Updated February 2026

DILLON ELEMENTARY SCHOOL DISTRICT #10



Integrated Strategic Action Plan

2024-2027

"Teaching Effectively, Learning Successfully!"

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Dillon Elementary District #10 Trustees
Core Values and Goals
September 2024

The Dillon Elementary School District has created a direction for the district to strategically focus its resources on identified wants, preferences, and needs of its community as expressed in the comprehensive needs assessment. The district desires to provide for the educational needs of the whole child to prepare them for their future. Those needs along with our goals for our students' futures are displayed in our graduate profile.

We know that in order for our students to excel, we need to be flexible and innovative in meeting the needs of our students. We have continually adapted to the current environment. We also recognize that with innovation comes experimentation and we have allowed ourselves the ability to experiment to continually improve our school and our programs and services offered.

Kids are Our Priority – We are a positive voice for kids and for our public education system. Every decision made is with the best interest of our kids at the forefront. We believe that every student, if given the support they need, can be successful. To that end, we strive to…

- See a 5% increase in extracurricular participation from AY 2024-2025 to AY 2026-2027 (2 years)

Community and Parents/Guardians are Engaged – We value the positive attributes of our community and appreciate that the community supports our school and our students. We respect the important role that parents and families play in the lives of our learners and work to collaborate with families to support student well-being and success. To that end, we strive to…

- Effectively communicate to parents and to the community the great things that are happening in our schools by providing a once monthly newsletter on the school website. This will allow us to enhance our relationships and have greater involvement and interactions with parents and the community.
- Maintain a 90%+ attendance rate for K-5 parent-teacher conferences and increase participation by middle school parents by 5%.

- Communicate with families using common language that clearly defines procedures regarding student behaviors and consequences for behaviors, as well as an explanation of bullying to include parent resources.
- Continue our commitment to adhere to all policies regarding parent and family engagement and educational involvement. Please see policies 2132 (Student and Family Privacy Rights) and 2158 (Parent and Family Engagement and Educational Involvement).

Staff Professionalism – We believe that an exceptional staff is the heart of an outstanding school. We acknowledge that in order for our students to succeed, we all need to be role models by being honest, showing respect and compassion for one another, be open-minded and understanding of others, exhibiting pride, celebrating our successes, and be life-long learners. To that end, we strive to…

- Expect employees to maintain high standards of honesty, integrity and impartiality in the conduct of district business.
- Expect staff members to set a good example for students in every way possible.

Professional Development – We prioritize professional development in an effort to keep our already well-trained teachers growing and learning in order to meet the ever-changing needs of our students and the field of education in general. To that end, we strive to…

- Have 90% of certified staff and 50%+ of paraprofessionals attend at least one of the following trainings offered during AY 2024-2025:
    - Dyslexia
    - Gifted and talented
    - Mental health
    - New curriculum (only for staff implementing new curriculum)
    - Bullying Prevention
- Provide relevant and timely professional development opportunities for our staff to maximize the effectiveness of our teaching and learning techniques for the benefit of all students. 100% of staff will be informed about possible professional development as opportunities arise.
- Offer trauma-responsive training to 100% of staff in order to provide strategies to meet the needs of students who have, and possibly continue to, experience trauma.

Leadership is Fiscally Responsible – We understand that, as a District, we are responsible for the fiscal condition of the district, the well-being of our students, our curricular offerings and the overall impact that we can have on students on a long-term basis. We embrace this responsibility and understand our accountability to our students, parents, staff, and community. To that end, we strive to…

- Take responsibility for and accept accountability for the fiscal condition of the District. The budget will be balanced at the close of each fiscal year.

The climate that we have created is one where students thrive in their education, they feel safe while they are with us, and they have access to the best facilities, staff, education and environment that we can provide.

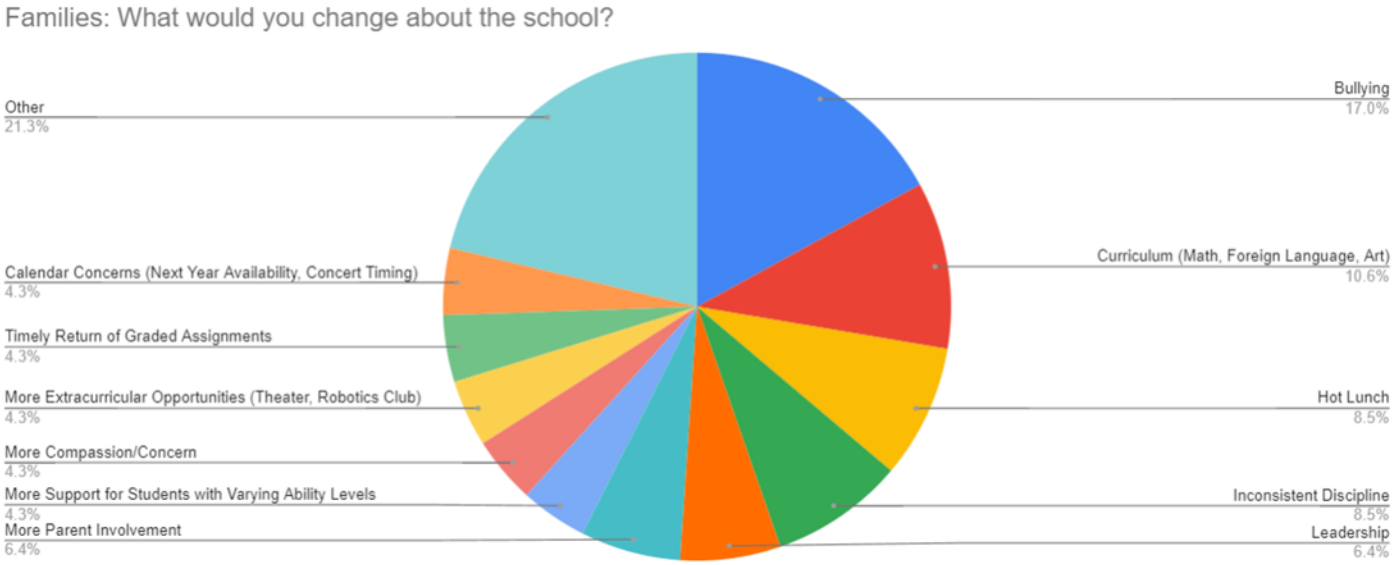
Each and every student that is served by Dillon Elementary Public Schools has access to highly effective staff and a personalized education and exits our school system with the guidance and tools necessary to be successful in the future.

Comprehensive Needs Assessment-Meaningful Stakeholder Engagement

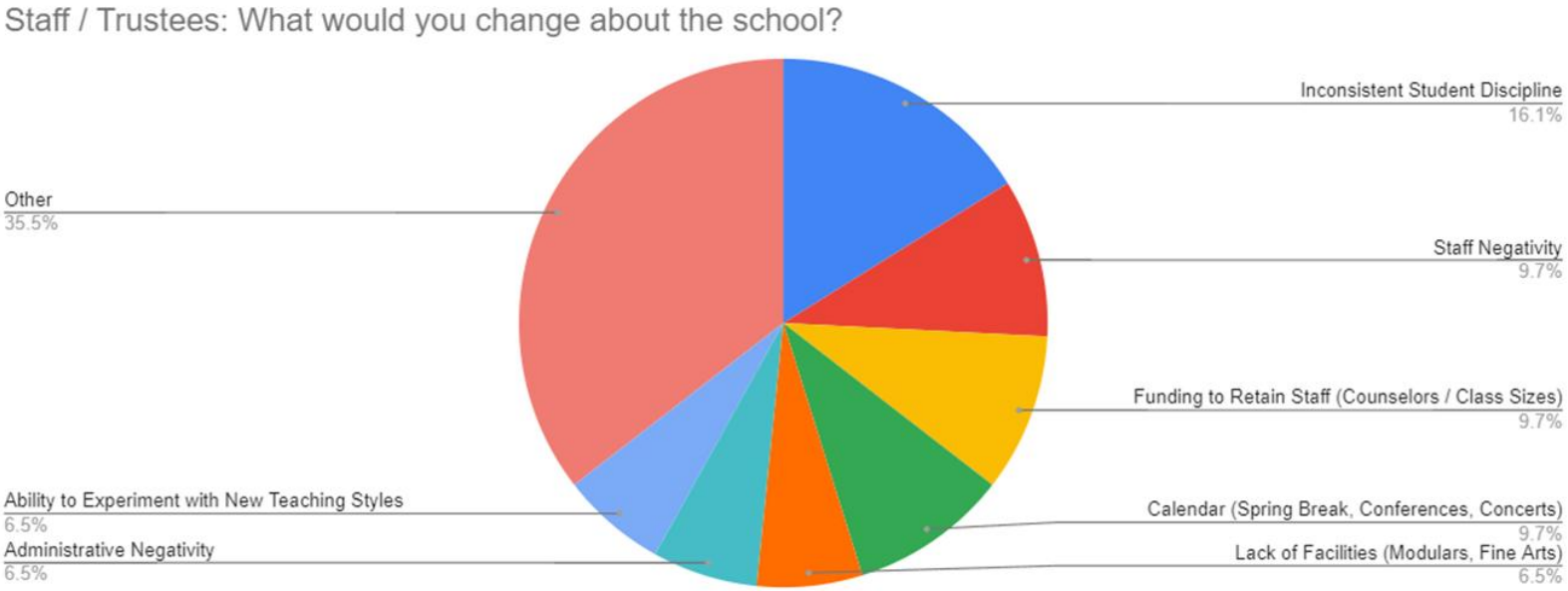
Steps taken to obtain meaningful feedback from stakeholders:

- The administrative team met on Thursday, March 14, 2024, and decided to use the sample CNA survey provided by School Administrators of Montana (SAM).
- On Monday, March 18, 2024, a robo-call was sent to all families in the district requesting they complete our online survey.
- On Thursday, March 21, 2024, a parent put up a reminder to complete the survey on Beaverhead Classifieds on Facebook.
- On Sunday, March 24, 2024, a reminder email was sent to all staff, also a reminder message went out to families on the website, including a scrolling reminder message.
- The student survey was given at two grade levels this year (5^{th} and 7^{th}) in years to come more grade levels will be included.
- In the week following the closing of the surveys MANY hours were invested by the leadership team committee in analyzing the results and identifying areas of strength and areas for improvement.

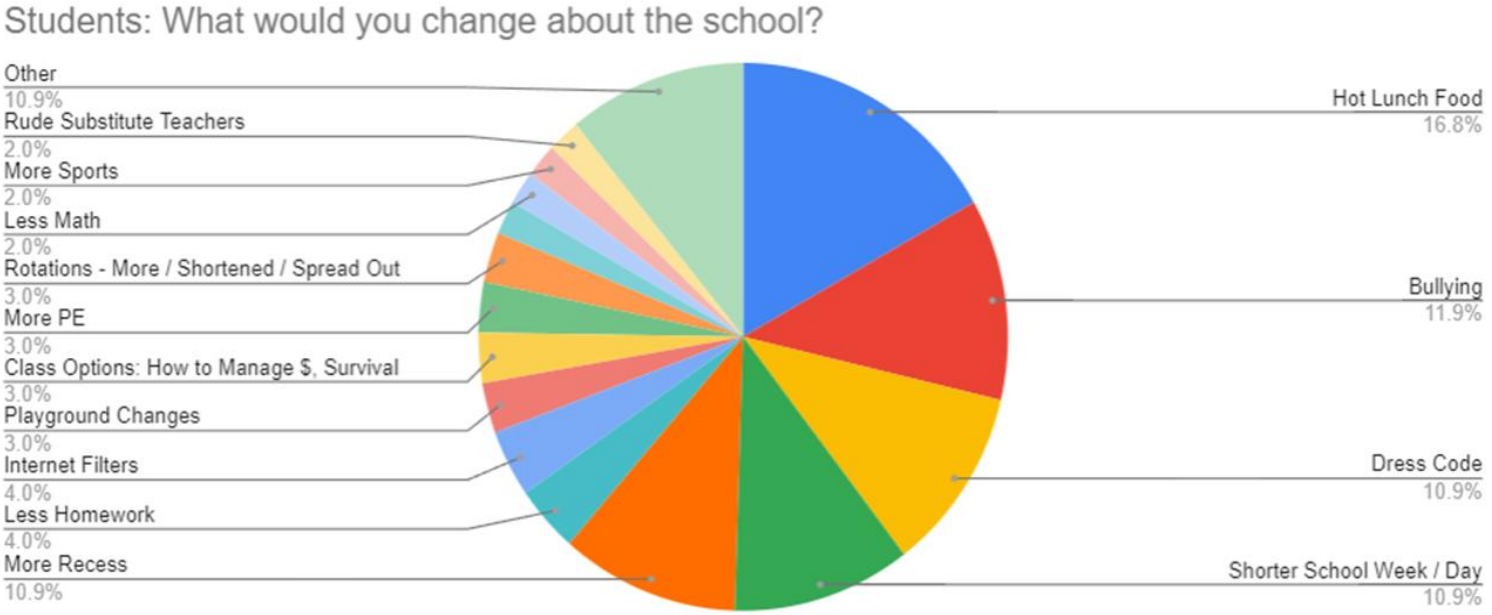
Family Survey 23-24			
Question	Disagree	Neutral	Agree
I feel welcome at my student's school.	7.6	24.5	68
I feel safe at the school.	3.8	5.7	62.3
I feel safe at pick-up and drop-off.	1.9	5.7	92.4
My child feels like they belong at this school.	13.4	21.2	65.4
I am proud of my child's school.	16.9	15.1	67.9
The school is a supporting and inviting place for students to learn.	16.9	15.1	67.9
My child is safe at school.	9.5	13.2	77.3
I am informed about my child's progress at school.	11.3	13.2	75.5
Teachers help me know how to support my child's learning at home.	17	9.4	73.6
I feel comfortable talking to teachers about my student(s).	5.7	5.7	88.7
I care about my student's education.	0	0	100
This school facilitates parent engagement.	15.1	22.6	62.2
Students show respect for the teachers.	3.8	20.8	75.4
Students show respect for other students.	18.8	26.4	54.7
The school treats all students fairly.	22.7	15.1	62.3
The school sets high standards for academic performance for all students.	15.1	13.2	71.7
The school promotes academic success for all students.	16.9	11.3	71.7
The school expects quality work of its students.	9.5	9.4	81.2
Clearly defined procedures regarding student behavior are in place at the school.	7.5	18.9	73.6
The school uses information, (i.e. data) to develop goals and action plans.	15.4	25	59.6
The school clearly communicates to students the consequences of breaking school rules.	11.6	13.5	75
The school rewards positive student behavior.	11.5	17.3	71.1
I know what my student's teachers expect of my child.	0	21.2	78.8
My student(s) know what their teachers expect of them.	0	19.2	80.8
The school effectively handles student discipline and behavioral problems.	29.4	17.6	52.9
The school encourages opportunities for students to decide things like class activities or rules.	17.6	29.4	53
I know the goals that my student's school is working on this year.	21.1	19.2	59.6
The school fosters appreciation of student diversity and respect for each other.	13.4	26.9	59.6
My child puts forth their best effort at school.	7.7	17.3	75
My student enjoys being at school.	17.3	19.2	63.5
Teachers at the school make learning exciting and fun.	7.7	19.2	73.1
The school encourages students to be creative.	11.5	17.3	71.2
The school encourages students to advocate for themselves and their needs.	17	18.9	64.1
Students are supportive of each other at this school.	15.1	20.8	64.1
The adults at this school care about students.	3.8	15.1	81.2
The adults at this school acknowledge and pay attention to students.	3.8	17	79.3
The teachers at this school care about students.	5.7	13.2	81.1
The teachers at this school acknowledge and pay attention to students.	1.9	13.2	84.9
The teachers believe that every student can have academic success.	5.7	15.1	79.3


Families: What would you change about the school?
Other
21.3%
Bullying
17.0%
Calendar Concerns (Next Year Availability, Concert Timing)
4.3%
Curriculum (Math, Foreign Language, Art)
10.6%
Timely Return of Graded Assignments
4.3%
More Extracurricular Opportunities (Theater, Robotics Club)
4.3%
Hot Lunch
8.5%
More Compassion/Concern
4.3%
More Support for Students with Varying Ability Levels
4.3%
Inconsistent Discipline
8.5%
More Parent Involvement
6.4%
Leadership
6.4%

Staff and School Board Survey 23-24			
Question	Disagree	Neutral	Agree
I feel safe at the school.	1.8	1.8	96.4
I feel safe at pick-up and drop-off.	0	3.7	96.3
I feel safe at recess on the playground.	0	3.8	96.3
Conditions at the school feel safe and healthy and promote student learning.	0	7.3	92.8
Family and observers are welcome at the school.	5.4	12.7	81.8
Teaching practices are inclusive of all learning styles.	0	13.2	86.8
Teaching practices are inclusive of different cultures and opinions.	1.8	16.4	81.8
The school has a positive feel.	1.8	5.5	92.7
I feel supported in my role with the school.	5.4	12.7	81.8
The lines of communication amongst members of the school are open and used.	5.4	14.5	80
School curriculum is available and useful to students, teachers, and families.	0	16.4	83.6
The standards that students are to achieve academically are being progressively met.	1.9	16.7	81.4
Students are engaged in learning at school.	5.5	10.9	83.6
Opportunities exist to grow my skills with the school through professional development, etc.	1.8	5.5	92.7
The school sets high standards for academic performance of all students.	3.6	5.5	90.9
The school promotes academic success for all students.	1.8	5.5	92.8
The school expects quality work of its students.	3.6	9.1	87.3
Clearly defined procedures regarding student behavior are in place at the school.	9.3	11.1	79.6
The school clearly communicates to students the consequences of breaking school rules.	7.3	18.2	74.5
Board meetings are effective and useful.	1.9	29.6	68.5
The school encourages students to be creative.	3.6	10.9	85.4
The school encourages students to advocate for themselves and their needs.	3.6	9.1	87.3
The teachers believe that every student can have academic success.	1.8	7.3	90.9
Technology is available and effective for student learning.	1.8	9.1	89.1
Technology is available and effective for professional development.	1.8	5.5	92.7
Budget information is accessible and understandable or someone is available to to answer my questions.	3.6	25.5	70.9


Staff / Trustees: What would you change about the school?
Inconsistent Student Discipline
16.1%
Staff Negativity
9.7%
Funding to Retain Staff (Counselors / Class Sizes)
9.7%
Calendar (Spring Break, Conferences, Concerts)
9.7%
Lack of Facilities (Modulars, Fine Arts)
6.5%
Administrative Negativity
6.5%
Ability to Experiment with New Teaching Styles
6.5%
Other
35.5%

Student Survey Results 23-24			
Questions	Negative	Neutral	Positive
I feel safe at school.	6.7	13.6	79.6
I feel safe at pick-up and drop-off.	0.8	8.5	90.7
I feel safe at recess on the playground.	3.5	7.7	88.9
I feel like I belong at the school.	16.1	11.9	72.1
I am proud to go to my school.	13.7	8.5	77.7
I have opportunities to make my own decisions.	12.2	13.9	73.9
My teachers expect me to do my best.	1.7	4.3	94
I believe that I can be successful in school.	5.9	10.2	83.9
My teacher treats me fairly.	3.4	9.5	87.1
Other students at this school treat me fairly.	11.1	24.8	64.1
Students respect the teachers at this school.	12.2	23.7	66.1
My teachers care about me.	2.5	6.8	90.6
If I have a problem, I have an adult at the school with whom I can talk.	9.4	12	78.6
My parents care about how I do at school.	2.5	3.4	94.1
My teachers talk to my parents about how I am doing at school.	7.6	9.3	83
My parents know what is happening in my classroom.	12.8	12.8	74.4
I try my best at school, even when it is hard.	2.5	5.1	92.3
Doing well in school is important to me.	4.2	8.5	87.3
My teachers make learning exciting and fun.	13.5	27.1	59.3
I enjoy coming to school.	22.9	19.5	57.7
School is boring.	49.1	21.2	29.6
My teachers encourage me to be creative.	5	12.7	82.2
I feel comfortable asking questions in my class.	11	21.2	67.8
The things I learn in school help me understand the world around me.	18.8	17.1	64.1
Students at school help each other.	13.6	17.8	68.7
My teachers encourage me to be successful.	3.3	8.5	88.1
My teachers help me learn from my mistakes.	8.4	6.8	84.7
My teachers give me attention when I need it.	10.2	10.2	79.7
My teachers know me well.	10.3	22.4	67.3
My teachers listen to my ideas.	11	16.1	72.8
I feel challenged at this school.	17.8	15.3	67
I know what will happen to me if I don't follow the rules at school.	2.6	3.4	94


Students: What would you change about the school?
Other
10.9%
Rude Substitute Teachers
2.0%
More Sports
2.0%
Less Math
2.0%
Rotations - More / Shortened / Spread Out
3.0%
More PE
3.0%
Class Options: How to Manage $, Survival
3.0%
Playground Changes
3.0%
Internet Filters
4.0%
Less Homework
4.0%
More Recess
10.9%
Hot Lunch Food
16.8%
Bullying
11.9%
Dress Code
10.9%
Shorter School Week / Day
10.9%

Data Analysis Based on Survey Results

Areas of Strength

Multiple Choice Responses

Families	Students	Staff
Involved Caring Parents	Involved Caring Parents	School Safety
School Safety	Staff with High Expectations for Students	High Expectations for Students
Caring Staff	Clearly Communicated Consequences	Positive Climate
Staff with High Expectations for Students	School Safety	Professional Development Opportunities

Open-ended Responses

Families	Students	Staff
Caring Staff	Friends at School	Caring Staff
Effective Communication	Caring Staff	Supportive Administration
Reinforcing Positive Behaviors	Recess	Positive School Climate

Our survey showed consistently with families, students, and staff members that school safety is our greatest strength. We have worked hard through our Crisis Response Committee to improve the safety of our school. One area that was mentioned by both a staff member and a parent was the need for fencing around the playground, which has been an agenda item awaiting a source of funding for quite some time.

We also see clearly that the caring and involved families in our small community are the foundation that greatly contributes to our awesome students. Last but certainly not least, the benefits of a dedicated caring staff who are supported by the administration and who love their students and set high expectations for them were commented on by all three groups.

Areas for Improvement

Multiple Choice Responses

Families	Students	Staff
Effectiveness and Consistency in Discipline	Challenging, Engaging, and Relevant Instruction	Effectiveness and Consistency in Discipline
Awareness of Schoolwide Goals	Sense of Belonging	Students are Engaged in Learning
Kind and Respectful Students	Kind and Respectful Students	Welcoming to Families

Open-ended Responses

Families	**Students**	**Staff**
Bullying	Hot Lunch*	Effectiveness and Consistency in Discipline
Relevant Fun Curriculum	Bullying	Staff Negativity
Hot Lunch*	Dress Code	Additional Funding for Class Size Reduction and Additional Staff Members

1. Families and staff agree that there is a need for more effectiveness and consistency with disciplinary issues. While the students cited overwhelmingly (94%) they understand the consequences of breaking the rules at school, their families were not as informed on this issue. Families and staff agree that there are inconsistencies that need attention.

Root Cause-The elementary school has a consequence flow chart, but it has not been widely published or distributed. This may be why families report inconsistent and ineffective discipline. The flow chart of consequences has not been communicated to families as clearly as it could be. Also, the perception amongst staff and families alike could stem from a belief that all "crimes" should receive the same punishment. While we strive to follow the consequences in our flow charts, we also believe that as in the classroom we must differentiate for students in areas outside the classroom. We must meet students where they are at. There are times when a particular consequence may not be fitting based on student circumstances. Administrators must be allowed to use discernment in these cases.

2. Families and students felt that there were bullying issues and a lack of kindness and respect amongst students.

Root Cause-Those who work with children know that children can be very unkind, actually all humans can be unkind. This does not excuse that behavior. We do notice that often times students and families refer to an isolated incident of rudeness or meanness as "bullying". The lack of a

common language describing the difference between unkindness and bullying is contributing to this problem.

*As a side note, we received many comments from families and students about our hot lunch program. Our hot lunch director recently applied for and received an OPI food service grant to encourage students to expand their palates in trying new and unusual foods. Students were then allowed to vote on the foods they liked/disliked. “Taste Test Thursday” was referred to many times by families and students saying the food was “weird, yucky, etc.” parents said their children weren’t eating and they had to pack cold lunches. As a result, we have decided to discontinue Taste Test Thursday. We will continue to add the things the students liked to the regular menu.

Educational Goal #1	**Goal: We will communicate with families, students, and staff members using common language clearly defining procedures regarding student behavior, corrective actions for behavior referrals, and consequence flow charts by distributing the consequence/corrective action charts. We will progress monitor this goal through the CNA survey we complete yearly. The development and implementation of this goal will be completed by June of 2027.**
	Desired Outcome: Parents, students, and staff will understand the consequence of a behavior before it happens.
	Strategy 1: The corrective actions for behavior referrals/consequence flow chart will be included in the 2024-2025 and forward handbooks for both Parkview Elementary and Dillon Middle School. Principals will be responsible for adding this information.
	Strategy 2: Flow charts will be distributed to all staff members. Administration and staff will refer to flow charts in response to student behaviors, keeping in mind that consequences may need to be differentiated as with instruction to meet the students where they are at. Principals will be responsible for distributing flow charts at the beginning of each school year.
	Strategy 3: Staff members will review and teach flow charts to students at the beginning of each school year, and new students throughout the year.

Special Populations	
Gifted and Talented	**Students will gain a deeper understanding of behavior and consequences allowing them to make informed decisions regarding behavior.**
Special Education	**Students will gain a deeper understanding of behavior and consequences allowing them to make informed decisions regarding behavior. Teachers will explain flow charts to students using direct instruction, breaking the charts into smaller chunks of learning. Consequence may need to be differentiated based on individual student and situation.**
English Learners	**Students will gain a deeper understanding of behavior and consequences allowing them to make informed decisions regarding behavior. Classroom teacher will check individually for understanding. Consequence may need to be differentiated based on individual student and situation.**
At-Risk	**Students will gain a deeper understanding of behavior and consequences allowing them to make informed decisions regarding behavior. Consequence may need to be differentiated based on individual student and situation.**

Educational Goal #2	**Goal: We will communicate with families, students, and staff members using common language regarding bullying by rewriting (to include both schools) and distributing the explanation of bullying currently provided at Parkview Elementary School in the handbook. This goal will be progress monitored by reviewing the results of future CNA surveys. The development and implementation of this goal will be completed by counselors and staff members by June of 2027.**
	Desired Outcome: Parents, students, and staff will learn to recognize and define bullying.
	Strategy 1: Counselors at Parkview Elementary School and Dillon Middle School will use common language in teaching students about what is and what is not bullying. They will develop and teach students how to respond appropriately in a bullying situation using a common language.
	Strategy 2: Counselors will create and distribute information for families to include the common language regarding bullying being taught at school.
	Strategy 3: Staff members will use the common language provided in discussing happenings with students.

Special Populations	
Gifted and Talented	**Students will gain a deeper understanding of the nature of bullying and how to respond to it if and when they see it happening in an appropriate manner.**
Special Education	**Students will gain a deeper understanding of the nature of bullying and how to respond to it if and when they see it happening in an appropriate manner. Counselors will use direct instruction.**
English Learners	**Students will gain a deeper understanding of the nature of bullying and how to respond to it if and when they see it happening in an appropriate manner. Classroom teacher will check for understanding.**
At-Risk	**Students will gain a deeper understanding of the nature of bullying and how to respond to it if and when they see it happening in an appropriate manner.**

Dillon Middle School
District Goals and School Improvement Plan
2023-2024

Student Achievement Goals-ELA 6th-8th

Istation ELA ISIP, Smarter Balanced ELA Assessment

Grade Level	Istation Assessment			Smarter Balanced Assessment					
	Achievement Level	Fall 2023-2024	Winter 2023-2024	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Actual %		
				All	ED	SWD	All	ED	SWD
6th Grade	Tier 1	69%	80%	14%	19%	54%	19%	31%	73%
	Tier 2	16%	10%	18%	19%	15%	27%	34%	18%
	Tier 3	14%	9%	54%	56%	23%	38%	28%	9%
				15%	6%	8%	16%	7%	0%
7th Grade	Tier 1	57%	70%	14%	32%	71%	22%	33%	88%
	Tier 2	25%	14%	28%	26%	29%	21%	26%	0%
	Tier 3	18%	16%	47%	32%	0%	41%	28%	0%
				10%	11%	0%	16%	13%	13%
8th Grade	Tier 1	59%	62%	13%	19%	50%	16%	38%	56%
	Tier 2	14%	20%	26%	38%	10%	32%	29%	44%
	Tier 3	26%	18%	49%	38%	40%	38%	29%	0%
				13%	5%	0%	14%	5%	0%

N-Novice
NP-Nearing Proficient
P-Proficient
A-Advanced
GE-Grade Equivalent

Parkview Elementary School
District Goals and School Improvement Plan
2023-2024

Student Achievement Goals-ELA 3rd-5th

Istation ELA ISIP, Smarter Balanced ELA Assessment

Grade Level	Istation ELA Assessment			Smarter Balanced ELA Assessment					
	Achievement Level	Fall 2023-2024	Winter 2023-2024	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Actual %		
				All	ED	SWD	All	ED	SWD
3rd Grade	Tier 1	50%	67%	16%	15%	36%	17%	22%	53%
	Tier 2	33%	25%	34%	35%	50%	33%	35%	27%
	Tier 3	17%	8%	29%	20%	14%	30%	24%	20%
				20%	30%	0%	20%	19%	0%
4th Grade	Tier 1	51%	67%	15%	39%	45%	21%	32%	72%
	Tier 2	24%	17%	20%	22%	18%	20%	24%	17%
	Tier 3	25%	16%	27%	22%	18%	18%	16%	11%
				39%	17%	18%	41%	29%	0%
5th Grade	Tier 1	51%	57%	21%	35%	90%	12%	23%	50%
	Tier 2	24%	26%	21%	29%	10%	22%	20%	33%
	Tier 3	24%	16%	31%	24%	0%	38%	34%	17%
				27%	12%	0%	28%	23%	0%

N-Novice
NP-Nearing Proficient
P-Proficient
A-Advanced
GE-Grade Equivalent

Parkview Elementary School
District Goals and School Improvement Plan
2023-2024

Student Achievement Goals-ELA K-2nd
Istation ELA ISIP

Grade Level	Achievement Level	Istation ELA	
		Fall 2023-2024	Winter 2023-2024
K	Tier 1	55%	58%
	Tier 2	25%	23%
	Tier 3	21%	19%
1st Grade	Tier 1	55%	68%
	Tier 2	21%	22%
	Tier 3	24%	10%
2nd Grade	Tier 1	52%	64%
	Tier 2	23%	19%
	Tier 3	25%	17%

Dillon Middle School
District Goals and School Improvement Plan
2023-2024

Student Achievement Goals-Mathematics 6th-8th
STAR Math Assessment and Smarter Balanced Math Assessment

Grade Level	STAR Math Assessment			Smarter Balanced Math Assessment					
	Fall Average GE	Winter Average GE	Change	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Actual %		
	All	All		All	ED	SWD	All	ED	SWD
6th Grade	6.9	7.5	+0.6	26%	38%	77%	14%	3%	91%
				39%	38%	15%	16%	14%	9%
				23%	25%	8%	44%	48%	0%
				13%	0%	0%	26%	34%	0%
7th Grade	8.1	8.1	+0.0	22%	37%	86%	31%	46%	88%
				40%	42%	14%	34%	36%	13%
				27%	16%	0%	22%	10%	0%
				12%	5%	0%	13%	8%	0%
8th Grade	8.5	8.9	+0.4	28%	38%	70%	39%	62%	78%
				29%	38%	20%	39%	19%	22%
				28%	19%	10%	13%	19%	0%
				14%	5%	0%	9%	0%	0%

N-Novice
NP-Nearing Proficient
P-Proficient
A-Advanced
GE-Grade Equivalent

Parkview Elementary School
District Goals and School Improvement Plan
2023-2024

Student Achievement Goals-Mathematics 3rd-5th
STAR Assessment and Smarter Balanced Assessment

Grade Level	STAR Math Assessment			Smarter Balanced Math Assessment					
	Fall Average GE	Winter Average GE	Change	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Actual %		
	All	All		All	ED	SWD	All	ED	SWD
3rd Grade	3.2	3.8	+0.6	23%	30%	64%	20%	27%	73%
				32%	30%	21%	27%	30%	20%
				38%	35%	14%	36%	35%	7%
				8%	5%	0%	17%	8%	0%
4th Grade	4.1	4.8	+0.7	7%	17%	27%	16%	26%	61%
				27%	28%	18%	20%	21%	17%
				29%	28%	45%	42%	45%	11%
				37%	28%	9%	22%	8%	11%
5th Grade	5.4	6.2	+0.8	21%	24%	80%	21%	26%	67%
				35%	35%	20%	36%	37%	17%
				24%	29%	0%	24%	26%	17%
				20%	12%	0%	19%	11%	0%

N-Novice
NP-Nearing Proficient
P-Proficient
A-Advanced

Parkview Elementary School
District Goals and School Improvement Plan
2023-2024

Student Achievement Goals-Mathematics K-2nd
Istation Math Assessment Kindergarten
STAR Math Assessment 1st & 2nd

Grade Level	Achievement Level	Istation Math	
		Fall 2023	**Winter 2024**
K	Tier 1	79%	80%
	Tier 2	9%	10%
	Tier 3	13%	10%

Grade Level	STAR Math Assessment		
	Fall Average GE	**Winter Average GE**	
1st	1.0	2.0	+1
2nd	2.1	3.1	+1

Academic Goal #1 ELA-Reading	**Goal: As our committee examined our survey as well as our ELA data, we concluded that our post-pandemic ELA scores are rising but continue to be lower than pre-pandemic. In addition, the parents in our school district noted in our survey that an overwhelming majority (71.7%) feel the district promotes high academic standards, and that those standards are progressively met (81.4%). We are pleased our parents feel this way and it is important to us that we continue to set goals for high standards. As a result, we agreed to the following goal: By the end of the spring 2027 semester, at least 62% of our students in grades 1-8 will score proficient or better on the ISIP assessment given in reading on Istation. This will be measured through the results of the spring 2027 ISIP assessment, with progress tracked throughout each school year via assessments and formative data gathered each trimester. Our baseline data from the fall 23-24 ISIP assessment (attached) shows the average proficiency at 56% for grades 1-8.**
	Desired Outcome: Our district will show an increase of 6% in the average level of proficiency in ELA (reading) in grades 1-8 as measured by the ISIP assessment from fall 23-24 to spring 26-27.
	Strategy 1: All teachers using Istation for Reading assessment will attend professional development to learn how to set reasonable goals with students to potentially increase proficiency on the Istation assessment, and ELA proficiency in general. Additionally, staff members will be trained in conducting Oral Reading Fluency (ORF) assessments and taught how to create assignments. Superintendent will schedule training, and tailor training to this strategy. Building principals will be responsible for ensuring all relevant staff members attend training.
	Strategy 2: All classroom teachers in grades 1-5 will utilize a Reading program to build fluency on a monthly basis. Teachers in grades 1 and 2 will use Amira, teachers in grades 3-5 will use the ORF on Istation. Building principals will be responsible for ensuring the programs are used with fidelity and at least once monthly.
	Strategy 3: All classroom teachers in grades 1-8 will administer ISIP assessments throughout the school year on specified dates as provided by the testing coordinator and the administration. Building principals will monitor the administration of the assessments as well as checking to ensure assessment data has been given to parents and families.
	Strategy 4: Data to include but not be limited to MAST assessments, ISIP (Istation), STAR, Amira, fluency timings, core curriculum and classroom assessments, will be collected at the beginning, middle, and end of year by the Federal Programs Director to track progress towards ELA proficiency and this goal. This data will be compiled in spreadsheet format and distributed to all staff and administration three times each school year.
Special Populations	
Gifted and Talented	**Domain specific interventions will be provided by gifted and talented teacher.**
Special Education	**Domain specific interventions will be provided by special education teacher in a small group setting.**
English Learners	**Domain specific intervention will be provided in the classroom setting. Teachers will check individually for understanding.**
At-Risk	**Domain specific interventions will be provided daily through Title I based on specific areas of need.**

Executive Summary

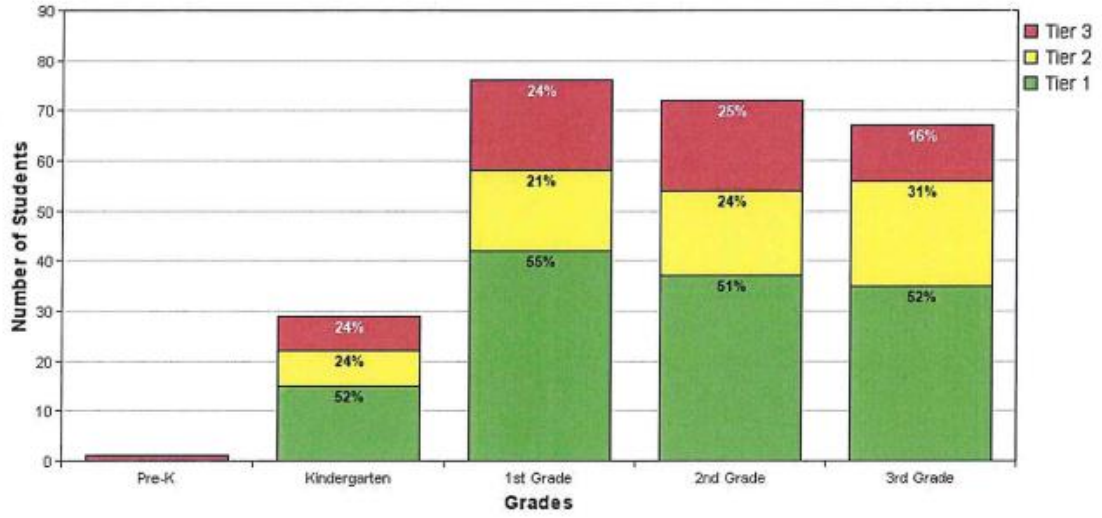
in September for Parkview Elementary School

Istation
Supporting Educators. Empowering
Changing Lives.

Dillon School District 10 - 2023/2024
as of Thu Jan 09 2025 02:41:13 PM (-06:00)

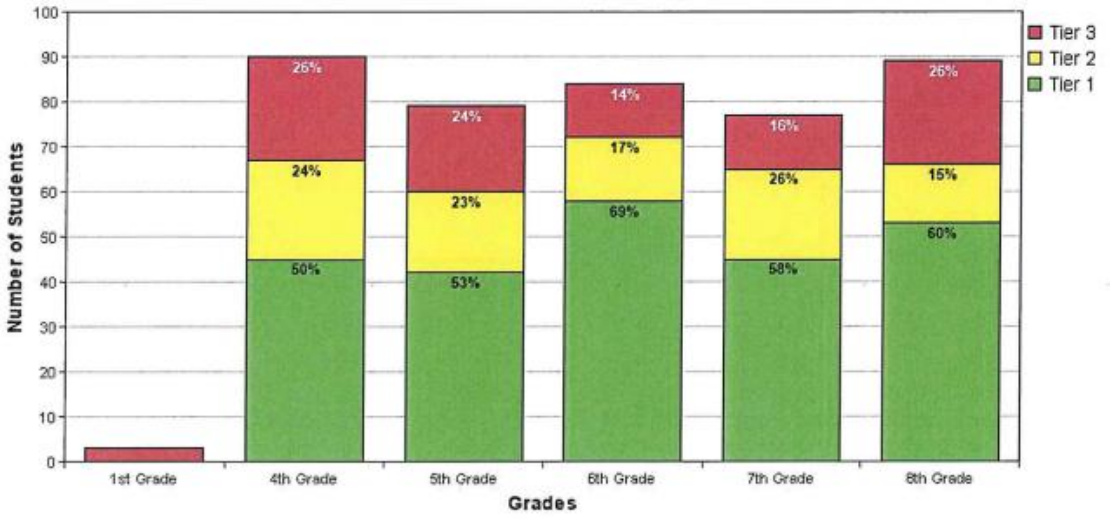
Below you will find ISIP™ data from **Parkview Elementary School** that has been collected for **September**. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (September 2023)



Total number of students who have been assessed using **ISIP Early Reading** in September: 245

ISIP Advanced Reading Summary (September 2023)



Total number of students who have been assessed using **ISIP Advanced Reading** in September: 422

Academic Goal #2 Mathematics	Goal: In our Comprehensive Needs Assessment 16.6% of our parents noted they had concerns regarding Mathematics curriculum. Additionally, as our committee examined our survey as well as our Mathematics data, we concluded that our post-pandemic Math scores are rising but continue to be lower than pre-pandemic. As a result, we agreed to the following goal: By the end of the spring 2027 semester, at least 82% of our students in grades 1-8 will score proficient or better on the STAR Mathematics assessment. This will be measured through the results of the spring 2027 STAR Mathematics assessment, with progress tracked throughout the school year via assessments and formative data gathered each trimester. Our baseline data (attached) for the fall of 2024 shows an average of 78% proficiency.
	Desired Outcome: Our district will show an increase of 4% in the average proficiency in mathematics in grades 1-8 as measured by the STAR Assessment from fall 23-24 to spring 26-27.
	Strategy 1: All classroom teachers of grades 1-8 will incorporate basic mathematical fact practice weekly. Practice will be included in teacher lesson plans and monitored by school principals.
	Strategy 2: New rigorous Mathematics curriculum has been purchased for the elementary school. This curriculum will be used and implemented with fidelity by all elementary teachers and monitored by the elementary principal.
	Strategy 3: All classroom teachers, grades 1-8, will administer STAR assessments in mathematics on the dates given by the testing coordinator and the administration. Building principals will ensure assessments are given in a timely manner, with fidelity, and will monitor the distribution of the assessment scoring and information to parents and families.
	Strategy 4: Data to include but not be limited to MAST assessments, STAR, fluency timings, core curriculum and classroom assessments, will be collected at the beginning, middle, and end of year by the Federal Programs Director to track progress towards improvement in math proficiency and this goal. This data will be compiled in spreadsheet format and distributed to all staff and administration three times each school year.

Special Populations	
Gifted and Talented	Domain specific interventions will be provided by gifted and talented teacher.
Special Education	Domain specific interventions will be provided by special education teacher in a small group setting.
English Learners	Domain specific intervention will be provided in the classroom setting. Teachers will check individually for understanding.
At-Risk	Domain specific interventions will be provided daily through Title I based on specific areas of need.

School Grade

Dillon School District 10 2nd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	2nd Grade		6	8%	11	15%	6	8%	52	69%	75
2023 - 2024	1st Grade		1	1%	5	7%	3	4%	65	88%	74

School Grade

Dillon School District 10 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	3rd Grade		4	5%	8	11%	6	8%	57	76%	75
2023 - 2024	2nd Grade		5	7%	5	7%	3	4%	54	81%	67
2022 - 2023	1st Grade		3	5%	5	8%	2	3%	56	85%	66

School Grade

Dillon School District 10 4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	4th Grade		2	3%	7	10%	9	13%	52	74%	70
2023 - 2024	3rd Grade		4	6%	5	7%	9	13%	49	73%	67
2022 - 2023	2nd Grade		0	0%	4	7%	3	5%	53	88%	60

School Grade

Dillon School District 10 5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	5th Grade		8	9%	6	6%	11	12%	69	73%	94
2023 - 2024	4th Grade		4	4%	8	9%	9	10%	69	77%	90
2022 - 2023	3rd Grade		10	12%	6	7%	7	9%	58	72%	81

School Grade

Dillon Middle School 6th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	6th Grade		3	3%	8	9%	10	12%	65	76%	86
2023 - 2024	5th Grade		5	6%	11	14%	3	4%	61	76%	80
2022 - 2023	4th Grade		5	7%	3	4%	3	4%	61	85%	72

School Grade

Dillon Middle School 7th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	7th Grade		1	1%	3	4%	10	12%	70	83%	84
2023 - 2024	6th Grade		5	6%	3	4%	10	12%	64	78%	82
2022 - 2023	5th Grade		4	5%	8	11%	9	12%	55	72%	76

School Grade

Dillon Middle School 8th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	8th Grade		4	5%	3	4%	5	7%	62	84%	74
2023 - 2024	7th Grade		8	11%	5	7%	7	9%	55	73%	75
2022 - 2023	6th Grade		6	9%	7	11%	7	11%	45	69%	65

Graduate Profile-Meaningful Stakeholder Engagement

Steps taken in development of graduate profile:

- The Administrative Team decided to bring the idea to the Leadership Team to obtain input on qualities to be included in the graduate profile.
- The Leadership Team (consisting of administration, teachers, counselors, supervisors, parents, and school board members) brainstormed ideas for qualities for inclusion on the profile.
- Six attributes were chosen for inclusion in the profile.
- The Leadership Team discussed and decided on the important qualities associated with each attribute.
- A committee was formed to work on a fitting way to display the attributes and qualities. It was important to the group that the visual representation of the profile reflect an elementary district.
- The committee chose the iconic "All About Me" poster format for the visual representation of the graduate profile, as this poster is generally included in elementary school "getting to know you" activities in the fall. It should be noted that the attributes were chosen at the Leadership Team meeting PRIOR to the committee creating the visual representation. It was amazing how the attributes coordinated with the shapes already on the blank poster. The communication attribute went in the communication bubble, the global citizen on the circle (globe), the lifelong learner on the arrow, and the academic proficiency on the star. What better way to "get to know" our graduate!
- The completed visual graduate profile was distributed to all members of the Leadership Team for proofreading and any edits.
- Going forward, our graduate profile will be displayed for feedback in a full poster size at both schools for staff, parents, and students to add or subtract from via sticky notes. Also, the graduate profile will be displayed at our Celebration of Excellence for families to add feedback. We will continue to solicit stakeholder input over time.
- Feedback copy brought to Administrative Team and then to Leadership Team for approval on 04/02/24.

- Feedback copy displayed at Title I Family Night to gather suggestions from families and students on 04/05/24.
- Feedback copy displayed at Celebration of Excellence to gather input from families and students on 04/23/24.
- Feedback copy displayed at Dillon Middle School Orientation to gather input from families and students on 08/19/24 (6^{th} Graders) and 08/20/2024 (7^{th} and 8^{th} Graders).
- Feedback copy displayed at Parkview Elementary's "Taking Care of Business Night" to gather input from families and students on 08/27/24.
- Feedback copy displayed a second time at Leadership Team meeting on 09/10/24.

- Feedback copy displayed and input solicited at school board meeting on 09/15/24.

- Graduate Profile and Integrated Strategic Action Plan added to district website. Go to dillonschools.org, click on "About Us", then click on "Integrated Strategic Action Plan" in the drop-down menu. You will find the Graduate Profile within the ISAP.





Graduate Profile displayed and stakeholders asked to give feedback at middle school and elementary school.

To date, all feedback has been positive and supportive and given verbally by stakeholders. There have not been any suggestions for changes to be made. Stakeholders particularly like the sections regarding strong work ethic, and integrity and character.

- 01/10/25 The Administrative team plus Federal Programs Director (Superintendent, Principals, Federal Programs Director) met for work plan with action steps discussion. We made a general outline for each goal on our profile to determine the action steps needed to achieve the goals. This was a very loose rough draft of ideas.
- 02/04/25 The rough draft was brought to the February Leadership Team (Administrators, teachers, parents, Federal Programs Director, school board members, counselors) meeting for possible additions, deletions, editing, and final revisions. It was suggested that an addition be made on the Effective Communicator, under the responsible digital footprint action steps to include teaching students to be mindful of the content they put online to ensure it positively reflects on them. The changes were made and the completed document will be submitted to OPI along with our graduate profile.

DILLON ELEMENTARY SCHOOLS

- DILLON MIDDLE SCHOOL
- PARKVIEW ELEMENTARY SCHOOL

"Teaching Effectively,
Learning Successfully!"

EFFECTIVE COMMUNICATOR

- I read, write, speak, and listen effectively.
- I will create a responsible digital footprint.
- I value other's ideas and voices through listening and empathy.
- I communicate with confidence.

STRONG WORK ETHIC

- I am a team player.
- I manage my time to complete quality work.
- I believe hard work correlates with success.
- I am dependable and passionate about my work.



GRADUATE PROFILE

GLOBAL CITIZEN

- I contribute to the success of my community and my world.
- I am interested in a variety of issues and ideas.
- I volunteer toward important causes.
- I advocate and act with others in mind.

ACADEMIC PROFICIENCY

- I am proficient in core subjects.
- I read and write fluently.
- I can use and solve mathematical problems.
- I can analyze information and apply it to real-world situations.

INDEPENDENT LIFELONG LEARNER

- I plan for a future of self-improvement.
- I welcome risks, as they are opportunities to fail forward.
- I adapt to challenges by reflecting and growing.
- I find enjoyment and satisfaction in learning.

INTEGRITY AND CHARACTER

- I will take accountability for my actions.
- I will strive for perseverance and resiliency.
- I will have authenticity.
- I will have respect for myself and others.

Graduate Profile - Work Plan with Action Steps

EFFECTIVE COMMUNICATOR

I read, write, speak and listen effectively.

Action Steps:

- Frequently discuss the role of communication in academic success and personal relationships in the classroom.
- Highlight different types of communication and provide opportunities for students to practice verbal, non-verbal, written, and digital communication, as well as listening skills.
- Utilize CSIQ (Complete Sentence Including Question) in classrooms to build conciseness and clarity in verbal responses.
- Enhance writing skills by working on grammar, spelling, and sentence structure, then progressing to more complex writing forms. Guide students in understanding how to adjust their writing style and tone based on the audience. Teach the importance of revising and incorporating feedback from peers and/or instructors.

I will create a responsible digital footprint.

Action Steps:

- Show how to structure professional emails, use appropriate tone, and be concise.
- Address the importance of professionalism, kindness, and respect in online interactions and the consequences of poor digital communication and cyberbullying.
- Discuss in class the importance of being mindful of the information you share online to ensure your online presence reflects positively.
- Teach students how to communicate effectively through online platforms, focusing on clarity, engagement, and technology usage in virtual presentations.

I value other's ideas and voices through listening and empathy.

Action Steps:

- Teach students to listen actively, ask clarifying questions, and engage with the speaker.
- Teach and practice asking open-ended questions that encourage dialogue and deeper understanding.
- Teach strategies for resolving misunderstandings or disagreements constructively, per PAX guidelines.
- Provide practice presenting ideas, listening, and responding respectfully.

I communicate with confidence.

Action Steps:

- Guide students on how to organize thoughts logically before speaking or writing using outlines or mind maps.
- Provide opportunities for students to speak in front of the class or in small groups.
- Celebrate progress in communication skills to motivate continued improvement and boost confidence.

Graduate Profile - Work Plan with Action Steps

STRONG WORK ETHIC

I am a team player.

Action Steps:

- Create a classroom environment where students feel safe to take risks, make mistakes, and ask questions.
- Encourage group work or peer collaboration to foster a sense of teamwork and shared responsibility.
- Provide opportunities for and encourage participation in extra-curricular activities (sports, academic teams, student government, etc.).

I manage my time to complete quality work.

Action Steps:

- Help students learn to prioritize tasks based on importance and deadlines.
- Use planners in class daily to facilitate students learning to allocate time effectively for different activities.
- Teach strategies including breaking tasks into smaller more manageable steps to avoid procrastination.

I believe hard work correlates with success.

- Help students establish routines that lead to consistent work habits, like having a set time for completing homework, exercise, and sleeping.
- Set short-term academic goals (monthly ISIP goals) and long-term personal goals with students.

Action Steps:

I am dependable and passionate about my work.

Action Steps:

- Help students understand the importance of taking responsibility for their tasks and outcomes.
- Reinforce the importance of meeting deadlines in school assignments as well as extra-curricular activities.
- All adults in district model a strong work ethic by showing diligence, perseverance, and commitment in their work.

Graduate Profile - Work Plan with Action Steps

GLOBAL CITIZEN

I contribute to the success of my community and my world.

Action Steps:

- Explain what global citizenship means -being part of a global community, understanding global challenges, and acting with a sense of responsibility toward others and the planet.
- Help students understand how people, economies, and environments around the world are interconnected, and how local actions can have global impact.
- Show students examples of people or organizations making a positive impact on the world and inspire them to do the same.
- Explain that global citizenship is a lifelong process that includes staying informed about local, state, national, and world issues.

I am interested in a variety of issues and ideas.

Action Steps:

- Provide opportunities for students to explore a variety of cultures including American Indians (IEFA).
- Encourage students to celebrate diversity and learn to appreciate cultural differences without prejudice.
- Teach students to critically assess global issues, encouraging them to research, question, and form well-rounded opinions based on evidence.
- Foster curiosity and willingness to learn about different cultures, ideas, and global challenges.

I volunteer toward important causes.

Action Steps:

- Encourage students to participate in local and global service opportunities, such as the school's annual food drive, cancer fund raiser, etc., to develop a sense of responsibility.
- Encourage students to get involved in causes they personally care about.
- Encourage students to join service groups (student council, Hope Squad, Kindness Campaign, etc.).

I advocate and act with others in mind.

Action Steps:

- Introduce values (as featured on morning announcements) such as respect, empathy, equality, justice, and cultural appreciation as the foundation of global citizenship.
- Teach students about human rights and the importance of standing up for equality and justice for all people, as taught in anti-bullying curriculum. In every classroom posters will be displayed regarding bullying. Teachers will specifically address the definition of bullying, and what to do if a student sees bullying happening, as per ISAP.

Graduate Profile - Work Plan with Action Steps

ACADEMIC PROFICIENCY

I am proficient in core subjects.

Action Steps:

- All staff will clearly outline academic goals and expectations for each subject or skill.
- Larger academic goals will be broken down into smaller achievable goals.
- Encourage students to focus on true understanding and mastery of concepts.

I read and write fluently.

Action Steps:

- Primary teachers will focus on building strong foundational literacy skills to include phonemic awareness, phonics instruction, high frequency word practice, and ensuring students can identify and write letters.
- Vocabulary will be developed through explicit instruction, contextual learning, and word families.
- Teachers will foster comprehension skills by teaching students active reading strategies (questioning techniques, making predictions, summarizing, etc.), teaching text structure, and helping students to engage deeply with reading materials.
- Reading fluency will be encouraged through repeated reading, choral reading, and timed reading. ISIP Oral Reading Fluency (ORF) and Amira will be used in grades 1-5 as outlined in ISAP to increase fluency and overall reading proficiency.
- Regular writing practice including providing prompts, work in each stage of the writing process, and improving writing clarity will be provided in all classrooms.

I can use and solve mathematical problems.

Action Steps:

- Classroom teachers will build strong foundational mathematics skills by developing an understanding of numbers and how they are used in different contexts, providing practice in mastering basic operations (as outlined is ISAP), and teaching specific mathematical vocabulary.
- Instructors will present problem-solving strategies to include multiple techniques and approaches to solving problems.
- Encourage students to use mental math and estimation when checking answers for reasonableness.

I can analyze information and apply it to real-world situations.

Action Steps:

- Help students make connections between academic content and real-world applications by using real-world examples in class.
- Use problem-based learning approaches that encourage students to apply knowledge in novel situations.

Graduate Profile - Work Plan with Action Steps

INDEPENDENT LIFELONG LEARNER

I plan for a future of self-improvement.

Action Steps:

- Promote students in seeing learning as a process that requires effort, persistence, and practice.
- Talk about how continuous learning is essential for personal and professional growth and staying competitive in the workforce.

I welcome risks, as they are opportunities to fail forward.

Action Steps:

- Encourage students to be accountable not only for their successes but also for their mistakes, viewing them as opportunities for growth.
- All classroom teachers will promote a growth mindset encouraging students to see challenges as opportunities for growth.
- Support students in developing the ability to bounce back from challenges, reinforcing the idea that learning is a lifelong journey of continuous improvement.

I adapt to challenges by reflecting and growing.

Action Steps:

- Allow time for students to regularly reflect on their learning progress, strengths, and areas to improve.
- Help students to track progress towards goals, reflect, and set new goals.

I find enjoyment and satisfaction in learning.

Action Steps:

- Offer projects, assignments, or free-choice learning experiences that allow students to pursue their interests.
- Provide time and space for students to explore subjects independently, outside of the standard curriculum.
- Model lifelong learning by sharing experiences of reading and learning throughout life, demonstrating the benefits of continued intellectual curiosity.

Graduate Profile - Work Plan with Action Steps

INTEGRITY AND CHARACTER

I will take accountability for my actions.

Action Steps:

- When mistakes happen, acknowledge them openly. Show students how to take responsibility for actions and learn from them.
- When ethical issues arise teachers will address them promptly, providing students with clear guidance on how to navigate the challenges.

I strive for perseverance and resiliency.

Action Steps:

- Reward students for showing integrity in their work, including their ability to overcome challenges with honesty and persistence.

I will have authenticity.

Action Steps:

- Help students understand that success achieved through dishonest means is harmful to their character and is not authentic.
- Help students learn that integrity requires consistency – doing the right thing even when no one is watching.

I will have respect for myself and others.

Action Steps:

- All staff members will demonstrate and model respect for others and treat all students with fairness and kindness, as stated in our district motto, “A person is a person no matter how small and will be treated respectfully by one and by all.” Dr. Suess.
- All classroom teachers will create (with the help of their students) a PAX Vision Board outlining a clear code of classroom conduct and will reinforce the expectations regularly.
- Teachers will help students understand how their actions affect others and encourage them to consider the feelings and perspectives of those around them.
- All classroom teachers will review the definition of bullying with students, per ISAP. Classroom teachers will teach students what to do if they see a bullying incident take place.

Family and Community Engagement

It is the goal for family and community engagement in our district that families leave with a greater capacity to help their children learn and grow. Community and Family engagement plans for our elementary and middle school can be found on our school website, dillonschools.org. Our community and family engagement activities meet the goals of our ISAP and graduate profile in the following ways:

ACTIVITY	ISAP	GRADUATE PROFILE
Title I Family Night	Parents will learn how to help their children practice math facts. (Academic Goal #1).	Academic Proficiency-I can use and solve mathematical problems.
Ask a Therapist Live	Parents can ask a therapist for advice in helping children respond to bullying. (Educational Goal #2).	Integrity and Character-I will be responsible for my behavior, actions, and choices. I will have respect for myself and others.
Trivia Night	Parents had the opportunity to come for a trivia night with a local therapist-the topic was, “Bullying, Substance Use, and Self Harm” (Educational Goal #2).	Integrity and Character-I will be responsible for my behavior, actions, and choices. I will have respect for myself and others.
Parent Guidance Series	Parents had the opportunity to attend a virtual presentation titled, “Establishing Healthy Boundaries”(Educational Goal #1).	Integrity and Character-I will be responsible for my behavior, actions, and choices.

Dillon Middle School Plan for Parental Involvement

This form was adapted from, *A Toolkit for Title I Parental Involvement*. Ferguson, C. (2009). *A Toolkit for Title I Parental Involvement*. Austin, TX: SEDL.

The following is a list of services and activities to promote parental involvement and provide additional support for student learning:

1. School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

* The school will distribute a monthly newsletter to parents that is developed with participation of the parent–school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips relating to school achievement such as homework tips, organizational skills, and study skills.

* The school will maintain and update the website which houses classroom websites for each teacher. Homework assignments and pertinent classroom information will be available on classroom websites or Google Classroom.

Also, parents of children in grades 6-8 can access their child's grades using a PIN number they receive at the beginning of the school year. Parents may use e–mail to communicate with members of the school staff.

* Teachers will routinely contact parents on an individual basis to communicate about their child's progress.

* The school will provide to parents reports/report cards every semester with information regarding their child's academic progress and upcoming classroom and school events.

* The school will send parents a parent–friendly letter in the first report card that explains their child's test results and standardized test scores.

* The school will offer IstationHome to all parents. IstationHome will provide adaptive individualized home practice for children, access to assessment data for parents, an avenue for choosing "just right" books for children to read, and suggested activities for parents and their children to participate in at

home, including the needed materials.

* The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.

2. The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity to engage in these types of efforts.

* These meetings will include information to help parents understand how to enhance their child's education.

* The school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved.

* Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

* The school will engage parents in the following types of roles and activities to increase their involvement and support for student learning:

• Library assistant

• Reading buddy

• Teacher assistant

• Tutors

• Field trip volunteers

• Orientation presentations

• Celebration of Excellence

• Parent–school organization

• Choir and band concerts

• Various committees

•DMS website where parents can access grades and teacher lesson plans.

•Mid-Term reports & quarter report cards

•Weekly grade report for any student having a C- or below in ANY area

•Academic Assistance Program that is progressive in nature where parent involvement is a necessity

•Ongoing connection with parents to better serve the students academically

3. The school will provide information to parents about volunteer opportunities.

* The school will provide opportunities for parents and community members to support the instructional program.

* The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

*The school will work with Beaverhead County High School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and students to help with the transition.

4. The school will work with parents to create a School–Parent–Student Compact for Title I students..

* School staff, parents, and students will develop a school–parent–student compact. This compact will outline how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic

standards. All stakeholders will sign the compact.

5. The school will provide an opportunity for parents to engage in decision–making processes in regarding the school's Title I, Part A program.

* The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement.

6. The school will provide a parent resource center for parents.

* Parents may check out materials, use the computer to check grades, and visit educational websites.

7. The school will engage parents in an evaluation of parental involvement efforts.

* The school will engage parents in the annual evaluation of the Title I, Part A program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I Committee, made up of teachers, parents, and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in numbers of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

Dillon Middle School

Family and Community Engagement

Family Engagement Opportunities Available During 2023-2024 School Year	
Opportunities to Enhance Parenting Skills and Learn How to Support Student's Academic Success	Opportunities to Participate and Provide Input at the School and in the Community
• Monthly Newsletter • 504 Meetings • IEP Meetings • Orientation Nights • Parent-Teacher Conferences • Infinite Campus Parent Portal-check grades and missing assignments • Report Cards • SBAC Reports • IstationHome-provides lessons and games for home, and helps parents choose "just right" books • Parent Guidance Events * • Trivia Nights* • Ask a Therapist Live Events* • Parent Coaching* • Guest Speakers • Notification of students having a C- or below in any area • Academic Assistance Program-parent involvement is a necessity • Transition Meetings-elementary to middle school, middle school to high school	• School Calendar • School Website • Musical Programs-Winter, Spring, Recorder, Veteran's Day • Field Trips • Guest Speakers • Board Meetings • Athletic Events • Food Drives • Surveys • Celebration of Excellence • Library Assistant • Family Movie Night* • Parent-School Organization • Federal Programs' Meetings • 504 Meetings • IEP Meetings • Parent-Teacher Conferences • Ninja Warriors • Rewards Days • 8th Grade Graduation

Parkview Elementary School Plan for Parental Involvement

This form was adapted from, A Toolkit for Title I Parental Involvement. Ferguson, C. (2009). A Toolkit for Title I Parental Involvement. Austin, TX: SEDL.

We believe that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. The school provides a variety of opportunities for parents to be involved in activities supporting our school. We believe teachers have a responsibility to provide the needed framework for parents to nurture their child's formal instruction at home. We will provide materials that can successfully be used at home to reinforce the academic success of children. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates.

The following is a list of services and activities to promote parental involvement and provide additional support for student learning:

1. School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

* The school will distribute a monthly newsletter to parents that is developed with participation of the parent–school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips relating to school achievement such as homework tips, organizational skills, and study skills.

* The school will maintain and update the website which houses classroom websites for each teacher. Homework assignments and pertinent classroom information will be available on classroom websites. Also, parents of children in grades 4-5 can access their child's grades using a PIN number they receive at the beginning of the school year. Parents may use e–mail to communicate with members of the school staff.

* Teachers will routinely contact parents on an individual basis to communicate about their child's progress.

*The school will provide to parents reports/report cards every trimester with information regarding their child's academic progress and upcoming classroom and school events.

* The school will send parents a parent–friendly letter in the first report card that explains their child's test results and standardized test scores.

* The school will offer IstationHome to all parents. IstationHome will provide adaptive individualized home practice for children, access to assessment data for parents, an avenue for choosing "just right" books for children to read, and suggested activities for parents and their children to participate in at home, including the needed materials.

* The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.

2. The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity to engage in these types of efforts.

*These meetings will include parent–training sessions to help parents understand how to enhance their child's education.

*These meetings will include family reading nights that provide an opportunity for parents and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.

* The school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved.

*Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

*The school will engage parents in the following types of roles and activities to increase their involvement and support for student learning:

• Library assistant

• Reading buddy

• Teacher assistant

• Tutors

• Heritage Day activities

• Field trip volunteers

• Family reading nights

• Orientation presentations

• Celebration of Excellence

• Parent–school organization

• Choir and band concerts

• Community Dance

• Various committees

3. The school will provide information to parents about volunteer opportunities.

* The school will provide opportunities for parents and community members to support the instructional program.

* The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

* The school will work with Dillon Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special

orientation programs for parents and students to help with the transition.

4. The school will work with parents to create a School–Parent–Student Compact.

* School staff, parents, and students will develop a school–parent–student compact for Title I students. This compact will outline how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.

5. The school will provide an opportunity for parents to engage in decision–making processes in regarding the school's Title I, Part A program.

* The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement.

6. The school will provide a parent resource center for parents.

* Parents may check out materials, use the computer to check grades, and visit educational websites.

7. The school will engage parents in an evaluation of parental involvement efforts.

* The school will engage parents in the annual evaluation of the Title I, Part A program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I Committee, made up of teachers, parents, and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in numbers of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

Parkview Elementary School

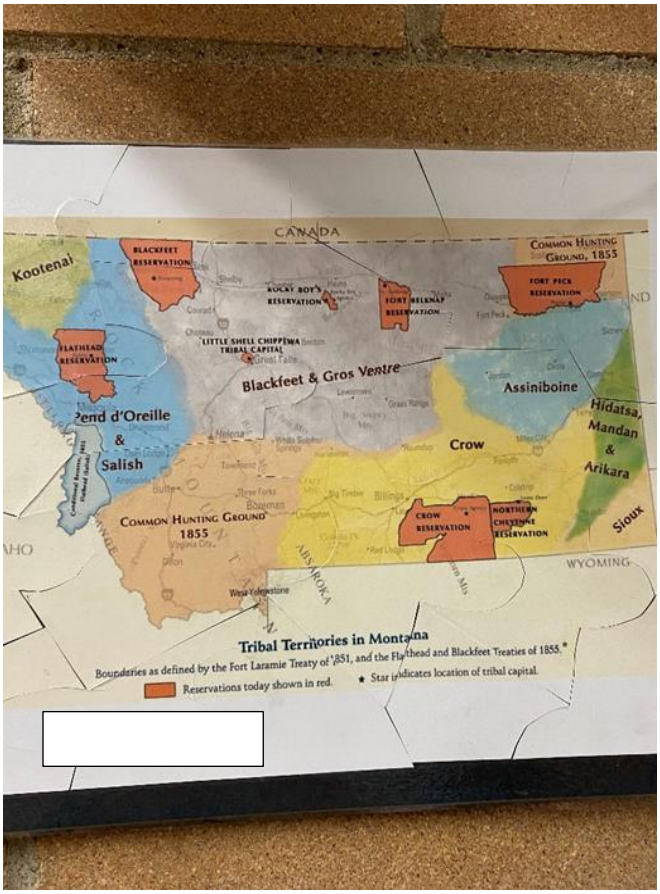
Family and Community Engagement

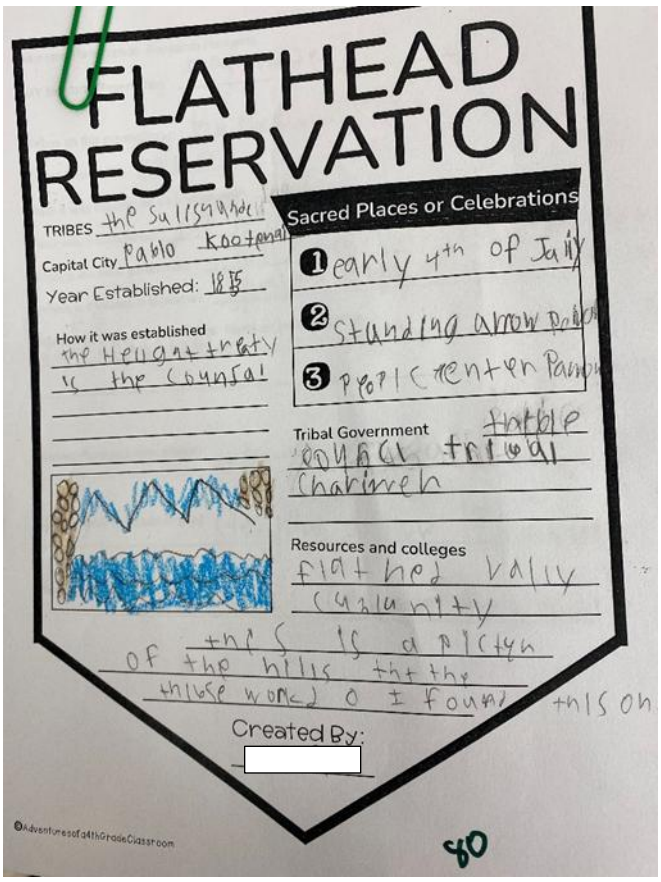
Family Engagement Opportunities Available	
Opportunities to Enhance Parenting Skills and Learn How to Support Student's Academic Success	Opportunities to Participate and Provide Input at the School and in the Community
• Monthly Newsletter-backside includes tips on parenting, homework, organizational, and study skills. Also includes information on PAX kernals • 504 Meetings • IEP Meetings • "Back to Business Night" Orientation • Parent-Teacher Conferences • Infinite Campus Parent Portal-check grades and missing assignments • Report Cards • Title I Progress Reports • SBAC Reports • IstationHome-provides lessons and games for home, and helps parents choose "just right" books. • Title I Family Night • Prime Time-Literacy Night • Parent Guidance Events * • Trivia Nights* • Ask a Therapist Live Events* • Parent Coaching* • Guest Speakers • Transition Meetings-elementary school to middle school	• School Calendar • School Website • Musical Programs-Winter, Spring, Recorder, Veteran's Day • Field Trips • Guest Speakers • Board Meetings • Athletic Events • Food Drives • Surveys • Celebration of Excellence • Library Assistant • Classroom Helper • Heritage Day Helper • Family Movie Night* • Parent-School Organization • Federal Programs' Meetings • Title I Family Night • 504 Meetings • IEP Meetings • Parent-Teacher Conferences • Fun Day • Schoolwide Track Meet • Community Dance


FIGHTING
soldier
JOURNEY
GIVE ME
KNOWLEDGE
SO I MAY HAVE
KINDNESS FOR ALL
JULIE
SACAJAWEA




Discover the World
through the Eyes
of the American
Indian
Arrow to the Sun
Bad River Boys
Her
Seven
Brothers
D-HE


CANADA
Kootenai
Blackfeet Reservation
Rocky Boy's Reservation
Fort Belknap Reservation
Fort Peck Reservation
Common Hunting Ground, 1855
Little Shell Chippewa Tribal Capital
Flathead Reservation
Blackfeet & Gros Ventre
Assiniboine
Hidatsa, Mandan & Arikara
Crow
Sioux
Salish
Common Hunting Ground 1855
Crow Reservation
Northern Cheyenne Reservation
WYOMING
Tribal Territories in Montana
Boundaries as defined by the Fort Laramie Treaty of 1851, and the Flathead and Blackfeet Treaties of 1855.*
Reservations today shown in red.
* Star indicates location of tribal capital.


FLATHEAD RESERVATION
TRIBES the Salish
Capital City Pablo Kootenai
Year Established: 1855
How it was established
the Hellgat treaty
is the Council
Sacred Places or Celebrations
1 early 4th of July
2 Standing Arrow Park
3 Pyopic Center Park
Tribal Government
Tribal Council
Chairmen
Resources and colleges
flat hed valley
community
this is a picture
of the hills that the
tribe works. I found
this on
Created By:
©Adventuresofa4thGradeClassroom
80





INDIAN EDUCATION FOR ALL

24-25

Please include the **DESCRIPTION** of activity, and any **PHOTOS** (optional).

8/27/24 Superintendent Randy Shipman provides professional development on IEFA and distributes the essential understandings and the framework documents to all staff. Reminder is given to email IEFA lessons, activities, and projects to the Federal Programs Director.

Annual reminder from IEFA Coordinator Melissa Bockting-Hello all- Just thought I would send this out. Here is a link for IEFA resources from OPI. https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Classroom-Resources If you need the books that correspond to the lessons, just shoot me an email, or swing by.

9/19-9/27/24 Myllymaki-5th Grade
Montana Tribal Seals
We learned about all of the Tribal Reservations in Montana, discussed the trail of tears, and read different short stories about different tribes in Montana. Then we looked at all the different Tribal Seals, went over what symbolism means, and created our own.



https://docs.google.com/document/d/1i2gnPJjAuKQjm5hUdX4XqjNANnFr9tRTY5oJ7hn447E/editchrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Art/Seals_of_Tribal_Nations_Student_Lesson.pdf

9/30/24 Orange Shirt Day-Parkview Elementary Art (K-5)
Students made origami shirts from orange paper to recognize Orange Shirt Day. Mrs. Gallegos taught the significance of the orange shirt.



10/14/24 Indigenous People's Day-Parkview Elementary Art (K-5)
Maria Gallegos shares coyote stories and songs with the help of her homemade coyote puppet. Maria also wore and shared her ribbon shirt with students. Students create their own coyote puppets.





10/14/24 Indigenous People's Day

Tessa Bartlome-DMS Art (Grades 6-8)

I read the old folk story *The Legend of the Indian Paintbrush*.The story is about a boy that dreams of creating a painting that will capture the colors of the sunset. The legend is about perseverance and discovering our unique gifts and using them in a way that will better our lives and the lives of those around us. We used the story as inspiration for painting watercolor sunsets and referred to how those colors follow the colors of the color wheel.

Beehive-Parkview Elementary-Special Education (K-8)

We will be learning about the states and capitals this year and we started with Montana. We have studied Montana for the month of September and included some Indian education too. Here is a picture of a seal some students created for their "tribe" or family.



2nd Grade-Parkview Elementary

All classes will read and discuss this issue of Scholastic News.



Mrs. Jones (2nd grade)-students learn Native symbols then produce their own sym

Mrs. Norris-Dillon Middle School (Grades 6-8)-We will do the beginning as a class and then they can work on it if they do not have homework or missing work.





We will watch https://americanindian.si.edu/nk360/code-talkers/introduction/

Then we are going to create our own code for school related things and use it in the following weeks to solve riddles and do a scavenger hunt.

Chapter 1: Introduction | Native Words, Native Warriors

During World War I and World War II, hundreds of American Indians joined the United States Armed Forces and used words from their traditional tribal languages as weapons.

americanindian.si.edu

Mrs. Hutchinson- Music (Grades K-5)-Students learn about Montana tribes and learn a Native dance.





Ms. Ostler (Kindergarten)-Our class had a discussion about the word indigenous and what it meant. We looked at a map of the world and talked about people. Then we read the book Mama Do You Love Me? by Barbara M. Joosse. We explored different kinds of houses indigenous people lived in starting with the Inuit from our story, built an igloo with playdough, talked about sod houses as a way to connect the Inuit to the tribes in Montana. We explored wikiups, longhouses, and then used our playdough to build a house out of whatever we had (logs, rock, grasses, sod, ice/snow) because there weren't stores and, in some places, there weren't even trees. We finished by looking at what indigenous people look like today.

Mrs. Peck- Resource (Grades 3-5)-I read the book "The Powwow Thief' to my language arts group. We talked about powwows, and how sometimes Native Americans wear their traditional outfits for celebrations, but also wear regular clothes. We also noticed that the author and illustrator were Native.

Ms. Hays-Dillon Middle School(Grades 6-8)-students played The Hand (Stick)Game.



Mrs. Zier-Dillon Middle School Math (Grades 6-8)-I am planning to do a pattern activity that relates to beadwork in math class for Heritage day on Friday.

Anderson and Williams unit-Middle School (Grades 6-8)
https://vault.si.com/vault/1991/02/18/shadow-of-a-nation-the-crows-once-proud-warriors-now-seek-glory-but-often-find-tragedy-in-basketball This is an article that Mr. Anderson and I combine classes and have eighth graders read and discuss. We also bring in Mr. Anderson's father as a guest speaker. His father was an administrator in Hardin during the timeframe this article was written. His insight and perspective is very valuable. This unit takes approximately 3 days and is taught 3rd quarter.

Library Display



Shellie Broeder-Middle School Resource (Grades 6-8)-We are partner-reading Indian stories, and will compose our own short stories. We will listen to Pow Wow music, look at beadwork, and learn about Indian horse racing.



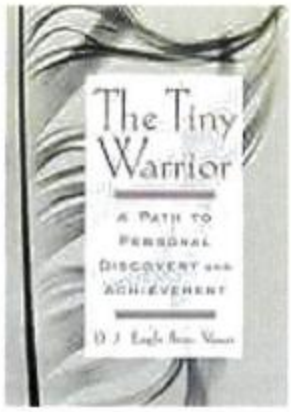




Jennifer Ostler (Kindergarten) I visited Pompey's Pillars and took videos of the tipis and their history. We built tents. I taught about tipis.We also learned about jingle dresses and dances.







Telling: 10/24 The Tiny Warrior by **D.J. Eagle Bear Vanas**
We watched a video about the Sun Dance and then read the chapter explaining it. The kids then wrote haikus to show comprehension.
THEN WE READ **the Poem:**
The Way to Start A Day by Byrd Baylor and wrote our own.
LINK to examples
AFTER finishing the book, the students wrote a 25 minute essay.
They ALL did amazing. Here is a LINK to some examples.



TELLING: 11/7/24 **I applied for a DonorChoose project to get 25 Native American children's books for our Kindness Campaign kickoff. My seventh grade students read one of these books to third, first, or kindergarten students. Not only did they share the love of reading, but they build a bond with their partner. After reading and answering comprehension questions, the students created a friendship bracelet. They added beads that represented traditions that their families partake in or beads to remind the younger students to share details about the book with their families that night.**

Following are the books we read:
My Powerful Hair by Carole Lindstrom
Remember by Joy Harjo
Powwow Day by Traci Sorell



Thunder Boy Jr. by Sherman Alexie
Grandma's Tipi by S.D. Nelson





NOV. 26, 2024: Mrs. Telling's class read Ta-Na-E-Ka (lessons on context clues, story maps, and cultural traditions).

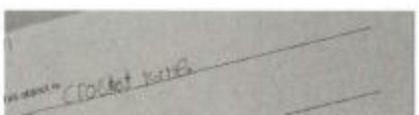
Jan 14, 2025 Mrs. Telling's 7th graders partner read Pretty Shield's Success: Raising "Grandmother's Grandchild" and took a Google Form quiz

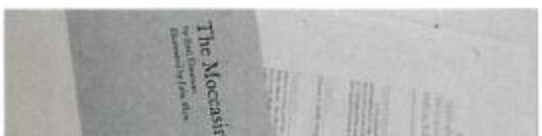
Jan 15, 2025 Lacy Pape was a guest speaker for all Mrs. Telling's 7th grade classes and presented about being related to Pretty Shield. She shared lots of Native American facts while the students took notes. WONDERFUL presentation. We are so thankful to have such a great resource and former student.

March 26, 2025 Mrs. Telling's 6th graders read, analyzed, and wrote poems based off What I Keep by Jennifer Greene Finley. Such emotional poems. Many students gave them to parents, and I had several thank you emails and calls.

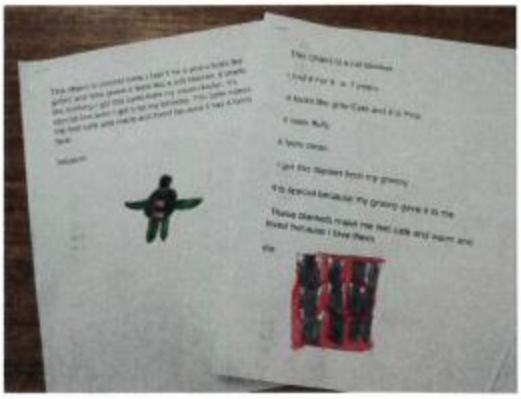
Mrs. Peck-Special Ed Parkview

4th grade writing project. We read 'The Moccasins' by Eric Einerson and discussed how different objects can help us feel 'safe and warm and loved'. The students each wrote about their own 'special objects'. They used a template to organize their ideas, wrote a rough draft and typed and illustrated their final copy.





11/18/24 IEFA Training at UM Western
Superintendent, Federal Programs Director, Middle School History and Technology teachers, one 2nd grade teacher and one 3rd grade teacher attended 3 hour training presented by Wendy Bremner and Lona Running Wolf. The title was, "Honoring Tribal Views, Understanding Cultural Paradigms".



Jennifer Ostler-Kindergarten The three sisters (corn, beans, squash) We discussed people who came across the ocean to a place that was new to them, and then discussed the people they met here and how they showed the new residents how to plant food that would grow here in North America, as they were starving. Then we learned about the three sisters through stories (from tribal sites) and what I remembered. I also remember something about a fish in the mound of dirt but didn't find that. After the stories we watched a slide show and then the kiddos labeled and colored, and made indian corn. I had a small ear of Indian corn from the Museum of the Rockies—they had a lewis and clark exhibit one year. So we talked about Montana hunting/gathering as well as the rest of the country)

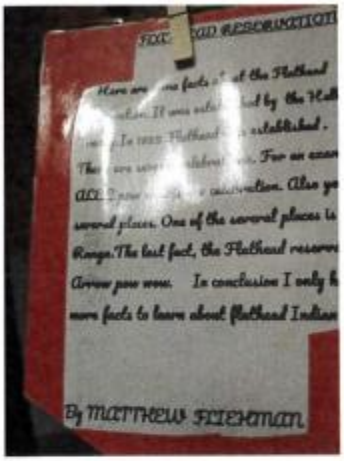


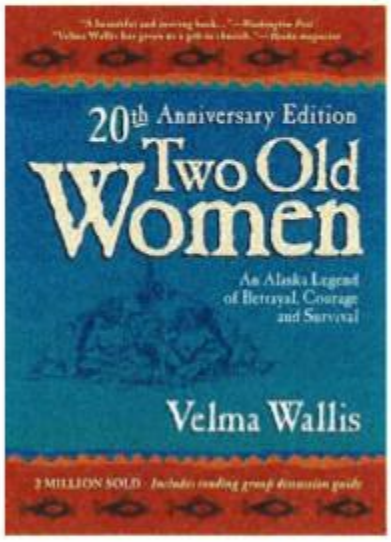
December 2024 Mrs. Peck Resource room

The 5th grade students created pennants for each Montana Reservation. They researched the reservation, using a study guide to keep track of the information. After finishing the pennants, they wrote an informative paragraph about their chosen reservation. The finished project was hung in the hall.









Nov 11- 26, 2024 Mrs. Telling's 7th graders read Two Old Women by Velma Wallis, participated in some challenges, took three different comprehension quizzes, and wrote a five paragraph literary analysis tying the relationships, a symbol, and other connection to a chosen theme of the book.

Nov 25-26, 2024 Mrs. Telling's 6th graders read TA-NA-E–KA, talked about traditions, and took a comprehension quiz.

November 2024-The Second Grade: Montana's Native Grains Grains of Montana2.pptx

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https://www.yellowbirdlifeways.org/fortrobinsonrun

Ms. Eller taught a lesson on the Northern Cheyenne Outbreak run. The tribal youth run 400 miles in a relay, from Ft. Robinson, Nebraska to Busby, MT. This is a reenactment of what their ancestors did back in 1879.

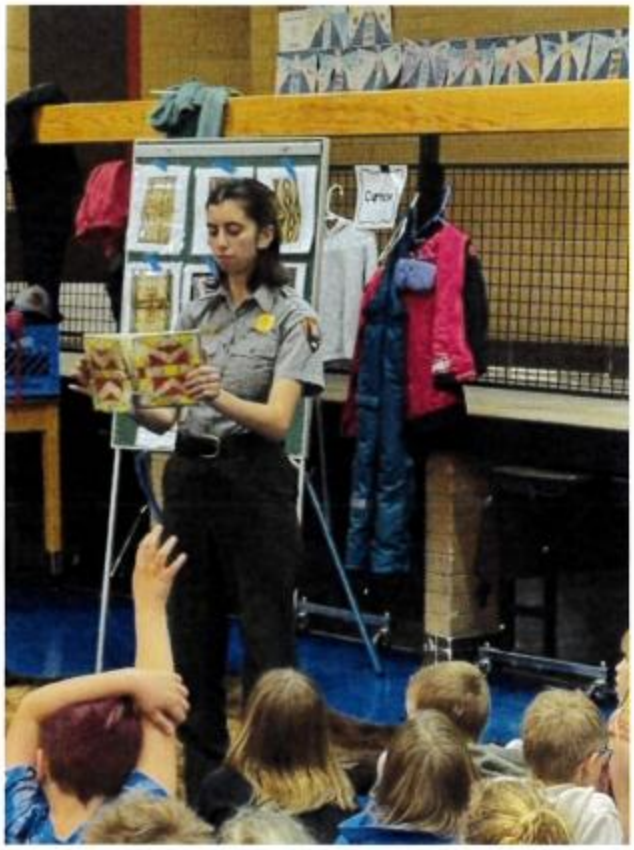




Mrs Blake- Family and Consumer Science for 7th and 8th grade.

We make fry bread every semester using the traditional Chippewa Cree recipe from a local named Boots Lake. We learn about the tribe and the reservation. We talk about the traditional toppings, like berries. We then do a short lesson on the different reservations in MT and the different food associated with them.

We make Jerky from donated deer or elk burger. We season it and dehydrate it in dehydrators. We then go into Jerky making and the traditional native ways. I share my knowledge of how the Athabaskan Indians made fish jerky when I lived in Alaska. During this unit I also share the items I made when I lived there. I made mittens and boots out of animal fur. I also made a traditional dress and different beaded items.





Third Grade-Art Students learn about the uses and design of parfleche storage containers. Students then designed their own parfleche.



Fifth grade students learn about how the Native Americans helped Lewis and Clark.

Dillon Elementary Schools Professional Development Plan 24-26

District Name	School Name	Principal Name	Plan Begin/End Dates
Dillon Elementary Schools	Parkview Elementary	Greg Fitzgerald	September 3, 2024-May 29, 2026
	Dillon Middle School	Joel Rogers	

Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2027, 62% of all students in grades K-8 will score in the proficient range as measured on the ISIP assessment (ELA).	All grade K-8 Students	Analysis of ISIP data shows a decline in ELA proficiency as measured by the ISIP post-covid. The current rate of proficiency is 56%.
2	By June 2027, 82% of all students in grades 1-8 will score in the proficient range as measured by the STAR Mathematics Assessment.	All grade 1-8 Students	Analysis of STAR data shows a decline in Mathematics proficiency as measured by the STAR assessment post-covid. The current rate of proficiency is 78%.
3.	By June 2027, we will improve the climate and culture of our schools from an average of 81.1% of parents, students and staff reporting they understand the consequences for particular behaviors to 84%, as measured by Spring 2027 survey.	All parents, students, and staff	Analysis of the climate and culture survey showed that our students overwhelmingly understand the consequences for certain behaviors, but our staff and parents did not understand fully.
4.	By June 2027, we will improve the climate and culture of our schools from an average of 14.4% of parents and students reporting they have concerns about bullying and unkindness amongst students to an average of 10%, as measured by Spring 2027 survey.	All students and parents	Analysis of the climate and culture survey showed that parents and students alike had concerns about students bullying and being unkind.

5.	Address the safety, well-being, and mental health of students and staff.	All staff and students OR Safety Committee	Safety, well-being, and mental health are crucial because they directly impact a person's ability to learn, teach, and engage effectively in a school environment.
6.	Continue to implement proficiency-based learning and standards-based grade reporting.	All staff	Proficiency-based learning prioritizes ensuring students truly master essential skills and knowledge before moving on.
7.	Respect and nurture the intellectual leadership capacity of teachers.	All staff	Successful professional development must address the concerns and interests of the teaching staff. According to educational experts, “teachers should generally be given the opportunity to choose their professional development, as it significantly increases their motivation, job satisfaction, and sense of ownership over their learning, leading to potentially better student outcomes; allowing teachers to select areas that directly address their needs and interests makes professional development more relevant and impactful.”
8.	Allow teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.	All staff	Providing teachers with opportunities to further develop their craft allows them to effectively explain concepts, answer student questions accurately, adapt instruction to different learning levels, and ultimately provide a deeper understanding of the material, leading to better student learning outcomes.
9.	Continue to prioritize Indian Education For All.	All staff	To ensure that all Montana students, regardless of ethnicity, learn about the state’s Native American history and culture.

Professional Development Activities

PD Goal No.	Activities
1.	• Istation Training presented by Kathryn Simmons to all elementary classroom teachers and middle school ELA staff. Participants will learn how to help students in setting reasonable goals, learn how to create appropriate assignments, and learn to use the Oral Reading Fluency function on Istation. • Parents as Partners presented to all staff by The Cook Center providing strategies to improve family involvement, which has positive effects on student achievement.
2.	• Parents as Partners presented to all staff by The Cook Center providing strategies to improve family involvement, which has positive effects on student achievement.
3.	• Open discussion in staff meetings regarding current consequence flow chart. Charts to be distributed. Discussion of the necessity to have flexibility to differentiate as needed.
4.	• Bullying Prevention in School presented by The Cook Center to all staff.
5.	• The Safety Committee will attend Jeremy Bullock Safe Schools Summit annually and be responsible for sharing information gained with all staff. • All teaching staff invited by Project AWARE to attend an Educator Self-Care Retreat. • "Overcoming Life's Goliaths" presented to all staff to address mental health and dealing with life's troubles. • First Aid/CPR Training-annual training, even years=classified staff, odd years=certified staff. • Preventing Compassion Fatigue/Self-Care presented by The Cook Center to all staff. • Trauma Sensitive Environments in Your School presented by The Cook Center to all paraprofessionals and middle school staff. • Active Shooter Drill-all staff will participate in an active shooter drill in collaboration with local police department, fire department, and Ambulance crew. All staff (except those opting out for physical or emotional reasons) will participate in four scenarios with a potential shooter in our building learning the best ways to protect students and staff. • Trust Inside and Out presented by The Cook Center to all staff members learning to de-escalate conflict, spot the signs of distress, and about stress induced learning loss.
6.	• Proficiency Based Learning Series-presented by Billi Taylor from our Curriculum Consortium for all staff.
7.	• Fall Book Club-open to all staff members. Participants will complete one hour of reading weekly then meet weekly for one hour to discuss the book. Fall Book Club Book-Promoting Student Attention by Robin Wisniewski. • Winter Book Club-open to all staff members. Participants read one hour weekly at home and meet to discuss for one hour weekly. The Winter Book

	Club books- What Great Teachers Do Differently and Teaching Matters by Todd Whitaker. • Teacher-Led Professional Development Sessions-incorporated into beginning of year PIR schedule. Teaching experts from our staff will share areas of expertise.
8.	• The Technology Director and superintendent will attend ITSE Conference annually to further knowledge in technology. The Technology Director will share information learned with the teaching staff. • Newline Interactive Board Training- for all certified staff in using new boards. • Apptegy Website Training presented by Joel Rogers (Principal), Sarah Gibson (History teacher), and Chad Herman (Technology Director) to assist staff in using new website.
9.	• Indian Education For All Presentation by Randy Shipman, superintendent, to all staff. Resources distributed to all classroom teachers. • Honoring Tribal Views, Understanding Cultural Paradigms presented by Wendy Bremmer and Lona Running Wolf. Available to all staff on a voluntary basis with pay. Training and tribal consultation.

ASSESSMENT PLAN TIMELINE

PHASE 1:

September 2024 Leadership Team Meeting- Determine members of Assessment Review Committee.

October 2024 Leadership Team Meeting- Discuss what a Local Assessment System is and the purpose of an Assessment System Review.

November 2024 Leadership Team Meeting- Discuss the phases involved in an Assessment System Review.

December 2024 Leadership Team Meeting- Plan and identify assessment needs.

January 20215 Leadership Team Meeting- Identify the district's needs around assessment, discuss MAST in particular, document questions and possible hypotheses.

January 13, 2025-Testing Coordinator, Administrators and Federal Programs Director met to begin the process of completing the Assessment Inventory Spreadsheet. Discussed assessments, who uses data, for what purposes, and the time involved.

February 2025 Leadership Team Meeting- Identify who needs what assessment data for what purposes.

PHASE 2:

March 2025 Leadership Team Meeting-Decide what information will be collected for the grade/content areas identified.

April 2025 Leadership Team Meeting-Discuss spreadsheet inventory as a group. The inventory has been started by the testing coordinator, admin team, and Federal Programs Director in January but will be added to at this point. Ask members to come to next meeting with a list of assessments given in their respective grade levels.

May 2025 Leadership Team Meeting-Document additional assessments brought by team members. Complete the spreadsheet inventory.

PHASE 3

September 2025 Leadership Team Meeting-Discuss and analyze assessments. Make sure all that need data have what they need to inform decision.

October 2025 Leadership Team Meeting-Sort assessment information by grade level, by month administered, by content, and by BOY, MOY, EOY. Discuss and record observations about assessments.

November 5, 2025 All K-5 staff meets with MECC to discuss developing and sharing assessments.

December 2025 Leadership Team Meeting-Months 1-2 Observation and Analysis Discussion

March 2026 Leadership Team Meeting-Months 3-5 Observation and Analysis Discussion

April 2026 Leadership Team Meeting-Write recommendations to eliminate and replace, eliminate and do not replace, keep as is, and keep with modifications.

May 2026 Leadership Team Meeting-Discuss and create a plan for sharing recommendations with teachers, school board, parents, and students.

ASSESSMENT NEEDS-IDENTIFY PLAN

ACTIVITY

The Dillon Elementary School District will conduct a review of the assessments currently used within the district in grades K-8. As we have only one elementary and one middle school, the assessments will be reviewed simultaneously. The review will be completed mainly during monthly Leadership Team meetings for the remainder of the 24-25 school year (Jan.-May), and the 25-26 school year (please see attached plan for meeting topics), but also through meetings including administration, the District Testing Coordinator, and the Federal Programs Director, in Staff meetings, and in Grade-Level Team meetings. The project leader will be the District Superintendent. The Leadership Team includes the following members:

- Superintendent
- Principal from each school
- Counselor from each school
- District Testing Coordinator
- Federal Programs Director
- School Board Trustees
- Multiple teachers from each school
- Paraprofessional
- Parents

IMPORTANCE

With the addition of the more frequent MAST assessments, many teachers feel they are doing too much testing. It was expressed at a recent staff meeting that some teachers don't feel they have time to actually teach what is needed due to all of the assessment. They are frustrated that the MAST testlets which they have been told should take 10-15 minutes are actually taking an hour or more for some students. Also, constantly having to deal with students who are absent the day they test is a huge issue causing them to have to devote up to a week of class time to get all students through the testlet. In our post-pandemic world our society is experiencing an inflated rate of illness, so while we work at encouraging attendance, we certainly do not want students at school when they are sick. A planned review of the assessments being utilized is needed to ensure the value of each assessment, who uses each assessment, what we gain from the results, and whether assessments are testing duplicate skills and could therefore be eliminated.

Our main points of review will include:

- Now that we have completed a cycle of MAST testing, how do the grades 3-8 teachers feel about the other assessments we use and their relevance in comparison to MAST?
- Could any of the assessments we have been using be eliminated as they provide duplicate information?
- How do students feel about the amount of testing happening?
- How do teachers feel about the amount of testing happening and the usefulness of the assessments?
- Are we using more than one measure to assess student growth in content standards?

- Are the assessments we use tied to content specific state standards AND our graduate profile?
- Teachers want to know if our district is being judged on the anchor testlet at the end of the year only, or on all testlets taken throughout the year. If the testlets prior to the anchor testlet "count against us" that seems to defeat the purpose to them. They feel the testlets are to be used to drive instruction and therefore should not count until the anchor testlet.

SCHOOL SERVICES OF MONTANA

September 24, 2025 1 Hour Administrator "Touch Base" Virtually if needed	**October 22nd and 23rd, 2025** 2 In Person Full Days

• Year at a Glance
  ○ Focus on Trimester 1 - reflection on the current year and what will be reported next year.
• Guide and Template to admin to guide session.
	2 Days of MECC In Person Visits
	Grade Level/Content Area Focus Year at a Glance:
	Meeting with grade level teams to discuss T1 standards and T2 standard outline
	• 10/22 On Site Visit with K-5
	  ○ Schedule per Greg
	• 10/23 On Site Visit with 6th - 8th
	  ○ AM: Math and Science
	  ○ PM: History and ELA

November 5, 2025 1:00 -3:30 p.m.	**February 4, 2026** 1:00 - 3:30 pm

K-5 Staff
• District's Guiding Principles for Grading and Reporting Mastery Levels (established beforehand with administration)
• Proficiency Scales
  ○ Background, design, purpose, format
  ○ Developing T1 Scales
• Developing/Sharing Assessments
  ○ Playlists
  ○ Choice boards
  ○ Portfolio Options (district direction?)
  ○ Growth Mechanisms
	6th-8th Staff
	• District's Guiding Principles for Grading and Reporting Mastery Levels (established beforehand with administration)
	• Separation of academic and Profile of a Learner Competencies.
	
	Year at a Glance and Pacing Schedule per Quarter
	
	Utilizing Proficiency Scales in the Classroom
	• Common vision, approach, visual, message to students and parents

	Infinite Campus Meeting with Front Office admin team for training on standards input/led reporting.

Spring 2026 Internal
Informing parents and families about standards based reporting and what to expect this year. • Common Messaging Lesson plan formatting and progress monitoring of standards expectations of teachers. Developing an observation and evaluation tool aligned with District priorities and structures a Proficiency Scales to reinforce growth as a culture for teachers as well. *Outline 2026-2027 Full Implementation Plan*

SCHOOL SERVICES OF MONTANA

2026-2027 Overall Project Targets:

Participants will:

- ★ K-5: Implementation of Standards Based Grading; Standards Led Instruction using Student Centered Approaches
- ★ K-5: Student led or student supported parent teacher conferences (in person, portfolio, products, etc)
- ★ K-8: Student led and centered approaches within the classroom
- ★ 6th-8th: Receive instructional expectations for PBE implementation at K-5 and 6-8 readiness for 27/28 implementation.
- ★ 6th - 8th: PBE Student Led Practices in the Classroom - form PLCs to collaborate throughout the year
- ★ Collecting evidence and designing authentic assessments 6th-8th
  - T1 & 2: Standard solidification for reporting, proficiency scales and assessments

Summer 2026 PD
Infinite Campus Meeting with Front Office admin team for training on standards input/led reporting.

2026-2027 BOY PIR AM 8:30am - 11:30am	**2026-2027 BOY PIR PM** 12:30pm - 3:30pm
Consider Bringing Partner PD Facilitator - Break into K-5 and 6th -8th for more direct focuses	
Focus on 6th - 8th Grade Review District's Guiding Principles for Grading and Reporting Mastery Levels (established beforehand with administration) ***Grading and Reporting Deep Dive**** **K-8 Staff** District Plan with Checkpoints & Deadlines for Reporting **Year Long Vertical Alignment of Standards** (identifying gaps/areas of focus) Build out from Standards, Proficiency Scales and Assessment - filling gaps; using MECC Frameworks to guide Enduring understandings, essential questions, differentiation, and resources.	High Quality Instructional Materials (aka District adopted curriculum) overlay with standards; finding areas in need of supplementation. **K-8** **Everything Proficiency Scales** *What's in a 'grade'? *Flexibility yet consistency *Communication with students *Sample Report Card for Teacher's to View Grade Level Teams - Proficiency Scales 6th-8th **Authentic Assessments - K-8** • Focus on Student Led/Centered Practices: examples, routines, best practices, structure, etc.

TBD Sep 2026 1 Hour	**TBD Oct 2026** 1 Hour
• Internal PLC: based upon momentum ○ Guide and Template to admin to guide	Site Days TBD • "Day" On Site Visit - meeting with grade level

ASSESSMENT SYSTEM REVIEW SPREADSHEET							
GRADE(S)	CONTENT	NAME	MONTH GIVEN	WHO REQUIRES	TYPE	INTENDED USERS	INTENDED USES
K-8	ELA	ISIP #1	SEPTEMBER	DISTRICT/STATE	UNIVERSAL SCREENER	Leadership Team, SPED, MTSS, Teachers	4, 5, 6, 7, 9, 10
K-8	ELA	ISIP #2	JANUARY	DISTRICT/STATE	UNIVERSAL SCREENER	Leadership Team, SPED, MTSS, Teachers	4, 5, 6, 7, 9, 10
K-8	ELA	ISIP#3	MAY	DISTRICT/STATE	UNIVERSAL SCREENER	Leadership Team, SPED, MTSS, Teachers	4, 5, 6, 7, 9, 10
K-8	MATH	STAR #1	SEPTEMBER	DISTRICT/STATE	COMMERCIAL INTERIM	Leadership Team, SPED, MTSS, Teachers	4, 5, 7, 9, 10
K-8	MATH	STAR #2	JANUARY	DISTRICT/STATE	COMMERCIAL INTERIM	Leadership Team, SPED, MTSS, Teachers	4, 5, 7, 9, 10
K-8	MATH	STAR #3	MAY	DISTRICT/STATE	COMMERCIAL INTERIM	Leadership Team, SPED, MTSS, Teachers	4, 5, 7, 9, 10
3-5	ELA	STAR #1	SEPTEMBER	SCHOOL	COMMERCIAL INTERIM	Leadership Team, SPED, MTSS, Teachers	4, 5, 7, 9, 10
3-5	ELA	STAR #2	JANUARY	SCHOOL	COMMERCIAL INTERIM	Leadership Team, SPED, MTSS, Teachers	4, 5, 7, 9, 10
3-5	ELA	STAR #3	MAY	SCHOOL	COMMERCIAL INTERIM	Leadership Team, SPED, MTSS, Teachers	4, 5, 7, 9, 10
K	ELA/MATH	ESGI #1	SEPTEMBER	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5, 9, 10
K	ELA/MATH	ESGI #2	JANUARY	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5, 9, 10
K	ELA/MATH	ESGI #3	MAY	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5, 9, 10
1 -2	ELA	AMIRA #1	SEPTEMBER	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5
1-2	ELA	AMIRA #2	JANUARY	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5
1-2	ELA	AMIRA #3	MAY	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5
2-5	ELA	HMH #1	SEPTEMBER	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5, 10
2-5	ELA	HMH #2	JANUARY	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5, 10
2-5	ELA	HMH #3	MAY	SCHOOL	BENCHMARK	Leadership Team, SPED, MTSS, Teachers	4, 5, 10
3-8	ELA	MAST #1	OCT-NOV	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	MATH	MAST #1	OCT-NOV	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	ELA	MAST #2	JAN-FEB	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	MATH	MAST #2	JAN-FEB	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	ELA	MAST #3	MAR-APR	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	MATH	MAST #3	MAR-APR	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	ELA	MAST #4	MAY	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9
3-8	MATH	MAST #4	MAY	STATE	STATE TEST	Leadership Team, SPED, MTSS, Teachers	2, 4, 5, 9

LENGTH-MIN	RECOMMENDATION	ACTION STEPS
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PROGRESSION, GROWTH, AND PROFICIENCY

As seen in the data provided, we are assessing student learning on a continual basis. Please note the spreadsheets generated BOY, MOY, EOY for all students grades K-8 (samples provided for grades 2 and 4) in Mathematics and ELA. The spreadsheets are generated by compiling all available data for each student. The data points used come from the MAST Assessment, Istation, STAR assessments, Amira, oral reading fluencies, Reflex math, benchmark assessments embedded within core curriculums, classroom projects, overall subject grades, ect. After the data has been compiled each students' scores are color coded (red-novice, yellow-nearing proficiency, no shade-proficient, blue-advanced). Spreadsheets are duplicated and distributed to administrators, classroom teachers, Title I staff members, and paraprofessionals.

After data has been distributed, we analyze it in grade level teams. An evaluation is made on a student-by-student basis to ensure students are continuing to perform at a proficient level. As the proficiency cut off score increases over time this shows whether students are continuing to make gains or not. Students falling below the proficiency benchmark in multiple areas are discussed for potential added services such as Title I assistance, or the after-school program at the YMCA. We use the same process for ELA and Mathematics.

In addition to using the spreadsheets to evaluate learning for individual students, the spreadsheets are used by classroom teachers to inform instruction. The spreadsheets are used by instructors to help determine the placement of students in differentiated learning groups. Additionally, Istation provides lists to teachers of students in their classes needing intervention on specific skills in ELA. Istation also provides detailed scripted direct instruction lessons for needed skills. STAR assessments also allow teachers to connect to NearPod where they will find lessons specifically designed for their students. Teachers district-wide have received professional development in utilizing the features of these programs.

PROFICIENCY-BASED LEARNING MODEL

We have been working with the Montana Education Curriculum Consortium (MECC) for several years. Our district participates in professional development provided by MECC, as well as in curriculum review.

We have been working through our plan for a proficiency-based learning model for our district and have completed a great deal in grades K-2, including a rewrite of the K-2 report cards to reflect proficiency in standards. We have faced some opposition in moving to a proficiency-based plan as our scores on statewide assessments are consistently higher than the state average, indicating to educators that what we are doing is working well. Moving forward in our plan we decided we needed an outside entity to facilitate with the intermediate and middle school grades. This is the reason we have employed MECC and their expertise.

Please find the plan created with MECC attached. We have laid the framework with all staff members and have featured this discussion in Leadership Team meetings, professional development committee meetings, labor management meetings, school board meetings and staff meetings. We have already incorporated this change in grades K-2 and will fine tune and move forward to grades 3-5, then 6-8.

Dillon K-8 Plan

Professional Learning Series

Leadership Targets:

- ★ Student, parents, families, and community readiness plan for PBE and standards based grading
- ★ Development of observation and evaluation tool that models the PBE philosophy with standards for teachers and monitoring mastery through growth.

2025 - 2026 Objectives for Educators and Support Personnel:

Participants will:

- ★ K-8: Prioritize Standards in all content areas
- ★ K-8: Design a yearlong plan of what standards will be reported in each trimester
- ★ K-8: District's Guiding Principles for Grading and Reporting Mastery Levels - establish district wide proficiency guidelines document for consistency and transparency (0-4, 1-4, etc)
- ★ K-8: Design and be able to replicate student and parent friendly proficiency scales
- ★ K-8: Connect district approved curricula to standards; what's excess, what's weak?
- ★ K-8: Build authentic assessments that directly assess standard of focus.
- ★ K-5 Build Standards into Infinite Campus per Trimester for 26/27 Year Reporting - MAST considerations

Session Objectives

- Communicate the main components of proficiency based education
- Connect proficiency based education and standards led instruction as the curriculum
- Envision the teacher, classroom, school, and district PBE connections.
- Design Competency Statements for Profile of a Learner
- Understand frameworks usage in the classroom
- Prioritize Standards

August 26, 2025 AM 8:30am - 11:30am	August 26, 2025 PM 12:30pm - 3:30pm
All Staff Introductions/Housekeeping • Dillon K-8 Timeline - presented by Admin • SSOM PD Plan - how we are getting there. Proficiency Based Education - what it is, what it isn't, where we are going. • Beliefs, components, collective efficacy, classroom to school to district system change • Teacher self assessments Dillon K-8 Profile of a Learner • Developing K-8 competency statements district wide	**All Staff** Standards aligned instruction; prioritization of standards for reporting. • Curriculum vs HQIMs • MECC Frameworks • Grade level/band teamwork • Prioritizing with REAL Criteria • Identify supporting standards bundled with priority standards Year At a Glance MAST testlet selection layout • Trimester Year At a Glance for each Content Area (consider MAST) ○ Standards per trimester in all content areas for SBG reporting

SCHOOL SERVICES OF MONTANA

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	6th-8th Staff
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TBD Sep 2026 1 Hour	TBD Oct 2026 1 Hour
• Internal PLC: based upon momentum ○ Guide and Template to admin to guide	Site Days TBD • "Day" On Site Visit - meeting with grade level

sessions.	teams to discuss T1 - T3.

TBD Late Fall 2027 1:00 -3:30 p.m.	**TBD Feb 2027** 1:00 - 3:30 pm
K-8; 6th - 8th Focus Year at a Glance: • K-5 reflections, revisions, standards based report card changes • 6th - 8th Grades Content Area coordinating year at a glance with proficiency scales and common assessments	Where are we? What is most important to tackle before Fall 2027 SBG K-8?

Mentor/Mentee Program Calendar & Agenda

Tuesday, August 20th: New on Campus Set-Up Required attendance .5 PIR
Location & Time: District Library 9am-12pm

☐ Time to work in your classroom if you wish afterwards

Computers Set-Up **Location: District Library** **1 1/2 hours**	School Website: New teacher is provided/shown/has time to create ☐ Laptop passwords ☐ School website log-in & passwords and walk-through ☐ Creating work tickets ☐ Create Welcome Letter on Website Teacher Page (give expectations) ☐ Location of Online Staff Handbook, CBA, Accident Reports Email: New teacher is provided with… ☐ Access & set-up of both school emails Voicemail ☐ New teacher has successfully given handout for how-to set up their voicemail Printing ☐ Set-up teacher for printing from classroom to teacher lounge/hallway printers Google Classroom (DMS staff+5th grade) ☐ Set-up a google classroom for each class; follow school format ☐ How to make an assignment/etc. Video How-To created by : ☐ Set-up GoGuardian ☐ Set-up Infinite Campus (available first week of school) ☐ Set-up Live Lesson Plans on GoogleDrive ☐ Set-up Google Classroom
Principal Building Tour **30 minutes**	Building Walk-Through ☐ Bathrooms - staff & student ☐ Staff Lounge ☐ Copy machine - **copy code,** building policy for copying/printing ☐ Supply Room(s) ☐ Maintenance/Cleaning ☐ Cafeteria ☐ Library ☐ Gym ☐ Bus Entrance ☐ Faculty Parking ☐ Student Movement (entrance/exit, lunchroom, etc.)

	☐ Building Office Layout ☐ What supplies are available in building and district office ☐ Where "forms" can be found ☐ First aid/medicine ☐ Turn-in station for emergency sub plans/goals ☐ Mailboxes
Building Principal/Supervising Mentor **30 minutes**	Evaluation & Goals ☐ Review system for evaluation ☐ Shares an example of a measurable goal and discusses with new teacher and discusses expectations ☐ New teacher is able to write measurable professional goals ☐ Discuss preparation for administrator observations ☐ Due date Emergency Lesson Plans ☐ What are the expectations? ☐ Provide models of various emergency plans ☐ Due date PIR Forms ☐ PIR requirements within the district ☐ Updating your PIR form for the school year to come ☐ .5 PIR credit for Tuesday , August 22nd ☐ .5 PIR credit for Wednesday, August 23rd
District Superintendent **30 minutes**	CBA & Teacher Handbook ☐ Review CBA–what is it? Specific areas of note. ☐ Review Teacher Handbook–What is it? Specific areas of note.

Mentor/Mentee Program Calendar & Agenda

AUGUST
Date&Time: Wednesday, Aug 21 1-4pm
Location: School library

- ☐ Welcome: Introductions
- ☐ Distribute mentee binders
- ☐ Schedules: New teachers understand their daily teaching schedule (subjects,meetings, personal prep etc.)
- ☐ How to Use District Library
- ☐ Special Education program
  - ☐ New teacher has been given accommodation information for all of the students they will serve.
- ☐ Split into building groups to go over checklist for beginning of school in Checklist Document
- ☐ Where to find curriculum
- ☐ Goal sheets
- ☐ Plan for first day of school
  - ☐ New teacher has ideas for building a sense of community among students
  - ☐ Mentor shares experience with classroom management strategies
  - ☐ Mentor shares first 2 weeks of school

Mentor shares systems that work for them

- ❑ Grade organization & best practices and norms
- ❑ Tracking homework/make up work
- ❑ First Day/Week
- ❑ Distribution of materials
- ❑ Other

Visit a Mentor Teacher or Grade Level teacher's classroom to see set-up, organization, ask Qs, etc.

SEPTEMBER
Date&Time: Wednesday,September 4 3:45-4:45
Location: School library

Opening:
5 minute Independent Write: 1)On a scale from 1 to 5, how would you rate the opening day of school? Why? 2) What is your greatest concern right now?
Follow-up Discussion in a small group: "How's it going? And What did you write about?"

Main Topics:

- ☐ Bring your calendars: plug in important dates for start of year/months
- ☐ Discuss behavior expectations and consequences (Academic Assistance; Refocus and Write-Ups; PAX)
- ☐ Early release days
- ☐ New teacher knows how to request a Sub
  - ☐ New teacher has a sub plan template that works for them ready to go.
  - ☐ New teachers can print current rosters & seating charts from Infinite Campus to include in the sub folder.
- ☐ Parent Teacher Conference Expectations (DMS/PV: Oct 14-15)
  - ☐ Schedule and format
  - ☐ Data to distribute & understand
  - ☐ Importance of positive feedback
- ☐ Binders: review the Teacher and Student expectation checklist

OCTOBER
Date&Time: Wednesday, October 2 3:45-4:45
Location: School Library

NOVEMBER
Date&Time: Wednesday, November 6 3:45-4:45
Location: School Library

- ☐ What teaching responsibilities are you

- ☐ Divide into building groups.
- ☐ 5 minute Quick write Reflection Question: **What were one or two of your successes as a teacher during the past weeks?**
- ☐ Group share
- ☐ Talk about pre assessments and uses of data
- ☐ Talk about communication with principals, colleagues, parents and students
  - ☐ What successes have you experienced in working with parents? How could you expand your interaction with them? Discuss strategies for teacher/student relationship building techniques
  - ☐ Discuss action plan/strategies for parent communication
    Any questions or struggles with communication in any area?
- ☐ End of Quarter expectations (Nov. 3rd)
- ☐ Mentor/New Teacher check in on organization practices (handing in work, routines, etc) in the classroom
  - ☐ What are effective routines you do use?(Mentor and Mentee)
  - ☐ What is working?
  - ☐ What areas would the mentee like to improve? Suggestions and actions to get there.

concerned about?

- ☐ Curriculum progress and pacing
  - ☐ How's it going?
  - ☐ Have you aligned your units with standards?
  - ☐ What standards are you missing in your teaching?
- ☐ Classroom management
  - ☐ How's it going?
  - ☐ Parent relationships
  - ☐ Data collection/documentation
  - ☐ Student relationships
  - ☐ Unmotivated students
  - ☐ Discussion on techniques to deal with student absences and missing work
- ☐ Discuss holiday/assembly/alternative schedules that occur more frequently at this time of year.

DECEMBER
No Meeting

JANUARY
Date&Time: Wednesday, January 8 3:45-4:45
Location: School Library

- ☐ Goal setting for second half of year
  - ☐ Fill-out Professional Development Plan handout; discuss goals with group
  - ☐ What new things might you try to improve your teaching?
  - ☐ Ex: Rearrange room, expand repertoire, try new protocol, read a new teaching book, work on an area you'd like to improve.

	☐ Ideas for Night of Excellence and parent teacher conferences ☐ Spring parent teacher conferences (March 3-4) ☐ What items need to be discussed? ☐ Check-in: How's it going? What would mentee's like to talk about?
FEBRUARY Date&Time: Wednesday, February 5 3:45-4:45 Location: School Library ☐ Test Prep games/strategies ☐ Preparing for SBAC ☐ Requisitions for next year ☐ P/T Conferences March 3-4 Whole group/Small group collaboration: ☐ Mentor brings/shares **professional excerpt, teaching strategy, handout, book/text, to share with everyone (and the grade levels you think your strategy fits best for).** We will do this as a whole group "share" where you give us a quick run-down of the strategy or source you brought. Then, we can allow for discussion in smaller groups of any strategies our mentees have they want to share for the greater good of the group. Sometimes it is nice to have a fresh idea that someone else really loves and values and knows "works" to try in our own classroom.	**MARCH** Date&Time: Wednesday, March 5 3:45-4:45 Location: School Library ☐ Share and celebrate progress on professional growth plans ☐ What were your short and long term goals? How is it going? ☐ Mentor Program: Observation Check-In ☐ Goal setting Check-In ☐ Summer & Next Fall Goals ☐ What new things might you try to improve your teaching? ☐ Ex: Rearrange room, expand repertoire, try new protocol, read a new teaching book, work on an area you'd like to improve. ☐ SBAC testing procedures (if applies to teacher) ☐ Discuss procedures and process for any upcoming spring standardized testing (SBAC, etc) ☐ What are your fears/worries? ☐ Brainstorm ways to help testing run smoothly ☐ Brainstorm ways to get students prepared for the test ☐ Celebration of Excellence: Thursday, April 24 ☐ Last weeks of School Tips & Expectations ☐ Wrap-Up: Any concerns, questions to discuss?
APRIL Date&Time: Wednesday, April 2 3:45-4:45 Location: School Library ☐ Reflect on wins and areas to be changed for next year. ☐ What kind of support from this program	**MAY** **No Meeting** Program Reflections due ☐ Complete and turn in program evaluations and reflections

did you find helpful? What didn't happen that would be helpful? ☐ Discuss strategies for keeping the momentum going for students and teachers through the end of the year. ☐ Field trip and end of year expectations ☐ Preview checking out of school for summer ☐ Inform District Office if changing lanes and unused personal days ☐ Look at and consider summer professional development opportunities ☐ Review end-of-year checklists	☐ Take some time to write down your experiences from the year ☐ What have you learned? ☐ What will you change? ☐ What were your success stories?

TEACHER SUMMATIVE EVALUATION FORM

Teacher School Year

Grade(s) Subject Area(s)

Evaluator Joel Rogers

Observation Date Date of Conference

☐ Tenured Teacher ☐ Nontenured Teacher

Years in District Years Overall

Year last evaluation completed

DOMAIN ONE: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state and district assessment levels of performance.
- The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.
- The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and state and district assessment performance levels.
- The teacher demonstrates the ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of his or her students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

DOMAIN TWO: LEARNING ENVIRONMENT

- The teacher clearly defines procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student

conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment.
- The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

DOMAIN THREE: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING

- Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of student understanding. Teacher encourages students to pose his or her own questions and is responsive to student questions. Teacher facilitates student led discussions.
- The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.
- The teacher can analyze data presented in reports and determine how to plan instruction for the students in the classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

TEACHER SUMMATIVE EVALUATION FORM

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership through honesty and integrity in relations with students, staff and the community.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school or district.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

SUMMATIVE EVALUATION RATING

☐ **Unsatisfactory** ☐ **Developing** ☐ **Proficient** ☐ **Exemplary**

IMPROVEMENT PLAN REQUIRED FOR:

DOMAIN ONE

DOMAIN TWO

DOMAIN THREE

TEACHER SUMMATIVE EVALUATION FORM

DOMAIN FOUR

The teacher and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher Signature Date

Evaluator Signature Date

If the teacher disagrees with feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Additional information becomes part of the appraisal record.

School Climate

VALID AND RELIABLE TOOL

In the spring of 2024, we conducted a survey of parents, students, staff, board members, and administrators. The survey was conducted online through our website for parents, and was sent out by email to staff, students, administration, and board members. Our goals in sending the survey included a desire to improve the climate and culture of our district and its schools. We know that engagement, safety, and environment are paramount in the success of our students. We have carefully reviewed the questions on the new OPI Climate Survey and have found that they elicit much the same information, therefore we have decided to wait until spring to put another survey out to our stakeholders. Please see our comparisons and the results of our survey below:

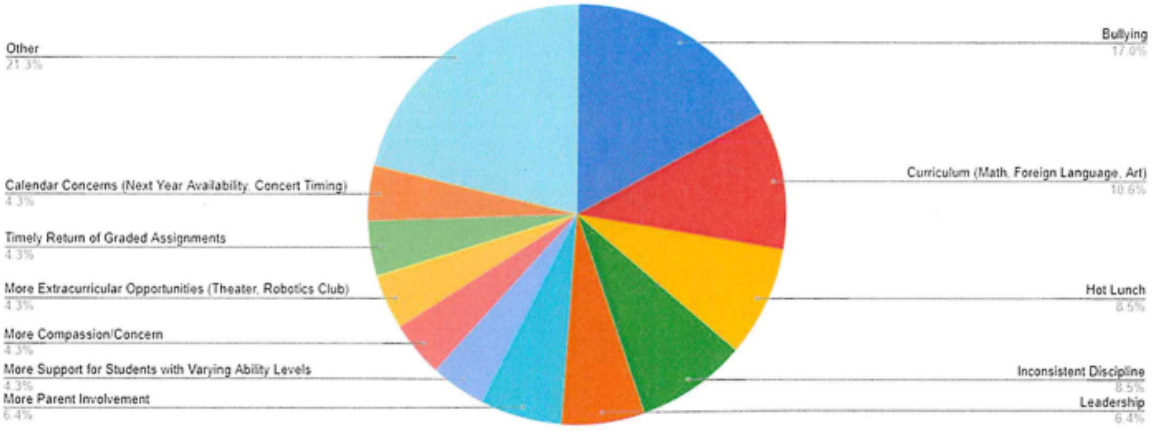
FAMILY SURVEY

OPI Climate Survey	Dillon Elementary Schools Survey
1. My child's school has clear rules and expectations for behavior.	Clearly defined procedures regarding student behavior are in place at the school. The school clearly communicates to students the consequences of breaking school rules. I know what my student's teachers expect of my child. My student(s) know what their teachers expect of them. The school rewards positive student behavior.
2. School rules are equally implemented for all students.	The school treats all students fairly.
3. Staff at my school take action when any type of bullying is reported.	The adults at this school acknowledge and pay attention to students. The teachers at this school acknowledge and pay attention to students. The school effectively handles student discipline and behavioral problems.
4. At my child's school cyberbullying is a problem among students.	
5. School staff communicate effectively with me about my child's well-being.	I am informed about my child's progress at school. Teachers help me know how to support my child's learning at home.
6. I feel safe at my child's school.	I feel safe at the school. I feel safe at pick-up and drop-off. My child is safe at school.
7. Teachers care about my child.	The teachers at this school care about students. The adults at this school care about students.

	The teachers believe that every student can have academic success.
8. I feel welcome and accepted at my child's school.	I feel welcome at my student's school.
9. School staff works to ensure my child's school is free from harassment and prejudice of any kind.	The school fosters appreciation of student diversity and respect for each other.
10. At my child's school, all students are treated respectfully regardless of who they are or where they come from.	The school fosters appreciation of student diversity and respect for each other. The school treats all students fairly.
11. At my child's school, every student is given the opportunity to pursue their academic interests	The school promotes academic success for all students. The school encourages opportunities for students to decide things like class activities or rules. The school encourages students to be creative. The school is a supporting and inviting place for students to learn. The teachers believe that every student can have academic success.
12. My child's school provides instructional materials that accurately reflect students' cultural background, ethnicity, and identity and are free from bias.	The school fosters appreciation of student diversity and respect for each other.
13. Teachers encourage my child to take responsibility for his/her own learning.	The school encourages students to advocate for themselves and their needs.
14. Caregivers are given the opportunity to take part in decision-making at school.	This school facilitates parent engagement. I know the goals that my student's school is working on this year.
15. I like my child's school building.	I am proud of my child's school.
16. My child's school is kept clean.	The school is a supporting and inviting place for students to learn.
17. The school campus provides teachers with adequate supplies, facilities, classroom space, and materials to support teaching and learning.	The school is a supporting and inviting place for students to learn.
18. I am able to help shape what my child is learning in his/her classes so that he/she is prepared for the future.	The school uses information, (i.e. data (CNA)) to develop goals and action plans.
19. I feel comfortable asking questions and making recommendations about my child's educational experience.	I feel comfortable talking to teachers about my student(s).

Family Survey 23-24			
Question	Disagree	Neutral	Agree
The school effectively handles student discipline and behavioral problems.	29.4	17.6	52.9
The school encourages opportunities for students to decide things like class activities or rules.	17.6	29.4	53
Students show respect for other students.	18.8	26.4	54.7
The school uses information, (i.e. data) to develop goals and action plans.	15.4	25	59.6
I know the goals that my student's school is working on this year.	21.1	19.2	59.6
The school fosters appreciation of student diversity and respect for each other.	13.4	26.9	59.6
This school facilitates parent engagement.	15.1	22.6	62.2
The school treats all students fairly.	22.7	15.1	62.3
My student enjoys being at school.	17.3	19.2	63.5
The school encourages students to advocate for themselves and their needs.	17	18.9	64.1
Students are supportive of each other at this school.	15.1	20.8	64.1
My child feels like they belong at this school.	13.4	21.2	65.4
I am proud of my child's school.	16.9	15.1	67.9
The school is a supporting and inviting place for students to learn.	16.9	15.1	67.9
I feel welcome at my student's school.	7.6	24.5	68
The school rewards positive student behavior.	11.5	17.3	71.1
The school encourages students to be creative.	11.5	17.3	71.2
The school sets high standards for academic performance for all students.	15.1	13.2	71.7
The school promotes academic success for all students.	16.9	11.3	71.7
Teachers at the school make learning exciting and fun.	7.7	19.2	73.1
Teachers help me know how to support my child's learning at home.	17	9.4	73.6
Clearly defined procedures regarding student behavior are in place at the school.	7.5	18.9	73.6
The school clearly communicates to students the consequences of breaking school rules.	11.6	13.5	75
My child puts forth their best effort at school.	7.7	17.3	75
Students show respect for the teachers.	3.8	20.8	75.4
I am informed about my child's progress at school.	11.3	13.2	75.5
My child is safe at school.	9.5	13.2	77.3
I know what my student's teachers expect of my child.	0	21.2	78.8
The adults at this school acknowledge and pay attention to students.	3.8	17	79.3
The teachers believe that every student can have academic success.	5.7	15.1	79.3
My student(s) know what their teachers expect of them.	0	19.2	80.8
The teachers at this school care about students.	5.7	13.2	81.1
The school expects quality work of its students.	9.5	9.4	81.2
The adults at this school care about students.	3.8	15.1	81.2
The teachers at this school acknowledge and pay attention to students.	1.9	13.2	84.9
I feel comfortable talking to teachers about my student(s).	5.6	5.7	88.7
I feel safe at the school.	3.8	5.7	90.5
I feel safe at pick-up and drop-off.	1.9	5.7	92.4
I care about my student's education.	0	0	100

Families: What would you change about the school?



STUDENT SURVEY

OPI Climate Survey	Dillon Elementary Schools Survey
1. My school has clear rules for behavior for all students.	I know what will happen to me if I don't follow the rules at school.
2. Staff at my school take action when any type of bullying is reported.	
3. Students at my school try to stop bullying.	
4. At my school cyberbullying is a problem among students.	
5. I feel safe at my school.	I feel safe at school. I feel safe at pick-up and drop-off. I feel safe at recess on the playground.
6. My teachers care about me.	My teachers care about me. My teachers give me attention when I need it. My teachers encourage me to be successful. My teachers know me well. My teachers expect me to do my best.
7. There is an adult at my school I can talk to if I have a worry about safety.	If I have a problem, I have an adult at the school with whom I can talk.
8. I feel welcome and accepted at my school.	I feel like I belong at the school. I enjoy coming to school.

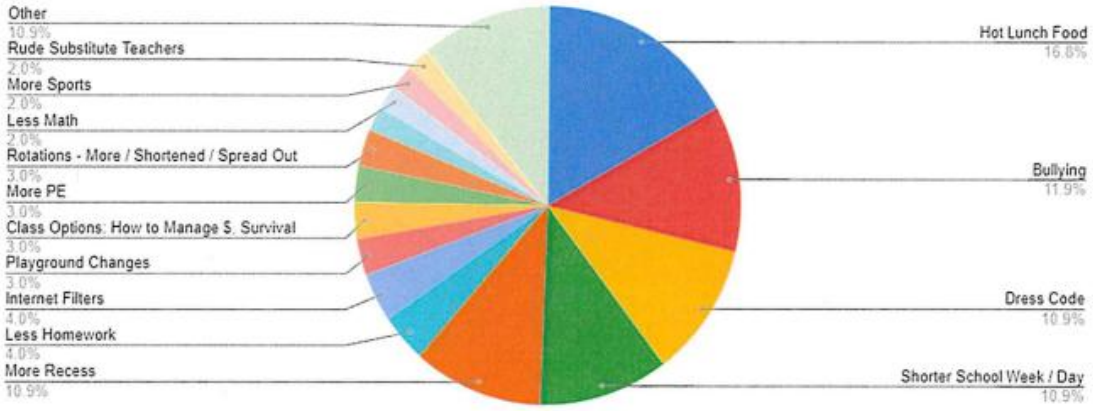
9. At my school, all students are treated respectfully regardless of who they are or where they come from.	My teacher treats me fairly.
10. My teachers encourage me to take responsibility for my learning.	I have opportunities to make my own decisions. My teachers encourage me to be creative. My teachers listen to my ideas.
11. I like my school building	I am proud to go to my school.
12. My school is kept clean.	
13. I feel comfortable asking questions in my classes.	I feel comfortable asking questions in my class.
14. My teachers make learning interesting.	My teachers make learning exciting and fun. School is boring.
15. My teachers are good at explaining things that are hard to understand.	My teachers help me learn from my mistakes.
16. My teachers explain what we are learning and why.	The things I learn in school help me understand the world around me.
17. What I am learning in my classes is preparing me for my future.	The things I learn in school help me understand the world around me.
18. My school and classrooms are places where I can learn.	I feel challenged at this school.

Student Survey Results 23-24

Questions	Negative	Neutral	Positive
School is boring.	49.1	21.2	29.6
I enjoy coming to school.	22.9	19.5	57.7
My teachers make learning exciting and fun.	13.5	27.1	59.3
Other students at this school treat me fairly.	11.1	24.8	64.1
The things I learn in school help me understand the world around me.	18.8	17.1	64.1
Students respect the teachers at this school.	12.2	23.7	66.1
I feel challenged at this school.	17.8	15.3	67
My teachers know me well.	10.3	22.4	67.3
I feel comfortable asking questions in my class.	11	21.2	67.8
Students at school help each other.	13.6	17.8	68.7
I feel like I belong at the school.	16.1	11.9	72.1
My teachers listen to my ideas.	11	16.1	72.8
I have opportunities to make my own decisions.	12.2	13.9	73.9
My parents know what is happening in my classroom.	12.8	12.8	74.4
I am proud to go to my school.	13.7	8.5	77.7
If I have a problem, I have an adult at the school with whom I can talk.	9.4	12	78.6
I feel safe at school.	6.7	13.6	79.6
My teachers give me attention when I need it.	10.2	10.2	79.7
My teachers encourage me to be creative.	5	12.7	82.2
My teachers talk to my parents about how I am doing at school.	7.6	9.3	83

I believe that I can be successful in school.	5.9	10.2	83.9
My teachers help me learn from my mistakes.	8.4	6.8	84.7
My teacher treats me fairly.	3.4	9.5	87.1
Doing well in school is important to me.	4.2	8.5	87.3
My teachers encourage me to be successful.	3.3	8.5	88.1
I feel safe at recess on the playground.	3.5	7.7	88.9
My teachers care about me.	2.5	6.8	90.6
I feel safe at pick-up and drop-off.	0.8	8.5	90.7
I try my best at school, even when it is hard.	2.5	5.1	92.3
My teachers expect me to do my best.	1.7	4.3	94
I know what will happen to me if I don't follow the rules at school.	2.6	3.4	94
My parents care about how I do at school.	2.5	3.4	94.1

Students: What would you change about the school?

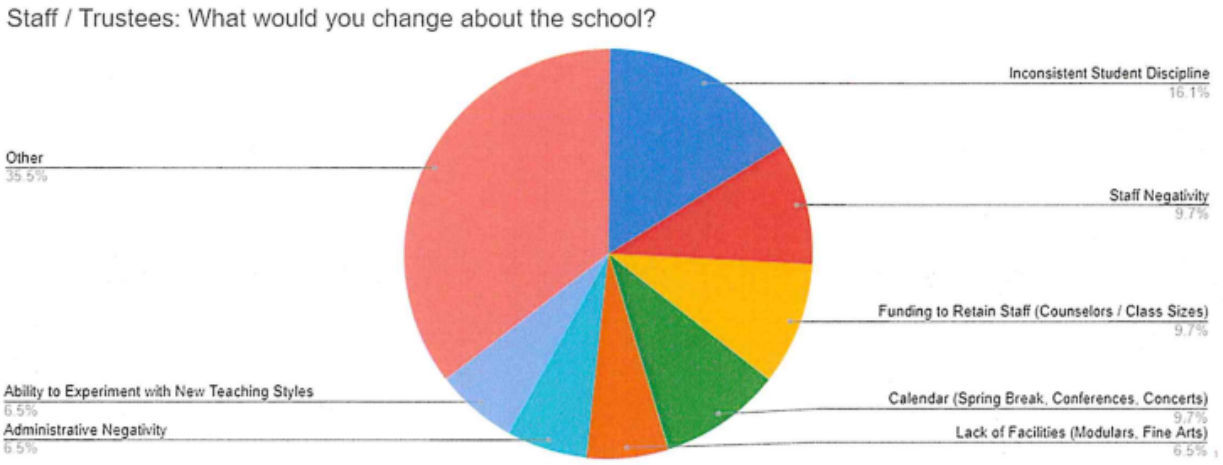


STAFF SURVEY

OPI Climate Survey	Dillon Elementary Schools Survey
1. My school has clear rules for behavior for all students.	Clearly defined procedures regarding student behavior are in place at the school. The school clearly communicates to students the consequences of breaking school rules.
2. School rules are equally implemented for all students.	
3. Staff at my school take action when any type of bullying is reported.	
4. Students at my school try to stop bullying.	

5. At my school, cyberbullying is a problem among students.	
6. School staff communicate effectively with caregivers about their students well-being.*	*This question was on the family survey.
7. I feel safe at my school.	I feel safe at the school. I feel safe at pick-up and drop-off. I feel safe at recess on the playground.
8. I feel welcomed and accepted at my school.	Conditions at the school feel safe and healthy and promote student learning. I feel supported in my role with the school.
9. School staff works to ensure my school is free from harassment and prejudice of any kind.	Teaching practices are inclusive of different cultures and opinions.
10. At my school, all students are treated respectfully regardless of who they are or where they come from.	Teaching practices are inclusive of different cultures and opinions. Teaching practices are inclusive of all learning styles.
11. At my school, every student is given the opportunity to pursue their academic interests.	The school promotes academic success for all students. The school encourages students to be creative.
12. My school provides instructional materials (e.g. textbooks, handouts) that accurately reflect students' cultural background, ethnicity, and identity and are free from bias.	Teaching practices are inclusive of different cultures and opinions.
13. Students are given the opportunity to take part in decision-making at school.	The school encourages students to advocate for themselves and their needs.
14. I encourage my students to take responsibility for their learning.	The teachers believe that every student can have academic success.
15. Staff are given the opportunity to participate in decision-making.	The lines of communication amongst members of the school are open and used.
16. I like my school building.	The school has a positive feel.
17. My school is kept clean.	Conditions at the school feel safe and healthy and promote student learning.
18. The school campus provides teachers with adequate supplies, facilities, classroom space, and materials to support teaching and learning.	Technology is available and effective for student learning.
19. School staff works together to mee the needs of all students, including those who are at-risk.	The school promotes academic success for all students. Teaching practices are inclusive of all learning styles.

Staff and School Board Survey 23-24			
Question	Disagree	Neutral	Agree
Board meetings are effective and useful.	1.9	29.6	68.5
Budget information is accessible and understandable or someone is available to to answer my questions.	3.6	25.5	70.9
The school clearly communicates to students the consequences of breaking school rules.	7.3	18.2	74.5
Clearly defined procedures regarding student behavior are in place at the school.	9.3	11.1	79.6
The lines of communication amongst members of the school are open and used.	5.4	14.5	80
The standards that students are to achieve academically are being progressively met.	1.9	16.7	81.4
Family and observers are welcome at the school.	5.4	12.7	81.8
Teaching practices are inclusive of different cultures and opinions.	1.8	16.4	81.8
I feel supported in my role with the school.	5.4	12.7	81.8
School curriculum is available and useful to students, teachers, and families.	0	16.4	83.6
Students are engaged in learning at school.	5.5	10.9	83.6
The school encourages students to be creative.	3.6	10.9	85.4
Teaching practices are inclusive of all learning styles.	0	13.2	86.8
The school expects quality work of its students.	3.6	9.1	87.3
The school encourages students to advocate for themselves and their needs.	3.6	9.1	87.3
Technology is available and effective for student learning.	1.8	9.1	89.1
The school sets high standards for academic performance of all students.	3.6	5.5	90.9
The teachers believe that every student can have academic success.	1.8	7.3	90.9
The school has a positive feel.	1.8	5.5	92.7
Opportunities exist to grow my skills with the school through professional development, etc.	1.8	5.5	92.7
Technology is available and effective for professional development.	1.8	5.5	92.7
Conditions at the school feel safe and healthy and promote student learning.	0	7.3	92.8
The school promotes academic success for all students.	1.8	5.5	92.8
I feel safe at pick-up and drop-off.	0	3.7	96.3
I feel safe at recess on the playground.	0	3.8	96.3
I feel safe at the school.	1.8	1.8	96.4



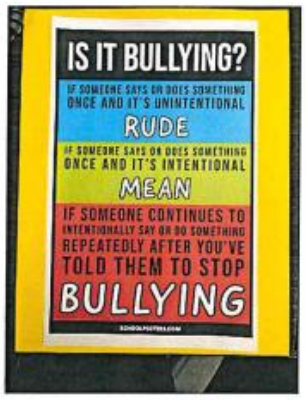
USING RESULTS OF SCHOOL CLIMATE DATA TO MAKE DATA-DRIVEN DECISIONS

The comparison with the OPI Survey does show us the need for including questions regarding bullying and cyberbullying. We had already decided to add questions about bullying based on the open-responses from our families and students on the 23-24 survey. This spring our survey will include the bullying/cyberbullying questions taken from the OPI survey. Our Leadership Team committee spent many hours analyzing the results of our survey to determine strengths and weaknesses. As noted in our ISAP we chose to address a consequence flow chart and bullying. Please see the progress we have made in these areas:

BULLYING

- 04/16/24 Staff meeting-policies on bullying reviewed with entire staff.
- April 2024 began running radio ads for Safer Montana (anonymous tip line) to include reporting bullying.
- 04/17/24 Project AWARE site visit-lengthy discussion on bullying prevention. Courtney Hubbs has resources from the state of Nevada. She will send them to us.
- 04/18/24 Resources received. Bullying Safety Plan similar to a 504. Made copies and will take to administrative team.
- May 2023 Both student handbooks are reviewed to ensure inclusion of common agreed upon language regarding bullying (see pertinent sections from handbooks in pages to follow).
- 08/28/24 Bullying Prevention professional development by Cook Center for Human Development to entire staff.

- 08/28/24 All staff given posters for classroom display giving the definition of bullying. K-2 classrooms given posters depicting what to do if someone is being bullied.





- September 2024 Posters hung in middle school teaching how to use SAFERMONTANA to report bullying seen at school.



- 10/03/24 Elementary counselor sent an introduction letter home with all elementary students. Her letter included the agreed upon definition of bullying (see letter in pages to follow).
- 10/07/24 Mental Health Series webinar available to all parents-"Bullying – Stop the Cycle"
- 11/11/24 Mental Health Series webinar available to all parents-"Bullying – Stop the Cycle"

CONSEQUENCE FLOW CHARTS

- May 2023 consequence flow chart (see charts in pages to follow) is added to elementary school handbook.
- 08/28/24 Consequence flow charts discussed and distributed to all at opening staff meetings. Discussion on the need for principals to be able to differentiate consequences at

times depending on particular student or situational needs just as one would differentiate in the classroom. Teachers asked to review charts with students.

POLICIES AND PROCEDURES

- Please see policies in following pages that "respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel" as per 10.55.891.
- All policies are reviewed annually by school board. Please see school board meeting agenda in pages to follow and note the policy review 3000 series, with the policy review 400 series noted as an agenda item for the next meeting.

Student drop off and pick up:
To ensure the safety of all children, please drop off and pick up students at the main entrance to the building. Please refrain from dropping students off on the north end of the building near the staff parking lot as this is a high traffic area.

Under no circumstances should students arrive at school before 7:50 a.m. At 7:50 a.m. all students in KG will go to the cafeteria. Students in 1st-5th grade will go to recess.

Administering Medicines to Students:
Any school employee authorized in writing by the school administrator or school principal:

1. May administer any drug which may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions if the pupil's parent or guardian consent in writing.
2. May facilitate the administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner if the pupil's parent or guardians' consent in writing.
3. No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy by any means other than ingestion except in an emergency situation.

All medications must be in the appropriate prescription containers and must be delivered to the school by an adult. In the best interest of all the students DO NOT send medications with children. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel. (The complete board policy on Administering Medicines to Students is listed in School Policy #3416.)

Attendance Policy:
It is the responsibility of the parent or guardian to assure their student attends school on a regular basis. When a student is absent due to illness or other emergencies, parents should contact the school prior to 9:00 a.m. In cases where doubt occurs concerning the validity of an excuse, the administration may request verification. If a student is absent and the parent has not notified the school of the absence, the school will attempt to call the parent by 10:00 a.m. All students arriving late for school must first report to the office before going to class.

***An absence letter will be sent home when a student has been absent 5 and 10 times in a trimester. Upon 11 absent days in one trimester, a letter of notification may be sent to the Beaverhead County Attorney. (For the complete board policy on attendance please refer to District #10 Policy Manual section #3123.)

Parkview Elementary School would like to discourage parents from taking students out of school whenever possible. If your child needs to be gone for any reason, we do ask that you send a note with your child informing the teachers of such an occasion. Students leaving the school during the school day must be signed out by their parents prior to exiting the school. If your child will be leaving school with someone other than the legal guardian, we must have written permission from the parent(s) or legal guardian(s) in order to allow the student to leave campus with another adult.

Bullying/Harassment/Intimidation/Hazing:
At Parkview Elementary School bullying, harassment and intimidation are not allowed or tolerated. Simply put, bullying is when someone hurts or scares another person on purpose. Bullying, harassment, and intimidation are aggressive behaviors – words, actions or social exclusions – that intentionally hurt or harm another person. The aggressive behaviors occur ***repetitively*** and there is an imbalance of power between the perpetrator and the victim. Bullying may be perpetrated by one person or by a group.

Misplaced sentiment has it that being bullied is part of growing up and builds character. This unfortunate and dismissive attitude underlies a seeming acceptance of bullying and leads to more of the same harmful behavior. Many researchers now believe that effective intervention and a school climate that has clear rules and social norms against bullying can reduce and eventually eliminate this inappropriate behavior. A clearly stated and consistently enforced school policy is a highly significant factor in establishing a school climate that does not tolerate bullying, harassment, or intimidation.

Parkview Elementary students are taught:

"When someone says or does something unintentionally hurtful and they do it once, that's RUDE"
"When someone says or does something intentionally hurtful and they do it once, that's MEAN"
"When someone says or does something intentionally hurtful and they keep doing even when you tell them to stop or show them you're upset, that's BULLYING"

Birthday Treats:
No Birthday treats will be allowed. Alternative methods for celebrating birthdays may be conducted by classroom teachers. Additionally, flowers, balloons, etc. should not be sent to school for children's birthdays.

Bus Procedures:
Students riding a regular bus route will be required to have a bus registration card with emergency information and a parent's signature. This card will be kept on file with the bus driver. Whenever an alternate bus needs to be ridden or the drop off spot varies, the bus driver will require an alternative rider form. A parent may call the school office, send a note or stop by in person in order to provide the necessary information. This information includes:

- Student Name
- Name of Parent calling
- Phone # where parent can be reached
- Destination
- Address, phone #, and Bus # of destination

A copy is then sent with the child and a copy is kept in the office. Please provide the office with all the above information in adequate time before the dismissal of school. A longer form is available if the student will be riding the alternate bus on a somewhat regular basis (for example: to Scouts every Wednesday). This form must be filled out in person.

Bus drivers want to make every effort to ensure safe transportation and knowing exactly where students are to be picked up and delivered will help considerably. Thank you for your cooperation.

All students are signed up on the Zonar bus tracking system. This system allows our school and transportation department to track students when they got on the bus, get off the bus, and the location where they were picked up or dropped off. It is critically important that students remember their bus cards when they are riding the bus. If a student loses their card a new one must be purchased from the office at a cost of $3.00. Questions regarding this system must be directed to the Beaverhead County High School transportation director Jack Bergeson. He can be reached at (406) 683-4244

Co-Curricular Activities:
Co-curricular activities are those activities that are only open to enrolled students at Parkview Elementary School. Co-Curricular activities include all school sponsored field trips, fun day, and the end of the year track meet.

Dress Code:
Students are encouraged to dress appropriately for the school environment and weather. Questionable items will be handled at the discretion of the principal. Use common sense in your dress and there will be no problems.

The following specific rules apply to the Parkview dress code:
-Shoes must be worn at all times. Flip-Flops are not allowed. Shoes/sandals must have hard soles and a back.
-Hats are allowed to be worn to and from school, and outside at recess. **As soon as a student enters the school building hats must be removed.** Hats may be stored in the classroom during the day. Failure to do so can result in losing the hat for the remainder of the school year.
-Short shorts, tank tops, halter tops, and fish net shirts are not allowed. **The minimum length for shorts will be no shorter than the length of your fingertips when your arms are extended at your sides, shirt straps must be two inches wide.**

MONTANA BEHAVIORAL INITIATIVE (MBI/MTSS) –

Dillon Middle School is a Montana Behavioral Initiative (MBI/MTSS) school. MBI/MTSS is a content-based staff development philosophy and process designed to meet students' diverse and complex social, emotional, behavioral, and academic needs. The term initiative refers to proactive efforts by staff members to identify and prioritize concerns, teach acceptable alternatives to inappropriate behaviors and create a culture promoting healthy habits and respect in schools and communities.

MBI/MTSS assists educators in developing the attitudes, skills and systems necessary to ensure that each student leaves public education and enters the community with social competence appropriate to the individual regardless of ability or disability. MBI has several beliefs that it promotes and at DMS we share the following beliefs:

- All students should be taught all the skills necessary for success: academic, social, emotional and behavioral.
- Schools are places where students can learn and practice positive interpersonal, cross-cultural and citizenship skills.
- A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.
- Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- All students are entitled to be treated with dignity and respect.
- Successful schools gather and use a variety of information to improve teaching and learning.
- Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.
- Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence – filled with a concern for justice and fairness.

Additionally, we have an acronym for DMS that stands for **Determination Motivates Success**. We also have three expectations regarding this acronym: 1) Be Respectful, 2) Be Responsible and 3) Be Prepared.

These expectations lead students to develop the Determination which Motivates them to be a Success.

Finally, a reward system may at times be implemented for those students who have followed the expectations of DMS. Students qualify for quarterly rewards by not receiving a write-up or 7 refocuses during a quarter. Students may also qualify for an end of the year rewards by not receiving a write-up or 7 refocuses during the entire year. Additionally, students must not receive any D's of F's on any quarter report cards or the fourth quarter mid-term report to be eligible for the end of the year rewards.

BULLYING/HARASSMENT/INTIMIDATION

At Dillon Middle School bullying, harassment and intimidation are not allowed or tolerated. Simply put, bullying is when someone hurts or scares another person on purpose. Bullying, harassment and intimidation are aggressive behaviors – words, actions or social exclusions – that intentionally hurt or harm another person. The aggressive behaviors occur **repetitively** and there is an imbalance of power between the perpetrator and the victim. Bullying may be perpetrated by one person or by a group.

Misplaced sentiment has it that being bullied is part of growing up and builds character. This unfortunate and dismissive attitude underlies a seeming acceptance of bullying and leads to more of the same harmful behavior. Many researchers now believe that effective intervention and a school climate that has clear rules and social norms against bullying can reduce and eventually eliminate this inappropriate behavior. A clearly stated and consistently enforced school policy is a highly significant factor in establishing a school climate that does not tolerate bullying, harassment or intimidation.

Dillon Middle School is a place that will foster an atmosphere free of fear and of physical or emotional harm. Dillon Middle School maintains the stand of preventing such behavior and/or dealing with this behavior when it arises, so a safe environment is provided to all students. (See Corrective Actions for Behavior Referrals)

Dillon Middle School students are taught:
"When someone says or does something unintentionally hurtful and they do it once, that's RUDE"
"When someone says or does something intentionally hurtful and they do it once, that's MEAN"
"When someone says or does something intentionally hurtful and they keep doing even when you tell them to stop or show them you're upset, that's BULLYING"