Whitewater Public Schools

Integrated Strategic Action Plan

2024-2027

MISSION STATEMENT

At Whitewater Schools we are committed to providing a safe and supportive learning environment where members adhere to high academic, social and moral standards. These standards will prepare us to meet the demands of a changing society and challenge every individual to reach their full potential. This commitment will allow us to be responsible and productive citizens.
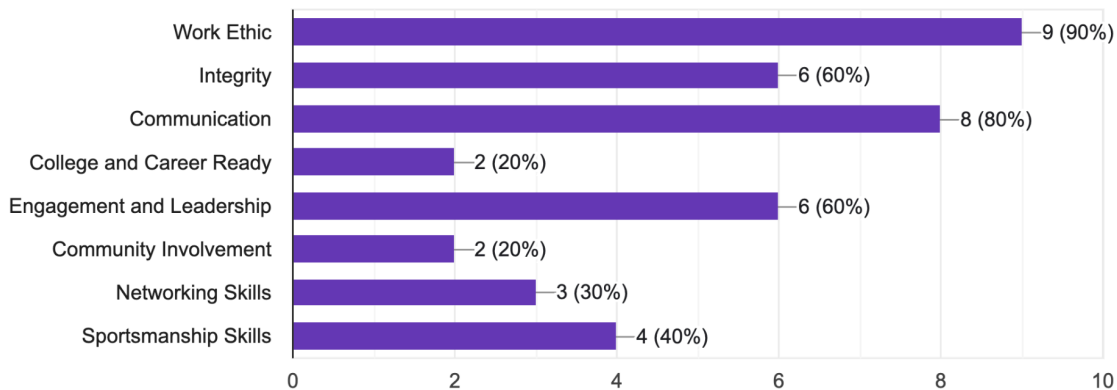
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Graduate Profile

Action steps taken to develop the Graduate Profile:

- August 12, 2024 A leadership team was developed from volunteers from school and community stakeholders.
- August 19, 2024 Leadership team developed certain attributes they felt are necessary to meet our mission statement. Examples from other communities were given to the team to give ideas.
- September 10, 2024 Leadership team presented their list of attributes to board members and asked for input on more attributes needed to make a comprehensive list.
- December 1, 2024 Attribute list presented to grade 9-12 students to vote on the attributes they feel are important for a Graduate Profile. Students voted on the top 4 skills in order to be a productive citizen. The following are the results of the student survey:

Please select the top 4 attributes you would need to be a contributing, productive citizen.
10 responses

Attribute	Count
Work Ethic	9 (90%)
Integrity	6 (60%)
Communication	8 (80%)
College and Career Ready	2 (20%)
Engagement and Leadership	6 (60%)
Community Involvement	2 (20%)
Networking Skills	3 (30%)
Sportsmanship Skills	4 (40%)

- We used the top four attribute, skills to create our Graduate Profile.
    - Work Ethic
    - Communication
    - Integrity
    - Engagement and Leadership
- It can be found on the Whitewater School website: www.whitewater.k12.mt.us

WHITEWATER PUBLIC SCHOOLS GRADUATE PROFILE

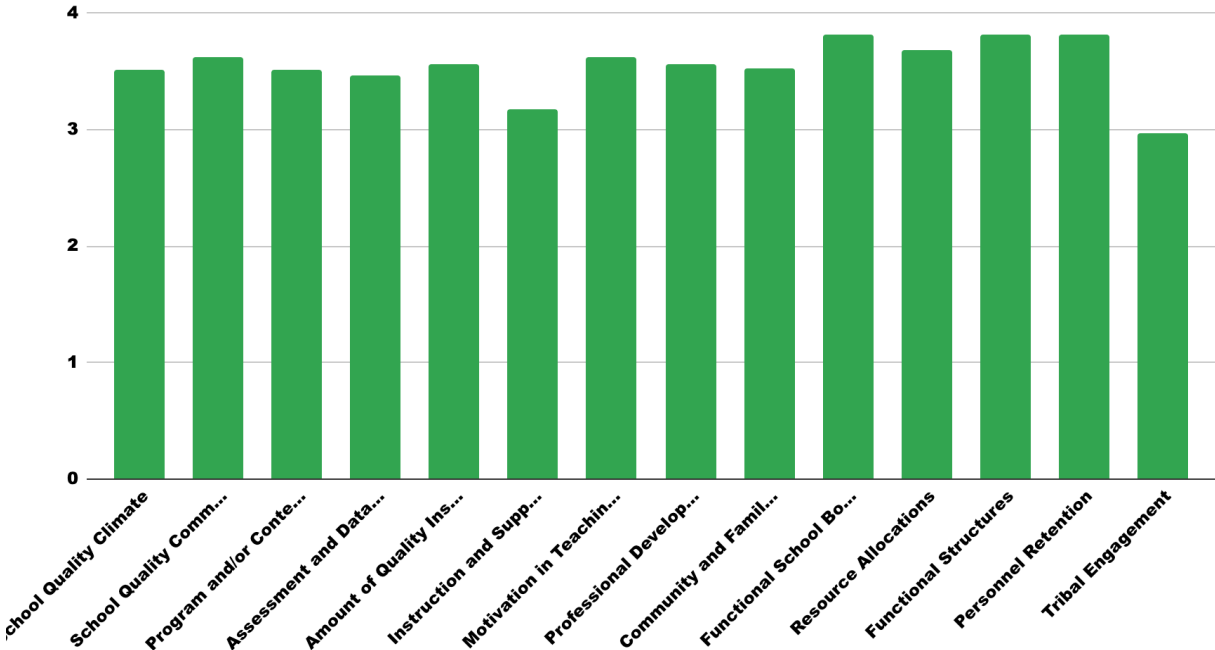| Work Ethic	Communication	Integrity	Engagement and Leadership
• People with strong work ethics take their tasks seriously and devote themselves to go above and beyond what's required of them. • Their passion for their interests means that they'll complete tasks quickly and to the best of their ability	• Communication skills are the ability to share information and understand others effectively. • Expressing yourself clearly conveys your thoughts and emotions. • Interpreting others by accurately understanding what others are saying. • Having active listening skills.	• Those with integrity express gratitude and recognize the achievements of their peers. • People with integrity do their best to be on time for important events, meet deadlines and keep others' feelings in mind.	• Engagement" refers to a positive state where individuals feel actively involved, committed, and enthusiastic about their work • Leadership involves guiding and motivating others towards a shared goal. • Getting people to be engaged and lead others to join in.

ALWAYS BE YOURSELF UNLESS YOU CAN BE A PENGUIN THEN BE A PENGUIN!

Comprehensive Needs Assessment

- Whitewater Public Schools used the OPI Comprehensive Needs Assessment.
- The parents/public were notified to complete the CNA using Facebook and email.
- School Staff were notified to complete the CNA by email.
- Students in grades 5-12 took the CNA during the school day.
- The CNA was open for response Dec. 31, 2024 - Jan. 15, 2025

Whitewater CNA

Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data),
Whitewater School District 20D ACT Scores 2022-2024
Showing Students who are College Reportable

CCRS Range	ENGLISH	MATH	READING	SCIENCE
	%	%	%	%
33 to 36	0	0	0	0
28 to 32	0	0	22	0
24 to 27	11	22	22	11
20 to 23	22	22	33	44
16 to 19	55	22	11	33
13 to 15	0	22	0	11
0 to 12	11	11	11	0

Summary View: The ACT (All Data), Whitewater School District 20D 2022-2024 Showing students who are College Reportable

Composite		Math	Science	STEM	English	Reading	Writing	ELA
Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
9		18.8	19.8		18.7	22.2		

Star Reader Longitudinal Report

Legend: ■ 2022-2023 ■ 2023-2024 ■ 2024-2025

Category	2022-2023	2023-2024	2024-2025
Urgent Intervention	0	1	1
Intervention	2	1	1
On Watch	2	0	4
At/Above Benchmark	8	15	13

Star Math Longitudinal Report

Legend: ■ 2022-2023 ■ 2023-2024 ■ 2024-2025

Category	2022-2023	2023-2024	2024-2025
Urgent Intervention	1	0	0
Intervention	1	5	2
On Watch	4	3	2
At/Above Benchmark	8	12	18
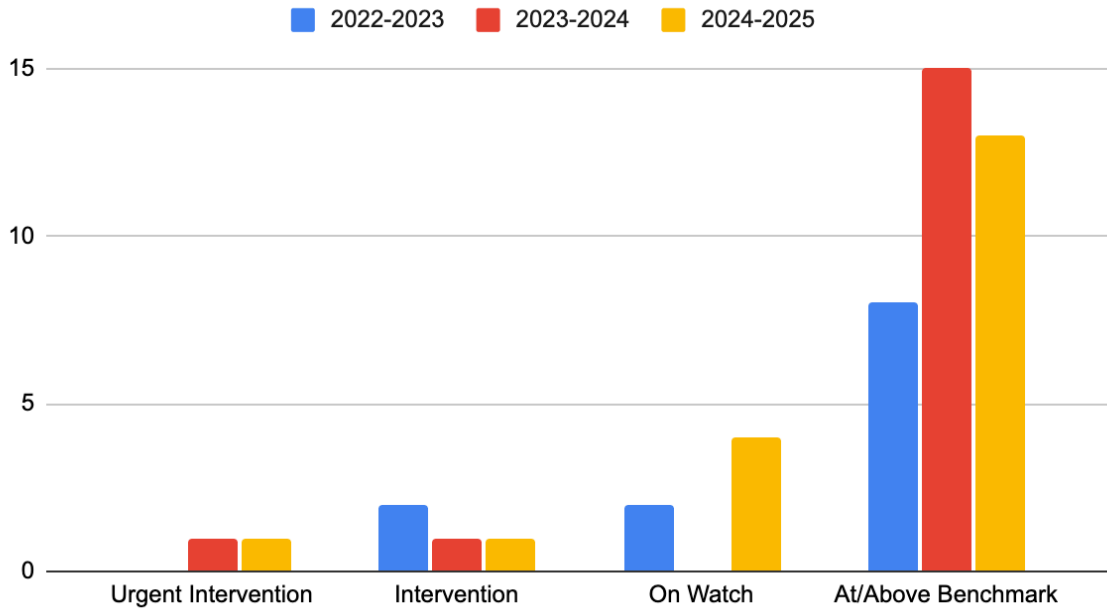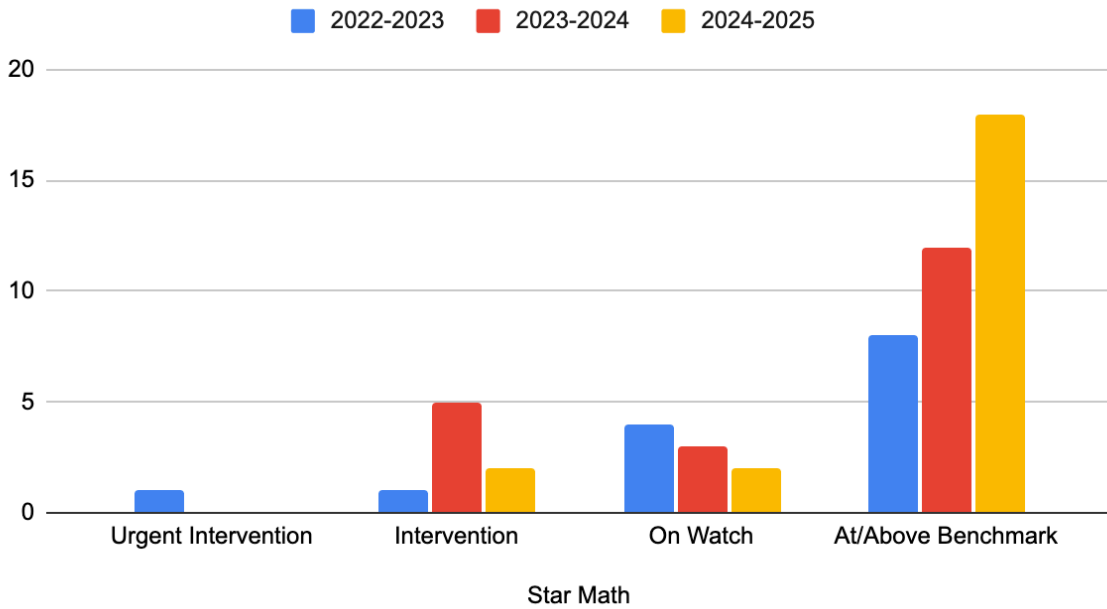
Star Math

Data Analysis:

Rank is determined from the lowest average score for a component as 1 to the highest average score for a component as 13.

Data Components	Rank	Areas of Strength	Areas of Growth
School Quality-Climate Next Step: Survey the students for input yearly	11	School conditions are safe, healthy, and conducive to student learning (4)	Students/student focus groups provide a voice in decision-making in the school. (3)
School Quality Communication Next Step: Highlight policies throughout the year on Facebook and Newsletters	5	All school-affiliated calendars, including the assessment schedule, are published and posted no later than August. (4)	Teachers, administration, and staff are provided a way to develop leadership skills through varied, quality professional learning opportunities, including introductory and ongoing training on trauma, secondary trauma, and positive behavior support. (3)
Program/Content Standards and Instruction Next Step: Post on Facebook and send in newsletter information about Golden Triangle Curriculum access and viewing	10	Materials meet the needs of students for all instruction and intervention settings and include appropriate technology to meet the specific needs of the students to support and enhance learning. (4)	Chosen evidence-based strategies, practices, and interventions are aligned with the school's professional development plan. (3)
Assessment and Data Driven Decision Making to Inform Instruction Next Step: Highlight Title 1, StarReader, and StarMath assessment procedures on Facebook and in the Newsletter	12	A comprehensive assessment framework ensures valid and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments. (4)	Students are involved in setting individual learning goals. (3)
Amount and Quality of Instruction Next Step: Provide documentation on assessment reports explaining	7	A plan of tiered instruction for all students is clearly defined and fully implemented across all content areas, including the use of explicit and systematic instruction in reading, writing, listening, and	Quality afterschool programs align with high-quality instruction (e.g., intervention and enrichment) during the school day. (2)

information and look at holding an informational meeting on how to read results.		speaking. (4)	
Instruction and Support for At-Risk Students Next Step: We currently do not have EL learners at our school.	13	Collaboration with parents, caregivers, and stakeholders includes communication about students who are likely to need intervention services when they transition from one learning setting to the next. (4)	A Home-Language Survey is given to new students at the start of each school year followed by a screener to identify English Learners (EL). (2)
Motivation in Teaching and Learning Next Step: Create a student/staff survey to gain feedback.	6	Educators' level of awareness and voice in decisions creates a motivation to remain invested in the school improvement process. (4)	The Academic Leadership's clear vision and mission are frequently presented to staff and students for them to determine the roles they will play in achieving the vision and mission as a part of a united front. (3)
Professional Development to Improve Instruction and Outcomes Next Step: Explore PD for instructional improvement.	8	Professional development supports collaboration on classroom management and effective evidence-based instructional strategies. (4)	Teachers, principals, and other school and community-based program leaders are provided training in the use of technology and digital resources, including education about respect for intellectual property so that these tools and resources are appropriately and effectively used in the classroom to improve teaching and learning. (3)
Community and Family Engagement Next Step: Continue to have Parent-Teacher conferences 2 times a year and cover material needed for assessment of data, Title 1 procedures and current MAPS testing portal	9	Administration ensures materials are available for engaging families and communities (e.g., access to printed materials). (4)	Parents and families are offered opportunities to engage in professional development activities that assist them in acquiring the skills and knowledge necessary to further their child's academic progress. (3)
Functional School	1	School boards adopt their budget by	An objective evidence-based

Board Next Step: Continue to inform the public and board of agendas and documents needed for meetings.		April for the following year which are aligned to district goals and supported in the school board decision-making. (4)	evaluation of the superintendent's performance is completed by the board annually that is in alignment with and reflects expectations consistent with the district's strategic goals, objectives, and published job description. (4)
Resource Allocations Next Step: Continue to share budget information in board meetings.	4	Budgets are aligned to district needs/goals. (4)	Budget considerations and limitations for district goals are shared with staff. (3)
Functional Structures Next Step: Continue to send out Penguin Connection weekly through emails and Facebook posts highlighting information and happenings at the school.	3	Functional, current, and accessible website and social media platforms are available. (4)	Data collection and student information system is in place. (4)
Personnel Retention Next Step: Continue to search and inform of job openings through social media platforms and fill positions as needed.	2	Effective, open communication between staff, administration, and school board. (4)	Intentional planning for relevance by offering career competencies, internships, apprenticeships, or work-based learning opportunities. For younger students, providing relevance and connections to real-life situations. (4)

Root Causes for the Top Priority Statements:

1. Collaboration with parents, caregivers, and stakeholders includes communication about students likely to need intervention services when transitioning from one learning setting to the next. (4)

Root Cause: Parents/Guardians are given instructions sent home to access portal information for Infinite Campus, MAPS, ACT, StarReader, and StarMath assessments The process can be cumbersome to do the first time alone and at home. To alleviate that situation and get more parents/guardians to access this information we will cover a hands-on session during Parent/Teacher Conferences and walk them through the information and how to know what you are reading is relevant to their student.

2. Parents and families are offered opportunities to engage in professional development activities that assist them in acquiring the skills and knowledge necessary to further their child's academic progress. (3)

Root Cause: Find Professional Development that aligns with standards and content and allows parents to be given access to this information yearly. Teachers can send home a scope and sequence that offers a detailed look at what academic progress should be taking place in each classroom. Making the information available on our school website can provide broad access and then each parent/guardian can send information to their child's teacher if further questions exist. A parent-teacher conference session can further define any questions left unanswered and take place in person.

Meaningful Stakeholder Engagement

Graduate Profile
- August 12, 2024 A leadership team was developed from volunteers from school and community stakeholders.
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    - Work Ethic 90%
    - Communication 80%
    - Integrity 60%
    - Engagement and Leadership 60%
    - Sportsmanship Skills 40%
    - Networking Skills 30%
    - College and Career Ready 20%
    - Community Involvement 20%
- We took the top five attributes to create our Graduate Profile.
- Results can be found on www.whitewater.k12.mt.us

Comprehensive Needs Assessment

- Whitewater Public Schools used a climate survey provided by the U.S. Department of Education National Center for Education Statistics.
- The Board set the dates the survey would be open December 2024.
- Staff and Board members were emailed a link to the survey December 2024. A reminder was sent two weeks later.
- The public was also notified in December 2024 through Facebook and reminded 2 weeks later to complete the survey.
- Students in grades 5-12 took the CNA during the school day in January 2025.
- The CNA was open for responses December 2024 to January 15, 2025

Educational Goals

EDUCATIONAL Goal #1: ELA	**GOAL:** The district aims to increase the number of students scoring at Level 3 on the SBAC (Smarter Balanced Assessment Consortium) in English Language Arts (ELA) by 10%
	Measurable: This will be measured by comparing the baseline data of students' ELA scores at Level 3 on the SBAC assessment with the data from subsequent years leading up to 2025
	Achievable: The goal of 10% increase in students scoring at Level 3 is attainable through targeted interventions, differentiated instruction, and professional development for teachers focused on improving ELA instruction.
	Relevant: Proficiency is ELA is crucial for students' academic success across all subjects and is closely aligned with state standards and curriculum objectives.
	Time-Bound: The target year for achieving this goal is 2025, providing a clear timeframe for implementation and assessment.
EDUCATIONAL Goal #2: Math	**GOAL:** The district aims to increase the number of students scoring at Level 3 on the SBAC (Smarter Balanced Assessment Consortium) in Math by 15%
	Measurable: Progress towards this goal will be measured by tracking the percentage of students scoring at Level 3 on the SBAC Math assessment over time, starting from baseline data and monitoring annually until 2025.
	Achievable: The goal of 15% increase in students scoring at Level 3 can be achieved through the implementation of evidence-based instructional strategies, targeted interventions, and ongoing professional development for math educators.
	Relevant: Proficiency in math is essential for students' future academic and career success, as it builds critical thinking, problem-solving, and analytical skills necessary for success in various fields.
	Time-Bound: The target year for achieving this goal is 2025, providing a clear timeline for implementation, assessment, and adjustment of strategies as needed.

These SMART goals for ELA and Math are designed to address the specific needs identified through data analysis and provide a clear framework for action and accountability to improve student learning outcomes in these subject areas.

Strategies & Action Steps	**Targeted Interventions:** ● Identify students who are performing below Level 3 on the SBAC assessments through ongoing formative assessments and data analysis. ● Provide targeted interventions such as small group instruction, one-on-one tutoring, and personalized learning plans to address individual learning needs.

- Utilize research-based intervention programs and instructional materials tailored to improve students' ELA and Math skills.

Differentiated Instruction:
- Provide professional development opportunities for teachers focused on implementing differentiated instruction strategies in ELA and Math classrooms.
- Equip educators with tools and resources to differentiate instruction based on students' readiness levels, interests, and learning styles.
- Foster a culture of collaboration among teachers to share best practices and instructional strategies for meeting the diverse needs of students.

Curriculum Alignment and Enhancement:
- Ensure alignment between curriculum standards, instructional materials, and assessment practices in ELA and Math.
- Review and revise curriculum documents to incorporate evidence-based practices, instructional resources, and learning activities that promote deeper understanding and mastery of ELA and Math concepts.
- Provide ongoing support and guidance to teachers in implementing the revised curriculum effectively in their classrooms.

Formative Assessment Practices:
- Implement formative assessment practices to regularly monitor students' progress towards achieving proficiency in ELA and Math.
- Use formative assessment data to inform instructional decisions, adjust teaching strategies, and provide timely feedback to students.
- Empower students to take ownership of their learning by involving them in goal-setting, self-assessment, and reflection on their progress.

Parent and Community Engagement:
- Engage parents and caregivers in the educational process by providing resources, workshops, and informational sessions on supporting students' ELA and Math learning at home.

Technology Integration:
- Integrate technology tools and digital resources into ELA and Math instruction to enhance student engagement, facilitate differentiated learning, and provide opportunities for interactive practice and skill development.
- Provide professional development and ongoing support to teachers in utilizing educational technology effectively to enhance teaching and learning in ELA and Math classrooms.
- By implementing these targeted strategies and action steps, the district aims to support the achievement of the SMART goals in ELA and Math, ultimately improving student learning outcomes and preparing students for success in academic and future career endeavors.

Instruments or methods used to monitor progress and completion of goals: To monitor the progress of the educational goals and determine if they are being met, the district will employ a combination of instruments and methods tailored to each goal:	
Increase STEM Proficiency among Middle School Students:	Pre- and Post-Assessments: ● Conduct pre- and post-assessments to measure students' proficiency in STEM concepts before and after the implementation of hands-on STEM activities, project-based learning experiences, and technology integration. These assessments should align with curriculum standards and cover key STEM concepts and skills. Observations and Rubrics: ● Use observations and rubrics to assess student engagement, participation, and performance during hands-on STEM activities and project-based learning experiences. Observers can note students' collaboration, problem-solving abilities, and mastery of STEM content. Student Work Portfolios: ● Require students to maintain portfolios of their work, including completed projects, lab reports, design documents, and reflections. Reviewing student work allows teachers to assess the depth of understanding, creativity, and application of STEM concepts demonstrated by students over time. Enhance College and Career Readiness for High School Students
College Readiness Assessments:	Administer college readiness assessments: ● ACT practice tests to gauge students' readiness for college-level coursework and entrance exams. Analyze students' scores and track progress toward meeting college readiness benchmarks. Career Interest Surveys: ● Administer career interest surveys to high school students to assess their interests, skills, and aspirations related to future career pathways. Use survey results to guide students' exploration of potential career options and inform career development activities. Post-Secondary Outcomes Tracking: ● Track post-secondary outcomes such as college enrollment, workforce participation, and career placement for high school graduates. Collect data on graduates' pathways and achievements to evaluate the effectiveness of college and career readiness initiatives.
Additionally, ongoing formative assessments, teacher observations, and student feedback can provide valuable insights into the effectiveness of instructional strategies and interventions. Regular data analysis and review meetings involving teachers, administrators, and stakeholders will facilitate continuous improvement and ensure alignment with the district's educational goals. By systematically monitoring progress and outcomes using these instruments and methods, the district can make data-informed decisions and adjust strategies as needed to maximize student learning and achievement.	

Timeline, Personnel Responsible for strategies & action steps being implemented, measured, and determined complete, revised or abandoned	**Targeted Interventions:** **Timeline:** ● Ongoing throughout the academic year, with regular data analysis and progress monitoring. **Responsibility:** ● Teachers responsible for implementing targeted interventions. ● Curriculum coordinators oversee progress monitoring and assessment of intervention effectiveness. ● Data coordinators support in data analysis and evaluation.
	Differentiated Instruction: **Timeline:** ● Continuous throughout the academic year, with regular teacher collaboration meetings and professional development sessions. **Responsibility:** ● Teachers responsible for implementing differentiated instruction strategies. ● Instructional coaches and professional development facilitators oversee training sessions and provide support. ● School administrators facilitate collaboration meetings and provide resources.
	Curriculum Alignment and Enhancement: **Timeline:** ● Ongoing process with periodic curriculum review cycles and updates. **Responsibility:** ● Curriculum coordinators lead the curriculum review and revision process. ● Teacher feedback surveys administered regularly to gather input. ● Data coordinators analyze student performance data to evaluate curriculum impact.
	Formative Assessment Practices: **Timeline**: ● Integrated into daily instruction and ongoing assessment practices. **Responsibility**: ● Teachers responsible for administering formative assessments and reflecting on data. ● Instructional coaches provide support and guidance on effective assessment practices. ● Data coordinators assist in data analysis and interpretation.
	Parent and Community Engagement: Timeline: ● Throughout the academic year, with various engagement events and communication channels. Responsibility: ● Parent liaison or community engagement coordinator facilitates workshops and events. ● Teachers maintain communication logs and track attendance at events.

	● Surveys and feedback forms managed by administration or designated staff.
	Technology Integration: **Timeline:** ● Ongoing integration of technology tools into instruction. **Responsibility:** ● Technology integration specialists support teachers in utilizing technology effectively. ● Teachers responsible for incorporating technology into ELA and Math instruction. ● Student technology skills assessment administered by technology staff or teachers.

By adhering to this timeline and ensuring clear responsibilities for each strategy, the district will effectively monitor progress towards the educational goals. Regular data analysis, progress monitoring, feedback collection, and collaboration among stakeholders will facilitate informed decision-making and adjustments to strategies as needed, ultimately leading to the successful achievement of the SMART goals in ELA and Math.

Special Populations	
Specific strategies aligning to our educational goals to increase success for the following student populations:	
Gifted and Talented	**Targeted Interventions:** ● Implement enrichment activities and accelerated learning opportunities tailored to the needs of gifted and talented students. ● Offer advanced coursework, independent study projects, and mentorship programs to challenge and support gifted learners. **Differentiated Instruction:** ● Provide advanced content and extension activities within regular classroom instruction to meet the academic needs of gifted students. ● Offer flexible grouping strategies to allow gifted students to work collaboratively with peers at similar readiness levels. **Parent and Community Engagement:** ● Organize parent workshops and information sessions on understanding and supporting the unique needs of gifted learners. ● Establish partnerships with local organizations and experts to provide enrichment opportunities outside of school hours.
Special Education	**Targeted Interventions:** ● Develop individualized education plans (IEPs) for special education students with specific learning goals and accommodations. ● Provide additional support services such as resource rooms, assistive technology, and specialized instruction tailored to students' needs. **Differentiated Instruction:**

	● Modify instructional materials and teaching strategies to accommodate diverse learning styles and abilities within the special education classroom. ● Implement co-teaching models where special education teachers collaborate with general education teachers to provide differentiated instruction. **Parent and Community Engagement:** ● Foster open communication and collaboration between special education teachers, parents, and caregivers to ensure alignment of support strategies between home and school. ● Offer parent training sessions and support groups focused on navigating the special education system and advocating for students' needs.
English Language Learners	**Targeted Interventions:** ● Provide English language development (ELD) instruction tailored to the proficiency levels of English learner students. ● Offer language support services such as bilingual aides, English language tutoring, and language immersion programs. **Differentiated Instruction:** ● Utilize language scaffolding techniques and visual aids to support comprehension and vocabulary development for English learner students. ● Offer peer tutoring and cooperative learning activities that promote language acquisition and cultural exchange among English learners and native speakers. **Parent and Community Engagement:** ● Provide translated materials and interpreter services to facilitate communication between school staff and parents of English learner students. ● Organize multicultural events and celebrations that showcase the diverse backgrounds and languages represented within the school community.
At Risk Students	**Targeted Interventions:** ● Implement targeted intervention programs focused on addressing academic deficiencies, building foundational skills, and fostering resilience among at-risk students. ● Provide wraparound support services such as counseling, mentorship, and family assistance to address social-emotional needs and external barriers to learning. **Differentiated Instruction:** ● Offer personalized learning pathways and flexible scheduling options to accommodate the varied needs and circumstances of at-risk students. ● Implement trauma-informed teaching practices and mindfulness techniques to create a safe and supportive learning environment for at-risk students. **Parent and Community Engagement:** ● Establish partnerships with community organizations, social services agencies, and local businesses to provide additional support and resources for at-risk students and their families.

Family and Community Engagement

Family Engagement Opportunities Offered During 2024-2025 (please check the school calendar on our website for up-to-date opportunities)	
Activities That Support Families' Understanding of How to Support Their Child's Academic Success	**Parent-Teacher Conferences:** ● Serve important opportunities for families to engage with educators and gain insight into their child's academic progress. ● Provide a forum for discussing student's strengths, areas of growth and personalized strategies for support. ● Teachers collaborate with parents to set academic goals, address concerns and develop action plans to enhance student achievement. ● Families are encouraged to actively participate in these conferences to ensure alignment between home and school is supported. **Community Education Events:** ● The district partners with local community organizations such as the Phillips County Healthy Coalition to host community education events that empower families with resources and information to support their child's academic success. ● Events may include guest speakers, panel discussions, and resource fairs covering topics as STEM education and college readiness. **Parent Engagement Programs:** ● The district offers parent engagement programs designed to foster collaboration between families, schools, and community partners. These programs provide opportunities for parents to take an active role in decision-making processes, volunteer opportunities, and school improvement initiatives. ● Booster club, and parent-led committees offer platforms for families to voice their concerns, share ideas, and contribute to the educational goals of the district. **Technology-Based Communication Platforms:** ● The district utilizes technology-based communication platforms, such as parent portals, mobile apps, and online learning platforms, to facilitate ongoing communication between schools and families ● These platforms provide access to real-time academic updates, resources, and personalized feedback. ● Families can track their child's academic progress, communicate with teachers, and access educational materials from the convenience of their home, fostering a collaborative partnership in supporting student learning. **Home-School Partnerships:** ● The district fosters strong home-school partnerships by actively involving families in decision-making processes, educational planning, and school activities. Families are encouraged to participate in school events and volunteering opportunities.

| Activities to Connect Students, Families, and Staff to Expand Learning Opportunities, Community Services, and Civic Participation | Whitewater Community Meeting:
● The Whitewater Community Meeting serves as a platform where families, school staff, and community members come together to discuss pertinent issues, share ideas, and collaborate on initiatives aimed at enhancing educational opportunities for students.
● This meeting provides an avenue for fostering meaningful connections between the school and the broader community, ensuring that community voices are heard and valued in the decision making process.
Parent-Teacher Conferences:
● These conferences are pivotal moments where families and school staff engage in collaborative dialogue to support student success.
● Through these conferences, parents and educators share insights, set academic goals, and develop action plans tailored to each student's needs.
● Collaboration is closely worked on to identify strategies for academic growth, address challenges, and reinforce learning at home, thereby fostering a strong partnership between the home and school environment.
Community Education Events:
● Local community organizations such as Phillips County Healthy Coalition, to organize community education events aimed at empowering families with resources and information to support student achievement.
● These events serve as platforms for families, school staff, and community members to engage in discussions, attend workshops, and access resources related to STEM education, college readiness and other relevant topics.
Parent Engagement Programs:
● These include booster clubs and parent-led committees, provide opportunities for families to actively participate in school decision-making processes, volunteer activities, and initiatives aimed at improving educational outcomes.
● By involving parents in these programs the district fosters a sense of ownership and investment in the educational journey of students, thereby strengthening the partnership between families, schools, and the community.
Technology-Based Communication Platforms:
● The district utilizes technology-based communication platforms, such as parent portals, mobile apps, and online learning platforms, to facilitate ongoing communication between schools and families. These platforms provide access to real-time academic updates, resources, and personalized feedback.
● By utilizing technology the district promotes transparency, accessibility, and collaboration, empowering families to actively engage in their child's education and stay connected with the school community.
Home School Partnerships:
● Strong home-school partnerships are cultivated through collaborative efforts between teachers, administrators, and families. Families are encouraged to participate in school events, volunteering opportunities, and decision-making processes. |

Activities to Connect Students, Families, and Staff to Post-Secondary Opportunities	Increase in Post Secondary Enrollment Rates: ● Quantifiable evidence of collaboration between families, school staff, and the community can be observed through a measurable increase in post-secondary enrollment rates among graduating students. ● Tracking the number of students enrolling in workforce development programs, apprenticeships, career pathways, degree programs, and other post-secondary opportunities provides tangible proof of successful collaboration. ● A notable uptick in the percentage of students pursuing post-secondary education beyond high school serves as concrete evidence of the effectiveness of collaboration efforts in connecting students to these opportunities. Completion of Free Application for Federal Student Aid (FAFSA) ● Another measurable indicator of collaboration lies in the complete rate of the Free Application for Federal Student Aid (FAFSA) among graduating seniors. Through collaborative efforts with families and community partners, the district ensures students have access to college and career planning tools, including assistance with completing the FAFSA. ● Monitoring the percentage of students successfully submitting the FAFSA provides tangible evidence of the support provided by the district, guidance counselor, and community organizations in facilitating access to financial aid for post-secondary education. Utilization of College and Career Planning Resources: ● The district can measure the utilization of college and career planning resources, such as workshops, seminars, and online tools, by students and families. Tracking participation rates in these activities, as well as the use of college and career planning tools provided by post-secondary institutions and organizations like Reach Higher Montana, allows the district to assess student engagement in college and career exploration. ● Increased utilization of these resources indicates proactive steps by students and families in planning for post-secondary education and career pathways, with support from school staff and community partners. Partnership Engagement Metrics: ● The depth and breadth of partnerships with post-secondary institutions, workforce development agencies, apprenticeship programs, and other community organizations can be quantified through metrics such as the number of collaborative initiatives, joint events, and student participation in externships or internships facilitated through these partnerships. ● Assessing the level of engagement and impact of these partnerships on students' access to postsecondary opportunities provides evidence of effective collaboration. ● In conjunction with the district's guidance counselor and robust working relationship with MSU-Northern, measurable evidence of collaboration can be further reinforced through data tracking, surveys, and qualitative feedback from students, families, and community partners. By analyzing trends, participation rates, and outcomes related to post-secondary education opportunities, the district continually assesses and enhances its collaborative efforts to support students in their college and career aspirations.

Whitewater School District 20D defines involvement as being an active participant, while engagement is thinking, learning, and supporting.

Whitewater School District meets the Family and Community Engagement goals from ARM 10.55.722 (1) (d) in the following ways:

1. **Families actively participate in the life of the school and are welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.**
   a. Every event is open to the community and they are encouraged to participate through newsletter communications and Facebook posts.

2. **Families and school staff engage in regular, two-way meaningful communication about student learning.**
   a. Parent-Teacher Conferences occur in the fall and spring for every one of our students. In addition to formalized conferences, teachers keep communication lines open by updating Infinite Campus, and making phone calls and text messages to parents when there are concerns and celebrations. We also conduct 504 and IEP meetings for qualifying students and their families. These meetings occur as required by law.

3. **Families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.**
   a. Whitewater not only engages families in Parent-Teacher Conferences, but we also offer events organized by Phillips County Coalition for Healthy Choices for families covering high interest topics such as current drug trends and technology. We provide a content rich newsletter once a month with parenting tips on mental health, exercise, and learning trends.

4. **Families and staff are empowered to advocate for children, to ensure that students are treated equitably and have access to learning opportunities that will support their success.**
   a. Through our intervention system, staff analyze data on student achievement and learning. This data is shared with parents when mid-term and quarter report cards are sent home or also in a parent portal to access test scores and reports. Students with below standard scores are set up with an intervention, which is communicated to parents. Parents also have 24/7 access to their students' assignments and grades through Infinite Campus.

5. **Families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs.**
   a. Board meetings are a great opportunity for families to learn about new laws affecting policies, practices, and programs. Teachers and students are asked to provide recommendations for handbook changes.

6. **Families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.**
   a. Whitewater Public Schools Teachers organize numerous field trips throughout the year to give students real world examples of classroom lessons. We have a group project each

spring with 6-12 grade that involves talking, interviewing and presenting or serving the community.

7. **Families and school staff collaborate with members of the community to connect students, families and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (FAFSA) and incentives provided by post-secondary institutions.**
    a. All students are exposed to various career opportunities through job shadowing, school to work, or internships. We take students to job and college fairs, college visits, and field trips to community businesses. Community members speak to students about their profession and share their knowledge with staff and students. We offer multiple CTE classes in the areas of FCS, Construction, Welding, Engines, and Business. Students have the option to take college level courses and receive college credit through online and face-to-face courses.

Educator Effectiveness

Whitewater School District Pupil Instruction Related Days			
PIR Day Focus	**Skills Acquired**	**Impact to Student Learning**	**Alignment to Graduate Profile (GP) and Education Goals (EG)**
Professional Development on IEFA, Handbooks, and Policies	● IEFA: cultural respect, deeper understanding of celebrations and grief. ● Handbooks: overview of rules and regulations ● Policies: overview of rules and regulations	● Deeper understanding and respect for Indigenous culture. ● Safe learning environment ● Fair and consistent expectations for learning and student behavior.	● IEFA: EG #2 providing training to teachers on IEFA. ● Handbooks and Policies: All GP attributes by supporting students with a high quality education, a safe learning space, and staff support.
Professional Development on Mandatory Trainings ● Bloodborne Pathogens ● First Aid and CPR	● Preventative measures for physical injuries and illness. ● Privacy rights for students and families	● A physically, mentally and emotionally safe learning environment. ● Protects students' privacy rights.	● These trainings align to EG #1 by ensuring students receiving Tier 1 and 3 interventions are given their due rights.
Professional Development MEA Days	● Varies due to teacher choice.	● Varies due to teacher choice.	● Varies due to teacher choice.
Professional Development MEA Days	● Varies due to teacher choice.	● Varies due to teacher choice.	● Varies due to teacher choice.
Parent Teacher Conferences	● Communication Skills	● Bridges home and school together so students' learning is supported in both places.	● EG #1 allows teachers to go over reports and work samples for students receiving Tier 2 and 3 interventions.

Even Years Infinite Campus, Technology, School Website Training / Odd Years First Aid, CPR and Staff Wellness	• Skills learned from technology to use with our school platforms we use. • Safety and Staff Wellness	• Impact to student learning will vary depending on the technology platform trained on. • Safer school and happier, healthier staff.	• These skills align to the following attributes of our GP depending on technology trained on.
Yearly Reflection and Planning for the Next School Year.	• Reflection • Data-informed planning.	• Refined lessons most appropriate to student needs.	• This PD aligns with both EG. Teachers look at incorporating IEFA lessons into the curriculum and plan for possible interventions or ways to add support into Tier 1 instruction.

Professional Development Staff Survey

After each PIR, staff will complete the following survey:

1. What skills did you acquire?
2. How will this training impact student learning?
3. How does this training support our Educational Goals and/or our Graduate Profile?

District Mentorship and Induction Plan

School-Based Mentorship
As part of our Title funding, we have a seasoned teacher mentor new and new-to-the-building staff.

Golden Triangle Curriculum Cooperative
GTCC provides new Teacher Trainings throughout the year. These trainings include topics from classroom organization and management, to teacher mental and physical health. These are great opportunities for new teachers to collaborate and network.

Technology Support
We use in-house staff to provide technical support and learn our new technology platforms .

Evaluation

Schedule for Certified Staff Evaluations:
[Evaluation Schedule](#)

Formal Observation Tool:
[Goal Setting Think Sheet](#)
[Formal Observation Sheet](#)

Summative Evaluation Tool:
[Whitewater School District Evaluation](#)

Proficiency-based Learning Model

Whitewater School District 20D is part of the Golden Triangle Curriculum Cooperative. In response to many changes, reforms, and mandates affecting national and state education standards today the GTCC was formed to address the curriculum, assessments and professional development needs of its member schools.

GTCC member educators guide, research and write the curriculum objectives for each specific content level. Regional master committee meetings and periodic revisions to documents are ongoing processes that improve the developed materials.

Through collaborative efforts, The Golden Triangle's members have made it possible to provide quality training and resources to assist member schools as they plan, design and implement curriculum and assessment programs within their districts.

The GTCC's products are available to member districts for use in adapting the curricula and assessment tools to their needs in meeting district, state and national accreditation standards.

Cooperatively Developed and Implemented Proficiency-Based Learning Model:

Arts Revision Notes

Social Studies Revision Notes

Plan to Review and Revise Curriculum, Including Indian Education for All, Every Five Years:

5 Year Revision Plan

Indian Education for All
Whitewater School District follows The Golden Triangle Curriculum Cooperative supports Indian Education for All (IEFA) implementation in our member schools by providing a scope & sequence of IEFA-integrated standards (aligned to MT state standards), annual IEFA professional development by Jeredene Mayfield - Cut Bank Schools (1/17/24), encouraging member teachers to utilize the OPI Learning Hub for IEFA integrated lessons, and providing individual support as requested.

Golden Triangle Curriculum Cooperative 2023-2024 Accreditation Support Documents (IEFA)

We continue to invite any local Native American and/or Historians of Native Americans into the school to engage students in storytelling sessions inside a Teepee. Teepee is set up outside of the school building for about three weeks.

Field trips to Museums and Cultural Sites provide students with firsthand experiences of artifacts, artworks, and exhibits related to Native American peoples.
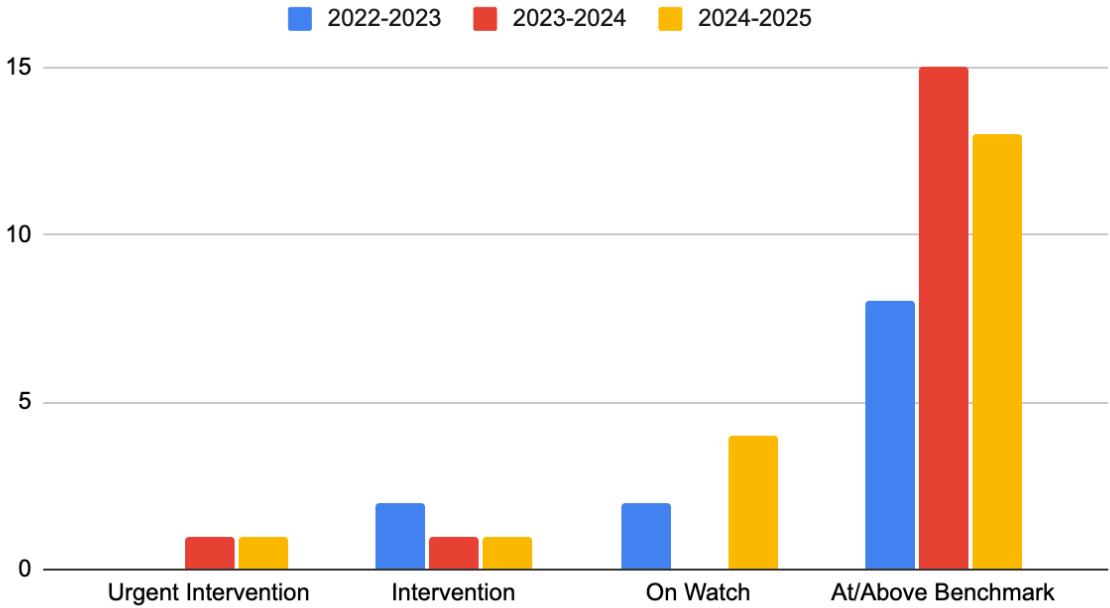
Assessment

Assessment	High School	Middle School	Elementary School
Classroom-Based Measures Learning Progressions, Growth, and Proficiency Ongoing Throughout the Year	Summative Semester and Chapter Tests Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes	Summative Semester and Chapter Tests Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes	Summative Chapter Tests Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes
Benchmarks Measures Learning Progressions Fall, Winter, Spring	Star Reading Star Math	Star Reading Star Math	Star Reading Star Math
Progress Monitoring Measures Learning Progressions for Students Receiving Interventions Ongoing Throughout the Year	Star Reading Star Math	Star Reading Star Math	Star Reading Star Math
State Measures Proficiency in Content Standards Ongoing Throughout the Year	ACT (11th) ACCESS	MAST (6th-8th) Montana Science Assessment (8th) ACCESS	MAST (3rd-5th) Montana Science Assessment (5th) ACCESS

Student Performance
We currently use the following programs:
STAR Reading and Math are used for K-12

Star Reader Longitudinal Report

Legend: 2022-2023 (blue), 2023-2024 (red), 2024-2025 (yellow)

Category	2022-2023	2023-2024	2024-2025
Urgent Intervention	0	1	1
Intervention	2	1	1
On Watch	2	0	4
At/Above Benchmark	8	15	13

Star Math Longitudinal Report

Legend: 2022-2023 (blue), 2023-2024 (red), 2024-2025 (yellow)

Category	2022-2023	2023-2024	2024-2025
Urgent Intervention	1	0	0
Intervention	1	5	2
On Watch	4	3	2
At/Above Benchmark	8	12	18

Star Math
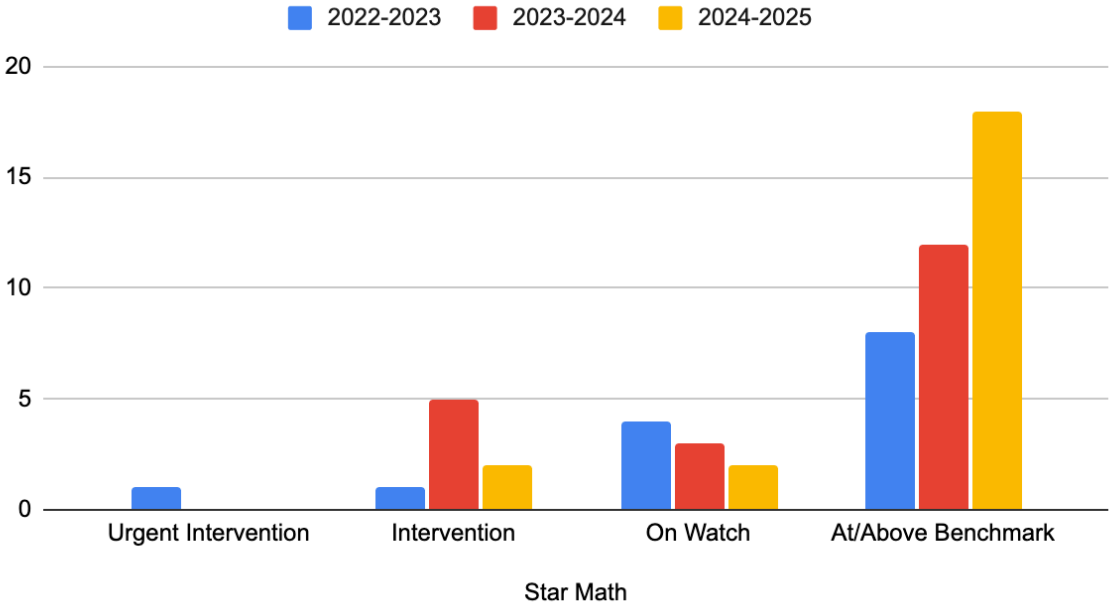
Title 1 Support System

After Assessments are completed, the staff uses the data to determine if intervention is needed. Staff or parents may submit a Title 1 form after viewing results from assessments to get any student Title I assistance.

The school will compile data from STAR Reader and Math from the previous school year and the first semester of the new school year and look at SBAC scores to help determine whether a student is in need of intervention.

We use the following Title I referral form and have the following Board Policy for Title I assistance:

Title I Referral Form

TITLE I SPRING/FALL REFERRAL FORM

Children that you refer to Title I Reading or Math help should be those of average ability, who are not working up to potential. Also, they should not be receiving L.D. services in the referral subject area.

Student's name _____

Current grade _____   School year _____

Teacher's name _____

Student Characteristics (check all that apply)
GENERAL CHARACTERISTICS
_____ Student cannot work independently.
_____ Student has difficulty following directions.
_____ Student does not communicate ideas effectively.
         _____ Oral   _____ Written
_____ Student has poor retention skills.
_____ Student lacks fine motor skills.
_____ Student has poor reasoning skills.
_____ Student does not attend to task at hand.
_____ Student is capable but does not complete assigned work.

READING
_____ Student reads poorly and haltingly.
_____ Student is weak in comprehension skills.
         _____ Oral   _____ Written
_____ Student has poor phonetic skills.
_____ Student does not understand the meaning of commonly used words in many subject areas.
_____ Student misreads many words.

MATH
_____ Student does not know basic math facts.
_____ Student cannot solve simple math problems.
_____ Student cannot use math skills independently in non-academic situations.
_____ Student is weak in basic math concepts.
_____ Student cannot use appropriate problem solving strategies.

Classroom Teacher Recommendation
In your professional judgment, do you think this student would benefit from Title I services this year?
                    Title I Reading _____ yes   _____ no
                    Title I Math   _____ yes   _____ no

Title I Teacher Recommendation: _____ reading _____ math

Title I Board Policy

Whitewater School District

INSTRUCTION

Title I

To assure that parents will be involved in the educational process for their children in any District Title I program, the following activities will be completed:

1. Letters will be sent to parents informing them that their child has been selected for the District Title I reading/language arts and/or mathematics program. Included in the letter will be a parent sign-off indicating that they accept or decline service.

2. Parents will be informed about their child's educational program, and the instructional plan will be discussed with them.

3. A Title I classroom will participate in its school's open house for the purpose of getting acquainted and sharing information.

4. During parent/teacher conferences in the K-8 building, parents may be informed of the previous year's evaluation data, if appropriate, needs assessment and screening processes, student participation eligibility requirements, and ways in which parents can help their children at home.

5. Written reports will be sent to the parents at each quarter.

6. Conferences and phone calls will be made throughout the school year to explain the child's progress. Parents may comment, and suggestions may be made if student improvement is needed. Teachers will also call parents when positive comments and praise are appropriate.

7. Parents will be invited to observe their children's work and visit the Title I room during the year.

8. Parents will be given opportunities to assist in the reader/listener program or to help in the Title I room by making materials, explaining directions and helping a child one-on-one with some learning tasks provided by the teacher.

9. When requested or as a need arises, Title I related workshops will be offered for parents of K-8 Title I students.

10. A survey questionnaire will be sent to parents in the spring of the year, requesting evaluation input of the Title I program in which their child is involved.

11. An annual general meeting will be conducted for all District Title I parents and the public. They will be invited to learn about the Title I program, student selection and evaluation processes. Suggestions and recommendations for the Title I program will be encouraged at this time. Students will participate in the program.

- Once intervention begins with students they are monitored bi-weekly to gauge progress on their goals.

College and Career Readiness

Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data), Whitewater School District 20D ACT Scores 2022-2024
Showing Students who are College Reportable

CCRS Range	ENGLISH	MATH	READING	SCIENCE
	%	%	%	%
33 to 36	0	0	0	0
28 to 32	0	0	22	0
24 to 27	11	22	22	11
20 to 23	22	22	33	44
16 to 19	55	22	11	33
13 to 15	0	22	0	11
0 to 12	11	11	11	0

Summary View: The ACT (All Data), Whitewater School District 20D 2022-2024 Showing students who are College Reportable

Composite		Math	Science	STEM	English	Reading	Writing	ELA
Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
9		18.8	19.8		18.7	22.2		

Steps to Achieve the Graduate Profile

Work Ethic		
DISTRICT POLICIES	**INTERSCHOLASTIC ACTIVITIES**	**OTHER ACTIVITIES**
● Attendance/Tardy Policies ● Missing Work Policy ● Ineligibility Policy ● Graduation Requirements	● Student Council offered to 6-12th grade. ● National Honor Society offered to 10-12th grade. ● Athletics ● Band and Choir ● Academic Quiz Bowl ● Math Contest	● Honor Roll Perks: Reward for students making Honor roll. Can take ½ day preapproved off from school in each succeeding quarter after the honor roll has been accomplished.

Progress:

Communication		
CLASS ACTIVITIES	**INTERSCHOLASTIC ACTIVITIES**	**OTHER ACTIVITIES**
● Presentations: Speaking and Listening in all classes ● End of the year project with public speaking. (all classes) ● Science Fair (science classes) ● Counseling Lesson (Elementary)	● Student Council Presentations and Elections ● National Honor Society interviews and presentations. ● Pep club assemblies ● Academic Quiz Bowl Team	● Building Resumes (all high school grades) ● Goal Development (all grade levels)

Progress:

Integrity		
DISTRICT POLICIES	**COMMUNITY SERVICE**	**OTHER ACTIVITIES**
● Attendance/Tardy Policies ● Missing Work Policy ● Ineligibility Policy ● Graduation Requirements	● End of the year project providing history of Whitewater and serving a meal, speaking and engaging with community members. ● Town clean up ● Maintain and upkeep of the school track and field	● Red Ribbon week involvement with HS/JH and Elementary.

Progress:

Engagement and Leadership		
DISTRICT POLICIES	**INTERSCHOLASTIC ACTIVITIES**	**OTHER ACTIVITIES**
● Attendance/Tardy Policies ● Missing Work Policy ● Ineligibility Policy ● Graduation Requirements	● Student Council offered to 6-12th grade. ● National Honor Society offered to 10-12th grade. ● Athletics ● Band and Choir ● Academic Quiz Bowl ● Math Contest	● End of the semester group projects

Progress:

Plan to Assess Student Growth and Proficiency of All Content Standards
- Teachers will map which standards will be taught each quarter throughout the year.
- Standards will be identified as Beginning, Developing, or Mastered for each grade level.
- Students will be marked for each standard as Beginning, Developing, or Mastered for each standard.
- Students not Mastering a standard by the designated grade level will be given extra support.

Process to Ensure Each Learner has Equal Opportunity for Access to Learning

High Qualified Educators
- Authentic Learning Experiences
- Equal Opportunity Student Activities
- Formative and Interim Assessments to Guide Instructions
- Student Metacognition, Self-Assessment, and Reflection
- Student Self-Direction and Decision Making

Rigorous Learning Activities
- Complex
- Engaging
- Accessible
- Match Student Interests

Technology Supports Student Learning
- One-to-One Student Devices

Learning Opportunities
- Multiple Modalities
- Collaboration
- Student Discussion

Supportive Learning Environment
- Safe Physical space
- Adequate space
- Accessible space

Academic Programming

Class Scheduling
The first step in our academic programming is to ensure we are meeting state requirements for instructional time and courses offered.

The second step is our counselor meets with each middle and high school student to determine their interests/goals and guide them to select courses that will meet their needs. We feel face-to-face instruction is the most effective way to teach and learn, however, when schedules do not allow, we offer students the ability to take online courses.

We provide face-to-face and online courses. We offer CTE classes in the areas of Welding, Small Engines, Industrial Arts and Business classes.

Relationship Development
Teachers participate in student activities, instead of just supervising or directing. Teachers know students and call them by name. We empower students by allowing them to create, manage and develop fundraisers, activities and semester community projects. Students have opportunities to sit down with college and military representatives and discuss possible majors and/or careers.

Experiential Learning and Learner-centered Environments
At Whitewater School District, we do our very best to provide face-to-face learning, however, we acknowledge that obstacles present themselves. In our fast paced and technologically saturated world, students need to master skills to thrive with technology. We strive to bring as much real-world experience to our students through field trips, school to work programs and community based projects. We provide access to hands-on learning in school, and online learning for classes we are not able to offer at Whitewater. These tools and learning opportunities tie to our Graduate Profile and educational goals by developing students that are capable of excelling beyond public school.

Indian Education for All
Indian Education is embedded throughout the curriculum. We study novels written by Native Americans and go on field trips. The grades and subjects with IEFA are in the following document:
[Golden Triangle Curriculum Cooperative 2023-2024 Accreditation Support Documents (IEFA)](#)

Nonresident Students
The board shall review and approve the applications for Out-of-District attendance, as adopted in Board Policy.
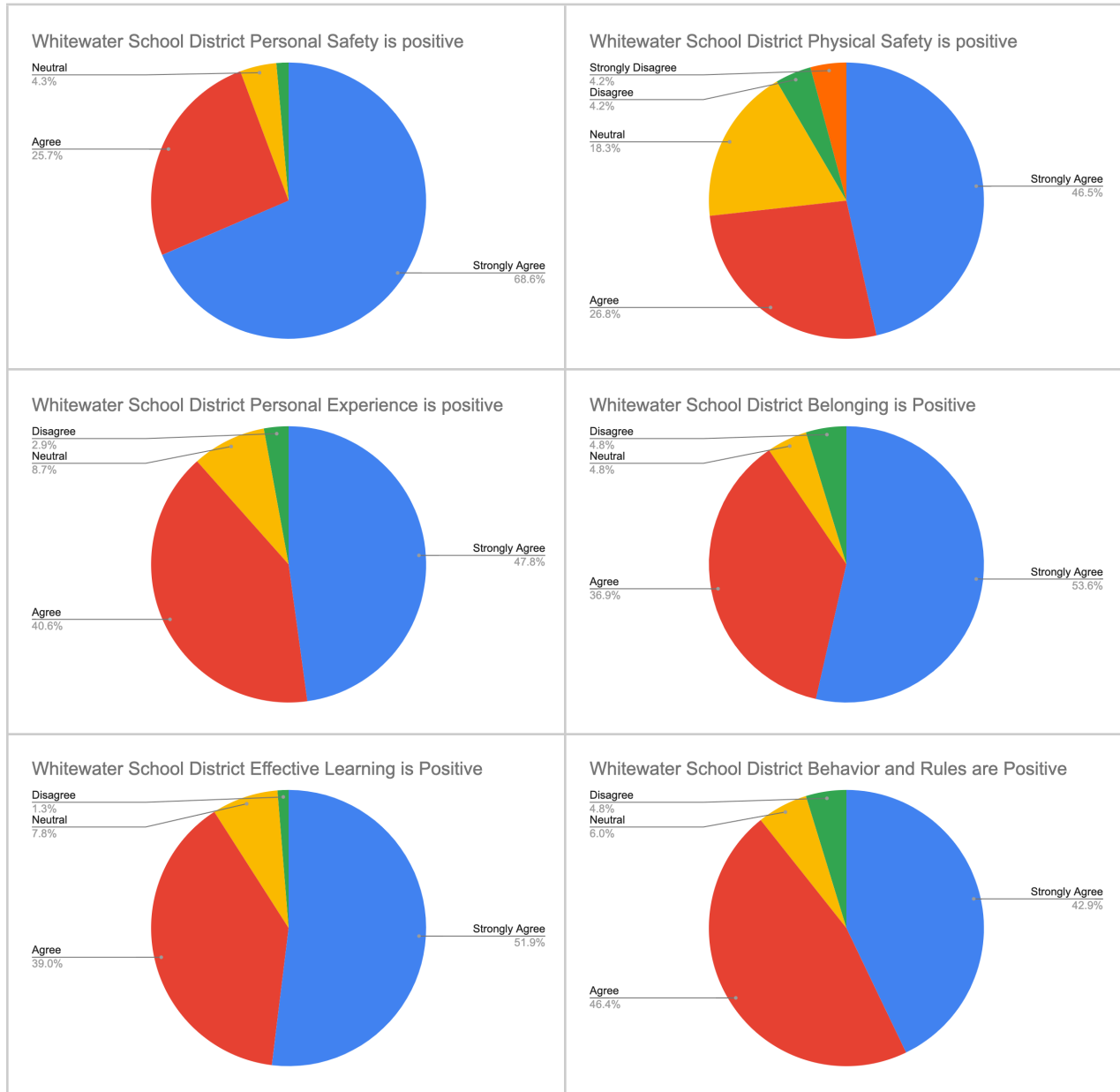
School Climate

We measure the school climate with the following survey: Each question is answered with 5 options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

Provide a number for the following questions:
1. How many children do you have attending Elementary (K-5)
2. How many children do you have attending Middle School (6-8 grade)
3. How many children do you have attending High School (9-12 grade)
4. How does your child typically get to school?
Answer the following questions with: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree
5. Overall, I feel that this school is a safe school.
6. My child is getting a good education at Whitewater School District 20D.
7. School rules seem reasonable.
8. Students know what behavior is expected of them.
9. I feel welcome at my child's school.
10. My son or daughter is proud of his or her school.
11. My son or daughter generally behaves well in the classroom.
12. My child feels safe in the lunchroom.
13. My child feels safe in the hallways.
14. Threats by one student against another are common at school.

15. My child feels safe going to and coming from school.

16. Physical fighting or conflicts happen regularly at school.

17. Name calling, insults or teasing happen regularly at school.

18. My child feels he/she belongs at this school.

19. School rules are clearly defined and explained so that I can understand them.

20. This year my child has had something worth $10 or more stolen at school.

21. My child has friends at this school.

22. Parents are informed when a student has a discipline problem at school.

23. My child feels safe in the classrooms at school.

24. Students carrying weapons is a problem at my child's school.

25. My child is learning a lot at this school.

26. Arguments among students are common at school.

27. Teachers make sure school rules are followed.

28. I feel teachers care about my child's learning.

29. Parents are involved in activities at school.

30. Students use drugs or alcohol at school.

31. My child feels that teachers care about him or her as a person.

32. Anything else we should know about write below.

Results of Whitewater School Climate Survey:

Whitewater School District Personal Safety is positive
- Neutral 4.3%
- Agree 25.7%
- Strongly Agree 68.6%

Whitewater School District Physical Safety is positive
- Strongly Disagree 4.2%
- Disagree 4.2%
- Neutral 18.3%
- Strongly Agree 46.5%
- Agree 26.8%

Whitewater School District Personal Experience is positive
- Disagree 2.9%
- Neutral 8.7%
- Strongly Agree 47.8%
- Agree 40.6%

Whitewater School District Belonging is Positive
- Disagree 4.8%
- Neutral 4.8%
- Strongly Agree 53.6%
- Agree 36.9%

Whitewater School District Effective Learning is Positive
- Disagree 1.3%
- Neutral 7.8%
- Strongly Agree 51.9%
- Agree 39.0%

Whitewater School District Behavior and Rules are Positive
- Disagree 4.8%
- Neutral 6.0%
- Strongly Agree 42.9%
- Agree 46.4%

Strengths:
- The majority of students and families feel safe at school
- The majority of students and families feel like they belong at school
- The majority of students and families feel they have a good personal experience at school.
- The majority of students and families feel there are no major safety concerns at school.
- The majority of students and families feel there are positive school rules and behavior.

Improvement Areas
- Communication about behavior issues.
- Communication about school rules and handbook

- How to respectfully treat and interact with peers
- Get parents involved in school activities.

The District utilized the results of the school climate survey to establish the following action steps to maintain and enhance the school climate:

Action Plan for Top Two Priorities

Area	Action Steps	Person(s) Responsible	Timeline
1. Communication about behavior issues	- Send email and follow with a phone call. - Use text messages to parents when behavior issues arise.	- Superintendent - Teachers - Counselor	2025-26
2. Communication about school rules and handbook.	- Longer in-service on first day of school - Use powerpoint to highlight some of the rules.	- Superintendent - Teachers	2025-26