

Lewistown Public Schools

Home of the GOLDEN EAGLES



Trustee – Community

Integrated Strategic Action Plan



Connections to Community Needs

January-June 2025

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INTRODUCTION

Preface

On February 3, 2025, the Lewistown board of trustees, school administration, and members of the school community engaged in a community cross-over activity with the purpose of updating the District's Strategic Plan to meet adopted standards of school accreditation established during the 68th Legislative Session. Specifically, under ARM 10.55.601 to:

“(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an **integrated strategic action plan** [ISAP] and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.”

Additionally, and under ARM 10.55.722, the board of trustees shall implement a comprehensive family and community engagement plan aligned to the district integrated strategic action plan. The initial ISAP assurances were to be made publicly available at the end of March 2024 and were to be based on a comprehensive needs assessment with stakeholder input. Assurances also include integration of a graduate profile (ARM 10.55.602, 22), family and community engagement plan (10.55.702), professional development plan (10.55.714), and academic programming models (10.55.901, 10.55.902, and 10.55.904) which includes how the education program enables students to recognize the unique cultural heritage of American Indians, and several other required assurances.

The community cross-over activity took place over **three** planning sessions and provided trustees and members of the school community with a process allowing trustees and school leadership to connect with the identified needs of the school district. Community members participated in a formal process where they were asked to think about needs, concerns, issues of the school district as related to the District's programs. Members were specifically to identify the District's strengths, to identify areas of needed improvement, and to establish goals based on areas identified as needing improvement in addition to the required Board of Public Education (BPE) and Office of Public Instruction (OPI) required assurances. The outcomes of this community input session serve as the foundation for development of strategic action steps in support of identified goals prioritized by participants. Strategic actions support both the District's Vision and Mission for the students served by the Lewistown School District and supported by the school community.

A special **THANK YOU** is extended to all of the following members of the Lewistown School Community who participated in the strategic planning process and all of the District's school administration team.

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• **BOLD Print--Board of Trustees**

* **Superintendent of Schools**

The Lewistown School District has a rich history dating back to October 1882 when its first public school opened. The city of Lewistown, Montana, is located in Fergus County and is located in the center of state, southeast of Great Falls (106 miles) and northwest of Billings (125 miles), and has an estimated population of 6,204 based on the United States Census Bureau (July 1, 2024). The Lewistown School District is served by a seven person Board of Trustees who provide oversight for all facets of district operations in cooperation with the superintendent of schools and business manager.

Lewistown School District serves students enrolled in grades K-12 with grade configurations of K-6, 7-8, and 9-12. Utilizing Average Number Belonging (ANB) for the past six fiscal years, the district's enrollment has dropped by 33 students (see **Table 1**, page 5). This represents a 2.69 percent decrease in enrollment and on face values appears insignificant but when combined with the number of families electing to homeschool their children (around 200 students), this equates to a significant loss in revenue for the District, K-12.

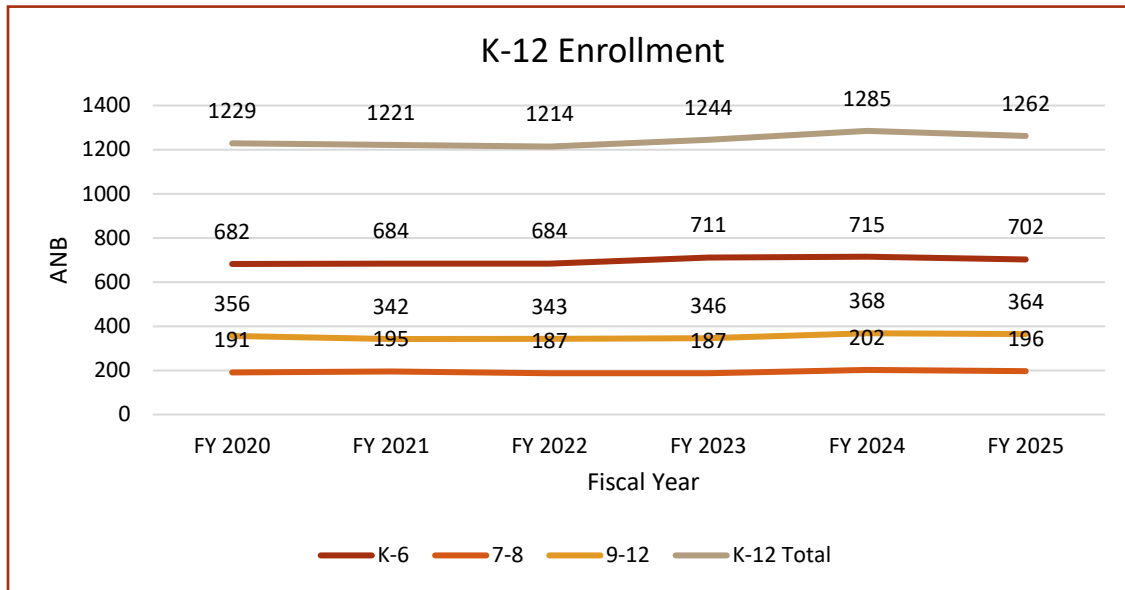
Forecasts are important as the Average Number Belonging (ANB), a student count used for school funding is one of two basic entitlements used in the school budgeting process on an annual basis. The second major component of direct state aid is the calculated basic entitlements. Without an upward shift in student enrollment K-12, the District's budget authority will remain relatively flat without increases in ANB or substantial changes in the budget formula as it currently exists in Montana Code Annotated.

Factors that may have a moderate impact on ANB and overall school population over the next 20 years as reported on in the 2024 Lewistown Land Use Plan (adopted October 7, 2024) include employment boosts from VACOM, a German industrial technology company specializing in the manufacture of vacuum products.¹ Estimated employment growth is 500 new jobs with many of those being filled by locals as well as new workers and families moving to the community. **Figure 1** on page 5 presents an overview of low to high population projections associated with VACOM.² Additionally, the United States Airforce's Sentinel project is scheduled to bring an estimated 3,000 temporary employees to the Lewistown area in an effort to update aging nuclear missile silos and infrastructure. The project to update silos is several years out with a tentative start date of 2030.

¹ 2024 Lewistown Plan, City of Lewistown MT, October 7, 2024. (herein after 2024 LP)

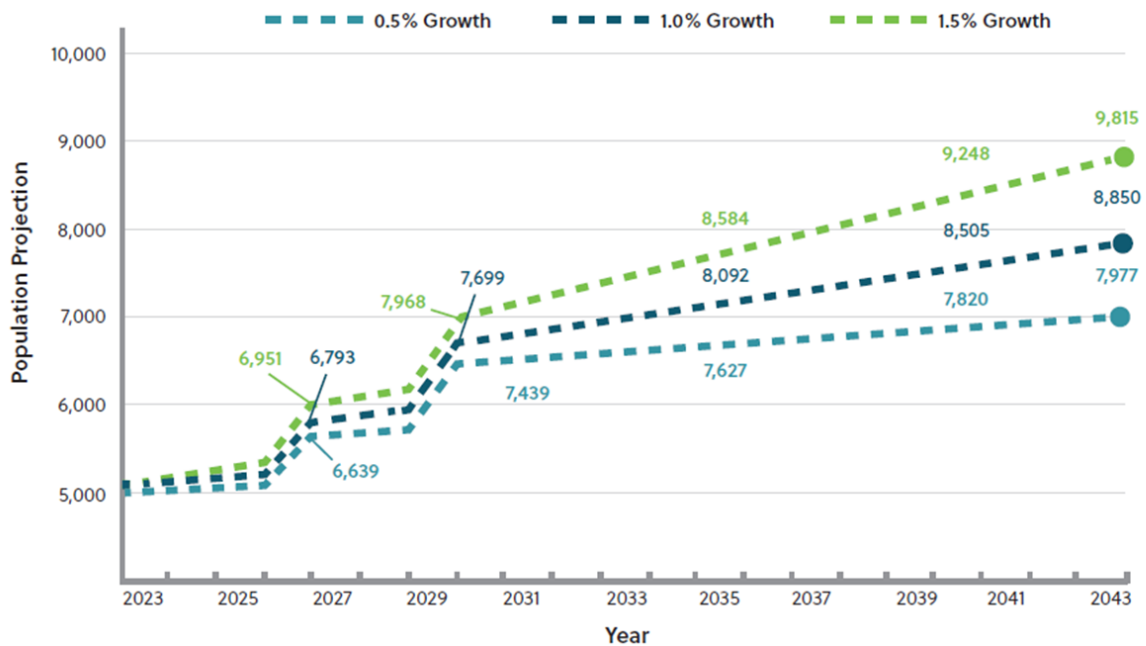
² 2024 LP at p. 31.

Table I: K-12 Enrollment FY-2020 – FY 2025



The Average Number Belonging (ANB), based on potential economic growth, over the next 20 years should experience a slight increase (Table I). Recapture of homeschool students would also provide additional ANB to the district, and both factors would add to current ANB resulting in a corresponding increase in the district's budget authority.

Figure 1: Lewistown Population Projections 2023-2043



Source: Figure 1 2024 Lewistown Plan

The snapshot provided on enrollment, community population totals and the economy are variables that the District does not control, but these variables have considerations for budgeting and school operations. Consequently, engaging the community in a process of goal identification places the trustees and school administration in a position to be responsive to community concerns and manage school operations and resources to promote continuous school improvement for students and staff.

Professional Standards for Educational Leaders

The role of the educational leaders and trustees has changed as well as the demands of school governance at all levels. The 2015 Standards provide a clear emphasis on student learning and help guide the work of school leadership daily. The revised Standards encompass 10 Domains (below) and contain 83 actions or performance areas for school leaders to manage with support by elected school boards. The 2015 Standard Domains are:³

1. **Mission, Vision, and Core Values**-effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
2. **Ethics and Professional Norms**-effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. **Equity and Cultural Relevance**-effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. **Curriculum, Instructions, and Assessment**-effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. **Community of Care and Support for Students**-effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. **Professional Capacity of School Personnel**-effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. **Professional Community for Teachers and Staff**-effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. **Meaningful Engagement of Families and Community**-effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

³ Source: National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders*. Reston, VA: Author.

9. **Operations and Management**—effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
10. **School Improvement**—effective educational leaders function as agents of continuous improvement to promote each student’s academic success and well-being.

Best Practice for Effective School Governance:

Consistent with the revised educational standards are school board best practices aligned to each student’s achievement and well-being. Trustees in cooperation with the superintendent are both accountable for student achievement and through strong collaboration within and between the school community, improved academic achievement is possible. Best practices result in governing boards engaging in:⁴

- ▶ **Board Governance that is strongly tied to Student Achievement**—high achieving boards have student achievement aligned to district priorities and goals and efforts to these ends are not negotiable.
- ▶ **Board Governance that is strongly tied to building positive Community Relations**—high levels of collaboration exist with the community and is developed through factual and consistent messaging, and a recognition of the diversity that exist within a community.
- ▶ **Board Governance that is proactive in Urban [Rural] Districts**—superintendents and boards must be very proactive with the school community/public on any strategy to be implemented in order to gain the support of the community.
- ▶ **Board Governance that is informed and organized when Navigating Politics**—boards must understand and be unified when confronted with various political hurdles and maintain an objectivity while adhering to student goals and priorities.
- ▶ **Board Governance that is focused on policy and long-range planning**—boards work collectively with an understanding of the trustees’ roles with a focus on student achievement. Working as a collective group focuses decision-making while seeking common ground versus a group of individuals working independently.

Awareness of standards and best practices in school governance are central to setting goals aligned with the 21st century workplace and economy and help guide decision-making by trustees and school leaders. What follows is the work of the strategic planning participants and is aimed at providing direction for the Board of Trustees, School Leadership, and the School Community for the next three years, and meeting the accreditation standards set by the Board of Public Education and administered by the Office of Public Instruction.

⁴ Source: Hanover Research (2014). Effective Board and Superintendent Collaboration. Adapted from Iowa Association of School Boards. 2014.

Lewistown Public School District

Lewistown Public Schools Mission Statement

"Excellence Today, Success Tomorrow."

Lewistown Public Schools Vision Statement

The vision of Lewistown Public Schools is to empower every student to achieve success, embrace lifelong learning , and contribute to a thriving community. Our commitment is to ensure a safe, supportive, and innovative learning environment that cultivates knowledge and a growth mindset. Through strong partnerships we will inspire students, parents, staff, and community to strive for excellence in an ever-changing world.

Core Values: Lewistown's core values and beliefs are presented below.

1. **High Standards** - Lewistown Public Schools upholds high standards and expectations for the board of trustees, staff, and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.
2. **Student-Centered** - The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being, and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.
3. **Effective and Efficient Practices** - Lewistown Public Schools is committed to effective and efficient stewardship of our resources.
4. **Accountability** - Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration, and the board of trustees.

5. **Community Support** - Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, board of trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools, and we strive to earn and maintain that trust.
6. **Communication** - Lewistown Public Schools values ongoing effective and open communication with parents, students, staff, administration, the board of trustees and the community.

Strategic Policies and Parameters

SPP-1: LPS will recruit, employ, and retain the highest quality school personnel in all areas of operation and management.

SPP-2: LPS will maintain the highest academic and professional standards ensuring effective instructional practice and real-world applications empowering individual student capacity for life-long success in an evolving world.

SPP-3: LPS will build and maintain a positive learning and teaching environment that is responsive to the academic, social, emotional, and physical needs of all members of the school community.

SPP-4: LPS will work to maintain high quality school facilities that support effective learning and a safe school climate and strategically support the mission and vision of the district.

SPP-5: LPS will work to create positive, collaborative, and beneficial relationships that welcome families and engage the school community.

Board Policy

In support of the Lewistown Public School's *Integrated Strategic Action Plan (ISAP)*, the Lewistown Board of Trustees has adopted and maintains policies and regulations that serve to define and guide overall organization management of the district with an emphasis on student learning ensuring that each student is prepared for an evolving world. Board Policies can be accessed on the District's website at:

Link: <https://www.lewistown.k12.mt.us/board/school-board-policies>

Board policy areas include:

Board of Trustees.....	1000 Series
Instruction.....	2000 Series
Students.....	3000 Series
Community Relations.....	4000 Series
Personnel.....	5000 Series
Administration.....	6000 Series
Financial Management.....	7000 Series
Non-Instructional Operations.....	8000 Series

As noted, policy strives to support and promote educational opportunities specific to students. The 3000 policies establish attendance guidelines, expectations for student conduct and discipline, effective use of district resources, and compliance with State and Federal code and regulations (i.e., FERPA, IDEA, Section 504, Title IX).

All members of the school community should familiarize themselves with the 3000 policy series. Common policy questions often arise around:

- Board Policy 3110--Entrance, Placement, and Transfer was revised on March 10, 2025, and addresses admittance of a student to Lewistown Public Schools.
- Board Policy 3310—Student Discipline and Board Policy 3310—Discipline of Students with Disabilities, address code of conduct violations for which disciplinary consequence would result in the potential removal from the student’s placement.

Student learning conditions and staff work conditions are optimized when all members of the learning community sustain a collective responsibility and commitment to the Mission and Vision of the school district and this is realized through adherence to policy and understanding of board adopted policy.

Graduate Profile

*In times of change , learners inherit the earth, while the learned find themselves
beautifully equipped to deal with a world that no longer exists. –Eric Hoffer*

As defined, "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.” Creation of a graduate profile allows us to consider what isn’t yet for our students, but to consider the competencies they must possess as they transition from grade-to-grade, from middle school to high school, and from high school to experiences and opportunities not yet realized. The graduate profile is an opportunity to align the school’s Mission and Vision with the competencies required in a world that is constantly changing.

Schroll (2023) states that the process for a graduate profile involves teachers, parents, and district staff collectively considering the following key questions:⁵

- What 21st-century skills and mindsets do students need to thrive in their adult lives in today's tech-focused and rapidly changing world?
- What skills do students need to embody in connecting and collaborating as community members and global citizens?
- What goals and vision for learning does the broader community have for graduating students?

Lewistown Public Schools Profile of a Graduate

The following Profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

Competency 1: **Critical Thinker**

Qualifiers C-1:

- Informed/Knowledgeable
- Problem Solver
- Curious, Creative, and Discerning
- Growth Mindset, Ever-Learning
- Technological and Media Literate
- Common Sense

Competency 2: **Community Engagement and Stewardship**

Qualifiers C-2:

- Takes an active role in the community
- Uses gifts and talents to enhance and contribute to their group and/or community
- Makes the Lewistown community a better place for all
- Takes an active leadership role in modeling good citizenship

⁵ Schroll, L. (2023). *Designing a Graduate Profile for - Future Proof Students (+ 6 Steps to Lead)*. Available at: <https://www.projectoty.com/graduate-profile/>

Competency 3: **Responsibility and Accountability**

Qualifiers C-3:

- Self-disciplined
- Strong Work Ethic
- Productive
- Goal Setting
- Work/Life Balance
- Personal Ownership and Follow Through

Competency 4: **College and Career Learner**

Qualifiers C-4:

- Foundational knowledge in desired pursuit/career
- Innovator and Creative Thinker
- Personal and Professional Life Skills
- Resilient/Confident
- Intrinsically Motivated

Competency 5: **Effective Communicator**

Qualifiers C-5:

- Confident and Clear
- Respectful
- Collaborative
- Adaptability
- Conflict Resolution
- Effective Written, Verbal, and Non-verbal Skills

The following graphic designed by the Lewistown Public Schools captures the competencies and attributes desired for graduates and their future beyond high school.

LEWISTOWN PUBLIC SCHOOLS

Profile of a Graduate



The above profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

Community Cross-Over – Organizational Assessment

Perceptions of the school community are extremely valid in identifying strengths and areas of concern of the district and provide a basis for considering areas of improvement for the benefit of the school community. Thematic strengths identified by the participants included having an excellent staff, small class sizes, a variety of academic course offerings, strong programs (MTSS, SOAR, and Ag-Ed), strong community support, an administration that embraces innovative ideas, completed bond work for K-8 schools, and great school attendance K-12. Areas of concern identified include district facility needs, student enrollment numbers (ANB), fiscal support for new levies/bonds and taxable valuation, academic performance, and access to mental health resources. A complete list of strengths, areas of concern, and potential regional impacts (+/-) are located in Appendix A.

District Needs-District Goals



The connection exercises focused on bringing to the forefront the thoughts, concerns, and needs of the school community utilizing a cross-section of the community—parents, students, teachers, business owners, senior citizens, and others. The following five (5) goal areas were initially identified with input from participants (N=36) and represent areas needing action and improvement.

The process used a thematic approach to filter and develop the five goals listed below and aligned to areas of concern identified by community participants. These five goals represent top priorities identified by participants and the rank order initially assigned was completed by the District's administrative team to reflect priorities from their working perspectives as school leaders.

Priority	District Needs – District Goal Areas
1	Strategic Goal: Recruitment and Retention Identify and implement employment conditions critical to the recruitment and retention of a community of professional certified and classified staff. • Considerations include starting wages for both certified and classified staff and ongoing recruitment need linked to turnover and the succession of experienced personnel.

2	Strategic Goal: Facility Planning and Funding Develop a short- and long-range facility plan addressing aging infrastructure needs of the district with community input that establishes trust and support for bonds and levies. • Considerations tied to the goal include building maintenance, outdated facilities (i.e., HS roof, locker rooms), and • Funding needs associated with community support and trust, and bonding and levy capacities tied to tax base.
3	Strategic Goal: Programs and Curriculum Align, focus, and implement systems of rigorous curriculum that support readiness at all grade levels and the competencies and characteristics identified in the District's graduate profile. • Considerations include understanding of the kindergarten readiness of incoming students and the ongoing learning, developmental, and pedagogical needs of each K-12 student necessary to achieve content proficiencies based on effective instruction and use of assessments.
4	Strategic Goal: Student Enrollment Develop and manage relationships with early childhood programs (feeder programs) and homeschools to better promote learning opportunities while facilitating enrollment in LPS. • A primary consideration is the increase in the number of homeschool students (220 students) resulting in a significant loss in district budget authority.
5	Strategic Goal: Student Support Services Cultivate student support services, both in- and out-of-school, which support the academic, social, emotional, and physical needs to the optimal degree possible. • Consideration is focused on access to available support services (i.e., mental health) especially for our most at-risk students.

The essence of the strategic planning process was to have Trustees select members from the community, individuals that brought to the table perspectives about the school system that may be the same or different from other members of the school community. The process allowed school leadership to connect with other identified needs of the school community and establish some baselines for future discussion about needs, concerns, and issues of the school district. The aforementioned areas were prioritized and identified areas of need will require further development into actionable goals that the Board and school leadership can begin to discuss and address with the school community. These goals are in addition to accreditation goals sets during the 2022-2023 school year through the Community Needs Assessment (CNA) and in some instances are aligned with goals identified during this planning process (i.e., staffing). **Accreditation goals set in the prior year are as follows:**

District 2022-2023 Accreditation Goals Academic

The community needs assessment (CNA) survey was established around 24 categories and comprised 132 questions. The following elementary and high school goals were established based on the CNA and target student academic performance.

Elementary Goal #1 - Increase our percentage of Tier 1 Students to 80% across our K-8 Grade levels by the end of the 2024-25 school year.

Elementary Goal #2 - Improve our After-School Program that involves at least 80% of our Tier 2 and Tier 3 Students at least 2 times per week to move at least 10% of our Tier 2 students to Tier 1 and to move at least 10% our Tier 3 students to Tier 2.

High School Goal #1 - Professional Development on evidence-based strategies, Differentiated Instruction and Experiential Learning. FHS will use all of their PIR and MTSS professional Development funding and opportunities to focus on at least 3 strategies during the 2024-25 school year.

High School Goal #2 - Within the MTSS Framework, increase the number of students in Tier I to at least 80% and move a minimum of 10% of these Tier 2 students to Tier 1 and at least 10% of the Tier 3 students to Tier 2 within the 2024-25 school year.

RECOMMENDATIONS For Goal Development:

Goals developed by the participants result in a process that may utilize both short- and long-term goal formation to accomplish each prioritized goal. Appendices B and C provide **sample processes** for developing a general or more global plan (Step 1) to accomplish each goal, and a process (Step 2) for development of one or more comprehensive strategic action plans aligned with a specific district goal. Step 2 may result in short- or long-term strategic actions plans.

As an example, one goal area focused on programs and curriculum, and this will result in a comprehensive review/audit of content curriculum/programs and a plan to move student performance to a proficient level. This goal can be linked to the accreditation goal for reading. Reviews/audits are more time intensive process and would result in a long-term plan, and eventually, a second and new strategic action plan based on findings (i.e., A new plan exploring the purchase of a new reading series, how to fund curriculum purchase, staff training, program evaluation of new curriculum).

A. Step 1: Development of a general plan for accomplishing each goal. Appendix B provides a sample general plan for initial development of the first two prioritized goals listed, addressing curriculum and communication. Step 1 requires development of each element in the table.

- **Our Reality:** A simple statement that acknowledges your current reality in comparison to standards. As an example, current Reading and Math data has greater than 50% of students not performing at a proficient level based on state test data.
- **Key Activities:** A list of what items need to be evaluated and used to develop recommendations/actions need to address the goal. Key Activities are not static and may be added to as teams begin working on goals.
- **Team Responsible:** Identify potential number of teams and who could work on goal. In certain instances, only one person may be needed to complete a key activity.
- **Target Date/Timeline:** Establish tentative timelines for key activity completion. Again, these may be adjusted as needed.
- **Evaluation Measurement:** What needs to be accomplished—a comprehensive audit, a new policy developed, a recommendation for professional development, et cetera.

B. Step 2: Development of a specific action plan for accomplishing the primary goal or elements within the goal. Appendix C provides a **sample** plan for program evaluation of the K-8 reading program. This is an initial step that looks only at what is happening in the K-8 reading program and outlines an auditing process leading to specific recommendations and decisions involving the trustees and school leadership. Categories developed vary slightly, but the process is much the same as in Step 1.

On a final note, samples developed are samples and are not intended to reflect actual direction or actions the District or Teams will or should take in developing district-level strategic action plans. They are provided as a means of setting structural format for processes that can be used and managed for each S.M.A.R.T. goal. (Specific, Measurable, Achievable, Relevant, and Time-bound)

Appendix A

Identified District Strengths, Areas of Need or Concerns, and Regional Impacts

Appendix A

Identified District Strengths and Areas of Need or Concerns

Strengths	Weaknesses/Areas of Concern
➤ Good mix of veteran/new staff ➤ Dedicated Educators ➤ Excellent staff (personally and professionally) ➤ Teachers and Staff ➤ Stable working and learning environment for staff and students ➤ Dual enrollment course offerings & online offerings ➤ Dual Credits ➤ Wide variety of academic/extra-curricular opportunities for students (for a small class "A" school) ➤ Opportunities for student (early literacy, to extra- and co-curricular activities) ➤ Variety of learning & extra-curricular opportunities (CTE, AP, Dual Credit, clubs, electives, field trips) ➤ Quality curriculum ➤ Class sizes ➤ Community support for work experiences and internships ➤ Community Support ➤ Community pride (very supportive) ➤ Family centered community ➤ Administration embraces innovative teacher ideas ➤ Complete Bond work K-8 ➤ MTSS (Multi-Tiered System of Support) ➤ SOAR Program ➤ Vo-Ag Education ➤ School attendance rate	✓ Facility at FHS (i.e., roof, locker rooms, etc.) ✓ Building Maintenance ✓ Aging infrastructure district wide ✓ Outdated facilities ✓ High School Facility ✓ Staffing needs (bus drivers, paras) ✓ LPS starting wages & classified wages ✓ Aging population ✓ Decreasing enrollment ✓ 220 homeschool students ✓ Increase in homeschool numbers ✓ Lack of community support for bonds and levies ✓ Lack of trust amongst taxpayers ✓ Lack of tax base ✓ Funding needs ✓ Kindergarten readiness ✓ Priority of sports over academics ✓ Assessment scores/student proficiency ✓ Access to a broader range of services for children/families (i.e., mental health) ✓ Access to mental health resources especially for economically disadvantaged students

Regional Impacts (+ or -):

- + Vacom**
- + New CTE Academy**
- + Potential Growth**

- Decrease in enrollment #s (ANB)**
- Declining enrollment**
- Levies not passed**
- Building deterioration**
- Reduced student opportunities**
- High cost of living (i.e., housing, childcare, etc...)**
- Lack of funding**

- + or -: Legislative Decisions**
- + or -: Population Growth (Increase class sizes, potential housing needs for staff, increase in ANB funding)**
- + or -: Changes in Federal oversight and funding**
- + or -: Alternatives to LPS/Traditional school: homeschool, online school, charter schools or kids choosing nearby community schools**

Appendix B

General Strategic Action Plan – Sample Goal Template

Lewistown School District Strategic Action Plan-Overview of Top Five Priorities **(SAMPLE)**
 “LEARN TODAY...LEAD TOMMORROW.”

District Goal	Our Reality	Key Activities	Team Responsible	Target Date/Timeline	Evaluation - Measurement
Strategic Goal: Recruitment and Retention --Identify and implement employment conditions critical to the recruitment and retention of a community of professional certified and classified staff.					
Strategic Goal: Facility Planning and Funding --Develop a short- and long-range facility plan addressing aging infrastructure needs of the district with community input that establishes trust and support for bonds and levies.					
Strategic Goal: Programs and Curriculum --Align, focus, and implement systems of rigorous curriculum that support readiness at all grade levels and the competencies and characteristics identified in the District's graduate profile.	1. Student achievement is tied to rigorous curriculum, PD training for teachers and curricular implementation with fidelity. Existing curricula and student assessment data require auditing to close achievement gaps for all students and to create post-secondary pathways.	1. Inventory all K-12 curriculum development and implementation dates. 2. Inventory key K-12 resources (i.e., reading series, math series, etc.) to determine adoption dates and areas needing updates. 3. Establish Reading and Math program evaluation teams to determine effectiveness of Math and Reading programs. 4. In conjunction with 3 above, determine what data will be disaggregated/analyzed in program evaluations. 5. Assess career awareness embeddedness across all curricula and use of interest inventories, career fairs, etc. Identify past professional development offered by the District and ensuing years planned PD. Examine cost and benefit and planned budget.	Note: More than one team should be established to address key activities. In some cases, a person may serve on more than one team due to time available, experience and education mastery. Explore options for release time to complete work. As elementary feeds HS, high school membership should be considered.	1. Curriculum Inventory: Date TBD 2. Inventory of Curriculum Resources: Date TBD 3-4. Math-Reading program evaluation may take up to 1 year depending on the time available. DATE:TBD 5. Career Awareness Assessment: Date TBD 6. PD Assessment: Date TBD	1. Inventory Rpt. 2. Inventory Rpt. 3--4. Program evaluation reports with team recommendations 5. Career Assessment Rpt. 5 Preliminary Assessment of past PD. 3-4 above may direct future PD needs.
Strategic Goal: Student Enrollment --Develop and manage relationships with early childhood programs (feeder programs) and homeschools to better promote learning opportunities while facilitating enrollment in LPS.					
Strategic Goal: Student Support Services --Cultivate student support services, both in- and out-of-school, which support the academic, social, emotional, and physical needs to the optimal degree possible.					
Future Objective/Goal		In Progress		Completed	

Appendix C

Specific Strategic Action Plan - Goal Template

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Reading Team Members		Team Leader		
LT-Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality: Student achievement is tied to rigorous curriculum, PD training for teachers and curricular implementation with fidelity. Existing curricula and student assessment data in READING requires program evaluation/auditing to close achievement gaps for all students.				
Our Goal/Purpose: Evaluate K-8 reading program to determine the degree to which K-3 program (Learning to Read) and 4-8 program (Reading to Learn) is resulting in students reading at expected grade levels.				
Select Reading Program Evaluation Team	1. Identify Reading Team: possible team (1, 3, 5, 7 teachers and one teacher hold a reading specialist or MA in reading) 2. Review program evaluation steps: Resource: <u>Effective Program Evaluation</u> by Dunsworth & Billings	Dist. Superintendent—oversight of Team Reading Team	1. Reading Team established by Date . 2. Program review of evaluation/audit process/steps by end of Date .	1. Reading team is formed, trained, and moving forward with program evaluation.
Reading Team develops Reading Program Evaluation Plan.	1. Determine critical research questions. 2. Identify data needed and collection methods. 3. Establish a timeline for plan completion—work backwards from May 2025 4. Assign team responsibilities 5. Identify resources-what resources do you need to complete review (i.e., release time-Subs, resource materials) *See Dunsworth & Billings template.	Reading Team (Note: resource needs will likely need input from superintendent for release time, cost items)	1. Evaluation plan developed by end of Date .	1. Reading Plan developed and reviewed with Superintendent for implementation.
Reading Teams collects data needed to answer research questions.	1. Data Collection: typically, from 4 broad categories (Dunsworth & Billings): - Student learning data-SBAC, STARS, summative assessments - Teacher data-experience, training, PD - Demographic data-socioeconomic, gender, attendance, preschool prep - Perception data-students, parent, teachers	Reading Team	1. Data collection completed by Date ..	1. Data collected from all sources for analysis by the Reading Team.
The Reading Team analyzes Reading Data to determine program strengths/weaknesses.	1. Reading team evaluates date to look at trends, what the data reveals (subgroups, curriculum gaps), and what does it mean and how it can be reported.	Reading Team	1. Analysis completed by Date .	1. Summary of strengths and weakness with decision on how to report out.

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Our Goal/Purpose: Evaluate K-8 reading program to determine the degree to which K-3 program (Learning to Read) and 4-8 program (Reading to Learn) is resulting in students reading at expected grade levels.

LT-Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
The Reading Team engages reporting stage to make recommendations about program effectiveness or in-effectiveness.	1. Develop final report inclusive of: i. Abstract with key findings ii. Purpose and research questions iii. Team member listing iv. Brief description of data collected v. Summary of data analysis vi. Answers to research questions/findings vii. Statement of overall program effectiveness as related to program, instruction, curriculum, etc. viii. Recommendations from the team to Supt/Board/School Community Resource: <u>Effective Program</u> by Dunsworth & Billings	Reading Team	1. Reading Team report developed by DATE.	1. Final Report ready for presentation to Superintendent, Board, Teachers, community.
Reading Team reports out to the Board and Administration for final decision making and next steps.	1. Board and administration consider decisions to modify, supplement, discard, update reading program *See Dunsworth & Billings template.	Board & Administration	1. Board and Administration consider findings and recommendations and develop final decisions concerning Reading Program: May 2026.	1. Board – Administrative action regarding next steps.
Next Steps: May result in a revision to this plan to include: a. Explore new reading curriculum and training. b. Possibly teachers just need training on an existing program. c. Existing program may have gaps that can be filled by purchase of supplement resources versus buying a new reading series.				

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Define Purpose/Goal	Select Program Evaluation Team	Determine Program Evaluation Research Questions	Identify Data Collection Methods	Establish Timelines	Assign Responsibilities	Identify Resources

Template Resource: Effective Program Evaluation, Dunsworth and Billings (2012)

Appendix D

District Accreditation OPI ISAP Checklist

District Accreditation OPI ISAP Checklist

Part 1, sections A-K of the ISAP process were completed by the school District this past year and the District does not have to re-submit areas unless seeking an improvement or required by a corrective plan.

2023-2024 Assurances - Part 1		
Standard	ARM	Value
A. Integrated Strategic Action Plan - Process (CNA)	10.55.601(3)	4
B. Integrated Strategic Action Plan - Content (Goals)	10.55.601	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	10.55.601	4
D. District Assurances	10.55.603 , 10.55.701 , 10.55.706 , 10.55.714 , 10.55.716 , 10.55.717 , 10.55.718 , 10.55.719 , 10.55.720 , 10.55.721 , 10.55.723 , 10.55.724 , 10.55.801 , 10.55.802 , 10.55.803 , 10.55.804 , 10.55.805 , 10.55.806 , 10.55.905 , 10.55.906 , 10.55.908 , 10.55.910 , 10.55.911 , 10.55.1001 , 10.55.1003	8
E. Assignment and Licensure of Staff	10.55.702 , 10.55.703 , 10.55.704 , 10.55.705 , 10.55.707 , 10.55.708 , 10.55.709 , 10.55.710 , 10.55.716	4
F. Teacher Load and Class Size	10.55.712 , 10.55.713	4
G. Professional Development Schedule	10.55.714	4
H. Family and Community Engagement	10.55.722	4
I. Basic Education Program Offerings (High School and Middle School only)	10.55.902 , 10.55.904	4
J. Indian Education for All	10.55.901 , 10.55.902 , 10.55.904	4
K. Indian Education for All	10.55.901 , 10.55.902 , 10.55.904	4

OPI Link to full Accreditation Guide for FY 25: [FY2025 Criteria Ref. Guide.pdf \(mt.gov\)](#)

Part 2, sections L-R of the ISAP process must be completed this school year, 2024-2025, and each area will be evaluated and scored. Scores from sections A-K will be combined with scores from sections L-R resulting in a final accreditation status determination based on meeting of the assurance standards and performance standards. The ISAP process will be continuous with updates to the process every three years. OPI will establish a 3-year cycle for districts, likely to be based on MASS regions.

2024-2025 Assurances - Part 2		
Standard	ARM	Value
L. Integrated Strategic Action Plan - Graduate Profile	10.55.601(4a))	4
M. Proficiency-Based Learning Model - Curriculum	10.55.603(1, 4c, d)	4
N. Proficiency-Based Learning Model - Assessment	10.55.603(5)	4
O. Educator Effectiveness - Professional Development Plan	10.55.714(1&3)	4
P. Educator Effectiveness - Mentorship & Induction	10.55.723	4
Q. Educator Effectiveness - Evaluation	10.55.724(1&2)	4
R. Educational Opportunity - School Climate	10.55.801	4

Thank you for participating in the Lewistown Strategic Planning Process!

DTF Educational Consulting

Helena, Montana

