ST IGNATIUS PUBLIC SCHOOLS
The Gift of Roots and Wings
School District #28 * P.O. Box 1540 St, Ignatius Montana 59865-1540
District Office (406) 745-4420
Elementary Office (406) 745-3811 x302
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www.stignatiusschools.org
Fax (406) 745 4421

To: School Board
Re: End of Year Report
Date: June 10, 2021

End of Year Report Summary Narrative

Finance

We finished the year financially healthy and all projects completed on time and within the allowable budgets. This year's audit will be conducted the last week of July. We bring an additional 250K beyond our normal funding on an annual basis. We continue to search for grants, funding opportunities that will add to our revenue. Over the past five years we have worked hard to get all salaries out of impact aid and completely within our general fund and grants. We have doubled our impact aid funding over the past five years. The ESSER funding will allow us to continue to build and strengthen our general fund and impact aid budgets. We are financially secure and healthy in all aspects of revenue. We will review all of this in August during our annual budget hearing.

Safety, Efficiency and Effectiveness

We finished the year with very few cases of Covid and I feel as a whole we were as effective as any school in the valley with our protection, prevention and effectiveness dealing with the pandemic. We have learned that remote learning is not effective for academic achievement and scores reflect the loss of direct instruction. The scores reflect the fewer hours of direct instruction and academic achievement will be our biggest effort for the upcoming 2021-2022 school year.

Academic Achievement

We have learned that remote learning is not effective for academic achievement and scores reflect the loss of direct instruction. Our goal and priority for next year will be academic achievement and learning loss caused by the pandemic. There are systematic issues with how testing was conducted in the elementary that will need to be addressed and a plan for improvement needed. Fourth and Fifth graders took the annual tests a month earlier than the Third grade this giving one out of three groups an advantage and two groups a huge disadvantage. This is not acceptable and will be fixed for the upcoming 2021-2022 school year. Overall, academic achievement and mental health is our biggest concern moving forward.

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Facilities

We are very fortunate to have completed our construction projects prior to the increase in supply demands and costs. We would have not come in within our budgeted plans with the supply and construction costs today. Building projects across the state for schools who are currently still building are faced with huge increases to costs of projects that are way over the estimated costs to build. Our facilities are much improved with the addition of new construction from the bond and deferred maintenance improvements using the inter-cap and grants available. The entire district has seen enormous improvements in facilities while remaining financially sound and healthy. All projects have been completed within budget and within the scope of expectations.

Climate and Culture

This is an area that will be a focus for the 2021-2022 school year from the District Office to everyone throughout the district. We will focus heavily on expectations of respect, kindness, responsibility for the well-being of the district and students we serve. This will be not only a focus, but an expectation for every employee in the district. Our first two PIR days will begin with Climate and Culture and every day we will expect kindness, respect, responsibility and a positive growth mindset. This is an area of district and school improvement that will be cultivated and expected with our P.S.I. plans.

Leadership

Leadership will focus on Academic Achievement, Climate and Culture, Financial Stability, Safety and Positive System Interventions on all levels. This has been a trying year for every staff member in the district and we are looking forward to a positive and productive year with many new and experienced staff that want the very best for students.

Community/Communication

We finished the year with positive relationships with our Community, IEC, Tribal Education, Tribal Council, Parents and Students. We look forward to a new normal and expect to have a much better educational fulfilling and rewarding upcoming year. Everyone worked hard this year and experienced a year like no other in recent history. We are all optimistic and look forward to continuing positive relationships and communication with all entities tied to School District #28.

Sincerely,

Jason Sargent

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 2020-2021 school year. (See P.S.I. Standards Attached)
    a. Review at the August PIR
    b. Administrative Meeting on Oct. 11 –Review Safety, Efficiency, Effectiveness
    c. School Climate and Motivation Speaker set for March 11, 2021
    d. School's Planning for Learning Loss Recovery Plans for 2021-2022
    e. Will do our Self-Evaluation this Month and Report with our End of Year Information
    f. Complete

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. LLI added, we dropped Milepost and are reporting strictly academic progress for Title and Regular Ed.
    b. Progress Monitors expected for every student on an IEP
    c. Progress Monitors are used by regular education teachers through STAR, LLI.
    d. Will be adding additional support at Semester
    e. Preparing and purchasing Equipment, Technology, Programs, Furnishings for our new Title I Math and Reading Lab
    f. Mr. Arlint is looking at a Reading First Initiative to increase Literacy age 0-5.
    g. Summer Programs for Covid Recovery and Achievement Gap planning has begun for grades k-12. We are looking at running summer program for four weeks. June 1st-June 30th – 4 Weeks
    h. Complete

3. Fund and support the extra-curricular activities that we currently offer.
    a. We are happy to be competing and we have a plan in place that safeguards staff and students.
    b. Our goals here are the same as the district goals centered on Safety, Effectiveness and Efficiency.
    c. Mr. Murray is doing great organizing, advocate funding for extra-curricular
    d. Working on Winter Sport Preparation
    e. We are still competing
    f. Complete- Tennis Court and Track Facilities are areas of needed improvement

4. Share achievement data with the board annually.
    a. We will hopefully be able to test this year.
    b. Complete in June
    c. The State has again asked for a waiver for SmarterBalance. This is not good news since we need to get our students assessed in order to track our achievement levels.
    d. Summer Programs for Covid Recovery and Achievement Gap planning has begun for grades k-12. We are

looking at running summer program for four weeks. May 31-June 25th – 4 Weeks

e. Evaluations are complete, but no data yet.
f. Complete-End of Year Report Data

5. 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 at the completion of new construction. Encourage C.T. E. options that are available and trade school options with the same effort we encourage four year colleges. Build on what was started last year.
   a. We are working on Perkins Grant right now.
   b. Perkins Submitted Part 1
   c. Complete- Continue to Improve in 2021-2022

6. 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 measureable outcomes in Math and Reading. HS/MS will conduct measurable outcomes by semester in Process, Progress and Product.
   a. Established and Reviewed with all staff at the beginning of the year.
   b. Progress Monitors expected for every student on an IEP
   c. Progress Monitors are used by regular education teachers through STAR, LLI.
   d. All teachers are Pre Testing at the beginning of each semester
   e. During walk-throughs I did see the elementary using the formative assessments throughout the school
   f. Summer Programs for Covid Recovery and Achievement Gap planning has begun for grades k-12. We are looking at running summer program for four weeks. May 31-June 25th – 4 Weeks
   g. Complete

7. Support the existence and opportunity for extra-curricular activities. Assure safety, effective practice and efficient plans for practice and competition.
   a. Mr. Murray is doing a great job keeping extra-curricular activities organized, safe, effective and efficient.
   b. NHSA added camera today for safe viewing of events in both gyms from home. 10-15-20
   c. Winter Sports are prepared and ready to begin
   d. Spring was very successful
   e. Complete

8. Support Academic Achievement in a Safe, Effective and Efficient manner during this time of uncertainty.
   A) Safety: Goal is to prevent any staff or student from contracting Covid-19. **0 Cases is the Goal**
   B) Take all safety measure to meet goal 8 (A)
   C) Follow guidance of local and state health experts and state mandates
   D) Listen and take input openly and share the expert input from our School RN (Registered Nurse)
   E) Allow systems that we can use to Contact Trace Efficiently and Effectively
   F) We had our first case of positive Covid-19 in the middle school this week. 10-14-20- Contact Tracing is still under investigation by the Health Department. Teachers and Administrators have been reminded to social distance students as much as possible 10-15-20 to keep students and staff safe.
   G) Most teachers and staff are doing a wonderful job social distancing, masks and reinforcing positive Covid-19 behaviors and practice. There are also areas of needed improvement across the district.
   H) We are doing well as of Nov. numbers are down compared to county and other schools.
   I) In December still way below the curve for MT school among staff and students
   J) We are currently at 1 active case for Staff and Zero for students so I would say we are doing the very best in MT
   H**) Currently 0 cases Staff and or Students**
   I) Complete

9. Support Remote Learning with Technology, Study Guides, Academic Resources, Web Based Resources to best support students learning from home.
   a. Live streaming is taking place in many classes as well as organized Google Training to share with remote learners what is happening in the regular education classroom.
   b. Many students have returned to school. We have also lost students to home school over the Covid Pandemic.
   c. More students went remote in December
   d. We are strongly encouraging students to be back in school
   e. Summer Programs for Covid Recovery and Achievement Gap planning has begun for grades k-12. We are looking at running summer program for four weeks. May 31-June 25th – 4 Weeks
   f. Complete- Plan to Return 100% In Person 2021-2022

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 2020-2021 school year. (See P.S.I. Standards Attached)
   a. Leaders have set goals for District, Schools and Systems
   b. We will self-Evaluate this Month
   c. Complete

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. PLC's are active in every Building to support P.S.I. goals-
   b. 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. This Month
   b. Complete and Part of End of Year Report

5. Implement new assessment tools and expectations. Separate Process, Product and Progress- Develop new report card expectations for all schools.
   a. This is happening at all levels.
   b. Progress Monitors expected for every student on an IEP
   c. Progress Monitors are used by regular education teachers through STAR, LLI.
   d. This has been done and shared during student led.

e. Complete

6. Administration will spend more time in classrooms to assure Safety, Effectiveness and Efficiency.
   a. We started out great, Supt needs to do a better job, I believe principals are doing well.
   b. Complete –Area of Improvement for Superintendent Sargent; Principals Great Work

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.

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. Technology Report this month (February)
   b. Complete

2. Continue with quarterly walk-through with building and grounds committee.
   a. This has not happened yet, we need to schedule walk-through. Let's shoot for Sept. 25 at 7:30 a.m.
   b. We continue to meet regularly to make facility decisions
   c. We met last Friday and talked about tennis court
   d. Complete

3. Finish all projects on time and within the allotted budgets.
   a. This is behind schedule and getting close, but needless to say we are behind.
   b. November and we are still not complete.
   c. Facilities Meetings Continue
   d. Complete- District Commendable Improvements

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. Parent survey is out for both HS/MS and Elementary
   b. Calendar Recommendation Complete and Approved
   c. Complete

2. Attend and build positive relations with IEC and Tribal Education. Collaboration with Tribal Education increased.
   a. Met with Michelle Micheals on Sept. 9th
   b. School reports were sent to IEC, Title VI, Tribal Ed, Tribal Council
   c. Tribal Council Annual Presentation Complete
   d. Request for Title VI Meeting Complete, no response yet
   e. Complete

3. Meet P.S.I. expectations for Communications and Community Involvement.
   a. Web page is staying caught up with news and updates.
   b. 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. All things being considered Staff and Students are doing a great job with masks and school safety.
    b. Some adjustments need to be made for social distancing
    c. Climate and Culture in Elementary is our current Priority
    d. Complete- Continual Effort for 2021-2022

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 2020-2021 school year. (See P.S.I. Standards Attached)
    a. Complete

3. Active P.S.I. student and teacher groups at all levels.
    a. Regular PLC are happening
    b. Complete with PD Planned for 2021-2022

4. Have one group from each school report to the board annually.
    a. March- Elem April- MS May- HS
    b. Complete

5. Support Safety, Effectiveness and Efficiency in all District Goals.
    a. We are off to a great start.
    b. Still doing Great
    c. Complete

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. Complete all facility projects successfully.
    a. Rocky end and working hard to bring it all together.
    b. Making Progress Again- Nate was here all week. Lockers will be in next week.
    c. Project on the New Elem. Classrooms- Outstanding
    d. New Construction – Nothing is getting done
    e. InterCAp- 95% Complete, Very little has gotten done recently
    f. All Projects nearly Complete
    g. Complete

2. Support Remote Learning with Technology, Study Guides, Academic Resources, Web Based Resources to support students learning from home.
    a. Google training and many teachers are finding unique ways to serve students at home.
    b. Summer Programs for Covid Recovery and Achievement Gap planning has begun for grades k-12. We are looking at running summer program for four weeks. June 1st-June 30th – 4 Weeks
    c. Complete

3. 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
- iGraduate: $10,000
- Transition Grant: $30,000
- Free Lunch for All k-12 Students: Priceless
- Work Compensation Insurance: $25,000
- Special Education Increase Funds: $100K
- Increased Enrollment General Fund Application: $28,000
- AA Financial Rating helped a ton with bond sales of $400,000
- Impact Aid Reserve is slowly being recovered with positive budgeting and careful management. In the Black and building reserves
- Saving $5,000 a year for a grant coordinator, Savings: $25,000 over past 5 years
- Community Contribution:
- Contributed to Facility Bond: $5.6 Million InterCap $1.2 Million Deferred Maintenance
- Addition of Transitional Kindergarten now a revenue increase of $30,000 a year
- DHRD Infrastructure Grant $530,000
- Title I - CARES Act Funding Applied for and Received. 260K and Currently, 216K- Impact Aid will be over 100% Lot this year and we can expect additional ESSER funds 3.7 Million Total (Cares, ESSER I,II,III)
- Montana Advanced Opportunities $14,000
- District Office Brings in an Additional 250K per year compared to previous administration.

Complete

2020-21 End of Year Report of District Goals: 93%

- ***State School Board of the Year –St. Ignatius School Board***
- ***State Principal of the Year Shawn Hendrickson***
- ***WMASS Superintendent of Year Jason Sargent***

End of Year Report Extra-Curricular Participation Indian Education for All Goals:

	Native-American	**Other**
Football	52%	48%
Cross-Country	79%	21%
Boys Basketball	73%	27%
Girls Basketball	73%	27%
Cheerleading	71%	29%
Wrestling	40%	60%
Softball	61%	39%
Tennis	71%	29%
Track	39%	61%
Volleyball	58%	42%

Total Population High School: 60% Native American 40% Other

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.

MBI 'Platinum' in every school

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 and 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 MBI "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 identity 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 is 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 (STEM)**: 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)

Programs:

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. iGraduate
    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

Fundamental Five Instructional Strategies (Instructional Requirements)

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

V. Collaborative Staff and Student Leadership
   a. Calendar Committee
   b. MBI Student and Teacher Leadership Teams
   c. PLC Teams
   d. Shared Leadership

VI. Goal Setting and Planning
   a. 5 year plan
   b. Annual Goals for District
   c. School Goals
   d. Personal Goals

VII. District Data-What gets measured gets done
   a. Academic Achievement MAP/Smarter Balance
      1. Percent meeting Growth Target
      2. Percent of each class Proficient or Better
      3. ACT Scores
   b. Graduation Rate and Drop Outs
   c. Attendance Rates
   d. Discipline Count of Referrals
   e. Milepost Plans and Interventions/Progress Monitors/Parent Contacts
   f. MBI Status
   g. 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
- STEP Family Nights (Once a Month)
- 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 on their toes- 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. Constantly stir the murky waters so it never settles.

IX. Hold yourself accountable above all.

P.S.I.
Positive System & Interventions

This proposal is for districts or schools interested in an alternative to MTSS and MBI in Montana. The consortium uses best practice systems from across the state as well as best practices from M.B.I., P.B.I.S., R.T.I., Differentiated Learning, P.L.C., Expeditionary Learning, Tier Systems, Fundamental Five. These best practices will be what the consortium feels is necessary and imperative to positive systems and interventions. This platform recognizes schools that are accomplishing these goals and beliefs with fidelity so they can earn confirmation and recognition to what MBI has done and used in the past. We set up the standards for what schools need to be successful with systems and interventions that allows the freedom to use the tools they choose to accomplish these goals. We guide the framework for what is needed based on the systems that we identified as best practice in schools. Then we allow schools to fulfill these system frameworks with programs they feel will best reach their improvement, system and intervention goals.

Once the platform is built, schools measurable outcomes for tiered systems and interventions can be recognized by P.S.I. training consultants. Schools will be self-evaluated then be evaluated by a P.S.I. consultant, if they so choose. Bring it all together with clear expectations to show systems of success that are working in schools across the state. The school would have to show the program or system implementation with progressive, measurable outcomes that are making a difference in schools with positive outcomes on the approved rubric. Schools will use the tools they feel best serve their systems that are in place for student success and achievement.

PSI-Positive System & Interventions is a platform centered on 'LEARNING' and Systems of Success that are at the core of everything we do.

We will support schools with best practice, measurable outcomes, data-driven decision making within the PSI framework for positive systems. PSI will brand what positive systems look like, give schools the opportunity to use what tools work for them and frame it into what we want for our systems schools. We can brand the essential understandings for schools giving them the opportunity for recognition. Systems of success and tiered intervention can be implemented in academics, behavior, attendance, mental health at all grades and all levels.

St Ignatius K-12 Schools
Service Commitment FY22

It is the goal of the MSGIA to increase staff understanding to limit injuries from occurring in the workplace. Based on a five-year claim history (7/1/15-6/30/20), St Ignatius School District has reported 30 claims and those claims are reserved at $22,093.00. The most frequent claims involve fall, slip, or trip accidents (19) while severe claims are bodily motion claims with reserves set at $12,616.00. The teachers have reported the most claims (15) and experienced the most severe claims ($19,268.00).

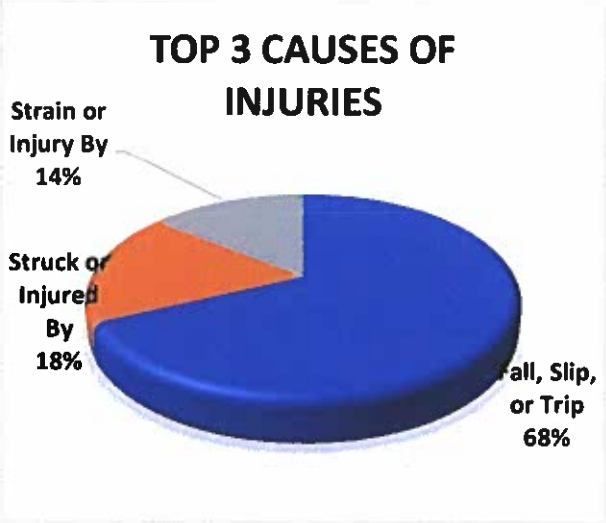
The district's most recent Experience Modification Factor history:

Fiscal Year	Experience Modifier
2022	0.93
2021	0.96
2020	0.98
2019	1.09

Occupation Trending:

Occupation	Frequency	Occupation	Severity
Teacher Aide	5	Teacher Aide	$1,188.00
Food Service	7	Food Service	$1,395.00
Teacher	15	Teacher	$19,268.00

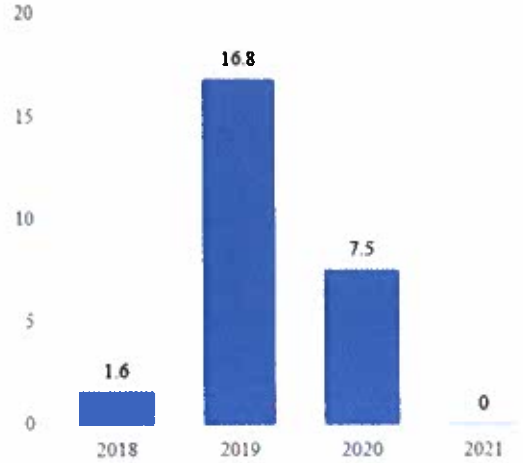
Cause Trending:

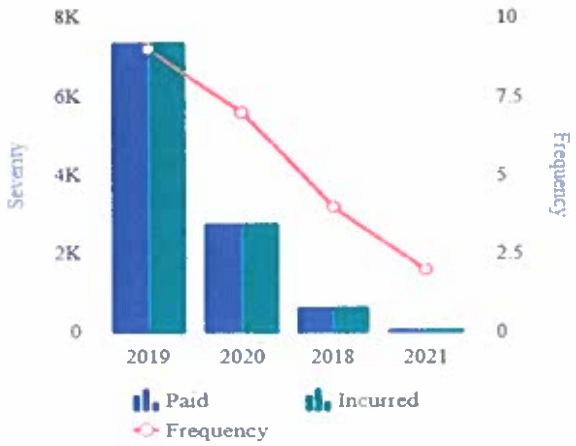


Location Trending:

Location	Frequency	Location	Severity
St. Ignatius Elementary	12	St. Ignatius Elementary	$8,482.00
St. Ignatius Jr High/High School	17	St. Ignatius Jr High/High School	$13,491.00

District Pure Loss Ratio:





St. Ignatius Emod is trending downward which is good news for the District. To continue this pattern of workplace safety, MSGIA will partner with the District to focus on areas that will assist the overall safety culture. Areas to work on are noted below:

To assist in this endeavor, the insurance team will:

Fall:

- Adopt plan for FY22.
- For FY22, the District should concentrate on reducing or eliminating all fall, slip and trip accidents. The District should assign staff the MSGIA Safe Schools online training "Fall, Slip, or Trip" (27 min-Full Course)
- To avoid accidents in extra-curricular and P.E., teachers and Coaches will view the MSGIA Safe Schools trainings: Workplace Injury Prevention: Coaches, Custodial Services, Food Services, and Teachers (2-3 min each).
- Risk Manager will discuss Winter Safety Plan and dealing with snow and ice removal.
- Risk Manager will provide brochure information on preventing strains and fall, slip or trip injuries.

Winter:

- Risk Manager will provide District with Mid-Year report with a focus on current year trending.
- November, December, January, February "Monthly Safety Reminders" will include one article on avoiding slips, trips and falls.

Spring:

- With possible spring storms, continue emphasis on preventing falls (ice and uneven surfaces).
- Focus on preventing bodily motion claims (lifting, twisting, repetitive motion) with the end of school approaching.

Team:

Superintendent: Jason Sargent
Business Manager: Adam Hawkaluk
MSGIA Director of Insurance Services: Shawn Bubb
MSGIA Asst Director, WC Operations: Kevin Bartsch
WC Claims Examiner: Gina Keltz
Risk Manager: Harry Cheff

St. Ignatius School District #28

St. Ignatius School District #28, 76 3rd Ave. St. Ignatius, MT 59865 406-745-3811 Federal DUNS # 053336095 ID LE #0481

Plan for Safe Return to In-Person Instruction and Continuity of Services

Date of Adoption: 6-15-21

Notice of Information and Public Input: Added to Website for Information and Public Input June 5, 2021

Plan Review and Public Input Opportunities since March, 2021

- **March 16, 2021 School Board Meeting Review and Public Input**
- **April 20, 2021 School Board Meeting Review and Public Input**
- **May 18, 2021 School Board Meeting Plan Review, E.S.S.E.R. II Input and Review**
- **June 15, 2021, Plan Approved by Board with Public Input and Survey Review**

Revision Scheduled Dates: 11-16-21, 4-19-22, 10-18-22, 4-18-23, 10-17-23

March 2020 - June 2021

1. The St. Ignatius School District was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then- Governor Bullock. Districts were provided a two-week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor.
    a. Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 30, 2020.
2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards.
    a. Our school district finished the 2020-21 school year through remote instruction. During the 2020-21 school

year, our means of operation have included:

i. In person 4 Days a Week and Fridays all students were remote and remote students were asked to attend if they chose to for additional support and assessment. (See Phase 2 on our Educational Plan) (Phase 2 2020-2021)

ii. Hybrid / Remote learning

3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of various model policies provided by the Montana School Boards Association under
4. model policies aligned with CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings.
5. Our district is finishing the 2020-21 school year strong, having provided high quality learning opportunities to the students in our community in safe and effective learning environments.
6. We embraced a fundamental principle of providing extensive transparency to our community throughout the above timeframe. We publicly noticed, held meetings regarding, and provided extensive opportunities for our community to provide us with feedback regarding the School District's plans and we carefully considered such feedback in developing and refining the School District's plans throughout the last 14-15 months.

Safe Return to Schools and Continuity

Safe Return to Schools and Continuity of Services Plan Contents: March 2020-June 2021

Part I: Documentation of Meaningful Consultation in Developing and Refining

the School District's plan from March 2020 Through June 2021:

Plan Review and Public Input Opportunities since March, 2021

- **March 16, 2021 School Board Meeting Review and Public Input**
- **April 20, 2021 School Board Meeting Review and Public Input**
- **May 18, 2021 School Board Meeting Plan Review, E.S.S.E.R. II Input and Review**
- **June 15, 2021, Plan Approved by Board with Public Input and Survey Review**

We noticed, held, and invited public comment on our evolving plans for a safe return to school and continuity of services on the following dates since March 2020:

Our invitation for public input included a general opportunity for the public to provide input and was provided to everyone interested, including:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Tribes April 16, 2021 Indian Education Committee, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Part II: Contents of The School District's plan for Safe Return to In-Person Instruction and Continuity of Services:

1. A description of how the district will maintain the health and safety of students, educators, and other staff:

Following the lifting of the Stay-at-Home Order and subsequent reopening of the state on April 22, 2020 St. Ignatius School District #28, utilized the Montana Public Education Center *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* and accompanying MTSBA Model Emergency Policies. Utilizing these resources supported our district's continued service to students with transparency and accountability while ensuring the operations of the school district reflected the circumstances in our community.

The policies ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2020-2021 school fiscal year in a manner that met these priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

St. Ignatius School District #28 implemented policy options that facilitated collaboration between the Board of Trustees, administrative team, employees, parents, students, health officials, and community as we established protocols aligned with CDC guidance addressing how instruction was to be delivered to students; how gatherings and events would take place on school property; how the health and safety of staff and students would be protected and preserved while schools were open; and how financial and operational functions of the school district would continue during the period of public health emergency.

St. Ignatius School District #28 reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students' academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection, community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework, school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

Following the *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* ensured School District #28 has remained in compliance with guidance and best practices provided by federal, state, or local health officials. Our school district has continued to adapt and adjust our policies as new and updated guidance and best practices have become available. (See School Plan)

Further, the policies provide options for consideration through input from our board of trustees, administrative team, employees, parents, students health officials, and community as collaborative partners as we have worked our way through ever evolving changes due to the pandemic. By considering all possible perspectives and factors when making the decisions to adopt or adjust a policy, or to implement a policy, we focused on the health and safety of our students, staff, and community for delivery of learning and services to our students. The policies have enabled us to adjust our procedures and practices during different phases in compliance with guidance and best practices provided by federal, state, and local agencies.

St. Ignatius School District #28 will continue to follow the policies noted below while engaging in a quarterly reevaluation process to continue to ensure the health, safety and wellbeing of our students, teachers, staff, and community through 2024. (See Phase 3 for Most Recent Plan Implementation)

SAFETY MEASURES

The District is taking the following measures to safely provide in-person instruction, including consideration of guidance by the CDC and state and local health officials as follows:

Universal and correct wearing of masks

The School District has adopted the protocols outlined in this policy 7060 during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 7060, and a safe workplace when staff are present on school property in accordance with Policy 7060, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy 7060establishes regulations face coverings as personal protective equipment.

Physical Distancing

The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 7060, and a safe workplace when staff are present on school property in accordance with Policy 7060, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials.

The policy establishes regulations regarding physical distancing by requiring students, staff, volunteers, and visitors will maintain a three-foot distance between themselves and their colleagues and peers throughout the school day inside any school building, on school provided transportation, and on school property before and after school. Staff members will arrange classrooms and restructure courses, transportation services, and food service to meet this standard.

The administrative team of the School District has adopted these procedures regarding symptoms of illness, physical distancing and work areas, physical barriers and guides, and ventilation in accordance with Policy 7055 in order to implement Policy 7060 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 7060.

Handwashing and Respiratory Etiquette

7060 and St. Ignatius School Plan Phase 0-3: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 7060, and a safe workplace when staff are present on school property in accordance with Policy 7060, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding healthy hand hygiene behavior and symptoms of illness.

7055, 7060 and St. Ignatius School Plan 0-3: The administrative team of the School District has adopted these procedures regarding personnel cleaning and disinfecting, symptoms of illness, and water systems in accordance with order to implement Policy 7060 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state,

tribal, and local health officials. These procedures supplement Policy 7060.

Cleaning and Maintaining Healthy Facilities (including improving ventilation)

7050: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials.

The policy establishes regulations regarding symptoms of illness, cleaning and disinfecting, temperature screening, vulnerable individuals, food preparation and meal service, and transportation services. The administrative team of the School District has adopted these procedures regarding personnel cleaning and disinfecting, symptoms of illness, and ventilation in accordance with Policy 7050 in order to implement Policy 7060 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These
procedures supplement Policy 7060.

Contact Tracing

The School District has adopted the protocols outlined in the policy during the terms of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 7060, and a safe workplace when staff are present on school property in accordance with this policy. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, temperature screening, public awareness, and confidentiality. School District #28 hired a full-time nurse to contact trace and keep staff and students safe.

Policy 2020: In all proceedings related to this policy, the District will respect a student's right to privacy.
Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District will rely on advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.

Diagnostic and Screening Testing

7060: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 7055, and a safe workplace when staff are present on school property in accordance with Policy 7060, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, and temperature screening.

Vaccinations

District will act in accordance with state and federal law with respect to vaccinations for its staff and eligible students.

Please note that House Bill 702 passed the 2021 Legislature and was signed into law effective May 14, 2021. New Section 1 of that law provides that it is an unlawful discriminatory practice for a governmental entity to refuse, withhold from, or deny to a person any local or state services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status. The law also provides it is unlawful for an employer to refuse employment to a person, to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment based on the person's vaccination status. Finally, House Bill 702 provides it is unlawful for a public accommodation to exclude, limit, segregate, refuse to serve, or otherwise discriminate against a person based on the person's vaccination status. **3010:** Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.

The District will not refuse, withhold from, or deny a person any services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status.

Accommodating Students with Disabilities

The District will provide accommodations to its policies for students with disabilities as determined appropriate based upon the individual student needs and in accordance with a individual accommodation plan or individualized education plan. Students requiring accommodations should contact Jason Sargent, Superintendent to request information on plans for students with disabilities. Policy 2040 and 2045

CONTINUITY OF SERVICES

The District will provide for continuity of services as follows:

Student Academic Needs, Student Social, Emotional, and Mental Health Needs, Other Student Needs, Staff Social, Emotional, and Mental Health Needs, Other Staff Needs

See Attached School Plan, Policy 7055, 7060. The School District has adopted the protocols outlined in this policy to govern during the term of the declared public health emergency to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources including but not limited to online methods. The supervising teacher, principal, superintendent or designated personnel are authorized to implement
this policy. The Board of Trustees may revise the school calendar to adjust the completion of the school year for particular grade levels and groups once students have satisfied the required number of applicable aggregate hours The Board of Trustees authorizes instruction of students at the school facility in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year affected by a public health emergency. The Board of Trustees authorizes proficiency-based ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using district assessments consistent with the School District's adopted Plan of Action, District Policy 7060, or other measures approved by the Board of Trustees during the course of a school year affected by a public health emergency. The Board of Trustees authorizes a summer program of instructional offerings for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation and may be delivered at the school or at another offsite location. Remediation credit courses shall be offered, grades K-12, in accordance with District advancement requirements. Credit course offerings must be approved by the Board of Trustees. In accordance with District Policy 7055,7060, Section 20-1-301, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the Board of Trustees may establish a school calendar with an earlier start date and a later end date from non- emergency school years to ensure students receive the minimum number of

aggregate instructional hours. Students shall receive services in accordance with the applicable Individualized Education Plan or Section 504 Plan based on methods and locations agreed upon and documented by the applicable team to meet the student's needs and goals. Students shall have access to regular school counseling services whether their instruction is provided in an onsite, offsite or online setting. Staff shall promptly report any suspected student distress or concern to their supervisor for review and referral. Students receiving instruction in an offsite setting are governed by the staff obligation to report suspected child abuse or neglect. This policy in no way limits or adjusts the School District's obligations to homeless students or students in foster care. Applicable District policies serving these students, or this population of students remain in full effect. Proficiency or satisfying aggregate hours of instruction can be achieved through an on-site, off- site, or blended learning model as outlined in Policy 1906. Best practices will assist districts in facilitating quality learning for each student regardless of background or circumstance. Best practices include but are not limited to, planning and communication, clear expectations, differentiated instruction and learning models, and flexible demonstrations of learning. The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

PUBLIC INPUT

The Plan will be posted to the website with input survey attached to the web site with the plan for public input. Public input to the plan will available to the board of trustees monthly starting in June, 2021.
The District will review this Plan at least once every six months and will provide an opportunity for public input in association with any review of the Plan.

June 2021

Part III – Updated Compliance for the District's Previously Adopted Plan for the Safe Return to In-person Instruction and Continuity of Services:

Section 2001(i)(3) of the ARP Act states that a school district that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (*i.e.,* is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The School District's plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District's plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District's

plan for purposes of the ARP Act, revised the School District's plan at a meeting held on June 15, 2021 that included not just a notice of opportunity for public input, but which specifically invited meaningful consultation with and input from:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Indian Education Committee and Tribal Education were both informed on June 8, 2021 of our plans and do have the opportunity for input on or before the Board Meeting scheduled for June 15, 2021.

We have considered the input of all affected parties and have carefully deliberated regarding the best possible means by which our district can provide safe effective learning environments for each of our students.

June 2021 - September 30, 2024

Part IV – Schedule for Future Review and Updates:

Consideration of this Safe Return to Schools and Continuity of Services Plan shall be added as a standing agenda item on each regular and special meeting of the board of trustees throughout the 2021-24 school years. The agenda item shall, at a minimum, include notice of any changes to the plan recommended by the administration with an invitation for input, notice of opportunity for public input, and consultation with:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Appendix – Attach and/or provide a website URL for the school district's adopted 1900 policies in their entirety.

www.stignatiusschools.org

MT-PEC A *Roadmap for Safely Reopening Montana's Public Schools Using* Emergency School District Policies.

St. Ignatius School District #28

School Planning 2021-2022

St. Ignatius School District #28 is proactively looking at the return to school safely plans for the fall of the 2021-2022 school year. We have put together a four phase option below preparing to implement one or all of them as situations unfold. As a community, we need to be flexible and able to rotate from plan to plan fluently as situations change. We have surveyed staff and parents to get an idea of where everyone is at and as expected there are many mixed feelings across the board. We do not want to lose students and we will find a way to serve and meet the needs of every student in our district. June 24, 2021 Districts must make publicly available Safe Return to In-Person Instruction and Continuity of Services Plans.

- If a District developed a plan before ARP was enacted that does not address the above requirements, the District must revise its plan no later than six months after it last reviewed its plan.
- Districts need to update the Safe Return to In-Person Instruction and Continuity of Services Plan at Districts every six months through September 30, 2023 and must seek public input on the plan and any revisions and must take such input into account. The Input survey for parents, community, staff, students is available on the school web site under **SAFE RETURN to IN-PERSON INSTRUCTION** at www.stignatiusschools.org

I. The recommendation at this time will be to return to school as normal for 2021-2022 school year. We recommend attending school five days a week with all systems back to normal. Any students wanting a remote option will need to apply with their building principals for a MS/HS Mission Forward opportunity or with a 504 Plan in the Elementary. Our priority will continue to be on Safety, Effectiveness and Efficiency. Mental Health of all students is something we will be prioritizing as "Urgent" at this time. We want to serve our community the very best way we can while being supportive and safe. Goals: We are recommending to be back to school as normal with safety precautions and procedures in place to best serve students. Masks will

be optional. Teachers will be given an additional $300 for PPE for new air filters, filter machines or any other supplies needed to keep their rooms safe. We will be adding additional staff, additional tools, programs, curriculum, technology for learning loss in all buildings. We are recommending a move to Phase 3 starting immediately on June 16, 2021. Additional Staff, Technology, Curriculum, Training, Safety, P.P.E., Teacher Stipends, Programs and Tools for Learning Loss have been applied for through the use of ESSER funds to support students' loss of learning and low academic achievement results district wide with a plan for a safe return to in-person instruction. **Recommendation: Phase 3**

We have a plan that will allow us to move from phase to phase and be prepared to move from 0 to 3 at any time.

State or Local Directives	Safety and Health Protocols	On-Site and/or Remote Learning	Other Information
Phase 0 Local or State Stay at Home Order Follow MHSA for Extra-Curricular Participation, Competition, Practice, Events, Open Gym, Camps	1. All School Facilities are Closed to the Public and Students	Full-Time Remote Learning 1. Same as the Spring: Start with End in Mind 2. Semester Expectations of Essential Understandings Delivered 3. Support and Online Tools as well as Study Guides Given for Essential Understandings 4. Teachers, Para's Available for Support 5. Semester Evaluations Completed at the End of Semester or Quarter	6. Teachers: On or Off Campus depending on State CDC recommendation and standards 7. Remotely Serving Students with Limited Contact –Teachers could be asked to be at work during normal hours 1-5 days a week depending on situation(s) 8. Maintenance: Evenings Cleansing and Cleaning of all Facilities (normal schedule) 9. Classified Normal Hours On-site Supporting Online and Food Distribution 10. Human Contact Limited to All

Phase 1 Restricted local or state operations- Limits group size at 10-15, without social distancing as per local or state order. Follow MHSA for Extra-Curricular Participation, Competition, Practice, Events, Open Gym, Camps	1.	All school facilities are equipped with Ninex Tempcon Network System. The Ninex TempCon System is the first of its kind that can automatically check the temperature of everyone at our school multiple times a day without "Human Interaction" utilizing the Thermal Imaging Cameras and Artificial Intelligence Technology.	*School Administration will decide Option 1 (A) or 1(B) *Parents can Choose between Option 1 (A)/(B) or Option 2 **Option 1 (A)** 1. Blended Model of on-site and remote learning 2. Learning will occur two days a week on-site, with the remaining three days remotely	3.	Teachers: On-Campus
				4.	Serving students with a blended approach Monday through Thursday Serving Remote learners and remote assessments on Friday.
				5.	Maintenance: Evenings Cleansing Facilities
				6.	Classified: Normal Hours On-site Supporting Students and Food Distribution

Follow State Recommendations for transportation of students and staff	This system will help School District #28 be one of the safest schools in the State of Montana and comply with the Occupational Safety and Health Act general duty clause. (Section 5(a) for Covid-19) This system will identify anyone with an elevated body temperature of 100.4 degrees or higher. Detect-Analyze-Identify-Notify... In Seconds 2. Masks Provided and Staff/Students Encouraged to Wear 3. Hand washing taught and time dedicated numerous times a day 4. Cleansing of buildings daily 5. No Public Visitors allowed	3. Classes will be divided into two groups one Group attending on 'A' Days and the other Group on 'B' days Monday-Thursday (We will divide this so families stay together) 4. Students will attend all 8 Classes 2x Week 5. There could be short term school closure (2-5 days) **Option 1 (B)** Elementary: Music, library, and NAS teachers move around to classrooms instead of students traveling down the hall. PE when doing the health portions. Breakfast and Lunch in classrooms. Modified recess schedule so no large groupings during lunch. HS/MS: Block schedule Monday through Thursday. We will do 4 classes a Quarter with block every day and Quarter will count for semester credit. This will limit

student movement and allow teachers more prep time to support students that have chosen to be served remotely. Fridays will be optional for students attending regular classes. They can come to school and work in the library or in classrooms on projects or current classes. Students will be given front load material and essential understanding work to be completed for the upcoming week. On Fridays teachers will have time to check in, assess and line out their remote learners.

Option 2

1. Families could choose 100% Online Remote Learning (The Approach would be very similar to Phase 0)
2. We will make available the lesson plans and preparation for essential understandings weekly. Fridays will be dedicated to remote learning and

		teacher contact. Fridays will be dedicated to remote learning and contact of remote learners from staff to organize and assess remote learners.	
Phase 2 *Modified local or state operations- *Follow MHSA for Extra-Curricular Participation, Competition, Practice, Events, Open Gym, Camps *Follow State Recommendations for transportation of students and staff	1.All school facilities are equipped with Ninex Tempcon Network System. The Ninex TempCon System is the first of its kind that can automatically check the temperature of everyone at our school multiple times a day without "Human Interaction" utilizing the Thermal Imaging Cameras and Artificial Intelligence Technology. This system will help School District #28 be one of the safest schools in the State of Montana and comply with the Occupational Safety and Health Act general duty clause. (Section 5(a) for Covid-19) This system will identify anyone with an elevated body temperature of 100.4 degrees or higher.	**Option 1:** Elementary: Music, library, and NAS teachers move around to classrooms instead of students traveling down the hall. PE when doing the health portions. Breakfast and Lunch in classrooms. Modified recess schedule so no large groupings during lunch. HS/MS: Block schedule Monday through Thursday. This will limit student movement and allow teachers more prep time to support students that have chosen to be served remotely. We will do 4 classes a Quarter with block every day and will count for semester credit at the end of each quarter. Fridays will be optional for students attending regular classes. They can	Teachers: On Campus Serving students, a with block approach Monday through Friday. Serving Remote learners and remote assessments on Friday Maintenance: Evenings Cleansing Facilities Classified: Normal Hours On-site Supporting Students and Food Distribution

Detect-Analyze-Identify-Notify... In Seconds

2.Mask Code: Mask are Provided for Staff/Students- We are recommending to continue to wear masks at this time.

3.Hand washing taught and time dedicated numerous times a day

4.Cleansing of buildings daily

5.Limited Public Visitors

come to school and work in the library or in classrooms to work on projects or current classes. Students will be given front load material and essential understanding work to be completed for the upcoming week. On Fridays teachers will have time to check in, assess and line out their remote learners.

Option 2

Families could choose 100% Online Remote Learning (The Approach would be similar to Phase 0. We will make available the lesson plans and preparation for essential understandings weekly. Fridays will be dedicated to remote learning and teacher contact. Fridays will be dedicated to remote learning: Contact, Organize, Assess remote learners from teachers. All students are welcome on Fridays for support, tutoring and mental health. Mental Health is a big priority.

Phase 3			
Return to normal local and state operations No Restrictions on Extra-Curricular Activities Transportation = Back to Normal	1.All school facilities are equipped with Ninex Tempcon Network System. Detect-Analyze-Identify-Notify... In Seconds 2.Hand washing taught and time dedicated numerous times a day 3.Cleansing of buildings daily 4.Public Visitors Allowed 5.Masks Optional for Staff and Students 6.Events: Masks Optional for Staff and Students	Traditional School Model 1.On-site learning will return to students, with a full schedule Monday through Friday with Block Schedule for one year. (2021-2022) 2.Students will rotate through schedules and routines as normal. 3.Remote Learning will be available to some students that are approved based on personalized learning plan through Mission Forward Academy in MS/HS and a 504 Plan in the Elementary. We will continue to meet the educational needs of all students in our district.	Teachers: On Campus Full Time Serving students, a with block approach Monday through Friday Maintenance: Evenings Cleansing Facilities Extra Support for School Specific Cleaning and Sanitizing. Classified: Normal Hours On-site Supporting Students and Food Distribution.

MHSA Extra-Curricular Activities and Competition Requirements will follow MHSA Rules and Policy as per MHSA Regulation Handbook.

St. Ignatius Elementary School Report

June - End of Year Report 2020-2021

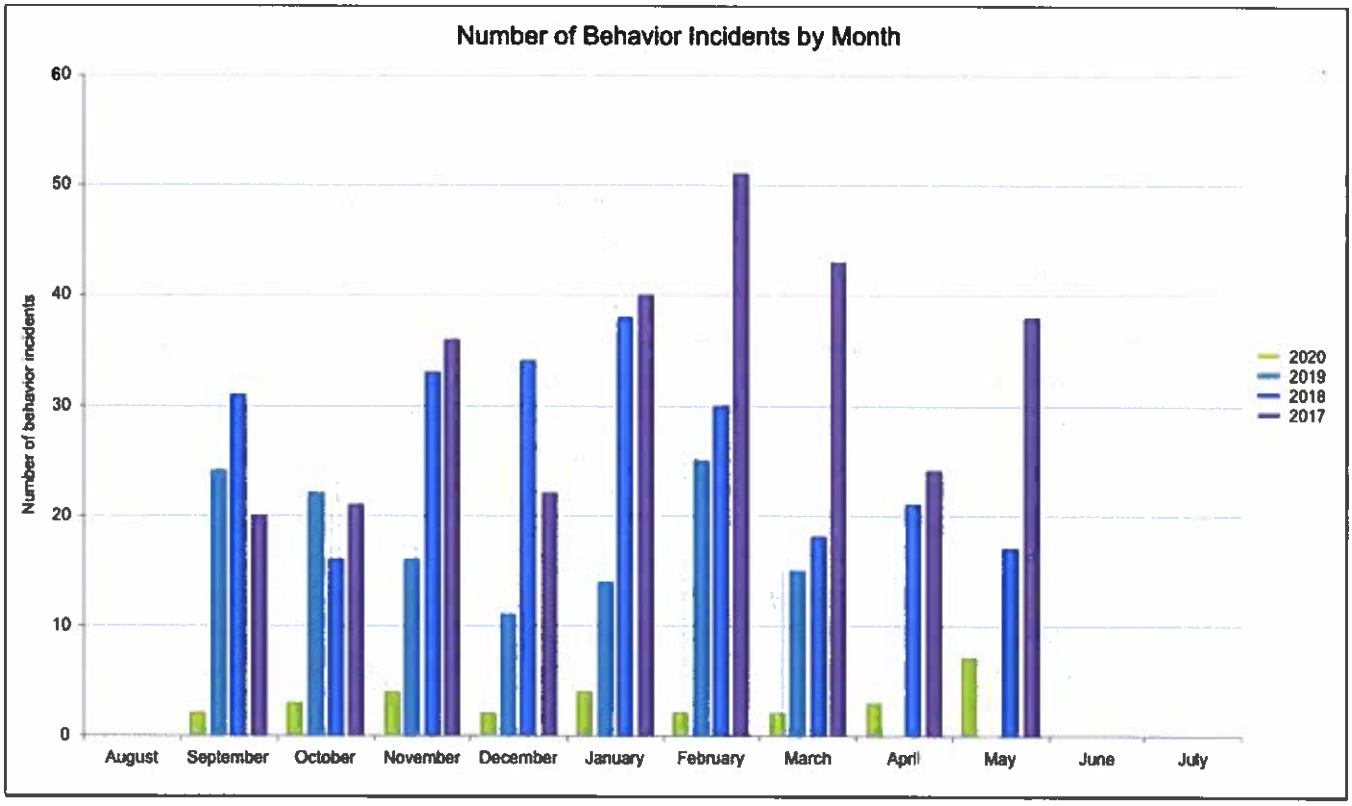
www.stignatiusschools.org 745-3811 stignatiusschools @stignatiuselementary

Enrollment:

	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Last Year
TKO	13	13	13	13	13	13	13	13	13	15
K	30	30	31	31	32	34	33	32	32	35
1	33	35	35	36	37	36	36	36	36	41
2	40	39	41	41	42	45	45	45	45	32
3	35	35	34	34	33	33	33	34	33	39
4	37	37	37	37	38	39	39	38	38	31
5	33	31	30	31	30	31	31	31	29	41
Total	**221**	**220**	**221**	**223**	**225**	**231**	**230**	**229**	**226**	**234**
Online	**32%**	**27%**	**26%**	**22%**	**16%**	**13%**	**13%**	**11%**	**10%**	

Attendance Percentage:

Overall	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Last Year
93.99	95.31	94.43	90.00	93.53	93.78	94.36	95.56	92.76	93.67	**93.74**



UPCOMING EVENTS

June 1 - June 30 - Summer School K-5

June 15 - Board Meeting 7pm

ELEMENTARY GOALS 2020-2021

90% of our students will be on time 95.3% on time

-monthly class competitions interrupted, but maintained

Advertise to families monthly newsletters, reports to board and IEC, FB Posts

Maintain attendance at 94% 93.99% for students attending

Monthly class competitions interrupted, but maintained

Advertise to families monthly newsletters, reports to board and IEC, FB Posts

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

Reading Proficiency by grade:

K 75%

1 53%

2 52%

3 47%

4 40%

5 28%

School goal of 44% proficiency in Reading and 50% in Math

School Reading Proficiency 50%

School Math Proficiency 47%

Use Star Reading/Math Assessment. Did this.

Communicate with students about their progress. Each classroom completed this with PT conference data and end of year progress with Report Card. Filed in Cumulative folders.

Continue to implement our new curriculum K-2. We had formal and informal meetings with K,1,2 about curriculum and how to integrate writing and phonics programs within it.

Continue our Development of Daily 5. Our classrooms were challenged with online learning but we still were able to develop our Daily 5 routines and procedures K-5. We spent PLC time teaching teachers about Daily 5 and how to incorporate it. K-2 have it down. 3 and 4 were practicing it. And 5 had significant progress in developing their Daily 5 practice and classroom structure to fit. We are reading Daily 5 book over the summer to continue our practice!

Keep up to date on technology - Ipads for TKO-2 - Smart Boards for 3-5. We were able to get smart boards for each teacher who wanted one. Ipads were obtained for K and were available for use by TKO-2. We are working on securing 4 ipad carts for next year to fully meet this goal.

Decrease the level of Major office referrals to 115

25 Major referrals, 3 ISS, 2 OSS.

PSI will be maintained at Level Platinum

Done

Lesson Plans will have 7 essential Understandings standards applied in 5 separate lessons each year. Done and Documented by teachers, reviewed by Principal.

Mentoring Program

support/mentoring program for teachers new to the district. Done
Each teacher and para will be assigned an official mentor (team teacher) Done
List of programs and essentials for teaching expectations. Done
Work with FRESH to provide opportunities for new teachers and staff to receive training, support, and connections. Done
Monthly sit downs with new teachers with the Principal. Done, and available for those teachers that took this opportunity.

Good News Cards send 10 home/month
Some months were better than others. I don't believe we consistently met this goal by each teacher.

Newsletter communication each month for grade levels to the community. Done

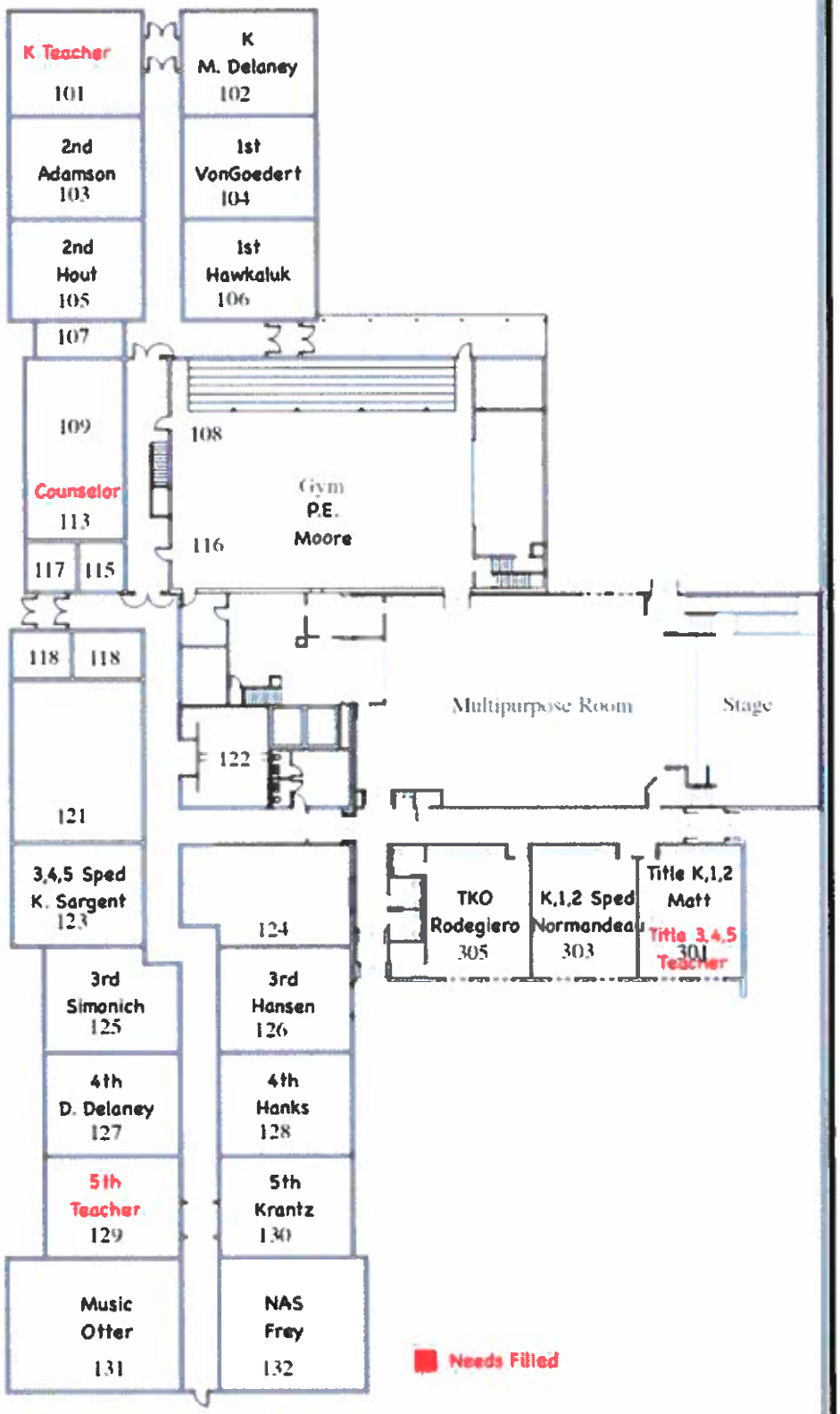
Collect online learners attendance and Progress weekly google spreadsheet. Done

Online students will increase in their growth (Star Reading, Star Math) at a comparable level to in-person students. This was a completely new way of teaching this year and an experiment. This goal was not achieved. Although some self motivated students who were online were able to complete this goal, a higher percentage of online students did not increase in their growth at a comparable level to in-person students.

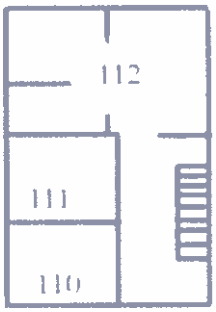
ST. IGNATIUS ELEMENTARY - MISSION BULLDOGS
BE RESPONSIBLE -- BE RESPECTFUL -- BE SAFE

Elementary Building Map

As of 6-8-21



Second Floor



lementary Learning Lab

STEAM/Lib. Clouser 2	Title K-5 W. Arlint 1

This year's SBAC scores.

Average Score and Performance Distribution, by Assessment: St Ignatius Elementary School, 2020-2021

Filtered By **Rosters:** All Roster **Test Reasons:** All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 3 ELA - Summative (Online)	Smarter Summative	3	Spring 2021	33	2347 ± 12	Percent: 67% 24% 3% 6% Count: 22 8 1 2	05/26/2021
Grade 3 Math - Summative (Online)	Smarter Summative	3	Spring 2021	33	2397 ± 10	Percent: 36% 39% 21% 3% Count: 12 13 7 1	05/26/2021
Grade 4 ELA - Summative (Online)	Smarter Summative	4	Spring 2021	38	2418 ± 14	Percent: 58% 18% 11% 13% Count: 22 7 4 5	05/12/2021
Grade 4 Math - Summative (Online)	Smarter Summative	4	Spring 2021	38	2436 ± 13	Percent: 39% 34% 13% 13% Count: 15 13 5 5	05/11/2021
Grade 5 ELA - Summative (Online)	Smarter Summative	5	Spring 2021	29	2418 ± 14	Percent: 66% 24% 7% 3% Count: 19 7 2 1	05/07/2021
Grade 5 Math - Summative (Online)	Smarter Summative	5	Spring 2021	29	2404 ± 14	Percent: 72% 24% 3% Count: 21 7 1	04/26/2021

Last year's scores from practice tests (interim) pre Covid.

Average Score and Performance Distribution, by Assessment: St Ignatius Elementary School, 2019-2020

Filtered By **Rosters:** All Roster **Test Reasons:** All Test Reasons **Reporting Time Period:** 04/01/2020

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 4 Mathematics - Interim (ICA)	Interim Comprehensive Assessment (ICA)	4	Attempt 1	15	2431 ± 21	Percent: 33% 40% 27% Count: 5 6 4	03/11/2020
Grade 3 ELA - Interim (ICA)	Interim Comprehensive Assessment (ICA)	3	Unassigned	33	2393 ± 12	Percent: 48% 27% 9% 18% Count: 16 9 3 6	02/27/2020
Grade 5 ELA - Interim (ICA)	Interim Comprehensive Assessment (ICA)	5	Attempt 1	38	2462 ± 14	Percent: 50% 18% 18% 13% Count: 19 7 7 5	02/26/2020
Grade 4 ELA - Interim (ICA)	Interim Comprehensive Assessment (ICA)	4	Unassigned	16	2369 ± 17	Percent: 81% 13% 6% Count: 13 2 1	02/25/2020
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	Percent: 100% Count: 1	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	Percent: 100% Count: 3	[redacted]
Grade 4 ELA - Interim (ICA)	Interim Comprehensive Assessment (ICA)	4	Attempt 1	11	2376 ± 18	Percent: 73% 18% 9% Count: 8 2 1	02/18/2020

I want to express my appreciation to the board members for your courage, responsibility, and resolve for staying the course during this unprecedented and challenging Covid year. Our elementary school benefited greatly from your leadership and your ability to work together and find common ground and solutions for the district's largest challenges.

I want to express my appreciation also to our Superintendent, Mr. Sargent, who fearlessly tackled the large stuff that came our way. It was with your leadership and vision that our school was helped to maintained a positive, constructive approach to our heaviest work that needed to be accomplished through this year.

I want to express my appreciation for the elementary staff, who sacrificed so many hours and time for the students and families of our elementary school. Above and beyond only begins to describe the teachers and staff who pushed through, put the students first and maintained a focus on our goals, all the while choosing to not let fear and failure deviate from the course. It was a hard year, for everyone. All schools are facing the same challenges this year and there are many teachers who have left the profession, or have moved on all across the country, state, and our local area. There have been 3-4 openings (or more) in each school for elementary teachers in

Elementary Curriculum	Valley View/Polson	Elementary School	06/06/2021	Open Until Filled
Administrative - Principal	Polson	Elementary School	05/27/2021	Open Until Filled
Elementary Curriculum	Polson	Middle School	05/25/2021	Open Until Filled
Elementary Curriculum	Polson	Middle School	05/25/2021	Open Until Filled
Speech-Language Pathologist	Polson	Elementary School	05/25/2021	Open Until Filled
Elementary Curriculum	Polson	Elementary School	05/24/2021	Open Until Filled
Elementary Curriculum	Dayton	Elementary School	05/18/2021	Open Until Filled
Elementary Curriculum	Polson	Elementary School	05/18/2021	Open Until Filled
Special Education	Polson	Elementary School	05/18/2021	Open Until Filled
English	Polson	High School	05/03/2021	Open Until Filled
Elementary Curriculum	Polson	Elementary School	05/03/2021	Open Until Filled

our own area with many schools still needing to fill positions! Lots of repositioning, retiring, and moving have happened this year. It truly has been unprecedented. Although we have our unique challenges in St. Ignatius, I'm confident that together, we weathered this storm well, and were able to strengthen our own resolve, our team approach, and grit that will help us be even more successful in the future for our students.

I'm looking forward to filling these remaining positions that we have open and adding to our already united and motivated team that will lead us into the 2021-2022 school year! Go Bulldogs!

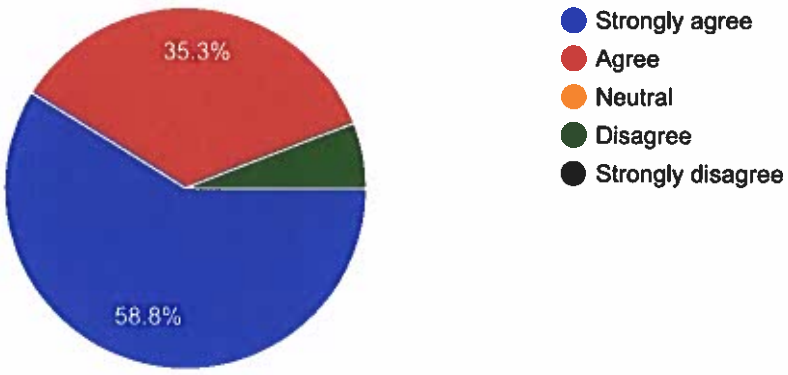
Elementary Parent Survey 2020-2021

18 responses

Publish analytics

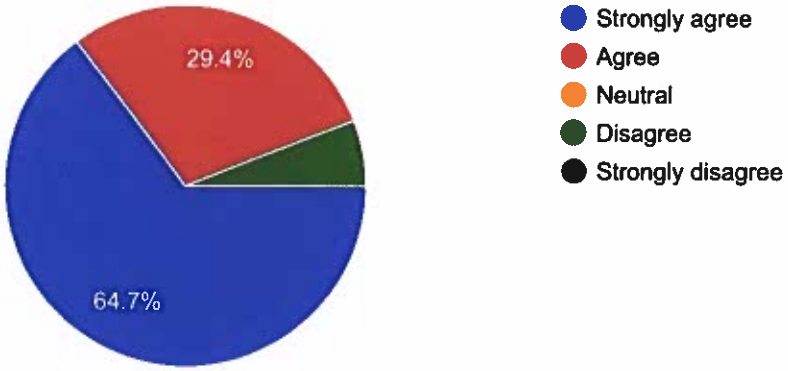
1) The school staff treats students with respect.

17 responses



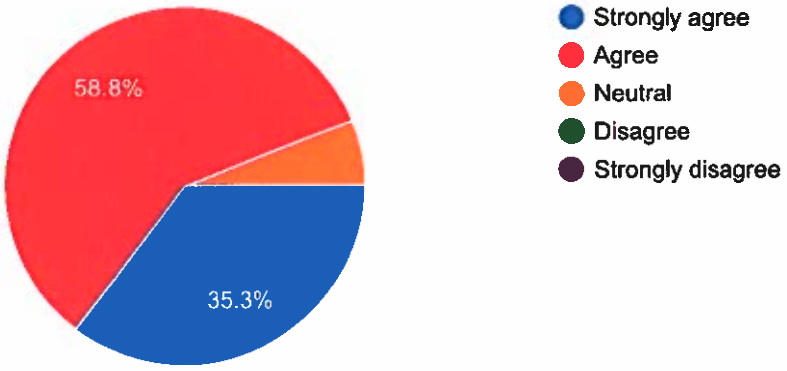
2) The school celebrates the success of all students.

17 responses



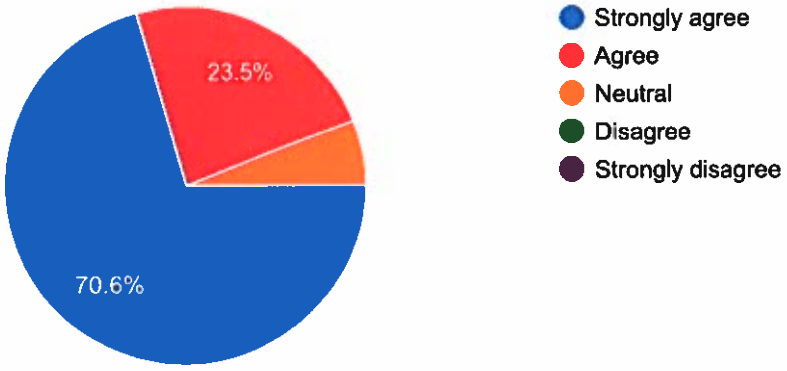
3) My student feels that his or her feelings matter to teachers.

17 responses



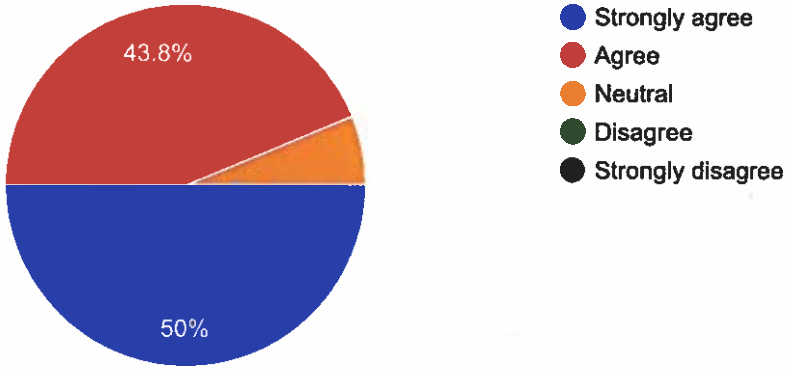
4) My student has at least one adult at school he or she can turn to when there is a problem.

17 responses



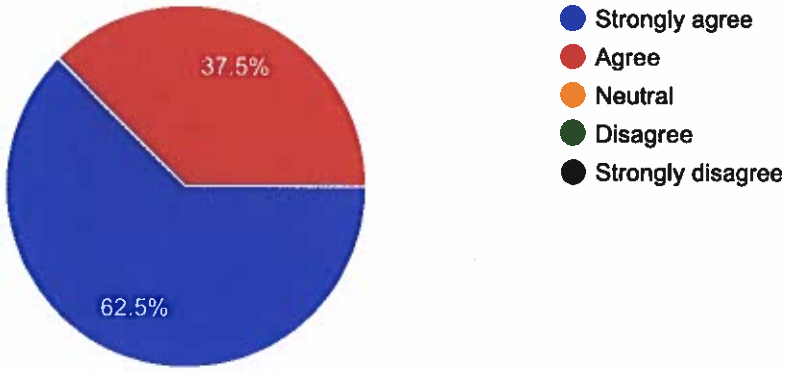
5) My student is able to get extra help when he or she needs it.

16 responses



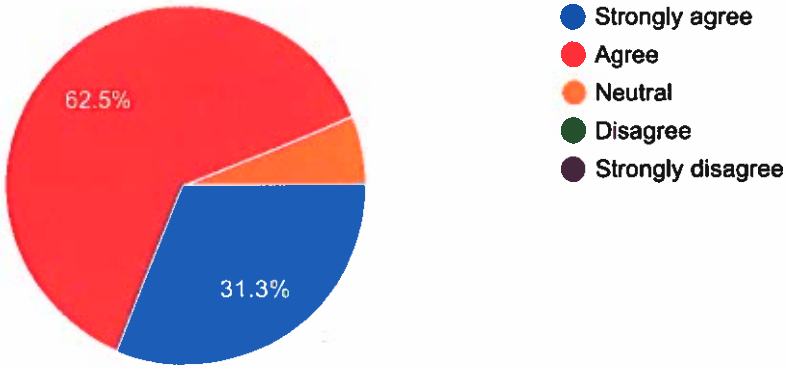
6) My student's teacher believes he or she can do well in school.

16 responses



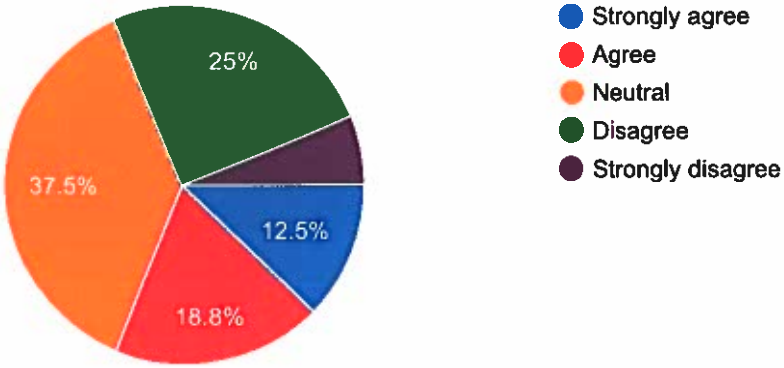
7) The school does a good job adjusting to my student's needs.

16 responses



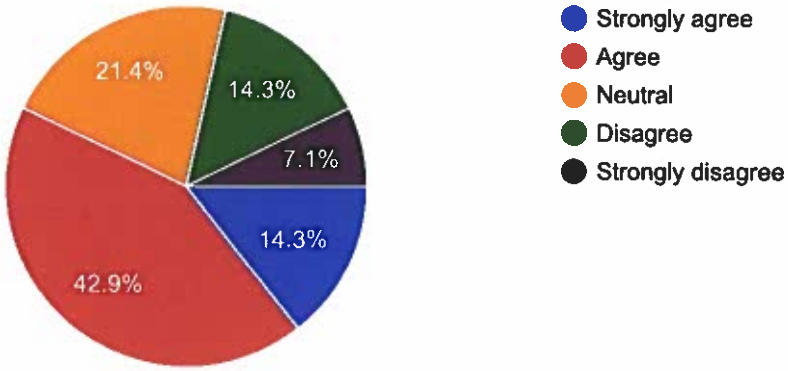
8) Teachers and principal could do more to make the school a safer place.

16 responses



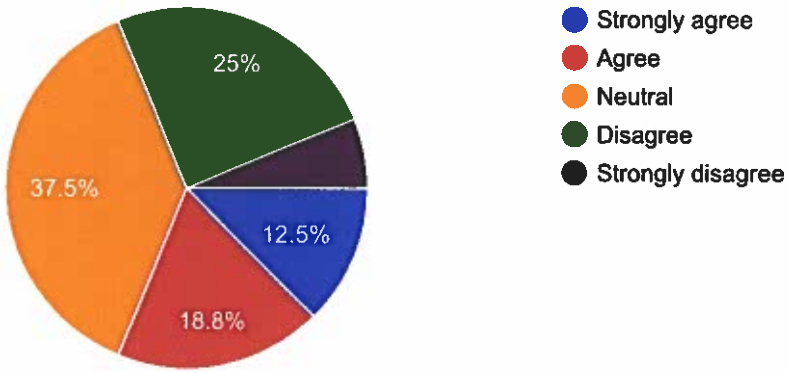
9) The school properly addresses teasing and/or bullying.

14 responses



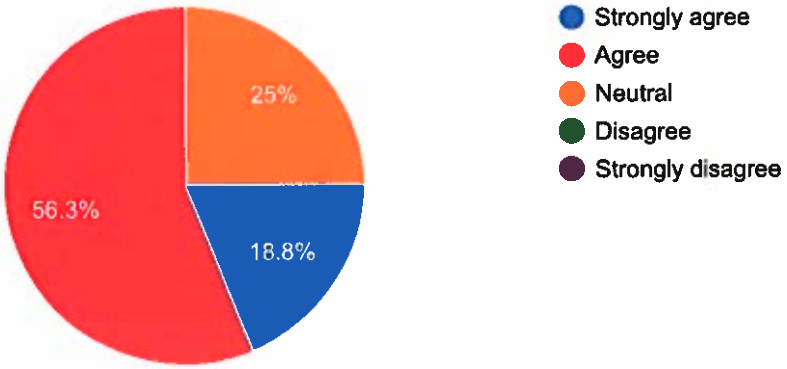
10) The school COULD DO MORE to communicate its rules for student behavior.

16 responses



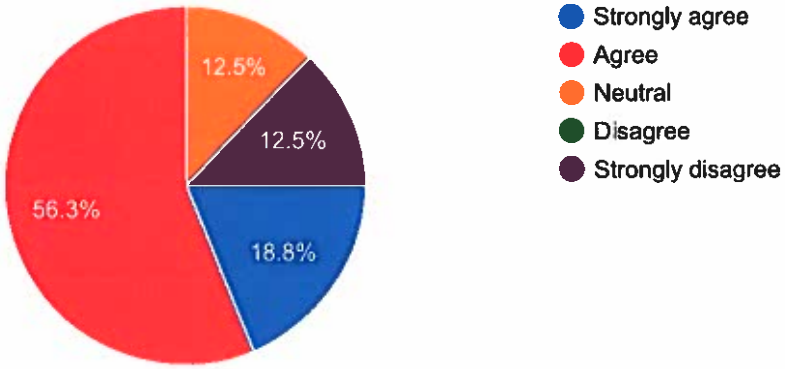
11) Teachers and principal care about helping me understand what my child is learning.

16 responses



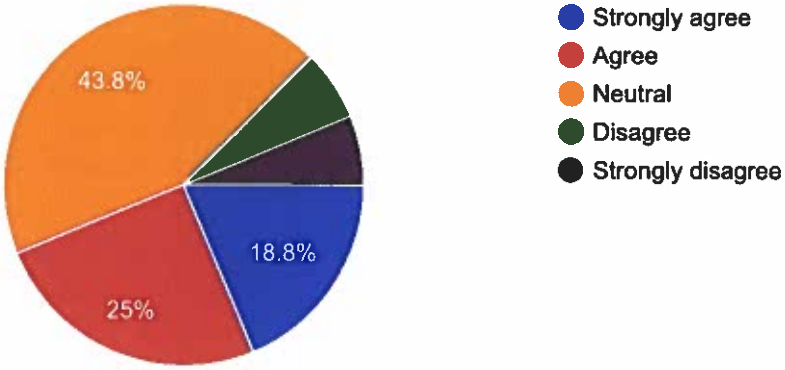
12) The school provides me with helpful ideas on how to support my student's learning at home.

16 responses



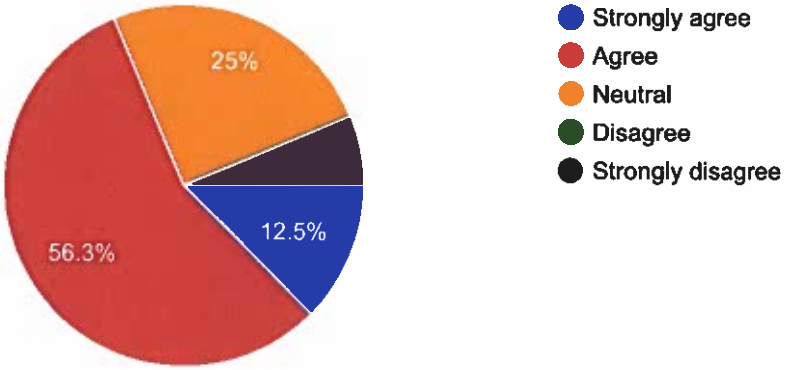
13) When families experience crisis, the school helps them through it.

16 responses



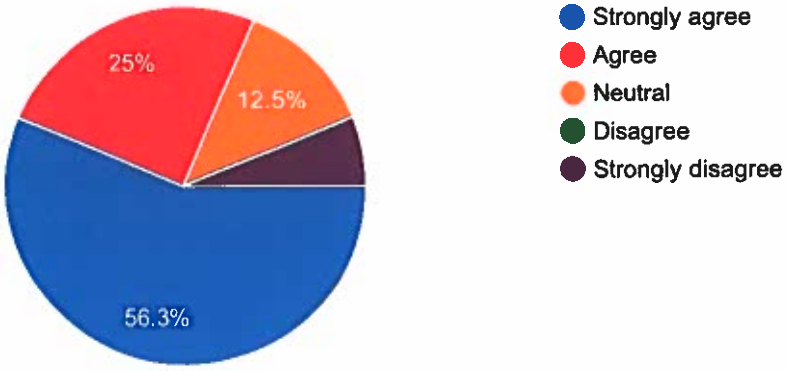
14) The school considers communication with me to be an essential part of my student's education.

16 responses



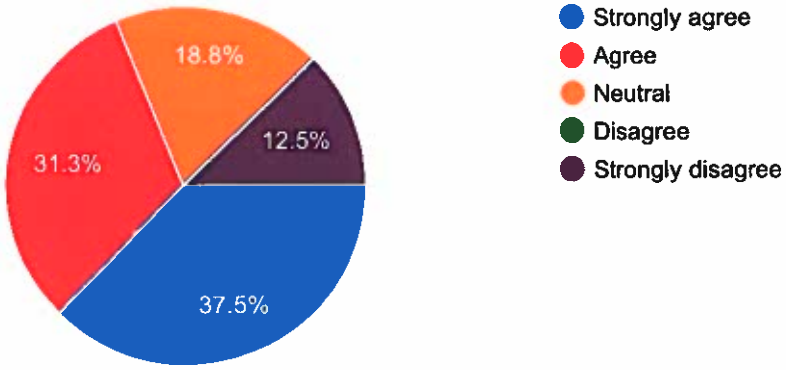
15) It is easy for me to contact my student's teacher when I need to.

16 responses



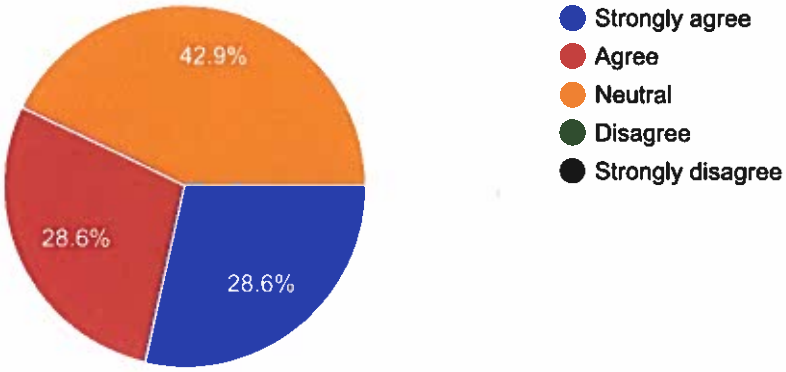
16) I am encouraged to share my concerns with the school principal.

16 responses



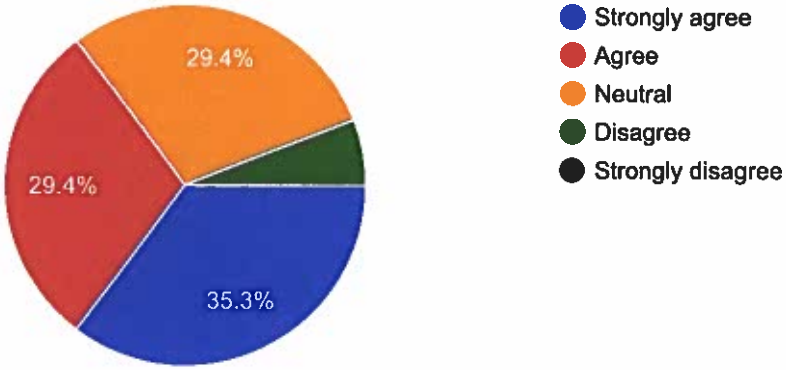
17) The school thinks it is important to work with me in decisions made about my student's education.

14 responses



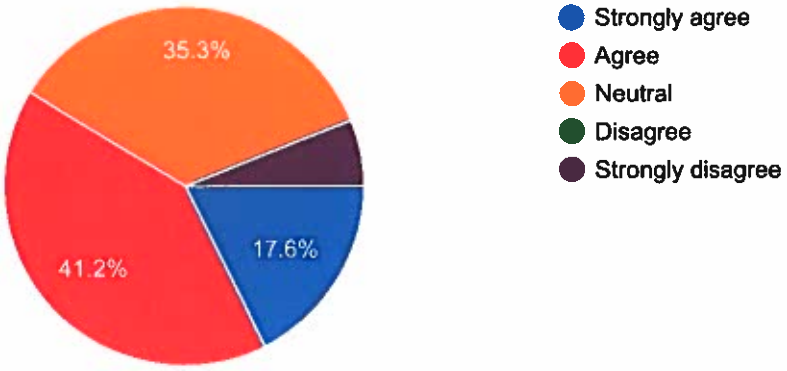
18) I feel welcome at the school.

17 responses



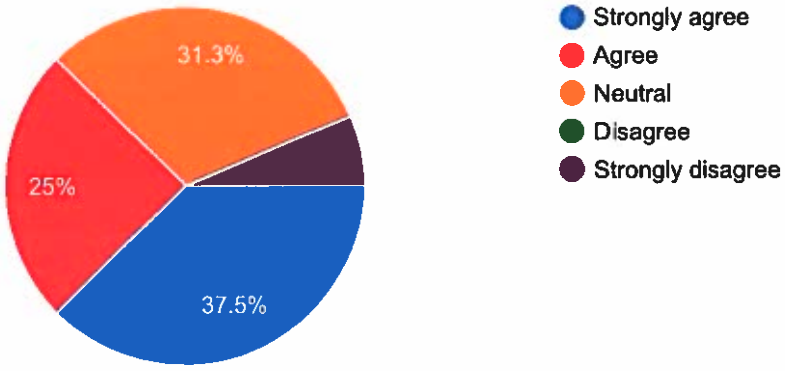
19) The school welcomes parent volunteers and helps them be useful.

17 responses



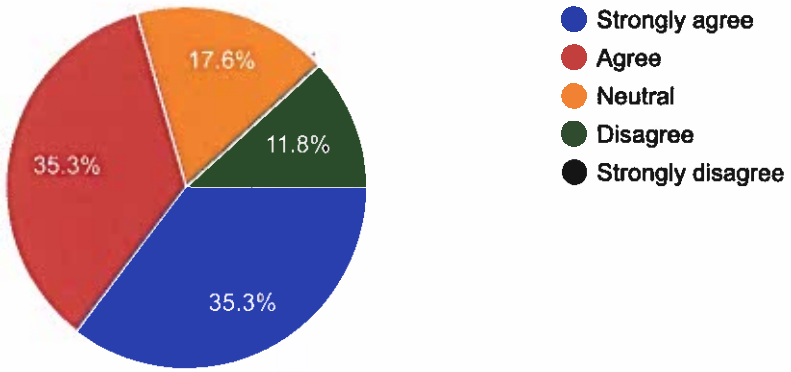
20) I am given the chance to be a part of decisions about the school through parent organizations.

16 responses



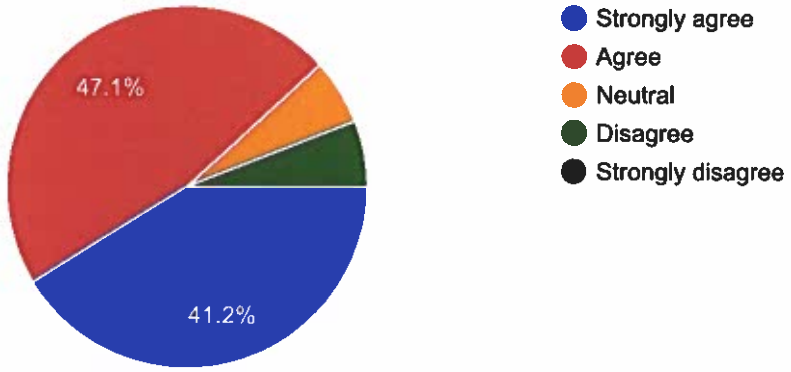
21) I am familiar with what Positive Behavior Intervention and Support (PBIS) is at this school (i.e., expectations, rules for different areas of the school, recognition tickets, and rewards for appropriate behavior).

17 responses



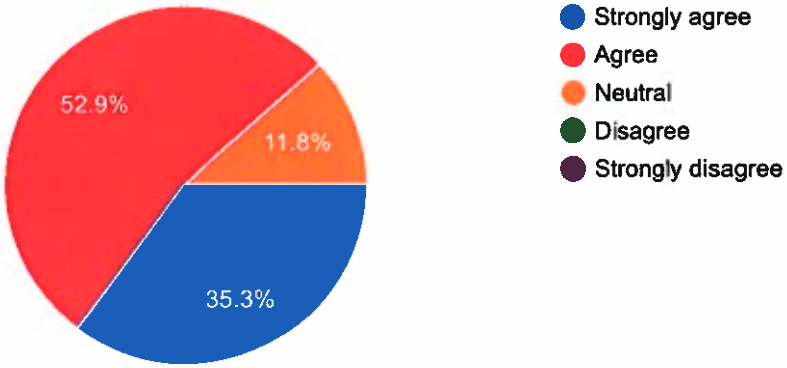
22) My child feels safe at school.

17 responses



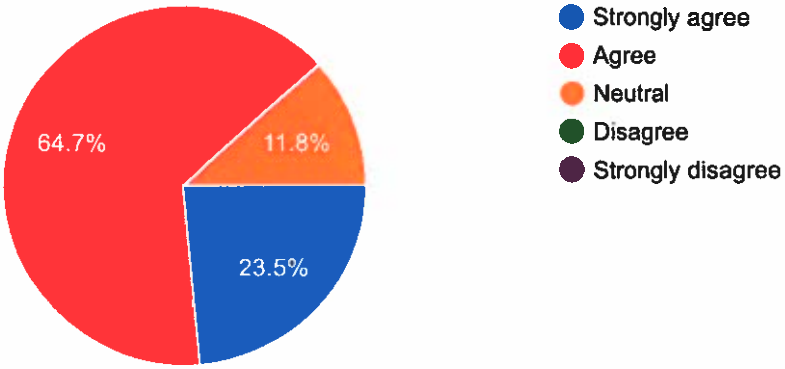
23) I receive regular information on how my child is doing in regards to the behavior expectations at this school.

17 responses



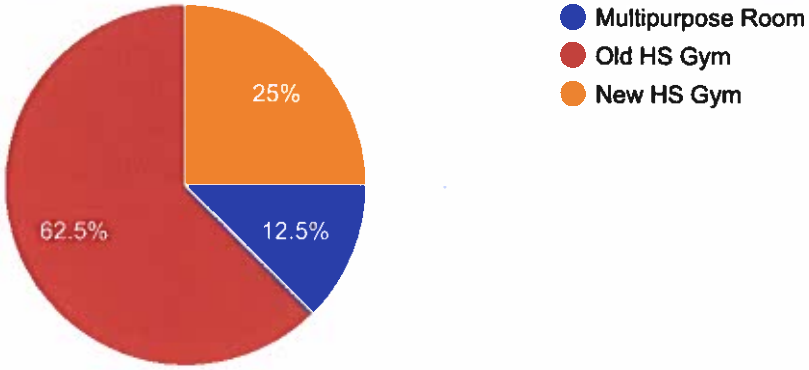
24) I believe my child is reinforced appropriately when he/she follows the school expectations and rules.

17 responses



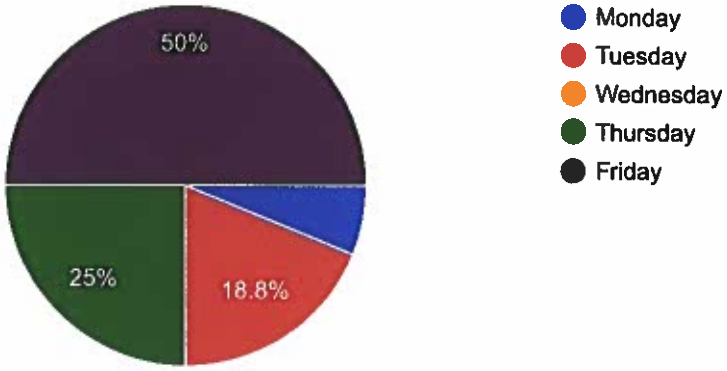
Which building would you like to see the Christmas Program held in?

16 responses



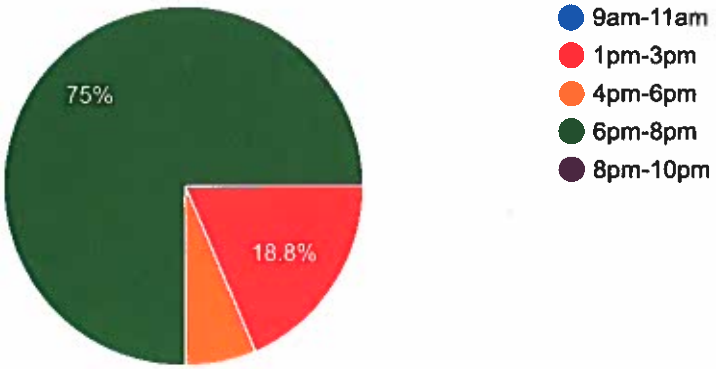
What day would you prefer the Christmas Program be held?

16 responses



What time of day would you prefer the Christmas Program be held?

16 responses



Please provide any additional comments below

4 responses

Not applicable

I have really enjoyed the 4-day school week this year and the option of distance learning.

The principal could do a way better job addressing issues. Most seem to be swept under the rug and not delt with.

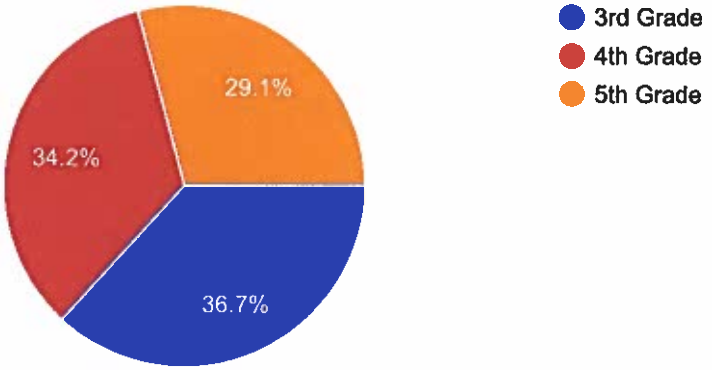
Student Voice Grades 3-5 Survey 2020-2021

81 responses

Publish analytics

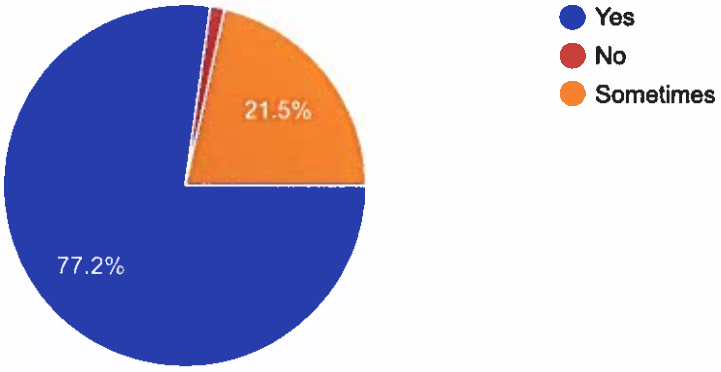
What grade are you in?

79 responses



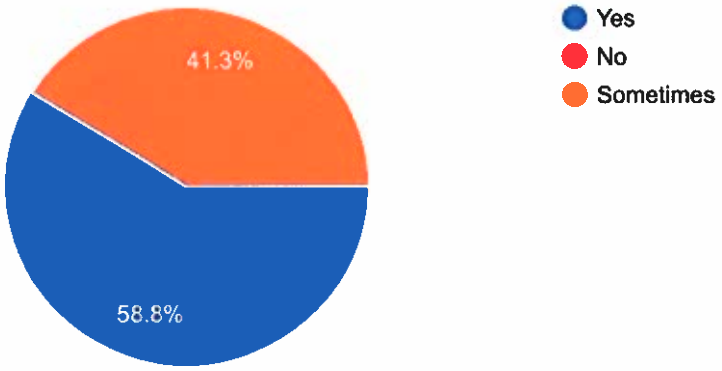
I like my school.

79 responses



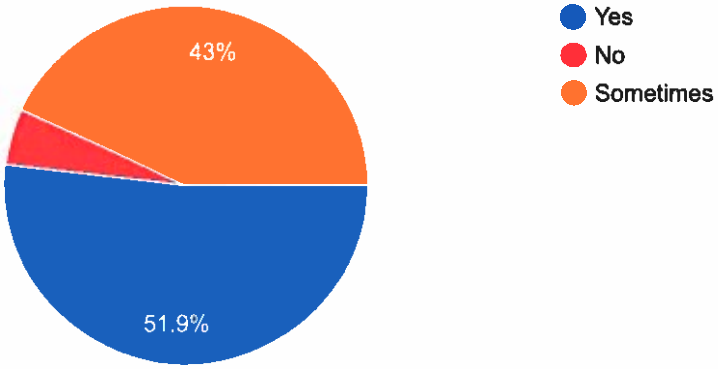
Students respect teachers.

80 responses



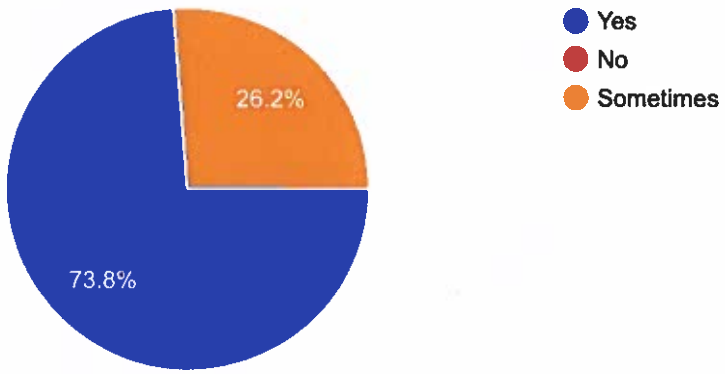
My teachers recognize me when I am kind and helpful.

79 responses



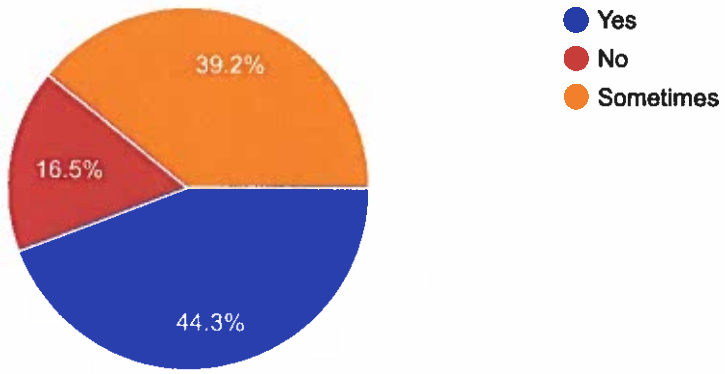
I have fun at school.

80 responses



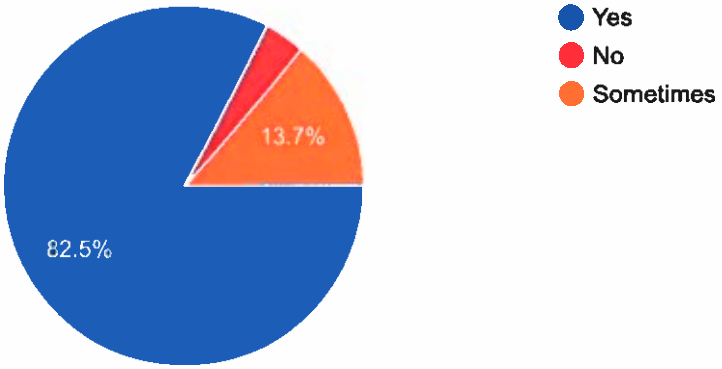
I feel comfortable asking questions in class.

79 responses



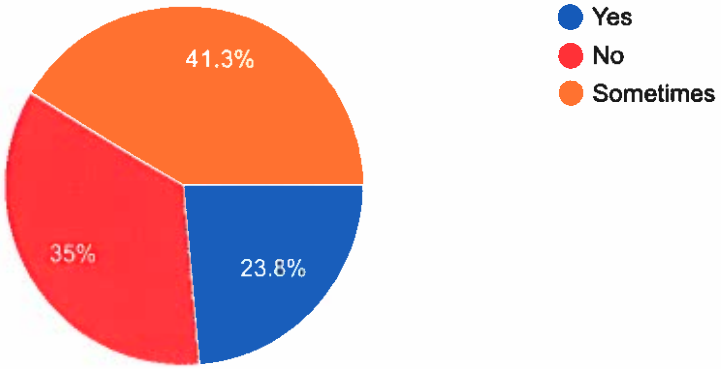
My teacher helps me learn from my mistakes.

80 responses



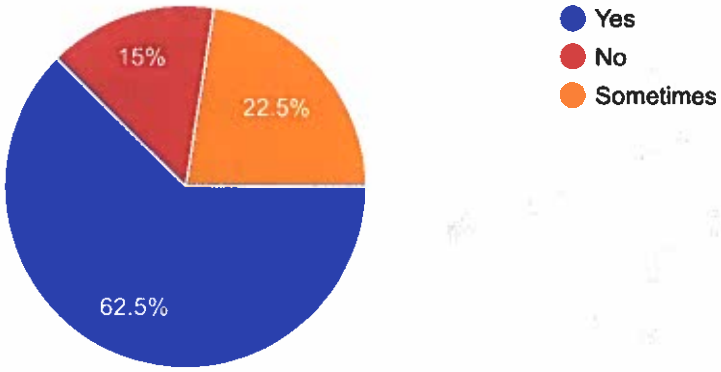
I see myself as a leader.

80 responses



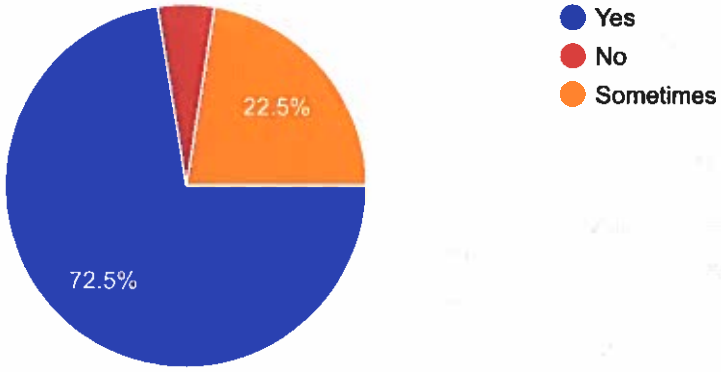
I think I am smart.

80 responses



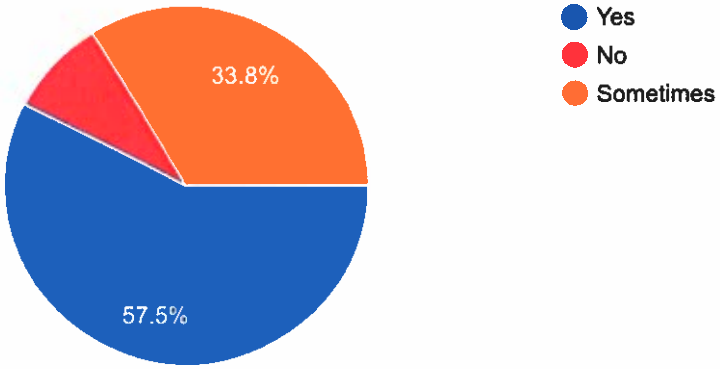
I enjoy working on projects with other students.

80 responses



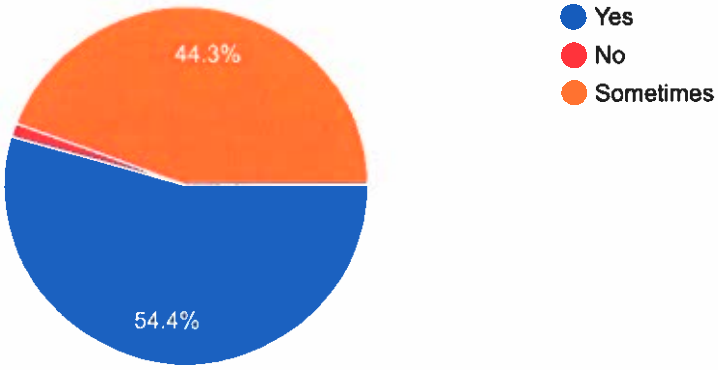
Other students like me.

80 responses



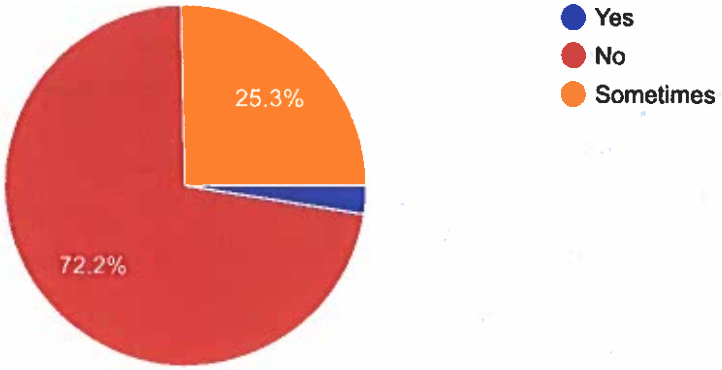
Students help each other at my school.

79 responses



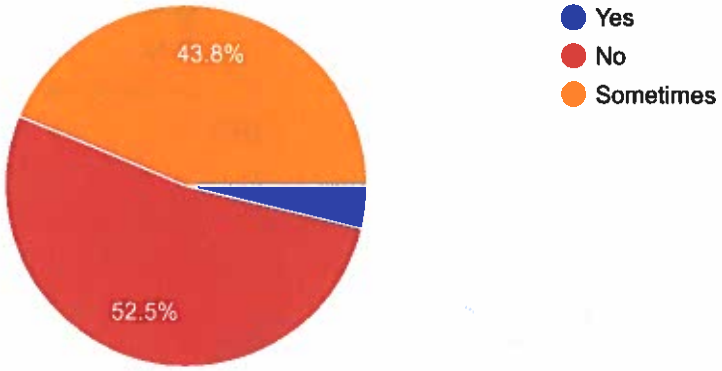
I give up when schoolwork is difficult.

79 responses



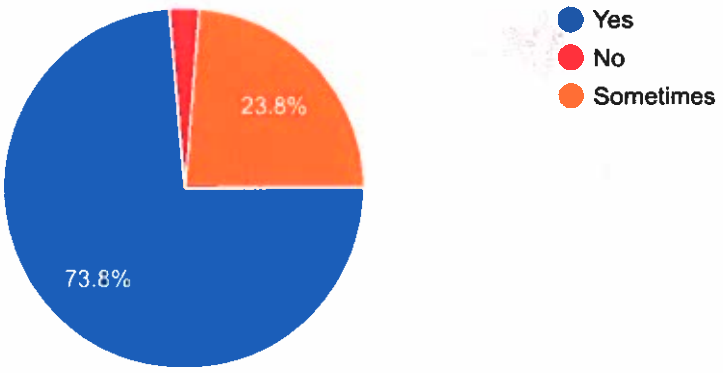
School is boring.

80 responses



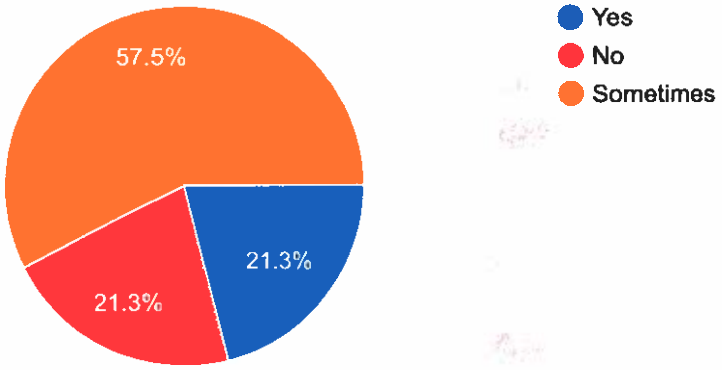
I like to learn new things in my classes.

80 responses



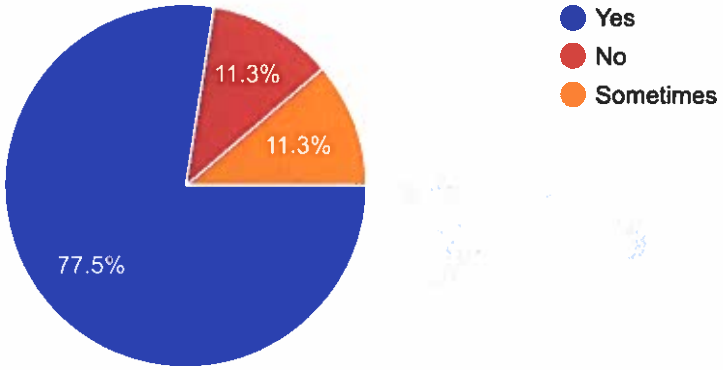
Other students listen to my ideas.

80 responses



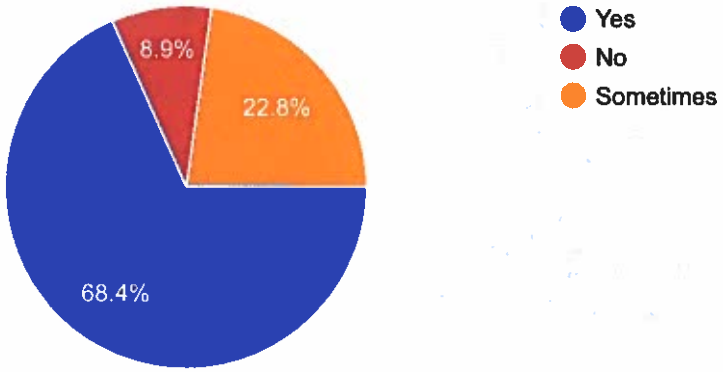
I want to go to college.

80 responses



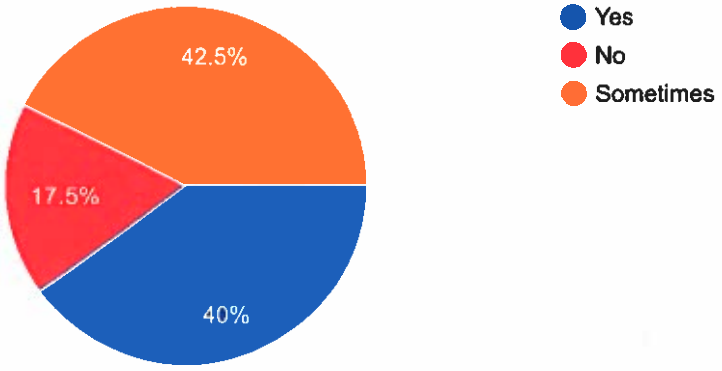
My teacher tells my parents when I do well in school.

79 responses



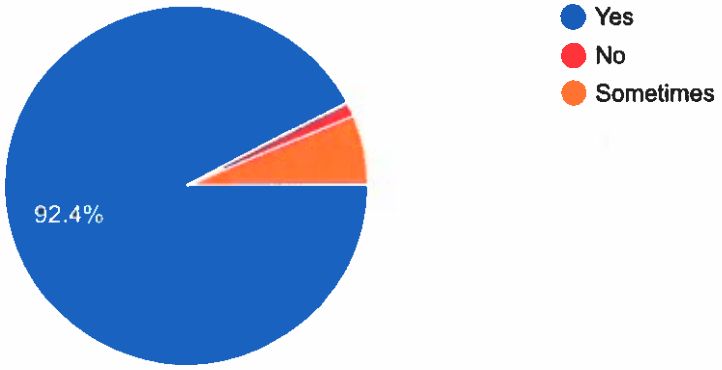
I feel important in my classroom.

80 responses



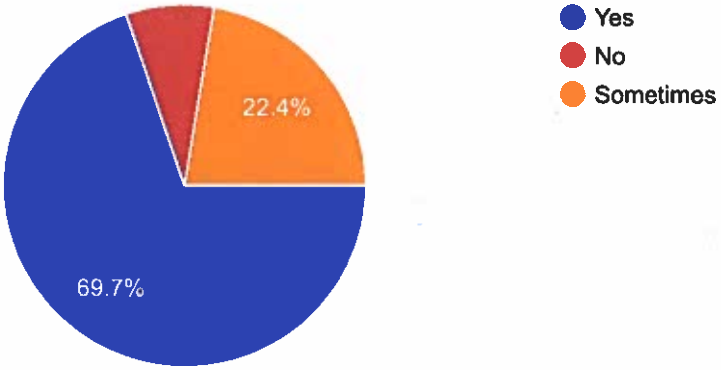
My teacher cares about me.

79 responses



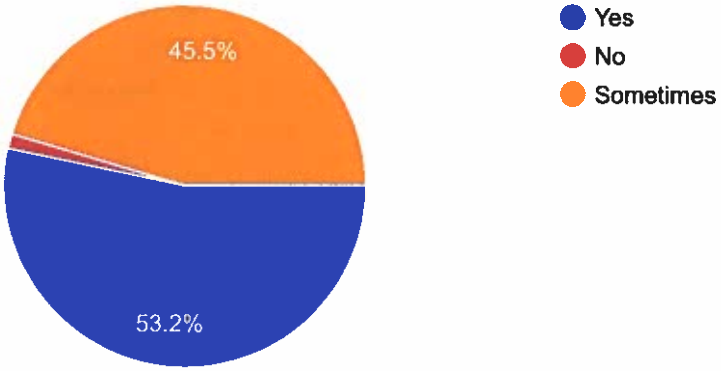
Teachers recognize me when I try my best.

76 responses



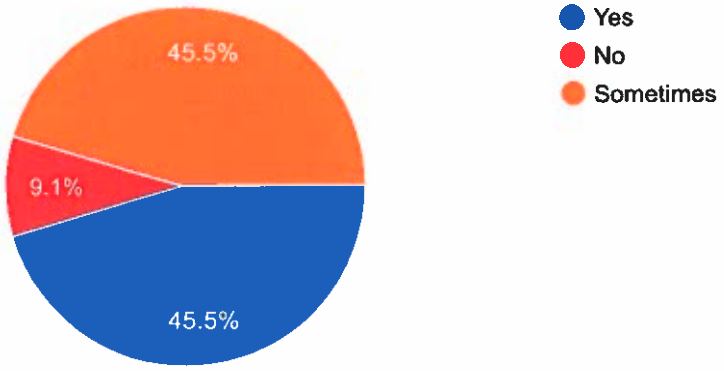
Teachers have fun at school.

77 responses



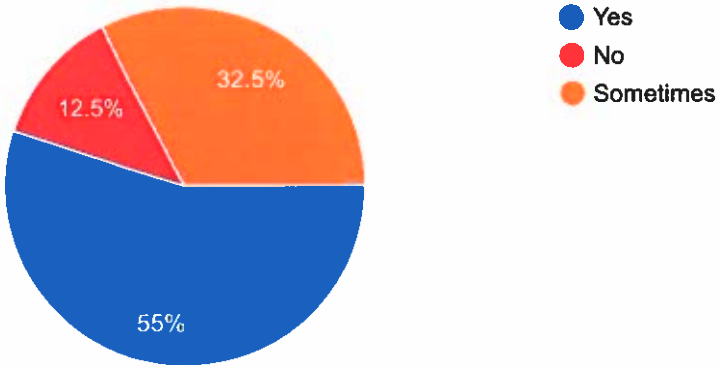
My teacher listens to my ideas.

77 responses



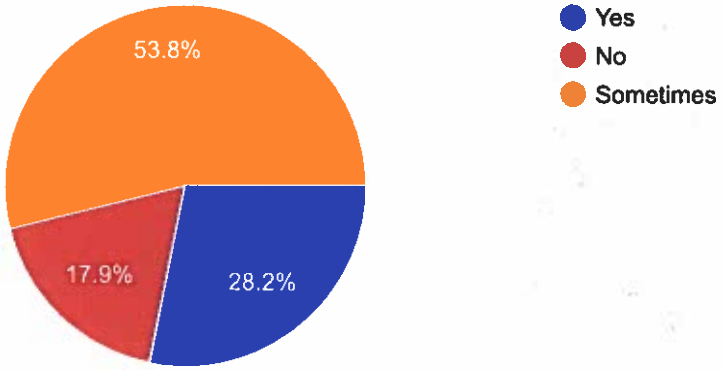
I only raise my hand if I am sure of the answer.

80 responses



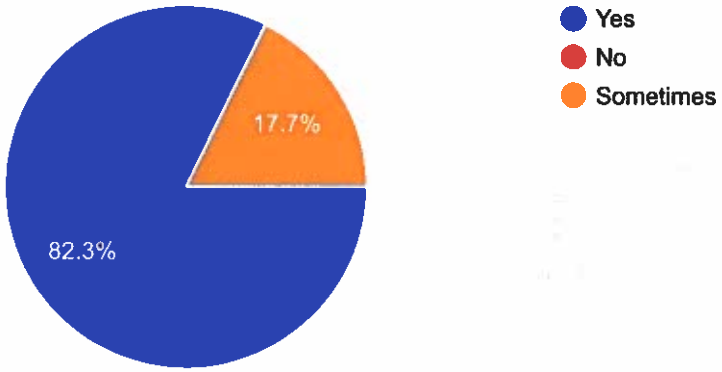
I am a good decision maker.

78 responses



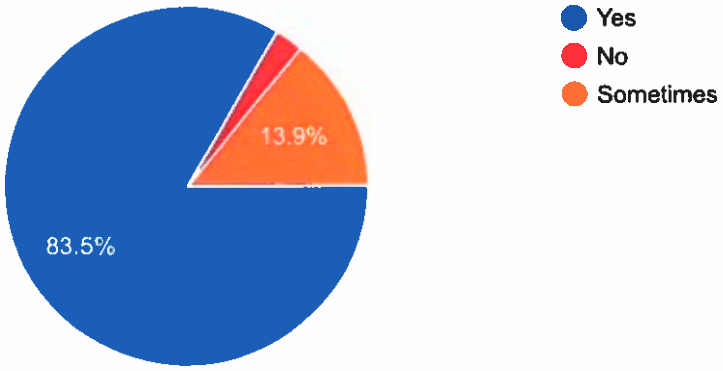
I work hard in school.

79 responses



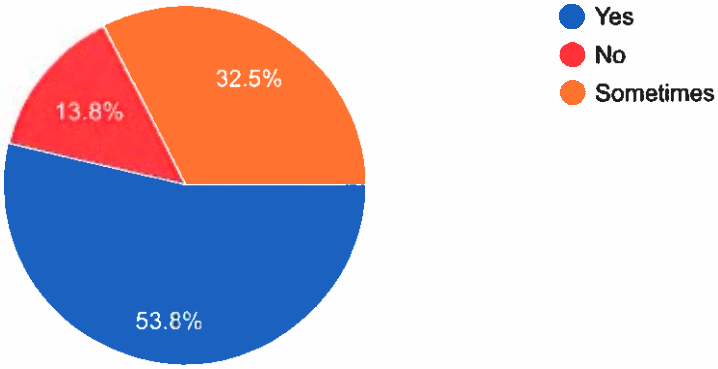
The principal knows my name.

79 responses



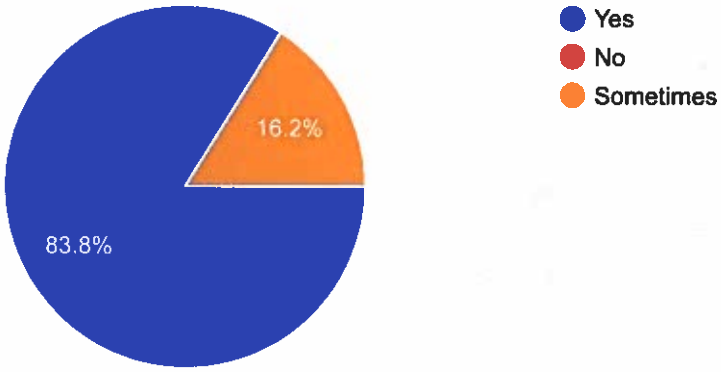
If I am upset, I can tell my teacher why.

80 responses



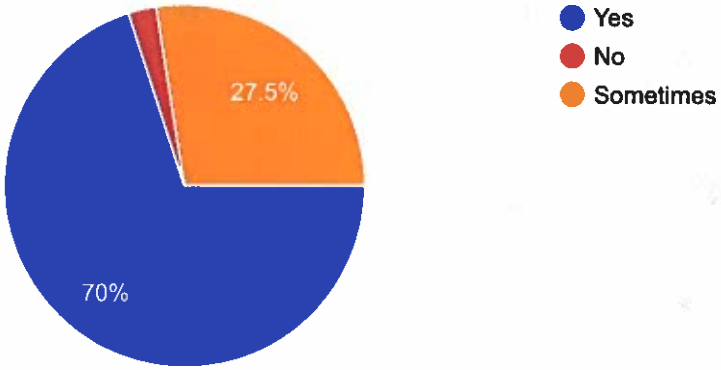
I give my best effort at school.

80 responses



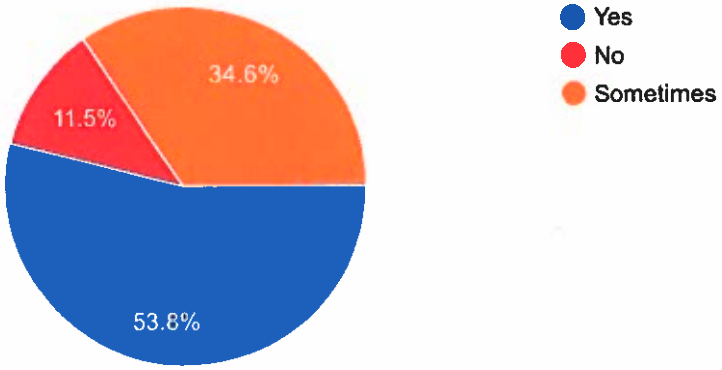
Learning can be fun.

80 responses



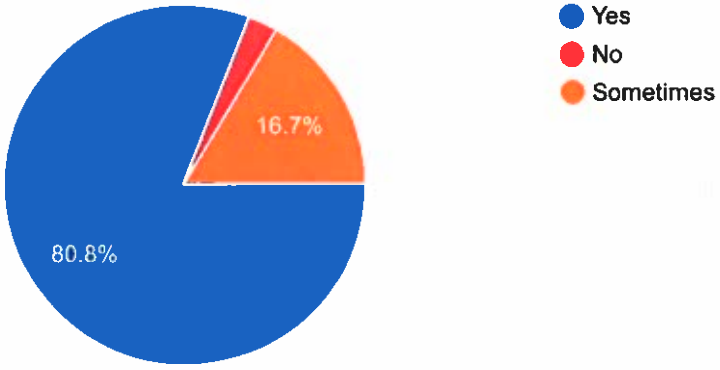
My teacher knows what I like to do.

78 responses



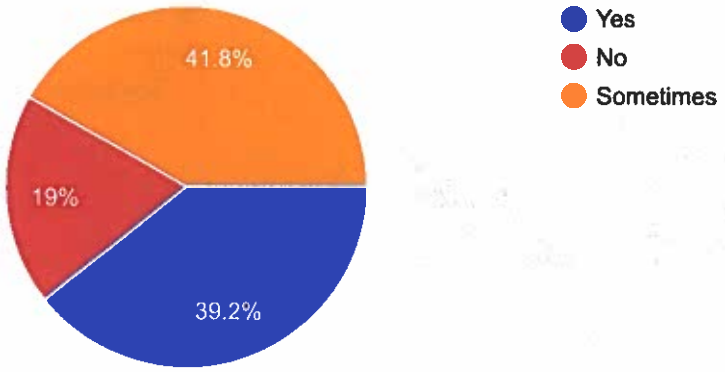
My teacher thinks I am smart.

78 responses



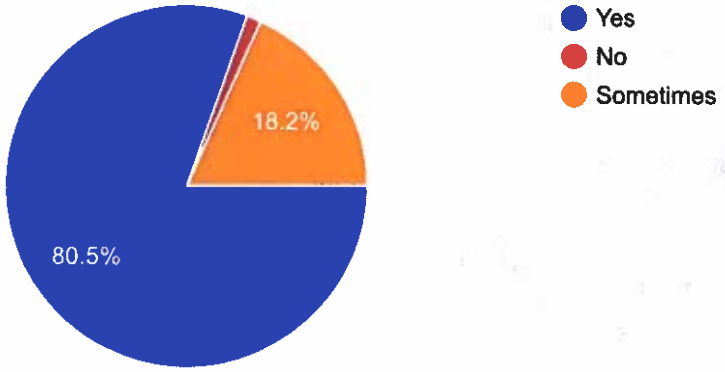
Teachers learn from students.

79 responses



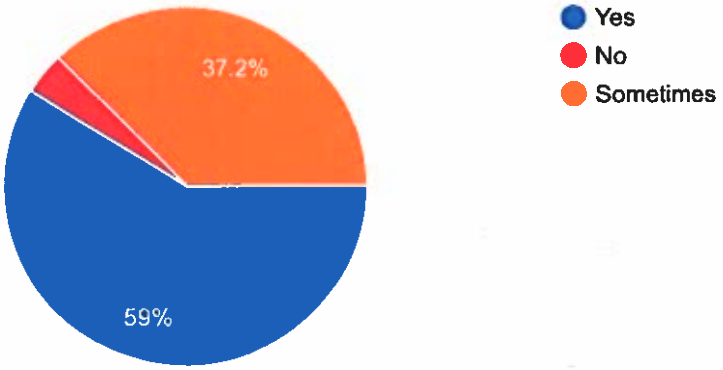
I know how to set goals for myself.

77 responses



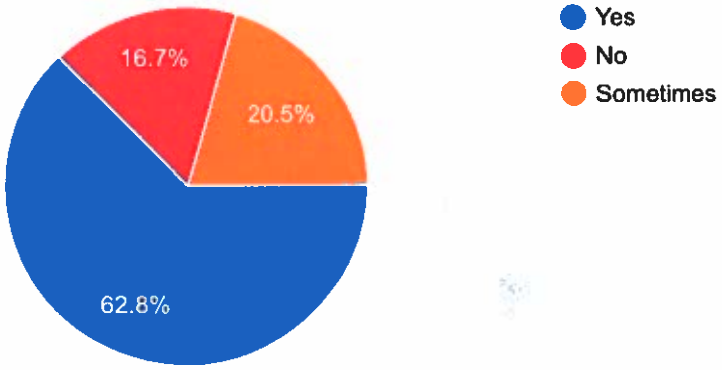
Other students are kind to me.

78 responses



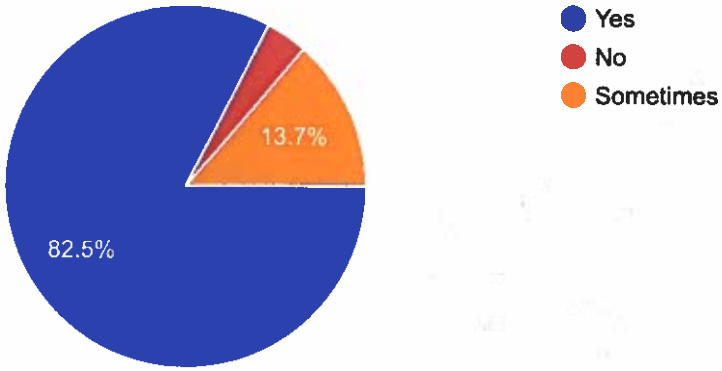
Teachers care if I am absent from school.

78 responses



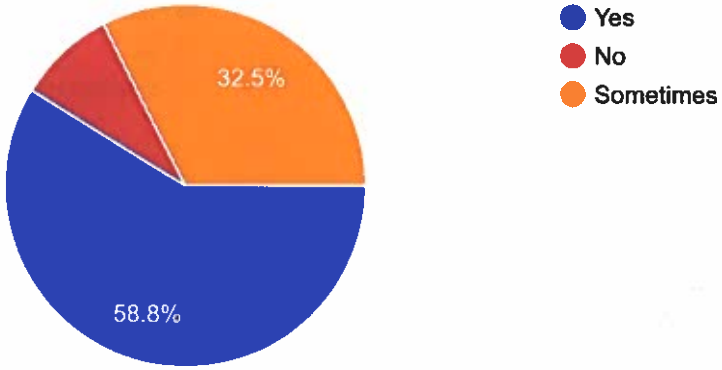
Getting good grades is important to me.

80 responses



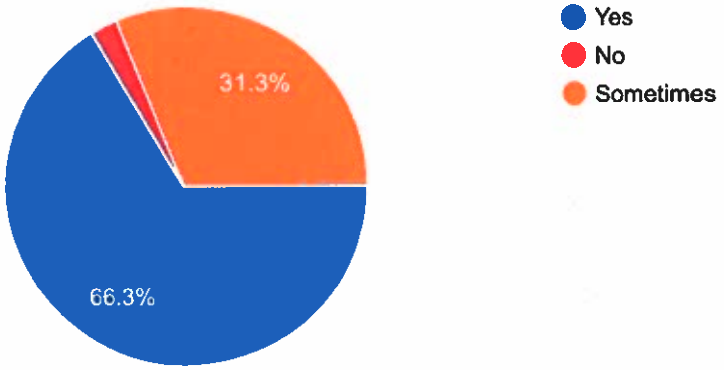
I like going to school.

80 responses



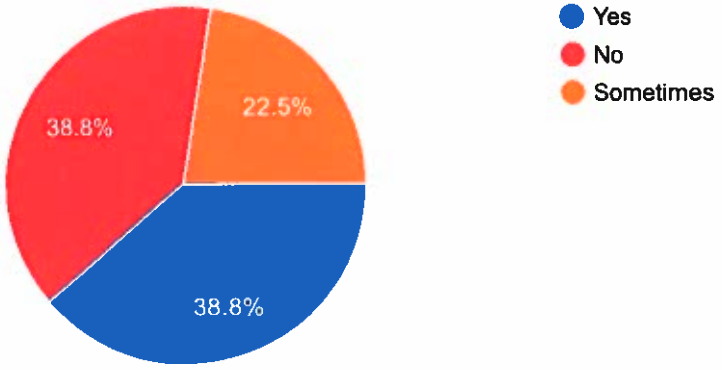
I like what I learn at school.

80 responses



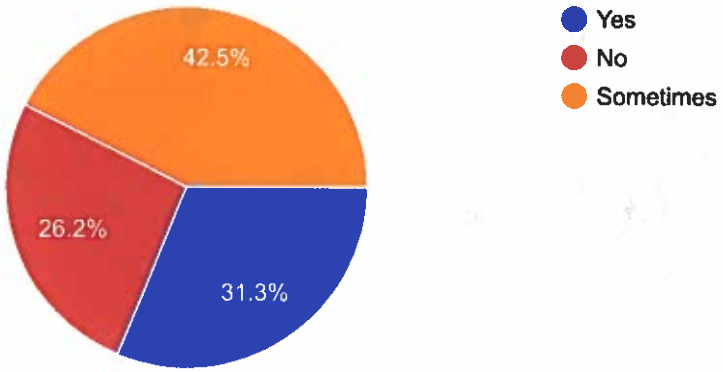
I am excited to tell my friends when I get good grades.

80 responses



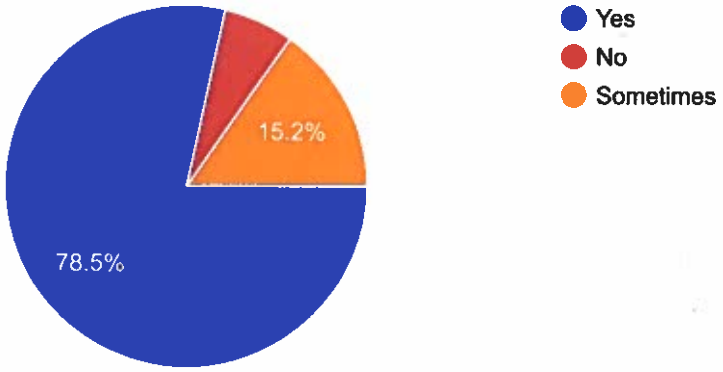
Students help make classroom rules.

80 responses



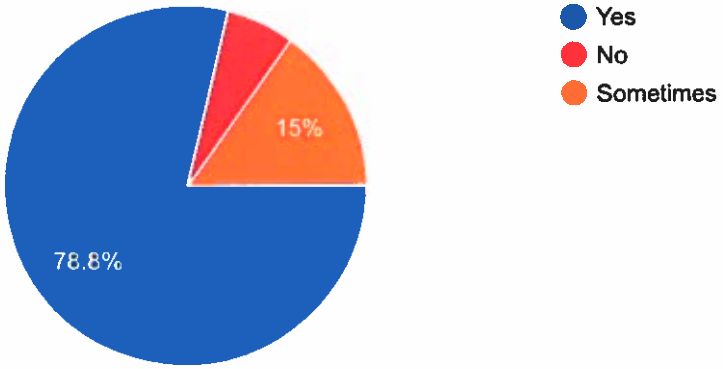
My teacher helps me reach my goals.

79 responses



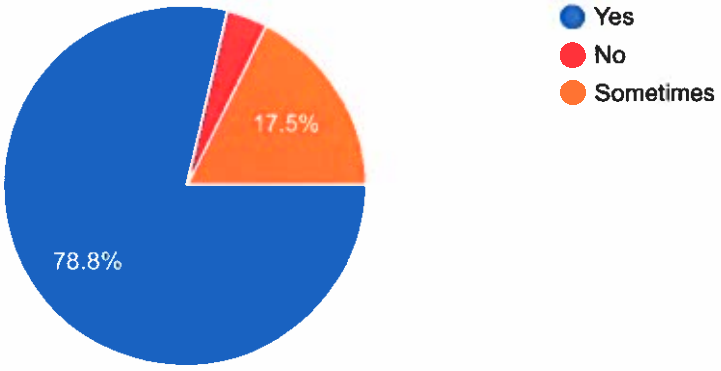
I have friends I can be with at lunch.

80 responses



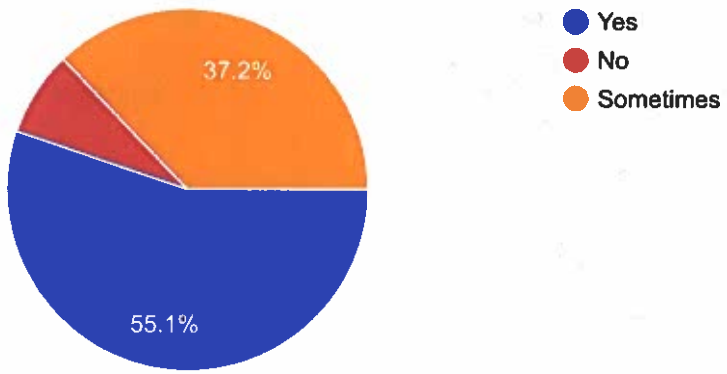
If I have a problem, I have an adult at school I can talk to.

80 responses



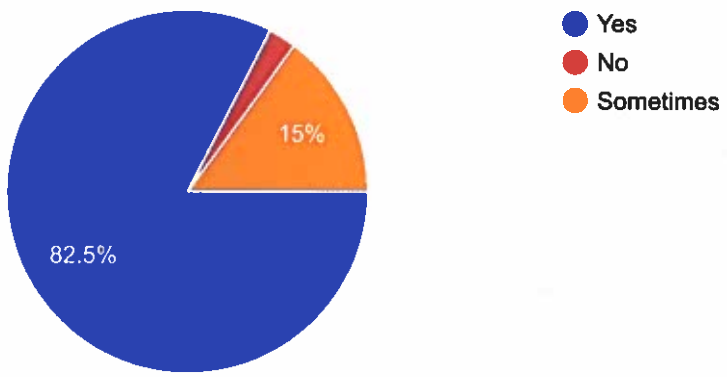
My teacher hangs up my work in the classroom or hallway.

78 responses



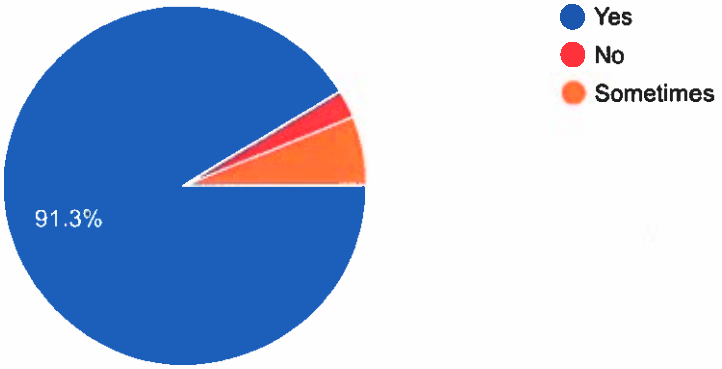
The things I learn in school are important to me.

80 responses



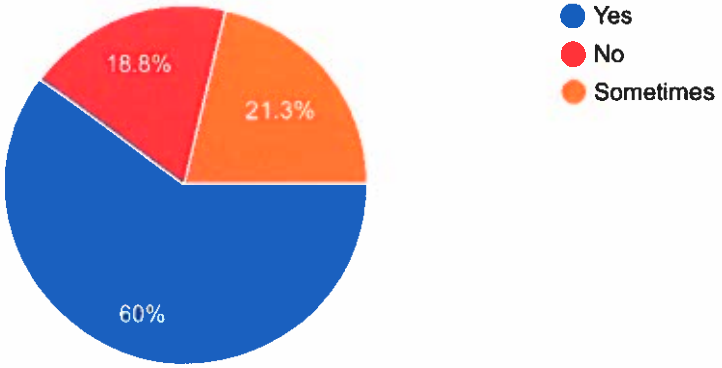
It is important to follow rules.

80 responses



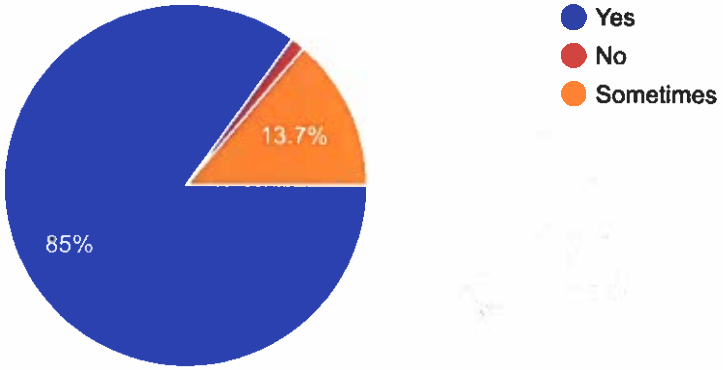
I think bullying is a problem at my school.

80 responses



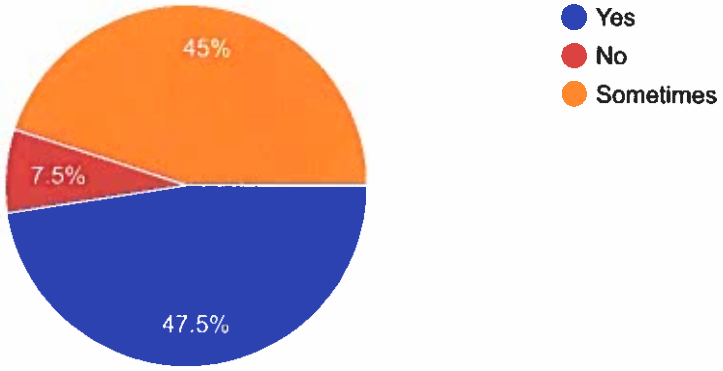
Teachers respect students.

80 responses



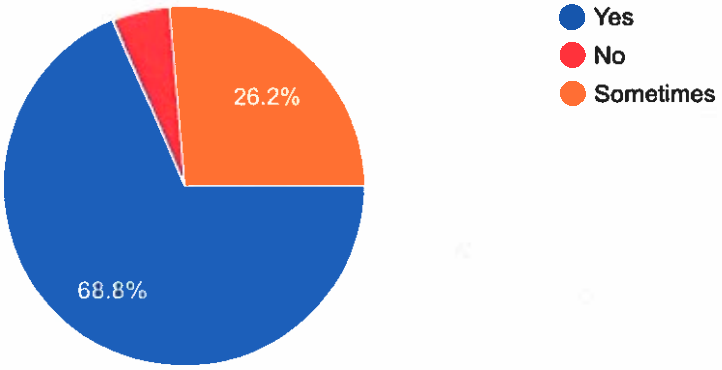
Students respect each other.

80 responses



I help other students at my school.

80 responses



Elementary

Appendix A

P.S.I.

Positive System & Interventions

This proposal is for districts or schools interested in an alternative to MTSS and MBI in Montana. The consortium uses best practice systems from across the state as well as best practices from M.B.I., P.B.I.S., R.T.I., Differentiated Learning, P.L.C., Expeditionary Learning, Tier Systems, Fundamental Five. These best practices will be what the consortium feels is necessary and imperative to positive systems and interventions. This platform recognizes schools that are accomplishing these goals and beliefs with fidelity so they can earn confirmation and recognition to what MBI has done and used in the past. We set up the standards for what schools need to be successful with systems and interventions that allows the freedom to use the tools they choose to accomplish these goals. We guide the framework for what is needed based on the systems that we identified as best practice in schools. Then we allow schools to fulfill these system frameworks with programs they feel will best reach their improvement, system and intervention goals.

Once the platform is built, schools measurable outcomes for tiered systems and interventions can be recognized by P.S.I. training consultants. Schools will be self-evaluated then be evaluated by a P.S.I. consultant, if they so choose. Bring it all together with clear expectations to show systems of success that are working in schools across the state. The school would have to show the program or system implementation with progressive, measurable outcomes that are making a difference in schools with positive outcomes on the approved rubric. Schools will use the tools they feel best serve their systems that are in place for student success and achievement.

PSI-Positive System & Interventions is a platform centered on 'LEARNING' and Systems of Success that are at the core of everything we do.

We will support schools with best practice, measurable outcomes, data-driven decision making within the PSI framework for positive systems. PSI will brand what positive systems look like, give schools the opportunity to use what tools work for them and frame it into what we want for our systems schools. We can brand the essential understandings for schools giving them the opportunity for recognition. Systems of success and tiered intervention can be implemented in academics, behavior, attendance, mental health at all grades and all levels.

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P.S.I.

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

Appendix A

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 relation 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.

Appendix A

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 are established at the District, School and Personal level annually.	4
*Professional Development Calendar should be done based School and District Goals.	4

Appendix A

Part 2

Positive Systems & Interventions are reliant upon a foundation of platforms that support the best interests of schools, teachers, students, 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.	4
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
c. District and/or School have policy and procedures to effectively deal with bullying and harassment.	4

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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:	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
d. District and/or School have student and staff leadership groups who lead and collaborates to improve your school and systems.	4

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e. District and/or School has a measurable way or survey to determine a student's sense of belonging.	4
Other Systems used for a Safe and Welcoming School: *Safety Committee Pod in place to consider potential dangers on school grounds and remedy them. Teachers send home Good News cards (10 per month at least) Students attendance is closely monitored and encouraged so that students are left alone at home, missing, or unaccounted for. Frequent check in's with parents whos students don't attend regularly with followup letters and calls to Tribal and State CPS.*	4

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

IV. Tiered Systems of Support for Academic Achievement

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.	4
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.	4
c. District and/or School has separated and identified through reporting the difference in process, product and progress.	4

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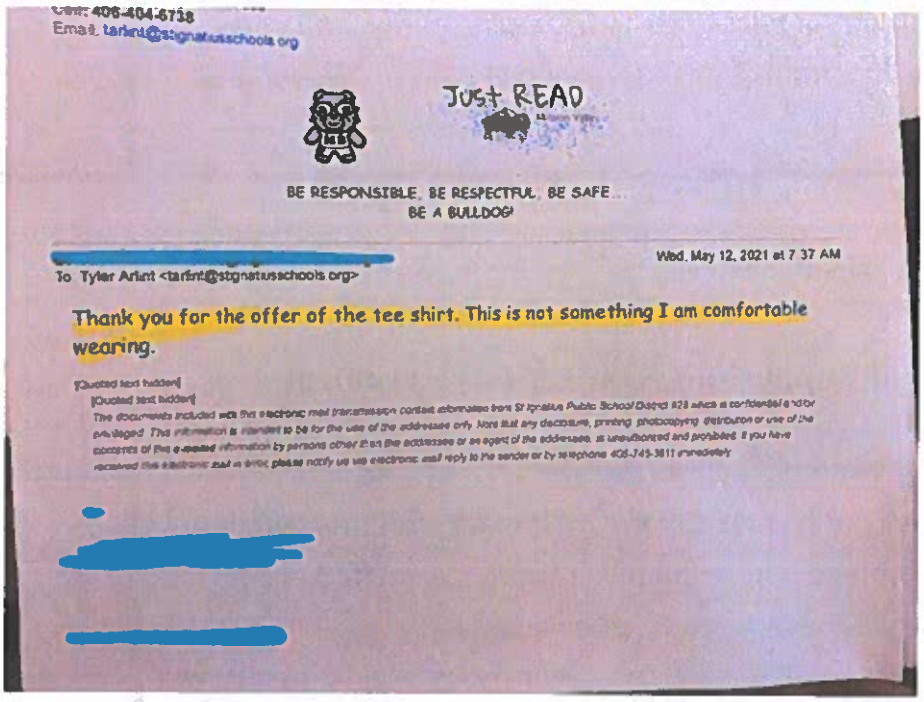
d. District and/or School has a system in place for a systematic response when students are at-risk or have not learned the standards for that grade and/or subject?	4
e. District and/or School has a collaborative culture with a majority of your staff. Staff will support tiered systems of intervention. The majority of staff was very collaborative! Unfortunately, *A few staff did not wish to collaborate, as indicated in emails like not wanting to unify with their co teachers.*  Cell: 406-404-6738 Email: tarlint@stignatusschools.org Just READ BE RESPONSIBLE, BE RESPECTFUL, BE SAFE... BE A BULLDOG! [redacted] Wed, May 12, 2021 at 7:37 AM To: Tyler Arlint <tarlint@stignatusschools.org> Thank you for the offer of the tee shirt. This is not something I am comfortable wearing. [Quoted text hidden] [Quoted text hidden] The documents included with this electronic mail transmission contain information from St Ignatius Public School District #28 which is confidential and/or privileged. The information is intended to be for the use of the addressee only. Note that any disclosure, printing, photocopying, distribution or use of the contents of the e-mailed information by persons other than the addressee or an agent of the addressee, is unauthorized and prohibited. If you have received this electronic mail in error, please notify us via electronic mail reply to the sender or by telephone 406-745-3811 immediately. [redacted] *As for staff supporting tiered systems of intervention. Yes. They did an excellent job of supporting tiered systems and attending meetings with data so that our teams could make data driven decisions using best practices.*	4
f. District and/or School consistently measures for effectiveness of tiered intervention systems.	4

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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… *I would think we do well here but being absolute consistent in this measure needs to be worked on. As an admin, I can do more walkthroughs specifically looking at these items and then giving feedback to teachers on what went well and what they can improve. A few teachers can hold themselves more accountable to these instructional practices. I'm looking forward to next year making*	3

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this a priority and communicating expectations with followthrough. We do very well in this area also, in Standards, Class Goals, Continuous improvement so there is a 4 level of operation happening... I think the consistent part puts us in a 3 range.	
k. District and/or School celebrate recognizes and honors academic achievement. Example: 1. 'Student First' for resiliency that honors students and staff 2. Celebrate Academic Achievement at least Quarterly	4
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.	4
m. District and/or School offers after-school and/or in-school systems for academic support.	4
n. District and/or School has designated mentor or at-risk plan managers for intervention plans. School has a formal Advisory Program.	4
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.	4
p. District and/or School has a measurable way of determining effectiveness of academic achievement and tiered interventions.	4

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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.	4
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.	4
Other Tiered Systems of Support for Academic Achievement: *We have our LLi program implemented K-5* *We also have our New Title Position, hands on learning and projects in the Elem. Learning Lab for title students K-5* *We have frequent monitoring and testing for academic placement, support systems, and achievement that are reviewed at least monthly by our RTI team and make recommendations.*	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

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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. *We have had these posted in years past, but this year because of cleaning and covid we were asked to not have excess postings on the walls so that they could be cleaned and disinfected.* *The expectations with the matrix were reviewed bi annually inside the classrooms with students and teachers showing the universal expectations.*	4

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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. *We did well in this this year. 10 cards per month were given out as a goal for our teachers. Som met that goal consistently. Positive Connections were reinforced with families and students. And we celebrated and promoted successful learning and work for our universals and attendance in each classroom because we couldn't meet together in one large group.*	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. What constitutes a major and a minor has been established with administration and staff. *Reports were shared with teachers, staff, board and public throughout the year. We looked at these reports at staff meetings when we were able to hold them and made any adjustments to any concerns. Students were involved in ownership with behaviors that would allow or prevent them from having certain priviledges on recess.*	4

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i. District and/or School universal expectations are followed diligently and consistently by all staff. Only a few staff couldn't follow universal expectations of being Respectful. Otherwise everyone was very diligent and consistent about following our universals of being Safe, Being Responsible, Being Respectful. Personal | I need to be very flexible and respectful. | This was a very difficult year I tried to meet this goal, but was unable to. % of Attainment will be discussed and documented during evaluations and end of year.	3
Other Tiered Systems of Support for Behavior and Attendance Success: *We had great behavior from students and attendance for those who chose in school learning this year. Our systems of support were modified to go and seek out the "lost sheep" that had disappeared from our contact and in school. We were able to coordinate a home visit routine that was very successful and this came about because of our tiered systems of support in attendance, communicating at meetings, and keeping accurate data and using it.*	4

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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.	4
b. District and/or School documents tiered mental health support systems.	4
c. District and/or School can view plans and share with parents what has been done to accommodate mental health needs.	4
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.	4

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. *We are constantly updating our contacts for this and refer frequently with recommendations to parents and families, Connie maintains this information and gives it to parents each year.*	4

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Other Tiered Systems for Mental Health Success:	N/A

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.	N/A
b. District and/or School requires a five year plan with research for students future interests, goals and planning.	N/A
c. District and/or School require personal finance for all students.	N/A
d. District and/or School has systems in place to increase graduation rates and lower dropout rates. We actually do have systems in place for this.. Even at a young age students can go missing and parents unfortunately turn a blind eye or at worst, support it. We frequently work with CPS, State and Tribal and families to keep students having good attendance, helping others see the benefit in consistent attendance, and following through with home visits, calls, and other means of communication. We often involve an authority if we need more support. This is all documented in our attendance tiered support system.	4

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e. District and/or School offers the changing careers being made available to students in high school with as many CTE offerings as possible.	N/A
f. District and/or School track academic achievement on an annual basis to make improvements in instruction, tiered interventions and or plans if improvement. We are constantly looking at our Star and SBAC testing to look at trends, problem areas, growth, and strength. This is done throughout the year but absolutely on an annual basis at the beginning of teh school year specifically when sharing this data and reviewing it as an entire elementary and school district.	4
g. District and/or School prepares students to be college and/or career ready.	N/A
Other Systems of Success for Career and College Readiness:	N/A

Appendix A

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	4
2. Graduation Rate	N/A
3. Drop Out Rate	N/A
4. Attendance Rate *Best year yet for students attending that were in person!*	4
5. Discipline Referral Count	4

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6. Teacher Discipline Count	4
7. Discipline by Location, Month, Time	4
8. Intervention Plans, Intervention Results, Progress Monitors	4
9. Awards or Achievements	4
10. Achievement Gap of Any Type *We have implemented a very robust title program that serves all students that have learning loss and are behind. This year we made significant progress in title catch up with the K,1,2 students, large portion of which identify as Native American*	4
11. Student-Led Conferences or Parent Teacher Participation Percent	4
12. Student, Teacher and Parent Surveys Complete Google Survey *Union collected data on teacher survey, and I didn't want to have teachers do it twice.*	4
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	

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Elementary

approach for any school or district interested in multi-tiered systems approach to education.

3.97 Platinum 3.7-4.0

_____Gold 3.4-3.6

_____Silver 3.0-3.3

_____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

"Mountains and Minds, Learners and Leaders"

Board Report June 2021 - Shawn Hendrickson -Principal Mission Middle/High School

ENROLLMENT

	September	October	November	December	January	February	March	April	May	June
MS	122	120	121	119	122	121	119	118	118	
HS	131	129	131	127	126	126	123	124	122	

Previous Years Enrollment: 20-21 – +6 19-20- 236 18-19 – 243 17-18 – 247 16-17 – 236 15-16 - 244

AVERAGE DAILY ATTENDANCE %

	September	October	November	December	January	February	March	April	May	June
MS	94.29%	94.59%	93.15%	92.26%	92.09%	91.86%	91.69%	91.51%	91.46%	**91.48%**
HS	95.22%	94.07%	92.14%	90.85%	90.95%	91.21%	91.2%	90.97%	90.73%	**90.83%**

2019-20 HS – 91.19% MS – 89.95% **2018-19** HS – 93.11% MS – 91.96%

DISCIPLINE REFERRALS – Totals for the Year

	Aug/Sept	October	November	December	January	February	March	April	May	June
MS	0	7	19	22	23	29	46	**50**	**70**	
HS	1	4	5	7	9	11	11	**13**	**15**	

2019-20 HS – 50 MS - 96

News from the Middle School/High School Principal:

High School News

- 96.4% graduation rate – highest ever, 3.9% dropout rate, feel like COVID happenings are going to take these numbers down.
- Senior Project Completed, all but 2 are finished.
- Graduation went well. 26/27 walked, one in summer school finishing up, hopefully done this week.
- State sports went well, runner ups in every spring sport.
- Final days staff me and reviewed plans for next year, goal-set, and worked on Senior Project, 5 year plan.
- Looking at a Career Exploration Curriculum for next year. Received a $10k grant to cover the initial cost.
- Summer camps and sports going full-steam.
- Summer school is going well.

Middle School News

- Tour of Montana went well.
- 8th grade promotion was short and sweet.
- Smarter Balanced Testing completed, see results in my end of year report data sheet.
- 30+ students attending Middle School Summer School daily. Mr. Martin and Mrs. Brander are doing an awesome job, and the kids are doing even better. Great attitudes, participating and having some fun. This will help those students be more successful next year.

MMS/MHS School Goals for 2020-21:

I. Provide a safe, effective, and efficient learning environment to all who attend school and work here.

II. Writing Across the Curriculum – Every teacher will require a major writing project/assignment during every quarter of the year. Principal will examine, offer help, and provide feedback to teachers in this area.

III. The Fundamental 5: The five tenets implemented and used with fidelity in all classes.

IV. Decrease discipline referrals from the previous year.

V. Universals posted in every room, reviewed/taught. Specific universals in each commons area.

VI. Rubicon Goal: One full year of curriculum, for one class will be completed in the 18-19 school year for new teachers, fine-tuning what's in there by the veteran teachers.

VII. Constantly Measure for Success: Make sure each teacher has entered two grades in Infinite Campus per course per week. Accurate measure of student learning. Continue to use the process report card.

VIII. Summative Assessment by Semester- Every staff will develop and administer a pre and post-test for their classes, provide growth results at semester.

IX. Progress Monitor At-Risk and/or Failing Students- After the first 20 days of school, any student that is failing: The expectation this year will be for the classroom teacher to enter at least two interventions in Mileposts and Progress Monitor check-in / check-out set by the mileposts at-risk manager.

X. Bulldog Positive Postcards 5 per month and Bulldog Tickets 2 a week. 4 positive interactions for every 1 negative interaction.

XI. Graduation Rate: Above 93%. Dropout rate: Decrease from the previous year.

XII. Attendance: 94% and above for the entire year.

XIII. All staff will create a SMART Goal to push their own personal growth and hone their craft.

MMS-MHS ANNUAL DATA SHEET

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
MS MBI/PSI		Gold	N/A	Platinum	Platinum	Gold
HS MBI/PSI		Platinum	N/A	Platinum	Platinum	Gold
Graduation Rate	96.40%	93.55%	91.70%	89.66%	89.19%	89.29%
Dropout Rate	3.90%		2.25%	2.1	2.20%	2
# of dropouts	5	2	3	3	2	2
% of Seniors to College	62%	81%	70%	75%	81%	80%
MS Attendance %	91.48	89.95%	91.96%	91.97	92.55	93.08
HS Attendance %	90.83%	91.19%	93.11	93.24	92.16	92.8
HS CTE Participation			71%			
Scholarship $	$867,256	$380,000				
HS Extra-Curricular						
Enrollment HS	129	124	138	141	137	
Enrollment MS	121	112	112	115	107	
Student LED % MS	88	97	96	94	96	96
Student LED % HS	87.7	93.3	93	96	90	90
ACT Composite Gr. 11		17.57	18.31	19.4	18.2	19.5
		2020-21	2018-19	2017-18	2016-17	2015-16
SBAC Prof./Adv. Gr. 6 ELA		44%	24%	43.50%	20.60%	37%
SBAC Prof./Adv. Gr. 7 ELA		14%	28%	60.60%	18.80%	40%
SBAC Prof./Adv. Gr. 8 ELA		15%	38%	34.50%	38.50%	37.50%
SBAC Prof.Adv. Math Gr. 6		33%	15%	33.30%	24.10%	48%
SBAC Prof.Adv. Math Gr. 7		5%	30	12.10%	21.90%	30%
SBAC Prof.Adv. Math Gr. 8		11%	27	31%	30.80%	43.40%
	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
MS Discipline Referrals	70	96	86	150	195	236
MS OSS	8	14	5	3	7	13
MS ISS	14	30	15	33	50	58
HS Discipline Referrals	15	50	46	85	62	90
HS OSS	4	7	2	9	7	9
HS ISS	1	10	20	7	15	13

2014-15	2013-14	2012-13
Bronze	none	none
Silver	Bronze	none
87.10%	77.24%	78.13%
3	4.7	4%
3	6	7%
78%		
94%		
76%	75%	72%
122		
92	95	90
18.4	17.8	19.6
2014-15	2013-14	2012-13
2014-15	2013-14	2012-13
325		
64	42	230

Appendix A

Part 1

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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.

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Appendix A

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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 are established at the District, School and Personal level annually.	4
*Professional Development Calendar should be done based School and District Goals.	4

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Part 2

Positive Systems & Interventions are reliant upon a foundation of platforms that support the best interests of schools, teachers, students, 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.	4
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
c. District and/or School have policy and procedures to effectively deal with bullying and harassment.	3

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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: Focus Groups, follow up survey	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. WEB/LHC Crew	4
d. District and/or School have student and staff leadership groups who lead and collaborates to improve your school and systems.	4

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e. District and/or School has a measurable way or survey to determine a student's sense of belonging.	4
Other Systems used for ~~a Safe and Welcoming School:~~ creating a Sense of Belonging	

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

IV. Tiered Systems of Support for Academic Achievement

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.	4
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. Pm S	4
c. District and/or School has separated and identified through reporting the difference in process, product and progress.	4
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?	4

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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.	3
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. FWS % Grades	3.5
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 There are people who don't follow 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…	3

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k. District and/or School celebrate recognizes and honors academic achievement. Example: 1. 'Student First' for resiliency that honors students and staff 2. Celebrate Academic Achievement at least Quarterly	4+
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.	4+
m. District and/or School offers after-school and/or in-school systems for academic support.	4
n. District and/or School has designated mentor or at-risk plan managers for intervention plans. School has a formal Advisory Program.	4
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.	4
p. District and/or School has a measurable way of determining effectiveness of academic achievement and tiered interventions.	3
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.	2

Not '

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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.	4
Other Tiered Systems of Support for Academic Achievement:	

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	4

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3. Be Responsible 80% of your students and staff know the Universal Expectations. Universals are posted in Classrooms and	
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. What constitutes a major and a minor has been established with administration and staff.	4

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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:	

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.	3.5
b. District and/or School documents tiered mental health support systems. Documents interventions and incidents →	4
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

↳ might need re-training

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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. - Shannon	4
Other Tiered Systems for Mental Health Success:	

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 rates and lower dropout rates. - 20-21 Highest ever	4+

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wording?

e. District and/or School offers the changing careers being made available to students in high school with as many CTE offerings as possible. - Most ever for size	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.	3
Other Systems of Success for Career and College Readiness: Career Day	

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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	See Annual Data Sheet
2. Graduation Rate	96.4%
3. Drop Out Rate	3.9%
4. Attendance Rate	MS 91.48 HS 90.83
5. Discipline Referral Count	MS 70 HS 15
6. Teacher Discipline Count	Milepost
7. Discipline by Location, Month, Time	Milepost
8. Intervention Plans, Intervention Results, Progress Monitors	Milepost

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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 Always Parent Teacher, My Voice, has teacher survey got that [illegible]	4
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. 3.8 Platinum 3.7-4.0 _____ Gold 3.4-3.6 _____ Silver 3.0-3.3 _____ Bronze 2.5-2.9	

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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

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