

Montana Board of Public Education

Public Charter School Application

June 2024

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INTRODUCTION

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana's education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education's review of public charter school applications, applicants must submit the application to bpe@mt.gov between the dates of October 28 and November 1, 2024, with a deadline of November 1, 2024 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview, and take public comment on the application in November. Final approval of the application will take place at the January 2025 Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

We recognize that this application may not provide the space to fully respond to each of the questions in the application. Please provide a brief, direct response to each question, with reference to attachments, appendices, and weblinks to lengthier handbooks, policies, and additional information. Please make sure to clearly state where any corresponding responses are located within the application and limit application pages to 26, plus any attachments and letters of support.

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ☒ New Public Charter under existing local school board ☐ New Public Charter District

Name of Public Charter School: Mission Career Forward Charter Academy

Local school district in which the public charter school will be physically located:

St. Ignatius School District #28

Contact Information for the Governing Board Chair

Contact Person: Jeff Evans Board Chair
Name Title

Contact Address: P.O. Box 1540 St. Ignatius, MT 59865

Telephone Number: 406-274-3369

E-mail Address: jevans@stignatiusschools.org

Contact Information for the Person Completing this Application

Contact Person: Jason Sargent Superintendent
Name Title

Contact Address: P.O. Box 1540 St. Ignatius, MT 59865

Telephone Number: 406-396-7839

E-mail Address: jsargent@stignatiusschools.org

Local Board of Trustee Evidence

Check One: ☒ Approved by existing local school board ☐ Refused approval by existing local school board

Provide copy of local school board minutes as evidence.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Mission Career Forward Charter Academy _____

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or are currently operating without the public charter designation. **Appendix XIII.**

Opening Date: 8-27-2025 _____ Public Charter Term Length: 5 Years _____

Grades to be served: K-12

Minimum Enrollment Per Year: 140

Planned Enrollment Per Year: 270

Maximum Enrollment Per Year: 370

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:

Check all that apply: ☒ -Elementary Program ☒ -Middle Grades Program ☒ -High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

| | Elementary | | | | | | | Middle | | High School | | | | Total |
|--------|------------|----|----|----|----|----|----|--------|----|-------------|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Year 1 | 15 | 16 | 18 | 20 | 20 | 20 | 21 | 23 | 23 | 23 | 23 | 24 | 24 | 270 |
| Year 2 | 15 | 16 | 18 | 20 | 20 | 20 | 21 | 23 | 23 | 23 | 23 | 24 | 24 | 270 |
| Year 3 | 15 | 16 | 18 | 20 | 20 | 20 | 21 | 23 | 23 | 23 | 23 | 24 | 24 | 270 |
| Year 4 | 15 | 16 | 18 | 20 | 20 | 20 | 21 | 23 | 23 | 23 | 23 | 24 | 24 | 270 |
| Year 5 | 15 | 16 | 18 | 20 | 20 | 20 | 21 | 23 | 23 | 23 | 23 | 24 | 24 | 270 |

ACADEMIC PROGRAM

See Submission Procedures

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

The St. Ignatius Public School District- Mission Career Forward Charter Academy (MCFCA) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, St. Ignatius Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital schooldistrict. This process will be ongoing as St. Ignatius Public Schools moves into the future with MCFCA. This Strategic Plan is intended to help St. Ignatius Public Schools in focusing its resources in a manner that will best benefit the students enrolled in St. Ignatius Public Schools and MCFCA. The MCFCA is built on the understanding that there is an established need for a charter school in St. Ignatius. With three foundational parts the Charter School students will establish a CTE/Career Interest/Career Pathway based on interests and eventually a path to a career and skills preparing students for their future. Secondly, will be to enhance our CTE/Career Pathways for our Tribal Students and opportunities thereof. Third, we will encompass and bring home school students into our school system with the use

of the company called Harmony through our MCFCFA with the same Expeditionary Career Pathways Development K-12.

The St. Ignatius Board of Trustees, Administration, Staff and Community members began strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process.

On August 16, 2021, the St. Ignatius School District Board of Trustees formally adopted its new strategic plan. Updated with the addition of MCFCFA in October 2024. **Appendix I Board Approval**

St. Ignatius Public Schools view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals with Strategic Objectives. It is understood that progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by St. Ignatius Public Schools and MCFCFA. MCFCFA complies and enhances our recently added Board Policy 2130 for Proficiency-Based/Transformational Learning policy established to progress student skills needed for their future. **See Appendix III. 5 Year Plan See Appendix XII. Board Policy 2130 Proficiency-Based/Transformational Learning**

2. Identify the targeted student population and the community the public charter school proposes to serve.

The MCFCFA has three target populations that will be served under the Public School Charter. First will be students K-12 who have the desire and interest to take advantage of the flexibility of our many career and technical pathways that are identified beginning in kindergarten eligible for MCFCFA STEAM and Career interest and pathways that will be queried as they reach higher grades for specific interests that Career Pathways provide in middle and high school. Secondly, Tribal Students that want the opportunity to learn more about career pathways on any or all federally recognized reservations, governments or career pathways of interest from grade K-12. Third, will be for any students that choose home school that the district currently does not serve to give these students an opportunity for a Charter School Curriculum, financial support through Harmony as students of St. Ignatius School District #28 and MCFCFA (if they choose to do enroll). This charter will provide educational opportunity, with its focus on Career Pathways, that students would not otherwise receive through traditional school that are zoned to attend in the St. Ignatius School District. All three focus populations will be served through MCFCFA.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Student enrollment for the 25-26 school year will start in the Spring of 2025. At this time only students who are enrolled students of St. Ignatius School District #28. We do not feel at this point we will need a lottery procedure at this time. We will look to open and recruit home school students into our charter program with the assistance of Harmony if they choose to enroll in MCFCFA. If MCFCFA enrollment rises more quickly than projected on page one of this application and/or administration finds increased enrollment could impact student instruction, the Administration will institute a lottery driven enrollment process ensuring all in-district students have an equal opportunity to attend MCFCFA.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

The academic program offers a robust selection of choices beginning with Career Themes/Exploration by grade in the elementary school, career exploration and skill building in the middle school and Career Pathways in the high school. A culminating senior project with five-year plan will be required for all high

school seniors of MCFCFA. STEAM opportunities will be offered for all charter students K-12. These classes can be adopted to almost any student's preference for a career as well as Tribal opportunities specific to tribal affiliation or membership. The MCFCFA provides a high quality, healthy, and positive learning climate by having highly skilled educators and incorporating time tested educational materials that promote these CTE/College and Career pathways in each classroom. The program is innovative in that it allows students and parents to choose what their children will focus on as a career path as they progress. The goal is to allow all students to reach their potential as they enter the work force or choose educational paths after high school. Annual assessment will occur at the same time and intervals as the St. Ignatius School District students as prescribed by the Office of Public Instruction and Annual Yearly Progress and Reporting. Student portfolio will be kept with progress annually and passed on grade to grade. Portfolios will be assessed and evaluated annually to ensure progress is made in Career Planning and Skill Development. A Culminating 5 Year Plan will be presented as part of every student required Senior Project. **Appendix VIII.**

Elementary School timeline

| Grade Level | August | September | October | November | December | January | February | March | April | May | June |
|--|---|--|--|--|---|---|--|----------------------------|---|---|---|
| Admin | Introduce to District. Staff meet during PIR to fill in the blanks and plan | Compile and provide portfolio outlines to classroom teachers | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Showcase | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Collect final portfolio reports Advance portfolios to next grade levels Complete any reporting/documentation required |
| PK Salute to Service | Read book (about recycling) | Recycling lesson appreciating our planet | Police speaker for Yick or treating safety | Veterans Day Assembly | US Armed Services presenter | Armed forces pen pals | Fireman presenter | Showcase | Fire/Police Station field trip | Salute to Teachers/Teacher Appreciation Week activity | |
| Kinder Salute to Service | Read book (about recycling) | Recycling lesson appreciating our planet | Police speaker for Yick or treating safety | Veterans Day Assembly | US Armed Services presenter | armed forces pen pals | Fireman presenter | Showcase | Fire/Police Station field trip | Salute to Teachers/Teacher Appreciation Week activity | read book or continue penpals |
| 1st Grade Exploring the Frontiers of Science | | Apples-Horticulture | Pumpkins-Horticulture Sweet Pickin's Pumpkin lifecycle field trip | Human Body-Biology and Medical | History of the Earth-Geology and Paleontology | Sun, Moon, and Stars- Astronomy | Animals and Habitats- Biology | Showcase-Organisms-Biology | Spectrum Science Museum- Light and Sound-Physics | Insectarium field trip- Insects-Entomology | |
| 2nd Creative Arts | | Art with Mrs. Shelman's High School | Red Ribbon week poster contest | Native Art | MCT performance | Native Art | Art with Mrs. Shelman High Schoolers | Showcase | Native Art | Portfolio | |
| 3rd Health Heroes | | Community Garden visit and presentation by Mr. Marchant | Red Ribbon week activity, flu prevention. Informational visit from county office while they are here to offer staff vaccinations | Dental Education from Tribal Health | Dental screenings | Nutrition for your eyes and proper eye care | Hygiene education from Tribal Health | Showcase | Vein screenings | Visit with tribal botanist about Native plants | |
| 4th Botany Basics & Agriculture | | Community Garden visit and presentation by Mr. Marchant | Elements of soil, Red composting worms - build worm habitat and establish a routine for feeding worms and processing the soil | Plant and maintain bulbs/flowers and do school beautification - harvest the school garden and collect seeds to use for next season. Use veggies to add to classroom cooking projects | Study Invertebrates and decomposers. How do they support agriculture? | Study meat production/Ag and tour the local meat processing plant | Tour Eco Compost and start plants for the school garden/plant sale | Showcase | 4th grade Ag days | Plant Sale at Community garden | |
| 5th Outdoor Rec/Natural Resources | | Community Garden visit and presentation by Mr. Marchant | Council Grove (Naturalist) field trip | Naturalist, walking fieldtrips | Naturalist, walking fieldtrips | Naturalist, walking fieldtrips | Naturalist, walking fieldtrips | Showcase | Council Grove (Naturalist) field trip | River Honoring Field Trip | |

Middle School Charter Pathways - Class Size 10-20

Teaching Methods: Direct Instruction, Experiential Learning, Guest Speakers, Hands -On Curriculum: Being created during the 24-25 School Year

MIDDLE SCHOOL PATHWAY PRIORITIES

| | | | | | |
|----------------------|---------------------------------|----------------------|------------------------|-----------------------------|--------------------------------------|
| Hospitality | Government in Action | College Prep | Salute to Service | The Arts | Outdoor Careers |
| Hospitality Training | Mock Election | College Visit | Veteran's Day Honoring | Missoula Children's Theater | Tour of Montana |
| FACS Servesafe | Campaign and Election | Tribal College Visit | Career Day | Winter Concert | International Wildlife Film Festival |
| Career Day | Banking and Finance | Career Day | Military Careers | Spring Concert | Fish Hatchery |
| Banking and Finance | Career Day | Banking and Finance | Community Showcase | Community Showcase | Rocky Mountain Elk Foundation |
| Community Showcase | History of Flathead Reservation | Community Showcase | | | Community Showcase |
| | Community Showcase | | | | |

| Grade Level | August '25 | September '25 | October '25 | November '25 | December '25 | January '26 | February '26 | March '26 | April '26 | May '26 | June '26 |
|-------------|---|---------------------------------------|----------------------------|--------------------------------------|--|---------------------------------------|---------------------------------------|---|---------------------------------------|--|--|
| Admin | Prep for School Year Activities - Review Charter with Staff | Charter School Team Planning and Prep | Plan Career Day Activities | Arrange for Veteran's Day Activities | Charter School Team Planning and Prep | Charter School Team Planning and Prep | Charter School Team Planning and Prep | Prep for Community Showcase | Charter School Team Planning and Prep | Charter School Team Planning and Prep | Evaluation and Planning for 26-27 Year |
| 6th Grade | Hospitality Training | Campaigns and Elections | College Presenter | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Campaigns and Elections | Banking and Finance | Community Showcase - Presenting on the Years Events Through the | Spring Fling Healthy Choices Day IWFF | Outdoor Recreation Careers - Fish Hatcheries, Rocky Mountain Elk | Evaluation and Planning for 26-27 Year |

| | | | | | | | | | | | |
|------------|--|-------------------------|----------------------------|----------------------------|--|---|---------------------------------|--|---------------------------------------|---|--|
| | | | | | | | | Charter School | | Founda | |
| 7th Grade | Hospitality Training | Campaigns and Elections | Tribal College Visit | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Campaigns and Elections | History of Flathead Reservation | Community Showcase - Presenting on the Years Events Through the Charter School | Spring Fling Healthy Choices Day IWTF | Outdoor Recreation - Bird Watching - Ninepipes, Kicking Horse | Evaluation and Planning for 26-27 Year |
| 8th Grade | Hospitality Training | Campaigns and Elections | Tribal College Visit | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Campaigns and Elections | History of Flathead Reservation | Community Showcase - Presenting on the Years Events Through the Charter School | Spring Fling Healthy Choices Day IWFF | Tour of Montana | Evaluation and Planning for 26-27 Year |
| 9th Grade | Intro all students to Career Pathways tracks | Freshman Seminar | Career Day - College Visit | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Real-World Application of Content with Career Focus | Spring Career Day | Community Showcase - Presenting on the Years Events Through the Charter School | Career Resume Creation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |
| 10th Grade | Intro all students to Career | | Career Day - Job Shadows | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Real-World Application of Content | Spring Career Day | Community Showcase - Presenting on the Years Events Through the Charter School | Update Career Resume Creation | Indigenous Culture and Traditions | Evaluation and Planning for |

| | | | | | | | | | | | |
|------------|--|----------------------|---|----------------------------|--|---|--|--|---|--|--|
| | Pathways tracks | | | e | la Children's Theater | with Career Focus | | ng on the Years Events Through the Charter School | | ons - School Pow Wow | 26-27 Year |
| 11th Grade | Intro all students to Career Pathways tracks | Montana College Fair | Career Day - College Visit, Manufacturing Days | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Real-World Application of Content with Career Focus | Spring Career Day | Community Showcase - Presenting on the Years Events Through the Charter School | Update Career Resume Creation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |
| 12th Grade | Intro all students to Career Pathways tracks | Montana College Fair | College/Career Prep - Personal Statement, 5 Year Paper Outline, Mock Interviews | Salute to Military Service | MHS Alumni - College and Career Pathways | 5 Year Plan Completion | Spring Career Day - Personal Finance Bank Representative | Community Showcase - Presenting on the Years Events Through the Charter School | Personal Finance Tribal Representative Presentation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The MCFCFA program does anticipate needing or requesting variances as they comply with all current Montana educational requirements. Variance for Library and number of Librarians will be completed and already approved for St. Ignatius Public School. Counselor and Superintendent Variance will need to be requested. Based on total numbers the district does not anticipate any other needed variances.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

Career/CTE Plan for Career Pathways are a program of study in a specific career pathway, which is a sequence of instruction based on recommended standards and knowledge and skills, consisting of coursework, co-curricular activities, worksite learning, service learning, and other learning experiences. Our mission is to help our students develop knowledge and skills to guide students toward their chosen academic and career goals, by providing a course of study that will help them transition into the workforce, trade school, college or university. We want to support different learning styles, value different

interests and talents, and adapt and respond to up and coming technology and workplace needs. Students must earn a semester grade of C- or higher in their pathway specific courses to gain recognition for pathway completion.

Students who choose a Pathway(s), and meet all of the pathway requirements will:

- Receive recognition on the graduation program
- Earn a Pathway Cord for the program they completed, to be awarded during the graduation ceremony and worn over their gown
- Receive recognition of Pathway completion on their final transcript

Career Pathway

Required Components

Animal Science

Biology, Chemistry, Environmental Science, Anatomy & Physiology, Precalculus/Trigonometry or Calculus or Statistics, Veterinary Science (MTDA)

Aviation

Aviation I, Aviation II, Aviation III

Business & Information Technologies

Personal Finance, Precalculus/Trigonometry or Calculus or Statistics, Algebra and Computers, Introduction to Business & Marketing, Introduction to Law, Entrepreneurship (MTDA)

Child Development & Pre-K Education

Child Development, Personal Finance, Elementary School Aide, First Aid/CPR, Introduction to Education, Art in the Elementary School

College Preparation & Academic Honors

The Honors Diploma Curriculum & Completion of any Career Pathway

Construction Technology

Woods I, Woods II, Woods III, Welding

Culinary Arts

Baking, Restaurant Food & Beverages, Culinary Arts, Personal Finance, Introduction to Business & Marketing

Elementary & Secondary Education

Biology, Chemistry, Geometry, Advanced PE, World Language, History Elective, Speech, Fine Arts Course, CTE Course, Teacher's Aide, Introduction to Education, Childhood Development, First Aid/CPR

Engineering & Robotics

Introduction to Engineering, Introduction to Robotics, Precalculus/Trigonometry or Calculus or Statistics, 2 years STEAM electives

Fine Arts

2 years Visual Arts, 2 years Band or Choir, Speech, Native American Film & Literature, Video Production or Film Appreciation

Health Occupations

Biology, Chemistry, Anatomy & Physiology, Precalculus/Trigonometry or Calculus or Statistics, Health Occupations (MTDA), Coordinate a local Blood Drive

Hospitality & Tourism

Culinary Arts, Personal Finance, International Foods, Baking & Pastry Techniques, Speech, Leadership, Introduction to Business & Marketing

Liberal Arts

Speech, Leadership, Honors English (2+ years), Native American Film & Literature or Creative Writing and Debate, Psychology (MTDA), World Language

Welding Technology

Welding I, II, III, IV

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

The MCFCFA will follow existing St. Ignatius School District policies and procedures as outlined in Board Policy. Specifically, Federal and Montana state law requires the District and in turn the MCFCFA to identify, locate, and evaluate all children who are residents of the District who may have a disability, may be in need of special education, or may benefit from participation in other federal programs offered by the district. AYP and CSIP for OPI, Title I, Title VI, Impact Aid, McKinney Vento, Perkins, Accreditation Standards are documented with these and additional efforts that School District t#28 reports, follows and complies with for students with disabilities, ELL and Gifted Students.

<https://www.stignatiusschools.org/documents/district-policy/7037>

8. Describe student discipline policies, including those for special education students.

Student interventions and providing transformational learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practice, MTSS, PLC and Positive Systems Interventions are all used in School District #28 to promote positive behaviors for all enrolled students.

Best practice suggests that a school-wide approach to Restorative Practice should be implemented intentionally and systematically to create a culture change and ensure success for all students. St. Ignatius is strong system school that was platinum at all levels of Montana Behavioral Initiative and PBIS.

Restorative Practice can easily be embedded in a Multi-tiered System of Supports MTSS framework attached to this application. Our current Positive Systems Interventions that are attached will give the Full Picture of our systematic interventions, school-wide interventions, progress monitors, universal expectations district-wide. (Appendix IV, V,VI)

Positive System Interventions – P.S.I.:

Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.

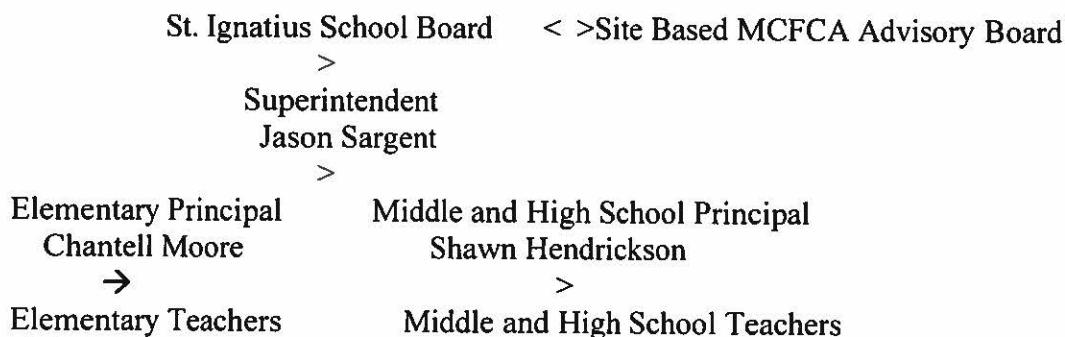
Tier 2: Designed to prevent the development and escalation of problem behaviors for students identified as being at risk for developing chronic behavior problems. Students at Tier 2 get an assigned mentor to run an EdHub plan for every at-risk student with a plan for improvement, progress monitors and documented interventions.

Tier 3: Designed to reduce the intensity, frequency, and / or complexity of problem behaviors by providing individualized behavior supports using evidence-based interventions. Tier 3 get an assigned mentor to run an EdHub plan for every at-risk student with a plan for improvement, progress monitors and documented interventions. <https://www.stignatiusschools.org/documents/district-policy/7037>

SCHOOL GOVERNANCE

See Submission Procedures

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

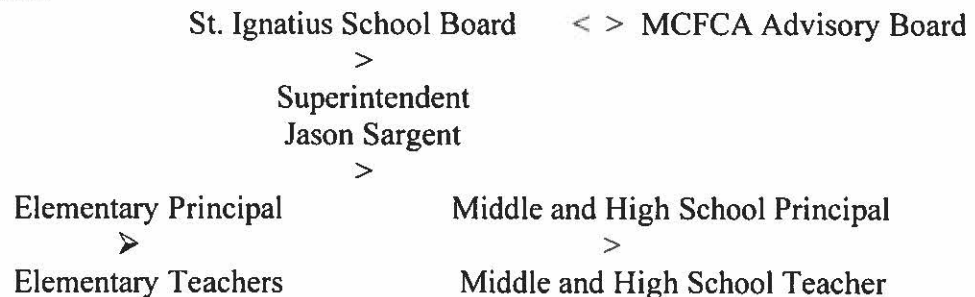


*MCFCFA Advisory Board will consist of the following: Superintendent, Principals, Teacher from Each School, Parent from Each School, Two Community Leaders, Three Select Students

10. Describe the roles and responsibilities of the governing board, the proposed Advisory Board, and other entities shown in the organizational chart.

The St. Ignatius School District sits in the heart of the Mission Valley in the Middle of the Flathead Reservation and Salish and Kootenai Tribe. The district has three main buildings: St. Ignatius Elementary School Transitional Kindergarten – 5th Grade, Middle School Grades 6-8 and High School Grades 9-12. The current enrollment is Elementary: 209 Middle School: 128 High School: 122 and School District is one District K-12 with October count being 458. The district has one Superintendent, one Elementary Principal and one Middle and High School Principal. Special Education Director is shared by administration and the district has one Activity Director. The board is governed by 5 board members. The Board of Trustees has demonstrated its ability to implement the MCFCFA plan as outlined in our 5 year strategic plan with input from MCFCFA Advisory Board. **Appendix III**

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.



12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

The MCFCFA startup plan will include multiple pathways that meet the desired needs of all our students. Our Transformational Learning pathways for each school are included in item 4 above and labeled Timelines. **See Appendix X for a clean copy of timelines.**

13. Describe the plans for recruiting and developing school leadership and staff.

MCFCFA will develop and enlist our Board of Trustees, our MCFCFA Advisory Board, District Administrative Team, Grade level PLC teams. The MCFCFA Advisory Board will be used in order to gain input, solidarity and a vision for the future. We will ask the teachers union leadership for a partnership and team to assure everyone is on board and a part of solutions as we begin and progress with our charter school plans and implementation. We will work with local tribal education agencies for collaboration and communication as expressed in both our five-year plan and annual goals. Career Exploration and skill building is already a big part of our district goals for today and into the future. We will work with all entities to see that every student is working towards a positive future. Our district is a systems leader in the State of Montana and we work to be the model district in our great State of Montana. We believe that students enrolled in MCFCFA will have staff and leadership focused on offering career exploration and skills needed for their future.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

See Appendix III, IV-5 Year Plan and Annual Goals-

See Appendix VII Principal Evaluation and Superintendent Evaluation

Teacher Evaluation will be used for all teachers:



Begin Evaluation

EVALUATION INFORMATION

Employee First Name

Employee Last Name

Employee ID Number

Location

Position Title

Observation Start Date

Observation End Date

EVALUATION CRITERIA

Mont EPAS M L

Would you like to make preliminary comments?

Yes / No

Planning and Preparation

1 Selecting Instructional Goals

1 2 3 4 n/a

2 Designing Coherent Instruction

1 2 3 4 n/a

3 Demonstrating Knowledge of Content and Pedagogy

1 2 3 4 n/a

4 Demonstrating Knowledge of Students

1 2 3 4 n/a

5 Designing Student Assessments

1 2 3 4 n/a

Learning Environment

6 Managing Learning Environment Procedures

1 2 3 4 n/a

7 Managing Student Behavior

1 2 3 4 n/a

8 Establishing a Culture of Learning

1 2 3 4 n/a

9 Organizing Physical Space

1 2 3 4 n/a

Instructional Effectiveness for Student Learning

10 Engaging Students in Learning

1 2 3 4 n/a

11 Demonstrating Flexibility and Responsiveness

1 2 3 4 n/a

12 Communicating Clearly and Accurately

1 2 3 4 n/a

13 Using Questioning and Discussion Techniques

1 2 3 4 n/a

14 Using Assessments in Instruction

1 2 3 4 n/a

QUESTION SET

Mont EPAS M L

Mont EPAS M L

SCORING RUBRIC

- 4 Distinguished
- 3 Proficient
- 2 Growth Needed
- 1 Plan of Improvement

SCORING RUBRIC

- 4 Distinguished
- 3 Proficient
- 2 Growth Needed
- 1 Plan of Improvement

Instructional Effectiveness for Student Learning

10 Engaging Students in Learning

1 2 3 4 n/a

11 Demonstrating Flexibility and Responsiveness

1 2 3 4 n/a

12 Communicating Clearly and Accurately

1 2 3 4 n/a

13 Using Questioning and Discussion Techniques

1 2 3 4 n/a

14 Using Assessments in Instruction

1 2 3 4 n/a

Professional Responsibilities

15 Communicating with Family

1 2 3 4 n/a

16 Developing and Maintaining an Accurate Record System

1 2 3 4 n/a

17 Demonstrating Professional Work Ethic

1 2 3 4 n/a

18 Growing and Developing Professionally

1 2 3 4 n/a

19 Reflecting on Professional Practice and Engaging in a Professional Community

1 2 3 4 n/a

20 Collaborate with Indian Education Committee, Tribal Education, Tribal Government and Local Culture Committee to build positive working relationships. (Document your work through portfolio)

1 2 3 4 n/a

21 Implementation of seven essential understandings should be done in lessons, units and individual curriculum. (Document your work through portfolio)

1 2 3 4 n/a

22 Attend and learn about local traditions and beliefs that shape our children and families. (Document your work through portfolio)

1 2 3 4 n/a

Would you like to make post evaluation comments?

Yes / No

SCORING RUBRIC

- 4 Distinguished
- 3 Proficient
- 2 Growth Needed
- 1 Plan of Improvement

15. State the proposed governing bylaws.

The Proposed governing by laws are the St. Ignatius District policies and procedures written by the Kaleva Law Office and the St. Ignatius School Board, approved October 14, 2024 at the regular board meeting and first introduced at the July 16, 2024 Board Meeting. A link to all policies is found on the St. Ignatius District School Website [stignatiusschools.org](https://www.stignatiusschools.org)

<https://www.stignatiusschools.org/documents/district-policy/7037>

See 5 Year Plan and Annual Goals for Specific 5 Year Plans in Appendix III, IV.

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

MCFCA will partner with companies, Tribal Education, Salish and Kootenai Tribe, Harmony and individuals who can come alongside our teaching staff to enhance the lesson plans created for each pathway. The contractual relationships will become and will be more robust as students gain knowledge and seek more information about their chosen fields. For example, the District will contract professional plumbers, electricians, pilots, welders, iron workers, etc. to apprentice students and eventually assist with their apprenticeship hours to become licensed. The Transformational Learning Policy was added last year to board policy and will be utilized with MCFCA students and our CTE Goals and MCFCA plan. See Appendix XII.

17. Provide the proposed calendar and sample daily schedule.

See Appendix II for proposed Calendar for 2025-2026 – Daily Schedule

Elementary:

| Daily Schedule (Red = Bell Rings) | | | | | |
|--------------------------------------|---|-------------|--------------------------------|-------------|--------------------------------|
| Time | Monday | Time | Tuesday - Thursday | Time | Friday |
| 8:00-8:40 | K-5 Enrichment Activities/Students Arrive | 8:00-8:15 | Morning Recess/Students Arrive | 8:00-8:15 | Morning Recess/Students Arrive |
| 8:45 | Class begins for all students | 8:15 | Class begins for all students | 8:15 | Class begins for all students |
| 9:20-9:40 | Recess for K | 9:20-9:40 | Recess for K | 9:20-9:40 | Recess for K |
| 10:20-10:45 | Recess for 3 | 10:20-10:45 | Recess for 3 | 10:20-10:45 | Recess for 3 |
| 10:30-10:50 | Recess for 5 | 10:30-10:50 | Recess for 5 | 10:30-10:50 | Recess for 5 |
| 10:40-11:15 | Recess for 4 | 10:40-11:15 | Recess for 4 | 10:40-11:15 | Recess for 4 |
| 10:45-11:00 | Recess for 2 | 10:45-11:00 | Recess for 2 | 10:45-11:00 | Recess for 2 |
| 10:50-11:15 | Lunch for K | 10:50-11:15 | Lunch for K | 10:50-11:15 | Lunch for K |
| 10:55-11:15 | Lunch for 1 | 10:55-11:15 | Lunch for 1 | 10:55-11:15 | Lunch for 1 |
| 11:00-11:15 | Lunch for 2 | 11:00-11:15 | Lunch for 2 | 11:00-11:15 | Lunch for 2 |
| 11:15-11:40 | Lunch Recess for K, 1 & 2 | 11:10-11:40 | Lunch Recess for K, 1 & 2 | 11:10-11:40 | Lunch Recess for K, 1 & 2 |
| 11:15-11:40 | Lunch for 5 | 11:15-11:40 | Lunch for 5 | 11:15-11:40 | Lunch for 5 |
| 11:15-11:40 | Lunch for 4 | 11:15-11:40 | Lunch for 4 | 11:15-11:40 | Lunch for 4 |
| 11:20-11:40 | Lunch for 3 | 11:20-11:40 | Lunch for 3 | 11:20-11:40 | Lunch for 3 |
| 11:40-12:00 | Lunch Recess for 3, 4 & 5 | 11:40-12:00 | Lunch Recess for 3, 4 & 5 | 11:40-12:00 | Lunch Recess for 3, 4 & 5 |
| 1:15-1:35 | Recess for 3 | 1:15-1:35 | Recess for 3 | 12:50-1:20 | Recess for K |
| 2:00-2:20 | Recess for 1 | 2:00-2:20 | Recess for 1 | 1:45-2:00 | Recess for 5 |
| 2:10-2:25 | Recess for K | 2:10-2:25 | Recess for K | 1:45-2:00 | Recess for 4 |
| 2:10-2:25 | Recess for 2 | 2:10-2:25 | Recess for 2 | 2:15 | Dismissal |
| 2:20-2:40 | Recess for 4 | 2:20-2:40 | Recess for 4 | | |
| 2:30-2:45 | Recess for 5 | 2:30-2:45 | Recess for 5 | | |
| 3:25 | Dismissal | 3:25 | Dismissal | | |

Middle School:



Mission Middle School Bell Schedule 2024-2025



| Monday A Day | Tuesday B Day | Wednesday A Day | Thursday B Day | Friday A Day |
|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|
| Period 1 8:45 - 9:30 | Period 1 8:15 - 9:06 | Period 1 8:15 - 8:55 | Period 1 8:15 - 9:06 | Period 1 8:15 - 9:06 |
| Period 2 9:33 - 10:16 | Period 2 9:09 - 10:00 | Period 2 9:00 - 9:40 | Period 2 9:09 - 10:00 | Period 2 9:09 - 10:00 |
| Period 3 10:19 - 11:03 | Period 3 10:03 - 10:54 | Period 3 9:45 - 10:25 | Period 3 10:03 - 10:54 | Period 3 10:03 - 10:54 |
| Period 4 11:06 - 11:50 | Period 4 10:57 - 11:50 | Period 4 10:30 - 11:10 Advisory 11:15 - 11:50 | Period 4 10:57 - 11:50 | Period 4 10:57 - 11:50 |
| Lunch 11:50-12:25 | Lunch 11:50-12:25 | Lunch 11:50-12:25 | Lunch 11:50-12:25 | Lunch 11:50-12:25 |
| Period 5a 12:30 - 1:55 | Period 5b 12:30 - 1:55 | Period 5a 12:30 - 1:55 | Period 3b 12:30 - 1:55 | Period 5a 12:30 - 1:00 |
| Period 6a 2:00 - 3:25 | Period 6b 2:00 - 3:25 | Period 6a 2:00 - 3:25 | Period 6b 2:00 - 3:25 | Period 6a 1:05 - 2:15 |

High School:

General Information



Mission High School Schedule 2024-2025



| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| | Enrichment/Club 8:15-8:40 | Advisory 8:15-8:40 | Core Flex 8:15-8:40 | Period 1 A/B 8:15 - 9:35 |
| Period 1 A/B 8:45 - 10:10 | Period 1 A/B 8:45 - 10:10 | Period 1 A/B 8:45 - 10:10 | Period 1 A/B 8:45 - 10:10 | Period 2 A/B 9:40 - 11:00 |
| Period 2 A/B 10:15 - 11:45 | Period 2 A/B 10:15 - 11:45 | Period 2 A/B 10:15 - 11:45 | Period 2 A/B 10:15 - 11:45 | Period 3 A/B 11:05 - 11:45 |
| Lunch 11:45-12:20 | Lunch 11:45 - 12:20 | Lunch 11:45-12:20 | Lunch 11:45 - 12:20 | Lunch 11:45 - 12:20 |
| Period 3 A/B 12:25 - 1:55 | Period 3 A/B 12:25 - 1:55 | Period 3 A/B 12:25 - 1:55 | Period 3 A/B 12:25 - 1:55 | Period 3 A/B 12:25 - 1:00 |
| Period 4 A/B 2:00 - 3:25 | Period 4 A/B 2:00 - 3:25 | Period 4 A/B 2:00 - 3:25 | Period 4 A/B 2:00 - 3:25 | Period 4 A/B 1:05 - 2:15 |

BUSINESS OPERATIONS

See Submission Procedures

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

MCFCA will be incorporated into the overall St. Ignatius School District existing infrastructure for transportation, food service, and all other significant operational or ancillary services. The cost of these services are reflected in the budgetary information on the following pages. MCFCA will be run as a school within a school. Therefore, services such as transportation, food services, and operational services, and operational services will be provided by St. Ignatius School District #28. Students of MCFCA will be provided all the educational technology, chrome books, STEAM, CTE Classes, FACS and Business technology from School District #28.

19. Describe co-curricular and extracurricular programs and how the programs will be funded and delivered.

The St. Ignatius School District currently has many co-curricular and extracurricular programs which are more than adequate to support all MCFCFA students' needs. Students from the charter are welcome into the co-curricular and extracurricular activities at any time. These activities are already 100% funded by the district's general and impact aid budget and can support all the students in MCFCFA. MCFCFA students will be eligible for participation in all School District #28 activities according to the Montana High School Association and District #28 board policies and procedures.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

The MCFCFA will follow the current St. Ignatius District Financial Plan for General, Impact Aid and Title Funds. Including monthly updates to the School Board and status of the district funds and the MCFCFA financial status. Montana law regarding procedures and safeguards is in place and will be followed.

21. Describe the insurance coverage that will be obtained.

The program will be insured along with St. Ignatius School District's other schools using the Montana Schools Property Liability Insurance Program (MSLIP) which is a Montana based school consortia, and with Liberty Mutual Insurance as their stop loss carrier. **Copy Attached in Appendix IX.**

22. Describe the startup and five-year budgets with clearly stated assumptions.

The MCFCFA will operate within the framework of the St. Ignatius School District #28, enjoying the same financial advantages and organizational structures as other district programs. Its personnel and day-to-day operational expenses will primarily rely on funding from the District's General Fund, Impact Aid supplemented by contributions from funds such as Transportation, Retirement, among others. Certified staff members will receive compensation in accordance with the District's established collective bargaining agreement, ensuring that these costs are predictable and controlled. Budget allocations for necessary supplies and equipment will be overseen by the school's principal, adhering to both District Policies and state regulations. To provide a clear financial perspective, we have outlined both the current annual budget and projected expenditures. **See Appendix XI.**

Current Budget for 2024-2025:

| FUND | Adopted Budget |
|-----------------------------|-----------------|
| 01 General | \$ 3,749,834.04 |
| 10 Transportation | \$ 600,000.00 |
| 11 Bus Depreciation Reserve | \$ - |
| 13 Tuition | \$ 101,000.00 |
| 14 Retirement | \$ 709,000.00 |
| 17 Adult Education | \$ 15,458.35 |
| 19 Non-Operating | \$ - |
| 28 Technology | \$ 7,129.46 |
| 29 Flexibility | \$ 40,953.40 |
| 61 Building Reserve | \$ 180,550.38 |
| Total of All Funds | \$ 5,403,925.63 |

Projected Budget for 20252-2030 >

Year 1, Year 2, Year 3, Year 4, Year 5

| Elem | FTE | Amount | Budgeted FTE | Budget |
|-------|-----|--------------|--------------|---------------|
| K | 1 | \$ 48,907.00 | 0.14 | \$ 6,846.98 |
| K | 1 | \$ 40,865.00 | 0.14 | \$ 5,721.10 |
| 1 | 1 | \$ 64,031.00 | 0.14 | \$ 8,964.34 |
| 1 | 1 | \$ 49,231.00 | 0.14 | \$ 6,892.34 |
| 2 | 1 | \$ 58,879.00 | 0.14 | \$ 8,243.06 |
| 2 | 1 | \$ 45,901.00 | 0.14 | \$ 6,426.14 |
| 3 | 1 | \$ 71,093.00 | 0.14 | \$ 9,953.02 |
| 3 | 1 | \$ 37,073.00 | 0.14 | \$ 5,190.22 |
| 4 | 1 | \$ 53,706.00 | 0.14 | \$ 7,518.84 |
| 4 | 1 | \$ 48,907.00 | 0.14 | \$ 6,846.98 |
| 5 | 1 | \$ 45,300.00 | 0.14 | \$ 6,342.00 |
| 5 | 1 | \$ 67,431.00 | 0.14 | \$ 9,440.34 |
| Music | 1 | \$ 38,560.00 | 0.14 | \$ 5,398.40 |
| PE | 1 | \$ 66,002.00 | 0.14 | \$ 9,240.28 |
| NAS | 1 | \$ 63,002.00 | 0.14 | \$ 8,820.28 |
| | | | | \$ 111,844.32 |

| MS | FTE | Amount | Budgeted FTE | Budget |
|----------------|-----|--------------|--------------|--------------|
| 6 | 1 | \$ 67,431.00 | 0.14 | \$ 9,440.34 |
| 6 | 1 | \$ 41,142.00 | 0.14 | \$ 5,759.88 |
| English | 1 | \$ 55,041.00 | 0.14 | \$ 7,705.74 |
| Social Studies | 1 | \$ 69,493.00 | 0.14 | \$ 9,729.02 |
| Math | 1 | \$ 63,002.00 | 0.14 | \$ 8,820.28 |
| Science | 1 | \$ 67,431.00 | 0.14 | \$ 9,440.34 |
| | | | | \$ 50,895.60 |

| HS | FTE | Amount | Budgeted FTE | Budget |
|-------------|-----|--------------|--------------|---------------|
| English | 1 | \$ 63,002.00 | 0.14 | \$ 8,820.28 |
| English | 1 | \$ 38,296.00 | 0.14 | \$ 5,361.44 |
| Math | 1 | \$ 66,593.00 | 0.14 | \$ 9,323.02 |
| Math | 1 | \$ 58,482.00 | 0.14 | \$ 8,187.48 |
| Science | 1 | \$ 59,582.00 | 0.14 | \$ 8,341.48 |
| MCFA | 1 | \$ 42,500.00 | 1 | \$ 42,500.00 |
| History | 1 | \$ 48,907.00 | 0.14 | \$ 6,846.98 |
| CTE 1 | 1 | \$ 63,002.00 | 1 | \$ 63,002.00 |
| CTE 2 | 1 | \$ 63,929.00 | 1 | \$ 63,929.00 |
| Business | 1 | \$ 63,929.00 | 1 | \$ 63,929.00 |
| Art/Spanish | 1 | \$ 70,356.00 | 0.14 | \$ 9,849.84 |
| PE | 1 | \$ 61,512.00 | 0.14 | \$ 8,611.68 |
| | | | | \$ 298,702.20 |

| Admin | FTE | Amount | Budgeted FTE | Budget |
|-----------------|-----|---------------|--------------|--------------|
| Counselor Elem | 1 | \$ 49,922.00 | 0.14 | \$ 6,989.08 |
| Counselor HS | 1 | \$ 70,409.00 | 0.14 | \$ 9,857.26 |
| Principal Elem | 1 | \$ 73,228.00 | 0.28 | \$ 20,503.84 |
| Principal MS/HS | 1 | \$ 110,763.00 | 0.28 | \$ 31,013.64 |
| | | | | \$ 68,363.82 |

| | |
|----------------------|----------------------|
| Elem Budget | \$ 111,844.32 |
| MS Budget | \$ 50,895.60 |
| HS Budget | \$ 298,702.20 |
| Admin Budget | \$ 68,363.82 |
| Total Budget | \$ 529,805.94 |
| Total Basic E | \$ 530,678.00 |
| Over/Under Budget | \$ (872.06) |

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

See Appendix XI. Our estimated expenses are equal to the additional base payment that will be in the first year of funding. We will continue to operate as we normally do with our General Fund expenditures, allowing our reserves to maintain a positive cash balance until state payments and taxes are deposited to our bank account.

24. Describe anticipated fundraising contributions and evidence, if applicable.

MCFCA will do everything possible for donations to be part of the State Tax Credit process beginning 2025. St. Ignatius is a 100% Free Community Eligible Program District with very few donors. We do not anticipate fundraising will make a significant difference if any at all in the first year of operation.

25. Describe the facilities plan, including backup or contingency plans.

The St. Ignatius District facilities already service the number of students estimated to be in attendance throughout the District, with no overcrowding. There will not be the need for additional facilities to operate the MCFCA. St. Ignatius built a new CTE Center, Gym and STEAM Lab two years ago.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.

The plan for MCFCA was initially presented to the public and School Board as Pathway, Tribal and home school integrated charter in June 2024 along with three public meetings for information. There has been a lot of parent, student, teacher and administrative support for the program. Many businesses and trades have been begging for this type of support in recent years with an outcry for lack of workers needed for businesses both small and large. Mechanics, plumbers, hospitality, electricians, service industries, medical, mental health, education, engineering, just to mention a few will benefit from this movement and charter. Career Day and Presentations annually bring in many local trades and careers with positive feedback about our student body. We are making plans to join the Montanaworks.gov career development service division. (Department of Labor and Industry) We have also began work to partner with Bountiful Montana Business Plan, USDA Farm to School, Community Development Grants, First Nations Development Food Sovereignty, Community Heart and Soul, Montana Co-op.

27. Describe the opportunities and expectations for parent involvement.

We will incorporate all our formal and informal groups that are associated with our school community. We will develop and enlist our Board of Trustees, MCFCA Advisory Board, District Administrative Team, Grade level PLC teams at each school, EdHub Mentors to gain input, solidarity and vision for the future. Parents will be connected to all school functions, with access to extracurricular and cocurricular activities using Infinite Campus Rooms. Access to facilities and District resources for special needs and direct instruction for every student. We will have at least one parent from each school on the Advisory Board.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.
2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.
3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.
4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management

Questions? Contact bpe@mt.gov

Appendix

- I. Board Meeting Approval**
- II. Proposed Calendar for 2025-2026**
- III. Five-Year Plan**
- IV. School District Annual Goals, Systems, Parent Involvement, CTE Goals, PD Calendar**
- V. St. Ignatius Positive System & Interventions (P.S.I)**
- VI. Tiered Systems of Support**
- VII. Administration Evaluations**
- VIII. Student Required 5-Year Plan Senior Project**
- IX. Liability Insurance**
- X. Mission Career Forward Charter Academy Timeline Of Events Elementary, Middle and High School**
- XI. MCFCA Year 1-Year 5 Projected Budget**
- XII. Transformational Learning Policy 2130 and CTE Goals for MCFCA**
- XIII. Executive Summary**

Appendix I.
Board Meeting Approvals



NOTICE OF REGULAR BOARD MEETING

Notice is hereby given to the governing Board and general public that a regular meeting of the Governing Board at 7:00 PM in the Middle School Building, Room #249. Following is the proposed agenda:

Agenda Item Details

| | |
|--------------------|--|
| Meeting | Oct 15, 2024 - REGULAR Board Meeting |
| Category | 10. NEW BUSINESS |
| Subject | 10.08 Public School Charter School Application |
| Access | Public |
| Type | Action |
| Recommended Action | Recommend the Approval of Public Charter School Application for the Montana Board of Education for the Addition of Mission Career Forward Charter Academy for the 2025-2030 school years. 5 Year Application |

Public Content

Recommend the Approval of Public Charter School Application for the Montana Board of Education for the Addition of Mission Career Forward Charter Academy for the 2025-2030 school years. 5 Year Application - If approved will be submitted the last week of October.

[Public Charter School Application](#)

[Public Charter School Application for Board Approval Final.pdf \(3,650 KB\)](#)

Administrative Content

Board Actions on Resolutions

Actions of the Board must be definitive. To avoid any misunderstanding, the following definitions for member action:

- **Adopt:** Approve resolution exactly as submitted to be implemented through the Board.
- **Adopt as Amended:** Approve resolution with additions, deletions, and/or substitutions to be implemented through the Board.
- **Not Adopt:** Defeat (or reject) the resolution in original or amended form.
- **Postpone:** Table action on original or amended resolution to a future meeting.

| Board Action | Motion | Second | Aye | Nay | Abstain | Other |
|--------------|--------|--------|-----|-----|---------|-------|
| Evans | | | ✓ | | | |
| Leishman | ✓ | | ✓ | | | |
| Delaney | | ✓ | ✓ | | | |
| Marchant | | | ✓ | | | |
| Incashola | | | ✓ | | | |

Executive Content

Last Modified by Jason Sargent on October 11, 2024

Posted in public and distributed to Governing Board Members three days before the Board Meeting.

BOARD OF TRUSTEES REGULAR BOARD MEETING

OCT 15, 2024 REGULAR BOARD MEETING

LOCATION: ST. IGNATIUS SCHOOL LIBRARY

BOARD MEMBERS IN ATTENDANCE: Tony Incashola Jr., Stan Delaney, JP Thomas, and Mary Leishman and Jeff Evans were present at the beginning of the meeting.

GUESTS/STAFF: Adam Hawkaluk-District Clerk, Jason Sargent- SUPT- see sign-in sheet.

CALL TO ORDER

1.01-Pledge of Allegiance

Jeff Evans called the meeting to order at 7:00 PM and acknowledged the presence of a board quorum.

2.01-Procedure-

AGENDA

4.01 APPROVAL OF AGENDA- Mary Leishman motioned to approve the agenda as presented. Tony Incashola Jr. seconded the motion which passed unanimously.

PUBLIC COMMENT

CONSENT AGENDA

5.04- Consent Agenda-Mary Leishman motioned to approve the consent agenda as presented. Tim Marchant seconded the motion which passed unanimously.

REPORTS

CORRESPONDENCE-

6.01-Resignation- The Board was presented the Resignation of Adam Hawkaluk as Assistant Boys Basketball Coach

6.02-Resignation- The Board was presented the Resignation of Ed Norman as HS PE Teacher at the end of the school year.

6.03-Resignation- The Board was presented the Resignation of Alan Pule via Verbal confirmation to Shawn Hendrickson as Gear Up Coordinator.

PRESENTATIONS-

7.01 General Budget Fund Overview- Business Manager Adam Hawkaluk presented an Overview of the General Budget and its calculation. The board asked questions about the presentation.

OLD BUSINESS-

Board Preparation & Planning

NEW BUSINESS

10.01-Coaching Recommendations- Mary Leishman motioned to approve the hiring of coaches as presented. Tony Incashola Jr. seconded the motion which passed unanimously.

10.02—Coaching Recommendation- Tony Incashola Jr. motioned to approve hiring Michelle Sharbono as Head Track coach as presented. Stan Delaney seconded the motion which passed unanimously.

10.03-Head Tennis Coach- Mary Leishman motioned to approve Alex Schilling as Head Tennis Coach as presented. Tim Marchant seconded the motion which passed unanimously.

10.04 Head Baseball Coach- Tony Incashola Jr. motioned to approve the hiring of Justin Evans as Head Baseball coach. Mary Leishman seconded the motion, passing 4-0 with Jeff Evans abstaining.

10.05-Employment- Tony Incashola Jr. motioned to approve the hiring of Mark Toler as a substitute teacher as presented. Mary Leishman seconded the motion which passed unanimously.

10.06-Employment- Mary Leishman motioned to approve the recommendation to add 1 MS Para-Educator as presented. Tim Marchant seconded the motion which passed unanimously.

10.07-Employment- Mary Leishman motioned to approve the recommendation to hire Sydney Brander as MS Para Educator as presented. Tony Incashola Jr. seconded the motion which passed unanimously.

10.08-Public Charter School Application- Mary Leishman motioned to approve the approval of the Public Charter School Application as presented. Stan Delany seconded the motion. The board discussed the opportunity to add the charter school and asked question of Supt Sargent. Supt Sargent explained the application and how the process of providing the Charter School Opportunity. The board suggested editing the report for clerical errors. The motion passed unanimously.

10.09-Employment- Mary Leishman motioned to approve opening the maintenance supervisor position as presented with the timeline starting in March as an opportunity to job shadow. Tim Marchant seconded the motion. The board asked questions regarding license requirements, contracts, and benefits that were presented. The motion passed unanimously.

10.10 Wellness Policy Review- No Action required.

10.11-Out of District Students- Mary Leishman motioned to approve the out-of-district students presented in Executive Content. Stan Delaney seconded the motion which passed unanimously.

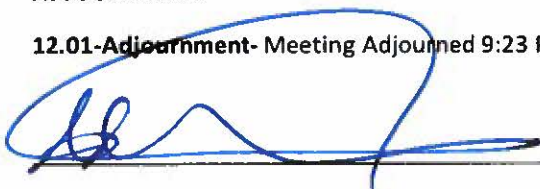
REPORTS

11.01 Enrollment

11.02-Admin and Leadership: Reports presented as submitted.

ADJOURNMENT

12.01-Adjournment- Meeting Adjourned 9:23 PM.



District Clerk



Chair, Board of Trustees



NOTICE OF REGULAR BOARD MEETING

Notice is hereby given to the governing Board and general public that a regular meeting of the Governing Board at 7:00 PM in the Middle School Building, Room #249. Following is the proposed agenda:

Agenda Item Details

| | |
|--------------------|--|
| Meeting | Jul 16, 2024 - REGULAR Board Meeting |
| Category | 10. NEW BUSINESS |
| Subject | 10.01 Harmony Contract |
| Access | Public |
| Type | Action |
| Recommended Action | Recommend the approval of a partnership with Harmony for the 2024-2025 school year to soft launch this platform for home school students with the proposed cost of \$2,800 per student k-8 and \$2,900 per student 9-12- |

Public Content

Rationale: Help home school families while helping the School District umbrella all students in and around our district into a great opportunity that is a win win for all involved. This will also contribute to our Charter School Proposal that will also bring in an additional 500K a year if approved. The Charter School will encompass and create Career Pathways, Native American Inclusion and Language as well as a Home School Opportunity. This proposal and using what Corvallis has already test run and were approved for thier Charter School proposal which we will use as a model for our district. This may help the St. Ignatius School District avoid cuts, increase funding and enroll more of our community into our school system. We will hold a strict discretion on who we allow this opportunity for since we do not want to lose the students we currently have enrolled. There are sectors of our community that we want to allow this opportunity, while not losing the students we currently have in our system. This will be a tight rope, but I believe worth the effort of trying.

From Harmony and Shawni Carver (In attendance tonight)

I crunched some numbers to see what the profit margin would be for St Ignatius School district.

**I have a background in financial planning, so numbers tell me everything.
You are welcome to share with the school board if you feel it is appropriate.**

ANB from the State we get these amounts:

| | |
|-----------------------------------|--|
| Elem Grades K-6: \$5,900 | Profit after Harmony payment: \$3,100 per student |
| Middle: Grades 7-8 \$6,100 | Profit after Harmony payment: \$3,300 per student |
| High: Grades 9-12 \$7,800 | Profit after Harmony payment: \$4,900 per student |

So in summary, if you those 8 high school students you mentioned on the call, that would be a profit of \$39,200 (8x 4,900= \$39,200)

If we could get 40 other K-8 students for the first year that could amount to as much as \$ 132,000 (40 x 3,300 = \$132,000)

Adding those two amounts totals \$ 171,200.00. It can add up quickly! This is a great starting point for your first year and we can grow from there.

Corvallis SD has close to 200 enrolled Harmony students, when they thought initially they would only have 20-30 students.

If we do this correctly, I'm confident your program would grow as well.

Hope this helps!

Shawni / call or text 801-623-6755 with any questions.

Administrative Content

Board Actions:

- **Adopt:** Approve resolution exactly as submitted to be implemented through the Board.
- **Adopt as Amended:** Approve resolution with additions, deletions, and/or substitutions to be implemented through the Board.
- **Not Adopt:** Defeat (or reject) the resolution in original or amended form.

| Board Action | Motion | Second | Aye | Nay | Abstain | Other |
|--------------|--------|--------|-----|-----|---------|-------|
| Leishman | ✓ | | ✓ | | | |
| Evans | | | ✓ | | | |
| Delaney | | ✓ | ✓ | | | |
| Marchant | | | ✓ | | | |
| Incashola | | | ✓ | | | |

Executive Content

Last Modified by RaSena Christopher on July 12, 2024
Posted in public and distributed to Governing Board Members three days before the Board Meeting.

Appendix II.

Proposed Calendar for 2025-2026

2025-2026 CALENDAR REPORT

| District_Code | 605 | 605 | 605 |
|---|--------------------------------|-------------------------------|--------------------------------|
| School_Name | St Ignatius Elementary School | St Ignatius High School | St Ignatius Middle School |
| Calendar_Name | 25-26 St Ignatius Elementary S | 25-26 St Ignatius High School | 25-26 St Ignatius Middle Schoo |
| First_Day_of_Instruction | 08/27/2025 | 08/27/2025 | 08/27/2025 |
| Last_Day_of_Instruction | 06/05/2026 | 06/05/2026 | 06/05/2026 |
| Total_Number_of_Instructional_Days | 180 | 180 | 180 |
| Total_Number_of_NonInstructional_Days | 3 | 3 | 3 |
| Total_Number_of_Professional_Development_Days | 3 | 3 | 3 |
| Total_Instructional_Minutes | 68145 | 64155 | 63400 |
| Total_Instructional_Hours | 1135.75 | 1069.25 | 1056.67 |
| School_Year | 2026 | 2026 | 2026 |

Legend

Non-instructional day

Non school day

Period Schedules

Monday

Tuesday

Wednesday

Thursday

Friday

1/2 Day

| July | | | | | | |
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Default number of instructional minutes per day: 382

Total number of instructional days this year: 180

Total number of instructional minutes this year: 0

Legend

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|  | Non-instructional day |
|  | Non school day |

Period Schedules

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Default number of instructional minutes per day:
Total number of instructional days this year: 180
Total number of instructional minutes this year: 0

Legend


 Non-instructional day

 Non school day

Period Schedules

 Monday A

 Monday B

 Tue-Thu A

 Tue-Thu B

 Friday A

 Friday B

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| 28 | 29 | 30 | | | | |

Default number of instructional minutes per day:

Total number of instructional days this year: 180

Total number of instructional minutes this year: 0

Appendix III.

District and Mission Career Forward Charter Academy (M.C.F.C.A.) Five Year Plan

St. Ignatius, MT
Five Year Plan
2021-2026



Adopted 2021-2022
I.S.A.P.-C.N.A.
Updated: 2024

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Approved by the St. Ignatius School Board #28 on November 17, 2015

Review and Update 2021-2022 Updated: August, 2024

STRATEGIC PLANNING

Overview

The St. Ignatius Public School District (St. Ignatius Public Schools) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, St. Ignatius Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as St. Ignatius Public Schools moves into the future. This Strategic Plan is intended to help St. Ignatius Public Schools in focusing its resources in a manner that will best benefit the students enrolled in St. Ignatius Public Schools.

The St. Ignatius Board of Trustees, Staff Leadership Team, staff and community members began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process.

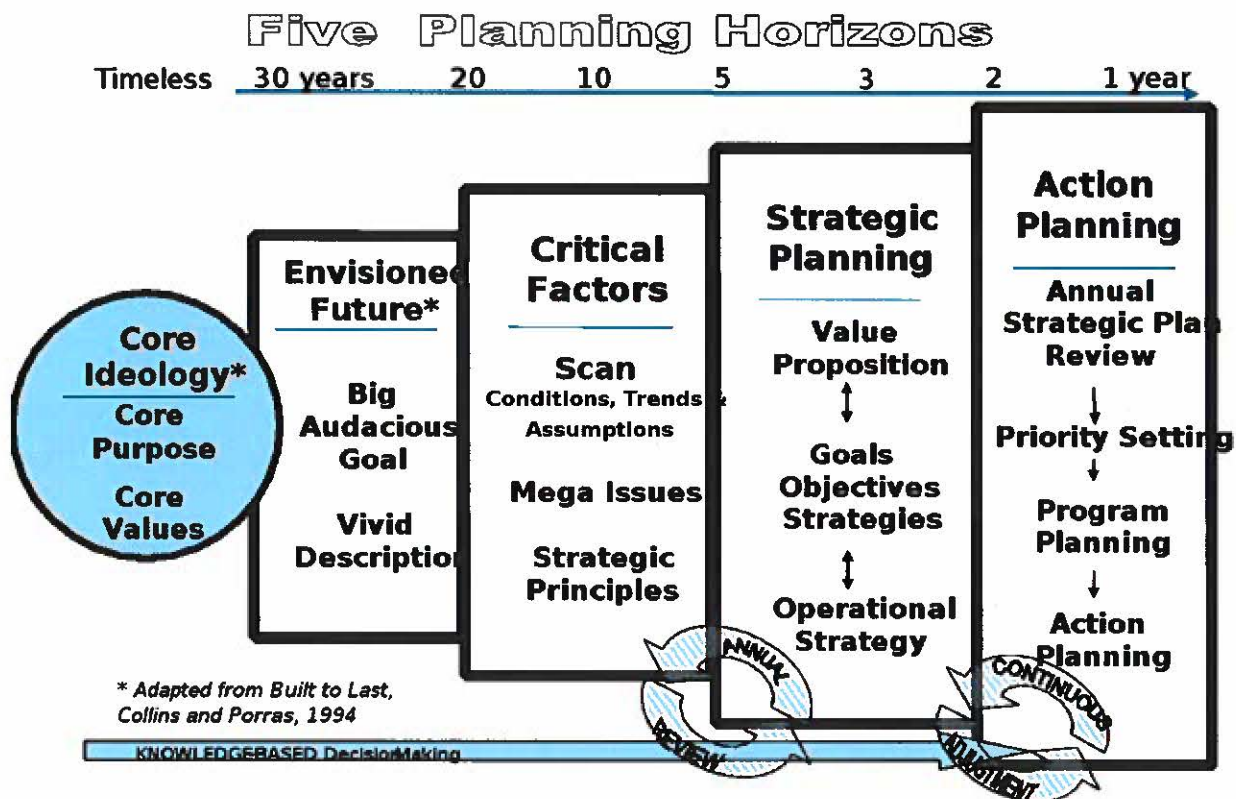
As part of its preparation for planning strategically, St. Ignatius Public Schools brought in staff from the Montana School Boards Association with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On August 16, 2011, the St. Ignatius School District Board of Trustees formally adopted its new strategic plan. Updates 2015-2016, 2021-2022 and 2024.

St. Ignatius Public Schools view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by St. Ignatius Public Schools.

STRATEGIC PLANNING FRAMEWORK

The Board and Staff Leadership Team focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.



Core Ideology of the St. Ignatius Public Schools

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Core Purpose of the St. Ignatius Public Schools

The Core Purpose of St. Ignatius Public Schools is to provide a quality education within a safe, caring environment that provides students with the necessary tools to be successful in their future roles in life with a sense of purpose.

- *We are committed to prepare students to think critically, solve problems creatively and communicate effectively by offering high quality curriculum, programs and services.*
- *We meet the needs of students and enhance their skills through individualized instruction with an emphasis on the development of each student's potential.*
- *We instill a love for lifelong learning. Build for a Positive Future-*
- *We teach and model the importance of pride, respect, responsibility, integrity and excellence.*

Core Values of the St. Ignatius Public Schools

The Core Values of St. Ignatius Public Schools are:

- **Pride** – *St. Ignatius Public Schools values taking pride and honor in our accomplishments and our endeavors, whether those accomplishment/endeavors are academic, athletic, other extra-curricular activities or other achievements of our students, staff, district and community. We remain loyal to the cause and have unfettered conviction in pursuit of setting a standard of excellence for our District.*
- **Integrity**- *St. Ignatius Public Schools values integrity. We believe that honesty is the best policy. We believe in showing respect and professionalism towards others even in situations where there are strong differences of opinion, values or views.*
- **Trust** – *St. Ignatius Public Schools values trust, cooperation and fairness. We believe that a culture of openness, tolerance and acceptance of others is vital to our success.*
- **Positive Environment** – *St. Ignatius Public Schools values a positive environment for all that is safe, supporting, welcoming and that provides student, staff and community members with a sense of belonging, caring and compassion. We believe that students need a positive environment if they are to succeed.*
- **Communication** – *We value the input and involvement of our stakeholders (parents, community members, staff, and the Board). We believe it is important to both recognize and celebrate our successes. We believe that strong leadership is critical to the success of our students.*

St. Ignatius High School Graduation Profile Data:

Location: St. Ignatius, Montana, on the Flathead Indian Reservation

General Information:

Total Enrollment: Approximately 500 students

Average Attendance Percentage: 92%

Average Graduation Rate Over the Past Five Years: 90%

Average Number of Dropouts Over the Past Five Years: 4.8

ACT Average Score: 17.8

Target ACT Score: 19

Percentage of Students Planning to Attend College: 73%

Academic Achievements:

St. Ignatius School District is dedicated to fostering academic growth and achievement among its students.

Graduation Rate:

The school has consistently maintained a graduation rate of 90% over the past five years. This reflects our

commitment to providing a supportive and encouraging environment for all students.

Attendance:

With an average attendance rate of 92%, St. Ignatius School District ensures that students have the opportunity to fully engage with their education.

ACT Scores:

The average ACT score at St. Ignatius High School is 17.8, and we are actively working toward a goal of raising it to 19. Our dedicated staff and programs are focused on helping students reach their academic potential.

College Aspirations:

73% of our students plan to pursue some form of higher education. St. Ignatius School District is committed to providing the resources and support needed to help our students achieve their post-secondary goals.

Location:

St. Ignatius, Montana, is situated on the Flathead Indian Reservation, offering a unique cultural and natural setting for students to learn and grow.

At St. Ignatius School District, we are proud of our commitment to academic excellence and our dedication to helping our students succeed in their education and beyond. We look forward to continuing to serve the community and empowering our students to reach their full potential. Our priorities include a safe and welcoming district, sense of belonging, positive behavioral and academic systems and a positive future for all students and career development.

Profile of a Graduate for St. Ignatius School District #28:

At St. Ignatius School District #28, located in Western Montana on the Flathead Indian Reservation, our mission is to ensure that every graduate leaves our school system prepared for a positive future. We believe in providing a comprehensive K-12 preparation that equips our students with the skills, knowledge, and mindset necessary to thrive in an ever-changing world. Our approach is guided by a five-year district plan, supported by annual goals that ensure measurable outcomes are met to meet the rigorous demands of our students' futures.

Key Features:

Comprehensive K-12 Preparation: Our curriculum is designed to provide a well-rounded education that encompasses academic excellence, critical thinking skills, and personal development.

Five-Year District Plan: We have a strategic plan that outlines our goals and objectives over a five-year period. This plan serves as a roadmap for continuous improvement and ensures that our graduates are prepared to meet the challenges of the future.

Individualized Five-Year Plan Requirement: Every graduate is required to develop a personalized five-year plan, detailing their past accomplishments, future goals, and the steps they will take to achieve them. This plan serves as a tool for self-reflection and goal-setting, empowering students to take ownership of their educational journey.

K-12 Advisory Time: We allocate dedicated advisory time throughout K-12 education, where students receive guidance and support in exploring their interests, strengths, and career aspirations. This personalized approach helps students identify their passions and align them with future opportunities. K-12 Career Development is priority we wish to expand.

Middle School Career Development: In middle school, every student participates in career development activities aimed at exploring various career pathways and gaining insight into potential future professions. Through hands-on experiences and mentorship opportunities, students develop a deeper understanding of the world of work and begin to envision their future roles.

Through these initiatives, we aim to graduate students who are not only academically proficient but also well-rounded individuals with a clear sense of purpose and direction. Our graduates leave St. Ignatius

School District #28 equipped with the skills, resilience, and confidence needed to thrive in college, careers, and beyond, making meaningful contributions to their communities and the world at large.

To ensure the effectiveness of our efforts in preparing graduates for success, St. Ignatius School District #28 implements measurable outcomes aligned with our Profile of a Graduate. These measurable outcomes serve as indicators of progress and enable us to track the impact of our programs and initiatives. Here are some key measurable outcomes associated with our Profile of a Graduate:

College and Career Readiness:

Percentage of graduates enrolled in post-secondary education, vocational training programs, or apprenticeships within one year of graduation.

Percentage of graduates who secure employment in fields related to their career interests within six months of graduation.

Five-Year Plan Completion:

Percentage of students who complete their individualized five-year plans by the end of their senior year.

Quality assessment of completed five-year plans, evaluating the clarity of goals, alignment with career interests, and feasibility of action steps.

Advisory Participation and Impact:

Attendance rates in K-12 advisory sessions, indicating student engagement and participation.

Surveys or assessments to measure student satisfaction with advisory time and its effectiveness in helping them explore interests and set goals.

Middle School Career Development:

Percentage of middle school students who participate in career development activities.

Pre- and post-assessments measuring students' knowledge and understanding of various career pathways.

Post-Graduation Success:

Alumni surveys to track graduates' achievements and experiences after leaving the school system, including post-secondary education, employment status, and satisfaction with their preparedness for the future.

Longitudinal studies tracking graduates' career progression and contributions to their communities over time.

Graduation and Dropout Rates:

Graduation rate, indicating the percentage of students who successfully complete their high school education within the expected timeframe.

Dropout rate, tracking the percentage of students who leave the school system before completing their education.

Achievement in Core Academic Areas:

Standardized test scores in key academic subjects, demonstrating proficiency and growth over time.

Alignment of academic performance with college and career readiness standards.

By regularly assessing these measurable outcomes, St. Ignatius School District #28 can evaluate the effectiveness of its programs and initiatives in preparing graduates for success in college, careers, and life.

Adjustments can be made based on the data collected to continuously improve the educational experience and outcomes for all students.

HB203 – Long-Range Strategic Plan (LRSP) Open Enrollment Guidance

This guidance document is specifically designed to guide district decision-making regarding HB203 (Open Enrollment) that was passed during the 2023 legislative session. The philosophy and approach expressed below is to ensure that mandatory implementation of the open enrollment legislation within St. Ignatius Public Schools is in alignment with and supportive of the District's Long Range Strategic Plan, particularly the key components articulated on page one of this document.

LRSP Open Enrollment Philosophy and Approach Statements:

- The District is neither supportive of nor opposed to open enrollment as a concept. The legislation was passed during the 2023 session and STIGN28 will implement the legislation as required by MT law.
- The District's core purpose applies to all enrolled students regardless of a student's District of residence. All Means All and the District commitments articulated in Policy #3610 - Student Success, extend to all students enrolled in St. Ignatius Public Schools.
- The District operates most efficiently (maximizing resources for all students) when school sites maximize the use of available classrooms.
- The District will manage open enrollment to help bring available classrooms into use with the following parameters:
 - Class sizes articulated in MT Accreditation Standards will guide classroom capacity in grades K-8. SISD28 will monitor students behavioral, academic and attendance as a background check for school safety.
 - SISD28's consensus agreement of 25 students per section will guide capacity in grades 9-12.
 - Staffing (Recruitment/Retention) may impact the District's ability to open all available classrooms.
 - The District shall ensure appropriate classroom space is set aside and designated for Special Education, Intervention/Extension, Future Charter Mission Career Forward Charter Academy, Counseling/Mental Health, Aviation STEAM Newcomer Programs, District Partnership Activities (Mission Forward, CTE, SRO, etc.), and expected/projected K-12 resident student growth.
 - The District shall ensure that appropriate classroom space is designated for HB352 early literacy 4 year-old programming needs.
- District policy and procedures for open enrollment shall be constructed in a fashion to:
 - Aid the District in timelines to establish who is leaving and who is coming as early as possible in the winter/spring enrollment process. Sept. 1 is a hard deadline.
 - Prioritize in-district students in timelines and process, and then consider out-of-district requests for attendance.
 - Prioritize applications from students whose parents are at least .75 FTE employees of the District and employees of the District's contracted transportation provider who are scheduled at least 20 hours per week to support recruitment and retention of high-quality staff.
 - Prioritize applications of students with siblings who are currently enrolled in the District as nonresident students.
- The District recognizes that the tuition structures in place via the open enrollment system established in HB203 do not fully account for the resident taxpayer costs associated with funding St. Ignatius Public Schools. As such, the District may also prioritize applications based upon the anticipated obligations of resident taxpayers.

20 YEAR PLANNING HORIZON

Envisioned Future of the St. Ignatius Public SchoolsBig Audacious Goal

- **St. Ignatius Public Schools is regarded as “the crown jewel” of public schools.**

Vision

- **Setting the Standard**
 - We set the standard by which other schools of similar size are measured.

- We come together each day to improve the lives of our students, staff and community.
- 100% of our students graduate and continue pursuing their life interests and goals.
- Our campus atmosphere is a safe and inviting where everyone feels welcome.
- We have a waiting list of students and staff who want to be a part of our educational experience.
- **Quality Education and Programming for the Benefit of our Students**
 - We provide a superior learning environment by which curricula is executed through consistent individualized instruction with rigor, diligence and fidelity.
 - We offer differentiated instruction to the maximum for the potential of each student.
 - We have created an individualized learning plan for each student that encompasses their strengths, struggles/needs and long-term goals.
 - We have instilled in our students the value of competition and preparing for the challenges and successes in life.
 - We have programs and services that flow effortlessly and consistently through each grade level.
 - We offer opportunities for students to be positively involved in activities and carrying that forward into the future.
 - We have phenomenal arts, music, and language programs.
 - We have a successful speech and debate team.
 - We have excellent vocational programming for students.
 - We have successful athletic programs.
 - We use data and measurable testing standards that prove our students are succeeding.
 - Our students are well prepared for their career/life choices for a positive future.
- **Well-educated and well-Prepared Staff**
 - Our staff facilitates the exchange of knowledge and information to our students.
 - We have research-based training for our staff.
- **Pride and Involvement of our Parents and Community**
 - We have created an environment where students, staff and our community want to come and in which everyone takes great pride.
 - Our parents and community members are highly involved in our school and school activities.
 - Every person in the community takes responsibility for the students' success.
 - The Indian Education Committee is actively assisting parents in school involvement.
 - We regularly review our strategic plan and update it annually with input from parents, the community, staff and students.
- **Facilities**
 - We have state-of-the-art facilities that meet the future needs of our students.
 - Our master building plan has been implemented, including an auditorium.

5-10 YEAR PLANNING HORIZON

Assumptions Regarding the Relevant Future

In order to make progress against the 20 year Envisioned Future, St. Ignatius Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help St. Ignatius Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of

these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning Process, the St. Ignatius School Board, Staff Leadership Team, staff and community members made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of St. Ignatius Public Schools' Strategic Plan.

Assumptions about the future

❖ Demographics

- Enrollment will remain stable.
- Economic disparity will continue to exist.
- Educational opportunities for the tribal community will lead to greater student enrollment.
- Graduation rates will continue to rise as parental involvement continues.
- The population in the community will stay stable.
- Growth in the valley will continue. Growth will come from people who have jobs elsewhere, but hopefully, they will live here and enroll their kids here in our district.
- Tribal Government support for students will increase.
- The home school population will remain the same.
- There will see a transition in teaching staff due to retirement.
- There will be an increase in diverse student population.

❖ Business/Economic Climate

- Existing farmland will be subdivided into residential developments.
- With online opportunities, people will be able to live in the community and work from anywhere.
- Unless county planning helps to encourage planned growth, we're going to stay in an economically depressed area. If we don't have infrastructure, we won't have the opportunities.
- There will be increased opportunities, but it is unknown as to whether St. Ignatius will benefit from these opportunities.
- The skilled labor force will fluctuate in the community.
- Land will continue to be expensive. As a result, we won't have housing similar to Missoula and Polson.

❖ Legislation/Regulation

- Educational funding at the state and federal level will need to be restructured.
- Federal government will continue to lag behind on the distribution of impact aid funds.
- There will be a statewide re-distribution of coal, timber and oil and gas revenue.
- There will continue to be mandates and strings attached to funding.

- The “Band-Aid” mentality will continue until the next major crisis.
- Educators and trustees will be the ones that will fix the funding and educational problems. This will also take community involvement.
- There will be a trend towards nationalization of standards.
- We will continue to see unfunded mandates.
- School funding will continue to plague us.

❖ Technology /Science

- Technology changes will continue at a rapid pace.
- There will be a movement towards one to one computing.
- Technology will continue to impact the STEM (Science, Technology, Engineering and Math) field of science.
- The District will need to look at providing more technological courses to meet the emerging trends.
- There will be a movement away from traditional textbooks.

❖ Politics and Social Values

- Social networking and technology will provide students with information that will impact the political process.
- Social networks are emerging as a basic form of communication.
- We will continue to see limited parental involvement.
- Parents will continue to rely on the schools to care for their children.
- We will continue to see social issues that negatively impact students, including but not limited to, drug problems, poverty, teenage pregnancy, etc.
- Parents will continue to put their standard of living as a priority leaving little time for community/school involvement.

5-10 YEAR PLANNING HORIZON

Mega Issues

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to the achievement of the Envisioned Future and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to St. Ignatius Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district. Note: The mega-issue questions are not necessarily arranged in priority order.

❖ Mega-Issue Questions for consideration by the District:

- How can we effectively engage the support of the community to enhance parental support of the educational system and subsequently improve student outcomes?

- How can we broaden the awareness to all employees of the District the importance of delivering a consistent, high quality education to the students regardless of background or capabilities?
- What can we do to encourage and support at-risk students to become fully engaged in (completing) their educational program?
- How do we instill the value of education and how it relates to a positive future and career?
- What can we do to decrease the use of alcohol, tobacco and other drugs?
- As a district, what do we need to do to stay in front of the continued advancements in technology and science as it pertains to the culture of our students?
- How do we adjust with the continued uncertainty of funding?
 - MEGA ISSUES: Reviewed and updated in 2021-2022.

Knowledge-Based Decision-Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision-making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?
2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?
3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?
4. What are the ethical implications of our choices?

FIVE YEAR PLANNING HORIZON

Outcome-Oriented Goals and Strategic Objectives

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

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the St. Ignatius School Board, Staff Leadership Team, and faculty.

Goals of the St. Ignatius Public School District

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Strategic Objectives – Two Year Plan:

1. We will vertically align the K-12 core (math, language and science) curriculum.
2. We will continue to horizontally align by building and courses (K-5, 6-8, 9-12).
3. We will continue to coordinate all school schedules for enhancement of teaching and learning.
4. We will make AYP District-wide.
5. We will utilize formative assessment tools.
6. Our MAST Scores will be at or above state average.
7. We will continue to monitor and refine the Strategic Plan.
8. We will research best practices student achievement.
9. We will ensure that we are offering co and extra-curricular activities that provide students with positive experiences to enhance our overall programming.
10. Emphasize District resources to ensure that every student can read by 3rd grade.
11. **Early Literacy Goal:** By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by STAR.
12. **Grade Level Reading Goal:** By 2025, 90% of all SD28 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the STAR reading assessment at the end of the school year.
13. **PLC Goal:** By spring of 2025 all SD28 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying SD28 as a Solution Tree Model PLC District.
14. **Graduation Goal:** By 2025, 95% of SD28 students in each graduation cohort will earn a regular high school diploma in four years or fewer.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives – Two Year Plan:

1. The Leadership Team will continue to report back to the board monthly on the progress toward goals.
2. We will continue implementing district-wide shared leadership, including researching best practices for enhancing student achievement.
3. We will implement a professional development plan for the Board.
4. We will develop a systematic program of gathering feedback from graduates and existing students on whether student needs are being met.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the-art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Strategic Objectives – Two Year Plan:

1. The Buildings and Grounds committee will identify and prioritize the current and anticipated needs of the district.
2. We will continue to develop partnerships with outside entities/individuals to assist with the facilities/equipment needs of the District through financial support or volunteerism.
3. We will assess the facility needs of the District on an ongoing basis.

Both Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives – Two Year Plan:

1. We will continue with a program of improved, effective communications with the community.
2. We will continue our strategies to mobilize the community and get them more involved in our school and our programming.
3. We will create an inviting environment that encourages volunteerism and people visiting our schools.

4. We will research what other Montana districts have done to engage the community and parents, including the possibility of parent resource centers, outreach programs, home visits, etc.
5. We will implement co and extra-curricular programs that enhance the lives of our students.
6. We will continue to organize community activities that attract the community and parents to our schools for activities and events.
7. We will take the initiative to develop stronger relationships and greater collaboration with the IEC/Tribal Education Department.
8. We will research avenues to enhance the Adult Ed program.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives – Two Year Plan:

1. We will ensure that we are continually creating an environment where students feel a sense of belonging.
2. We will create a safe and welcoming school for students, staff, parents and the community.
3. We will take measures to improve staff morale.
4. We will continue with MTSS process and initiatives district wide.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives – Two-Year Plan:

1. We will continue to analyze the amount of money that needs to be set aside to ensure that our facilities meet the ongoing needs of our students and staff.
2. We will conduct ongoing analysis of anticipating trends that might impact the financial future condition of the District.
3. We will provide annual training for the Board on school finance and building a school budget.
4. We will examine other sources of funding and/or human resources

Appendix IV.

School District Annual Goals, Systems, Parent Involvement, CTE Goals, PD Calendar, Leadership



School District #28 Strategic Plan Annual Goals

Goal Area 1: Student Achievement

Statement of Intended Outcome: St. Ignatius Public Schools has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students. We will continue to be a state leader in positive systems and innovative change agents in new and changing approaches to education. We will embrace change to best serve our students.

Strategic Objectives:

1. Use the all resources to increase academic achievement with a goal to close the gap with the State average over the next three years. Our goal and priority for next year will be academic achievement and learning loss caused by the pandemic. Overall, academic achievement and mental health is our biggest concern moving forward.
- Mast Scores -Goal will be to increase by 10% Every Anchor Score of Percent Correct or Percent Partial Correct:
- Elementary Overall ELA: 51.5% Goal: 61.5%
 - 3rd Grade ELA Informational: 57% Goal: 67%
 - ELA Literacy: 52% Goal: 62%
 - 4th Grade ELA Informational: 50.6% Goal: 60.6%
 - ELA Literacy: 58.3% Goal: 68.3%
 - 5th Grade ELA Informational: 47.6% Goal: 57.6%
 - ELA Literacy: 54% Goal: 64%
 - 6th Grade ELA Informational: 58% Goal: 68%
 - ELA Literacy: 63% Goal: 73%
 - 7th Grade ELA Informational: 39.7% Goal: 49.7%
 - ELA Literacy: 42.5% Goal: 52.5%
 - 8th Grade ELA Informational: 36.1% Goal: 46.1%
 - ELA Literacy: 29.6% Goal: 39.6%
 - Elementary Overall Math: 43.8% Goal: 53.8%
 - 3rd Grade Math Anchor: 43.7% Goal: 53.7%
 - 4th Grade Math Anchor: 35.1% Goal: 45.1%
 - 5th Grade Math Anchor: 39.9% Goal: 49.9%
 - 6th Grade Math Anchor: 50.5% Goal: 60.5%
 - 7th Grade Math Anchor: 35.7% Goal: 45.7%
 - 8th Grade Math Anchor: 28.7% Goal: 38.7%

- ACT 17.1 Goal 19 Attendance Rate Goal: 94%
- High School ACT 2024
-

| | Composite | Math | Science | English | Reading |
|---------------------|-------------|-------------|-------------|-------------|-------------|
| ➤ State | 19.3 | 19.1 | 19.7 | 18.3 | 19.8 |
| ➤ District | 17.1 | 15.5 | 18.3 | 15.9 | 18.1 |
| ➤ Difference | -2.2 | -3.6 | -1.4 | -2.4 | -1.7 |

- Last Year we had 5 Dropouts Goal: 0

2. Emphasize district resources to ensure that every student can read by 3rd grade with 80% or above Proficient. Summer Program priority for 2nd grade students that are going into 3rd grade that are not yet proficient. LLI will be used to increase proficiency at all grades. New Reading Curriculum will be added and evaluated during the 2023-2024 School Year to increase Reading Proficiency in the Elementary School. New Middle School ELA Curriculum was purchased for 2024-2025.
3. Share achievement data with the board annually. Increase both ELA and Math Proficiency by 10% minimum. Academic achievement will be our biggest priority to make up for learning loss during the pandemic. Closing the gap to reach the State Average will be our biggest challenge for the upcoming years in both ELA and Math.
4. Look to add C.T.E. certifications to our School to Work Courses. Diploma cords have been added when students meet required curriculum in certain CTE areas. Implement CTE Action plan. Encourage C.T. E. options that are available that can be added and integrated into as many curricular options as possible.
5. Our academic achievement efforts will be measured and documented with a semester pre-test and compared and documented Post (Semester Test). Student achievement will be measured and documented based on Product, Process and Progress. Elementary will focus on assessment measurable outcomes in Math and Reading and Standard Based Reporting. HS/MS will conduct measurable outcomes by semester in Process, Progress and Product.
6. Support the existence and opportunity for extra-curricular activities. Assure safety, effective practice and efficient plans for practice and competition. Plan for how we can integrate more drama, performing arts, speech and debate.
7. Academic Achievement will be our biggest priority for the 2024-2025 School Year. School Achievement, School Discipline and School Attendance Efforts will be evaluated by every school to increase achievement efforts.
8. Increase Career Exploration and Skills for all students with a pathway focus K-12. Every student in every grade exploring and expanding job skills for a better prepared student for their future.

Goal Area 2: Leadership

Statement of Intended Outcome: St. Ignatius Public Schools has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Strategic Objectives:

1. Use the M.T.S.S. model and BoQ scores to improve Academic and Behavioral Systems K-12
Elementary Score: 65% Goal: 75%
HS / MS School: 67% Goal: 77%
2. Monthly report too goals and efforts towards meeting our annual goals.
3. M.T.S.S. Leadership Team at all levels.
4. Continue the exit survey for all graduates to take at the end of the year at graduation practice prior to leaving our district.
5. Continue with assessment tools and expectations for Pre, Post and Summative Evaluation at all levels District-Wide. (Separate Process, Product and Progress)
6. Administration will spend more time in classrooms to assure improved academic achievement at all levels. Communicate with staff for when needed improvement is necessary. Be open and honest when communicating with all staff. Support educators to improve practice, procedures, expectations, goals, instruction, outcomes and team.

7. The School Administration will meet once a week to review goals, systems, academic, behavior and attendance efforts.
8. Improve Systems for Data Driven Decisions. Fully integrate data driven decision-making in all areas of the District and Individual Schools. What gets measured gets done. We need to better utilize our data to drive our decisions and path for the betterment of our students.

Goal Area 3: Facilities/Classroom Needs

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community. The District is very close to having our facilities vision met for the betterment of district schools, staff, students and community.

Strategic Objectives:

1. Tech. Director visit and prioritize our district tech. needs by visiting each classroom and contacting each teacher for input. Do an annual report to the board on technology needs assessment.
2. Continue with quarterly walk-through with building and grounds committee.
3. Properly maintain all the facilities and finish warranty items on all new and remodel improvement efforts.
4. Continue to make improvements to facilities with resources available for needed changes:
 - a. Research Grant Opportunities for Teacher Housing, Auditorium and Track. (Long Term Goals)
 - b. Continue to replace Elementary Cabinets with at least two rooms annually.

Goal Area 4: Community / Communications

Statement of Intended Outcome, Five Years: Through the efforts of St. Ignatius Public Schools and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Strategic Objectives:

1. Create a collaborative survey for staff, parents and students. With input from parent, student and staff surveys the calendar committee will be run as per master agreement with Administration, 1 Teacher representative from each building, 1 Classified Representative and Board Calendar Committee members.
2. Attend and build positive relations with IEC and Tribal Education. Collaboration with Tribal Education increased.
3. Meet M.T.S.S. expectations for Communications and Community Involvement. Improve our image with our community and patrons of our community.
4. Continue our Positive Web Presence to better communicate, collaborate and inform all constituents of district news, information and needed improvements.
5. Keep Administrative Offices professional, welcoming and confidential for guests, parents, community and students. Only administrative staff, school staff and students on official business should be in our offices during business hours.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Strategic Objectives:

1. Continue to ensure a safe and welcoming school where every student feels a sense of belonging. Every staff member believes every student can learn and we make decisions based on what is best for students.

2. Use the M.T.S.S. BoQ results for scoring and evaluation of academic and behavioral systems and an external evaluation at the end of the 2024-2025 school year. Use Goals and Results to improve our BoQ outcomes.
3. Active M.T.S.S. student and teacher groups at all levels by end of the 2024-2025 School Year.
4. Have one group from each school report to the board annually. Elem- March, MS-April and HS-May
5. Improve our BoQ Scores in all areas by 10% for the 2024-2025 School Year.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: St. Ignatius Public Schools understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

Strategic Objectives:

1. Continue to search out and find ways to build financial benefits with grants and funding opportunities beyond regular funding sources.
2. The district office will continue to find creative ways to fund and support the district beyond the normal funding expectations.
3. Apply for Charter School which could mean substantial funding for our School District for at least one year. We will also soft start the partnership with Harmony to increase enrollment of Homeschool families that could increase our ANB funding substantially for the 2025-2026 school year.

Systems of Success

St. Ignatius School District #28

Safe and Welcoming/Parent and Community

- I. **Student-Led Conferences:** We went from 20% Parent Participation with traditional Parent-Teacher Conferences to 95% by scheduling Student-Led Conferences. This is an essential time to set goals and expectations as well as define roles for support and accountability. Students own the process and are responsible for their own presentation and current reality discussion. Grades, Attendance, Assessment Results and Behavior are reported by the student and self-awareness of results is positive. If needed, interventions and progress plans are set up and started in Milepost.
- II. **Student First:** Student first is recognition of significant Adults and students that have overcome obstacles with resiliency. Student First Initiative is students who are beating the odds with resiliency are honored quarterly and those students honor their most significant adult at the same time. The idea of support and commitment to one's education is encouraged and paid forward.
- III. **Positive System Interventions (P.S.I.):** St. Ignatius School District #28 Developed this guide to self-check and assure our district is meeting the system goals first established by M.T.S.S. (State Program) and P.B.I.S. (National Program) We developed our program around four main areas to include: Academic, Behavioral, Attendance and Mental Health Systems.

Sense of Belonging / Culturally Aware and Collaborative

- I. **Link Crew:** Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from

juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

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

III. **Indian Education for All:** We have developed a handbook that supports staff to teach more culturally with goals and expectations. Expectations and goals have integrated into the evaluation of teachers to implement accountability to expectations. The three areas that were implemented into our system of accountability and goals include: Collaborate and Communicate, 7 Essential Understandings and Traditions and Cultural Beliefs. We are working with tribal grants to enhance or collaboration efforts as well as our educational opportunities.

Academic/Behavior/Attendance Supportive

I. **EdHub Plans (RTI):** Teacher Surveys, Early Warning Systems, Grades, Attendance, Academic Testing are reviewed after 20 days of school to identify at-risk students. At-risk students will then meet with parent, teacher (who is responsible for milepost plan), counselor and/or principal. During this meeting the team will set up interventions based on your school pyramid. (See example pyramid) Progress monitors will be set up to monitor areas such as grades, early warning system, attendance or discipline referrals. The EdHub manager will enter these plans and record progress monitors weekly or bi-weekly. Goals will be established and interventions adjusted accordingly until indicators improve. Another meeting will be set and progress reviewed after 60 days of school to assure the student is making needed improvements. A significant adult at school is the difference in so many students' life. This plan includes a milepost manager and a significant adult that is identified by the student.

II. **Mission Forward Academy:** Provides an appropriate educational program for each student with choice and ownership of their education. This class offers an Alternative Program for At-Risk Students in many areas such as course support, credit recovery, credit retrieval, HiSet options, online courses and support such as Khan Academy. Math/English/Science Lab for RTI Support and Regular Education Title One Support is done with a certified teacher. Advanced Courses or Alternative Courses On-line are offered through Accellus and Montana Digital Academy.

III. **Professional Learning Communities (PLC):** We assume that all students can learn at high levels and we believe in whatever it takes. We, as educators, accept responsibility to ensure high levels of learning for every child. We can control and we can assume responsibility for student achievement for at-risk students in many areas. Teach what matters in a global market place. Our PLC's focus on areas such as: Focus on Learning; Collaborative Culture; Clearly define what students need to learn; Constantly Measure and progress monitor; RTI response when students don't learn.

IV. **Common Instructional Practice (Fundamental Five):** The commonality of instructional practices is important for student engagement as well as system norms. Frame the Lesson; Work in the Power Zone; Frequent and Small Group Purposeful Talk; Recognize and Reinforce; Write Critically

X. **After-School Tutoring (Optional not Mandatory):** Have available a teacher that can support students after school for at least one hour. Create a space where students can go and get support for academic challenges. The person is as important as the time.

Positive Future for All Students

I. **Senior Projects:** Senior Projects are a graduation requirement that is worked on during a student's high school career. Projects include community service, portfolio with items included such as a resume, letters and student work as well as materials needed in the future for college or employment. A presentation is required and deadlines need to be met on time. A five-year plan is written by every student that will include 8 pages of research to establish where they are going, what it will take to get there and what obstacles may they face. An interview with someone that is in the field or pursuing what interests them is also required. This is a crucial piece for students to take a good look at their next five years after high school. The research will give students an opportunity to view what their future will bring in the next five years. If they plan on attending college they must research 3 institutions to make a good choice about what is best for their individual future.

II. **Personal Finance:** Every student is required to take personal finance their senior year of high school. This is a graduation requirement. They will learn about banking, saving, credit cards, taxes, insurance, retirement, real life and pitfalls to avoid. This is a full year course and one of the best things we ever instilled into this system. Students must know what to avoid and gain through life and best practices for successful living. Our current students will need to re-invent themselves for a career at least three times in their lifetime. Students can no longer just "earn a living" they must also now be able to "learn a living". We must teach them skills to adapt, invent, create, envision and replace what we used to earn with hard work.

III. **Maker Space and Hands-on Opportunities (STEAM):** Exploration of future occupational demands with hands-on skill building and cultural activities relevant to each student's future. The maker space will have one area in the elementary and one relevant for high and middle school located in the library. (This is in the implementation phase and actively pursuing this initiative)

IV. **CTE and Workforce Training for High Need Areas of Employment:** CTE and College Bound Opportunities are explored and information is readily available for all students.

V. **K-12 Career Pathways:** Career Exploration and Skill building in areas of student future needs and direction. We want to students to explore and develop a Career interest and research with as many career opportunities as possible. Starting in Kindergarten begin building what students want to be when they grow up with skills that prepare them for what is next in life.

I. School Information System

- A. Infinite Campus – stignatiusschools.org

II. Parent and Community Involvement/ College Prep / Positive Future

- A. Student-Led Conferences
- B. Community Showcase
- C. Senior Projects w/ 5 Year Plan
- D. Indian Education Committee
- E. Parent Teacher Organization
- F. Adult Education
- G. Gear Up (College Visits)
- H. School to Work (Career Days, Real Life Fair, Portfolio)

III. Safe and Welcoming/Sense of Belonging/Positive Behavioral Supports

- A. Montana Behavioral Initiative (MTSS)
- B. P.S.I. / P.B.I.S.
- C. EdHub
- D. Attendance Counts
- E. Bully-Free School
- F. Early Warning Systems
- G. Character Strong / AWARE Grant Collaboration with CSKT Tribal Education

IV. Academic Achievement and Supports

- A. RTI School –Milepost Program Silverback Learning for Every At-Risk Student
- B. PLC Model-Whatever It Takes
 - 1. Focus on learning
 - 2. Clearly define what students need to learn
 - 3. Collaborative culture
 - 4. Systematically respond when students are At-Risk or don't learn standards
 - 5. Constantly Measure
- C. After School Programs, Summer Programs, Title I,II and VII
- D. Indian Education Department Partnership STEP Grant
- E. Charter School with Career Pathways K-12
- F. Mission Forward Academy
- G. Advisory and Teacher Mentors
- H. Dibbles and Renaissance Learning STAR
- I. Career and Tech. Education Perkins Grant
- J. K-12 Career Development

V. Fundamental Five Instructional Strategies (Instructional Requirements)

- A. Frame the Lesson
- B. Work in the Power Zone
- C. Frequent and Small Group Purposeful Talk
- D. Recognize and Reinforce
- E. Write Critically

VI. Collaborative Staff and Student Leadership

- A. Calendar Committee
- B. MTSS Student and Teacher Leadership Teams
- C. PLC Teams
- D. Shared Leadership

VII. Goal Setting and Planning

- A. 5 year plan
- B. Annual Goals for District
- C. School Goals
- D. Personal Goals

VIII. District Data-What gets measured gets done

- A. Academic Achievement MAP/Smarter Balance
- B. Percent meeting Growth Target
- C. Percent of each class Proficient or Better
- D. ACT Scores
- E. Graduation Rate and Drop Outs
- F. Attendance Rates
- G. Discipline Count of Referrals
- H. EDHub Plans and Interventions/Progress Monitors/Parent Contacts
- I. PLC Status
- J. Achievement Gap and Native American Participation Rates

Parent/Community Involvement:

- Paper Day and Welcome Back Barbeque
- 9th and 6th Grade Orientation Activities before school starts
- Grades are Mailed Home 8x Year
- Infinite Campus for Students/Parents/Guardians to Check Grades/Attendance
- Communication on Absences (Calls, Letters)
- Community Showcase every other year, Senior Projects Annually in Spring
- Community Breakfast once a Quarter on a Friday
- All Calls for planning meetings for Calendar, Title I, Title VII, School Closure or School Events
- IEC Administration will be present at meetings for solid communication and planning
- Senior FAFSA Night, College Application Night –
- Gear Up support for college prep, scholarships and support for grades 7-12
- Bulldog Positive Post Cards sent home for good news
- Quarterly Newsletter from Administration
- Parent Compacts
- Student Led Conferences /Parent Teacher Conferences
- Parent Surveys
- P.T.O. Active and Support
- Attendance Letters-5,7 and 9 Jackie send letters Phone call at nine Principal
- Handbooks Big Ideas and Bold Policy for things like Attendance Policy
- Use Wed Presence and Apptegy to communicate better with Parents
- Did you know campaign in community?

Leadership

- I. Clearly communicate vision, expectations, data, goals and aspirations. Clearly define our purpose.
- II. Make decisions quickly and rationally, taking into account that decisions align with the ultimate objective.
- III. Always put others in the spotlight and avoid being the center of attention. Leaders eat last- Leaders give credit to team when things go well and accept total responsibility when things go wrong. They take full responsibility and blame.
- IV. Keep your team working together- Set goals with measurable outcomes, what gets measured gets done. If you expect it, you have to teach it.
- V. Take risks without being reckless- Outcomes are determined by what is earned and deserved.
- VI. Lead by example- Leaders are hardworking, trustworthy, ethical, and treat everyone with respect. To build expectations instill a sense of urgency that others share the desire to overcome.
- VII. Leadership is doing the hard things with courage because it's the right thing to do for kids and the betterment of their future. Be the difference in a student's life.
- VIII. Positive Systems with courageous people make great schools for kids.
- IX. Hold yourself accountable above all.

Career and Technical Education School District #28

Career and Technical Education will focus on the development of skills relevant for real life careers. CTE will be implemented cross-curricular, meaning all teachers will work to develop career ready tools students. The use of experiential learning will be used to increase our students' ability to work as a team, explore, investigate and discover solutions to real life issues. Education without boundaries and "LEARNING" as a focus for everything we do. We want students to become great at being "in" school, rather than being great "at" school. We want to transition away from the goal of compliance to the process and focus on the learning and skill building of the product. Let's focus on making students hungry for learning and excited for answers, not because they have to, but rather because they want to.

CTE courses we need implemented at School District #28:

Carpentry including Electrician, Plumbing, Cabinetry, HVAC
Welding
Engineering
Mechanics including Tires / Small Engine / Aviation Mechanical and Pilot
Culinary Arts, Hospitality and Tourism
Intro Education / Health Human Performance
Housing / Interior Design / Textiles Apparel and Retailing
Food Science, Nutrition, Health Management and Wellness
Early Childhood / Human Development Family Relations
Personal Finance
Computer Apps/Computer Programming / Coding
Business Management, Accounting, Marketing, Web Design and Advertising, Entrepreneurship
Graphic Design / Film / Editing / Photography
STEAM: Coding, Drones, Music Design and Editing, Lego's, Robotics, Video
C.N.A. Medical Prep Courses / E.M.T. Training
ART / Graphic Design / Ceramics / Art Mediums Matching Student Interests
Typing/Keyboarding Plan and LifeSkills
Drivers Education (One quarter of each as a Freshman: Driver Ed, Auto, FCS/Nutrition, STEAM)

Enrichment Activities to Expand our Career and College Readiness:

- **Career Class 8th Grade, with CTE state program for Career Building**
- **Senior Project and 5 Year Plan, Portfolio**
- **Link Crew, SSC, MBI, Student Council**
- **Career Day, Real Life Fair, Job Shadow**
- **College Visits**
- **Gear Up, iGraduate, School to Work**
- **Addition of at least one of these clubs: B.P.A., J.M.G., D.E.C.A.**
- **As Many School and Outside Certifications as Possible**
- **Pathways for Career Plans**
- **Career Awareness of Current Career Needs that will be necessary for a Skillful Future Workforce**
- **College Application Week – FAFSA Night**

'Our goal is to best prepare students for a successful future'

ST. IGNATIUS SCHOOLS

2024-2025

QUALITY EDUCATION IN THE MISSION VALLEY

To our area homeschool families,
Hello from the Bulldogs! Throughout the past few years we have expanded our K-12 instructional options. We are excited to offer more to our students, including online choices, and want to share our love for learning with you.

WE VALUE



LEADERSHIP



RESPONSIBILITY



CREATIVITY



OPPORTUNITIES AT ST. IGNATIUS SCHOOLS

Collaborative Instruction
Career Readiness
College Preparation
STEAM Exploration
Fine Arts Engagement
Community Minded
High-Interest Enrichment
Outdoor Learning
Technology Integrated

CONTACT US FOR MORE INFORMATION



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ST. IGNATIUS SCHOOLS

Explore the Possibilities

District:

- Project-based Learning
- School Garden & Sustainability
- Mentoring Connections
- Academic Diversity

Elementary School:

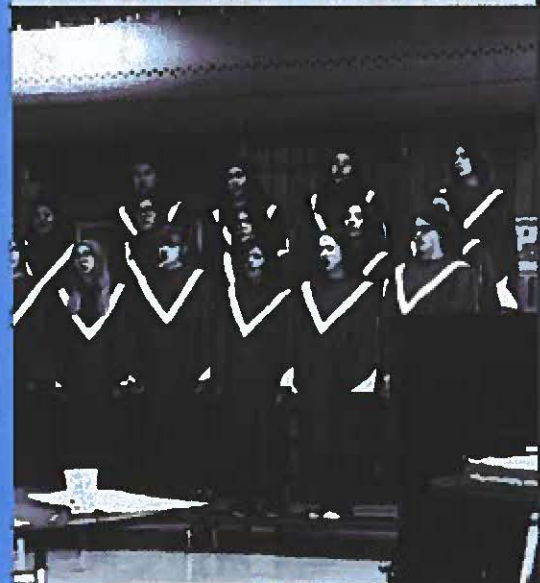
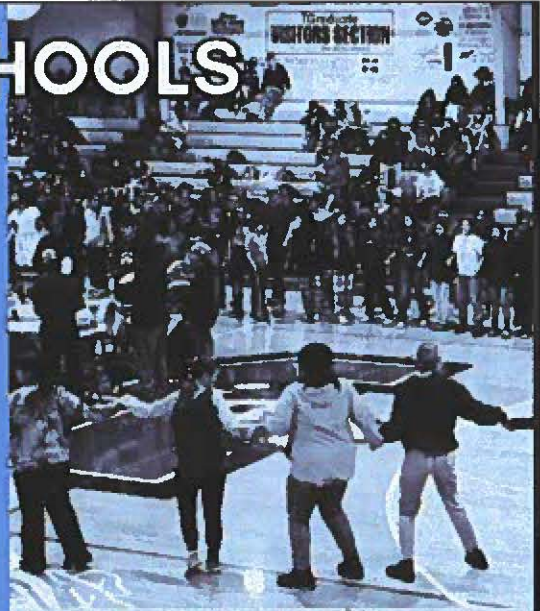
- Music Class & Performances
- Farm-to-Table Lunches
- Missoula Writing Collaborative
- STEAM lab

Middle School:

- Tour of Montana
- Expanded Exploratory Classes
- Band & Choir Education
- Student Council
- Academic Bowl
- Spring Fling & Ski Day

High School:

- Honors & Dual Credit Courses
- Winter & Spring Musicals
- Career Preparation Pathways
- National & International Travel
- Diploma Options
- NEW Aviation classes



Professional Development Calendar

2024-2025

August 21- Optional PIR- Charter School, Career Pathways K-12, PSI, School-Wide Systems, Universal Expectations, Assessment Expectations

August 22- Optional PIR- Character Strong, Curriculum, Instructional Strategies, Crisis Plan, Rooms Training Infinite Campus

August 23- School Specific PIR -Expectations, Policy, Procedure, Instructional Strategies, Handbooks, Systems, Goals

August 26- District Data Day, K-12 Curriculum Alignment

August 27- Teacher Workday and Start of School Preparation

September 16th -Tribal PIR Day

October 17-18- MEA Days

November 1st- MTSS- Academic Achievement and Behavioral Systems- School Improvement Day

November 14-15th – Student-Led PT Conference

January 20th- .5 Records Day and .5 School Improvement Day

March 6th- .5 PIR Community Open House

June 6th- .5 PIR Records Day

Appendix V.

P.S.I. (Positive Systems and Interventions

**Specific to St. Ignatius School District
#28 and Mission Career Forward
Charter Academy (M.C.F.C.A.)**



Positive Systems & Interventions

P.S.I. is a multi-tiered systems approach to academic, behavioral, attendance and mental health platforms that schools choose to promote and will be given the ability to assess their individual evidence and measurable outcomes.

P.S.I. is intended to promote optimal efficiency for schools to clearly define areas of strengths and areas of needed improvement within the scope of multi-systems of support.

System Evaluation:

1-No Evidence

2-Nearing Proficient / Some Evidence

3-Proficient / Evidence Supports Implementation

4-Exemplar System Evidence with Measurable Outcomes and Evidence of System Progress

N/A-Some of the systems or interventions are High /Middle/Elementary School Specific

Part 1

The foundation of any plan for education needs to begin with a vision, goals and fundamental purpose. Why do we exist? What is our goal? Where are we now in relation to where we want to be? What gets measured gets done. If we expect it, we need to teach it. Beginning with SMART goals is a wonderful place to start.

Does your system have a strategic five-year plan and sets annual goals?

Example:

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: (School or District) has academic and extra-curricular programs that emphasize and enhance student achievement. Our programs and services provide a seamless transition from grade to grade with a full recognition of individual student needs and skills and the provision of differentiated instruction to address both the needs of students and enhance the skills of students.

Goal Area 2: Leadership

Statement of Intended Outcome, Five years: (School or District) has successfully implemented systematic professionalism at all levels from the Board, administration, staff and students. We have created a culture where there are open lines of honest communication at all levels. As a result, we have greater collaboration and cooperation from all stakeholders. We have a highly qualified and well-trained staff. We have implemented a progressive program of professional development with measurable benchmarks and accountability. As a result of our efforts, we have effectively marketed the positive attributes of our school system and offer a competitive package for the recruitment and retention of staff and desirable programming for students.

Goal Area 3: Facilities

Statement of Intended Outcome, Five Years: (School or District) has facilities that are conducive to learning and meeting the needs of our students. We have a program in place for making continual improvements to our facilities to ensure that our facilities remain relevant, state-of-the art, equipped with the necessary technology to meet the needs of our staff and students. Our school is THE center of our community.

Goal Area 4: Community/ Communications

Statement of Intended Outcome, Five Years: Through the efforts of (School or District) and the community, we have jointly created a strong sense of pride in our schools and community. Community members are highly engaged in our schools, our vision and our activities. Parents understand the importance of being engaged in the education of their children.

Goal Area 5: Student Centered Positive Climate and Culture

Statement of Intended Outcome, Five Years: (School or District) has created a climate and culture that is centered on students and that promote a safe, positive environment, fosters positive interactions at all levels and makes all students, staff, parents and community members feel welcome. We understand that the climate and culture at our schools impacts the future of every student.

Goal Area 6: Resources Accountability and Certainty

Statement of Intended Outcome, Five Years: (School or District) understands that we have limited financial and human resources and we have successfully maximized the resources that we do have. As a result of our tenacity, we have maximized every dollar to ensure that we are putting our resources into our identified areas of priority.

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

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

Part 2

Positive Systems & Interventions are reliant upon a foundation of platforms that support the best interests of schools, teachers, students, parents and community. Part 2 will look at each of these systems with an approach that P.S.I. feels are necessary for a successful tiered intervention school or district. P.S.I. will not designate what a school uses to attain this evidence, only recommend ideas or research based solutions that will help a school or district identify the necessary platforms for success.

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

I. School Information System

| | |
|--|--|
| School information system is used effectively and efficiently. Example: Infinite Campus, PowerSchool... | |
|--|--|

II. Safe and Welcoming

| | |
|--|--|
| a. The District and/or School has an effective Crisis Plan that is practiced and reviewed annually with a schedule. | |
| b. District and/or School has preparedness tools for lock down and safety protocols for safe protection of staff and students throughout the school day. | |
| c. District and/or School have policies and procedures to effectively deal with bullying and harassment. | |

| | |
|---|--|
| d. District and/or School uses P.B.I.S. or a similar program that establishes a positive and caring environment with universal expectations for staff and students. | |
| e. District and/or School has a measurable way or survey to determine that your students feel safe and welcome. | |
| Other Systems or Programs used for a Safe and Welcoming School: | |

III. Sense of Belonging

| | |
|---|--|
| a. District and/or School uses universal expectations that all students feel a part of in some way. Extra and Co-Curricula's are encouraged. | |
| b. District and/or School has a P.B.I.S. approach to inclusion and universal expectations that everyone recognizes with pride for one's school. | |
| c. District and/or School has effective transitional programs that are used to orient and train students moving from elementary to middle to high school and then to career or college. | |

| | |
|---|--|
| d. District and/or School have student and staff leadership groups who lead and collaborate to improve your school and systems. | |
| e. District and/or School has a measurable way or survey to determine a student's sense of belonging. | |
| Other Systems used for a Safe and Welcoming School: | |

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

IV. Tiered Systems of Support for Academic Achievement

| | |
|--|--|
| a. District and/or School has clearly defined what students need to learn by grade by subject. These documents are stored and easily accessible for access for every grade, every subject. | |
| b. District and/or School has clearly defined a system that has a focus on learning. We do whatever it takes to reach and facilitate learning. | |
| c. District and/or School has separated and identified through reporting the difference in process, product and progress. | |

| | |
|---|--|
| d. District and/or School has a system in place for a systematic response when students are at-risk or have not learned the standards for that grade and/or subject? | |
| e. District and/or School has a collaborative culture with a majority of your staff. Staff will support tiered systems of intervention. | |
| f. District and/or School consistently measures for effectiveness of tiered intervention systems. | |
| g. District and/or School has a system for alternative educational opportunities, credit recovery, credit retrieval and support for at-risk students in need of interventions and progress monitoring. | |
| h. District and/or School have academic interventions k-12. District and/or School documents progress monitors and interventions. | |
| i. District and/or School has a measurable way of assessing the effectiveness of interventions. | |
| j. District and/or School has consistent and expected universal instructional practices. Example: Fundamental Five <ul style="list-style-type: none"> 1. Frame the Lesson 2. Work in the Power Zone | |

| | |
|---|--|
| <p>3. Frequent and Small Group Purposeful Talk</p> <p>4. Recognize and Reinforce</p> <p>5. Write Critically</p> <p>Posted or Documented: Our Standards, Mission Statement, Our Class Goal, Our Progress Posted and Celebrated, Strategy Bank in Using Common Language- Continuous Improvement</p> <p>Other Examples: Daily 5, Daily 3, Great 8...</p> | |
| <p>k. District and/or School celebrate recognizes and honors academic achievement. Example:</p> <p>1. 'Student First' for resiliency that honors students and staff</p> <p>2. Celebrate Academic Achievement at least Quarterly</p> | |
| <p>l. District and/or School has Tier 1, Tier II and Tier III Academic Interventions identified, organized and available as a Tiered System of Support.</p> | |
| <p>m. District and/or School offers after-school and/or in-school systems for academic support.</p> | |
| <p>n. District and/or School has designated mentor or at-risk plan managers for intervention plans. School has a formal Advisory Program.</p> | |

| | |
|--|--|
| o. District and/or School offers classes of interest such as STEAM or Career Courses that truly interest students and are relevant for their future. Pathways have been developed and are productively in place. | |
| p. District and/or School has a measurable way of determining effectiveness of academic achievement and tiered interventions. | |
| q. District and/or School can view achievement data of students to differentiate instruction and make decisions on instruction based on levels of each standard for each student for each section of the day. | |
| r. District and/or School has ELA and Math Title programs in the k-8 that are supportive with interventions and progress monitors. There is a goal to have 80%-100% reading proficiency by grade three. | |
| Other Tiered Systems of Support for Academic Achievement: | |

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

V. Tiered System of Support for Behavior and Attendance

| | |
|--|--|
| a. District and/or School has a tiered system for student behavior and attendance with interventions and progress monitors. | |
| b. District and/or School documents tiered behavior and attendance within a support system. | |
| c. District and/or School can view plans and share with parents what has been done to improve behaviors and/or attendance. | |
| d. District and/or School has P.B.I.S. Universal Expectations. Example: 1. Be Safe 2. Be Respectful 3. Be Responsible 80% of your students and staff know the Universal Expectations. Universals are posted in Classrooms and | |
| e. District and/or School has a Matrix for universal expectations for hallways, bathrooms, classrooms, lunchroom, assemblies and events. Universals are practiced and taught to every student. New students get an orientation of universals and expectations. | |

| | |
|--|--|
| <p>f. District and/or School teachers and staff send positive postcards or make positive connections with students and/or guardians. School celebrates successful implementation and actions for the universal behavioral and attendance expectations.</p> | |
| <p>g. Students are recognized for excelling at universal expectations with positive tickets or systems of recognition.</p> | |
| <p>h. District and/or School can view discipline reports with administration and staff to recognize trends to lower incidents by being proactive rather than reactive. Reports used by teacher leaders and administration to make adjustments in order to be more effective with less interruptions. Student focus groups are used to involve students in decision making and district systems. What constitutes a major and a minor has been established with administration and staff.</p> | |
| <p>i. District and/or School universal expectations are followed diligently and consistently by all staff.</p> | |

| | |
|--|--|
| Other Tiered Systems of Support for Behavior and Attendance Success: | |
|--|--|

VI. Tiered System of Support for Mental Health

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

| | |
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| a. District and/or School has a tiered system of support for all things mental health with interventions and action plans. | |
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| | |
|---|--|
| b. District and/or School documents tiered mental health support systems. | |
|---|--|

| | |
|--|--|
| c. District and/or School can view plans and share with parents what has been done to accommodate mental health needs. | |
|--|--|

| | |
|---|--|
| d. District and/or School along with students are trained to prevent suicide and accommodate alerts that may be recognized and needed in the best interest of mental health and student safety. | |
|---|--|

| | |
|--|--|
| e. District and/or School has an accessible form for families that has a list of mental health providers and mental health resources with contact information. | |
| Other Tiered Systems for Mental Health Success: | |

VII. Career and College Readiness Systems of Success

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

| | |
|--|--|
| a. District and/or School survey and collect data so school offerings match student career and college interests. | |
| b. District and/or School requires a five year plan with research for students future interests, goals and planning. | |
| c. District and/or School require personal finance for all students. | |
| d. District and/or School has systems in place to increase graduation rates and lower dropout rates. | |

| | |
|---|--|
| e. District and/or School offers the changing careers being made available to students in high school with as many CTE offerings as possible. | |
| f. District and/or School track academic achievement on an annual basis to make improvements in instruction, tiered interventions and or plans for improvement. | |
| g. District and/or School prepares students to be college and/or career ready. | |
| i. Other Systems of Success for Career and College Readiness: | |

Part 3

There is a certain amount of data that is necessary to validate any systems that are implemented for a tiered approach. Data can validate success and it can also establish that needed urgency for areas of system improvement.

Data that every system should monitor and use for data driven decision making is listed as a start for an effective tiered approach.

| | |
|---|--|
| 1. Student Academic Assessment a. State Testing ISAT, SBAC, ACT Identify Proficiency Levels b. District Assessments MAP, SBAC Interim c. School Assessments for Progress Pre, Formative and Summative STAR, EDIFY, DIBBLES | |
| 2. Graduation Rate | |
| 3. Drop Out Rate | |
| 4. Attendance Rate | |
| 5. Discipline Referral Count | |
| 6. Teacher Discipline Count | |
| 7. Discipline by Location, Month, Time | |
| 8. Intervention Plans, Intervention Results, Progress Monitors | |

| | |
|---|--|
| 9. Awards or Achievements | |
| 10. Achievement Gap of Any Type | |
| 11. Student-Led Conferences or Parent Teacher Participation Percent | |
| 12. Student, Teacher and Parent Surveys Complete Google Survey | |
| Other Data for Measurable Success: | |
| | |
| | |
| <p>School ranking is based on the total effort of implementation of multiple tiered and best practice systems of the school or district. This framework is a guide for best practice that will provide the best approach for any school or district interested in multi-tiered systems approach to education.</p> <p>_____Platinum 3.7-4.0</p> <p>_____Gold 3.4-3.6</p> <p>_____Silver 3.0-3.3</p> <p>_____Bronze 2.5-2.9</p> | |

All schools are encouraged to use research-based systems for needed improvements continual success and proficiency.

Examples:

Positive Behavioral Intervention Systems (P.B.I.S)

Response to Interventions (R.T.I.)

Professional Learning Community (P.L.C.)

Differentiated Instruction (D.I.)

Silverback Learning

Leveled Literacy Intervention (L.L.I)

Renaissance Learning and STAR

Dibbles

Fundamental 5, Great 8

Daily 5, Daily 3

Other:

School District #28, St. Ignatius, MT

Jason Sargent, Superintendent

Appendix VI.

Tiered Systems of Support

Academic, Behavioral, Attendance and Mental Health

St. Ignatius MS/HS Multi-Tiered Systems of Support

Academic Systems (RTI)

Tier 3 - Intensive, Individual Interventions

- Schedule Change
- Alternative Pathway to Promotion
- Long-Term Check-In, Check-Out
- Special Education Referral
- Remedial Instruction
- Mission Forward Placement
- HiSet/Job Corps Option

Tier 2 - Targeted Group Interventions

- Schedule Change
- Assigned Study Tables
- Paired with an In-School Mentor
- Parent/Team Meeting
- SEMS Class/Tutoring
- Milepost Plan Developed (Mentor Assigned)
- Check-In, Check-Out (CICO)
- RTI Referral
- Title Referral

Tier 1 - Universal Interventions

- Work-On-Work
- After School Tutoring
- Required planner
- MAP Assessment/Universal Screener
- Bulldog Pride Cards/PBIS
- Early Warning System Identification
- Student/Parent/School Compact
- Top DAWG Assembly
- Student LED Conferences
- Freshman Link Crew & 6th Orientation
- Senior Project 5 yr Plan

Attendance Supports

1-5%

Tier 3 - 10+

- Truancy Petition
- Mission Forward Placement
- Extension Class
- SEMS Lab
- Hi-Set Option

5-10%

Tier 2 - (6-10 Absences)

- Attendance Contract
- Student/Parent/School Meeting
- Schedule Change
- SRO Home Visit
- 10 day attendance Letter Home
- Student Loses 2% per day absent after 10 days absent

80-90%

Tier 1 - Universal Interventions (0-5)

- Student/Parent/School Compact
- 5 day Attendance Letters Mailed Home
- School/Student Meeting
- Work-on-Work
- Early Warning System Identification
- Freshman Jumpstart & 6th Orientation
- Automated System Calls Home @ 9am

Behavioral Systems (MBI)

Tier 3 - Intensive, Individual Interventions (6+ referrals)

- Behavior Intervention Plan (BIP)
- Functional Behavior Assessment (FBA)
- Wraparound Services (AltaCare)
- Long-Term Check-In, Check-Out
- Milepost
- Schedule Change
- Mission Forward Placement
- Special Education Referral

Tier 2 - Targeted Group Interventions (2-5 referrals)

- Paired with an In-School Mentor
- Social Skills Group
- Schedule Change
- Assigned Study Tables
- Parent/Team Meeting
- Behavior Contracts
- Check-In, Check-Out (CICO)
- RTI Referral
- Break cards

Tier 1 - Universal Interventions (0-1 referrals)

- Freshman Link Crew/6th Orientation
- Teaching/Modeling Universals
- Current Discipline Process
- Teaching of Behavior Expectations
- Handbook Quiz
- Bulldog Cards/PBIS
- Active Supervision
- Student/Parent/School Compact
- Early Warning System Identification
- Top DAWG Assembly
- MyVoice Student Survey
- MBI Student Team

Multi-Tiered Systems of Supports (MTSS) Pyramid of Interventions

St. Ignatius Elementary School

Academic Interventions

Attendance Interventions

Behavioral/Social-Emotional Interventions

Tier 3: Intensive, Individual Interventions

- Referral to Special Education
- Referral for 504 Accommodations
- Differentiated instruction in regular ed classroom
- Individualized instruction
- Student/Parent/School Meeting
- Monday Late Start Study Table

Tier 3: 10+ Absences/Tardies

- Visit from Home-to-School Liason
- 10+ Day letter mailed
- Student/Parent/School Meeting
- Admin phone call/make contact with parent
- Attendance Contract
- Seek insight for health plan/504 Accommodations
- Monday Late Start Study Table
- Contact social services and other entities
- Monday Late Start Study Table

Tier 3: Intensive, Individual Interventions

- FBA
- Referral to Special Education
- Student/Parent/School Meeting
- Implement Character Strong with fidelity
- Behavior Contract

Tier 2: Targeted Group Interventions

- Referral to Title I program
- Differentiated instruction in regular ed classroom
- Modified Assignments
- Peer tutoring
- Small group instruction
- Use of supplemental programs in general ed classroom (admin approved)
- Progress monitoring
- Parent contacted by Teacher
- Student/Parent/School Meeting
- Monday Late Start Study Table
- Use Amplify & HMH with Fidelity

Tier 2: 5-10 Absences/Tardies

- Visit from Home-to-School Liason
- 5-10 Day letter mailed
- Teacher phone call/make contact with parent
- Student/Parent/School Meeting
- Attendance Contract
- Monday Late Start Study Table

Tier 2: Targeted Group Interventions

- Parent contacted by teacher and/or admin
- Student/Parent/School Meeting
- Referral to Counselor for individual Tier 2 Intervention
- Referral to Counselor for Social Groups
- Implement Character Strong with Fidelity
- Behavior Contract
- Peer mentoring
- Check in/Check out with teacher
- Refocus sheet
- Loss of privileges
- Student meets with Admin

Tier 1: Universal Interventions

- Redirect/Reteach
- Differentiated instruction in regular ed classroom
- Collaboration w/grade level & PLC teams
- Progress monitor w/ STAR & DIBELS
- Small group instruction
- Parent contacted by teacher
- Monday Late Start Study Table
- Bulldog Tickets/Reward
- Use Amplify & HMH with Fidelity

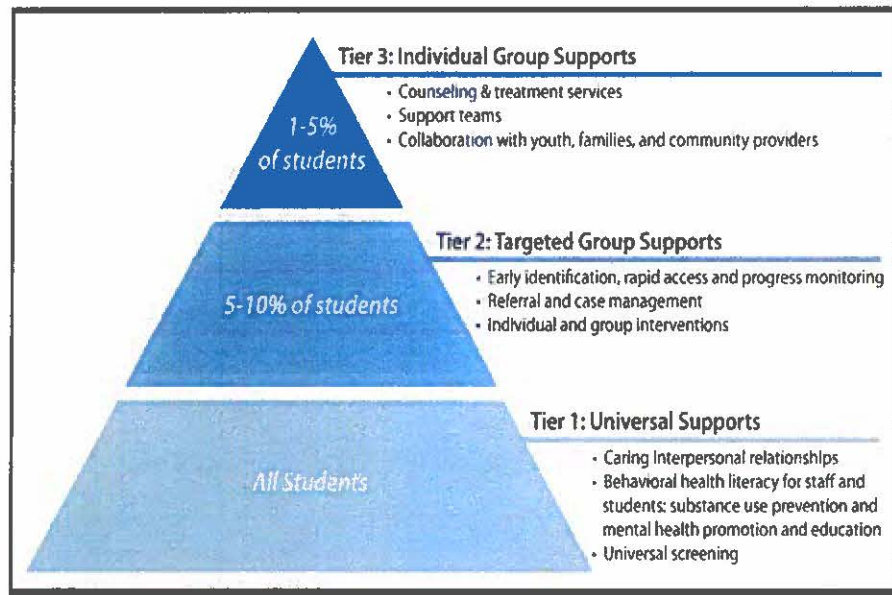
Tier 1: Up to 5 Absences/Tardies

- Parent contacted by teacher
- 5 Day letter mailed
- Student/Parent/School Meeting
- Monday Late Start Study Table

Tier 1: Universal Interventions

- Parent contacted by teacher
- Bulldog tickets/reward
- Loss of privileges
- Refocus sheet
- Student/Parent/School Meeting
- Collaboration w/Counselor for support
- Behavior Contract
- Strong classroom management and expectations
- Refer to School Universals consistently

Mental Health Tier System of Support St. Ignatius Schools



Tier 1: Universally offered services (i.e., services offered to all students within the school system) typically included widespread screening, social-emotional based learning curricula, and prevention-based activities that foster healthy functioning in a generative school climate.

Tier 2: Services allow for early intervention and targeted support (e.g. for students exhibiting risk factors often associated with potential issues but for whom the issues have not fully manifested), and may include more directed student screening and interventions to reduce the likelihood of issues developing or resolve early manifestation of difficulty.

Tier 3: Services are generally for students identified as experiencing mental health or substance-related difficulties, and may include individual or family/caregiver treatment or individual interventions to address the identified illness or condition.

P.S.I. Mental Health Systems of Success: Highly Qualified School

Counselors, School Psychologist, P.B.I.S. Behavioral Expectations and Training, Trauma Responsive School Programs, Bully Preventive Programs, School Resource Officers, Crisis Intervention Team, Behavioral Health Aides and Peer Supporters, Collaborations with Community Providers Within or Near Schools, Atla-Care Teams- (Integration of services within the larger school environment helps secure resources) Mental health and substance use challenges negatively affect how well children and adolescents can learn, and there is an urgent need to identify students at-risk or experiencing these challenges to connect them with appropriate prevention and treatment services.

SAMHSA, Substance Abuse and Mental Health Services Administration and CMS, Center for Medicaid & CHIP Services, Elinore McCance-Katz, M.D., Ph.D, Assistant Secretary for Mental Health and Substance Use; Calder Lynch, Acting Deputy Administrator and Director Center for Medicaid and CHIP Services.

P.S.I.- Positive School Interventions – St. Ignatius, School District #28

Tiered Diagram: <http://leg.wa.gov/jlarc/reports/2016/YouthMentalHealthInventory/p/default.htm>

Appendix VII.
Administration Evaluations

**St. Ignatius School District
Principal Self-Evaluation/Evaluation**

Name: _____

Key:

P (Proficiency): The skill level is between acceptable and high level of expertise.

AG (Area of Growth): The skill is applied inconsistently or needs development.

U (Unsatisfactory): The skill is not observed or clearly needed. The lack of the skill hindered student learning.

N (Not observed/ not applicable): The skill was not observed but there was no indication it was needed.

Building Goals and Objectives: Please assess your contribution to the progressive realization of your building's goals and objectives over the past year.

Assessment:

District Goals and Objectives: Please assess your contribution to the progressive realization of the District's goals over the past year.

Assessment:

School Goals and Objectives: Please assess your contribution to the development and completion of School Goals and Objectives this past year. Are your goals SMART goals?

Assessment:

Professional Improvement Goals: Please assess your progress on your own professional development goals over the past year.

Assessment:

Job Description: Please assess your contributions to the progressive development of the St. Ignatius School district and/ or your building in the following areas.

Assessment:

Developing and administering a quality education program:

I. Safe and Welcoming School:

Assessment:

II. Sense of Belonging at School:

Assessment:

III. Curriculum and Academic Achievement:

A. Focus on Learning

Assessment:

B. Collaborative Culture

Assessment:

C. Clearly Define What Students Need to Learn

Assessment:

D. Systematically Respond When Students Don't Learn

Assessment:

E. Constantly Measure

Assessment:

F. Writing Across the Curriculum

Assessment:

IV. Future Plan for Productive Society:

Assessment:

Selection, supervision and evaluation of all certified and classified staff in your building:

Assessment:

Community human relations:

Assessment:

Team Member: Works well as an administrative team member to better the system for students of School District #28.

Assessment:

In-District human relations:

Assessment:

Support for exceptional students, their families, and programs:

Assessment:

Maintaining a physically and emotionally safe and secure learning environment:

Assessment:

Fiscal leadership and responsibilities:

Assessment:

Executing federal and state educational mandates and regulations:
Assessment:

Student discipline and behavior management:
Assessment:

Principal Sign

Date

Superintendent Sign

Date

Superintendent Evaluation 2023-2024

* Indicates required question

Policy and Instructions

NEEDS IMPROVEMENT" and "UNACCEPTABLE" ratings should be supported with written explanation.

PURPOSE:

The Board will evaluate, at least annually, the performance of the Superintendent, using standards and objectives developed by the Superintendent and Board which are consistent with the District's mission and goal statements. A specific time should be designated for a formal evaluation session. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

PROCEDURE:

- (1) At the October regular meeting of the Board of Trustees, evaluation instruments will be distributed to each trustee.
- (2) Each trustee will complete the evaluation instrument individually, date, sign and return to the board chair not later than the November board meeting.
- (3) The board chair, or his/her designee, will prepare a composite evaluation form, to include all comments. Five additional copies will be produced.
- (4) The board chair, or his/her designee, will deliver, as soon as available, the original composite to the superintendent for his/her review, together with all original, individual evaluation instruments.
- (5) Each trustee, during the December board meeting and in executive session, will be given a copy of the composite of the evaluation for his/her perusal and then will conduct an evaluation interview with the superintendent.
- (6) Immediately following the executive session, all composites will be given to the superintendent for disposal. The original composite will be signed by both the superintendent and board chair and placed in the superintendent's personnel file.

A: Relationship with the Board

1. 1. COMMUNICATION... keeps the board adequately informed of activities, progress, and problems of St Ignatius Public Schools. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

2. 2. RECOMMENDATIONS... facilitates the decision-making process for the board by making sound recommendations for board action. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

3. 3. RESPONSIVENESS... follows up on problems and issues brought to his/her attention. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

4. 4. RECEPTIVENESS... is receptive to board member ideas and suggestions. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

5. 5. Comments and Suggestions

B: Management Skills

6. 6. DECISION-MAKING ABILITY... is able to make constructive and decisive decisions. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

7. 7. SUPERVISION... ability to monitor, assign, and evaluate staff performance. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

8. 8. BUDGETING... effectively prepares, administers, and monitors the budgets for which he/she is responsible. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

9. 9. PUBLIC RELATIONS... actively seeks to inform the public regarding programs and promotes effective contacts between the district and the public it serves; exhibits a warm, friendly, positive attitude when dealing with community members. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

10. 10. Comments and Suggestions

Professional Abilities

11. 11. TECHNICAL COMPETENCE... has a thorough knowledge and understanding of his/her profession and tries to improve competencies. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

12. 12. COMMUNICATION SKILLS... articulates ideas clearly and fluently. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

13. 13. INNOVATIVENESS... willing to try new approaches and methods. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

14. 14. FLEXIBILITY... adjusts to changes in plans or procedures. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

15. 15. TENACITY... has the initiative and persistence needed to accomplish meaningful goals; gets things done; willing to take on difficult tasks. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

16. 16. COMMUNITY INVOLVEMENT... participates in community organizations and is aware of community activities. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

17. 17. PROFESSIONAL INVOLVEMENT... is active in professional organizations. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

18. 18. REACTION TO EVALUATION... accepts praise and constructive criticism gracefully and seeks feedback on personal performance. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge
-

19. 19. Comments and Suggestions:

Personal Attributes

20. 20. ATTITUDE TOWARDS JOB... displays a positive attitude towards work and is willing to spend whatever time necessary to do a good job. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

21. 21. CONSIDERATION OF OTHERS... is patient, understanding, caring considerate and courteous. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

22. 22. PERFORMANCE UNDER STRESS... performs adequately in stressful situations, retaining objectivity and self-control. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

23. 23. PROFESSIONALISM... sets standard for all staff to emulate professionalism and school pride. *

Mark only one oval.

- ☐ Exceeds Job Requirements
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Unacceptable
- ☐ No Knowledge

24. 24. Comments and Suggestions:

General Questions

25. 25. What has impressed you the most about the ways in which the Superintendent has worked with the St. Ignatius District team to lead the district over the past year?

26. 26. What specific recommendations do you have for the Superintendent to improve performance?

27. 27. Do you have any additional comments regarding the Superintendent's ability to provide cohesive work environment, as well as, establish a positive influence in the community?

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Google Forms

Appendix VIII.

St. Ignatius District and MFCCA Student 5-Year Plan and Senior Project Specific to Charter and School District

ST. IGNATIUS
HIGH SCHOOL
SENIOR PROJECT
PACKET



2024-25

Senior Project

Senior Project Purpose: The senior project is intended to provide students the opportunity to explore and research a variety of skills and interests necessary to future life success.

Objectives:

- **Demonstrate research skills**
- **Improve speaking and presentation skills**
- **Demonstrate writing skills**
- **Demonstrate preparedness and organizational skills**
- **Develop performance and significant community service skills.**
- **Realize a sense of accomplishment and purpose.**

Senior Project Components:

I. Committee Selection

A student must have an advisory committee of two adults. Both of the committee members must be certified grade 6-12 teachers in the St. Ignatius School District #28.

COMMITTEE SELECTION IS DUE TO LOU SEPT. 9, 2024

II. Community Service and/or Community Project

The community service component of your senior project will include the choice of:

- A. an independent community project which contributes to the required 40 hours of service **OR**
- B. completing 40 hours of community service.

Service hours must be completed outside of regular school hours. Students must document hours on the community service form (available in the office). Community service hours can only be signed off by community business leaders, community organization leaders, or school employees. Family members cannot sign off hours. Service hours can be on the job hours (job shadowing) for a future career as long as it is not paid. If a student enters our school as a sophomore, 30 hours will be required. If a student enters our school as a junior, 20 hours will be required, and as a senior, 10 hours will be required.

The following are examples of accepted Community Service: volunteering at locations like hospitals, nursing homes, food banks, the fire department, an ambulance service, Adopt a Highway, the Humane Society, or the Senior Citizens Center; job shadowing; helping a community elder (non-family members); tutoring of underclassman and peers; completing environmental projects; organizing a Blood Drive; assisting with Hunter's Education; contributing to cultural events; fundraising for nonprofit organizations; helping with youth sports; school projects and school improvements(outside of school hours).

(Career day and court-mandated hours cannot be counted towards community service)**

(Work done in class, or during schools hours, cannot be counted towards community service)**

COMMUNITY SERVICE HOURS ARE DUE TO LOU BY APRIL 10, 2025.

III. 5-Year Plan Paper

This research paper will be 4-5 pages . The paper will include three options for student education, military, and/or career plans for the five years following high school graduation. This paper will be introduced and taught in the English 12 and Personal Finance classes; however, **students are also expected to work on its completion on their own time.** A basic requirement paper is included in this packet, but more information will be presented to students in classes. Students must submit the final copy to committee members and Mrs. Keast.

Remember to also bring copies of your final paper to give to each committee member at your final presentation.

OUTLINE DUE OCT. 9/10, 2024 TO MS. KEAST, SIGNATURES TO LOU

ROUGH DRAFT DUE OCT. 24/25, 2024 TO MS. KEAST, MR. KELLEY AND SIGNATURES TO LOU

FINAL DRAFT DUE NOV. 21/22, 2024 TO MS. KEAST, SIGNATURES TO LOU

IV. Portfolio

A portfolio will be presented during the Senior Project Presentation to the committee, public, parents, and underclassman. The portfolio checklist is provided in this packet, and students will work on its completion in Advisory classes during their 4 years at MHS. **Students will not be given time in their English 12 class to complete the portfolio. Students should ask advisors and committee members for assistance**

PORTFOLIO IS DUE DEC. 17/18, 2024 WITH SIGNATURES TO LOU

V. Digital Presentation

A digital presentation will be a part of the final Senior Project Day presentation, which will be presented to committee members. The presentation should reflect the steps outlined in students' five-year plan and include personal information regarding the high school journey. Presentation requirements will be introduced and taught in English 12 and Government classes, **but students will be expected to complete the digital presentation on their own time if not completed during allotted class time.**

PRESENTATION IS DUE DEC. 17/18, 2024 TO MS. KEAST and MS. SHILLING, SIGNATURES TO LOU

VI. Final Presentation

The final presentation should include an oral presentation of all of the senior project components. This will include the digital presentation outlined above, the five-year plan paper, and an overview of the student's portfolio. The presentation must be at least 15 minutes long. Students will be given time in English 12 to practice the oral and digital presentation.

FINAL PRESENTATIONS WILL BE PRESENTED ON SENIOR PRESENTATION DAY JAN. 20, 2025 (TIME TBD)

Senior Presentation Requirements

Students are expected to dress professionally.

Students must provide each of their committee members with a copy of the final rubric.

The final signature sheet must also be turned in on this day. (Except Community Service Hours)

Five-Year Research Paper Requirements

- Students will write a 4-5 page paper exploring 3 post-high school options. They must include research on AT least 1 career and 1 academic option
- Students must include research from at least 4 sources, but no more than 8.
 - **These sources must include one personal interview**
 - Other sources may include college visits, college websites, the MCIS website, video testimonials, or any other reliable career specific websites.
- The paper needs to be Times New Roman 12-point font with double-spaced pages.
- The paper must have a title page and a works cited page
- The paper must follow current MLA format guidelines
- Papers must show all 5 steps of the Writing Process. Each step in the process is worth a semester 1 classroom grade
- Any plagiarism or use of AI will result in a 0 for that element of the Senior Project. This will impact semester 1 English 12 grade. Additionally, students must redo that portion of the project to meet graduation requirements.

Your research paper may include the following specific elements of your educational course of study.

When including this research, it must tie to the student's interests, goals and relevant steps for completion of their 5 year plan. *These components SHOULD NOT be a random listing of information.*

- Relevant or significant courses. DO NOT list all classes. Just explore interesting and significant classes.
- Concerns you have about college and an outline of your plan for dealing with those concerns
- List of your college and living expenses
- Financial plan for covering expenses such as tuition, fees, housing, transportation, personal hygiene, and entertainment. This may include school based financial aid, employment, parental assistance, and/or scholarships
- Description of a typical week and your plans for time management
- A description of potential risks or roadblocks you may encounter and how you will get around these challenges
- A description of the city, surrounding area, and recreational opportunities in which the college is located. Focus research on elements which draw you to the school.
- Description of campus amenities and reasoning as to why they attracted you to this particular campus
- A description of the cultural opportunities in the vicinity and how you may participate in those opportunities
- If relevant to your decision process, include research on student enrollment, student demographic profile, student/faculty ratio, graduation rate, student advisor and counseling services, tutoring service, freshman orientation, extra-curricular offerings, visiting speaker offerings, and varsity, intramural and club sports
- Degrees, internship programs, and studies abroad offered

Your research paper may include the following specific elements for apprenticeship, military or general employment:

When including this research, it must tie to the student's interests, goals and relevant steps for completion of their 5 year plan. *These components SHOULD NOT be a random listing of information.*

- Description of employment or specialization field
- Hourly salary
- Sick leave/vacation or personal time offered
- Description of health, retirement, or other additional benefits
- Chance of job/rank advancement
- Concerns about your plan and an outline for dealing with those concerns
- How/why your choice of occupation has changed in the past and may change in the future
- A description of the city or town in which you would like to live if that plays a role in your career decision
- Description of potential risks or roadblocks you may encounter and how you will get around these challenges
- Description of a typical week and your plans for time management
- Financial plan for housing, food, entertainment, savings, etc...
- A description of the cultural opportunities in the vicinity and how you may participate in those opportunities

Portfolio Check-List

- _____ Community Service Documentation – Signed-Off 40 hours
(10 per year enrolled at Mission)
- _____ Personal Statement (English)
- _____ Photos of Community Service Experience (done independently)
- _____ Most Current Resume -- (To be updated yearly in English)
- _____ Most Current Cover Letter (To be updated yearly in English)
- _____ Updated Letters of Recommendations (at least 2, done independently)
- _____ Job Application (12th grade Personal Finance, Career Days)
- _____ Awards and Honors Certificates and all Award Documentation (done independently)
- _____ Transcripts (independently from Ms. Spidel or Ms. Redmond)
- _____ Test Scores ACT/SAT, ASVAB/PSAT scores (independently from Ms. Spidel or Ms. Redmond)
- _____ College Scholarship Applications(if applicable and done independently)
- _____ College/Certification Program/Apprenticeship/Military Application (at least 1 done independently)
- _____ Financial Planning and Understanding (Work samples 12th grade Personal Finance--assignments or tests pertaining to checkbooks, insurance, taxes, and/or investments)
- _____ FAFSA Completion
- _____ Essays from English (1 sample per year)
- _____ Work from Courses Outside of English (1 sample per year minimum)
- _____ Research paper from American Government

All portfolios should be stored in Advisors' classrooms until senior year when they will be stored in English 12.

Responsibilities of Senior Project Committee Members

As part of the Senior Project Committee, your time and efforts are essential to the success of the Project. You will serve as a resource to the student in completion of his/her community service, portfolio and presentation. This may include sharing expertise, offering suggestions, guiding the student to resources, or assisting in solving problems that may emerge. **Please read this entire handbook to familiarize yourself with all the project entails. Items are due by 3:30pm to Lou Rice.**

Deadline #1 – Committee Selection Friday September 9

The student should ask you to be on their committee. Sign the signature sheet as an agreement to serve on the student's project committee. Please include your address and phone number.

Deadline #2 – Outline for Five Year Plan Oct. 9/10 on the day student has English

The student should give committee members a copy of his/her outline of the Five Year Plan Paper.

*****Check sources and accuracy of research. Sign the signature as confirmation of receipt and add comments.**

Deadline #3 Rough Draft of Five Year Plan paper

Oct. 24/25 on the day student has English 12

A 4-page rough draft of the student's Five Year Plan paper should be given to you. ***Make corrections or recommendations.*** Check sources and accuracy of research. Sign the signature sheet as proof that you have received the rough draft.

Deadline #4 – Approval of Five-Year Plan Paper Nov. 21/22 on the day student has English 12

A Five-Year Plan Paper should have been completed in the student's English 12 class, **but may still need your advice and guidance. Make corrections or recommendations if needed. Sign the signature sheet as proof that you have received and read student paper. If corrections are needed, make sure they are complete before Senior Presentation Day.

Deadline #5 – Approval of Digital Presentation and Portfolio

Dec. 17/18 on the day student has English 12

ONLY THE COMMITTEE CHAIRPERSON NEEDS TO SIGN ON THIS DEADLINE. The student will show the committee chairperson his/her digital presentation and the completed portfolio.

Deadline #6 – Senior Project Presentation Friday January 20, 2024

Please plan to be present during school on **January 12th (Mr. Hendrickson will release a schedule.)**

All committee members should be present on this day for the student's presentation. Student presentations should last at least 15 minutes! ***Students are expected to dress professionally.***

Please be on time for the student presentation so we can stay on schedule. Do not interrupt the presentation. Cell phones should be turned off.

Deadline #7 – Approval of Community Service Hours April 10, 2024

Students will present to each committee member a written plan for community service completion; including what has been done to assure it aligns with community service guidelines. Check the box on the signature sheet if the service aligns with the guidelines. Make sure hours are community project or service oriented (please review guidelines). (Call and follow up to assure hours are legitimate and within guidelines.)

Students have been encouraged to contact their committee members well before each deadline to set up a meeting time or to give members needed material (outline, paper). Part of this project is to help students learn the importance of planning and meeting deadlines. Please call the office (745-3811) if you have any questions or concerns about the project or your student.

Senior Project Scoring Rubric

Students must earn a minimum score of 3 in all areas in order for the project to be completed.

| Area | 5 points | 4 points | 3 points | DQ | Score |
|--------------|---|--|---|--|-------|
| Paper | The paper is well written and clearly explains the plan or project and contains at least 4 references, including interview . The paper is at least 5 pages of content printed in 12 pt font. | The paper is well written and clearly explains the plan or project and contains at least 4 references, including interview . The paper is at least 4 pages of content printed in 12 pt font. | The paper is well written and clearly explains the plan or project and contains at least 3 references . The paper is at least 4 pages of content printed in 12 pt font. | Did not meet the minimum. Must meet with Mr. Hendrickson. | |
| Service | The student completed more than 40 hours of service. The hours have been completed throughout high school and documented as completed . | The student completed 40 hours of service. The hours have been completed throughout high school and documented as completed . | The student has completed 40 hours of approved service. | Did not meet the minimum. Must meet with Mr. Hendrickson. | |
| Portfolio | The portfolio includes every required component . The work is well organized, professionally presented, and represents exceptional effort . | The portfolio includes at least 15 of the required components . The work is well organized and represents above average effort . | The portfolio includes at least 13 of the required components . Work is well organized and represents the student's average effort . | Did not meet the minimum. Must meet with Mr. Hendrickson. | |
| Presentation | The digital presentation was well planned and executed. The presentation lasted 15 minutes (prior to questions from the committee). The student was thoughtful in answering the committee's questions. | The digital presentation was well planned and executed. The presentation lasted 13-14 minutes (prior to questions from the committee). The student was thoughtful in answering the committee's questions. | The presentation lasted 12 minutes (prior to questions from the committee). | Did not meet the minimum. Must meet with Mr. Hendrickson. | |
| Procedures | The student met every deadline in completing the project. Committee members were consulted throughout the process and the student applied given feedback. | The student met 6 of the deadlines . Committee members were consulted regularly. | The student met 5 of the deadlines . | Did not meet the minimum. Must meet with Mr. Hendrickson. | |

Committee Member's Signature _____

Score Total /25

**SENIOR PROJECT
COMMITTEE SELECTION SHEET
Due in the office by Sept 9**

Committee members: By signing this document, you agree to serve on the student's senior committee throughout the year. It is the student's responsibility to share with you all pertinent information in a timely manner.

Student Name:

Committee Chair Signature:

Printed Name:

Phone Number:

Date:

Committee Signature:

Printed Name:

Phone Number:

Date:

**SENIOR PROJECT
OUTLINE OF FIVE-YEAR PLAN PAPER
Due to Ms. Keast with signatures in the office by October 9/10, 2024**

Please examine the student's outline and make recommendations to assist him or her in the writing of the senior paper.

Student Name:

Committee Chair Signature:

Printed Name:

☐ I have seen the Outline of Five-Year Plan Paper

Suggestions:

Date:

Committee Signature:

Printed Name:

☐ I have seen the Outline of Five-Year Plan Paper

Suggestions:

Date:

ROUGH DRAFT OF FIVE-YEAR PLAN PAPER
Due to Ms. Keast, Mr. Kelley, and signatures in the office by Oct. 24/25

Committee members: Examine the student's work and make recommendations to assist him or her in reaching a successful completion. A four(4) page rough draft of paper with bibliographical references should be completed. Sign that you have viewed and made recommendations.

Student Name:

Committee Chair Signature:

Printed Name:

RECOMMENDATIONS:

Date:

Committee Signature:

Printed Name:

RECOMMENDATIONS:

Date:

APPROVAL OF FIVE-YEAR PLAN PAPER
Due to Ms. Keast and signatures in the office by Nov.21/22

Committee members: Committee members may ask for minor revisions to the paper to be completed before Senior Presentation Day. If it needs extensive work, they have NOT met deadline.

Student Name:

Committee Chair Signature:

Printed Name:

RECOMMENDATIONS:

Date:

Committee Signature:

Printed Name:

RECOMMENDATIONS:

Date:

APPROVAL OF DIGITAL PRESENTATION AND PORTFOLIO
Due Dec. 17/18 to Ms. Keast, Ms. Shilling and signatures to office

PRESENT DIGITAL PRESENTATION TO YOUR COMMITTEE CHAIRPERSON FOR APPROVAL.
PRESENT PORTFOLIO TO CHAIRPERSON.

Student Name:

Committee Chair Signature:

Date:

SUGGESTIONS:

COMPLETION OF PROJECT except SERVICE HOURS
Due Jan. 20, 2025

Committee members should fill out the rubric supplied by the student. Grade each category and record the TOTAL SCORE on the line provided below. You must attach the scoring rubric to this sheet. Please remember to sign this form!

Student Name:

Committee Chair Signature:

☐ APPROVED

☐ NOT APPROVED

TOTAL SCORE: _____

COMMENTS:

Date:

Committee Chair Signature:

☐ APPROVED

☐ NOT APPROVED

TOTAL SCORE _____

COMMENTS:

Date:

APPROVAL OF COMMUNITY SERVICE HOURS
Due in the office by April 10, 2025

Committee members: A completed community service log of hours should be given to you.
Please confirm that it meets community service guidelines.

Student Name:

Committee Chair Signature:

Printed Name:

RECOMMENDATIONS:

Date:

Committee Signature:

Printed Name:

RECOMMENDATIONS:

Date:

Senior Project Sign-Off Sheet

***On the procedures portion of the Senior Project Scoring Rubric, students have to meet 5 of the deadlines, otherwise they will have not met all of the requirements of the project, and will not have completed their Senior Project.**

***Students will not be allowed to graduate until all requirements are met. No students will graduate from St. Ignatius High School until the Senior Project requirements have been met.**

***To participate in the graduation ceremony, students must be fully eligible to receive their diploma at the time the ceremony is held, which includes Senior Project deadlines. Students missing more than 2 deadlines will have additional requirements to walk assigned by Mr. Hendrickson.**

I have received a copy of the Senior Project Packet and have a copy of all of the dates and deadlines. I understand that students will NOT be given additional copies of Senior Packets or Sign-Off sheets. If lost, it is their responsibility to make copies from a peer's packet. I understand the consequences, referred to in this document and in the student handbook, for not meeting those deadlines, and I accept those consequences as they are stated.

Student

Date

Guardian

Date

****Please return to Lou in
the office by
Wednesday, Sept. 25th****

PAPER

The paper is well written and clearly explains the project and contains at least 3 references. The paper is at least 8 pages long using 12 point font. **5 points**

The paper is well written and explains the project with at least two references. The paper is at least 8 pages long using 12 point font. **4 points**

The paper is indicative of the students typical classroom work. It does an adequate job of describing the project and contains at least one reference. The paper is at least 6 pages long using 12 point font. **3 points**

The paper meets minimum 6 pages requirement for length in 12 point font. It is written with correct punctuation and spelling. **2 points**

The paper is poorly written, contains no references and does not meet the 6 page minimum requirement. **1 point**

There is no paper or it is too short and contains numerous spelling and punctuation errors. **0 points**

Score _____

COMMUNITY SERVICE/PROJECT

The service/project is one of community service or career exploration and has the approval of the committee and has been properly signed off. The student has utilized available resources and spent at least 40 hours completing the service/project. **5 points**

The service/project was done above average and the student spent at least 40 hours completing it with proper approved signatures. The topic has been approved by the committee. **4 points**

The service/project hours were approval of the committee and properly signed off. The student has utilized available resources and spent at least 40 hours completing the project. **3 points**

The service/project was done with minimum effort and does not exhibit quality. The student has spent at least 30 hours on it. The topic has been approved by the committee. **2 points**

The service/project is inappropriate and does not reflect consultation of committee members. The student has spent at least 20 hours on the project. **1 point**

The service/project is inappropriate and does not have committee approval. **0 points**

Score _____

PROCEDURES

The student has met all of the deadlines in completing the project. The committee has been consulted on a regular basis. **5 points**

The student has met 80% of all the deadlines. The committee has been consulted on a regular basis. **4 points**

The student has met 60% of the deadlines. The committee has been consulted along the way. **3 points**

The student has met 40% of the deadlines. The student rarely consulted with the committee. **2 points**

The student has met only 20% of the deadlines. The committee has rarely been consulted. **1 point**

The student has not met any of the deadlines. The committee has rarely or never been consulted. **0 points**

Score _____

**PRESENTATION/SPEECH/
DIGITAL PRESENTATION
EXPECTATIONS**

The presentation was well planned and executed. The student answered the committee's questions accurately and completely. Digital presentation organized and well done. The student kept the interest of the committee and audience for the full 15 min., excluding question and answer period.
5 points

The presentation was well presented and lasted 12-15 minutes. The student answered the committee's questions accurately and completely. Digital presentation organized and well done.
4 points

The project was well presented. The student answered the committee's questions. The presentation was at least 10 minutes long. Digital presentation well done.
3 points

The student's answers to committee's questions were brief and incomplete. The presentation lasted less than 10 minutes.
2 points

The presentation lasted less than 10 minutes. The student could not correctly answer a majority of the committee's questions.
1 point

No presentation was made. **0 points**

Score _____

PORTFOLIO

The portfolio includes every component required. The work is well organized and professionally presented. The culmination of work represents the input from required work and samples done with exceptional effort above and beyond what was required from the checklist.
5 points

The portfolio includes every component required. The work is well organized and presented in above average fashion. The culmination of work represents the input from required work and samples done with above average effort for what is required from the checklist. **4 points**

The portfolio includes 75% of the components required. The work is well organized and presented in average fashion. The culmination of work represents the input from required work and samples done with average effort for what is required from the checklist. **3 points**

The portfolio is missing more than 75% of the components that are required for completion. The work was done in average to below average fashion. The components were lacking substance and organization.
2 points

The portfolio was missing abundant amounts of required components. The work was done way below what is expected for a complete project. The effort for completion was lacking and not representative of what is needed to have a worthy portfolio. **1-0 points**

Score: _____

Name of Committee Member

Seniors must score no less than 3 points in each category to earn approval.

Total score

Appendix IX.
Liability Insurance

MONTANA SCHOOLS PROPERTY AND LIABILITY INSURANCE PLAN

NAMED INSURED:

St. Ignatius Public Schools
PO Box 1540
St Ignatius, MT 59865

INSURANCE CERTIFICATE 7-1-2024 TO 7-1-2025

Ambridge – PK1036824
Liberty Mutual Insurance – YAC-L9L-474623-014
Travelers Boiler – BAJ-BME1-8156L884-TIL-24
Arch Insurance Group Cyber – NPL006890401
Lloyd's Syndicate 510 Disaster Management – SR0082824
STARR Employee Business Travel – BTA1000691

In consideration of the payment of the premium, the above listed insurance carriers agree to provide coverage as follows:

DECLARATIONS

1. COVERAGE:

| | |
|--------------|---|
| Section I | Real & Personal Property-Blanket Replacement Inland Marine Auto Physical Damage |
| Section II | Comprehensive General Liability |
| Section III | Auto Liability |
| Section IV | Crime and Employee Dishonesty |
| Section V | School Board Legal Liability |
| Section VI | Boiler and Machinery |
| Section VII | Cyber |
| Section VIII | Disaster Management |
| Section IX | Employee Business Travel |

2. LIMITS OF LIABILITY:

1. Property Valuation: Blanket Replacement buildings and contents.
Contractor equipment & vehicles are on an actual cash value basis.
2. \$50,000,000 Earth Movement pool limit in a single occurrence and in the aggregate.
3. \$50,000,000 Flood pool limit in a single occurrence and in the aggregate.
 - Flood Zone A and pre-fixed A – as scheduled: \$5,000,000 pool limit in a single occurrence and in the aggregate

| | | |
|--------------|-----------------------|---|
| Section II | \$ <u>2,000,000*</u> | Each occurrence |
| | \$ <u>4,000,000</u> | Annual Aggregate |
| | \$ <u>5,000</u> | Each person medical payments (excluding students) |
| | \$ <u>2,000,000*</u> | Annual aggregate in the respects of products and completed operations per member. |
| Section III | \$ <u>2,000,000*</u> | Each occurrence |
| Section IV | \$ <u>500,000</u> | Employee Dishonesty |
| | \$ <u>500,000</u> | Loss Inside and Outside |
| | \$ <u>500,000</u> | Forgery & Alteration |
| Section V | \$ <u>2,000,000</u> | Each claim and annual aggregate |
| | \$ <u>250,000</u> | Non-monetary claim defense limit per member per year |
| Section VI | \$ <u>200,000,000</u> | Blanket limit for all property in which a member has an insurable interest in a building. |
| Section VII | \$ <u>1,000,000</u> | Security & Privacy / Regulatory Action Liability |
| | \$ <u>1,000,000</u> | Event Management Insurance |
| Section VIII | \$ <u>1,000,000</u> | Per Occurrence |
| | \$ <u>1,000,000</u> | Annual Aggregate Limit Per Occurrence |
| Section IX | \$ <u>100,000</u> | Maximum Principal Sum Per Person |
| | \$ <u>1,000,000</u> | Aggregate Limit Benefit Per Occurrence |

*Certain coverages provided in these sections are subject to MCA2-9-108 (Limitation on Government Liability).

3. MAINTENANCE DEDUCTIBLE

| | |
|--------------------------------|-----------|
| Property & Inland Marine | \$2,500 |
| Auto Physical Damage | \$1,000 |
| School Board Legal Liability | \$2,500 |
| Crime & Employee Dishonesty | \$1,000 |
| Boiler & Machinery | \$1,000 |
| Cyber | |
| ◻ Paladin Shield Activated | \$50,000 |
| ◻ Paladin Shield NOT Activated | \$100,000 |
| Disaster Management | None |
| Employee Business Travel | None |

The above maintenance deductibles shall apply per loss

4. TERRITORIAL SCOPE

Liability insurance coverage applies worldwide.

Property/Crime/Boiler and Machinery coverage applies to property insured at any location listed in the schedule of values on file with the insurance carrier.

5. POLICY PERIOD

FROM: 07-01-2024 to 07-01-2025

Both days at 12:01 a.m. Standard Time Insured's address shown on page 1.

6. COVERAGE FORMS AND DOCUMENTS

A sample of the 07-01-2024 to 07-01-2025 insurance coverage forms and documents are available for review upon request.

7. MARSH MCLENNAN AGENCY ACTING AS PROGRAM ADMINISTRATOR

Marsh McLennan Agency acts as the Program Administrator for the Montana Schools Property and Liability Insurance Plan. Marsh McLennan Agency receives a fee for this service. This fee is included in the premium paid by each member and disclosure of this fee is available upon request.

PLAN DISCLAIMER

CERTAIN PROVISIONS IN THIS POLICY RESTRICT COVERAGE. THE ENTIRE POLICY SHOULD BE READ CAREFULLY TO DETERMINE YOUR RIGHTS AND DUTIES AND TO DETERMINE WHAT IS AND IS NOT COVERED.

COVERAGE UNDER SCHOOL BOARD LEGAL LIABILITY AND SEXUAL ABUSE AND MOLESTATION LIABILITY IS AFFORDED ON A CLAIMS MADE BASIS AND CONTAINS PROVISIONS, WHICH MAY BE DIFFERENT FROM THOSE OF OTHER COVERAGES OF THIS POLICY.

Appendix X.
Elementary, Middle and High School
Timeline of Events

Elementary School Timeline

| Grade Level | August | September | October | November | December | January | February | March | April | May | June |
|--|---|--|--|---|---|---|--|----------------------------|---|---|---|
| Admin | Introduce to District. Staff meet during PIR to fill in the blanks and plan | Compile and provide portfolio outlines to classroom teachers | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Showcase | Schedule Speakers as needed Collect portfolio report | Schedule Speakers as needed Collect portfolio report | Collect final portfolio reports Advance portfolios to next grade levels Complete any reporting/documentation required |
| PK Salute to Service | Read book(about recycling) | Recycling lesson: appreciating our planet | Police speaker for trick-or-treating safety | Veterans Day Assembly | US Armed Services presenter | Armed forces pen pals | Fireman presenter | Showcase | Fire/Police Station field trip | Salute to Teachers/Teacher Appreciation Week activity | |
| Kinder Salute to Service | Read book(about recycling) | Recycling lesson: appreciating our planet | Police speaker for trick-or-treating safety | Veterans Day Assembly | US Armed Services presenter | armed forces pen pals | Fireman presenter | Showcase | Fire/Police Station field trip | Salute to Teachers/Teacher Appreciation Week activity | read book or continue penpals |
| 1st Grade Exploring the Frontiers of Science | | Apples-Horticulture | Pumpkins-Horticulture Sweet Pickin's Pumpkin lifecycle field trip | Human Body-Biology and Medical | History of the Earth-Geology and Paleontology | Sun, Moon, and Stars- Astronomy | Animals and Habitats- Biology | Showcase-Organisms-Biology | Spectrum Science Museum- Light and Sound-Physics | Insectarium field trip- Insects-Entomology | |
| 2nd Creative Arts | | Art w/Mrs. Shelman's High School | Red Ribbon week poster contest | Native Art | MCT performance | Native Art | Art w/Mrs. Shelman High Schoolers | Showcase | Native Art | Portfolio | |
| 3rd Health Heroes | | Community Garden visit and presentation by Mr. Marchant | Red Ribbon week activity, flu prevention. Informational visit from county office while they are here to offer staff vaccinations | Dental Education from Tribal Health | Dental screenings | Nutrition for your eyes and proper eye care | Hygeine education from Tribal Health | Showcase | Vision screenings | Visit with tribal botanist about Native plants | |
| 4th Botany Basics & Agriculture | | Community Garden visit and presentation by Mr. Marchant | Elements of soil, Red composting worms - build worm habitat and establish a routine for feeding worms and processing the soil | Plant and maintain bulbs/flowers and do school beautification - harvest the school garden and collect seeds to use for next season. Use veggies to add to classroom cooking projects. | Study Invertebrates and decomposers. How do they support agriculture? | Study meat production/Ag and tour the local meat processing plant | Tour Eco Compost and start plants for the school garden/plant sale | Showcase | 4th grade Ag days | Plant Sale at Community garden | |
| 5th Outdoor Rec/Natural Resources | | Community Garden visit and presentation by Mr. Marchant | Council Grove (Naturalist) field trip | Naturalist, walking fieldtrips | Naturalist, walking fieldtrips | Naturalist, walking fieldtrips | Naturalist, walking fieldtrips | Showcase | Council Grove (Naturalist) field trip | River Honoring Field Trip | |

Mission Forward Career Academy Charter Timeline of Events

| Grade Level | August '25 | September '25 | October '25 | November '25 | December '25 | January '26 | February '26 | March '26 | April '26 | May '26 | June '26 |
|-------------|---|---------------------------------------|---|--------------------------------------|--|---|--|--|--|---|--|
| Admin | Prep for School Year Activities - Review Charter with Staff | Charter School Team Planning and Prep | Plan Career Day Activities | Arrange for Veteran's Day Activities | Charter School Team Planning and Prep | Charter School Team Planning and Prep | Charter School Team Planning and Prep | Prep for Community Showcase | Charter School Team Planning and Prep | Charter School Team Planning and Prep | Evaluation and Planning for 26-27 Year |
| 6th Grade | Hospitality Training | Campaigns and Elections | College Presenter | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Campaigns and Elections | Banking and Finance | Community Showcase - Presenting on the Years Events | Spring Fling Healthy Choices Day IWFF | Outdoor Recreation Careers - Fish Hatchers, Rocky Mountain Elk Foundation | Evaluation and Planning for 26-27 Year |
| 7th Grade | Hospitality Training | Campaigns and Elections | Tribal College Visit | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Campaigns and Elections | History of Flathead Reservation | Community Showcase - Presenting on the Years Events | Spring Fling Healthy Choices Day IWFF | Outdoor Recreation Careers - Bird Watching - Nineties, Kicking Horse | Evaluation and Planning for 26-27 Year |
| 8th Grade | Hospitality Training | Campaigns and Elections | Tribal College Visit | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Campaigns and Elections | History of Flathead Reservation | Community Showcase - Presenting on the Years Events | Spring Fling Healthy Choices Day IWFF | Tour of Montana | Evaluation and Planning for 26-27 Year |
| 9th Grade | Intro all students to Career Pathways tracks | Freshman Seminar | Career Day - College Visit | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Real-World Application of Content with Career Focus | Spring Career Day | Community Showcase - Presenting on the Years Events | Career Resume Creation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |
| 10th Grade | Intro all students to Career Pathways tracks | | Career Day - Job Shadows | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Real-World Application of Content with Career Focus | Spring Career Day | Community Showcase - Presenting on the Years Events | Update Career Resume Creation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |
| 11th Grade | Intro all students to Career Pathways tracks | Montana College Fair | Career Day - College Visit, Manufacturing Days | Salute to Military Service | Intro to Performing Arts - Missoula Children's Theater | Real-World Application of Content with Career Focus | Spring Career Day | Community Showcase - Presenting on the Years Events | Update Career Resume Creation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |
| 12th Grade | Intro all students to Career Pathways tracks | Montana College Fair | College/Career Prep - Personal Statement, 5 Year Plan, Outline, Mock Interviews | Salute to Military Service | MHS Alumni - College and Career Pathways | 5 Year Plan Completion | Spring Career Day - Personal Finance Bank Representative | Community Showcase - Presenting on the Years Events Through the Charter School | Personal Finance Total Representative Presentation | Indigenous Culture and Traditions - School Pow Wow | Evaluation and Planning for 26-27 Year |

Appendix XI.

MCFCA Year 1-Year 5 Projected Annual Budget

Appendix XI.

MCFCA Year 1-5 Projected Budget

Year 1, Year 2, Year 3, Year 4, Year 5

| Elem | FTE | Amount | Budgeted FTE | Budget |
|----------------|-----|--------------|--------------|---------------|
| K | 1 | \$ 48,907.00 | 0.14 | \$ 6,846.98 |
| K | 1 | \$ 40,865.00 | 0.14 | \$ 5,721.10 |
| 1 | 1 | \$ 64,031.00 | 0.14 | \$ 8,964.34 |
| 1 | 1 | \$ 49,231.00 | 0.14 | \$ 6,892.34 |
| 2 | 1 | \$ 58,879.00 | 0.14 | \$ 8,243.06 |
| 2 | 1 | \$ 45,901.00 | 0.14 | \$ 6,426.14 |
| 3 | 1 | \$ 71,093.00 | 0.14 | \$ 9,953.02 |
| 3 | 1 | \$ 37,073.00 | 0.14 | \$ 5,190.22 |
| 4 | 1 | \$ 53,706.00 | 0.14 | \$ 7,518.84 |
| 4 | 1 | \$ 48,907.00 | 0.14 | \$ 6,846.98 |
| 5 | 1 | \$ 45,300.00 | 0.14 | \$ 6,342.00 |
| 5 | 1 | \$ 67,431.00 | 0.14 | \$ 9,440.34 |
| Music | 1 | \$ 38,560.00 | 0.14 | \$ 5,398.40 |
| PE | 1 | \$ 66,002.00 | 0.14 | \$ 9,240.28 |
| NAS | 1 | \$ 63,002.00 | 0.14 | \$ 8,820.28 |
| | | | | \$ 111,844.32 |
| MS | FTE | Amount | Budgeted FTE | Budget |
| 6 | 1 | \$ 67,431.00 | 0.14 | \$ 9,440.34 |
| 6 | 1 | \$ 41,142.00 | 0.14 | \$ 5,759.88 |
| English | 1 | \$ 55,041.00 | 0.14 | \$ 7,705.74 |
| Social Studies | 1 | \$ 69,493.00 | 0.14 | \$ 9,729.02 |
| Math | 1 | \$ 63,002.00 | 0.14 | \$ 8,820.28 |
| Science | 1 | \$ 67,431.00 | 0.14 | \$ 9,440.34 |
| | | | | \$ 50,895.60 |
| HS | FTE | Amount | Budgeted FTE | Budget |
| English | 1 | \$ 63,002.00 | 0.14 | \$ 8,820.28 |
| English | 1 | \$ 38,296.00 | 0.14 | \$ 5,361.44 |
| Math | 1 | \$ 66,593.00 | 0.14 | \$ 9,323.02 |
| Math | 1 | \$ 58,482.00 | 0.14 | \$ 8,187.48 |
| Science | 1 | \$ 59,582.00 | 0.14 | \$ 8,341.48 |
| MCFCA | 1 | \$ 42,500.00 | 1 | \$ 42,500.00 |
| History | 1 | \$ 48,907.00 | 0.14 | \$ 6,846.98 |
| CTE 1 | 1 | \$ 63,002.00 | 1 | \$ 63,002.00 |
| CTE 2 | 1 | \$ 63,929.00 | 1 | \$ 63,929.00 |
| Business | 1 | \$ 63,929.00 | 1 | \$ 63,929.00 |
| Art/Spanish | 1 | \$ 70,356.00 | 0.14 | \$ 9,849.84 |
| PE | 1 | \$ 61,512.00 | 0.14 | \$ 8,611.68 |
| | | | | \$ 298,702.20 |
| Admin | FTE | Amount | Budgeted FTE | Budget |
| Counselor Elem | 1 | \$ 49,922.00 | 0.14 | \$ 6,989.08 |

| FUND | Adopted Budget | |
|-----------------------------|----------------|--------------|
| 01 General | \$ | 3,749,834.04 |
| 10 Transportation | \$ | 600,000.00 |
| 11 Bus Depreciation Reserve | \$ | - |
| 13 Tuition | \$ | 101,000.00 |
| 14 Retirement | \$ | 709,000.00 |
| 17 Adult Education | \$ | 15,458.35 |
| 19 Non-Operating | \$ | - |
| 28 Technology | \$ | 7,129.46 |
| 29 Flexibility | \$ | 40,953.40 |
| 61 Building Reserve | \$ | 180,550.38 |
| Total of All Funds | \$ | 5,403,925.63 |
| 2024-2025 Approved Budget | | |

Appendix XII.

Transformational Learning Policy 2130 **and CTE Goals for MCFCA**

Career and Technical Education

School District #28- Mission Career Forward Charter School

Career and Technical Education will focus on the development of skills relevant for real life careers. CTE will be implemented cross-curricular, meaning all teachers will work to develop career ready tools students. The use of experiential learning will be used to increase our students' ability to work as a team, explore, investigate and discover solutions to real life issues. Education without boundaries and "LEARNING" as a focus for everything we do. We want students to become great at being "in" school, rather than being great "at" school. We want to transition away from the goal of compliance to the process and focus on the learning and skill building of the product. Let's focus on making students hungry for learning and excited for answers, not because they have to, but rather because they want to.

CTE courses we need implemented at School District #28:

Carpentry including Electrician, Plumbing, Cabinetry, HVAC

Welding

Engineering

Mechanics including Tires / Small Engine / Aviation Mechanical and Pilot

Culinary Arts, Hospitality and Tourism

Intro Education / Health Human Performance

Housing / Interior Design / Textiles Apparel and Retailing

Food Science, Nutrition, Health Management and Wellness

Early Childhood / Human Development Family Relations

Personal Finance

Computer Apps/Computer Programming / Coding

Business Management, Accounting, Marketing, Web Design and Advertising, Entrepreneurship

Graphic Design / Film / Editing / Photography

STEAM: Coding, Drones, Music Design and Editing, Lego's, Robotics, Video, Aviation Course 1 and 2 Simulators

C.N.A. Medical Prep Courses / E.M.T. Training

ART / Graphic Design / Ceramics / Art Mediums Matching Student Interests

Typing/Keyboarding Plan and LifeSkills

Drivers Education (One quarter of each as a Freshman: Driver Ed, Auto, FCS/Nutrition, STEAM)

Transformational Learning

Enrichment Activities to Expand our Career and College Readiness:

- **Career Class 8th Grade, with CTE state program for Career Building**
- **Senior Project and 5 Year Plan, Portfolio**
- **Link Crew, SSC, Student Council**
- **Career Day, Real Life Fair, Job Shadow**
- **College Visits**
- **School to Work -Experiential Learning**
- **Addition of at least one of these clubs: B.P.A., J.M.G., D.E.C.A.**
- **As Many School and Outside Certifications as Possible**
- **Pathways for Career Plans**
- **Career Awareness of Current Career Needs that will be necessary for a Skillful Future Workforce**
- **College Application Week – FAFSA Night**

'Our goal is to best prepare students for a successful future'

INSTRUCTIONAL

2130

Proficiency-Based/Transformational Learning

Transformational Learning links intentional instruction with learning targets. It gives an accurate measure of the student's ability and allows for supervisors, teachers, students and families to see the progression of skill attainment and growth. Transformational Learning supports use of data to drive experiences and instruction, provide specific feedback and track student progress and achievement.

At the discretion of the District, a student may be given credit for courses satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the District's curriculum guidelines, which are aligned with the content standards stated in the educational program. Examples of acceptable coursework include, but are not necessarily limited to, those delivered through summer school, completion of MT Youth Challenge or other specific intensive programs, specially designed courses, and other embedded community based experiential, online and work-based learning opportunities. These opportunities will foster a learning environment that can be delivered both face to face or virtually. Alternative course assessments may be specified in the individual student's "Graduation and Beyond Student Learning Plan". Proficiency measures may include but are not limited to; portfolios, individualized rubrics, alternative means of expression of knowledge, work based evaluations, or other methods as determined by the academic variance team. All assessment methods must address and measure the learning targets of each course.

It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing proficiency-based/transformational learning ANB.

Cross Reference:

2120 Student Instruction Curriculum Development Content and Assessment

Legal Reference:

20-1-301, MCA School fiscal year

20-9-311 (4)(a)(b)(d), MCA Calculation of average number belonging (ANB) – 3-year averaging

20-3-324, MCA Powers and duties

§ 20-7-116, MCA Supervised Correspondence Study

10.55.906, ARM High School Credit

Policy History:

Adopted on: 05/21/2024

Revised on:

Reviewed on:

Appendix XIII.
Executive Summary

Executive Summary

Purpose and Rationale for Creation of Mission Career Forward Charter Academy

The Mission Career Forward Charter Academy (MCFCA) in St. Ignatius, MT, aims to address a critical need for enhanced career exploration and pathways for K-12 students in the region. The school is established with the mission to prepare students for successful futures by providing tailored Career and Technical Education (CTE) programs that align with individual interests and local job market demands. By fostering a strong connection between education and career readiness, MCFCA seeks to empower students with the skills and knowledge necessary to thrive in their chosen fields.

Strategic Goals

1. **Career Pathway Development:** MCFCA will facilitate the creation of individualized CTE/Career Pathways that cater to students' interests, ensuring they acquire relevant skills for future employment.
2. **Support for Tribal Students:** The charter school will specifically enhance CTE opportunities for Tribal students, recognizing and incorporating their unique cultural and career aspirations into the educational framework.
3. **Integration of Home School Students:** Through partnerships with Harmony, MCFCA will integrate home-schooled students into a comprehensive K-12 education system that emphasizes expeditionary learning and career pathways.

Distinction from Current Programs

While St. Ignatius Public Schools currently offers educational services, the establishment of MCFCA as a public charter school introduces several key differences:

- **Focused Career Exploration:** Unlike existing programs, MCFCA will prioritize career readiness as a core component of the curriculum, enabling students to engage in hands-on learning experiences and industry partnerships.
- **Tailored Educational Models:** The charter school structure allows for more flexibility in program design, enabling MCFCA to adapt swiftly to the evolving needs of students and the local economy / career fields.
- **Enhanced Resources and Collaboration:** MCFCA will leverage community resources and partnerships more effectively, providing students with enriched learning opportunities that are currently unavailable under the traditional school model.

In summary, MCFCA is positioned to create a transformative educational environment in St. Ignatius, addressing the pressing need for career-oriented education while embracing the diverse needs of the community it serves.

Measurable Outcomes

Academic Achievement will be measured with MAST State Assessments, STAR and District Assessments. Portfolios will be kept from Kindergarten that will follow students up until their Senior Projects that will culminate their future five-year plan with a research paper and presentation of their career and future aspirations. MCFCA will take students to a better understanding of their interests and will be assessed through local assessments of their skills from staff that will report on their process, progress and product of their future career aspirations.

