will:

1. Analyze and evaluate various media and technologies when applying information necessary to complete a specific task.
2. Develop and demonstrate research strategies to effectively locate information in various media and technologies.

3. Generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distorting of information from a variety fo media and technologies.



School District #28 Strategic Plan Annual Goals

Goal Area 1: Student Achievement

Statement of Intended Outcome: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students. We will continue to be a state leader in positive systems and innovative change agents in new and changing approaches to education. We will embrace change to best serve our students.

Strategic Objectives:

- 1) Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)
 - a) Reviewed with all staff August 30, 2021. Packets of expectations dispersed and reviewed.
 - b) SID will be testing preparation, Smartboards and Records on Jan. 17th
 - c) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - d) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD. We learned a lot to move the district forward in Memphis.
 - e) Complete -Platinum We will look for something that we can have an outside evaluator complete for next year.
2. Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. (Include Library Variance to enhance and compliment this goal.) Summer Program priority for 2nd grade students that are going into 3rd grade that are not yet proficient. LLI will be used to increase proficiency at all grades.
 - a) Goals and Expectations reviewed with staff August 30, 2021
 - b) Working on trying to fund out of ESSER a summer program to make up for days missed in Elementary Title Program. This will be a 4-week program in June.
 - c) We have additional training for PLC's and Instructional Strategies set for May 13th. PLC training on Friday will be centered around instructional strategies and PLC organization and utilization.
 - d) Not Complete – We are a long ways from 80% and will shoot for State Norm for Next Year
3. Share achievement data with the board annually. Increase both ELA and Math Proficiency by 10% minimum. Academic achievement will be our biggest priority to make up for learning loss during the pandemic.
 - a) Goals and Expectations reviewed with staff August 30, 2021
 - b) PSI and RTI meetings happening on regular basis.
 - c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day. We have additional training for PLC's and Instructional Strategies set for May 13th. Final Report for End of Year will be done in June or July depending on release Smarter Balance testing.
 - d) Complete for some grades and Not Complete for Others – Academic Achievement is main goal for 2022-2023
4. Look to add C.T.E. certifications to our School to Work Courses. Certificates and/or diploma cords when students meet required curriculum in certain CTE areas. Implement CTE Action plan. Encourage C.T. E. options that are available and trade school options with the same effort we encourage four year colleges. (See Attached)
 - a) See Attached
 - b) Annual Goals Reviewed for Advanced Opportunities Grant
 - c) CTE Annual Data was completed by Mrs. Redmond last week
 - d) Complete

5. Our academic achievement efforts will be measured and documented with a semester pre-test and compared and documented Post (Semester Test). Student achievement will be measured and documented based on Product, Process and Progress. Elementary will focus on assessment measurable outcomes in Math and Reading and Standard Based Reporting. HS/MS will conduct measurable outcomes by semester in Process, Progress and Product.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Reviewed Administrative Team 11/2/21 that this is being done at least quarterly
 - c) Weekly Review
 - d) Semester Tests Last Week –End of 1st Semester
 - e) Annual Testing will take place in April-May.
 - f) Complete
6. Support the existence and opportunity for extra-curricular activities. Assure safety, effective practice and efficient plans for practice and competition. Plan for how we can integrate more drama, performing arts, speech and debate.
 - a) See Return to School Plan 2021-2022 –Reviewed Monthly
 - b) No recommended changes for November, 2021 Numbers Remain Low in School District #28
 - c) Recommending the Addition of Drama Club in January for a Season of Drama for 2021-2022
 - d) Currently reviewing lady wrestling, 8th Grade participation and baseball. Will be action in May.
 - e) Complete- Every effort was made to increase interest in Drama, Performing Arts and Speech
7. Support Academic Achievement in a Safe, Effective and Efficient manner during this time of uncertainty. Increase academic outcomes at all levels especially SBAC efforts. Revise and review testing protocols and procedures for optimal outcomes.
 - a) See Return to School Plan 2021-2022 –Reviewed Monthly
 - b) Great Educational supports are in place at all levels to increase academic achievement
 - c) For over a month the St. Ignatius School District #28 has had zero cases of Covid from Staff or Students.
 - d) We are expecting an uptick of cases this month (January)
 - e) Cases have dropped significantly – March
 - f) Complete – We were very successful keeping students and staff safe this year

Goal Area 2: Leadership

Statement of Intended Outcome: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives:

1. Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) We have begun to meeting and talking about next year.
 - d) Complete – Platinum
2. Monthly report to goals and efforts towards meeting our annual goals.
 - a) September Complete
 - b) October Complete
 - c) November Complete
 - d) December Complete
 - e) January Complete
 - f) February Complete
 - g) March Complete

- h) April Complete
 - i) May Complete
 - j) Complete
3. P.S.I. Leadership Team at all levels.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
 - d) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - e) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD.
 - f) Complete
 4. Continue the exit survey for all graduates to take at the end of the year at graduation practice prior to leaving our district.
 - a) Complete Mr. Hendrickson Great Work- (Attached)
 5. Continue with assessment tools and expectations for Pre, Post and Summative Evaluation at all levels District-Wide. (Separate Process, Product and Progress)
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Checking SPED on 10/15/2021
 - c) Principals will be checking at the end of the 1st Quarter –October 29, 2021
 - d) SID will be testing preparation, Smartboards and Records on Jan. 17th
 - e) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - f) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
 - g) Complete
 6. Administration will spend more time in classrooms to assure improved academic achievement at all levels. Communicate with staff for when needed improvement is necessary. Be open and honest when communicating with all staff. Support educators to improve practice, procedures, expectations, goals, instruction, outcomes and team.
 - a) This is happening so far very well.
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) Monthly Meetings will area Superintendents has been completed.
 - d) District Superintendent needs to do a better job here.
 - e) Not Complete- Principals did Great- Superintendent did not do a Satisfactory Job Completing this Goal-

Goal Area 3: Facilities/Classroom Needs

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community. The District is very close to having our facilities vision met for the betterment of district schools, staff, students and community.

Strategic Objectives:

1. Tech. Director visit and prioritize our district tech. needs by visiting each classroom and contacting each teacher for input. Do an annual report to the board on technology needs assessment.
 - a) This has started and we have a lot of new technology.
 - b) Tech Report this month –Feb.
 - c) Hired Jesse Nesper to take on Tech. Director challenges for 2022-2023.
 - d) Still working on many projects for this summer and getting ESSER funds spent.

- e) Complete
- 2) Continue with quarterly walk-through with building and grounds committee.
 - a) We should schedule a walk-through soon.
 - b) Facility and Grounds met November 19, 2021
 - c) Facility Discussions have been ongoing in terms of Tennis Court Options, Expansion and Air Exchange Projects.
 - d) Another walk-through needs to be scheduled.
 - e) Working on tennis court, expansions and air exchange.
 - f) Completed as Needed
- 3. Properly maintain all the facilities and finish warranty items on all new and remodel improvement efforts.
 - a) We will continue with this work, but much has been done to maintain our facilities.
 - b) Facilities are complete with still some warranty items being completed.
 - c) Upkeep of facilities is our next hurdle.
 - d) Keeping facilities clean and safe is also a priority.
 - e) Proposing Part-time Position to Work on Large Quantities of new Supplies and Work for Safety
 - f) Mid-Year Maintenance Survey will go out soon in January, 2022
 - g) Lights in the Elementary Gym have been updated to LED and are much brighter.
 - h) Complete: We are making huge strides with our facilities and will continue to improve for 2022-2023
- 4. Continue to make improvements to facilities with resources available for needed changes. Begin plans for a proper auditorium for student performing arts. Begin planning for a new track.
 - a) We have some ideas for ESSER III Expansion plans that we will share soon. We will continue to look for ways to improve our facilities without any additional funds from the tax payers.
 - g) We are inquiring about the cost to have mobile auditorium seating in new gym that could rotate 45 degrees and have a drop-down stage on far end of the new gym. This would give us the opportunity to have an auditorium in the new gym without having to build an additional building for Plays, Musicals, Concerts, Etc. This would give us what was intended for the all-purpose room that ended up not being used since the view from the floor is impossible to see the performance. This was horribly planned and not effective for its intended use.
 - h) Looks like the old gym floor will need to be replaced due to mold. We also need to schedule the air exchange, gym and shop additions for summer 2022.
 - i) All faucets that needed to be changed out for lead have been swapped out for new faucets. They were not drinking faucets. All water and lead testing is complete and we are in compliance, we will have this in the papers soon.
 - j) Complete

Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives:

1. Create a collaborative survey for staff, parents and students. With input from parent, student and staff surveys the calendar committee will be run as per master agreement with Administration, 1 Teacher representative from each building, 1 Classified Representative and Board Calendar Committee members.
 - a) We will begin moving away from anonymous surveys. We will continue MyVoice Surveys for students and continue to survey staff and parents.
 - b) MyVoice is currently being done.
 - c) MYVoice results are in and have been shared with the board.
 - d) Maintenance results are in and have been shared with board and head of maintenance Steve McCollum.
 - e) Complete
2. Attend and build positive relations with IEC and Tribal Education. Collaboration with Tribal Education increased.
 - a) There have been no IEC meetings planned as of yet. We will participate in Tribal PIR virtual again this year.
 - b) Collaborate with Indian Education Committee, Tribal Education, Tribal Government and Local Culture
 - c) AWARE Grant Partnership that will supply one Native American Studies Teacher and one Para-Professional

with supply and field trip budget.

- f) Annual report completed 12/16/21 with Tribal Ed and Council
- g) Working on Title VI Grant and IEC has been given the grant to review for approval 4/15/22
- h) We have complete a complete change to our IPP and Impact Aid Policy and Procedure
- i) Complete- Kristin McClure will improve this process greatly

3. Committee to build positive working relationships with a mission and vision for all children.

Measurable Outcome:

- A) Attend and Document Tribal PIR
- B) Attend I.E.F.A. Best Practice Conference
- C) Work with Tribal Education Professional Development Opportunities & Indian Education Committee (I.E.C.)
- D) Attend other I.E.F.A. workshops through Gear Up, MBI or other capacity building collaboration
- E) Complete: Mrs. McClure will see we build positive relationships with all groups. -

4. Meet P.S.I. expectations for Communications and Community Involvement.

- a) Goals and Expectations reviewed with staff August 30,2021
- b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
- c) Administration will be attending conference in Memphis for Climate, Culture, School Branding and Best Practice Communication.
- d) Complete

5. Continue our Positive Web Presence to better communicate, collaborate and inform all constituents of district news, information and needed improvements.

- a) This is happening and will continue.
- b) Daily Covid Numbers are being updated on the Web –Safe Return to School Plan Updated Monthly on Web Site.
- c) Virtual Yearbooks are slowly being added to Website under Documents and Historical Yearbooks. We will need to reach out to community to see if there are more that we are missing can be added.
- d) Administration will be attending conference in Memphis for Climate, Culture, School Branding and Best Practice Communication.
- e) Complete

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives:

1. Continue to ensure a safe and welcoming school where every student feels a sense of belonging. Every staff member believes every student can learn and we make decisions based on what is best for students.

- a) We are off to a great start here with Climate and Culture much improved. The staff has been great to work with and appears to believe in our goals and expectations.
- b) Goals and Expectations reviewed with staff August 30,2021
- c) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
- d) Zero Cases of Covid the Past Month
- e) Expecting Covid to increase this month
- f) Covid appears to have suddenly just stopped?? Zero Cases Reported for the past month anywhere.
- g) Complete

2. Use the Positive System and Intervention (P.S.I.) model for scoring and evaluation of academic systems with a platinum level at the conclusion of 2021-2022 school year. (See P.S.I. Standards Attached)

- a) Active P.S.I. student and teacher groups at all levels.
 - b) Goals and Expectations reviewed with staff August 30,2021
 - c) Complete
3. Have one group from each school report to the board annually.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Months assigned in January Board Meeting
 - c) Elementary has presented and MS is up this month.
 - d) Elementary and MS Complete- HS will present in May.
 - e) Complete
 4. Begin the PLC process similar to MBI Platinum status with a set of goals, systems and process to increase academic achievement with oversight and guidance from Solution Tree.
 - a) Goals and Expectations reviewed with staff August 30,2021
 - b) Principals continue to meet with perspective schools to review expectations. Administrative staff tries to meet every Tuesday.
 - c) PLC Training Friday, March 4 was great from Solution Tree. 40% of the staff either called in sick or were gone for other reasons on this Professional Development Day.
 - d) We have additional training for PLC's and Instructional Strategies set for May 13th.
 - e) We are looking for ways to improve Climate, Culture and School Branding for Administrative team set for first part of May in Memphis for Administrative PD.
 - f) Complete – Much to improve for next year 2022-2023

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives:

1. Continue to search out and find ways to build financial benefits with grants and funding opportunities beyond regular funding sources.
 - a) The District is financially sound-
 - a) We are back on track with Impact Aid despite going into impact aid last year for salaries 120K-
 - b) We will be able to make gains over the next two years with ESSER dollars- (Impact Aid not General Fund)
 - c) Enrollment was down last year which again will affect funding for next year unless enrollment rises. So far this year enrollment is up in all schools.
 - d) AWARE Grant Added at No Cost to the District with Partnership with from Tribal Education.
 - e) Homeless Grant submitted for \$34,000 for upcoming year.
 - f) MT Advanced Opportunity Grant has been awarded from an additional \$13,000 for 2022-2023 in the areas of CTE.
 - g) Complete- The District Office, Administration and Staff chase every dollar available
2. The district office will continue to find creative ways to fund and support the district beyond the normal funding expectations.

District Office Funding Increases above our normal Revenue Potential

- Medicaid Paraprofessional: \$52,000
- Homeless ESY ARP (Homeless Grant \$14K Currently Applying for Additional 23K Egrants)
- Free Lunch for All k-12 Students: Priceless
- Impact Aid Reserve is recovered with positive budgeting and careful management. The goal will be to remain in the black and building reserves as well as General Fund back in proper working order
- Saving \$5,000 a year for a grant coordinator, Savings: \$35,000 over past 6 years
- Addition of Transitional Kindergarten now a revenue increase of \$30,000 a year
- Title I - CARES Act Funding Applied for and Received. Impact Aid will be over 100% Lot
- Montana Advanced Opportunities \$14,000
- District Office Brings In an Additional 250K per year compared to previous administration

- ESSER II and ESSER III – All Eligible Schools
- AWARE Grant to provide additional Native American Studies Teacher, Paraprofessional, Supplies, Field Trips for grades 6-12 100K
- Homeless Grant submitted for \$34,000 for upcoming year. \$6,000 more has been added.
- MT Advanced Opportunity Grant has been awarded from an additional \$13,000 for 2022-2023 in the areas of CTE.

Systems of Success

St. Ignatius School District #28

Safe and Welcoming/Parent and Community

- I. **Student-Led Conferences:** We went from 20% Parent Participation with traditional Parent-Teacher Conferences to 95% by scheduling Student-Led Conferences. This is an essential time to set goals and expectations as well as define roles for support and accountability. Students own the process and are responsible for their own presentation and current reality discussion. Grades, Attendance, Assessment Results and Behavior are reported by the student and self-awareness of results is positive. If needed, interventions and progress plans are set up and started in Milepost.
- II. **Student First:** Student first is recognition of significant Adults and students that have overcome obstacles with resiliency. Student First Initiative is students who are beating the odds with resiliency are honored quarterly and those students honor their most significant adult at the same time. The idea of support and commitment to one's education is encouraged and paid forward.
- III. **Positive System Interventions (P.S.I.):** St. Ignatius School District #28 Developed this guide to self-check and assure our district is meeting the system goals first established by M.B.I. (State Program) and P.B.I.S. (National Program) We developed our program around four main areas to include: Academic, Behavioral, Attendance and Mental Health Systems.

Sense of Belonging / Culturally Aware and Collaborative

- I. **Link Crew:** Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.
- II. **MBI and MBI Teams Student Leadership Opportunity:** All students should be taught all the skills necessary for success: academic, social/emotional, and behavioral. Schools are places where students can learn and practice positive interpersonal, cross-curricular, and citizenship skills. A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics can flourish. Schools are places where youth have access to many significant adults to help them feel collectively and individually valued. Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members. All students are entitled to be treated with dignity and respect. Successful schools gather and use a variety of information to improve teaching and learning. Effective use of a team approach involving all school staff, working together, provides a consistency which enhances student's success. Positive, proactive and preventable efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness. St. Ignatius is P.S.I. "Platinum" in all three schools.

III. **Indian Education for All:** We have developed a handbook that supports staff to teach more culturally with goals and expectations. Expectations and goals have integrated into the evaluation of teachers to implement

accountability to expectations. The three areas that were implemented into our system of accountability and goals include: Collaborate and Communicate, 7 Essential Understandings and Traditions and Cultural Beliefs. We are working with tribal grants to enhance or collaboration efforts as well as our educational opportunities.

Academic/Behavior/Attendance Supportive

I. **Milepost Plans (RTI):** Teacher Surveys, Early Warning Systems, Grades, Attendance, Academic Testing are reviewed after 20 days of school to identify at-risk students. At-risk students will then meet with parent, teacher (who is responsible for milepost plan), counselor and/or principal. During this meeting the team will set up interventions based on your school pyramid. (See example pyramid) Progress monitors will be set up to monitor areas such as grades, early warning system, attendance or discipline referrals. The Milepost manager will enter these plans and record progress monitors weekly or bi-weekly. Goals will be established and interventions adjusted accordingly until indicators improve. Another meeting will be set and progress reviewed after 60 days of school to assure the student is making needed improvements. A significant adult at school is the difference in so many students' life. This plan includes a milepost manager and a significant adult that is identified by the student.

II. **Mission Forward Academy:** Provides an appropriate educational program for each student with choice and ownership of their education. This class offers an Alternative Program for At-Risk Students in many areas such as course support, credit recovery, credit retrieval, HiSet options, online courses and support such as Khan Academy. Math/English/Science Lab for RTI Support and Regular Education Title One Support is done with a certified teacher. Advanced Courses or Alternative Courses On-line are offered through Accellus and Montana Digital Academy.

III. **Professional Learning Communities (PLC):** We assume that all students can learn at high levels and we believe in whatever it takes. We, as educators, accept responsibility to ensure high levels of learning for every child. We can control and we can assume responsibility for student achievement for at-risk students in many areas. Teach what matters in a global market place. Our PLC's focus on areas such as: Focus on Learning; Collaborative Culture; Clearly define what students need to learn; Constantly Measure and progress monitor; RTI response when students don't learn.

IV. **Common Instructional Practice (Fundamental Five):** The commonality of instructional practices is important for student engagement as well as system norms. Frame the Lesson; Work in the Power Zone; Frequent and Small Group Purposeful Talk; Recognize and Reinforce; Write Critically

X. **After-School Tutoring (Optional not Mandatory):** Have available a teacher that can support students after school for at least one hour. Create a space where students can go and get support for academic challenges. The person is as important as the time.

Positive Future for All Students

I. **Senior Projects:** Senior Projects are a graduation requirement that is worked on during a student's high school career. Projects include community service, portfolio with items included such as a resume, letters and student work as well as materials needed in the future for college or employment. A presentation is required and deadlines need to be met on time. A five-year plan is written by every student that will include 8 pages of research to establish where they are going, what it will take to get there and what obstacles may they face. An Interview with someone that is in the field or pursuing what interests them is also required. This is a crucial piece for students to take a good look at their next five years after high school. The research will give students an opportunity to view what their future will bring in the next five years. If they plan on attending college they must research 3 institutions to make a good choice about what is best for their individual future.

II. **Personal Finance:** Every student is required to take personal finance their senior year of high school. This is a graduation requirement. They will learn about banking, saving, credit cards, taxes, insurance, retirement, real life and pitfalls to avoid. This is a full year course and one of the best things we ever instilled into this system. Students must know what to avoid and gain through life and best practices for successful living. Our current students will need to re-invent themselves for a career at least three times in their lifetime. Students can no longer just “earn a living” they must also now be able to “learn a living”. We must teach them skills to adapt, invent, create, envision and replace what we used to earn with hard work.

III. **Maker Space and Hands-on Opportunities (STEAM):** Exploration of future occupational demands with hands-on skill building and cultural activities relevant to each student’s future. The maker space will have one area in the elementary and one relevant for high and middle school located in the library. (This is in the implementation phase and actively pursuing this initiative)

IV. **CTE and Workforce Training for High Need Areas of Employment:** CTE and College Bound Opportunities are explored and information is readily available for all students.

Professional Development Calendar

August 19-20: Optional PIR- Jim Casas Training in Frenchtown “Climate and Culture”

(This will be a combined District Training with a least 7 Local Districts from the area)

August 23: School Specific Training Day – Teachers, Classified and Principals

1:00-2:00 pm Phones Elementary

2:00-3:00 pm Phones MS/HS

August 24: Teacher Day- PLC, Preparing for 1st Day of School

August 30: District Data Day- District Goals, District and State Data, Milepost Review, Rubicon, New Programs, District Expectations

1:00-3:00 pm Phones Training

October 1: Tribal P.I.R.

October 21-22: MEA/AFT Optional Days

November 11-12: 1 Day Parent Teacher Conference .5 S.I.D.

January 17: .5 S.I.D. and .5 Records Day

March 4: Solution Tree –PLC Training K-12

April 28: Showcase .5 PIR

May 13: Solution Tree-School Specific Training K-5 Facilitator and 6-12 Facilitator

June 3: .5 PIR Records Day

Percent Native American for School District #28

	Native American	Other
Administration:	33%	66%
New Hires:	31%	69%
Teachers:	30%	70%
Classified:	35%	65%
Total:	32%	68%

- I. School Information System
 - A. Infinite Campus – stignatiusschools.org

- II. Parent and Community Involvement/ College Prep / Positive Future
 - A. Student-Led Conferences
 - B. Community Showcase
 - C. Senior Projects w/ 5 Year Plan
 - D. Indian Education Committee
 - E. Parent Teacher Organization
 - F. Adult Education
 - G. Gear Up (College Visits)
 - H. School to Work (Career Days, Real Life Fair, Portfolio)

- III. Safe and Welcoming/Sense of Belonging/Positive Behavioral Supports
 - A. Montana Behavioral Initiative (MBI)
 - B. P.S.I. / P.B.I.S.
 - C. Mileposts
 - D. Attendance Counts
 - E. Bully-Free School
 - F. Early Warning Systems

- IV. Academic Achievement and Supports
 - A. RTI School –Milepost Program Silverback Learning for Every At-Risk Student
 - B. PLC Model-Whatever It Takes
 - 1. Focus on learning
 - 2. Clearly define what students need to learn
 - 3. Collaborative culture
 - 4. Systematically respond when students are At-Risk or don't learn standards
 - 5. Constantly Measure
 - C. After School Programs, Summer Programs, Title I,II and VII
 - D. Indian Education Department Partnership STEP Grant
 - E. Mileposts and Rubicon
 - F. Mission Forward Academy
 - G. Advisory and Teacher Mentors
 - H. Dibbles and Renaissance Learning STAR
 - I. Career and Tech. Education Perkins Grant

V. Fundamental Five Instructional Strategies (Instructional Requirements)

- A. Frame the Lesson
- B. Work in the Power Zone
- C. Frequent and Small Group Purposeful Talk
- D. Recognize and Reinforce
- E. Write Critically

VI. Collaborative Staff and Student Leadership

- A. Calendar Committee
- B. MBI Student and Teacher Leadership Teams
- C. PLC Teams
- D. Shared Leadership

VII. Goal Setting and Planning

- A. 5 year plan
- B. Annual Goals for District
- C. School Goals
- D. Personal Goals

VIII. District Data-What gets measured gets done

- A. Academic Achievement MAP/Smarter Balance
- B. Percent meeting Growth Target
- C. Percent of each class Proficient or Better
- D. ACT Scores
- E. Graduation Rate and Drop Outs
- F. Attendance Rates
- G. Discipline Count of Referrals
- H. Milepost Plans and Interventions/Progress Monitors/Parent Contacts
- I. PLC Status
- J. Achievement Gap and Native American Participation Rates

Parent/Community Involvement:

- Paper Day and Welcome Back Barbeque
- 9th and 6th Grade Orientation Activities before school starts
- Grades are Mailed Home 8x Year
- Infinite Campus for Students/Parents/Guardians to Check Grades/Attendance
- Communication on Absences (Calls, Letters)
- Community Showcase every other year, Senior Projects Annually in Spring
- Community Breakfast once a Quarter on a Friday
- All Calls for planning meetings for Calendar, Title I, Title VII, School Closure or School Events
- IEC Administration will be present at meetings for solid communication and planning
- Senior FAFSA Night, College Application Night -
- Gear Up support for college prep, scholarships and support for grades 7-12
- Bulldog Positive Post Cards sent home for good news
- Quarterly Newsletter from Administration
- Parent Compacts
- Student Led Conferences /Parent Teacher Conferences
- Parent Surveys
- P.T.O. Active and Support
- Attendance Letters-5,7 and 9 Jackie send letters Phone call at nine Principal
- Handbooks Big Ideas and Bold Policy for things like Attendance Policy
- Use Wed Presence and Apptegy to communicate better with Parents
- Did you know campaign in community?

Leadership

- I. Clearly communicate vision, expectations, data, goals and aspirations. Clearly define our purpose.
- II. Make decisions quickly and rationally, taking into account that decisions align with the ultimate objective.
- III. Always put others in the spotlight and avoid being the center of attention. Leaders eat last- Leaders give credit to team when things go well and accept total responsibility when things go wrong. They take full responsibility and blame.
- IV. Keep your team working together- Set goals with measurable outcomes, what gets measured gets done. If you expect it, you have to teach it.
- V. Take risks without being reckless- Outcomes are determined by what is earned and deserved.
- VI. Lead by example- Leaders are hardworking, trustworthy, ethical, and treat everyone with respect. To build expectations instill a sense of urgency that others share the desire to overcome.
- VII. Leadership is doing the hard things with courage because it's the right thing to do for kids and the betterment of their future. Be the difference in a student's life.
- VIII. Positive Systems with courageous people make great schools for kids.
- IX. Hold yourself accountable above all.

St. Ignatius School District #28 Drop Out Data Annual Count:

▶ 2000-2001	12
▶ 2001-2002	6
▶ 2002-2003	10
▶ 2003-2004	11
▶ 2004-2005	5
▶ 2005-2006	4
▶ 2006-2007	6
▶ 2007-2008	6
▶ 2008-2009	2
▶ 2009-2010	2
▶ 2010-2011	3
▶ 2011-2012	8
▶ 2012-2013	7
▶ 2013-2014	6
▶ 2014-2015	5
▶ 2015-2016	2
▶ 2016-2017	2
▶ 2017-2018-	3
▶ 2018-2019	3
▶ 2019-2020	3
▶ 2020-2021	5
▶ 2021-2022	7

Graduation Rate 97%

(2 Under the age of 16 which is not legal, but not being enforced)

St. Ignatius Elementary School Report

May ~ 2022 *spełm spqni?* - Bitterroot Month

www.stignatiusschools.org 745-3811  stignatiusschools

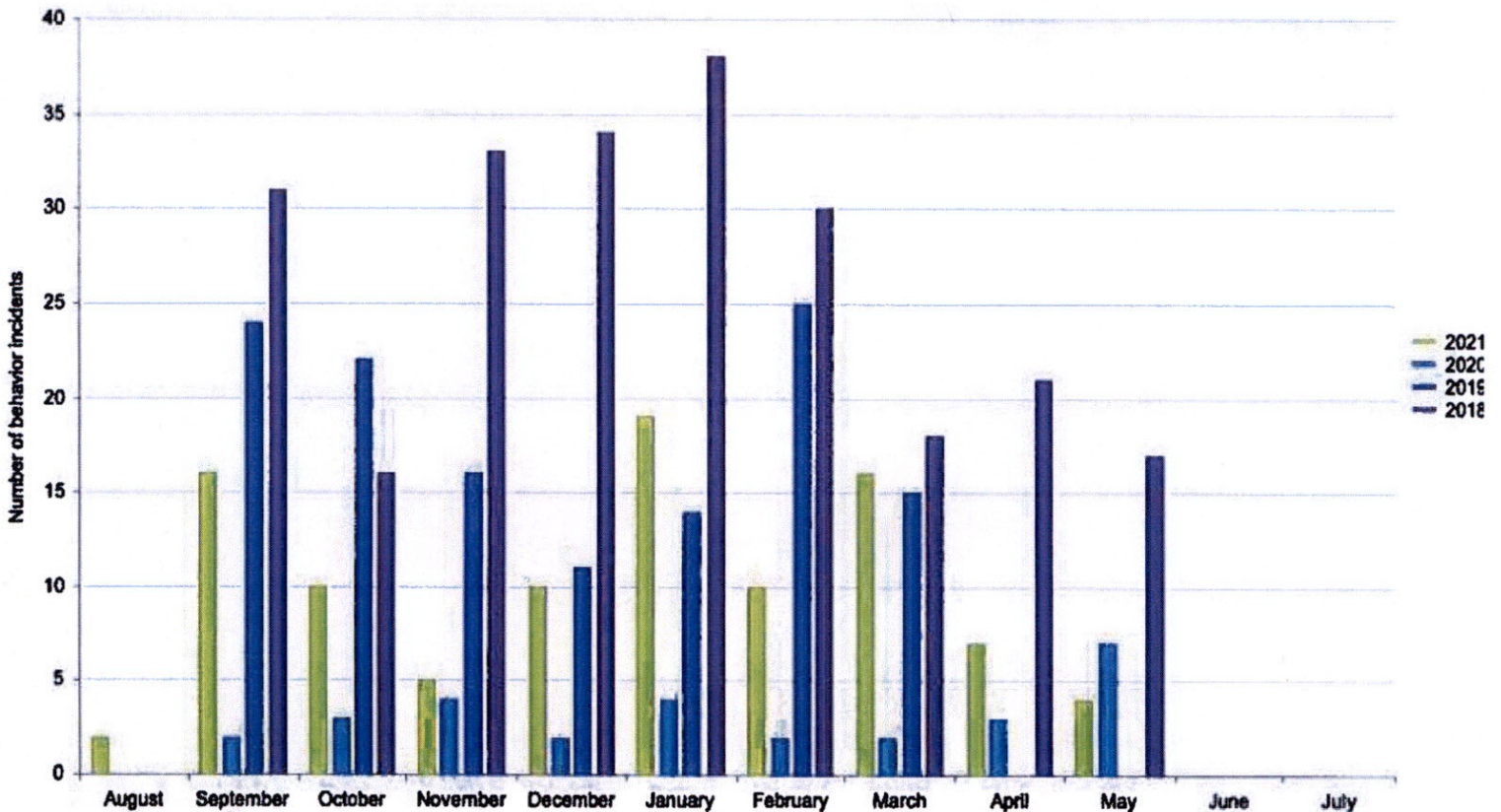
Enrollment:

	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Last Year
TKO	15	15	15	15	15	15	15	15	15	
K	42	41	40	42	43	42	44	42	41	
1	31	30	30	32	33	32	32	31	31	
2	38	35	36	37	37	37	36	36	36	
3	41	41	41	41	41	42	43	43	43	
4	37	37	38	37	40	40	40	40	40	
5	37	38	38	38	39	40	40	39	39	
Total	241	237	238	242	248	248	250	246	245	226

Attendance Percentage:

Overall	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Last Year
88.02	84.2	87.1	91.2	89.6	85.03	86.9	88.85	90.21		93.99

Number of Behavior Incidents by Month



UPCOMING EVENTS

May 13 - PIR DAY, No School

May 17 - Board Meeting

May 19 - District Powwow

May 30 - Memorial Day

May 31 - Play Day (Back up Play day June 1)

June 2 - Last Day of School

Last month of the school year for instruction and we are finishing strong.

SBAC Testing this month.

River Honoring and Field Trips this month.

Less Absences going into April and hopefully May.

School systems are strong and functioning well. RTI, PSI, MTSS(MBI), Title, Special Education, Specials, Classroom Instruction, SBAC Testing, Parent-School Relationships.

Changes in staffing

Student performance showing major yearly growth in Star Tests from Math and Reading and Title levels.

Elementary Goals 2021-2022

95% of our students will be on time

Monthly Class Competitions

Advertise and Share with Families: monthly newsletter, reports to board and IEC, FB Posts

Maintain attendance at 94%

Monthly Class Competitions

Advertise and Share with Families: monthly newsletter, reports to board and IEC, FB Posts

STAR READING AND STAR MATH GOALS

80% of students will be proficient or above in Star Reading grades 1-5.

School goal of 50% proficiency in Reading and 50% in Math

Use Star Reading/Math Assessment

Communicate with students and parents about their progress

Continue to implement our new curriculum K-2

Title teachers will focus on reading with LLI program and hands on learning

Classroom teachers will take Star Reading and Star Math tests at least 1/month.

SBAC GOALS

3-5 grade will have an average of 45% proficiency or above In Reading

3-5 grade will have an average of 50% proficiency or above In Math

Select a lead teacher to oversee the SBAC program and testing.

Practice tests each month leading up to the official test in late spring.

Give maximum learning time before test (test the last 2 weeks possible)

Use practice tests to identify areas needing improvement before the test is taken.

Title will focus on reading with the LLI program and identify students on the cusp of proficiency.

Continue our Development of Daily 5

Read through Daily 5 book

Put daily 5 into practice

Arrange rooms with new spacing and furniture conducive to Daily 5 teaching and learning.

Keep level of Major office referrals to below 50

Data will be shared at monthly staff meetings

Preventative measures will be taught and practiced at recess and for transitions.

Student Voice Survey will be taken at mid year to get feedback on their own experiences and needs.

PSI will be maintained at Level Platinum

Students will have 2 teachers each semester to oversee Bulldog Pride Group and do 1 project each semester.

Staff will make it a priority to practice the behaviors and attitudes that create a positive and unified school environment.

Parents will be notified of the initiatives that students and staff have for increasing our Positive Systems of Interventions at school.

Lesson Plans will have 7 essential Understandings standards applied in 5 separate lessons each year.

Mentoring Program

support/mentoring program for teachers new to the district.

List of programs and essentials for teaching expectations.

Work with FRESH to provide opportunities for new teachers and staff to receive training, support, and connections.

Monthly sit downs with new teachers with the Principal to listen and provide support and training.
Monthly meetings with lead teachers to cover concerns or give information for new teachers.

Bulldog Cards send 10 home/month

Students will draw cards to be selected for the Good News from the school cards.

Teachers will give out 10 cards/month.

Newsletter Communication each month for grade levels to community

ST. IGNATIUS ELEMENTARY - MISSION BULLDOGS
BE RESPONSIBLE -- BE RESPECTFUL -- BE SAFE

MMS-MHS 21-22 END OF YEAR REPORT

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
MS MBI/PSI	N/A	Gold	Gold	N/A	Platinum	Platinum	Gold	Bronze	none
HS MBI/PSI	N/A	Gold	Platinum	N/A	Platinum	Platinum	Gold	Silver	Bronze
Graduation Rate	85-90%	96.40%	93.55%	91.70%	89.66%	89.19%	89.29%	87.10%	77.24%
Dropout Rate	?	3.90%		2.25%	2.1	2.20%	2	3	4.7
# of dropouts	7	5	2	3	3	2	2	3	6
% of Seniors to College	62%	62%	81%	70%	75%	81%	80%	78%	
MS Attendance %	86.35%	91.48	89.95%	91.96%	91.97	92.55	93.08		
HS Attendance %	86.71%	90.83%	91.19%	93.11	93.24	92.16	92.8	94%	
HS CTE Participation				71%					
Scholarship \$	701,000	\$867,256	\$380,000						
HS Extra-Curricular								76%	75%
Enrollment HS	136	129	124	138	141	137			
Enrollment MS	107	121	112	112	115	107		122	
Student LED % MS	94	88	97	96	94	96	96		
Student LED % HS	91.6	87.7	93.3	93	96	90	90	92	95
ACT Composite Gr. 11	17.6	17.9	17.57	18.6	19.6	18.2	19.5	18.4	17.8

	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	
SBAC Prof./Adv. Gr. 6 ELA	16%	44%	24%	43.50%	30.60%	37%			
SBAC Prof./Adv. Gr. 7 ELA	32%	14%	28%	50.60%	18.80%	40%			
SBAC Prof./Adv. Gr. 8 ELA	5%	15%	38%	34.50%	38.50%	37.50%			
SBAC Prof. Adv. Math Gr. 6	13%	33%	15%	33.30%	24.10%	48%			
SBAC Prof. Adv. Math Gr. 7	30%	5%	30%	12.10%	21.90%	30%			
SBAC Prof. Adv. Math Gr. 8	10%	11%	29%	31%	30.80%	43.40%			
2021-22									
SBAC Prof/ Adv Science Gr. 8		NA	NA	NA	NA	NA			
2021-22									
	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
MS Discipline Referrals	124	70	96	86	150	195	236	325	
MS OSS	29	8	14	5	3	7	13		
MS ISS	19	14	30	15	33	50	58		
HS Discipline Referrals	34	15	50	46	85	62	90	64	42
HS OSS	7	4	7	2	9	7	9		
HS ISS	6	1	10	20	7	15	13		

Mission High School

Senior Exit Survey – Class of 2022







Gender: M or F Race/Ethnicity: _____

1. How many years have you attended Mission schools?
1-13 years
2. What are your plans after high school?
 - a. Attend a 4 year college or university – 34%
 - b. Attend a 2 year community college – 14%
 - c. Attend a trade/vocational school(welding, cosmetology) – 19%
 - d. Join the Military – 0%
 - e. Enter the Work Force - 33%
 - f. Other (please list) _____
3. How many colleges did you apply to? 2-20
4. How many were you accepted to? 0 - 13
5. Did you fill out the FAFSA? Yes – 57%
6. Did you apply for any scholarships? If so, how many? If not, why?
No – 52% - not going to college, forgot, wasn't going to an expensive school, don't care
7. Did you receive any scholarships? 67%
8. What type of student would you consider yourself in high school?
 - a. A b. B c. C d. D A-C
9. Did you participate in any extra-curricular activities at all during high school? If so, list all.
Answers Varied _____
10. How satisfied are you with the education you received at MHS?
 - a. Very Satisfied – 15%
 - b. Satisfied – 67%
 - c. Neutral – 18%
 - d. Dissatisfied - 0
 - e. Very Dissatisfied - 0
11. What teacher(s) has made an impact on you as a student at MHS? Several _____
12. If you were to give the staff of Mission High School one piece of advice, to help kids like you be more successful, what would it be?
13. If there were one class that you took while in high school that you would change the format of, re-do things, make it better, what class would that be and why/what would you change?

Grade Proficient	ELA 21	ELA 22	ELA Nearing	State 21	Math 21	Math 22	Math Nearing	State 21
Grade 3	na	18	26	47	na	23	40	36
Grade 4	9	25	18	47	24	31	31	36
Grade 5	24	36	28	47	26	23	41	36
Grade 6	10	16	13	47	27	13	17	36
Grade 7	44	32	22	47	33	30	24	36
Grade8	14	6	21	47	5	11	18	36
ACT	17.9	17.6		Goal 19				


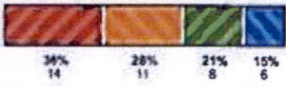

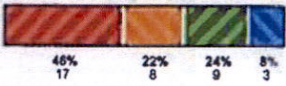


Average Score and Performance Distribution, by Assessment: St Ignatius K-12 Schools, 2021-2022

Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken								
Grade 4 Math - Summative	Smarter Summative	4	Spring 2022 (SBAC Summative)	39	2441 ± 12	 <p>Percent Count</p> <table border="1"> <tr> <td>38%</td> <td>31%</td> <td>26%</td> <td>5%</td> </tr> <tr> <td>15</td> <td>12</td> <td>10</td> <td>2</td> </tr> </table>	38%	31%	26%	5%	15	12	10	2	05/23/2022
38%	31%	26%	5%												
15	12	10	2												
Grade 5 Math - Summative	Smarter Summative	5	Spring 2022 (SBAC Summative)	39	2492 ± 14	 <p>Percent Count</p> <table border="1"> <tr> <td>26%</td> <td>41%</td> <td>18%</td> <td>15%</td> </tr> <tr> <td>10</td> <td>16</td> <td>7</td> <td>6</td> </tr> </table>	26%	41%	18%	15%	10	16	7	6	05/18/2022
26%	41%	18%	15%												
10	16	7	6												
Grade 3 Math - Summative	Smarter Summative	3	Spring 2022 (SBAC Summative)	43	2386 ± 10	 <p>Percent Count</p> <table border="1"> <tr> <td>37%</td> <td>40%</td> <td>21%</td> <td>2%</td> </tr> <tr> <td>16</td> <td>17</td> <td>9</td> <td>1</td> </tr> </table>	37%	40%	21%	2%	16	17	9	1	05/17/2022
37%	40%	21%	2%												
16	17	9	1												
Grade 8 Math - Summative	Smarter Summative	8	Spring 2022 (SBAC Summative)	39	2453 ± 15	 <p>Percent Count</p> <table border="1"> <tr> <td>72%</td> <td>18%</td> <td>8%</td> <td>3%</td> </tr> <tr> <td>28</td> <td>7</td> <td>3</td> <td>1</td> </tr> </table>	72%	18%	8%	3%	28	7	3	1	05/11/2022
72%	18%	8%	3%												
28	7	3	1												
Grade 6 Math - Summative	Smarter Summative	6	Spring 2022 (SBAC Summative)	30	2422 ± 19	 <p>Percent Count</p> <table border="1"> <tr> <td>70%</td> <td>17%</td> <td>10%</td> <td>3%</td> </tr> <tr> <td>21</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	70%	17%	10%	3%	21	5	3	1	05/09/2022
70%	17%	10%	3%												
21	5	3	1												
Grade 7 Math - Summative	Smarter Summative	7	Spring 2022 (SBAC Summative)	37	2493 ± 18	 <p>Percent Count</p> <table border="1"> <tr> <td>46%</td> <td>24%</td> <td>19%</td> <td>11%</td> </tr> <tr> <td>17</td> <td>9</td> <td>7</td> <td>4</td> </tr> </table>	46%	24%	19%	11%	17	9	7	4	05/06/2022
46%	24%	19%	11%												
17	9	7	4												

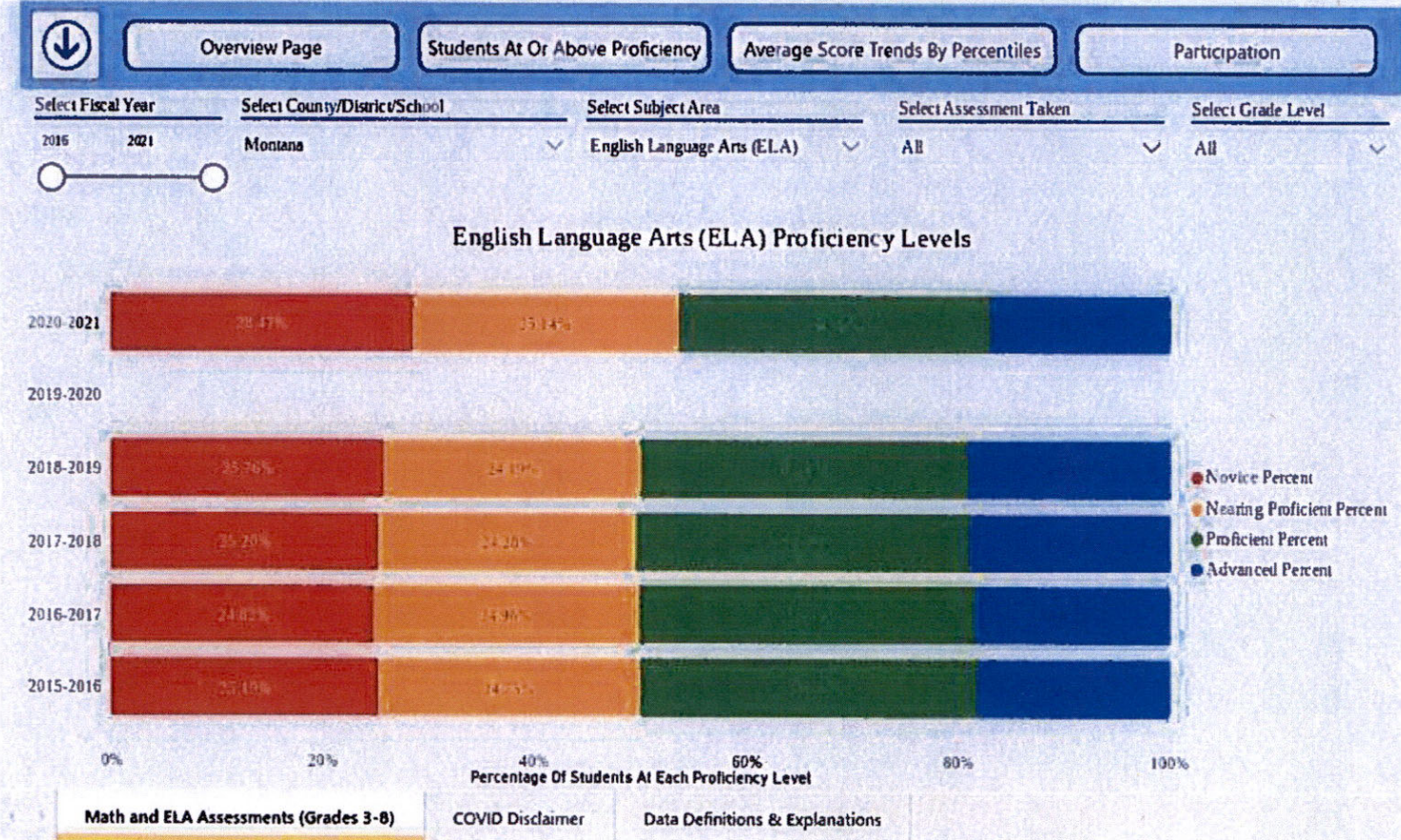
Average Score and Performance Distribution, by Assessment: St Ignatius
K-12 Schools, 2021-2022

Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 4 ELA - Summative	Smarter Summative	4	Spring 2022 (SBAC Summative)	39	2410 ± 15	 <p>Percent Count: 56% 22, 18% 7, 15% 6, 10% 4</p>	05/24/2022
Grade 5 ELA - Summative	Smarter Summative	5	Spring 2022 (SBAC Summative)	39	2475 ± 16	 <p>Percent Count: 36% 14, 28% 11, 21% 8, 15% 6</p>	05/23/2022
Grade 3 ELA - Summative	Smarter Summative	3	Spring 2022 (SBAC Summative)	43	2351 ± 13	 <p>Percent Count: 58% 24, 26% 11, 16% 7, 2% 1</p>	05/18/2022
Grade 7 ELA - Summative	Smarter Summative	7	Spring 2022 (SBAC Summative)	37	2500 ± 18	 <p>Percent Count: 46% 17, 22% 8, 24% 9, 8% 3</p>	05/17/2022
Grade 8 ELA - Summative	Smarter Summative	8	Spring 2022 (SBAC Summative)	39	2449 ± 13	 <p>Percent Count: 74% 29, 21% 8, 3% 1, 3% 1</p>	05/12/2022
Grade 6 ELA - Summative	Smarter Summative	6	Spring 2022 (SBAC Summative)	30	2437 ± 15	 <p>Percent Count: 70% 21, 13% 4, 13% 4, 3% 1</p>	05/11/2022

▼ Math and ELA Assessments Dashboard (Grades 3-8)

How do Montana students score on math and ELA assessments?



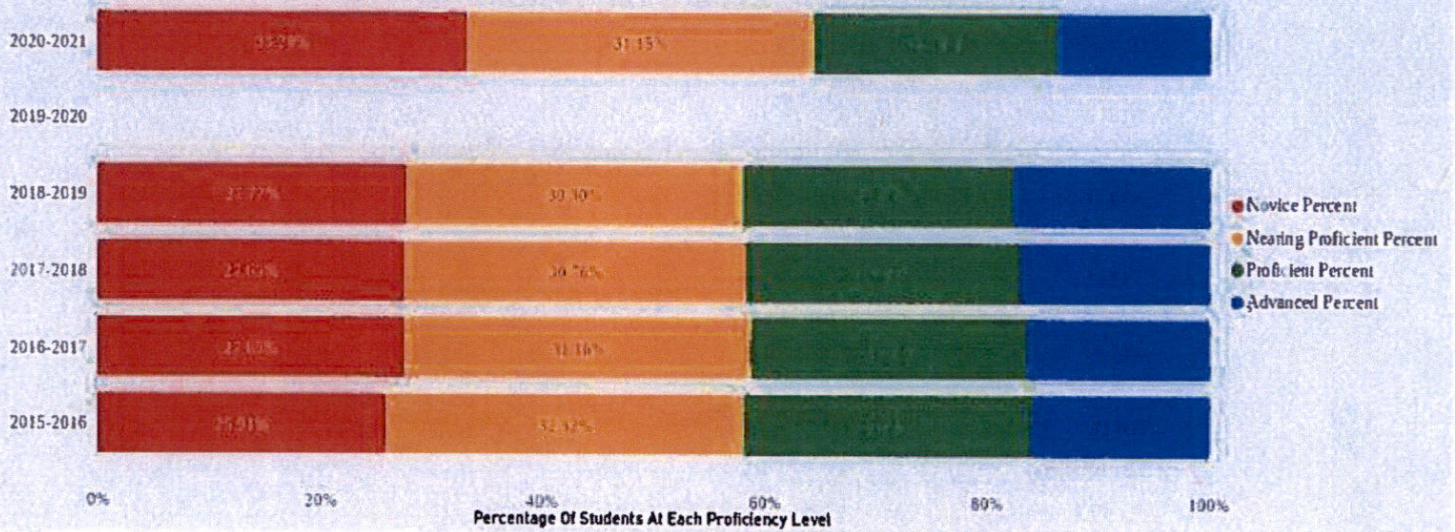
▼ Math and ELA Assessments Dashboard (Grades 3-8)

How do Montana students score on math and ELA assessments?

Overview Page | Students At Or Above Proficiency | Average Score Trends By Percentiles | Participation

Select Fiscal Year: 2016 | 2021
Select County/District/School: Montana
Select Subject Area: Mathematics
Select Assessment Taken: All
Select Grade Level: All

Mathematics Proficiency Levels



Math and ELA Assessments (Grades 3-8)

COVID Disclaimer

Data Definitions & Explanations

How do Montana students score on the ACT assessment?



ACT Overview

Score Distributions

ACT Trend Data

Senior Class Scores

ACT Score Gains

Participation

Select School Year

2020-2021

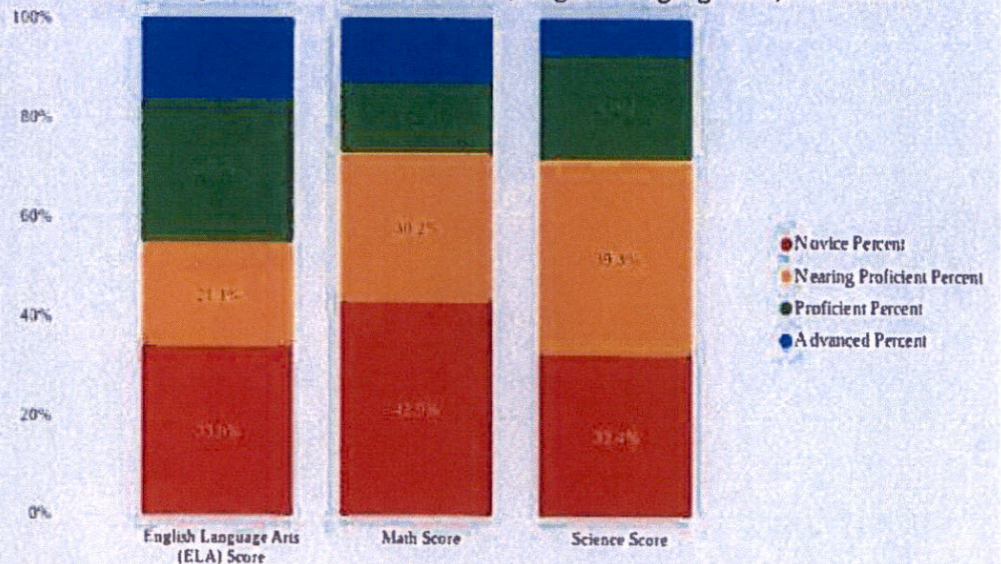
Select State/County/District/School

Montana

Juniors Completing ACT

8,825

Proficiency Levels for Juniors in Math, English Language Arts, and Science



ACT Dashboard

COVID Disclaimer

Data Definitions & Explanations



Positive Systems & Interventions

P.S.I. is a multi-tiered systems approach to academic, behavioral, attendance and mental health platforms that schools choose to promote and will be given the ability to assess their individual evidence and measurable outcomes. P.S.I. is intended to promote optimal efficiency for schools to clearly define areas of strengths and areas of needed improvement within the scope of multi-systems of support.

System Evaluation:

- 1-No Evidence
- 2-Nearing Proficient / Some Evidence
- 3-Proficient / Evidence Supports Implementation
- 4-Exemplar System Evidence with Measurable Outcomes and Evidence of System Progress
- N/A-Some of the systems or interventions are High /Middle/Elementary School Specific

Part 1

The foundation of any plan for education needs to begin with a vision, goals and fundamental purpose. Why do we exist? What is our goal? Where are we now in relationship to where we want to be? What gets measured gets done. If we expect it, we need to teach it. Beginning with SMART goals is a wonderful place to start.

Does your system have a strategic five-year plan and sets annual goals?

Example:

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: (School or District) has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: (School or District) has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: (School or District) has facilities that are conducive to

learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Goal Area 4: Community/ Communications

Statement of Intended Outcome, Five Years: Through the efforts of (School or District) and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: (School or District) has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: (School or District) understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

System Self-Evaluation: 1 2 3 4 N/A

*Goals should be established at the District, School and Personal level annually.	
*Professional Development Calendar should be done based School and District Goals.	

4

4

Part 2

Positive Systems & Interventions are reliant upon a foundation of platforms that support the best interests of schools, teachers, student, parents and community. Part 2 will look at each of these systems with an approach that P.S.I. feels are necessary for a successful tiered intervention school or district. P.S.I. will not designate what a school uses to attain this evidence, only recommend ideas or research based solutions that will help a school or district identify the necessary platforms for success.

System Self-Evaluation: 1 2 3 4 N/A

I. School Information System

School information system is used effectively and efficiently. Example: Infinite Campus, PowerSchool...	
--	--

4

II. Safe and Welcoming

a. District and/or School has an effective Crisis Plan that is practiced and reviewed annually with a schedule.	
b. District and/or School has preparedness tools for lock down and safety protocols for safe protection of staff and students throughout the school day.	

4

3

c. District and/or School have policy and procedures to effectively deal with bullying and harassment.	3
d. District and/or School uses P.B.I.S. or a similar program that establishes a positive and caring environment with universal expectations for staff and students.	4
e. District and/or School has a measurable way or survey to determine that your students feel safe and welcome.	4
Other Systems or Programs used for a Safe and Welcoming School: PSI, PBIS PLC	4

III. Sense of Belonging

a. District and/or School uses universal expectations that all students feel a part of in some way. Extra and Co-Curricula's are encouraged.	4
b. District and/or School has a P.B.I.S. approach to inclusion and universal expectations that everyone recognizes with pride for one's school.	4
c. District and/or School has effective transitional programs that are used to orient and train students moving from elementary to middle to high school and then to career or college.	4

<p>d. District and/or School have student and staff leadership groups who lead and collaborates to improve your school and systems.</p>	4
<p>e. District and/or School has a measurable way or survey to determine a student's sense of belonging.</p>	4
<p>Other Systems used for a Safe and Welcoming School: <i>MY VOICE</i></p>	4

System Self-Evaluation: 1 2 3 4 N/A

IV. Tiered Systems of Support for Academic Achievement

<p>a. District and/or School has clearly defined what students need to learn by grade by subject. These documents are stored and easily accessible for access for every grade, every subject. <i>Rubicon</i></p>	4
<p>b. District and/or School has clearly defined a system that has a focus on learning. We do whatever it takes to reach and facilitate learning. <i>PLC, PSI</i></p>	4
<p>c. District and/or School has separated and identified through reporting the difference in process, product and progress.</p>	4
<p>d. District and/or School has a system in place for a systematic response when students are at-risk or have not learned the standards for that grade and/or subject?</p>	4

e. District and/or School has a collaborative culture with a majority of your staff. Staff will support tiered systems of intervention.

4

f. District and/or School consistently measures for effectiveness of tiered intervention systems.

3

g. District and/or School has a system for alternative educational opportunities, credit recovery, credit retrieval and support for at-risk students in need of interventions and progress monitoring.

4

h. District and/or School have academic interventions k-12. District and/or School documents progress monitors and interventions.

4

i. District and/or School has a measurable way of assessing the effectiveness of interventions.

4

j. District and/or School has consistent and expected universal instructional practices. Example: Fundamental Five

1. Frame the Lesson
2. Work in the Power Zone
3. Frequent and Small Group Purposeful Talk
4. Recognize and Reinforce
5. Write Critically

Posted or Documented: Our Standards, Mission Statement, Our Class Goal, Our Progress Posted and Celebrated, Strategy Bank in Using Common Language-Continuous Improvement

Other Examples: Daily 5, Daily 3, Great 8...

4

<p>k. District and/or School celebrate recognizes and honors academic achievement. Example:</p> <ol style="list-style-type: none"> 1. 'Student First' for resiliency that honors students and staff 2. Celebrate Academic Achievement at least Quarterly 	4
<p>l. District and/or School has Tier 1, Tier II and Tier III Academic Interventions identified, organized and available as a Tiered System of Support.</p>	4
<p>m. District and/or School offers after-school and/or in-school systems for academic support.</p>	4
<p>n. District and/or School has designated mentors or at-risk plan managers for intervention plans. School has a formal Advisory Program.</p>	4
<p>o. District and/or School offers classes of interest such as STEAM or Career Courses that truly interests students and are relevant for their future. Pathways have been developed and are productively in place.</p>	4
<p>p. District and/or School has a measurable way of determining effectiveness of academic achievement and tiered interventions.</p>	4
<p>q. District and/or School can view achievement data of students to differentiate instruction and make decisions on instruction based on levels of each standard for each student for each section of the day.</p>	4
<p>r. District and/or School has ELA and Math Title programs in the k-8 that are supportive with interventions and progress monitors. There is a goal to have 80%-100% reading proficiency by grade three.</p>	2

Other Tiered Systems of Support for Academic Achievement:

Ed Hulo

4

System Self-Evaluation: 1 2 3 4 N/A

V. Tiered System of Support for Behavior and Attendance

a. District and/or School has a tiered system for student behavior and attendance with interventions and progress monitors.

4

b. District and/or School documents tiered behavior and attendance within a support system.

4

c. District and/or School can view plans and share with parents what has been done to improve behaviors and/or attendance.

4

d. District and/or School has P.B.I.S. Universal Expectations.

Example: 1. Be Safe

2. Be Respectful

3. Be Responsible

80% of your students and staff know the Universal Expectations. Universals are posted in Classrooms and

4

e. District and/or School has a Matrix for universal expectations for hallways, bathrooms, classrooms, lunchroom, assemblies and events. Universals are practiced and taught to every student. New students get an orientation of universals and expectations.

4

f. District and/or School teachers and staff send positive postcards or make positive connections with students and/or guardians. School celebrates successful implementation and actions for the universal behavioral and attendance expectations.

4

g. Students are recognized for excelling at universal expectations with positive tickets or systems of recognition.

4

h. District and/or School can view discipline reports with administration and staff to recognize trends to lower incidents by being proactive rather than reactive. Reports used by teacher leaders and administration to make adjustments in order to be more effective with less interruptions. Student focus groups are used to involve students in decision making and district systems.

4

What constitutes a major and a minor has been established with administration and staff.

i. District and/or School universal expectations are followed diligently and consistently by all staff.

4

Other Tiered Systems of Support for Behavior and Attendance Success:

4

VI. Tiered System of Support for Mental Health

System Self-Evaluation: 1 2 3 4 N/A

a. District and/or School has a tiered system of support for all things mental health with interventions and action plans.

3

b. District and/or School documents tiered mental health support systems.

3

c. District and/or School can view plans and share with parents what has been done to accommodate mental health needs.

3

d. District and/or School along with students are trained to prevent suicide and accommodate alerts that may be recognized and needed in the best interest of mental health and student safety.

3

e. District and/or School has an accessible form for families that has a list of mental health providers and mental health resources with contact information.

4

Other Tiered Systems for Mental Health Success:

4

VII. Career and College Readiness Systems of Success

System Self-Evaluation: 1 2 3 4 N/A

a. District and/or School survey and collect data so school offerings match student career and college interests.	4
b. District and/or School requires a five year plan with research for students future interests, goals and planning.	4
c. District and/or School require personal finance for all students.	4
d. District and/or School has systems in place to increase graduation rate and lower dropout rate	4
e. District and/or School offers the changing careers being made available to students in high school with as many CTE offerings as possible.	4
f. District and/or School track academic achievement on an annual basis to make improvements in instruction, tiered interventions and or plans if improvement.	4
g. District and/or School prepares students to be college and/or career ready.	4
Other Systems of Success for Career and College Readiness:	4

Part 3

There is a certain amount of data that is necessary to validate any systems that are implemented for a tiered approach. Data can validate success and it can also establish that needed urgency for areas of system improvement.

Data that every system should monitor and use for data driven decision making is listed as a start for an effective tiered approach.

- | |
|---|
| 1. Student Academic Assessment
a. State Testing ISAT, SBAC, ACT Identify Proficiency Levels
b. District Assessments MAP, SBAC Interim
c. School Assessments for Progress Pre, Formative and Summative STAR, EDIFY, DIBBLES |
| 2. Graduation Rate |
| 3. Drop Out Rate |
| 4. Attendance Rate |
| 5. Discipline Referral Count |
| 6. Teacher Discipline Count |
| 7. Discipline by Location, Month, Time |

Attached - School Reports

8. Intervention Plans, Intervention Results, Progress Monitors

9. Awards or Achievements

10. Achievement Gap of Any Type

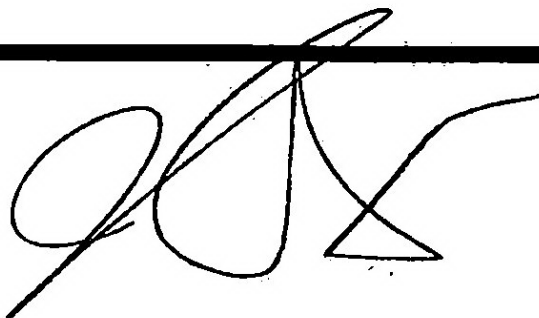
11. Student-Led Conferences or Parent Teacher Participation Percent

12. Student, Teacher and Parent Surveys Complete Google Survey

Other Data for Measurable Success:

School ranking is based on the total effort of implementation of multiple tiered and best practice systems of the school or district. This framework is a guide for best practice that will provide the best approach for any school or district interested in multi-tiered systems approach to education.

<input checked="" type="checkbox"/>	Platinum	3.7-4.0	2021-2022
<input type="checkbox"/>	Gold	3.4-3.6	
<input type="checkbox"/>	Silver	3.0-3.3	
<input type="checkbox"/>	Bronze	2.5-2.9	



All Districts and/or Schools are encouraged to use research-based programs to support Positive Systems and Interventions.

Examples:

Positive Behavioral Intervention Systems (P.B.I.S)

Response to Interventions (R.T.I.)

Professional Learning Community (P.L.C.)

Differentiated Instruction (D.I.)

Silverback Learning

Leveled Literacy Intervention (L.L.I)

Renaissance Learning and STAR

Dibbles

Fundamental 5, Great 8

Daily 5, Daily 3

Other:

School District #28, St. Ignatius, MT

Jason Sargent, Superintendent

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A⁺**



June 3, 2021

Jason Sargent, Superintendent
St. Ignatius K-12 Schools
PO Box 1540
St. Ignatius, MT 59865

Dear Superintendent Sargent:

The Board of Public Education met on May 14, 2021 and approved your application for a variance to standard ARM 10.55.709, Library Media Services, K-12 for St. Ignatius Middle School. The 2019 renewal variance application is retroactive to the 2020-2021 school year.

This renewal variance is for three years and will expire June 30, 2023. It will be important to collect the data that was identified in the application to present results if you apply for an additional renewal of the variance in the future.

Congratulations on your successful application.

Sincerely,

Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator

cc: Peter Matt, Board Chairperson

School District #28
St. Ignatius, MT
Five Year Plan
2021-2026



Adopted 2021-2022

CONTENTS

STRATEGIC PLANNING

Overview

STRATEGIC PLANNING FRAMEWORK

Core Ideology of the St. Ignatius Public Schools

The Hedgehog Concept

Core Purpose of the St. Ignatius Public Schools

Core Values of the St. Ignatius Public Schools

20 YEAR PLANNING HORIZON

Envisioned Future of the St. Ignatius Public Schools

Big Audacious Goal

Vision

5-10 YEAR PLANNING HORIZON

Assumptions Regarding the Relevant Future

Assumptions about the future

5-10 YEAR PLANNING HORIZON

Mega Issues

Knowledge-Based Decision Making Questions

FIVE YEAR PLANNING HORIZON

Outcome-Oriented Goals and Strategic Objectives

Goals of the St. Ignatius Public School District

Goal Area 1: Student Achievement

Goal Area 2: Leadership

Goal Area 3: Facilities

Goal Area 4: Community / Communications

Goal Area 5: Student Centered Positive Climate and Culture

Goal Area 6: Resources Accountability and Certainty

Approved by the St. Ignatius School Board #28 on November 17, 2015

STRATEGIC PLANNING

Overview

The St. Ignatius Public School District (St. Ignatius Public Schools) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, St. Ignatius Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as St. Ignatius Public Schools moves into the future. This Strategic Plan is intended to help St. Ignatius Public Schools in focusing its resources in a manner that will best benefit the students enrolled in St. Ignatius Public Schools.

The St. Ignatius Board of Trustees, Staff Leadership Team, staff and community members began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process.

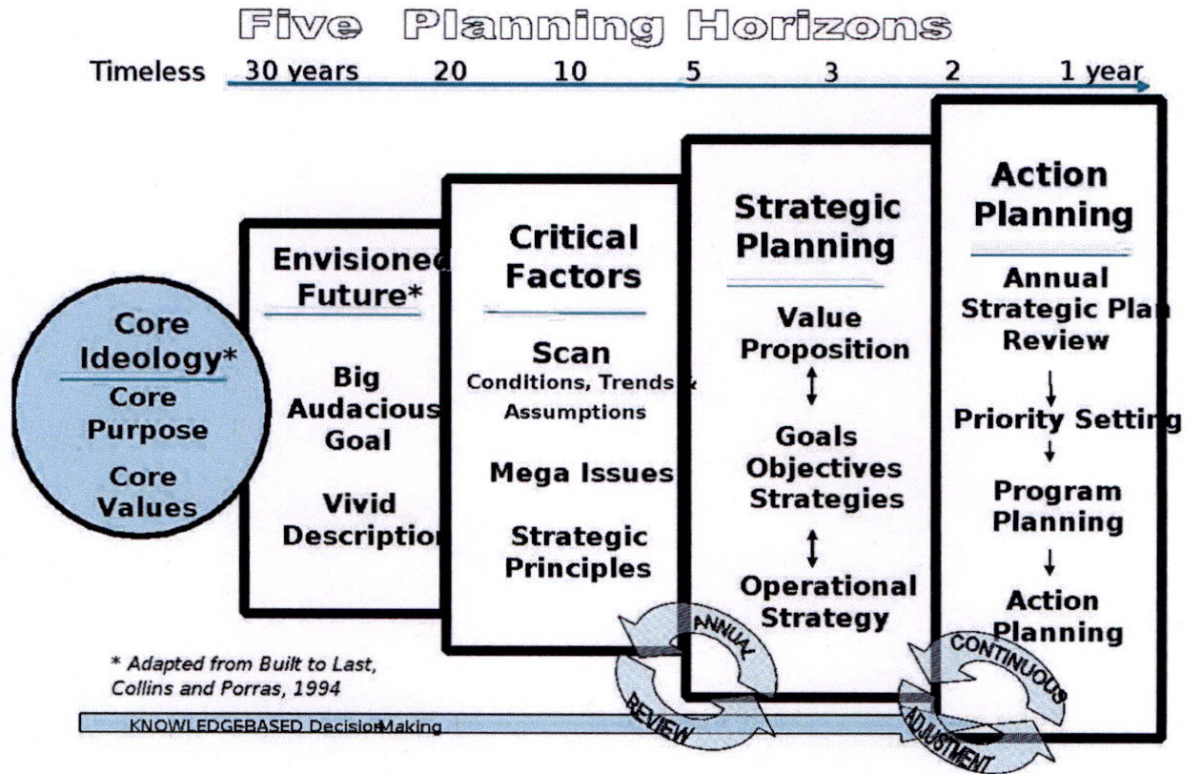
As part of its preparation for planning strategically, St. Ignatius Public Schools brought in staff from the Montana School Boards Association with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On August 16, 2011, the St. Ignatius School District Board of Trustees formally adopted its new strategic plan.

St. Ignatius Public Schools view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by St. Ignatius Public Schools.

STRATEGIC PLANNING FRAMEWORK

The framework used by the St. Ignatius Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of "Built to Last" and "Good to Great." The Board and Staff Leadership Team focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.



Core Ideology of the St. Ignatius Public Schools

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Core Purpose of the St. Ignatius Public Schools

The Core Purpose of St. Ignatius Public Schools is to provide a quality education within a safe, caring environment that provides students with the necessary tools to be successful in their future roles in life with a sense of purpose.

- *We are committed to prepare students to think critically, solve problems creatively and communicate effectively by offering high quality curriculum, programs and services.*
- *We meet the needs of students and enhance their skills through individualized instruction with an emphasis on development of each student's potential.*
- *We instill a love for lifelong learning.*
- *We teach and model the importance of pride, respect, responsibility, integrity and excellence.*

Core Values of the St. Ignatius Public Schools

The Core Values of St. Ignatius Public Schools are:

- ***Pride** – St. Ignatius Public Schools values taking pride and honor in our accomplishments and our endeavors, whether those accomplishment/endeavors are academic, athletic, other extra-curricular activities or other achievements of our students, staff, district and community. We remain loyal to the cause and have unfettered conviction in pursuit of setting a standard of excellence for our District.*
- ***Integrity**- St. Ignatius Public Schools values integrity. We believe that honesty is the best policy. We believe in showing respect and professionalism towards others even in situations where there are strong differences of opinion, values or views.*
- ***Trust** – St. Ignatius Public Schools values trust, cooperation and fairness. We believe that a culture of openness, tolerance and acceptance of others is vital to our success.*
- ***Positive Environment** – St. Ignatius Public Schools values a positive environment for all that is safe, supporting, welcoming and that provides student, staff and community members with a sense of belonging, caring and compassion. We believe that students need a positive environment if they are to succeed.*
- ***Communication** – We value the input and involvement of our stakeholders (parents, community members, staff, and the Board). We believe it is important to both recognize and celebrate our successes. We believe that strong leadership is critical to the success of our students.*

20 YEAR PLANNING HORIZON

Envisioned Future of the St. Ignatius Public Schools

Big Audacious Goal

- **St. Ignatius Public Schools is regarded as “the crown jewel” of public schools.**

Vision

- **Setting the Standard**
 - We set the standard by which other schools of similar size are measured.

- We come together each day to improve the lives of our students, staff and community.
- 100% of our students graduate and continue pursuing their life interests and goals.
- Our campus atmosphere is a safe and inviting where everyone feels welcome.
- We have a waiting list of students and staff who want to be a part of our educational experience.
- **Quality Education and Programming for the Benefit of our Students**
 - We provide a superior learning environment by which curricula is executed through consistent individualized instruction with rigor, diligence and fidelity.
 - We offer differentiated instruction to the maximum the potential of each student.
 - We have created an individualized learning plan for each student that encompasses their strengths, struggles/needs and long-term goals.
 - We have instilled in our students the value of competition and preparing for the challenges and successes in life.
 - We have programs and services that flow effortlessly and consistently through each grade level.
 - We offer opportunities for students to be positively involved in activities and carrying that forward into the future.
 - We have phenomenal arts, music, and language programs.
 - We have a successful speech and debate team.
 - We have excellent vocational programming for students.
 - We have successful athletic programs.
 - We use data and measurable testing standards that prove our students are succeeding.
 - Our students are well prepared for their career/life choices.
- **Well-educated and well-Prepared Staff**
 - Our staff facilitates the exchange of knowledge and information to our students.
 - We have research based training for our staff.
- **Pride and Involvement of our Parents and Community**
 - We have created an environment where students, staff and our community want to come and in which everyone takes great pride.
 - Our parents and community members are highly involved in our school and school activities.
 - Every person in the community takes responsibility for the students' success.
 - The Indian Education Committee is actively assisting parents in school involvement.
 - We regularly review our strategic plan and update it annually with input from parents, the community, staff and students.
- **Facilities**
 - We have state-of-the-art facilities that meet the future needs of our students.
 - Our master building plan has been implemented, including a new gym and auditorium.

5-10 YEAR PLANNING HORIZON

Assumptions Regarding the Relevant Future

In order to make progress against the 20 year Envisioned Future, St. Ignatius Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help St. Ignatius Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of

these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning Process, the St. Ignatius School Board, Staff Leadership Team, staff and community members made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of St. Ignatius Public Schools' Strategic Plan.

Assumptions about the future

❖ Demographics

- Enrollment will remain stable.
- Economic disparity will continue to exist.
- Educational opportunities for the tribal community will lead to greater student enrollment.
- Graduation rates will continue to as parental involvement continues.
- The population in the community will stay stable.
- Growth in the valley will continue. Growth will come from people who have jobs elsewhere, but hopefully, they will live here and enroll their kids
- Tribal Government support for students will increase.
- The home school population will remain the same.
- There will see a transition in teaching staff due to retirement.
- There will be an increase in diverse student population.

❖ Business/Economic Climate

- Existing farmland will be subdivided into residential developments.
- With online opportunities, people will be able to live in the community and work from anywhere.
- Unless county planning helps to encourage planned growth, we're going to stay in an economically depressed area. If we don't have infrastructure, we won't have the opportunities.
- There will be increased opportunities, but it is unknown as to whether St. Ignatius will benefit from these opportunities.
- The skilled labor force will fluctuate in the community.
- Land will continue to be expensive. As a result, we won't have the housing availability similar to Missoula and Polson.

❖ Legislation/Regulation

- Educational funding at the state and federal level will need to be restructured.
- Federal government will continue to lag behind on the distribution of impact aid funds.
- There will be a statewide re-distribution of coal, timber and oil and gas revenue.
- There will continue to be mandates and strings attached to funding.
- The "Band-Aid" mentality will continue until the next major crisis.

- Educators and trustees will be the ones that will fix the funding and educational problems. This will also take community involvement.
- There will be a trend towards nationalization of standards.
- We will continue to see unfunded mandates.
- School funding will continue to plague us.

❖ Technology /Science

- Technology changes will continue at a rapid pace.
- There will be a movement towards one to one computing.
- Technology will continue to impact the STEM (Science, Technology, Engineering and Math) field of science.
- The District will need to look at providing more technology course to meet the emerging trends.
- There will be a movement away from traditional textbooks.

❖ Politics and Social Values

- Social networking and technology will provide students with information that will impact the political process.
- Social networks are emerging as a basic form of communication.
- We will continue to see limited parental involvement.
- Parents will continue to rely on the schools to care for their children
- We will continue to see social issues that negatively impact students, including but not limited to, drug problems, poverty, teenage pregnancy, etc.
- Parents will continue to put their standard of living as a priority leaving little time for community/school involvement.

5-10 YEAR PLANNING HORIZON

Mega Issues

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to St. Ignatius Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Note: The mega-issue questions are not necessarily arranged in priority order.

❖ Mega-Issue Questions for consideration by the District:

- How can we effectively engage the support of the community to enhance parental support of the educational system and subsequently improve student outcomes?

- How can we broaden the awareness to all employees of the District the importance of delivering a consistent, high quality education to the students regardless of background or capabilities?
- What can we do to encourage and support at-risk students to become fully engaged in (completing) their educational program?
- How do we instill the value of education?
- What can we do to decrease the use of alcohol, tobacco and other drugs (ATODs)?
- As a district, what do we need to do to stay in front of the continued advancements in technology and science as it pertains to the culture of our students?
- How do we adjust with the continued uncertainty of funding?
 - MEGA ISSUES: Reviewed and updated on November 4, 2015.

Knowledge-Based Decision Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?
2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?
3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?
4. What are the ethical implications of our choices?

FIVE YEAR PLANNING HORIZON

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which St. Ignatius Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the St. Ignatius School Board, Staff Leadership Team, and faculty.

Goals of the St. Ignatius Public School District

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Strategic Objectives – Two Year Plan:

1. We will vertically align the K-12 core (math, language and science) curriculum. With math beginning 2015/16.
2. We will continue to horizontally align by building and courses (K-5, 6-8, 9-12).
3. We will continue to coordinate all school schedules for enhancement of teaching and learning.
4. We will make AYP District-wide.
5. We will utilize formative assessment tools.
6. Our Smarter Balance Scores will be at or above state average.
7. We will continue to monitor and refine the Strategic Plan.
8. We will research best practices student achievement.
9. We will ensure that we are offering co and extra-curricular activities that provide students with positive experiences to enhance our overall programming.
10. Emphasize District resources to ensure that every student can read by 3rd grade.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives – Two Year Plan:

1. The Leadership Team will continue to report back to the board monthly on the progress toward goals.
2. We will continue implementing district-wide shared leadership, including researching best practices for enhancing student achievement.
3. We will implement a professional development plan for the Board,
4. We will develop a systematic program of gathering feedback from graduates and existing students on whether student needs are being met.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the-art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Strategic Objectives – Two Year Plan:

1. The Buildings and Grounds committee will identify and prioritize the current and anticipated needs of the district.
2. We will continue to develop partnerships with outside entities/individuals to assist with the facilities/equipment needs of the District through financial support or volunteerism.
3. We will assess the facility needs of the District on an ongoing basis.

Both Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives – Two Year Plan:

1. We will continue with a program of improved, effective communications with the community.
2. We will continue our strategies to mobilize the community and get them more involved in our school and our programming.
3. We will create an inviting environment that encourages volunteerism and people visiting our schools.
4. We will research what other Montana districts have done to engage the community and parents, including the possibility of parent resource centers, outreach programs, home visits, etc.
5. We will implement co and extra-curricular programs that enhance the lives of our students.
6. We will continue to organize community activities that attract the community and parents to our schools for activities and events.
7. We will take the initiative to develop stronger relationships and greater collaboration with the IEC/Tribal Education Department.
8. We will research avenues to enhance the Adult Ed program.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives – Two Year Plan:

1. We will ensure that we are continually creating an environment where students feel a sense of belonging.
2. We will create a safe and welcoming school for students, staff, parents and the community.
3. We will take measures to improve staff morale.
4. We will continue with MBI/Graduation Matters process and initiatives district wide.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives – Two-Year Plan:

1. We will continue to analyze the amount of money that needs to be set aside to ensure that our facilities meet the ongoing needs of our students and staff.
2. We will conduct ongoing analysis of anticipating trends that might impact the financial future condition of the District.
3. We will provide annual training for the Board on school finance and building a school budget.
4. We will examine other sources of funding and/or human resources.