

A. Integrated Strategic-Action Plan Process: Stakeholder Engagement and CNA

1. Provide a list of the identified areas of need and the improvement priorities generated from your district's comprehensive needs assessment.

There is a need for overall improvement in:

Math Skills

Reading Skills

English Language Arts Skills

Writing skills

Improvements priorities:

There needs to be a consistency in the teaching of children, the consistency of teachers in general, and better attendance.

2. Detail the gaps between your current outcomes and your desired state. For each identified gap, detail the root causes.

Root Causes

Lack of consistency of teaching children, lack of discipline , poor attendance

3. Demonstrate evidence of meaningful stakeholder engagement to complete your comprehensive needs assessment, such as meeting dates, agendas, sign-ins, and other ways to show that stakeholders were equal partners.

• ATTACH EVIDENCE TO EMAIL SHOWING THIS

The attendance issue at the school was addressed at a board meeting with the Preacher in attendance. He will address this major concern with the colony and they will work on the attendance issue within the community.

B. Integrated Strategic Action Plan: Goals

1. List 2 to 3 evidence-based educational goals that will positively impact student learning based on your district's needs assessment, which includes analysis of student learning data. Be sure each goal uses the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) format.

Each student will increase their basic math facts skills by 10%, as appropriate for each grade level, over the course of the upcoming school year.

Overall math skills will continually improve over the course of the upcoming school year.

Each student will increase their words per minute (wpm) by 10% over the course of the upcoming school year.

Comprehension scores will increase over the course of the upcoming school year.

2. Identify what strategies/action steps will be used to support the achievement of the educational goals at your district.

**Daily Rocket Math timings for the age appropriate Math Facts.
Use of Math program on the computer working on Math Facts.**

**One minute reading timings to monitor wpm.
Comprehension passages will also be used. Paper pencil as well as on the computer.**

3. Explain what instruments or methods will be used to monitor the progress of the goals and determine if the educational goals are met.

Each beginning of the school year the students will all take the STAR Reading and Math tests to acquire a baseline score. They will be tested in the middle of the year and at the end of the year to monitor progress.

Math Fluency and Reading Fluency timings will be recorded throughout the year.

4. Provide the timeline established to meet your educational goals. Identify who is responsible to ensure the strategies/action steps are implemented, measured and determined if completed, revised, or abandoned.

**We will hope to see improvements within a year.
The teaching staff and aids will be responsible for implementing and recording this data. The School Board will also oversee all of this as well, yearly.**

5. Describe specific strategies that align to your three educational goals that will increase success for the following student populations: Gifted and Talented Students, Special Education Students, English Learner Students, At-Risk Students.

C. Integrated Strategic Action Plan-Graduate Profile

1. Provide evidence of action steps that the district has taken to begin developing a Graduate Profile.

• ATTACH EVIDENCE TO EMAIL SHOWING THIS

This plan will be a priority in the upcoming months and 24/25 year.

D. District Assurances

Curriculum and Assessment

Does the school district have a proficiency-based learning model that includes curriculum aligned to all content standards and appropriate learning progressions? (Reference: ARM 10.55.603)

Yes

No

Board of Trustees Policies

Does The Board of Trustees have a sequential curriculum for each program area that aligns to the content standards, specific grade level learning progressions, and program area standards? (Reference: ARM 10.55.701(2)(b))

Yes No

Does the Board of Trustees have written policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning, specifying how and when data are to be collected, analyzed, and reported? (Reference: ARM 10.55.701(2)(c))

Yes No

Does The Board of Trustees have written policies that delineate the responsibilities of the local board of trustees, superintendent, and personnel employed by the school district? (Reference: ARM 10.55.701(2)(d))

Yes No

Does The Board of Trustees have a written policy addressing grievances for students, families, staff, and stakeholders? (Reference: ARM 10.55.701(2)(e))

Yes No

Does The Board of Trustees have other policies required by state or federal law? (Reference: ARM 10.55.701(2)(f))

Yes No

Teacher Involvement

Does the district allow for teachers to be involved in curriculum development, student assessments and the promotion of a school climate that enhances student learning, achievement, and well-being? (Reference: ARM 10.55.706(2))

Yes No

Professional Development Committee and Plan Policy

Did the Board of Trustees establish an advisory committee, evaluate the school district's school year professional development plan, and adopt a professional development plan for the school year based on the recommendation of the advisory committee? (Reference: ARM 10.55.714(3))

Yes No

Substitute Teachers

Does the district comply with the rules and regulations for hiring and employing substitute teachers? (Reference: ARM 10.55.716)

Yes No

Assignment of Persons Providing Instruction to Braille Students

Does the district certify that it would follow ARM 10.55.717 if it had to assign a person to provide instruction for braille students? (Reference: ARM 10.55.717)

Yes No

Assignment of Persons Providing Sign Language Interpreting for Students who are Deaf or Hard of Hearing

Does the district certify that it would follow ARM 10.55.718 if it had to assign a person to provide sign language interpreting for students who are deaf or hard of hearing? (Reference: ARM 10.55.717)

Yes No

Student Protection Procedures

Does the Board of Trustees have written policies designed to deter persistent threatening, insulting, or demeaning gestures or physical conduct, including an intentional written, verbal, or electronic communication or threat directed against a student or students regardless of the underlying reason? (Reference: ARM 10.55.719)

Yes No

Suicide Prevention and Response

Has the Board of Trustees adopted a policy, procedures, or plan related to suicide prevention and response? (Reference: ARM 10.55.720)

Yes No

Hazard Emergency Plan

Has the Board of Trustees adopted a policy addressing a school safety plan or emergency operations plan? (Reference: ARM 10.55.721)

Yes No

Mentorship and Induction

Has The Board of Trustees adopted a mentorship and induction program? (Reference: ARM 10.55.723)

Yes

No

Evaluation

Has the Board of Trustees ensured the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract? (Reference: ARM 10.55.724)

Yes

No

School Climate

Does the Board of Trustees have written policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel? (Reference: ARM 10.55.801)

Yes

No

Opportunity and Educational Equity

Does the district guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law, without prejudice of any kind? (Reference: ARM 10.55.802)

Yes

No

Learner Access

Does the local board of trustees have processes to ensure each learner has access to the following: high quality instruction; standards that align curriculum and instructional materials; technology hardware and software appropriate to support individual learning; time for learning that includes opportunities for multiple modalities, collaboration, and student discussion; supportive learning environment; and other resources? (Reference: ARM 10.55.803)

Yes

No

Gifted and Talented

Does the district provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and provide a framework for considering a full range of alternatives for addressing student needs? (Reference: ARM 10.55.804 (3))

Yes

No

Special Education

Does the district provide educational programs and services to students eligible to receive special education services as identified under IDEA, comply with all federal and state laws and regulations addressing special education, and provide structured support and assistance to regular education

teachers in identifying and meeting the diverse needs of students receiving special education services?
(Reference: ARM 10.55.805)

Yes No

English Learners

Does the district provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach, comply with all federal and state laws and regulations addressing English learners, and identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program? (Reference: ARM 10.55.806)

Yes No

Graduation Requirements/High School Credit - ***Districts with High Schools Only***

Does the district have requirements for graduation shall include a total of 20 units of study, defined in [10.55.906](#), that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning that includes the specific 13 units outlined in [10.55.905](#)? (Reference: ARM 10.55.905 & 10.55.906)

Yes No N/A

School Facilities

Does the local board of trustees provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state and federal accessibility standards? (Reference: ARM 10.55.908)

Yes No

Student Discipline Records

Does the district ensure that each school maintains a record of any disciplinary action that is educationally related, with explanation, taken against a student? (Reference: ARM 10.55.910)

Yes No

Official High School Transcript - ***Districts with High Schools Only***

Does The district maintain the official academic records for each student? (Reference: ARM 10.55.911)

Yes No

Program Standards

Does The local board of trustees ensure the district's curriculum aligns with the state content

standards and content-specific grade-level or grade-band learning progressions?

(Reference: ARM [Foundation Standards](#))

10.55.1001) Program

Yes do

Does the local board of trustees meet the following conditions: ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas; ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none; maintain high expectations for student performance, behavior, and lifelong learning; and encourage collaboration among school personnel to plan, assess, and support instruction? (Reference: ARM 10.55.1003)

Yes No

E. Family and Community Engagement -

1. Provide evidence of family and community engagement opportunities that supports families' understanding of how to support their child's academic progress. • **ATTACH EVIDENCE TO EMAIL SHOWING THIS**

2. Identify the ways in which families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

Christmas Program, Science Fair, Cultural Livestock Event, Graduation of 8th graders.

3. Provide measurable evidence that families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities. These post-secondary opportunities include workforce development, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions. **Not applicable to K-8 or elementary districts.**

• **ATTACH EVIDENCE TO EMAIL SHOWING THIS**

J. Indian Education for All -

1. Provide evidence of how your district's education program recognizes the distinct and unique cultural heritages of American Indians.

• **ATTACH EVIDENCE TO EMAIL SHOWING THIS**

K. Indian Education for All - (District)

As the authorized representative , Jackie Christiaens on behalf of (Miami Elementary District #31), I am providing assurances that our district is committed to the successful implementation of the Montana Indian Education for All (IEFA) as outlined in the [OPI IEFA Framework](#). We recognize the significance of incorporating American Indian content, perspectives, and cultural understanding into our curriculum and school community and are committed to compliance with MCA [20-1-501](#) AND 20-1-503 as amended by [HB 338 in the 2023 Montana Legislature](#).

I assure that:

IEFA instruction provided to certified personnel and students meets the requirements of MCA 20-1-501. (Check box)

IEFA instruction was developed cooperatively with the advice and assistance of Montana Tribes as pursuant to Title 20, Chapter 1, part 5 (HB 338). (Check box)

District Superintendent's Signature

Jacqueline A. Christiaens

Pondera County Superintendent of Schools