



The Integrated Strategic Plan of Havre Public Schools Updated January 2025

Overview

The Havre Public School District (Havre Public Schools) has created a new direction for the school district to strategically focus its resources on identified needs of students and the Havre community. As part of this process, Havre Public Schools has been engaged in visionary and strategic planning and thinking process since 2016. This strategic planning process is intended to help Havre Public Schools in focusing its resources in a manner that will best benefit the our students and the community we serve.

The Havre Board of Trustees and Staff Leadership Team began the strategic planning and thinking process necessary to amend its current educational goals to better fit with its commitments to children, to community engagement and to knowledge-based decision making processes now and into the future. The Board and Staff, through this process to date have discussed at length how it could best meet the present and future needs of the students of the Havre Public Schools and the community.

Havre Public Schools' Board and Staff Leadership Team view the process of strategic planning as an ongoing collaborative process the community. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving strategic objectives will be assessed annually, and the plan will be updated based on achievement and changes in the needs of the students served by Havre Public Schools.

Executive Summary

The following are the key components of the District's Strategic Plan. A more comprehensive description of these components is included in this publication following this Executive Summary:

The Core Purpose Of Havre Public Schools Is To:

Provide each student with the tools and experiences to be successful in their own life and positively influence the world.

The Core Values Of Havre Public Schools Are:

- ***Flexible Learning Opportunities*** – *Havre Public Schools believe each student can learn. We provide a diverse core education with personalized learning opportunities which meets the needs and attributes of each student.*
- ***Excellence*** – *We are committed to a culture of continuous growth, innovation, and high expectations.*
- ***Community*** – *We value our engaged, diverse, student-focused and collaborative community. In addition, we understand that the relationship with our community is vital to the success of each student.*

Our Long-Term Envisioned Future Is To:

Provide flexible opportunities and experiences for each student to achieve success.

Our Short-Term Goals And Statements Of Intended Outcome Are As Follows:

Goal Area 1: Staffing and Retention: Statement of Intended Outcome: *We have effectively recruited and retained passionate, capable teachers that feel well supported and valued. Havre Public Schools has provided resources and training to meet the ever-changing learners (staff and students).*

Goal Area 2: Student Opportunities: Statement of Intended Outcome: *We have significantly improved the opportunities for each student by focusing on what each student needs and desires to be successful. Our students are excited about their education, inspired by their opportunities, and are thriving in our student-focused school environment.*

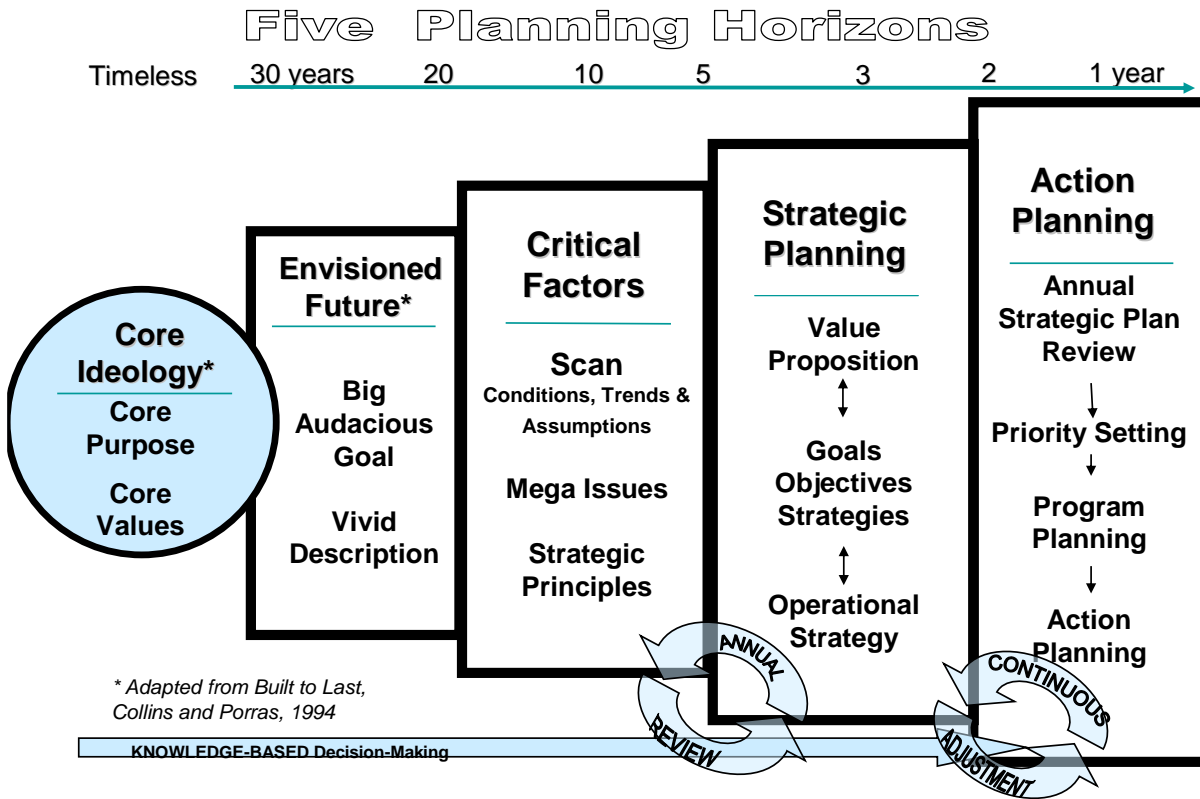
Goal Area 3: Facilities and Maintenance: Statement of Intended Outcome: *Our focus on improving our school facilities and infrastructure has resulted in efficient District operations, furthered utilization of facilities by all stakeholders, engagement and pride in our schools and community.*

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Strategic Planning Framework

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



Part I: Planning Horizon: Timeless

Core Ideology¹ of the Havre Public Schools

The Core Purpose of Havre Public School District is to:

Provide each student with the tools and experiences to be successful in their own life and positively influence the world.

Core Values of the Havre Public School District:

- **Flexible Learning Opportunities** – Havre Public Schools believe each student can learn. We provide a diverse core education with personalized learning opportunities which meets the needs and attributes of each student.
- **Excellence** – We are committed to a culture of continuous growth, innovation, and high expectations.
- **Community** – We value our engaged, diverse, student-focused and collaborative community. In addition, we understand that the relationship with our community is vital to the success of each student.

Part II: Planning Horizon: 10 Years (2034)

Envisioned Future² of the Havre Public School District

Big Audacious Goal:

To provide flexible opportunities and experiences for each student to achieve success.

A Vivid Description of the Desired Future:

Havre Public Schools will have successfully achieved its envisioned future when the following are present realities.

Student-Focused. We have:

- Individual Learning Plans/Path for each student
- Dual credit/dual enrollment programs
- Work-based/apprentice opportunities with the objective of growing our own.
- Flexible scheduling and diverse programs and services that meet the needs and interests of each student
- Cultivated strong and meaningful staff-to-student relationships
- Enhanced Parental Involvement

¹ **Core ideology** describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **Core Purpose** - the school district's reason for being - and **Core Values** - essential and enduring principles that guide a school district.

² **Envisioned Future** conveys a concrete yet unrealized vision for the school district. It consists of a **Big Audacious Goal** - a clear and compelling catalyst that serves as a focal point for effort - and **Vivid descriptions** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

- Proficiency-based learning
- Learning opportunities that are innovative, meaningful and practical and expose each student to areas of interest and new possibilities.
- Supports focused on life skills, coping strategies, critical thinking, empathy and self-regulation.
- Tiered systems of support and mentorship to support the academic, social, emotional and other at-risk factors that impact student learning and success.

Infrastructure. We have:

- State-of-the-art facilities that meet the needs of our students, staff, parents and community.
- Renewable energy sources (e.g., wind, solar power and panels, electric buses, etc.)
- Fewer student transitions from building to building

Staff. We have:

- Flexible work schedules/environments for staff
- Competitive hiring advantages, salaries and benefits
- Staff with multi-area endorsements/areas of concentration
- A strong culture of support, value and team-building

Community. We have:

- Strong relationships and supports
- Mutual partnerships with area businesses

Part III: Planning Horizon: 5-10 Years (2029-2034)

Assumptions Regarding the Relevant Future for the Havre Public Schools

In order to make progress toward the 10 year Envisioned Future, Havre Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Havre Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

See Appendix “B” for the Assumptions about the future that impact the success of our District and our students.

Part IV: Planning Horizon: 1-5 Years (2024-2029)

Outcome-Oriented Goals and Strategic Objectives

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

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the

future. Strategic Objectives are reviewed annually by the Havre School Board and Staff Leadership Team and those specified below are identified using a 1-2 year timeframe.

Goals of the Havre Public School District

Goal Area 1: Staffing and Retention: Statement of Intended Outcome: We have effectively recruited and retained passionate, capable teachers that feel well supported and valued. Havre Public Schools has provided resources and training to meet the ever-changing learners (staff and students).

1-2 Year Strategic Objectives:

- We will effectively collaborate with our staff and union leaders with the objective of enhancing the terms and conditions of employment for all staff.
- We will make improvements to the work environment with the objective of making it a pleasant place to work for employees that inspires them to do great work each and every day.
- We will enhance resources for our staff with the objective of improving their mental and physical well-being.
- We will provide and support targeted professional development opportunities, and promote the acquisition of multidisciplinary endorsements.

Goal Area 2: Student Opportunities: Statement of Intended Outcome: We have significantly improved the opportunities for each student by focusing on what each student needs and desires to be successful. Our students are excited about their education, inspired by their opportunities, and are thriving in our student-focused school environment.

1-2 Year Strategic Objectives:

- We will improve our attendance and graduation rates and decrease our dropout rates. We will do this through keeping students and families engaged in school and school activities and offering students additional opportunities to be successful.
- We will align our supports for students while effectively communicating to students and parents our expectations of behaviors that contribute to a positive learning environment for all students.
- We will enhance our use of technology and other innovations to support individual student learning and provide additional educational opportunities for each student.

Goal Area 3: Facilities and Maintenance: Statement of Intended Outcome: Our focus on improving our school facilities and infrastructure has resulted in efficient District operations, furthered utilization of facilities by all stakeholders, engagement and pride in our schools and community.

1-2 Year Strategic Objectives:

- We will be strategic and methodical in our planning for needed and enhanced school improvements that support our students, staff, parents and community members.
- Whenever fiscally possible, the improvements we make to our school facilities will be aligned with renewable energy sources and responsible, sustainable stewardship.

APPENDIX “A”

MEGA TRENDS ANALYSIS

5-10 Year Planning Horizon

Creating the Assumptions – On an ongoing basis, the Havre School Board and Staff Leadership Team made many assumptions about the future. While many different assumptions are made, what follows are those assumptions that are likely to have the greatest influence on the development of Havre Public Schools' strategic plan.

Assumptions:

Demographics:

- Enrollment – Although our census data does not show significant local growth, our enrollment numbers are trending up looking at a 5 year trend although the District has approximately an 11% transition rate of students in and out.
- We are experiencing a larger population of elderly residence. Although since COVID, we have people moving back to Havre with school-aged children. The median age of our citizens in Havre is 31 years old.
- Our poverty rate is 15.1% in our community. This increased 17% in a year. We are currently at a 42% Free & Reduced rate schoolwide.
- In the high school, we are seeing an increase in students doing on-line schoolwork and also an increase in enrollments from students were were previously attending private school or being home schooled.
- Since COVID, we are seeing an increase in the number of students experiencing anxiety and an increase in our students who qualify for special education services.

Business and Economic Status:

- Our local unemployment rate is currently 3.1% although some of our available jobs are not high paying.
- In election years, we typically see layoffs and rehires in the railroad and border patrol industries.
- We are experiencing a trend where we are seeing an increase in students who are not college bound although we are not seeing an increase in our CTE enrollment either.
- Like many communities in Montana, the ability to own a house in Havre is becoming increasingly difficult.
- Although our students have ample opportunities for work-based learning during the school day, we have concerns that they are not mentally-prepared for this. We have concerns about pushing students too hard, i.e., growing up too fast when they don't have the maturity levels to deal with work-related issues and the stress that comes with that.
- With students who are living in poverty, they do not have the luxury of choice. They have to go to work well before they are graduating high school to support their families.
- On a national, state and local level, people are not having as many children and that is impacting society in general and will continue to impact our workforce.

Technology and Science:

- We do very well in providing students with technology through our on-to-one technology initiative, i.e., each student is equipped with a district provided chromebook and platforms that are aligned with our curriculum. This is a major expense for the district that will continue to be a challenge.

- We are seeing a trend where parents of younger students are asking that their students not be exposed to technology devices.
- The use of cell phones in our schools does not necessarily present behavioral issue but it can impact learning.
- We are seeing a trend where social habits are changing with our students.
- We anticipate that laptops (chromebooks, etc) may become obsolete with the apps that are available on smartphones.
- It is unknown whether technology is going to trickle down to younger grades or go the other direction.

Politics and Social Values:

- The trend in the Montana legislature and at the federal level is school choice although this is not new as parents have always had the right to choose how and where their children are educated.
- Some Montana policymakers do not take education seriously and although we have put measures in place to increase teacher pay, we have a long way to go.
- It is important that we get back to societal norms of kindness, respect and caring for one another.
- Emergency authorizations are becoming the norm. This raises issues about whether certified teachers are valued by our society.
- There appears to be a trend of shifting away from providing quality instruction versus being able to communicate with students and getting to know them on a much deeper level to be able to address their needs and wants.

Legislation and Regulation:

- The trend is to provide more and more options and opportunities for our youth focusing on developing the potential of each child as is contemplated in the Montana Constitution (Article X, Section 1).
- Public schools have the ability to offer students electives and other options. This presents an opportunity to bring and keep students in our schools.
- Participation in athletics draws our youth into our public schools. However, some of these programs are the first to be cut when the funding is not available to support these programs. This is unfortunate because this tends to bring our students and our community together through pride and involvement in these programs. Public schools provide a sense of community.
- Artificial Intelligence (AI) is anticipated to have a major impact on teaching and learning. At this time, we don't know how significantly this will impact us.

Mega Issues facing the Havre Public School District

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

Mega-Issue Questions for Consideration by the Board:

- How do we enhance parental involvement/engagement to positively impact the probability of success for each student?

- What can we do to improve attitudes towards teachers/staff and to better communicate the value of our public schools in society?
- How do we engage in effective recruitment and retention strategies to employ highly qualified staff that have the best interests of each student at the core of everything they do?

APPENDIX “B”

GRADUATE PROFILE

The following represents the characteristics and skills the District desires of students who graduate from Havre Public Schools:

Problem Solver:

1. Identify a problem and create a hypothesis
2. Evaluate information from a variety of sources
3. Consider multiple perspectives and collaborate with others
4. Apply evidence-based reasoning to form a solution
5. Reflect and build on observed successes, failures, and feedback

As students grow as problem solvers, they can generate original ideas, solutions, and products.

Communicator:

1. Read to learn
2. Listen to understand
3. Speak to inform
4. Write for distinct purpose and audiences
5. Utilize technology to explore and exchange ideas

As students grow as communicators, they can utilize active listening to understand different perspectives, respond appropriately, and foster mutual respect in conversations.

Critical Thinker:

1. Apply learning in new and different ways
2. Express thoughts, ideas, and emotions in a meaningful and appropriate way
3. Evaluate ideas and information for validity, relevance, and impact
4. Use Evidence and past experiences to defend your authentic thinking

As students grow as critical thinkers, they can be flexible in their reasoning to design and implement solutions.

Self-Manager/Self-Advocate:

1. Practices responsible, informed decision-making
2. Considers the impact of actions on yourself and others
3. Creates, monitors, and reflects upon goals

4. Builds and maintains healthy boundaries and relationships
5. Manages and prioritizes work

As students grow as a self-manager/self-advocate, they can articulate their wants and needs to a variety of audiences in a confident, appropriate manner.

Pony Pride:

1. Sense of Belonging to Something Greater
2. Pride and Community Involvement
3. Sense of Self Confidence with Self Discipline
4. Acceptance of Criticism with Humility
5. Cultural Understanding and Acceptance
6. Resiliency

As students grow in their Pony Pride, they become successful in their own lives and positively influence the world. (Ties into core purpose from HPS Strategic Plan.)

APPENDIX “C”

ACTION PLANS IN FURTHERANCE OF THE DISTRICT’S GOALS AND STRATEGIES

Goal Area 1: Staffing and Retention

Havre Public Schools has effectively recruited and retained passionate, capable teachers that feel well supported and valued. Havre Public Schools has provided resources and training to meet the ever-changing needs of learners (staff and students).

Strategic Objectives:

- We will effectively collaborate with our staff and union leaders with the objective of enhancing the terms and conditions of employment for all staff.
- We will make improvements to the work environment with the objective of making it a pleasant place to work for employees that inspires them to do great work every day.
- We will enhance resources for our staff with the objective of improving their mental and physical well-being.
- We will provide and support targeted professional development opportunities and promote the acquisition of multidisciplinary endorsements.

Action Plan:

Key Event/Activity	Primary Responsibility/Champion	Target Date
Teamster Negotiations	Superintendent/School Board	April of 2024
HEA/Para Negotiations	Superintendent/School Board	March of 2025
Institute School Climate Committee	School Climate Committee Team	October of 2023- June of 2025
Utilization of ESSER III Funds-Improved Technology	Superintendent, Asst. Superintendent, Technology Committee, Senior Systems Data Manager	May of 2024- December of 2024
Safe Schools Trainings	Assistant Superintendent	August of 2023- June of 2025
August Institute Trainings	Superintendent/Asst. Superintendent	August of 2023- August of 2024

Goal Area 2: Student Opportunities

Havre Public Schools has significantly improved opportunities for each student by focusing on what each student needs and desires to be successful. Our students are excited about their education, inspired by their opportunities, and thriving in our student-focused school environment.

Strategic Objectives

- We will improve our attendance, graduation rate, and decrease our drop out rates. We will do this through keeping students and families engaged in school, participating in activities, and offering students additional opportunities to be successful.

- We will align our support for students while effectively communicating to students and parents our expectations of behaviors that contribute to a positive learning environment for all students.
- We will enhance our use of technology and other innovations to support individual student learning and provide additional educational opportunities for each student.

Action Plan:

Key Event/Activity	Primary Responsibility/Champion	Target Date
CSIP	Building Administration	February of 2025
Regular Student Meetings	Building Administration	August of 2023-June of 2025
Parent Meetings	Building Administration	August of 2023-June of 2025
PTC's, IC Messages, Open House Meetings	Building Administration, District Administration, Teachers	August of 2023-June of 2025
Support Friday Opportunities	Teachers, Building Administration, and District Administration	September of 2023-June of 2025
New Chromebooks, Interactive TV's, Staff Computers	Superintendent, Technology Committee, Senior Systems Data Manager	June of 2024-December of 2024
Curriculum Meetings	Superintendent, Asst. Superintendent, Teaching Staff	June of 2024-March of 2025

Goal Area 3: Facilities and Maintenance

Havre Public Schools is focused on improving our school facilities and infrastructure which will result in efficient District operations, furthered utilization of facilities by all stakeholders, engagement and pride in our schools and community.

Strategic Objectives

- We will be strategic and methodical in our planning for the necessary and enhanced school improvements that support our students, staff, parents, and community members.
- Whenever fiscally possible, the improvements we make to our facilities will be aligned with renewable energy sources and responsible, sustainable stewardship.
- We will make a concerted effort to annually tour all Havre Public School facilities, to make sure any building updates or repairs are occurring on a timely basis.

Action Plan:

Key Event/Activity	Primary Responsibility/Champion	Target Date
Ameresco-Boilers and Control Updates	Superintendent, Maintenance Director, Board	January of 2023-August of 2024
Cops Grant	Superintendent, Senior Systems Data Manager, TEST, School Board	May of 2024-October of 2024
Roof Repairs at HMS, HHS, SS Intermediate	Superintendent, Maintenance Director	March of 2024-June of 2025
HHS Stage Project Renovation	Superintendent, Maintenance Director	May of 2024-July of

		2024
Lincoln McKinley Fence Project	Superintendent, Maintenance Director	April of 2025-July of 2025
Lincoln McKinley Siding Project	Superintendent, Maintenance Director	April of 2025-July of 2025

APPENDIX “D”

Out-Of-District Attendance Policy

The following is the District’s Policy (3141) on Out-of-District Attendance:

Nonresident Student Enrollment

For the purposes of this policy, except as provided in Section 20-9-707, MCA, a student’s district of residence must be determined on the basis of the provisions of Section 1-1-215, MCA.

Mandatory Nonresident Enrollment for Extenuating Circumstances

The District shall enroll a student who resides outside of the District whenever the extenuating circumstances listed in Section 20-5-321, MCA, exist.

Applying for Nonresident Enrollment with No Extenuating Circumstances

Whenever the extenuating circumstances listed in Section 20-5-321, MCA do not exist and mandatory enrollment of a student who resides outside the District is not required, the District may enroll the nonresident student at the request of the student’s parent or guardian as specified in this policy. The District shall serve children who are residents of the district and nonresident children seeking mandatory enrollment for extenuating circumstances prior to enrolling nonresidents students seeking to apply when extenuating circumstances do not exist.

Every nonresident student who seeks to enroll in the District shall apply for admission for the succeeding school year by July 15. All applications shall be submitted using the form found at Policy 3141F as developed by the Superintendent of Public Instruction. For planning purposes, late applications shall not be considered. Nonresident students shall reapply for admission each school year. Admission in one school year does not infer or guarantee admission in subsequent years. Each application shall be assigned a unique number distinct from a student identification number that does not disclose a student’s personally identifiable information consistent with Policy 3600. Within 10 days of the initial application for an agreement, the District shall notify the parent or guardian of the child and district of residence involved in the out-of-district attendance agreement of the anticipated date for approval or disapproval of the agreement.

The Board of Trustees authorizes the District Administrator to review the applications for nonresident enrollment consistent with his policy and Section 20-3-320, MCA. Not more than 30 days following the application deadline, the District Administrator shall submit a list of students to the Board of Trustees who are recommended for enrollment. The Board of Trustees shall make the decision to approve or deny requests for nonresident enrollment during a meeting of the Board. Each application shall be considered during a closed session consistent with Policy 1400 after giving prior notice to the parents that their application will be considered by the Board of Trustees in a closed session of the Board. Any motion on an application shall be made referring to the distinct application number.

In reviewing and determining whether to approve an application for attendance by a nonresident child, the District Administrator shall recommend for approval and Board of Trustees shall approve the application unless the Board of Trustees find that the impact of approval of the application will negatively impact the quality of education for resident pupils by grade level, by school, or in the District in the aggregate in one or more of the following ways:

1. The approval would result in exceeding limits of:
 - A. building construction standards pursuant to Title 50, chapter 60, MCA;
 - B. capacity and ingress and egress elements, either by individual room or by school building, of any fire code authorized by Title 50, chapter 3; or
 - C. evacuation elements of the district's adopted school safety plan.

The Board authorizes the District Administrator to coordinate with the local fire marshal, law enforcement, health department, and first responders when developing standards under this Subsection 1. Findings shall be adopted by the Board in the District's strategic plan or plan for continuous improvement specified in Policy 1620.

2. The approval would impede meeting goals, standards, or objectives of quality education adopted by the Board in the District's strategic plan or plan for continuous improvement specified in Policy 1620.
3. The approval would risk jeopardizing the educational quality adopted by the Board in the District's strategic plan or plan for continuous improvement specified in Policy 1620 because the nonresident child who is applying was:
 - A. truant as defined in Section 20-5-106, MCA, in the last school district attended;
 - B. expelled by another school district at any time; or
 - C. suspended in another school district in any of the 3 school fiscal years preceding the school fiscal year for which attendance is requested. This Subsection C does not apply to a student who is eligible for special education or related services.

Review and consideration of applications and the records of applicants as well as decisions regarding admission cannot be inconsistent with District policies regarding nondiscrimination. In the event the District receives more applications than the District can accommodate, the District shall prioritize applications on the basis of the quality of education for students who are residents of the district of attendance and the obligations of resident taxpayers. This priority may include applications from children of District employees as well as children with siblings who have previously enrolled in the District as nonresident students. This priority is specifically established and shall be implemented on a rational basis to provide a quality education to students enrolled in the District.

Within 10 days of approval or disapproval of an application for non-resident enrollment, District shall provide copies of the approved or disapproved attendance agreement to the parent or guardian and to the district of residence. In the case of a disapproval, the District shall provide the specific allowable reason for the disapproval consistent with this policy and supporting documentation.

For an approved application and out-of-district attendance agreement the District shall provide a copy of the completed agreement to the county superintendent of schools of the county of residence, county superintendent of schools of the county of attendance, and the Superintendent of Public Instruction. Whenever a student enrolls in and attends a school outside of the student's district of residence under the provisions of this policy, by July 15 following the year of attendance, the district of attendance shall notify the district of residence of an obligation under Section 20-5-323, MCA.

If an out-of-district attendance agreement is disapproved or no action is taken, the parent or guardian may appeal the disapproval or lack of action in accordance with Montana law.

Unless otherwise agreed by the district of residence and the district of attendance, the family of a nonresident child whose application for attendance has been approved is responsible for transportation of the child and the child is not an eligible transportee as defined in Section 20-10-101, MCA. The district of attendance may discretionarily provide transportation pursuant to Section 20-10-122, MCA.



APPENDIX “E”

CONTINUOUS SCHOOL IMPROVEMENT PLANS

The following are the Continuous School Improvement Plans for each school of the District:

Highland Park Early Primary School

Completion Date: December 10, 2024

Continuous School Improvement Plan 2025-2026

School Improvement Planning Team Members	
Name	Title/Role
Hayley Criner	Building Principal
Danielle Faechner	BLT Facilitator/Kindergarten Teacher
Laura Bradshaw	BLT Facilitator/First Grade Teacher
Lisa Passon	MTSS Director

Building Data Sources

DIBELS	Classroom Data
DIBELS Progress Monitoring	Infinite Campus Early Warnings
MAP Growth	

SY 2025-2026 Priorities of School Improvement Plan

SMART Goal #1: All Highland Park students will increase proficiency in English Language Arts Content by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026), as measured by DIBELS mClass data.
SMART Goal #2: All Highland Park students will increase proficiency in Mathematics Content by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026), as measured by MAP Growth Data.
SMART Goal #3: By Spring of 2026 (June 4, 2026) student attendance will be 95% or higher. <i>As of December 18, 2024, attendance was 94%.</i>

MTSS SMART Goal Guidelines

Goals are the specific result or purpose expected from implementing MTSS in your district or school. The goals specify what will be accomplished through implementation and should relate to assessed needs, problem statements, and vision. The goal is achieved through the objectives and activities outlined in the MTSS Action Plan.

SMART is a mnemonic device to help guide the development of precise, measurable, and achievable goals. SMART stands for specific, measurable, achievable, relevant, and time bound.

Goals are the specific result or purpose expected from a project. The project goals specify what will be accomplished over the entire project period and should relate to the problem statement and vision. The goal is achieved through project objectives and activities.

Objectives are the specific steps that lead to the successful completion of the project goals. Completion of the objectives results in specific, measurable outcomes that directly contribute to the achievement of project goals.

Setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives is a good way to plan the steps to meet the long-term goals to implement MTSS. SMART objectives will move you from ideas to action, keep implementation moving forward, help with accountability and timing, and let you know that you are accomplishing what you set out to accomplish.

Definition of SMART Objectives

SMART stands for specific, measurable, achievable, relevant, and time bound.

- **Specific** – The objective clearly states, so everyone reading it can understand, what will be done and who will do it.
- **Measurable** – The objective includes how the action will be measured. Measuring your objectives help you determine if you are making progress. It keeps you on track and on schedule.
- **Achievable** – The objective is realistic given the realities faced in the district, school, and/or community. Setting reasonable objectives helps set the project up for success.
- **Relevant** – A relevant objective makes sense in that it fits the purpose of the project, it fits the culture and structure of the district, school, and community, and it addresses the vision of the project.
- **Time-Bound** – Every objective has a specific timeline for completion.

Tips for writing SMART Objectives

Specific

- Define what you expect.
- Determine who will do it.
- Detail accountability.
- Use action verbs, expressing physical or mental action, as much as possible.
- Provide enough detail to be clear.

Measurable

- Identify how you will know the objective was accomplished. Usually, this means quantity but can also be quality (e.g., 80% of respondents agree strongly with goals to adopt and implement MTSS).

Attainable

- Make sure you have the time, manpower, resources, and authority to accomplish the objective.
- Consider if there may be factors beyond your control.

Relevant

- The objective helps you meet the purpose of the project.
- The objective is aligned with the district/school/community vision of the project.

Time-Bound

- Specify when the objective should be completed.
- Include timeline benchmarks for long-range goals and all objectives.

Instructions: Complete the empty boxes for each goal below to support the implementation and monitoring of the selected activities.

SY 2025-2026 SMART Goal #1:

All Highland Park students will increase proficiency in English Language Arts Content by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026), as measured by DIBELS mClass data.

Action Plan

Key Activities What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?

By Whom Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?

By When What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

Key Activity 1:

- Teachers will implement [high-leverage](#) teaching practice of [explicit instruction](#), explaining and modeling content.

Key Activity 1:

- Classroom Teachers
- Building Principal

Key Activity 1:

- Daily throughout the school year.
- Progress Monitoring monthly and bi-monthly for at-risk students.

Key Activity 2:

- Planning of Tier 2 Reading Intervention times to prioritize staffing and scheduling.

Key Activity 2:

- Building Principal
- Classroom Teachers

Key Activity 2:

- Completed by August 18th, 2025. (This will be monitored throughout the school year and adjusted, as necessary.)

Key Activity 3:

- Differentiated Tier 1 Instruction with [flexible grouping](#).

Key Activity 3:

- Classroom Teachers
- Building Principal
- MTSS Director (As Needed)
- Support Staff (Paraprofessionals)

Key Activity 3:

- Daily

Key Activity 4:

- To improve overall student learning outcomes, [data-based decision making](#) (e.g., classroom assessments, universal screeners) will be conducted throughout the year.

Key Activity 4:

- Classroom Teachers (Grade-level meetings, staff meetings)
 - [MTSS Grade Level Academic Data Review/Beginning of the Year](#)
 - [MTSS Grade Level Academic Data Review-Follow-Up](#)
- Building Principal
- MTSS Director (Universal Screener)

Key Activity 4:

- Classroom Assessments (Every 2-6 Weeks)
- Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026)
- Support Team Meetings every Six Weeks (See MTSS Calendar)
- Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.

Measures What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?

Key Activity 1-4:

- DIBELS Benchmark/Universal Screening Data (September/January/May)
- DIBELS Progress Monitoring
- Common Classroom Assessments

Resources What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?

- CORE Curriculum ([SuperKids Reading Curriculum](#))
- [Heggerty](#)
- [DIBELS mClass](#)
- [District Approved Tier 2/3 Interventions](#)
- [IRIS Center](#)
- [High-Leverage Practices](#)
- [TeachingWorks](#)
- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for English Language Arts and Literacy](#)

Funding List and describe funding amount(s) and source(s) associated with the activities described above.

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an on-going investment?	Possible Funding Sources to Support Expense (e.g., Building; District)
DIBELS Database	Long-Term (Yearly Renewal)	District Title Funding
Heggerty	Online Support (As Requested by Teacher)	District General Funding
CORE Curriculum	Long-Term (Ongoing)	District Curriculum Funding
Reading Interventions	Ongoing	District Title Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District office/admin support to ensure funding continues.
- MTSS Director to help identify trends and offer strategies for implementation.
- Supplemental resources to support Tier 1 curriculum for Kindergarten and First Grade.

SY 2025-2026 SMART Goal #2:

All Highland Park students will increase proficiency in Mathematics Content by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026), as measured by MAP Growth Data.

Action Plan

Key Activities What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	By Whom Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	By When What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Teachers will implement the high-leverage teaching practice of explicit instruction, explaining and modeling content. 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Building Principal • Classroom Teachers 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Daily throughout the school year. • Progress Monitoring monthly and bi-monthly for at-risk students.
<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Implementation of Tier 2 math interventions bi-weekly. Utilizing evidence and research-based interventions students will be given targeted interventions in specific skill 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Classroom Teacher • Support Staff • Building Principal • MTSS Director (As Needed) 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • District Testing Periods (September/January/May)

deficits to increase identified skill deficits.		
Key Activity 3: <ul style="list-style-type: none"> Emphasis on standards within each grade level that can be emphasized and uniform during classroom-established calendar instruction. 	Key Activity 3: <ul style="list-style-type: none"> Grade Level Teams Building Principal 	Key Activity 3: <ul style="list-style-type: none"> District Testing Data (September/January/May) Common classroom assessments completed every 2-4 weeks.
Key Activity 4: <ul style="list-style-type: none"> To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year. 	Key Activity 4: <ul style="list-style-type: none"> Classroom Teachers (Grade-level meetings, staff meetings) <ul style="list-style-type: none"> MTSS Grade Level Academic Data Review/Beginning of the Year MTSS Grade Level Academic Data Review-Follow-Up Building Principal MTSS Director (Universal Screener) 	Key Activity 4: <ul style="list-style-type: none"> Classroom Assessments (Every 2-6 Weeks) Support Team Meetings every Six Weeks (See MTSS Calendar) Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026) Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.

Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

- Key Activity 1-4:**
- MAP Growth Math Benchmark/Universal Screening Data (September/January/May)
 - District Approved Math Interventions Progress Monitoring
 - Common Classroom Assessments

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- CORE Curriculum ([Big Ideas Math](#))
- [District Approved Math Interventions](#)
- [XTRA Math](#) (Potentially [Reflex Math](#))
- [Montana Content Standards for Mathematics](#)
- [IRIS Center](#)
- [High-Leverage Practices](#)
- [TeachingWorks](#)
- [AIR-Center on Multi-Tiered System of Supports](#)

Funding *List and describe funding amount(s) and source(s) associated with the activities described above.*

<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
CORE Curriculum/Supplemental Materials	Long-Term (Ongoing)	District Curriculum Funding
Map Growth	Long-Term (Yearly Renewal)	District Title Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District office/admin support to ensure funding continues.
- MTSS Director to help identify trends and offer strategies for implementation.
- Supplemental resources to support Tier 1 curriculum for Kindergarten and First Grade.

SY 2025-2026 SMART Goal #3:

By Spring of 2026 (June 4, 2026) student attendance will be 95% or higher.
As of December 18, 2024, attendance was 94%.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
Key Activity 1: <ul style="list-style-type: none"> Monthly attendance communication via newsletter and bulletin board. 	Key Activity 1: <ul style="list-style-type: none"> Building Principal Classroom Teacher Counselor and Support Staff Building Secretary 	Key Activity 1: <ul style="list-style-type: none"> Monthly Communication to Parents Attendance Letters each Trimester Attendance Meetings each Trimester Attendance Expectations throughout the Year
Key Activity 2: <ul style="list-style-type: none"> Attendance letters will be sent for both 10 and 20-day absences. 	Key Activity 2: <ul style="list-style-type: none"> Building Principal Classroom Teacher Counselor and Support Staff Building Secretary 	Key Activity 2: <ul style="list-style-type: none"> Monthly Communication to Parents Attendance Letters each Trimester Attendance Meetings each Trimester Attendance Expectations throughout the Year
Key Activity 3: <ul style="list-style-type: none"> Attendance meetings for students who have 20 days of excused and unexcused absences. 	Key Activity 3: <ul style="list-style-type: none"> Building Principal Classroom Teacher Counselor and Support Staff Building Secretary 	Key Activity 3: <ul style="list-style-type: none"> Monthly Communication to Parents Attendance Letters each Trimester Attendance Meetings each Trimester Attendance Expectations throughout the Year
Key Activity 4: <ul style="list-style-type: none"> Communicate attendance expectations with all parents (open house). 	Key Activity 4: <ul style="list-style-type: none"> Building Principal Classroom Teacher Counselor and Support Staff Building Secretary 	Key Activity 4: <ul style="list-style-type: none"> Monthly Communication to Parents Attendance Letters each Trimester Attendance Meetings each Trimester Attendance Expectations throughout the Year
Key Activity 5: <ul style="list-style-type: none"> Monthly attendance award for each class in kindergarten and first with the highest % ADA and ADM. 	Key Activity 5: <ul style="list-style-type: none"> Building Principal Classroom Teacher Counselor and Support Staff Building Secretary 	Key Activity 5: <ul style="list-style-type: none"> Monthly Communication to Parents Attendance Letters each Trimester Attendance Meetings each Trimester Attendance Expectations throughout the Year

Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

Key Activity 1-5:

- Infinite Campus Early Warnings
- Infinite Campus ADA and ADM Reporting Tool

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- [Attendance Works](#)
- [AIR-Using Chronic Absence Data](#)
- [Behavior Specific Praise](#)
- [IC Early Warnings](#)

Funding *List and describe funding amount(s) and source(s) associated with the activities described above.*

<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
Infinite Campus	Long-Term (Yearly Renewal)	District General Funding
Information to parents, attendance meetings, and supplies as needed.	Short-Term	District Title Funding/Building General Fund

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District office/admin support to ensure funding continues.
- MTSS Director to help identify trends and offer strategies for implementation.
- Supplemental resources to support Tier 1 curriculum for Kindergarten and First Grade.

Lincoln McKinley Primary School

Completion Date: December 9, 2024

Continuous School Improvement Plan 2025-2026

School Improvement Planning Team Members	
Name	Title/Role
Erika Brekhus	Building Principal
Amy Wendland	BLT Facilitator/Second Grade Teacher
Kassie Leeds	BLT Facilitator/Third Grade Teacher
Lisa Passon	MTSS Director

Building Data Sources

DIBELS	MAST Reports (Third Grade)
DIBELS Progress Monitoring	Infinite Campus Early Warnings
MAP Growth	Classroom Data

SY 2025-2026 Priorities of School Improvement Plan

SMART Goal #1: All Lincoln McKinley students will increase proficiency in English Language Arts Content by 8% from the fall of 2025 to the spring of 2026 (May 18, 2026), as measured by DIBELS mClass data.
SMART Goal #2: All Lincoln McKinley students will increase proficiency in Mathematics Content by 8% from the fall of 2025 to the spring of 2026 (May 18, 2026), as measured by MAP Growth Data.
SMART Goal #3: By May 18th, 2026, the number of students who are at risk due to poor attendance will be no more than 5% of our student population.

MTSS SMART Goal Guidelines

Goals are the specific result or purpose expected from implementing MTSS in your district or school. The goals specify what will be accomplished through implementation and should relate to assessed needs, problem statements, and vision. The goal is achieved through the objectives and activities outlined in the MTSS Action Plan.

SMART is a mnemonic device to help guide the development of precise, measurable, and achievable goals. SMART stands for specific, measurable, achievable, relevant, and time bound.

Goals are the specific result or purpose expected from a project. The project goals specify what will be accomplished over the entire project period and should relate to the problem statement and vision. The goal is achieved through project objectives and activities.

Objectives are the specific steps that lead to the successful completion of the project goals. Completion of the objectives results in specific, measurable outcomes that directly contribute to the achievement of project goals.

Setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives is a good way to plan the steps to meet the long-term goals to implement MTSS. SMART objectives will move you from ideas to action, keep implementation moving forward, help with accountability and timing, and let you know that you are accomplishing what you set out to accomplish.

Definition of SMART Objectives

SMART stands for specific, measurable, achievable, relevant, and time bound.

- Specific – The objective clearly states, so everyone reading it can understand, what will be done and who will do it.
- Measurable – The objective includes how the action will be measured. Measuring your objectives help you determine if you are making progress. It keeps you on track and on schedule.
- Achievable – The objective is realistic given the realities faced in the district, school, and/or community. Setting reasonable objectives helps set the project up for success.
- Relevant – A relevant objective makes sense in that it fits the purpose of the project, it fits the culture and structure of the district, school, and community, and it addresses the vision of the project.
- Time-Bound – Every objective has a specific timeline for completion.

Tips for writing SMART Objectives

Specific

- Define what you expect.
- Determine who will do it.
- Detail accountability.
- Use action verbs, expressing physical or mental action, as much as possible.
- Provide enough detail to be clear.

Measurable

- Identify how you will know the objective was accomplished. Usually, this means quantity but can also be quality (e.g., 80% of respondents agree strongly with goals to adopt and implement MTSS).

Attainable

- Make sure you have the time, manpower, resources, and authority to accomplish the objective.
- Consider if there may be factors beyond your control.

Relevant

- The objective helps you meet the purpose of the project.
- The objective is aligned with the district/school/community vision of the project.

Time-Bound

- Specify when the objective should be completed.
- Include timeline benchmarks for long-range goals and all objectives.

Instructions: Complete the empty boxes for each goal below to support the implementation and monitoring of the selected activities.

SY 2025-2026 SMART Goal #1:

All Lincoln McKinley students will increase proficiency in English Language Arts Content by 8% from the fall of 2025 to the spring of 2026 (May 18, 2026), as measured by DIBELS mClass data.

Action Plan

Key Activities *What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?*

By Whom *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*

By When *What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?*

Key Activity 1:

- [Explicit Instruction](#) for all students.

Key Activity 1:

- Classroom Teacher
- Building Principal

Key Activity 1:

- Daily

Key Activity 2:

- Differentiated Tier 1 Instruction with [Flexible Grouping](#).

Key Activity 2:

- Classroom Teacher
- Building Principal
- MTSS Director (as needed)

Key Activity 2:

- Bi-Weekly/Weekly

Key Activity 3:

- Targeted Tier 2 & Tier 3 instruction to address individual student deficits.

Key Activity 3:

- Classroom Teacher
- Paraprofessional
- Reading Interventionist
- Building Principal
- MTSS Director
- Support Team Meeting with Individual Teachers

Key Activity 3:

- Daily

Key Activity 4:

- To improve overall student learning outcomes, [data-based decision making](#) (e.g., classroom assessments, universal screeners) will be conducted throughout the year.

Key Activity 4:

- Classroom Teachers (Grade-Level Meetings, Staff Meetings)
 - [MTSS Grade Level Academic Data Review/Beginning of the Year](#)
 - [MTSS Grade Level Academic Data Review-Follow-Up](#)
- Building Principal
- MTSS Director (Universal Screener)
- Building Leadership Team

Key Activity 4:

- Classroom Assessments (Every 2-6 Weeks)
- Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026)
- Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.

Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

Key Activity 1-3:

- Weekly/Bi-Weekly Unit Tests (Short-Term)
- DIBELS Data (Long-Term)
- Performance on weekly/unit quizzes and other assignments will determine grouping. (Short-Term)
- MAST Assessment Growth (Third Grade)

Resources What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?

- [MyView](#) ELA Curriculum
- CORE Curriculum ([SuperKids Reading Curriculum](#))
- [Heggerty](#)
- [High Leverage Teaching Practices](#)
- [Teaching Works](#)
- [IRIS Center](#)
- [Dreambox Reading](#)
- MAST Assessment (Third Grade)
- [DIBELS mClass](#)
- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for English Language Arts and Literacy](#)
- [MTSS Grade Level Academic Data Review/Beginning of the Year](#)
- [MTSS Grade Level Academic Data Review-Follow-Up](#)

Funding List and describe funding amount(s) and source(s) associated with the activities described above.

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an on-going investment?	Possible Funding Sources to Support Expense (e.g., Building; District)
DIBELS Database	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum/Supplemental Materials	Long-Term (Ongoing)	District Curriculum Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District office/admin support to ensure funding continues.
- MTSS Director to help identify trends and offer strategies for implementation.
- Supplemental resources to support Tier 1 curriculum for second and third grade.

SY 2025-2026 SMART Goal #2:

All Lincoln McKinley students will increase proficiency in Mathematics Content by 8% from the fall of 2025 to the spring of 2026 (May 18, 2026), as measured by MAP Growth Data.

Action Plan

Key Activities What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	By Whom Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	By When What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Key Activity 1: <ul style="list-style-type: none"> • Explicit Instruction for all students. 	Key Activity 1: <ul style="list-style-type: none"> • Classroom Teachers • Building Principal 	Key Activity 1: <ul style="list-style-type: none"> • Daily
Key Activity 2: <ul style="list-style-type: none"> • Use classroom/ MAPS data and pacing guides to identify deficits within the common core state standards. <ul style="list-style-type: none"> ○ Targeted Instruction ○ Small Group 	Key Activity 2: <ul style="list-style-type: none"> • Classroom Teacher • Building Principal • MTSS Director 	Key Activity 2: <ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> ○ Chapter Assessments ○ Daily Assessments

<ul style="list-style-type: none"> ○ Differentiation/Flexible Grouping 		<ul style="list-style-type: none"> • Summative Assessments <ul style="list-style-type: none"> ○ Unit Assessments
<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Maintain an updated pathways (Second Grade and Third Grade) to identify and target deficits among Tier 2 and 3 students, based on MAPS scores and classroom data. 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Grade Level - Teacher • Building Principal • MTSS Director • Student Support Team • Staff and Grade Level Meetings • Support Team Meeting with individual Teachers 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Daily Data Collection • Weekly/Monthly - Classroom Data & Progress Monitoring (2-4x/Month) • Support Team Meeting - Every Six Weeks (Follow MTSS District Calendar) • MAP Growth- Sept/Jan/May
<p>Key Activity 4:</p> <ul style="list-style-type: none"> • To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year. 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> • Classroom Teachers (Grade-Level Meetings, Staff meetings) <ul style="list-style-type: none"> ○ MTSS Grade Level Academic Data Review/Beginni ng of the Year ○ MTSS Grade Level Academic Data Review-Follow-Up • Building Principal • MTSS Director (Universal Screener) • Building Leadership Team 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> • Classroom Assessments (Every 2-6 Weeks) • Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026) • Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.
<p>Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>		
<p>Key Activity 1-3:</p> <ul style="list-style-type: none"> • Classroom Assignments • MAP Growth Data • MAST Data • Chapter Assessments • Progress Monitoring 		
<p>Resources <i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>		
<ul style="list-style-type: none"> • Reflex Math (Supplemental and Tier 2 Support) • CORE Curriculum (Big Ideas Math) for Explicit Instruction • Dreambox Math • District Approved Tier 2/3 Interventions • IRIS Center 		

- [Explicit Instruction](#)
- [MAP Growth/nwea](#)
- [High-Leverage Practices](#)
- [TeachingWorks](#)
- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for Mathematics](#)
- [MTSS Grade Level Academic Data Review/Beginning of the Year](#)
- [MTSS Grade Level Academic Data Review-Follow-Up](#)

Funding List and describe funding amount(s) and source(s) associated with the activities described above.

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an on-going investment?	Possible Funding Sources to Support Expense (e.g., Building; District)
MAP Growth	Long-Term (Yearly Renewal)	District Title Funding
Reflex Math	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term (Ongoing)	District Curriculum Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District office/admin support to ensure funding continues for annual subscriptions (MAPS/Reflex).
- MTSS director will help identify trends and offer strategies for implementation.
- Continued support and training for paraprofessionals.

SY 2025-2026 SMART Goal #3:

By May 18th, 2026, the number of students who are at risk due to poor attendance will be no more than 5% of our student population.

Action Plan

Key Activities What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	By Whom Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	By When What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Focused attention on students who have missed or are tardy 10 or more days in the school year. <ul style="list-style-type: none"> ○ Attendance Letters ○ Parent Contact by Phone ○ Parent Meeting 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Building Principal • Building Secretary • Classroom Teacher • School Counselor 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Daily Classroom Observation • Weekly
<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Active Family Engagement <ul style="list-style-type: none"> ○ Communicate and share research of student attendance via newsletter. ○ Thank you note sent home to students who maintained 3 days or less attendance for trimester. 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Building Principal • Building Secretary 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Monthly • Trimester
<p>Key Activity 3: Active Student Engagement:</p>	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Classroom Teacher 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Trophy - Weekly

<ul style="list-style-type: none"> Traveling trophy to the classroom with the highest attendance % for the previous week. Lunch with Principal - students with 1 day or less a month tardy or absent. 	<ul style="list-style-type: none"> Building Principal Building Secretary 	<ul style="list-style-type: none"> Lunch - First Wed of the month
<p>Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>		
<p>Key Activity 1-3:</p> <ul style="list-style-type: none"> Infinite Campus Attendance Report 		
<p>Resources <i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>		
<ul style="list-style-type: none"> Attendance Works IC Early Warnings 		
<p>Funding <i>List and describe funding amount(s) and source(s) associated with the activities described above.</i></p>		
<p><i>Associated Expense (Budget Detail)</i></p>	<p><i>Is this a one-time purchase/short-term expense or an on-going investment?</i></p>	<p><i>Possible Funding Sources to Support Expense (e.g., Building; District)</i></p>
<p>Infinite Campus</p>	<p>Long-Term (Yearly Renewal)</p>	<p>District General Funding</p>
<p>Family Engagement Budget</p>	<p>Ongoing Investment</p>	<p>Building Funding</p>
<p>What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)</p>		
<ul style="list-style-type: none"> Support from district level for community outreach. Based on identified marginalized student groups, administrative members can be utilized to provide information on the importance of attendance. 		

Sunnyside Intermediate School

Completion Date: December 4, 2024

Continuous School Improvement Plan 2025-2026

School Improvement Planning Team Members	
Name	Title/Role
Kassie Johnson	Building Principal
Sara Rhatigan	BLT Facilitator/Fourth Grade Teacher
Parker Barsanti	BLT Facilitator/Fifth Grade Teacher
Lisa Passon	MTSS Director

Building Data Sources

DIBELS Reading Reports	MAST Reports
DIBELS Progress Monitoring	Infinite Campus
MAP Growth Math Reports	Classroom Data

SY 2025-2026 Priorities of School Improvement Plan

SMART Goal #1: All Sunnyside students will increase proficiency by 8%, demonstrated in English Language Arts Content, by the end of 2025-2026 school year (May 15, 2026) using MAP Growth Data.
SMART Goal #2: All Sunnyside students will increase proficiency by 8%, demonstrated in Mathematics Content, by the end of 2025-2026 school year (May 15, 2026) using MAP Growth Data.
SMART Goal #3: By Spring of 2026 (May 15, 2026) student attendance will be 95% or higher.

MTSS SMART Goal Guidelines

Goals are the specific result or purpose expected from implementing MTSS in your district or school. The goals specify what will be accomplished through implementation and should relate to assessed needs, problem statements, and vision. The goal is achieved through the objectives and activities outlined in the MTSS Action Plan.

SMART is a mnemonic device to help guide the development of precise, measurable, and achievable goals. SMART stands for specific, measurable, achievable, relevant, and time bound.

Goals are the specific result or purpose expected from a project. The project goals specify what will be accomplished over the entire project period and should relate to the problem statement and vision. The goal is achieved through project objectives and activities.

Objectives are the specific steps that lead to the successful completion of the project goals. Completion of the objectives results in specific, measurable outcomes that directly contribute to the achievement of project goals.

Setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives is a good way to plan the steps to meet the long-term goals to implement MTSS. SMART objectives will move you from ideas to action, keep implementation moving forward, help with accountability and timing, and let you know that you are accomplishing what you set out to accomplish.

Definition of SMART Objectives

SMART stands for specific, measurable, achievable, relevant, and time bound.

- Specific – The objective clearly states, so everyone reading it can understand, what will be done and who will do it.
- Measurable – The objective includes how the action will be measured. Measuring your objectives help you determine if you are making progress. It keeps you on track and on schedule.
- Achievable – The objective is realistic given the realities faced in the district, school, and/or community. Setting reasonable objectives helps set the project up for success.
- Relevant – A relevant objective makes sense in that it fits the purpose of the project, it fits the culture and structure of the district, school, and community, and it addresses the vision of the project.
- Time-Bound – Every objective has a specific timeline for completion.

Tips for writing SMART Objectives

Specific

- Define what you expect.
- Determine who will do it.
- Detail accountability.
- Use action verbs, expressing physical or mental action, as much as possible.
- Provide enough detail to be clear.

Measurable

- Identify how you will know the objective was accomplished. Usually, this means quantity but can also be quality (e.g., 80% of respondents agree strongly with goals to adopt and implement MTSS).

Attainable

- Make sure you have the time, manpower, resources, and authority to accomplish the objective.
- Consider if there may be factors beyond your control.

Relevant

- The objective helps you meet the purpose of the project.
- The objective is aligned with the district/school/community vision of the project.

Time-Bound

- Specify when the objective should be completed.
- Include timeline benchmarks for long-range goals and all objectives.

Instructions: Complete the empty boxes for each goal below to support the implementation and monitoring of the selected activities.

SY 2025-2026 SMART Goal #1:

All Sunnyside students will increase proficiency by 8%, demonstrated in English Language Arts Content, by the end of 2025-2026 school year (May 15, 2026) using MAP Growth Data.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
Key Activity 1: <ul style="list-style-type: none"> • Explicit instruction for all students. 	Key Activity 1: <ul style="list-style-type: none"> • Classroom Teacher • Building Principal 	Key Activity 1: <ul style="list-style-type: none"> • Daily
Key Activity 2: <ul style="list-style-type: none"> • Setting up and managing small groups in Tier 1, ensuring that differentiation/flexible grouping occurs. 	Key Activity 2: <ul style="list-style-type: none"> • Classroom Teacher • Building Principal • MTSS Director (As Needed) 	Key Activity 2: <ul style="list-style-type: none"> • Weekly
Key Activity 3: <ul style="list-style-type: none"> • Designing/evaluating lessons and sequence of lessons. (Ensuring students are reaching mastery learning.) 	Key Activity 3: <ul style="list-style-type: none"> • Classroom Teacher • Building Principal • Grade-Level Teams 	Key Activity 3: <ul style="list-style-type: none"> • Lessons Developed Weekly • Monthly a Google spreadsheet will be used to check for student mastery of Common Core State Standards. <ul style="list-style-type: none"> ○ Adjust Pacing Guides as Needed ○ Peer Observation and/or Discussions to Enhance Instructional Strategies ○ Use of a Non-Negotiable List to Clarify Expectations
Key Activity 4: <ul style="list-style-type: none"> • To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year. 	Key Activity 4: <ul style="list-style-type: none"> • Classroom Teachers (Grade-Level Meetings, Staff Meetings) <ul style="list-style-type: none"> ○ MTSS Grade Level Academic Data Review/Beginning of the Year ○ MTSS Grade Level Academic Data Review-Follow-Up • Building Principal 	Key Activity 4: <ul style="list-style-type: none"> • Classroom Assessments (Every 2-6 Weeks) • Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026) • Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.

- MTSS Director (Universal Screener)

Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

Key Activity 1-4:

- Weekly/Unit Quizzes (Short-Term)
- DIBELS Data (Long-Term)
- Performance on weekly/unit quizzes and other assignments will determine grouping. (Short-Term)

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- [MyView](#) ELA Curriculum
- [High-Leverage Practices](#)
- [TeachingWorks](#)
- [IRIS Center](#)
- [DIBELS mClass](#)
- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for English Language Arts and Literacy](#)

Funding *List and describe funding amount(s) and source(s) associated with the activities described above.*

<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
DIBELS Database	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term (Ongoing)	District Curriculum Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District office/admin support to ensure funding continues.
- MTSS Director to help identify trends and offer strategies for implementation.

SY 2025-2026 SMART Goal #2:

All Sunnyside students will increase proficiency by 8%, demonstrated in Mathematics Content, by the end of 2025-2026 school year (May 15, 2026) using MAP Growth Data.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Explicit instruction for all students. 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Classroom Teachers • Building Principal 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Daily
<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Use classroom/ MAP Growth data and pacing guides to identify deficits within the common core state standards. • Targeted Instruction 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Classroom Teacher • Building Principal • MTSS Director 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Formative Assessments • Summative Assessments

<ul style="list-style-type: none"> • Small Group • Differentiation/Flexible Grouping 		
<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Decision Rules for Math will be used to identify and target deficits among Tier 2 and 3 students based on MAP Growth scores and classroom data. 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Building Principal • Grade-Level Teachers • MTSS Director • Student Support Team, • Staff and Grade-Level Meetings • Support Team with Individual Teachers 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Daily • Weekly to Monthly • Every Six Weeks • Three Times a Year (September 15, 2025, January 22, 2026, and May 19, 2026)
<p>Key Activity 4:</p> <ul style="list-style-type: none"> • To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year. 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> • Classroom Teachers (Grade-Level Meetings, Staff Meetings) <ul style="list-style-type: none"> ○ MTSS Grade Level Academic Data Review/Beginning of the Year ○ MTSS Grade Level Academic Data Review-Follow-Up • Building Principal • MTSS Director (Universal Screener) 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> • Classroom Assessments (Every 2-6 Weeks) • Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026) • Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.
<p>Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>		
<p>Key Activity 1-4:</p> <ul style="list-style-type: none"> • Classroom Assignments • MAP Growth Data • MAST Data • Chapter Tests • Progress Monitoring 		
<p>Resources <i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>		
<ul style="list-style-type: none"> • Reflex Math for Supplemental and Tier 2 Intervention • Khan Academy for Differentiation of Skills/Lessons • Core Curriculum (Big Ideas Math)/Instruction for Explicit Teaching of Lessons • Dreambox for Supplemental Support • District Approved Tier 2/3 Interventions • IRIS Center • Explicit Instruction • MAP Growth/nwea • High-Leverage Practices • TeachingWorks • AIR-Center on Multi-Tiered System of Supports • Montana Content Standards for Mathematics 		

Funding List and describe funding amount(s) and source(s) associated with the activities described above.		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an on-going investment?	Possible Funding Sources to Support Expense (e.g., Building; District)
Reflex Math	Long-Term (Yearly Renewal)	District Title Funding
Map Growth	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term (Ongoing)	District Curriculum Funding
What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)		
<ul style="list-style-type: none"> District office/admin support to ensure funding continues for annual subscriptions (MAP Growth/Reflex), as well as securing funding for a possible after school extension program to further meet the needs of students who have deficits within math. MTSS director will help identify trends and offer strategies for implementation. Continued support and training for paraprofessionals. 		

SY 2025-2026 SMART Goal #3:

By Spring of 2026 (May 15, 2026) student attendance will be 95% or higher.

Action Plan

Key Activities What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	By Whom Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	By When What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Key Activity 1: <ul style="list-style-type: none"> Active Student and Family Engagement <ul style="list-style-type: none"> Communicate and share research of student attendance via newsletter and building digital board. 	Key Activity 1: <ul style="list-style-type: none"> Building Leadership Team Building Secretary-School Newsletter Building Principal 	Key Activity 1: <ul style="list-style-type: none"> Monthly Newsletter Bi-Weekly Staff Meetings Bi-Weekly Grade-Level Meetings
Key Activity 2: <ul style="list-style-type: none"> Support School Climate <ul style="list-style-type: none"> Incentive-based reward system will be conducted monthly, including a ticket-based program. Students will earn a ticket after being at school three out of four days each week. (Students can earn an extra entry for Support Friday attendance). The prize will be announced at the end of the month (gifts, prizes, lunches with staff). 	Key Activity 2: <ul style="list-style-type: none"> Classroom Teachers Building Secretary Building Principal Students 	Key Activity 2: <ul style="list-style-type: none"> Weekly distribution of tickets by classroom teacher. Drawing on the last Wednesday of each month.
Key Activity 3:	Key Activity 3:	Key Activity 3:

<ul style="list-style-type: none"> Focus support for students who fall under the Tier 3 attendance data range. Support will be tracked through IC and/or a Google Spreadsheet. <ul style="list-style-type: none"> Attendance Letter Contact with Parents SRO Contact Additional Information to Parents Check-In/Check-Out to Support Structure throughout School Day 	<ul style="list-style-type: none"> Building Principal Building Secretary Classroom Teacher Students 	<ul style="list-style-type: none"> First Week of each Month Daily Based on Need
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Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

Key Activity 1-3:

- Daily, Weekly, to Monthly Infinite Campus Attendance Report

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- [Attendance Works](#)
- [AIR-Using Chronic Absence Data](#)
- [Behavior Specific Praise](#)
- [IC Early Warnings](#)
- [Behavior Data Review Form-Beginning of the Year](#)
- [Behavior Data Review Form-Follow-Up](#)

Funding *List and describe funding amount(s) and source(s) associated with the activities described above.*

<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
Infinite Campus	Long-Term (Yearly Renewal)	District General Funding
Family Engagement Budget	Ongoing Investment	Building Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- Support from district level for community outreach. Based on identified marginalized student groups, administrative members can be utilized to provide information on the importance of attendance.

Havre Middle School

Completion Date: December 3, 2024

Continuous School Improvement Plan 2025-2026

School Improvement Planning Team Members	
Name	Title/Role
Curt Leeds	Building Principal
Heather Haney	Assistant Building Principal
Kelsey Ward	BLT Facilitator/English Department
Lauren Evans	BLT Facilitator/English Department
Tracey Jette	BLT Facilitator/Math Department
Bobbi Jo Naber	BLT/Counseling Department
Lisa Passon	MTSS Director

Building Data Sources

MAP Growth Reading and Math Reports	Quarterly Grading Reports	Anecdotal Data
Infinite Campus Early Warnings	MAST Reports	
GEMS-MT OPI	Academic Tracking through IC	

SY 2025-2026 Priorities of School Improvement Plan

SMART Goal #1: Increase <i>all</i> student proficiency in English Language Arts Content by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026), as measured by MAP Growth Data.
SMART Goal #2: As measured by MAP Growth data, <i>all</i> Havre Middle School Math students will increase their proficiency by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026).
SMART Goal #3: By the end of the 2026 school year (June 5, 2026), Havre Middle School will have a 93% attendance rate. <i>As of December 17, 2024, attendance was 92%.</i>

MTSS SMART Goal Guidelines

Goals are the specific result or purpose expected from implementing MTSS in your district or school. The goals specify what will be accomplished through implementation and should relate to assessed needs, problem statements, and vision. The goal is achieved through the objectives and activities outlined in the MTSS Action Plan.

SMART is a mnemonic device to help guide the development of precise, measurable, and achievable goals. SMART stands for specific, measurable, achievable, relevant, and time bound.

Goals are the specific result or purpose expected from a project. The project goals specify what will be accomplished over the entire project period and should relate to the problem statement and vision. The goal is achieved through project objectives and activities.

Objectives are the specific steps that lead to the successful completion of the project goals. Completion of the objectives results in specific, measurable outcomes that directly contribute to the achievement of project goals.

Setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives is a good way to plan the steps to meet the long-term goals to implement MTSS. SMART objectives will move you from ideas to

action, keep implementation moving forward, help with accountability and timing, and let you know that you are accomplishing what you set out to accomplish.

Definition of SMART Objectives

SMART stands for specific, measurable, achievable, relevant, and time bound.

- **Specific** – The objective clearly states, so everyone reading it can understand, what will be done and who will do it.
- **Measurable** – The objective includes how the action will be measured. Measuring your objectives help you determine if you are making progress. It keeps you on track and on schedule.
- **Achievable** – The objective is realistic given the realities faced in the district, school, and/or community. Setting reasonable objectives helps set the project up for success.
- **Relevant** – A relevant objective makes sense in that it fits the purpose of the project, it fits the culture and structure of the district, school, and community, and it addresses the vision of the project.
- **Time-Bound** – Every objective has a specific timeline for completion.

Tips for writing SMART Objectives

Specific

- Define what you expect.
- Determine who will do it.
- Detail accountability.
- Use action verbs, expressing physical or mental action, as much as possible.
- Provide enough detail to be clear.

Measurable

- Identify how you will know the objective was accomplished. Usually, this means quantity but can also be quality (e.g., 80% of respondents agree strongly with goals to adopt and implement MTSS).

Attainable

- Make sure you have the time, manpower, resources, and authority to accomplish the objective.
- Consider if there may be factors beyond your control.

Relevant

- The objective helps you meet the purpose of the project.
- The objective is aligned with the district/school/community vision of the project.

Time-Bound

- Specify when the objective should be completed.
- Include timeline benchmarks for long-range goals and all objectives.

Instructions: Complete the empty boxes for each goal below to support the implementation and monitoring of the selected activities.

SY 2025-2026 SMART Goal #1:

Increase *all* student proficiency in English Language Arts Content by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026), as measured by MAP Growth Data.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
Key Activity 1: <ul style="list-style-type: none"> Teachers will implement the high-leverage teaching practice of explicit instruction as well as explaining and modeling content throughout each lesson of the school year. 	Key Activity 1: <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practices during regular English classes through use of explicit instruction and modeling. 	Key Activity 1: <ul style="list-style-type: none"> This activity will be implemented each day of the school year. English department will meet twice per month on Support Friday to discuss student growth and specific teacher strategies of explicit instruction that are working well based on classroom data as measured by Wordly Wise, Study Sync, and MAP Growth data.
Key Activity 2: <ul style="list-style-type: none"> Teachers will implement the high-leverage teaching practice of flexible small grouping by ability in each class period throughout the school year. 	Key Activity 2: <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practices during regular English classes through use of flexible small grouping. 	Key Activity 2: <ul style="list-style-type: none"> This activity will be implemented each day of the school year. English department will meet twice per month on Support Friday to discuss student growth and specific teacher strategies of flexible grouping that are working well based on classroom data as measured by Wordly Wise, Study Sync and MAP Growth data.
Key Activity 3: <ul style="list-style-type: none"> Teachers will implement the high-leverage teaching practice of giving positive, constructive, and immediate feedback to students throughout each lesson of the school year. 	Key Activity 3: <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practices during regular English classes through use of positive, constructive, and immediate teacher feedback to students. 	Key Activity 3: <ul style="list-style-type: none"> This activity will be implemented each day of the school year. English department will meet twice per month on Support Friday to discuss student growth and specific teacher strategies of positive, constructive, and immediate teacher feedback to students that is working well based on classroom data as measured by Wordly Wise, Study Sync, and MAP Growth data.
Key Activity 4: <ul style="list-style-type: none"> To improve overall 	Key Activity 4: <ul style="list-style-type: none"> Classroom Teachers (Grade- 	Key Activity 4: <ul style="list-style-type: none"> Classroom Assessments

<p>student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year.</p>	<p>level Meetings, Department Meetings, Staff Meetings)</p> <ul style="list-style-type: none"> ○ MTSS Grade Level Academic Data Review/Beginning of the Year ○ MTSS Grade Level Academic Data Review-Follow-Up <ul style="list-style-type: none"> ● Building Admin ● MTSS Director (Universal Screener) ● Building Leadership Team 	<p>(Every 2-6 Weeks)</p> <ul style="list-style-type: none"> ● Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026) ● Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.
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Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

Key Activity 1:

- Short-Term Progress Monitoring-Wordly Wise Assessments (Lesson Tests). Short-Term Progress Monitoring-Study Sync Quizzes and End of Unit Assessments. Short-Term- Daily bellringer and exit ticket. Long-Term Data-MAP Growth data.

Key Activity 2:

- Short-Term Progress Monitoring-Wordly Wise Assessments (Lesson Tests). Short-Term Progress Monitoring-Study Sync Quizzes and End of Unit Assessments. Short-Term- Daily bellringer and exit ticket. Long-Term Data-MAP Growth data.

Key Activity 3:

- Short-Term Progress Monitoring-Wordly Wise Assessments (Lesson Tests). Short-Term Progress Monitoring-Study Sync Quizzes and End of Unit Assessments. Short-Term-Daily bellringer and exit ticket. Long-Term Data-MAP Growth data.

Key Activity 4:

- Classroom Assessments
- MAP Growth Data
- Classroom Grades

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- [Wordly Wise](#)
- [Study Sync](#)
- [MAP Growth/nwea](#)
- [IRIS Center](#)
- [High-Leverage Practices](#)
- [TeachingWorks](#)
- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for English Language Arts and Literacy](#)
- [Peer Observations](#) and [Professional Learning](#)
- Professional Development in May and August for High-Leverage Teaching Practices

Funding *List and describe funding amount(s) and source(s) associated with the activities described above.*

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an on-going investment?	Possible Funding Sources to Support Expense (e.g., Building; District)
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Wordly Wise Book	Long-Term (On-Going)	District Department Budget, District Curriculum Budget, Individual Teacher Donations
Study Sync	Long-Term (On-Going)	District Curriculum Budget
MAP Growth	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term (Ongoing)	District Curriculum Funding
What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)		
<ul style="list-style-type: none"> District Office/Admin Support to ensure funding continues for annual subscriptions and/or allowing staff to attend professional development opportunities in the areas of ELA. Special Education ELA Teacher to ensure inclusion and strategies pertained to ELA are differentiated to meet students with 504s and IEPs. They can help with accommodation and possible co-teaching support. MTSS Director/BLT Team-helps identify trends and offers strategies for implementation. 		

SY 2025-2026 SMART Goal #2:

As measured by MAP Growth data, *all* Havre Middle School Math students will increase their proficiency by 8% from the fall of 2025 to the spring of 2026 (May 15, 2026).

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
Key Activity 1: <ul style="list-style-type: none"> Explicit Instruction for all Students Problem- Based Learning for all Students 	Key Activity 1: <ul style="list-style-type: none"> Classroom Teacher Math Department (Math Dept Head) Title 1 Paraprofessional Support Staff 	Key Activity 1: <ul style="list-style-type: none"> Completed in Chapters following yearly pacing guide. (These are tied to the Common Core State Standards.) Common assessments reviewed at the end of each chapter.
Key Activity 2: <ul style="list-style-type: none"> Formative Assessment 	Key Activity 2: <ul style="list-style-type: none"> Classroom Teacher Math Special Education Teacher 	Key Activity 2: <ul style="list-style-type: none"> Mini Quizzes throughout chapter.
Key Activity 3: <ul style="list-style-type: none"> Math Intervention Class. Tier 2 – One day a week Tier 3- Everyday of the week 	Key Activity 3: <ul style="list-style-type: none"> Math Department (Math Dept Head) Building Admin 	Key Activity 3: <ul style="list-style-type: none"> Reviewed Every Quarter. Data will be reviewed for placement two weeks prior to the end of the quarter.

<p>Key Activity 4:</p> <ul style="list-style-type: none"> To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year. 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> Classroom Teachers (Grade-Level Meetings, Department Meetings, Staff Meetings) <ul style="list-style-type: none"> MTSS Grade Level Academic Data Review/Beginning of the Year MTSS Grade Level Academic Data Review-Follow-Up Building Admin MTSS Director (Universal Screener) Building Leadership Team 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> Classroom Assessments (Every 2-6 Weeks) Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026) Building Leadership Team will meet to review data after fall/winter/spring benchmark testing.
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Measures *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?*

Key Activity 1:

- Daily exit ticket or bell ringer. (Short-Term Data)
- Student Practice work examples (Short-Term Data)

Key Activity 2:

- End of Chapter Tests (Long-Term)
- MAST Data (Short and Long-Term)
- MAP Growth Data (Long-Term)

Key Activity 3:

- MAP Growth Data (Short-Term)
- Classroom Grades (Short-Term)
- Teacher Observations (Anecdotal)
- Progress Monitoring (4-6 weeks)

Key Activity 4:

- Classroom Assessments
- MAP Growth Data
- Classroom Grades

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- Core Curriculum ([Big Ideas Math](#))/Instruction for [explicit teaching](#) of the Lesson
- [DreamBox](#) for Supplemental Support
- [Nearpod](#) for Supplemental Support
- [Prodigy](#) Math for Supplemental Support
- [Reflex](#) Math for Supplemental Support
- [Deltamath](#) for Continued Practice and Implementation
- [Khan Academy](#) for Differentiation of Skills/Lessons
- Problem-Based Learning using [Open Middle](#) (Critical thinking) and [Illustrative Mathematics](#) for High-Quality Lessons
- [MAP Growth/nwea](#)
- [IRIS Center](#)
- [High-Leverage Practices](#)
- [TeachingWorks](#)

- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for Mathematics](#)

Funding List and describe funding amount(s) and source(s) associated with the activities described above.

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an on-going investment?	Possible Funding Sources to Support Expense (e.g., Building; District)
Deltamath \$110/Teacher	Long-Term (Yearly Renewal)	Building and District General Funding
Map Growth	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term (Ongoing)	District Curriculum Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District Office/Admin Support to ensure funding continues for annual subscriptions and/or allowing staff to attend professional development opportunities in the areas of math.
- Special Education Math Teacher—to ensure inclusion and strategies pertained to math are differentiated to meet students with 504s and IEPs. They can help with accommodation and possible co-teaching support.
- MTSS Director/ BLT helps identify trends and offers strategies for implementation.
- Full Time Paraprofessional Staff

SY 2025-2026 SMART Goal #3:

By the end of the 2026 school year (June 5, 2026), Havre Middle School will have a 93% attendance rate. As of December 17, 2024, attendance was 92%.

Action Plan

Key Activities What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	By Whom Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	By When What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Advisory class to build community and sense of belonging – team building activities (classroom projects/activities, etc.) 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Building Leadership Team (admin and counselors), along with individual teachers, and student council. 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> • End of School Year: June 5, 2026 • One activity/project at least once a month in advisory.
<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Active student and family engagement – open house and parent teacher conferences – home visits to chronically absent students. 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Classroom Teachers • Building Admin • School Counselors 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • End of School Year: June 5, 2026 • Open House: September 19, 2025 • PT Conf.: October 10, 2025 & March 20, 2026 • Home Visits: As needed
<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Admin and counselors will work with 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • School Secretary 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Daily

students and families to receive personalized attention as part of an engagement strategy and individual teachers.	<ul style="list-style-type: none"> • Building Admin • School Counselor • Classroom Teacher 	<ul style="list-style-type: none"> • Classroom Observation • Weekly Admin/Counseling • Monthly Grade-Level Meetings
Key Activity 4: <ul style="list-style-type: none"> • Attendance incentive – treats, drawing for gift certificates/prizes, end of year big prize/activity/movie/early release for lunch/free homework tickets/outrageous activity (pie-in-the-face for example) 	Key Activity 4: <ul style="list-style-type: none"> • Classroom Teachers • School Secretary • Building Admin • Students • Building Leadership Team – counseling staff helps with school-wide behavior incentives. 	Key Activity 4: <ul style="list-style-type: none"> • End of School Year: June 5, 2026 • Quarterly Incentive – cookies, popcorn, etc. for 3 or less days (also drawing for gift cert.?) • End of Year Incentive – something big for 3 or less days all year?
Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i>		
Key Activity 1-3: <ul style="list-style-type: none"> • Infinite Campus Quarterly Attendance Reports • End of Year Attendance Report • Early Warnings System 		
Resources <i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>		
<ul style="list-style-type: none"> • Attendance Works • AIR-Using Chronic Absence Data • Behavior Specific Praise • IC Early Warnings 		
Funding <i>List and describe funding amount(s) and source(s) associated with the activities described above.</i>		
<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
Infinite Campus	Long-Term (Yearly Renewal)	District General Funding
Key Activity 1: Advisory Class	Key Activity 1: Non-Expense Activity	Key Activity 1: Non-Expense Activity
Key Activity 2: Active student and family engagement – Cookies and dinners \$1000.00	Key Activity 2: One time purchase, but also on-going for each year.	Key Activity 2: District Title Funds/Supplies Fund/Hat Day Funds/Coke Fund
Key Activity 3: Attendance Incentive	Key Activity 3: One time purchase, but also on-going for each year.	Key Activity 3: Supplies Fund/Hat Day Funds/Coke Fund (Donations-Other fundraising opportunities.)
What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)		
Key Activity 1-3: <ul style="list-style-type: none"> • We could reach out to local businesses to donate some larger prizes for an end of the year attendance incentive and for donations of gift certificates. 		

Havre High School

Completion Date: December 2, 2024

Continuous School Improvement Plan 2025-2026

School Improvement Planning Team Members	
Name	Title/Role
Dustin Kraske	Building Principal
Jeremiah Nitz	Assistant Building Principal
Mandy Nitz	BLT Facilitator/English Department
Sarah Collins	BLT Facilitator/Math Department
Lisa Passon	MTSS Director

Building Data Sources

MAP Growth Reading and Math Reports	ACT	Credits Earned (Infinite Campus)
Infinite Campus Early Warnings	MAST Reports (Incoming Freshman)	Anecdotal Data
GEMS-MT OPI	Quarterly Grading Reports	

SY 2025-2026 Priorities of School Improvement Plan

SMART Goal #1: In September 2024, 9th & 10th grade student achievement in ELA, as measured by the MAP Growth test, was 60%. By May 15, 2026, all students' achievement will be 68% as measured by the same test.
SMART Goal #2: As measured by MAP Growth data, by May 15, 2026, <i>all</i> Havre High Math students will increase proficiency by 8% from the fall of 2025.
SMART Goal #3: By Spring of 2026 (May 21, 2026) student attendance will be 90% or higher. <i>As of January 10, 2025, attendance was 87.45%.</i>

MTSS SMART Goal Guidelines

Goals are the specific result or purpose expected from implementing MTSS in your district or school. The goals specify what will be accomplished through implementation and should relate to assessed needs, problem statements, and vision. The goal is achieved through the objectives and activities outlined in the MTSS Action Plan.

SMART is a mnemonic device to help guide the development of precise, measurable, and achievable goals. SMART stands for specific, measurable, achievable, relevant, and time bound.

Goals are the specific result or purpose expected from a project. The project goals specify what will be accomplished over the entire project period and should relate to the problem statement and vision. The goal is achieved through project objectives and activities.

Objectives are the specific steps that lead to the successful completion of the project goals. Completion of the objectives results in specific, measurable outcomes that directly contribute to the achievement of project goals.

Setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives is a good way to plan the steps to meet the long-term goals to implement MTSS. SMART objectives will move you from ideas to

action, keep implementation moving forward, help with accountability and timing, and let you know that you are accomplishing what you set out to accomplish.

Definition of SMART Objectives

SMART stands for specific, measurable, achievable, relevant, and time bound.

- **Specific** – The objective clearly states, so everyone reading it can understand, what will be done and who will do it.
- **Measurable** – The objective includes how the action will be measured. Measuring your objectives help you determine if you are making progress. It keeps you on track and on schedule.
- **Achievable** – The objective is realistic given the realities faced in the district, school, and/or community. Setting reasonable objectives helps set the project up for success.
- **Relevant** – A relevant objective makes sense in that it fits the purpose of the project, it fits the culture and structure of the district, school, and community, and it addresses the vision of the project.
- **Time-Bound** – Every objective has a specific timeline for completion.

Tips for writing SMART Objectives

Specific

- Define what you expect.
- Determine who will do it.
- Detail accountability.
- Use action verbs, expressing physical or mental action, as much as possible.
- Provide enough detail to be clear.

Measurable

- Identify how you will know the objective was accomplished. Usually, this means quantity but can also be quality (e.g., 80% of respondents agree strongly with goals to adopt and implement MTSS).

Attainable

- Make sure you have the time, manpower, resources, and authority to accomplish the objective.
- Consider if there may be factors beyond your control.

Relevant

- The objective helps you meet the purpose of the project.
- The objective is aligned with the district/school/community vision of the project.

Time-Bound

- Specify when the objective should be completed.
- Include timeline benchmarks for long-range goals and all objectives.

Instructions: Complete the empty boxes for each goal below to support the implementation and monitoring of the selected activities.

SY 2025-2026 SMART Goal #1:

In September 2024, 9th & 10th grade student achievement in ELA, as measured by the MAP Growth test, was 60%. By May 15, 2026, all students' achievement will be 68% as measured by the same test.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
<p>Key Activity 1:</p> <ul style="list-style-type: none"> Teachers will implement lessons and practice on a set of Greek and Latin word parts per grade level each month throughout the school year. <ul style="list-style-type: none"> A baseline will be used to create an appropriate list for each grade-level and quarter. 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practice during regular English classes English department will meet once per month to discuss vocabulary growth and adjust implementation and practice. 	<p>Key Activity 1:</p> <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practice during regular English classes English department will meet once per month to discuss vocabulary growth and adjust implementation and practice.
<p>Key Activity 2:</p> <ul style="list-style-type: none"> Teachers will use a combination of Blooket, Kahoot, Quizlet, Dream Box, Dictionary Squared, and Study Sync to increase engagement with vocabulary. <ul style="list-style-type: none"> Use of platforms will support the ability to generate a list of specific vocabulary words for each grade-level. 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practice during regular English classes English department will look at online reports from stated resources to analyze vocabulary growth once per month. 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practice during regular English classes -English department will meet once per month to discuss vocabulary growth and adjust implementation and practice.
<p>Key Activity 3:</p> <ul style="list-style-type: none"> Teachers will use a department-made assessment tool monthly, to measure student vocabulary growth. 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practice during regular English classes English department will meet once per month to discuss vocabulary growth and adjust implementation and practice. 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> English teachers will implement, measure, and adjust lessons and vocabulary practice during regular English classes -English department will meet once per month to discuss vocabulary growth and adjust implementation and practice.
<p>Key Activity 4:</p> <ul style="list-style-type: none"> To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> Classroom Teachers Building Principal MTSS Director (Universal Screener) 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> Classroom Assessments (Every 2-6 Weeks) Universal Screeners (September 15, 2025, January 22, 2026, and

conducted throughout the year.		May 19, 2026)
Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i>		
Key Activity 1-4:		
<ul style="list-style-type: none"> • Vocabulary Assignment Completion and Scores: Short-Term • Bi-Monthly Department-Made Assessment: Short-Term • Formative Classroom Assessments: Short-Term • MAP Growth Scores: Long-Term (September/January/May) 		
Resources <i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>		
<ul style="list-style-type: none"> • Blooket • Kahoot • Quizlet • Dreambox • Dictionary Squared • Study Sync • MAP Growth/nwea • IRIS Center • High-Leverage Practices • TeachingWorks • AIR-Center on Multi-Tiered System of Supports • Montana Content Standards for English Language Arts and Literacy 		
Funding <i>List and describe funding amount(s) and source(s) associated with the activities described above.</i>		
<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
Study Sync	One-time purchase	Building/General Fund
MAP Growth	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term	District General Funding
What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)		
<ul style="list-style-type: none"> • District Office/Admin Support to ensure funding continues for annual subscriptions and/or allowing staff to attend professional development opportunities in the areas of ELA. • Special Education –to ensure inclusion and strategies pertained to ELA are differentiated to meet students with 504s and IEPs. They can help with accommodation and possible co-teaching support. • MTSS Director – helps identify trends and offers strategies for implementation. 		

SY 2025-2026 SMART Goal #2:

As measured by MAP Growth data, by May 15, 2026, *all* Havre High Math students will increase proficiency by 8% from the fall of 2025.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
Key Activity 1:	Key Activity 1:	Key Activity 1:
<ul style="list-style-type: none"> • Explicit Instruction for all 	<ul style="list-style-type: none"> • Classroom Teacher 	<ul style="list-style-type: none"> • Completed in units/chapters

<p>students (Tiers, IEPs, cultural)</p> <ul style="list-style-type: none"> • Problem-Based Learning (For all) 		<p>– approximately 3-5 weeks due to unit length.</p> <ul style="list-style-type: none"> • Explicit instruction with each new lesson embedded within units.
<p>Key Activity 2: (Differentiated to meet the needs of all students.)</p> <ul style="list-style-type: none"> • Student Peer Collaboration <ul style="list-style-type: none"> ○ Students will teach skills to one another while using vocabulary correctly. • Mathematical Discourse • Incorporating Technology <ul style="list-style-type: none"> ○ Graphing Technology 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Math Dept, as a team, to help guide discourse and tech implementation. 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Twice a Week – (Student-Driven) <ul style="list-style-type: none"> ○ Strategies will be implemented which encourage students to work together collaboratively (e.g., peer tutoring, think-pair-share, small groups).
<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Formative Assessment (Core/General Education students; Adapted assessments for 504s and/or IEPs) <ul style="list-style-type: none"> ○ Teachers will provide additional support to students identified with deficits. 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Classroom teacher and any specialist needing to gauge growth. 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> • Mini Quizzes every 2 Days (Core/General Education Students) • Chapter Mid-Quiz (2-3 weeks – All Students) • Final Chapter Assessment (3-5 weeks – (All Students)
<p>Key Activity 4:</p> <ul style="list-style-type: none"> • To improve overall student learning outcomes, data-based decision making (e.g., classroom assessments, universal screeners) will be conducted throughout the year. 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> • Classroom Teachers • Building Principal • MTSS Director (Universal Screener) 	<p>Key Activity 4:</p> <ul style="list-style-type: none"> • Classroom Assessments (Every 2-6 Weeks) • Universal Screeners (September 15, 2025, January 22, 2026, and May 19, 2026)
<p>Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>		
<p>Key Activity 1:</p> <ul style="list-style-type: none"> • Daily exit tickets or warm-up exercises. (Short-Term Data) • Student work examples from in-class work. (Short-Term Data) • Pre-Test vs Post-Test Comparison (Growth Data on Short-Term Data Collection) 		
<p>Key Activity 2:</p> <ul style="list-style-type: none"> • Informal checks on peer-to-peer group collaboration for identifying misconceptions/strategies. (Short-Term Data) • Observations and engagement data to assess student confidence and persistence. (Short-Term) 		
<p>Key Activity 3:</p> <ul style="list-style-type: none"> • End of Course Grades (Long-Term Data) • Standardized Test Scores (Long-Term Data) • Summative Assessments (E.g., Unit Tests) (Long-Term Data) • MAP Growth Data (Long-Term Data) 		
<p>Key Activity 4:</p>		

- Classroom Assessments
- MAP Growth Data
- Classroom Grades

Resources *What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- Core instruction for [explicit teaching](#) of the lesson.
- [Deltamath](#) for continued practice & implementation.
- [Khan](#) Academy for differentiation of skills/lessons.
- [Desmos](#) and [Geogebra](#) for tech implementation to explore graphing and geometry interactively.
- [Quizizz](#) or [Deltamath](#) for interactive math quizzes.
- Math Circles to help with student collaboration. –([Art of Problem Solving](#); [Open CourseWare](#); [MathCircles.org](#))
- Problem-Based Learning using [Open Middle](#) (critical thinking) and [Illustrative Mathematics](#) for High-Quality Lessons
- [MAP Growth/nwea](#)
- [IRIS Center](#)
- [High-Leverage Practices](#)
- [TeachingWorks](#)
- [AIR-Center on Multi-Tiered System of Supports](#)
- [Montana Content Standards for Mathematics](#)

Funding *List and describe funding amount(s) and source(s) associated with the activities described above.*

<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
Deltamath - \$110/Teacher	Long-Term (Yearly Renewal)	Building and District General Fund
MAP Growth	Long-Term (Yearly Renewal)	District Title Funding
CORE Curriculum	Long-Term	District Curriculum Funding

What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)

- District Office/Admin Support to ensure funding continues for annual subscriptions and/or allowing staff to attend professional development opportunities in the areas of math.
- Special Education –to ensure inclusion and strategies pertained to math are differentiated to meet students with 504s and IEPs. They can help with accommodation and possible co-teaching support.
- MTSS Director – helps identify trends and offers strategies for implementation.

SY 2025-2026 SMART Goal #3:

By Spring of 2026 (May 21, 2026) student attendance will be 90% or higher.
As of January 10, 2025, attendance was 87.45%.

Action Plan

Key Activities <i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	By Whom <i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	By When <i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>
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Key Activity 1: • Advisories to Build	Key Activity 1: • Building Leadership	Key Activity 1: • Daily Advisory
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<p>Community</p> <ul style="list-style-type: none"> ○ The purpose of advisory is for students and teachers to build a community, strengthen relationships, and provide support for academic success. 	<p>Team, along with individual teachers.</p>	<ul style="list-style-type: none"> ○ Duration of 35 minutes between periods two and three. ● Monthly advisory newsletters will be sent out providing teachers with upcoming events, important dates, and areas of focus for the month. Weekly staff meetings will allow staff to monitor the success of the information being provided.
<p>Key Activity 2:</p> <ul style="list-style-type: none"> ● Positive Attendance Recognition <ul style="list-style-type: none"> ○ Students will be recognized during Support Fridays for their attendance. 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> ● Building Administrators ● Classroom Teachers ● Support Staff 	<p>Key Activity 2:</p> <ul style="list-style-type: none"> ● During Support Friday’s students will sign-in to class attending. <i>Positive Attendance Recognition</i> tickets will be provided every time a student attends a class during a Support Friday. Tickets will be placed in a bucket for a weekly school drawing.
<p>Key Activity 3:</p> <ul style="list-style-type: none"> ● Active Student and Family Engagement <ul style="list-style-type: none"> ○ Student Meetings ○ Personal Meetings 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> ● Building Administration ● School Counselors ● Classroom Teachers 	<p>Key Activity 3:</p> <ul style="list-style-type: none"> ● Progress monitoring will take place daily to weekly by teachers, school counselors, and building admin, depending on individual need. Infinite Campus Early Warnings will assist in monitoring <i>all</i> students who are on or off track for graduation.
<p>Measures <i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMART Goal?</i></p>		
<p>Key Activity 1:</p> <ul style="list-style-type: none"> ● Anecdotal data will be collected during weekly/monthly staff meetings to guide the effect such information has on the student population. Is the information provided assisting in the targeted activity of building a positive school climate in which students will want to be active in? 		
<p>Key Activity 2:</p> <ul style="list-style-type: none"> ● Monitoring of attendance rates during Support Fridays will occur with a sign in sheet located in the main office and all classrooms. 		
<p>Key Activity 3:</p> <ul style="list-style-type: none"> ● The Early Warning System within Infinite Campus will support identification through frequent progress monitoring. If a student falls below this threshold, support will be provided. (Attendance indicator can assist teachers, school counselors, and administrators in identifying students who are at risk of dropping out.) 		
<p>Resources <i>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>		
<ul style="list-style-type: none"> ● IC Early Warnings ● Attendance Works ● AIR-Using Chronic Absence Data 		
<p>Funding <i>List and describe funding amount(s) and source(s) associated with the activities described above.</i></p>		

<i>Associated Expense (Budget Detail)</i>	<i>Is this a one-time purchase/short-term expense or an on-going investment?</i>	<i>Possible Funding Sources to Support Expense (e.g., Building; District)</i>
Infinite Campus	Long-Term (Yearly Renewal)	District General Funding
Positive Attendance Recognition Tickets	Ongoing Expense	Building/Title Funding
What support and/or information do you need (from beyond the building leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education, Infinite Campus)		
<ul style="list-style-type: none"> • The Building Leadership Team, along with the building principal, will identify areas of need for the building. MTSS Director can be used as a source to locate needed resources. • All building staff will be utilized in recognizing students' attendance at Support Fridays. • Identification of students requiring support will be monitored through the assistant building principal, with support of classroom teachers, school counselors, and other building admin. (Students missing 10% or more of school.) 		