Lavina K-12 Schools



Integrated Strategic Action Plan

2026-2029

Updated 7/14/2026

Executive Summary

Executive Summary

The **Lavina School District Integrated Strategic Action Plan (2026–2029)** serves as the district's roadmap for continuous improvement, ensuring every student is prepared for success in college, career, military service, and life. Developed in accordance with **Montana Administrative Rules (ARM Chapter 55)**, this plan reflects the collective input of students, staff, parents, trustees, and community members and aligns district resources with clearly defined priorities that promote high levels of academic achievement, student well-being, and organizational excellence.

During the past several years, Lavina School has undergone significant transformation. Through the implementation of a **Multi-Tiered System of Supports (MTSS)**, adoption of the **Science of Reading**, expansion of evidence-based instructional practices, and a strong commitment to continuous professional learning, the district has experienced measurable gains in student achievement across multiple grade levels.

Current district assessment data demonstrate substantial academic growth. Kindergarten through second-grade students have achieved **94% proficiency on AIMSweb Early Literacy**, reflecting dramatic improvement since implementation of MTSS and structured literacy practices. Students in grades 3–8 demonstrated significant gains in mathematics, increasing benchmark proficiency from **43% to 78%** over four years, while Language Usage proficiency increased from **46% to 74%**. Secondary students continue to perform at exceptionally high levels, with **100% of students in grades 9–10 meeting benchmark in both Reading and Mathematics on NWEA MAP assessments** during the 2025–2026 school year. These results demonstrate the positive impact of systematic instructional improvement, targeted interventions, and ongoing data-driven decision making.

While these accomplishments represent important milestones, the district recognizes that continuous improvement requires sustained effort. The next phase of Lavina School's improvement journey focuses on strengthening instructional rigor, ensuring consistent implementation of high-quality Tier I instruction, refining intervention systems, expanding opportunities for advanced coursework and career readiness, improving student engagement and attendance, and preparing every graduate to become a productive citizen capable of meeting the demands of an increasingly complex world.

The district's work is organized around several strategic priorities:

- **High Academic Achievement:** Deliver rigorous, standards-aligned instruction supported by evidence-based practices, frequent progress monitoring, and targeted interventions.
- **Science of Reading and Mathematics Excellence:** Sustain implementation of structured literacy instruction and strengthen mathematics achievement through high-quality instructional practices and instructional coaching.
- **Multi-Tiered System of Supports:** Maintain a comprehensive MTSS framework that provides timely academic, behavioral, and social-emotional supports for every student.
- **College, Career, and Life Readiness:** Expand career pathways, dual credit opportunities, Advanced Opportunities, Career and Technical Education (CTE), work-based learning, and postsecondary exploration.
- **Professional Excellence:** Invest in ongoing professional learning, instructional coaching, collaborative planning, and data analysis to continually improve classroom instruction.
- **Safe and Supportive Schools:** Maintain secure learning environments while promoting positive school climate, student wellness, resilience, and strong relationships.
- **Family and Community Partnerships:** Strengthen meaningful collaboration with families, local businesses, community organizations, and higher education partners to support student success.

Central to this work is the district's **Graduate Profile**, which defines the characteristics every Lavina graduate should possess upon completion of high school. Students are expected to become effective communicators, critical thinkers, problem solvers, resourceful learners, resilient individuals, and responsible citizens who demonstrate integrity, collaboration, and lifelong learning.

This Strategic Action Plan also reflects several major district initiatives that position Lavina School for continued success, including implementation of the **Montana Literacy Grant**, expansion of instructional coaching, comprehensive curriculum alignment through the Alliance for Curriculum Enhancement (ACE), ongoing implementation of proficiency-based learning, enhanced school safety initiatives, expanded Advanced Opportunities programming, and continued investment in instructional technology and evidence-based instructional resources. These initiatives provide the foundation necessary to sustain student growth while preparing the district to meet future educational challenges.

The Lavina School District believes continuous improvement is not a destination but an ongoing process of reflection, collaboration, innovation, and accountability. Through careful analysis of student performance data, meaningful stakeholder engagement, responsible stewardship of resources, and an unwavering commitment to excellence, the district will continue to build upon its successes while addressing emerging needs.

This Integrated Strategic Action Plan represents more than a compliance document—it reflects the district's commitment to ensuring **every student is known, challenged, supported, and prepared to thrive beyond graduation**. Guided by this plan, Lavina School District will continue to foster a culture of high expectations, continuous improvement, and educational excellence for every learner.



Section 1: Graduate Profile

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.601(4)(a), ARM 10.55.602(22)

Graduate Profile

The Lavina School District Graduate Profile defines the knowledge, skills, character traits, and dispositions every student should possess upon graduation. It serves as the foundation for instructional planning, curriculum development, assessment, career exploration, and school improvement efforts. The profile reflects the expectations of students, families, staff, trustees, employers, and community members while aligning with Montana's vision of preparing students for college, career, military service, and life.

At Lavina School, academic achievement alone is not enough. Graduates must demonstrate the ability to think critically, solve complex problems, communicate effectively, collaborate with others, adapt to change, and contribute positively to their communities. Every educational experience—from preschool through graduation—is intentionally designed to develop these competencies.

Portrait of a Lavina Graduate

A Lavina Graduate is a lifelong learner who demonstrates strong character, academic excellence, and personal responsibility while making meaningful contributions to family, community, and society.

Every graduate will embody the following characteristics:

Communicator

Lavina graduates communicate clearly, respectfully, and confidently in a variety of settings.

They:

- Express ideas effectively through speaking and writing.
- Listen actively to understand diverse perspectives.
- Collaborate productively with peers and adults.
- Utilize technology responsibly to communicate and learn.
- Demonstrate professionalism in both academic and workplace settings.

Critical Thinker

Lavina graduates analyze information, evaluate evidence, and make informed decisions.

They:

- Ask thoughtful questions.
- Evaluate multiple perspectives.

- Use evidence to support conclusions.
- Apply learning to real-world situations.
- Demonstrate curiosity and creativity when solving problems.

Problem Solver

Lavina graduates approach challenges with perseverance and innovation.

They:

- Identify problems and develop practical solutions.
- Work collaboratively to overcome obstacles.
- Learn from mistakes and adjust strategies.
- Apply academic knowledge to authentic situations.
- Demonstrate resilience during difficult tasks.

Resourceful

Lavina graduates seek opportunities, use available resources wisely, and adapt to changing circumstances.

They:

- Take initiative.
- Manage time effectively.
- Utilize technology responsibly.
- Seek help when needed.
- Demonstrate independence and self-direction.

Resilient

Lavina graduates demonstrate perseverance, integrity, and emotional strength.

They:

- Overcome adversity.
- Accept constructive feedback.
- Demonstrate self-control.
- Show empathy toward others.
- Maintain a positive attitude when facing challenges.

Responsible Citizen

Lavina graduates understand their responsibility to themselves, their community, and the world around them.

They:

- Demonstrate honesty and integrity.
- Respect others and value diversity.
- Serve their community.
- Practice responsible digital citizenship.
- Make ethical decisions.

The Bearcat Way (ROARS)

The Graduate Profile is reinforced daily through **The Bearcat Way**, Lavina School's shared expectations for student behavior and character.

R	**Respect**	**Treat others, yourself, and property with dignity.**
O	**Ownership**	Take responsibility for your actions, learning, and decisions.
A	**Achievement**	Strive for continuous growth and academic excellence.
R	**Responsibility**	Be dependable, prepared, and accountable.
S	**Safety**	Promote physical, emotional, and digital safety for everyone.

The ROARS expectations are integrated into classroom instruction, school climate initiatives, student recognition programs, extracurricular activities, and disciplinary practices to create a consistent culture of excellence throughout the district.

Alignment to District Priorities

The Graduate Profile serves as the guiding framework for all district initiatives and aligns directly with the goals of this Strategic Action Plan.

District Priority	Graduate Profile Connection
Academic Excellence	Critical Thinker, Problem Solver
Science of Reading	Communicator, Critical Thinker
MTSS	Resilient, Responsible Citizen
College & Career Readiness	Resourceful, Problem Solver
School Safety	Responsible Citizen, Resilient
Community Engagement	Communicator, Respect

Development and Review Process

The Graduate Profile was developed through a collaborative planning process involving students, parents, school staff, trustees, business leaders, and community members. Stakeholder feedback, district surveys, workforce expectations, and Montana Chapter 55 requirements informed the development of the profile. The Board of Trustees reviews the Graduate Profile annually as part of the district's continuous improvement process to ensure it remains aligned with community expectations, workforce needs, and educational priorities.

The Graduate Profile serves as the cornerstone of the Lavina School District Integrated Strategic Action Plan. It provides a shared vision for student success and ensures that every decision—from curriculum and instruction to professional learning and resource allocation—is intentionally focused on preparing every Bearcat for success beyond graduation.

Comprehensive Needs Assessment

Purpose

The Comprehensive Needs Assessment (CNA) serves as the foundation for the Lavina School District's continuous improvement process. It identifies district strengths, challenges, and opportunities by examining multiple measures of student performance, school effectiveness, stakeholder feedback, staffing, curriculum, school climate, and operational systems. The findings of the CNA directly inform the district's educational goals, professional development priorities, budgeting decisions, and strategic initiatives.

The district believes that effective school improvement requires the use of multiple data sources rather than reliance on a single assessment. Therefore, the planning team analyzed quantitative and qualitative evidence to identify district priorities and develop targeted action plans.

Planning Process

The 2026 Comprehensive Needs Assessment was completed through a collaborative planning process involving:

- Board of Trustees
- Superintendent
- Teachers
- Intervention Staff
- School Counselor
- Support Staff
- Parents
- Students
- Community Members

The planning committee reviewed district performance during regularly scheduled board meetings, leadership meetings, professional learning communities (PLCs), and MTSS data meetings.

Data Sources Reviewed

The district utilized multiple sources of evidence including:

Student Achievement

- NWEA MAP Growth
- AIMSweb Plus
- Montana State Assessments
- Classroom formative assessments
- Progress monitoring data
- Graduation data

- Credit attainment
- College and Career Readiness indicators

Student Success Indicators

- Attendance
- Chronic absenteeism
- Behavior referrals
- MTSS intervention data
- Student engagement
- Graduation rate
- Postsecondary enrollment

Stakeholder Feedback

- Parent surveys
- Student surveys
- Staff surveys
- Community feedback
- School Board input

Organizational Effectiveness

- Curriculum alignment
- Professional development participation
- Teacher evaluations
- Staffing needs
- Facilities review
- Technology infrastructure
- School safety assessments

District Strengths

Analysis of district data indicates Lavina School has experienced significant academic growth over the past four years through implementation of evidence-based instructional practices and a comprehensive Multi-Tiered System of Supports (MTSS).

Academic Achievement

Student achievement data demonstrate measurable gains across nearly every content area.

Kindergarten–Grade 2

Early Literacy Benchmark increased from **65% (2022–2023)** to **94% (2025–2026)**.

Strategic students decreased from **25%** to **0%**.

Students requiring Intensive intervention decreased from **10%** to **6%**.

These results indicate strong implementation of structured literacy instruction and early intervention practices.

Early Numeracy performance remains strong, with benchmark performance consistently exceeding 75%; however, recent data indicate a need to strengthen mathematics interventions in the primary grades.

Grades 3–8

Significant gains have occurred across all core academic areas.

Reading

- Benchmark increased from **54%** to **61%**
- Intensive students decreased from **26%** to **7%**

Language Usage

- Benchmark increased from **46%** to **74%**

Mathematics

- Benchmark increased dramatically from **43%** to **78%**
- Intensive students declined from **26%** to **7%**

Science benchmark proficiency also improved from **71%** to **76%**, reflecting continued growth across STEM instruction.

Grades 9–10

Secondary student achievement remains exceptionally strong.

Current assessment results indicate:

- **100% Reading Benchmark**
- **100% Mathematics Benchmark**
- 86% Science Benchmark

These data demonstrate that students entering high school are well prepared for advanced coursework and college and career readiness.

Major Accomplishments Since the Previous Strategic Plan

Since the adoption of the previous Integrated Strategic Action Plan, Lavina School has successfully:

- Implemented a districtwide Multi-Tiered System of Supports (MTSS)
- Adopted Science of Reading instructional practices
- Secured the Montana Comprehensive Literacy Grant

- Expanded instructional coaching
- Implemented universal academic screening
- Developed district intervention systems
- Completed curriculum alignment with Montana standards
- Expanded Career and Technical Education pathways
- Increased college and career exploration opportunities
- Strengthened professional learning communities
- Expanded technology integration
- Increased evidence-based instructional practices

These accomplishments represent significant progress toward the district's long-term vision for continuous improvement.

Current Needs Identified

Although the district has experienced substantial academic growth, analysis of current data identified several priorities requiring continued attention.

Priority 1

Sustain High Levels of Academic Achievement

Student performance has improved considerably; however, maintaining these gains requires continued implementation of evidence-based instructional practices, ongoing progress monitoring, and systematic intervention.

Focus Areas

- Maintain Science of Reading implementation
- Increase instructional rigor
- Improve writing across grade levels
- Strengthen mathematical reasoning
- Continue progress monitoring

Priority 2

Strengthen Tier II and Tier III Interventions

While the number of students requiring intensive intervention has decreased substantially, the district will continue refining intervention systems to accelerate growth for students who remain below benchmark.

Focus Areas

- Intervention scheduling
- Fidelity monitoring
- Data meetings
- Individual student goal setting
- Progress monitoring

Priority 3

Improve Student Engagement and Attendance

Regular attendance remains essential for student achievement.

The district will continue strengthening:

- Attendance interventions
- Student engagement
- Family communication
- Positive school climate
- Social-emotional learning

Priority 4

Expand College and Career Readiness

The district seeks to provide every student with meaningful postsecondary opportunities.

Future work includes:

- Advanced Opportunities
- Dual Credit
- Career Pathways
- Industry Certifications
- Work-Based Learning
- Postsecondary Visits
- Financial Aid Education

Priority 5

Continue Professional Learning

Professional development remains one of the highest leverage strategies for improving student outcomes.

Professional learning priorities include:

- Science of Reading

- Mathematics instruction
- MTSS
- Data analysis
- Artificial Intelligence
- Technology integration
- Classroom engagement
- Student-centered instructional practices

Root Cause Analysis

The planning team conducted a root cause analysis to determine the underlying factors influencing student achievement.

Strengths

- Strong instructional leadership
- Collaborative staff culture
- High expectations
- Evidence-based instructional practices
- Instructional coaching
- Data-driven decision making
- Strong community support
- Small class sizes
- Positive student relationships

Areas for Continued Growth

- Student attendance
- Consistency of Tier I instruction
- Writing proficiency
- Mathematics problem-solving
- Student engagement
- Postsecondary readiness
- Recruitment and retention of highly qualified staff
- Sustainable funding for improvement initiatives

Summary of District Needs

Based on the analysis of district data, stakeholder feedback, and school improvement efforts, the Lavina School District has identified five strategic priorities that will guide district improvement through 2029.

1. Sustain high levels of academic achievement through evidence-based instruction.
2. Strengthen MTSS and intervention systems to ensure every student experiences academic growth.
3. Improve student engagement, attendance, and school connectedness.
4. Expand college, career, and workforce readiness opportunities.
5. Build educator capacity through continuous professional learning and instructional coaching.

These priorities reflect a shift from **building systems** to **sustaining excellence**. Rather than creating foundational structures, the district will focus on refining instructional practices, deepening implementation, and ensuring that every student graduates prepared for success in college, career, military service, and life.

Transition to the Strategic Action Plan

The findings of this Comprehensive Needs Assessment provide the framework for the Educational Goals, SMART Objectives, and Action Plans contained in the remainder of this Integrated Strategic Action Plan. Each strategic priority is directly connected to measurable outcomes, evidence-based strategies, and annual progress monitoring to ensure continuous improvement and accountability.

Section 3: Gap Analysis

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.601(3), ARM 10.55.602(8)

Gap Analysis

Purpose

The Gap Analysis identifies the difference between the Lavina School District's current performance and its desired future outcomes. Using multiple measures of student achievement, instructional effectiveness, stakeholder feedback, and organizational capacity, the district identified areas where continued improvement will have the greatest impact on student success.

Unlike the previous strategic planning cycle, which focused on building foundational systems, the 2026–2029 planning process reflects a district that has successfully implemented major instructional reforms. The focus now shifts from implementation to refinement, sustainability, and continuous improvement.

Analysis of district achievement data demonstrates substantial improvement across nearly every grade span and content area while also identifying opportunities to accelerate student learning even further.

Current Reality

During the previous planning cycle, Lavina School identified three primary needs:

- Develop a districtwide Multi-Tiered System of Supports (MTSS)
- Align curriculum with Montana Content Standards
- Provide job-embedded instructional coaching and professional development

Since that time, the district has successfully addressed each of these priorities through implementation of MTSS, Science of Reading instructional practices, instructional coaching, curriculum alignment, and ongoing professional learning.

Current assessment data indicate that these efforts have resulted in measurable student achievement gains across multiple grade levels and subject areas.

District Performance Summary

Area	Previous Status	Current Status	Progress
MTSS	Initial implementation	Fully operational districtwide	✔ Sustained
Curriculum Alignment	Inconsistent	Fully aligned through ACE	✔ Achieved
Science of Reading	Planning stage	Fully implemented	✔ Achieved
Literacy Coaching	None	Ongoing coaching model	✔ Achieved
Universal Screening	Limited	Districtwide AIMSweb & MAP	✔ Achieved
Professional Learning Communities	Developing	Embedded in district practice	✔ Achieved
Data Meetings	Inconsistent	Regular MTSS cycles	✔ Achieved

Student Achievement Analysis

District assessment results demonstrate significant growth over the past four years.

Major Areas of Growth

Kindergarten–Grade 2

- Early Literacy benchmark increased from **65% to 94%**
- Students requiring Strategic intervention decreased to **0%**

- Intensive intervention declined from **10% to 6%**

These results indicate that early literacy instruction and intervention systems are producing strong outcomes.

Grades 3–8 Mathematics

One of the district's greatest improvements occurred in mathematics.

Benchmark proficiency increased from:

43% → 78%

Students requiring intensive intervention decreased from:

26% → 7%

This growth reflects stronger Tier I instruction, improved intervention practices, and more consistent progress monitoring.

Language Usage

Benchmark performance improved from:

46% → 74%

This represents substantial gains in students' reading, grammar, and written language skills.

Secondary Achievement

Students in grades 9–10 continue to demonstrate exceptional performance.

Current results include:

- **100% Reading Benchmark**
- **100% Mathematics Benchmark**
- **86% Science Benchmark**

These outcomes demonstrate strong preparation for advanced coursework and postsecondary success.

Remaining Gaps

Although overall student achievement continues to improve, analysis of district data identified several areas requiring continued attention.

Gap 1 – Consistent High Levels of Tier I Instruction

Current State

Strong instructional practices exist across classrooms; however, maintaining district-wide consistency remains critical as curriculum, staff, and student needs evolve.

Desired State

Every classroom consistently delivers rigorous, standards-aligned, evidence-based instruction that meets the needs of all learners.

Action Steps

- Instructional coaching
- Classroom walkthroughs
- Professional Learning Communities
- Data-driven lesson planning
- Continuous curriculum review

Gap 2 – Writing Across the Curriculum

Current State

Reading achievement has improved substantially, yet writing instruction has not progressed at the same rate.

Desired State

Students communicate effectively through written expression across all grade levels and content areas.

Action Steps

- District writing framework
- Common writing expectations
- Cross-curricular writing opportunities
- Writing rubrics aligned to proficiency scales
- Professional development in writing instruction

Gap 3 – Student Attendance and Engagement

Current State

While academic performance has improved, attendance remains one of the strongest predictors of student success.

Desired State

Students attend school regularly, engage actively in learning, and develop positive relationships with staff and peers.

Action Steps

- Attendance monitoring
- Early intervention
- Family communication
- Student recognition
- Expanded extracurricular opportunities
- MTSS attendance supports

Gap 4 – Postsecondary Readiness

Current State

Students have increasing access to college and career opportunities; however, additional experiences will strengthen readiness beyond graduation.

Desired State

Every graduate leaves Lavina School with a clearly defined postsecondary plan.

Action Steps

- Career exploration
- College visits
- Industry certifications
- Advanced Opportunities
- Dual Credit
- FAFSA completion
- Work-based learning

Gap 5 – Sustainability of Continuous Improvement

Current State

Many successful initiatives have been implemented through grant funding.

Desired State

District improvement systems remain sustainable regardless of funding source.

Action Steps

- Build internal leadership capacity
- Expand teacher leadership
- Continue instructional coaching
- Maintain MTSS fidelity
- Develop long-term funding strategies

Root Cause Summary

The planning team identified several factors contributing to remaining performance gaps.

Contributing Factor	District Response
Attendance challenges	Early intervention and family partnerships
Increasing academic rigor	Instructional coaching and PLCs
Student engagement	Learner-centered instructional practices
Changing instructional demands	Ongoing professional learning
Postsecondary expectations	Expanded career and college readiness programming
Sustainability of initiatives	Build internal systems and leadership capacity

---

Strategic Priorities

The Gap Analysis identified five district priorities for the 2026–2029 planning cycle.

Priority 1

Maintain and strengthen high-quality Tier I instruction.

Priority 2

Improve writing and communication skills across all content areas.

Priority 3

Increase student engagement, attendance, and school connectedness.

Priority 4

Expand college, career, and workforce readiness opportunities.

Priority 5

Sustain continuous improvement through instructional leadership, MTSS, and professional learning.

Gap Analysis Matrix

Current Reality	Desired Future State	Strategic Actions
Strong academic growth	Sustain high achievement for every student	Maintain evidence-based instruction and MTSS
High literacy achievement	Continue improving literacy and writing	Science of Reading, writing framework, coaching
Improved mathematics performance	Increase mathematical reasoning and problem-solving	High-quality Tier I instruction and intervention
Strong instructional systems	Maintain implementation fidelity	Ongoing coaching, PLCs, classroom observations
Growing college readiness	Every graduate has a postsecondary plan	Career pathways, dual credit, Advanced Opportunities
Safe, supportive culture	Increase engagement and attendance	Student supports, family partnerships, positive school climate

---

Conclusion

The district's previous Gap Analysis focused on **building systems**. That work has largely been accomplished. The 2026–2029 Gap Analysis reflects a district entering a new phase of continuous improvement—one focused on sustaining excellence, refining instructional practice, expanding opportunities for students, and ensuring every graduate is prepared for success after high school.

The district will continue to monitor progress annually through academic performance data, MTSS outcomes, attendance, stakeholder feedback, and implementation fidelity. Results will be reviewed by district leadership, the Board of Trustees, staff, families, and community stakeholders to ensure the Strategic Action Plan remains responsive to the evolving needs of Lavina School District.

Section 4: Educational Goals and SMART Objectives

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.601(4)(b), ARM 10.55.601(4)(e)

Educational Goals and SMART Objectives

Overview

The Lavina School District Educational Goals establish measurable expectations that support continuous improvement and ensure every student graduates prepared for college, career, military service, and life. These goals are based on the district's Comprehensive Needs Assessment, Gap Analysis, assessment data, stakeholder feedback, and Montana's Chapter 55 accreditation standards.

Progress toward each goal will be monitored through district assessments, Montana state assessments, attendance data, graduation data, stakeholder surveys, and annual Board of Trustee reviews.

Goal 1

Increase Student Achievement Through High-Quality Tier I Instruction

Rationale

District assessment data demonstrate significant academic growth over the past four years. The district's focus is now to sustain these gains while increasing academic rigor and ensuring every student demonstrates at least one year's academic growth annually.

SMART Objective

By Spring 2029, at least 85% of students in Grades K–8 will meet benchmark expectations in Reading and Mathematics as measured by AIMSweb and NWEA MAP Growth assessments while reducing Intensive intervention rates to less than 5% districtwide.

Baseline (Spring 2026)

- K–2 Early Literacy Benchmark: **94%**
- Grades 3–8 Reading Benchmark: **61%**
- Grades 3–8 Mathematics Benchmark: **78%**
- Grades 3–8 Language Usage Benchmark: **74%**

Success Indicators

- AIMSweb
- MAP Growth
- Montana State Assessments
- Classroom proficiency data

Strategies

- Maintain Science of Reading implementation
- High-quality Tier I instruction
- Data-driven instructional planning
- Universal screening
- Instructional coaching
- Professional Learning Communities

Goal 2

Strengthen Multi-Tiered Systems of Support (MTSS)

Rationale

MTSS has significantly improved student achievement by providing timely interventions. The district will continue strengthening intervention fidelity and progress monitoring.

SMART Objective

By Spring 2029, 100% of students identified for Tier II or Tier III intervention will receive documented evidence-based interventions with progress monitoring occurring at least every two weeks, resulting in at least 80% of intervention students meeting their individual growth goals annually.

Success Indicators

- MTSS documentation
- Progress monitoring
- Intervention fidelity
- Student growth reports
- PLC documentation

Strategies

- Weekly intervention meetings
- Data teams
- Intervention scheduling
- Fidelity checks
- Parent communication

Goal 3

Improve Writing and Communication Skills

Rationale

District achievement data indicate strong growth in reading achievement. The next phase of improvement will emphasize written communication across all content areas.

SMART Objective

By Spring 2029, 85% of students will demonstrate proficiency on district writing rubrics aligned to Montana Content Standards, with annual improvement in writing performance across all grade levels.

Success Indicators

- District writing rubrics
- Classroom assessments
- Student portfolios
- State assessment writing performance

Strategies

- District writing framework
- Writing across the curriculum
- Common rubrics
- Professional development
- Student feedback cycles

Goal 4

Increase Student Engagement and Attendance

Rationale

Research consistently demonstrates that regular attendance is one of the strongest predictors of academic success. Improving student engagement and reducing chronic absenteeism remain district priorities.

SMART Objective

By Spring 2029, the district will maintain an average student attendance rate of at least 95% while reducing chronic absenteeism by 25% from the 2025–2026 baseline.

Success Indicators

- Attendance reports
- Chronic absenteeism
- Student surveys
- Behavior data

Strategies

- Attendance monitoring
- Family communication
- Positive behavior supports
- Student recognition
- MTSS attendance interventions

Goal 5

Expand College, Career, and Workforce Readiness

Rationale

Every Lavina graduate should leave high school with a clear postsecondary plan and meaningful career experiences.

SMART Objective

By the Class of 2029, 100% of graduating seniors will complete an individualized Postsecondary Readiness Plan that includes one or more of the following:

- College acceptance
- Trade school enrollment
- Military enlistment
- Registered apprenticeship
- Industry certification
- Employment with career advancement opportunities

Success Indicators

- Graduation records
- Postsecondary surveys
- FAFSA completion
- Dual Credit participation
- Industry credentials
- Career pathway completion

Strategies

- College visits
- Career fairs
- Job shadowing

- Work-based learning
- Advanced Opportunity Grant participation
- FAFSA assistance

Goal 6

Build and Sustain Educator Excellence

Rationale

Student achievement is directly connected to teacher effectiveness. Ongoing professional learning and instructional coaching remain essential components of continuous improvement.

SMART Objective

By Spring 2029, 100% of certified staff will participate annually in district professional learning aligned with district priorities and demonstrate implementation of evidence-based instructional practices during classroom observations and evaluations.

Success Indicators

- Professional development logs
- Classroom observations
- Teacher evaluations
- Coaching documentation
- Staff surveys

Strategies

- Science of Reading coaching
- Mathematics instructional coaching
- PLC collaboration
- Data analysis training
- AI and instructional technology integration
- Instructional walkthroughs

Goal 7

Maintain a Safe, Positive, and Inclusive School Environment

Rationale

Students learn best in environments where they feel physically, emotionally, and socially safe.

SMART Objective

By Spring 2029, the district will maintain a positive school climate by increasing favorable responses on annual stakeholder surveys by 10% while maintaining compliance with all state school safety requirements.

Success Indicators

- School climate surveys
- Safety audits
- Discipline data
- Student engagement surveys
- Emergency drill documentation

Strategies

- ALICE training
- Positive school climate initiatives
- Mental health supports
- Student leadership opportunities
- Family engagement
- School safety planning

Goal 8

Strengthen Family and Community Partnerships

Rationale

Family engagement significantly contributes to improved academic achievement, attendance, and student well-being.

SMART Objective

By Spring 2029, family participation in school-sponsored engagement activities will increase by 20% while annual stakeholder surveys indicate at least 90% of families report feeling informed and connected to the school.

Success Indicators

- Event participation
- Parent surveys
- Volunteer hours
- Communication analytics
- Advisory committee participation

Strategies

- Family engagement nights
- Parent education
- Community partnerships
- Postsecondary information nights
- Career exploration events
- Regular district communication

District Dashboard

Goal	Performance Measure	2026 Baseline	2029 Target
Reading Achievement	Students at Benchmark	61% (Gr. 3–8 MAP Reading)	85%
Mathematics Achievement	Students at Benchmark	78% (Gr. 3–8 MAP Math)	85%
Early Literacy	Students at Benchmark	94%	Maintain ≥95%
Intervention Effectiveness	Students Meeting Growth Goals	Baseline established 2026	80%
Writing Proficiency	Students Meeting District Rubric	Baseline established 2026	85%
Attendance	Average Daily Attendance	Baseline established 2026	≥95%
Postsecondary Readiness	Seniors with Completed Postsecondary Plan	Baseline established 2026	100%
Professional Learning	Staff Completing Annual PD	100%	Maintain 100%
School Climate	Positive Survey Responses	Baseline established 2026	+10%
Family Engagement	Participation in District Events	Baseline established 2026	+20%

Monitoring and Evaluation

District leadership will review progress toward each SMART objective at least three times each year through the MTSS process, Professional Learning Communities, and Board of Trustees reports. Annual evaluation will

include analysis of academic achievement, intervention effectiveness, attendance, graduation outcomes, stakeholder feedback, and implementation fidelity.

The Educational Goals outlined in this section provide the framework for all district initiatives, budgeting decisions, professional learning, and school improvement efforts. Together, they establish clear, measurable expectations that ensure continuous progress toward the district's mission of preparing every Lavina student for lifelong

Section 5: Multi-Tiered System of Supports (MTSS) and Science of Reading

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.601, 10.55.602, 10.55.714

Multi-Tiered System of Supports (MTSS) and Science of Reading

Vision

Lavina School District is committed to ensuring that **every student learns at high levels through timely, systematic, and evidence-based instruction and intervention.** The district's Multi-Tiered System of Supports (MTSS) provides a comprehensive framework for delivering academic, behavioral, social-emotional, and attendance supports that meet the individual needs of every learner.

Complementing the MTSS framework is the district's implementation of the **Science of Reading**, an evidence-based approach to literacy instruction grounded in decades of cognitive science and reading research. Through the Montana Comprehensive Literacy Grant and sustained professional learning, Lavina School has transformed literacy instruction to ensure all students develop strong foundational reading skills and become proficient readers and writers.

Together, MTSS and the Science of Reading provide the instructional foundation for continuous improvement and equitable student success.

District Beliefs

Lavina School believes:

- Every student can learn and achieve at high levels.
- High-quality Tier I instruction is the most powerful intervention.
- Early identification prevents long-term academic difficulties.
- Decisions should be based on multiple sources of student data.

- Intervention should occur as soon as students demonstrate need.
- Families are essential partners in student success.
- Continuous professional learning improves student outcomes.
- Academic, behavioral, attendance, and social-emotional supports must work together to meet the whole child's needs.

Multi-Tiered System of Supports Framework

MTSS is a proactive, data-driven system designed to ensure every student receives the level of support necessary to achieve academic success.

Tier I – Universal Instruction

Tier I instruction serves **all students** and represents the district's core instructional program.

Characteristics include:

- High-quality standards-aligned instruction
- Science of Reading instructional practices
- Explicit and systematic teaching
- Universal screening
- Differentiated instruction
- Formative assessment
- Positive Behavior Supports
- High expectations for every learner

District Goal

At least **80–85% of students** will achieve benchmark performance through Tier I instruction alone.

Tier II – Targeted Intervention

Students who do not meet benchmark expectations receive additional targeted instruction beyond the core curriculum.

Tier II includes:

- Small-group intervention
- Targeted reading instruction
- Mathematics intervention
- Progress monitoring every two weeks
- Evidence-based intervention programs
- Family communication regarding intervention progress

Students continue participating in Tier I instruction while receiving supplemental support.

Tier III – Intensive Intervention

Students demonstrating significant academic need receive individualized intensive intervention.

Tier III services may include:

- Individual intervention plans
- Daily intervention
- Frequent progress monitoring
- Collaboration with intervention specialists
- Special Education evaluation when appropriate
- Family participation in intervention planning

MTSS Decision-Making Process

Lavina School utilizes a structured MTSS cycle that ensures timely intervention and continuous monitoring.

Universal Screening

Students are screened multiple times each year using:

- AIMSweb Plus
- NWEA MAP Growth
- Classroom formative assessments
- Teacher observations
- Attendance data
- Behavior data

Data Analysis

Following each benchmark assessment, grade-level teams analyze:

- Student proficiency
- Growth trends
- Skill deficits
- Classroom trends
- Intervention effectiveness

Data meetings occur regularly through Professional Learning Communities (PLCs) and MTSS team meetings.

Intervention Placement

Based upon student performance, students may receive:

- Tier I differentiation
- Tier II targeted intervention

- Tier III intensive intervention

Intervention placement is flexible and based upon student need rather than labels or programs.

Progress Monitoring

Student progress is monitored through:

- Bi-weekly progress monitoring
- Classroom assessments
- Teacher observations
- Intervention data
- Student goal setting

Intervention plans are adjusted as student needs change.

Science of Reading Implementation

Lavina School has fully embraced the Science of Reading as the foundation for literacy instruction.

Science of Reading instruction reflects decades of research demonstrating how students learn to read and how teachers can most effectively develop skilled readers.

Instruction emphasizes:

- Explicit instruction
- Systematic instruction
- Sequential skill development
- Diagnostic assessment
- Frequent progress monitoring
- Immediate intervention

Essential Components of Literacy Instruction

The district's literacy framework includes instruction in all essential reading components.

Phonological Awareness

Students develop awareness of sounds within spoken language through daily explicit instruction.

Phonics

Students receive systematic instruction in:

- Letter-sound correspondence
- Decoding
- Encoding
- Word recognition
- Orthographic mapping

Fluency

Students build automaticity through:

- Repeated reading
- Guided oral reading
- Accuracy practice
- Reading rate
- Prosody

Vocabulary

Instruction includes:

- Academic vocabulary
- Morphology
- Background knowledge
- Oral language development
- Multiple exposures to new words

Reading Comprehension

Students learn to:

- Think critically
- Analyze text
- Cite evidence
- Summarize
- Infer
- Evaluate information
- Apply comprehension strategies

Montana Literacy Grant

Lavina School was awarded the **Montana Comprehensive Literacy Grant**, providing an opportunity to significantly strengthen literacy instruction across the district.

Grant initiatives include:

- Science of Reading professional development
- Literacy coaching
- Classroom observations
- Instructional feedback
- Evidence-based instructional materials
- Intervention resources
- Summer learning opportunities
- After-school tutoring
- Family literacy engagement

The grant has accelerated implementation of evidence-based literacy practices and strengthened instructional consistency throughout the district.

Evidence of Success

Implementation of MTSS and Science of Reading has produced measurable gains in student achievement.

Early Literacy

Kindergarten through Grade 2 benchmark performance increased dramatically:

School Year	Benchmark
2022–2023	65%
2023–2024	62%
2024–2025	93%
2025–2026	**94%**

Students requiring Strategic intervention declined from **25% to 0%**, while Intensive intervention remained at only **6%** in 2025–2026.

These results demonstrate the effectiveness of early identification, structured literacy instruction, and systematic intervention.

Professional Learning

To sustain implementation, Lavina School invests in ongoing professional learning.

Professional development includes:

- Science of Reading
- Structured literacy
- Explicit instruction
- Small-group intervention
- Progress monitoring
- Data analysis
- MTSS implementation
- Literacy coaching
- Mathematics instructional practices
- Professional Learning Communities

Teachers receive ongoing instructional coaching through classroom observations, feedback cycles, collaborative planning, and professional learning.

Family Engagement

Families play an essential role in student literacy development.

The district supports families through:

- Reading nights
- Literacy resources
- Parent communication
- Progress reports
- Family conferences
- Home reading activities
- Summer learning opportunities

Parents receive regular updates regarding intervention services, student progress, and strategies for supporting learning at home.

Continuous Improvement

The district continuously evaluates implementation using:

- Universal screening data
- Progress monitoring
- Intervention fidelity
- Classroom observations
- Student growth measures
- Teacher feedback
- Parent feedback
- Montana assessment results

District leadership reviews MTSS data throughout the school year to ensure resources are allocated efficiently and interventions remain effective.

Strategic Outcomes (2026–2029)

By the conclusion of this Strategic Action Plan, Lavina School District will:

- Maintain at least **95% benchmark proficiency** in K–2 Early Literacy.
- Increase Grades 3–8 Reading benchmark proficiency to **85% or higher**.
- Ensure that at least **80% of students receiving Tier II or Tier III interventions meet or exceed their annual growth goals**.
- Provide **100% of instructional staff** with ongoing professional learning in Science of Reading and MTSS.
- Maintain a districtwide MTSS framework with documented fidelity across all grade levels.
- Continue using student performance data to refine instruction, strengthen interventions, and improve outcomes for every learner.

Commitment to Every Student

Lavina School District recognizes that successful schools do not wait for students to fail before providing support. Through the integration of a comprehensive Multi-Tiered System of Supports and evidence-based Science of Reading instruction, the district is committed to ensuring that **every student receives the right support at the right time**. This commitment reflects the district's belief that high expectations, exceptional instruction, timely intervention, and meaningful relationships create the conditions in which all students can thrive.

Section 6: Family & Community Engagement

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.722(1)(a-d), ARM 10.55.122(1)(vii)

Family & Community Engagement

Vision

Lavina School District believes that educating children is a shared responsibility among schools, families, businesses, and the community. Strong partnerships create a culture where students are supported academically, socially, emotionally, and personally. Family engagement is more than participation in school events—it is an ongoing partnership that promotes student learning, builds trust, and strengthens the entire community.

The district is committed to creating welcoming, inclusive, and meaningful opportunities for families to participate in their children's education while expanding partnerships that prepare students for success beyond graduation.

Guiding Beliefs

Lavina School believes:

- Families are a child's first and most influential teachers.
- Strong school-home partnerships improve student achievement.
- Every family should feel welcomed, respected, and valued.
- Communication should be timely, transparent, and two-way.
- Community partnerships enrich educational opportunities.
- Students benefit when schools, families, businesses, and community organizations work together.

Family Engagement Goals

During the 2026–2029 Strategic Action Plan, the district will focus on five priorities:

1. Build Strong Relationships

Develop positive relationships with every family through open communication, respect, and collaboration.

---

2. Increase Parent Participation

Provide meaningful opportunities for families to participate in school activities, decision-making, and student learning.

---

3. Improve Communication

Ensure families receive timely, accurate, and accessible information regarding student learning, school events, district initiatives, and available resources.

---

4. Expand Community Partnerships

Develop partnerships with local businesses, organizations, colleges, trade schools, healthcare providers, and civic organizations that support student learning.

---

5. Prepare Students for College, Career, and Life

Provide families with resources that support postsecondary planning, career exploration, financial literacy, and workforce readiness.

Family Engagement Framework

Communication

The district maintains regular communication through multiple platforms to ensure families remain informed and engaged.

Communication methods include:

- Infinite Campus Parent Portal
- District website
- School Facebook page
- Email notifications
- Text messaging
- Parent-teacher conferences
- Classroom newsletters
- Weekly and monthly district updates
- Board of Trustee meetings
- Community presentations
- Personal phone calls

The district is committed to responding promptly to family questions and maintaining transparent communication regarding student progress and district initiatives.

Student Learning Partnerships

Families are active participants in supporting student learning.

Parents receive regular information regarding:

- Academic progress
- Attendance
- Assessment results
- MTSS interventions
- Reading growth
- Graduation requirements
- Postsecondary planning
- Career readiness opportunities

Teachers provide suggestions for supporting learning at home and communicate regularly regarding student growth and intervention progress.

Family Engagement Opportunities

Lavina School provides numerous opportunities throughout the school year for families to participate in school life.

Academic Events

- Back-to-School BBQ and Open House
- Meet the Teacher Night
- Parent-Teacher Conferences
- Family Literacy Nights
- Science Fair
- Academic Awards Program
- Student Exhibitions
- Elementary Showcase Events
- Graduation
- Kindergarten Transition Activities

Student Activities

Families are encouraged to participate in:

- Athletic events
- Music concerts
- Drama productions
- BPA activities
- FFA events
- Student leadership activities
- School dances
- Homecoming activities
- Pep assemblies
- Community celebrations

Parent Education Opportunities

The district provides informational sessions regarding:

- Science of Reading
- MTSS
- Student mental health
- School safety
- Postsecondary planning
- FAFSA completion
- Advanced Opportunity Grant funding
- Career pathways
- Graduation requirements

- Digital citizenship

Community Partnerships

Lavina School values partnerships that enhance educational opportunities for students.

Current and ongoing partnerships include:

Higher Education

- Montana colleges and universities
- Community colleges
- Trade and technical schools
- Montana Digital Academy
- Postsecondary campus visits

Career and Technical Education

Business partnerships provide opportunities for:

- Job shadowing
- Career exploration
- Industry speakers
- Work-based learning
- Apprenticeship awareness
- Career fairs

Community Organizations

The district collaborates with:

- Local businesses
- Agricultural producers
- Ranchers
- Service organizations
- Emergency responders
- Public health agencies
- Mental health providers
- Local government
- Faith-based organizations

These partnerships strengthen student learning while reinforcing the connection between school and community.

Beef to School Program

The **Beef to School Program** exemplifies Lavina School's commitment to community collaboration.

Local ranchers partner with the district to provide high-quality Montana beef for school meals while educating students about agriculture, nutrition, and local food systems.

The program provides students with authentic learning experiences that connect classroom instruction with community values and Montana's agricultural heritage.

College and Career Readiness

Preparing students for life beyond graduation is a shared responsibility.

Families are actively involved through:

- Postsecondary planning meetings
- College visits
- Career fairs
- FAFSA workshops
- Financial aid information
- Scholarship assistance
- Advanced Opportunity Grant information
- Individual graduation planning
- Career pathway exploration

Parents are encouraged to participate in every stage of the postsecondary planning process.

School Governance and Decision-Making

Families and community members play an active role in district decision-making.

Opportunities include:

- Board of Trustee meetings
- Public hearings
- Community surveys
- Strategic planning committees
- Accreditation reviews
- School improvement planning
- Budget discussions
- Curriculum review committees
- Parent advisory groups

Feedback from stakeholders directly informs district priorities and continuous improvement efforts.

Supporting Student Success

The district works collaboratively with families to address barriers to learning.

Supports include:

- MTSS interventions
- Counseling services
- Attendance interventions
- Special Education services
- Section 504 plans
- School nutrition services
- Behavioral supports
- Mental health referrals
- Community resource coordination

Families are considered equal partners in developing intervention plans and supporting student success.

Family Engagement Objectives

By 2029, Lavina School District will:

- Increase participation in family engagement activities by **20%**.
- Maintain **90% or higher** positive responses on annual family satisfaction surveys.
- Increase attendance at postsecondary planning events each year.
- Ensure **100% of families** have access to student academic information through the Parent Portal.
- Expand partnerships with local businesses, higher education institutions, and community organizations.

Measuring Success

Progress will be monitored through:

- Parent participation records
- Attendance at school events
- Family surveys
- Volunteer participation
- Community partnership agreements
- Parent-Teacher Conference attendance
- Postsecondary event participation
- Board meeting participation
- Communication analytics

Results will be reviewed annually by district leadership and the Board of Trustees to evaluate progress and identify additional opportunities for strengthening family and community engagement.

Alignment with the Graduate Profile

Family and community partnerships support the development of every characteristic outlined in the Lavina Graduate Profile.

Graduate Profile Characteristic	Family & Community Connection
Communicator	Families reinforce communication skills through ongoing collaboration with the school.
Critical Thinker	Community experiences and authentic learning promote problem-solving and inquiry.
Problem Solver	Career exploration and work-based learning provide real-world application.
Resourceful	Families help students access educational, financial, and career resources.
Resilient	Strong home-school partnerships provide consistent academic and emotional support.
Responsible Citizen	Community service, agricultural partnerships, and civic engagement foster responsibility and leadership.

Commitment

Lavina School District recognizes that **strong schools are built on strong relationships**. By fostering meaningful partnerships with families and the community, the district creates an environment where students feel supported, valued, and prepared to succeed. These partnerships extend learning beyond the classroom, strengthen public trust, and ensure that every Bearcat has access to the opportunities and support needed to reach their full potential.

Section 7: Educator Effectiveness

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.714, ARM 10.55.723, ARM 10.55.724

Educator Effectiveness

Vision

Lavina School District believes that the single greatest influence on student achievement is an effective educator. The district is committed to recruiting, developing, supporting, and retaining highly qualified teachers, administrators, paraprofessionals, and support staff who foster a culture of excellence, innovation, collaboration, and continuous improvement.

Educator effectiveness extends beyond classroom instruction. It encompasses instructional leadership, professional collaboration, data-driven decision making, reflective practice, relationship building, and a commitment to ensuring every student succeeds academically, socially, and emotionally.

The district's professional growth system is designed to cultivate highly effective educators who continuously refine their practice to improve student outcomes.

Guiding Principles

Lavina School District believes that effective educators:

- Build strong relationships with students and families.
- Maintain high academic expectations for every learner.
- Utilize evidence-based instructional practices.
- Continuously analyze student data to improve instruction.
- Collaborate with colleagues to improve student learning.
- Engage in ongoing professional learning.
- Model professionalism, integrity, and lifelong learning.
- Foster safe, inclusive, and engaging learning environments.

Professional Growth Framework

Professional learning in Lavina School District is organized around six interconnected areas.

High-Quality Instruction

Teachers utilize research-based instructional practices aligned with Montana Content Standards and the district's proficiency-based learning system.

Professional learning focuses on:

- Explicit instruction
- Science of Reading
- Structured literacy
- Mathematics best practices

- Student engagement
- Differentiated instruction
- Writing across the curriculum
- Assessment literacy
- Classroom management

Data-Driven Decision Making

Teachers regularly analyze multiple sources of student performance data to improve instruction.

Data sources include:

- AIMSweb Plus
- NWEA MAP Growth
- Montana State Assessments
- Classroom formative assessments
- Progress monitoring
- Attendance
- Behavior
- Student work samples

Professional Learning Communities (PLCs) meet regularly to examine data, identify instructional needs, and adjust interventions.

Multi-Tiered System of Supports

Educators collaborate to ensure every student receives timely academic and behavioral support.

Professional learning includes:

- Universal screening
- Progress monitoring
- Intervention planning
- MTSS decision-making
- Tier II and Tier III supports
- Intervention fidelity
- Family communication

Teachers work collaboratively with interventionists, counselors, administrators, and families to support student success.

Professional Learning Priorities

Professional development is aligned with district improvement goals and student achievement data.

Priority Areas

- Science of Reading
- Mathematics instruction
- Writing instruction
- MTSS implementation
- Student engagement
- Artificial Intelligence in education
- Technology integration
- Trauma-informed practices
- Classroom assessment
- Positive behavior supports
- College and career readiness

Professional learning opportunities include district PIR days, instructional coaching, conferences, online learning, professional learning communities, and collaborative planning.

Instructional Coaching

Instructional coaching is one of the district's highest-impact professional learning strategies.

Coaching includes:

- Classroom observations
- Modeling lessons
- Collaborative lesson planning
- Instructional feedback
- Data analysis
- Student work review
- Goal setting
- Reflective conversations

The coaching model is non-evaluative and designed to improve instructional practice while strengthening teacher confidence and student achievement.

Professional Learning Communities (PLCs)

Professional Learning Communities provide structured opportunities for collaboration focused on student learning.

PLC teams regularly:

- Analyze assessment data
- Review student growth
- Plan interventions
- Align curriculum
- Share instructional strategies

- Develop common assessments
- Monitor implementation of district initiatives

Collaboration ensures consistency across grade levels and strengthens instructional effectiveness throughout the district.

Teacher Evaluation System

Lavina School District utilizes the **Montana Educator Performance Appraisal System (EPAS)**, based on the **Danielson Framework for Teaching**, to promote professional growth and continuous improvement.

The evaluation process emphasizes:

- Professional growth
- Reflective practice
- Instructional excellence
- Student learning
- Continuous improvement

Evaluation components include:

- Classroom observations
- Professional conversations
- Goal setting
- Student learning evidence
- Reflection
- Professional responsibilities

Non-tenured teachers receive formal evaluations in accordance with Montana law, while tenured teachers participate in the district's evaluation cycle and ongoing professional growth process.

Mentoring and Induction

Supporting new educators is essential to long-term district success.

Every new teacher receives mentoring through a comprehensive induction process that includes:

- Building orientation
- District procedures
- Curriculum resources
- Instructional coaching
- Classroom support
- Technology training
- Regular administrator meetings
- Professional goal development

Whenever possible, mentors are matched by grade level or content area to provide relevant instructional support.

Leadership Development

The district believes leadership exists at every level of the organization.

Leadership opportunities include:

- PLC facilitators
- MTSS leadership teams
- Curriculum committees
- Instructional leadership
- Accreditation committees
- Grant leadership
- Professional development presenters
- School improvement teams

Developing teacher leaders strengthens organizational capacity and ensures continuous improvement.

Recruitment and Retention

Lavina School District recognizes that attracting and retaining exceptional educators is critical to sustaining student success.

Strategies include:

- Comprehensive onboarding
- Instructional coaching
- Collaborative school culture
- Professional learning opportunities
- Leadership development
- Recognition of excellence
- Positive work environment
- Competitive professional growth opportunities

The district is committed to creating an environment where educators feel valued, supported, and empowered to innovate.

Professional Learning Goals (2026–2029)

By Spring 2029, Lavina School District will:

- Ensure **100% of certified staff** participate annually in professional learning aligned with district priorities.
- Provide ongoing instructional coaching to all instructional staff.
- Maintain active Professional Learning Communities across all grade levels.
- Train all instructional staff in Science of Reading and MTSS implementation.
- Expand professional learning related to artificial intelligence, instructional technology, and student engagement.
- Develop teacher leadership capacity through committee work, mentoring, and collaborative planning.

Measuring Effectiveness

The district evaluates educator effectiveness using multiple measures rather than relying on a single indicator.

Evidence includes:

Professional Practice

- Classroom observations
- Evaluation data
- Lesson plans
- Professional goals
- Reflection

Student Learning

- Student growth
- AIMSweb data
- MAP Growth
- Montana assessments
- Classroom assessments

Collaboration

- PLC participation
- MTSS meetings
- Curriculum development
- Committee participation
- Family communication

Professional Responsibilities

- Attendance
- Professional learning participation
- Mentoring
- Leadership
- Ethical practice

Continuous Improvement Cycle

The district follows a continuous improvement model that emphasizes reflection, collaboration, implementation, and evaluation.

Assess → Analyze → Plan → Implement → Monitor → Reflect → Improve

This cycle is embedded throughout the district's MTSS framework, professional learning, curriculum review process, and strategic planning efforts.

Alignment with District Goals

Educator effectiveness directly supports every priority identified in the Strategic Action Plan.

District Goal	Educator Effectiveness Contribution
Student Achievement	High-quality Tier I instruction and evidence-based teaching practices
MTSS	Collaborative intervention planning and progress monitoring
Science of Reading	Structured literacy instruction and instructional coaching
College & Career Readiness	Rigorous instruction and career-connected learning
Family Engagement	Meaningful communication and collaborative partnerships
Safe Schools	Positive classroom environments and relationship building
Continuous Improvement	Ongoing professional learning and reflective practice

---

Commitment to Excellence

Lavina School District recognizes that excellent schools are built by excellent educators. The district is committed to investing in its staff through meaningful professional learning, instructional coaching, collaborative leadership, and continuous reflection. By fostering a culture of growth, innovation, and shared responsibility, Lavina School ensures that every educator has the knowledge, skills, and support necessary to help every student achieve at the highest levels.

Through this commitment to educator effectiveness, the district advances its mission of preparing every Bearcat graduate to become a confident learner, responsible citizen, and successful contributor in an ever-changing world.

Section 8: Proficiency-Based Learning

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.601(4)(c), ARM 10.55.601(3), ARM 10.55.603(4), ARM 10.55.1001, ARM 10.55.1003

Proficiency-Based Learning

Vision

Lavina School District is committed to ensuring that every student graduates with the knowledge, skills, and dispositions necessary to succeed in college, career, military service, and life. Through a proficiency-based learning system, students progress by demonstrating mastery of clearly defined learning standards rather than simply accumulating instructional time or course credits.

The district's proficiency-based learning model emphasizes high expectations, personalized learning, timely intervention, and continuous feedback so that every student has the opportunity to achieve mastery of essential learning outcomes.

Beliefs

Lavina School District believes that:

- Every student can achieve proficiency with appropriate instruction and support.
- Learning is the constant; time and instructional supports are flexible.
- Students learn at different rates and in different ways.
- Assessment should improve learning rather than simply measure it.
- Students should understand what they are expected to learn before instruction begins.
- Grades should accurately communicate student learning.
- Timely feedback improves achievement.
- Students should take ownership of their learning and academic growth.

What is Proficiency-Based Learning?

Proficiency-Based Learning (PBL) is an instructional framework in which students demonstrate mastery of clearly defined learning standards through multiple opportunities and varied forms of assessment.

Students are expected to demonstrate proficiency by applying knowledge, solving problems, communicating effectively, and transferring learning to authentic situations.

Instruction focuses on learning outcomes rather than seat time, ensuring that students develop a deep understanding of essential concepts before advancing.

Characteristics of Proficiency-Based Learning

The Lavina School District proficiency-based system includes:

Clearly Defined Learning Targets

Teachers communicate learning objectives that are aligned with:

- Montana Content Standards
- District curriculum
- Graduate Profile competencies
- Career and college readiness expectations

Students understand what proficiency looks like before instruction begins.

Standards-Aligned Instruction

Teachers design instruction around priority standards using evidence-based instructional practices.

Instruction includes:

- Explicit teaching
- Guided practice
- Independent practice
- Collaborative learning
- Differentiation
- Intervention
- Enrichment

Multiple Opportunities to Demonstrate Learning

Students may demonstrate proficiency through a variety of assessments, including:

- Classroom assessments
- Performance tasks
- Projects
- Writing assignments
- Presentations
- Portfolios
- Laboratory investigations
- Career-based experiences

Assessment is viewed as an opportunity to demonstrate learning rather than simply earn points.

Timely Feedback

Teachers provide ongoing descriptive feedback that helps students understand:

- Current performance
- Areas of strength
- Areas for improvement
- Next instructional steps
- Learning goals

Feedback is designed to promote growth and encourage student ownership of learning.

Curriculum Alignment

Lavina School District partners with the **Alliance for Curriculum Enhancement (ACE)** to ensure curriculum remains aligned with:

- Montana Content Standards
- Proficiency scales
- Essential learning outcomes
- Grade-level expectations
- Vertical curriculum alignment

Curriculum documents are reviewed and updated on a regular revision cycle to maintain instructional consistency and ensure students receive rigorous, standards-based instruction.

Assessment System

The district utilizes a balanced assessment system that includes formative, benchmark, and summative measures to monitor student learning.

Formative Assessments

Teachers use frequent classroom assessments to guide instruction.

Examples include:

- Exit tickets
- Classroom discussions
- Student conferences
- Quizzes
- Observation
- Student self-assessment
- Peer feedback

Benchmark Assessments

District benchmark assessments include:

- AIMSweb Plus
- NWEA MAP Growth
- Progress monitoring
- Writing assessments
- District common assessments

These assessments help teachers identify instructional needs and monitor student growth.

Summative Assessments

Summative assessments evaluate mastery of standards through:

- Unit assessments
- Performance tasks
- Projects
- Presentations
- Montana State Assessments
- End-of-course assessments

Student Ownership of Learning

An essential component of proficiency-based learning is helping students become active participants in their education.

Students are encouraged to:

- Set academic goals
- Monitor their own progress
- Reflect on learning
- Seek feedback
- Revise work
- Demonstrate perseverance
- Advocate for their learning needs

This process develops independent learners who are prepared for success beyond high school.

Multi-Tiered System of Supports

The district's MTSS framework complements proficiency-based learning by ensuring students receive additional instructional support whenever they struggle to demonstrate proficiency.

Supports include:

- Tier I differentiation
- Tier II intervention
- Tier III intensive intervention
- Progress monitoring
- Small-group instruction
- Individual learning plans
- Instructional coaching

Students are provided multiple pathways toward proficiency while maintaining rigorous academic expectations.

Science of Reading

The district's implementation of the Science of Reading strengthens proficiency-based learning by ensuring literacy instruction is:

- Explicit
- Systematic
- Sequential
- Evidence-based
- Data-driven

Students receive targeted instruction in phonological awareness, phonics, fluency, vocabulary, language comprehension, and reading comprehension to develop strong literacy foundations that support learning across all content areas.

Technology Integration

Technology supports proficiency-based learning by providing students and teachers with timely access to instructional resources and performance data.

District technology tools include:

- Google Workspace for Education
- Infinite Campus
- NWEA MAP
- AIMSweb Plus
- Educational software aligned to Montana standards
- Digital collaboration platforms
- Adaptive learning resources

Technology enhances instruction while supporting personalized learning and progress monitoring.

College and Career Readiness

Proficiency-based learning prepares students for postsecondary success by emphasizing the application of knowledge in authentic settings.

Students participate in opportunities such as:

- Career and Technical Education (CTE)
- Dual Credit
- Advanced Opportunities
- Job shadowing
- Career exploration
- Postsecondary visits
- Industry-recognized credentials
- Work-based learning

These experiences allow students to demonstrate proficiency beyond the traditional classroom while developing employability skills.

Measuring Success

The effectiveness of the district's proficiency-based learning system is evaluated through multiple indicators.

Student Achievement

- Montana State Assessments
- AIMSweb Plus
- NWEA MAP Growth
- District common assessments

Student Growth

- Benchmark growth
- Progress monitoring
- Intervention effectiveness
- Individual student goals

Classroom Implementation

- Classroom observations
- Curriculum alignment
- Lesson planning
- Assessment practices
- Student engagement

Graduate Outcomes

- Graduation rate

- Postsecondary enrollment
- Industry credentials
- Career readiness indicators
- Student surveys

District Goals (2026–2029)

During this Strategic Action Plan, Lavina School District will:

- Maintain fully aligned curriculum in every content area.
- Continue implementing standards-based instructional practices across all grade levels.
- Strengthen common assessments and proficiency scales.
- Increase student ownership of learning through goal setting and self-reflection.
- Utilize assessment data to personalize instruction and intervention.
- Expand authentic learning experiences that allow students to demonstrate mastery in real-world settings.

Alignment with the Graduate Profile

The proficiency-based learning model directly supports the competencies identified in the Lavina Graduate Profile.

Graduate Profile Competency	Proficiency-Based Learning Connection
Communicator	Students demonstrate learning through writing, speaking, presentations, and collaboration.
Critical Thinker	Instruction emphasizes analysis, inquiry, and evidence-based reasoning.
Problem Solver	Performance tasks require students to apply knowledge to authentic situations.
Resourceful	Students use feedback, technology, and multiple resources to achieve proficiency.
Resilient	Students are encouraged to revise work, persevere through challenges, and view mistakes as opportunities for growth.
Responsible Citizen	Students demonstrate ethical decision-making, collaboration, and accountability throughout the learning process.

Commitment

Lavina School District's proficiency-based learning system reflects the district's belief that **every student deserves the opportunity to master essential learning before moving forward**. By emphasizing high expectations, evidence-based instruction, meaningful assessment, and continuous feedback, the district ensures that learning—not time—is the constant measure of success.

This approach, combined with MTSS, the Science of Reading, strong instructional leadership, and collaborative professional learning, creates an educational system that prepares every Bearcat graduate to thrive in an ever-changing world while fulfilling the district's mission of **educating every student to achieve excellence through learning, leadership, and service**.

Section 9: Academic Programming

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.601, ARM 10.55.602, ARM 10.55.603, ARM 10.55.901, ARM 10.55.902, ARM 10.55.904, ARM 10.55.1003

Academic Programming

Vision

Lavina School District is committed to providing a rigorous, relevant, and engaging educational experience that prepares every student for success in college, career, military service, and life. Academic programming is intentionally designed to ensure all students have equitable access to high-quality instruction, personalized learning opportunities, Career and Technical Education (CTE), college coursework, and enrichment experiences that foster academic excellence and lifelong learning.

The district's instructional program reflects the expectations outlined in Montana's Chapter 55 Standards while remaining responsive to the unique needs of a small rural school district.

Academic Philosophy

Lavina School District believes:

- Every student deserves access to rigorous, high-quality instruction.
- Learning experiences should be relevant, engaging, and connected to real life.
- Students learn best when instruction is personalized to meet individual needs.
- Academic programming should prepare students for multiple postsecondary pathways.
- Strong relationships are essential to academic success.
- Students should graduate with both academic knowledge and employability skills.

Academic Program Design

The district's instructional program is built upon five foundational pillars:

1. High Academic Expectations

Students are challenged through standards-based instruction aligned with Montana Content Standards and the district's Graduate Profile.

Instruction emphasizes:

- Critical thinking
- Communication
- Collaboration
- Problem-solving
- Creativity
- Real-world application

---

2. Personalized Learning

Teachers utilize multiple instructional strategies to meet the needs of diverse learners.

Instruction includes:

- Differentiated instruction
- Flexible grouping
- MTSS interventions
- Enrichment opportunities
- Student goal setting
- Individualized support

---

3. College and Career Readiness

Academic programming intentionally prepares students for success after graduation by connecting classroom learning to future careers and postsecondary opportunities.

---

4. Student Engagement

Instruction incorporates authentic learning experiences that encourage curiosity, collaboration, and student ownership of learning.

---

5. Continuous Improvement

Curriculum, instruction, and assessment are continually reviewed and refined through data analysis, professional learning, and stakeholder feedback.

Elementary Programming (K–5)

The elementary program focuses on building strong foundational skills in literacy, mathematics, science, and social studies while developing students' social-emotional competencies.

Core Instruction

Students receive daily instruction in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Music
- Library/Media
- Technology Integration

Instruction is aligned with the Science of Reading, Montana Content Standards, and the district's proficiency-based learning model.

Science of Reading

Literacy instruction emphasizes:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Reading Comprehension
- Writing
- Oral Language Development

Students participate in universal screening and receive targeted interventions through the district's MTSS framework when needed.

Mathematics

Mathematics instruction emphasizes:

- Number Sense
- Mathematical Reasoning

- Problem Solving
- Procedural Fluency
- Mathematical Communication
- Real-World Application

Instruction includes hands-on learning, collaborative problem-solving, and evidence-based intervention strategies.

Middle School Programming (6–8)

The middle school program provides a transition from elementary to high school while preparing students for rigorous secondary coursework.

Students receive instruction in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health Enhancement
- Career Exploration
- Fine Arts
- Technology

Students also begin exploring career interests through advisory activities, guest speakers, and career awareness opportunities.

High School Programming (9–12)

The high school program prepares students for multiple postsecondary pathways through rigorous academics, Career and Technical Education, college coursework, and career exploration.

Students complete coursework aligned with Montana graduation requirements while pursuing individualized academic and career goals.

Career and Technical Education (CTE)

Lavina School offers Career and Technical Education programs that provide students with technical knowledge, employability skills, and real-world learning experiences.

Current pathways include:

Agriculture Education

Students explore:

- Animal Science
- Plant Science
- Agricultural Mechanics
- Leadership Development
- Supervised Agricultural Experiences (SAE)
- FFA

Family and Consumer Sciences

Students develop skills in:

- Nutrition
- Culinary Arts
- Hospitality
- Personal Finance
- Child Development
- Consumer Education
- Career Readiness

Business Education

Students receive instruction in:

- Accounting
- Entrepreneurship
- Computer Applications
- Financial Literacy
- Business Communications
- Marketing

Students also participate in **Business Professionals of America (BPA)** leadership and competitive events.

Advanced Opportunities

Lavina School believes every student should have access to opportunities that extend learning beyond the traditional classroom.

Students may participate in:

- Advanced Opportunity Grant experiences
- College campus visits
- Trade school visits

- Workforce exploration
- Career fairs
- Industry tours
- Job shadowing
- Postsecondary planning

The district assists eligible students with expenses associated with postsecondary visits through the Montana Advanced Opportunity Grant.

Dual Credit and Postsecondary Opportunities

Students may earn college credit while enrolled in high school through partnerships with postsecondary institutions and the Montana Digital Academy.

Opportunities include:

- Dual Credit coursework
- Online college courses
- Career certifications
- Postsecondary campus visits
- Advanced coursework

These experiences help students reduce future college costs while increasing college readiness.

Work-Based Learning

The district believes students learn best when classroom instruction is connected to authentic experiences.

Students participate in:

- Job shadowing
- Career exploration
- Guest speakers
- Community projects
- Industry partnerships
- Workplace visits
- Service learning
- Leadership development

Student Supports

Academic programming is strengthened through a comprehensive system of supports.

These include:

- Multi-Tiered System of Supports (MTSS)
- Title I interventions
- Reading intervention
- Mathematics intervention
- School counseling
- Section 504 services
- Special Education
- Gifted and Talented enrichment
- After-school tutoring
- Summer learning opportunities

Technology Integration

Technology is integrated throughout the instructional program to enhance learning and prepare students for an increasingly digital world.

Students utilize technology to:

- Conduct research
- Collaborate
- Create presentations
- Analyze information
- Complete assessments
- Access digital learning resources

Teachers integrate technology to personalize instruction, provide immediate feedback, and improve student engagement.

Experiential Learning

Lavina School believes learning extends beyond the classroom.

Students participate in:

- Field trips
- Science Fair
- Community service
- Agricultural education experiences
- Career exploration
- Outdoor learning

- Leadership conferences
- Student organizations
- School-to-work experiences

These experiences help students connect academic learning with real-world applications.

Student Leadership

Leadership opportunities are embedded throughout the academic program.

Students may participate in:

- Student Council
- BPA
- FFA
- National Honor Society
- Athletics
- Music
- Community service
- Peer mentoring
- School improvement committees

Leadership experiences reinforce the competencies outlined in the district's Graduate Profile.

Indian Education for All (IEFA)

Lavina School District is committed to implementing **Indian Education for All (IEFA)** across all grade levels in accordance with Montana law.

Instruction includes:

- Integration of IEFA Essential Understandings
- Montana tribal history
- Indigenous perspectives
- Culturally responsive instructional practices
- Cross-curricular learning opportunities

Teachers collaborate to ensure IEFA is embedded throughout the curriculum rather than taught as a stand-alone unit.

Academic Program Evaluation

The district evaluates academic programming through multiple measures.

Student Achievement

- Montana State Assessments
- AIMSweb Plus
- NWEA MAP Growth
- Classroom assessments

Student Growth

- Progress monitoring
- MTSS data
- Graduation rate
- Postsecondary enrollment

Program Effectiveness

- Stakeholder surveys
- Curriculum reviews
- Classroom observations
- Professional learning outcomes
- Student participation rates

District leadership reviews academic programming annually to ensure alignment with district goals, Chapter 55 standards, workforce expectations, and student needs.

Strategic Goals (2026–2029)

During this Strategic Action Plan, Lavina School District will:

- Maintain a rigorous, standards-aligned curriculum across all grade levels.
- Expand college and career readiness opportunities for every student.
- Increase participation in dual credit, Advanced Opportunities, and work-based learning experiences.
- Continue implementing the Science of Reading and strengthening mathematics instruction.
- Expand authentic learning experiences that connect classroom instruction with real-world applications.
- Ensure every graduate leaves Lavina School with an individualized postsecondary plan aligned to their interests and goals.

Alignment with the Graduate Profile

Academic programming is intentionally designed to develop the competencies identified in the Lavina Graduate Profile.

Graduate Profile Competency	Academic Programming Connection
Communicator	Students engage in writing, speaking, presentations, and collaborative learning.
Critical Thinker	Rigorous instruction emphasizes inquiry, analysis, and evidence-based reasoning.
Problem Solver	Project-based learning, STEM, CTE, and authentic performance tasks require students to apply learning to real-world challenges.
Resourceful	Students utilize technology, research, community partnerships, and self-directed learning to achieve academic goals.
Resilient	MTSS, intervention supports, instructional feedback, and opportunities to revise work foster perseverance and continuous improvement.
Responsible Citizen	Leadership activities, community service, agricultural partnerships, and career readiness experiences promote responsibility, integrity, and civic engagement.

Commitment

Lavina School District's academic programming reflects its unwavering commitment to providing every student with a high-quality education that is challenging, engaging, and relevant. By combining rigorous academics, evidence-based instruction, Career and Technical Education, college and career readiness, personalized supports, and authentic learning experiences, the district prepares students not only to meet graduation requirements but to thrive in an ever-changing world. Through continuous evaluation and improvement, Lavina School remains dedicated to ensuring that every Bearcat graduates equipped with the knowledge, skills, character, and confidence to lead successful and meaningful lives.

Section 10: School Climate

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.801(1)

School Climate

Vision

Lavina School District is committed to fostering a positive, safe, respectful, and inclusive school climate where every student and staff member feels valued, connected, and empowered to succeed. A positive school climate promotes academic excellence, strengthens relationships, supports student well-being, and creates an environment where every learner can thrive.

The district recognizes that students learn best when they feel physically safe, emotionally supported, intellectually challenged, and connected to caring adults and peers. School climate is therefore a shared responsibility among students, staff, families, the Board of Trustees, and the community.

Guiding Beliefs

Lavina School believes:

- Every student deserves to feel safe, respected, and welcomed.
- Positive relationships are the foundation of successful schools.
- High expectations and meaningful support lead to student success.
- Student voice and family partnerships strengthen school culture.
- A safe and orderly learning environment improves academic achievement.
- Social-emotional wellness is essential for lifelong success.
- Every adult plays a role in creating a positive school climate.

The Bearcat Way (ROARS)

The district's school climate is grounded in **The Bearcat Way**, which establishes common expectations for behavior and character throughout the school community.

Respect

Students demonstrate kindness, empathy, and consideration for others while respecting themselves, their peers, staff, and school property.

Ownership

Students take responsibility for their actions, learning, attendance, and personal growth.

Achievement

Students strive for continuous improvement by setting goals, persevering through challenges, and celebrating success.

Responsibility

Students demonstrate integrity, accountability, and dependability in academic and extracurricular settings.

Safety

Students and staff work together to create physically, emotionally, and digitally safe learning environments.

These expectations are taught, modeled, reinforced, and celebrated throughout the school year.

Positive Relationships

Research consistently demonstrates that positive relationships between students and adults significantly improve academic performance, attendance, and behavior.

Lavina School intentionally fosters relationships through:

- Small class sizes
- Advisory periods
- Individual student goal setting
- Daily teacher-student interactions
- Student recognition programs
- Extracurricular participation
- Community service
- Parent partnerships

Every student is encouraged to develop meaningful connections with trusted adults throughout the school.

Student Wellness

The district supports the whole child by addressing academic, behavioral, social, and emotional needs.

Supports include:

- School counseling services
- Social-emotional learning
- MTSS behavioral supports

- Attendance interventions
- Mental health referrals
- Crisis response planning
- Student mentoring
- Individual student support plans

These services help remove barriers to learning while promoting resilience, self-awareness, and responsible decision-making.

Positive Behavior Supports

Lavina School utilizes proactive approaches to behavior that emphasize teaching and reinforcing expected behaviors rather than relying solely on punitive discipline.

District practices include:

- Clear behavioral expectations
- Positive reinforcement
- Restorative conversations
- Behavior interventions through MTSS
- Student recognition
- Consistent classroom expectations
- Family communication

Behavior data are reviewed regularly to identify trends and guide intervention strategies.

Safe Learning Environment

Student and staff safety remains a district priority.

The district maintains comprehensive safety procedures including:

- Secure school entrances
- Visitor management procedures
- Emergency Operations Plan
- ALICE safety training
- Fire, lockdown, evacuation, and severe weather drills
- Collaboration with local law enforcement and emergency responders
- Crisis response protocols

The district continues to pursue facility improvements and security enhancements that support a safe learning environment, including controlled building access and upgraded security infrastructure.

Attendance and Student Engagement

Regular attendance and active participation are essential for academic success.

The district promotes engagement through:

- Attendance monitoring
- Family communication
- Student recognition
- Intervention planning
- Career exploration
- Extracurricular participation
- Leadership opportunities
- Personalized learning

Students experiencing attendance challenges receive early intervention through the district's MTSS process.

Student Leadership

Students contribute to a positive school culture by serving as leaders within the school community.

Leadership opportunities include:

- Student Council
- BPA
- FFA
- National Honor Society
- Athletics
- Music
- Community service
- Peer mentoring
- Academic competitions

Leadership experiences reinforce responsibility, citizenship, and service.

Family and Community Partnerships

Positive school climate extends beyond the classroom.

Families and community members contribute through:

- Parent-Teacher Conferences
- Back-to-School events
- Athletic events
- Concerts
- School Board meetings

- Volunteer opportunities
- Beef to School Program
- Community celebrations
- Career exploration activities

The district values open communication and meaningful partnerships that strengthen the educational experience for all students.

School Climate Survey Process

Lavina School annually administers school climate surveys to students, staff, and families to evaluate the effectiveness of district initiatives and identify opportunities for improvement.

Survey data are used to evaluate:

- Student belonging
- School safety
- Teacher-student relationships
- Family engagement
- Communication
- Respectful school culture
- Student voice
- Overall satisfaction

Survey results are reviewed by district leadership and the Board of Trustees and are incorporated into annual school improvement planning.

Strategic Goals (2026–2029)

During this Strategic Action Plan, Lavina School District will:

- Maintain a safe and welcoming learning environment for all students and staff.
- Increase favorable responses on annual school climate surveys by at least **10%**.
- Maintain proactive behavioral supports through the MTSS framework.
- Reduce behavioral referrals through positive interventions and relationship-building strategies.
- Improve attendance and student engagement through early intervention and family partnerships.
- Continue expanding leadership opportunities for students.
- Strengthen partnerships with families and community organizations.

Measuring Success

The district will monitor school climate using multiple indicators.

Student Indicators

- Attendance
- Chronic absenteeism
- Behavioral referrals
- Student participation
- Graduation rate
- Student surveys

Staff Indicators

- Staff climate surveys
- Employee retention
- Professional learning participation
- Collaboration

Family Indicators

- Parent surveys
- Family engagement participation
- Communication effectiveness
- Volunteer involvement

Safety Indicators

- Emergency drill completion
- Safety audits
- Crisis response reviews
- Facility security assessments

These data will be reviewed annually to ensure continuous improvement.

Alignment with the Graduate Profile

A positive school climate supports every competency identified in the Lavina Graduate Profile.

Graduate Profile Competency	School Climate Connection
Communicator	Students develop respectful communication through positive relationships and collaboration.
Critical Thinker	Safe learning environments encourage curiosity, questioning, and thoughtful discussion.
Problem Solver	Restorative practices and leadership opportunities develop conflict-resolution and decision-making skills.
Resourceful	Students learn to access academic, behavioral, and social-emotional supports while advocating for themselves.
Resilient	A supportive school culture helps students persevere through challenges and view setbacks as opportunities for growth.
Responsible Citizen	The Bearcat Way (ROARS), service learning, leadership, and community partnerships foster integrity, respect, and civic responsibility.

Commitment

Lavina School District believes that **a positive school climate is essential to student achievement and overall well-being**. Through strong relationships, high expectations, proactive supports, meaningful family partnerships, and a commitment to continuous improvement, the district will continue to cultivate an environment where every student feels safe, valued, challenged, and inspired to succeed. By intentionally building a culture rooted in the Bearcat Way—**Respect, Ownership, Achievement, Responsibility, and Safety (ROARS)**—Lavina School prepares students not only for academic success but also for lives of leadership, service, and responsible citizenship.

Section 11: Facilities & Safety

Lavina School District Integrated Strategic Action Plan 2026–2029
ARM 10.55.701–10.55.707, ARM 10.55.801

Facilities & Safety

Vision

Lavina School District is committed to providing learning environments that are **safe, secure, well-maintained, technologically advanced, and conducive to high levels of student learning**. The district recognizes that quality facilities directly influence student achievement, employee satisfaction, and community confidence.

Facilities planning is driven by student needs, long-term fiscal responsibility, preventive maintenance, and continuous improvement. Every capital improvement project is evaluated based on its ability to enhance student safety, improve instructional opportunities, and protect taxpayer investments.

Guiding Principles

Lavina School District believes:

- Safe schools are essential for effective teaching and learning.
- Well-maintained facilities demonstrate pride in our community and respect for students.
- Preventive maintenance is more cost-effective than emergency repairs.
- Modern learning environments support student engagement and achievement.
- School safety requires continuous planning, training, and collaboration.
- Technology and security systems should enhance—not hinder—the learning environment.
- Every visitor, student, and employee deserves a safe and welcoming campus.

District Facilities

Lavina School District maintains facilities that support academic instruction, Career and Technical Education, extracurricular activities, food service, transportation, and community use.

Facilities include:

- Elementary classrooms
- Middle and high school classrooms
- Library/media center
- Science laboratory

- Agricultural education facilities
- Family and Consumer Sciences classroom
- Business education classroom
- Gymnasium
- Cafeteria
- Outdoor athletic facilities
- Transportation and maintenance facilities
- Administrative offices

The district continually evaluates facility needs to ensure compliance with Montana standards while supporting future educational programming.

Recent Facility Improvements

Since the previous Strategic Action Plan, the district has invested significantly in facility improvements that enhance learning environments and improve operational efficiency.

Major improvements include:

- Districtwide classroom technology upgrades
- Instructional resource improvements
- Facility maintenance improvements
- Classroom modernization
- Security planning enhancements
- Building infrastructure improvements
- Expanded instructional technology
- Ongoing maintenance of school grounds

The district also secured funding for major facility improvement projects designed to improve long-term building performance and student learning environments.

Current Capital Improvement Priorities

The district has identified several priorities for the 2026–2029 planning cycle.

Building Modernization

Continue improving instructional spaces by:

- Replacing aging infrastructure
- Improving classroom environments
- Enhancing instructional technology
- Improving accessibility
- Updating learning spaces

Energy Efficiency

The district seeks to improve operational efficiency by:

- Installing energy-efficient windows
- Improving insulation
- Reducing utility costs
- Upgrading building systems
- Improving environmental comfort

These improvements provide long-term financial savings while creating more comfortable learning environments.

Preventive Maintenance

A comprehensive preventive maintenance program includes:

- HVAC maintenance
- Roofing inspections
- Plumbing inspections
- Electrical inspections
- Fire safety inspections
- Playground inspections
- Vehicle maintenance
- Grounds maintenance

Preventive maintenance schedules are reviewed annually to maximize facility life expectancy.

School Safety

Student and staff safety remains one of the district's highest priorities.

The district maintains a comprehensive school safety program focused on prevention, preparedness, response, and recovery.

Safety planning includes collaboration among:

- School administration
- Board of Trustees
- Teachers
- Staff
- Students
- Families
- Local law enforcement
- Fire departments
- Emergency medical services
- County emergency management

Physical Security

The district continues to strengthen physical security through facility improvements and operational procedures.

Current security measures include:

- Controlled visitor access
- Secure building entrances
- Visitor check-in procedures
- Exterior security cameras
- Emergency communication systems
- Classroom emergency procedures
- Building access management
- Exterior lighting

Future improvements will continue expanding secure access systems and building security infrastructure.

Emergency Preparedness

Lavina School maintains a comprehensive Emergency Operations Plan that is reviewed and updated regularly.

Plans address:

- Fire emergencies
- Severe weather
- Medical emergencies
- Hazardous materials
- Utility failures
- Intruder situations
- Evacuations
- Reunification procedures
- Crisis communication

Emergency procedures are practiced throughout the school year.

Safety Training

District employees receive ongoing safety training to ensure preparedness.

Professional learning includes:

- ALICE Training
- CPR and First Aid
- Bloodborne Pathogens
- Mandatory Reporting
- Suicide Prevention
- Crisis Response
- Emergency Operations
- Behavioral Threat Awareness

Training is updated annually and aligned with district emergency planning.

School Resource Partnerships

The district works closely with community agencies to maintain a safe learning environment.

Community partners include:

- Golden Valley County Sheriff's Office
- Local Fire Department
- Emergency Medical Services
- County Disaster and Emergency Services
- Public Health agencies
- Mental health providers
- Montana Office of Public Instruction

These partnerships strengthen emergency preparedness and provide coordinated support during crisis situations.

Student Health and Wellness

A safe learning environment includes supporting students' physical and emotional well-being.

District supports include:

- School counseling
- Mental health referrals
- Nutrition services
- Health education
- Physical education
- MTSS behavioral supports

- Crisis intervention
- Suicide prevention resources

These services promote healthy learning environments while supporting student success.

Transportation Safety

The district is committed to providing safe transportation for students.

Transportation priorities include:

- Routine vehicle inspections
- Preventive bus maintenance
- Driver training
- Emergency evacuation drills
- Safe loading and unloading procedures
- Student transportation expectations
- Compliance with state transportation regulations

Transportation staff receive ongoing professional development regarding safety procedures and student management.

Technology and Cybersecurity

Technology safety is an essential component of district operations.

The district prioritizes:

- Secure wireless infrastructure
- Network security
- Data privacy
- Student digital citizenship
- Cybersecurity awareness
- Device management
- Internet safety
- Backup and disaster recovery systems

Technology planning supports both instructional excellence and operational security.

Strategic Goals (2026–2029)

During this Strategic Action Plan, Lavina School District will:

- Maintain facilities that meet or exceed Montana accreditation standards.
- Continue implementing a comprehensive preventive maintenance program.
- Complete prioritized capital improvement projects that improve instructional environments.
- Expand secure building access and campus security infrastructure.
- Conduct required emergency drills and annual safety training.
- Strengthen partnerships with local emergency responders.
- Maintain safe transportation services for all students.
- Improve long-term facility planning through annual facility assessments.

Measuring Success

The district will evaluate facilities and safety using multiple indicators.

Facilities

- Annual facility inspections
- Preventive maintenance completion
- Capital improvement progress
- Building condition assessments
- Energy efficiency measures

Safety

- Emergency drill completion
- Safety audits
- Staff training participation
- Crisis response evaluations
- Visitor management compliance

Stakeholder Feedback

- Student surveys
- Staff surveys
- Parent surveys
- Community input
- Board of Trustee review

Data will be reviewed annually to guide continuous improvement and future planning.

Alignment with the Graduate Profile

High-quality facilities and safe learning environments support every component of the Lavina Graduate Profile.

Graduate Profile Competency	Facilities & Safety Connection
Communicator	Safe classrooms foster collaboration, discussion, and respectful communication.
Critical Thinker	Modern instructional spaces encourage inquiry, innovation, and problem-solving.
Problem Solver	Emergency preparedness and authentic safety training develop sound decision-making skills.
Resourceful	Technology-rich environments provide students with tools for learning and future success.
Resilient	Safe and supportive schools help students develop confidence, adaptability, and perseverance.
Responsible Citizen	Safety procedures, emergency preparedness, and stewardship of school property promote responsibility and civic awareness.

Commitment

Lavina School District recognizes that **excellent schools begin with safe, welcoming, and well-maintained facilities**. The district is committed to protecting students, staff, and visitors through thoughtful facility planning, preventive maintenance, comprehensive emergency preparedness, and continuous investment in modern learning environments. By maintaining safe schools and high-quality facilities, Lavina School creates the conditions necessary for academic excellence, innovation, and lifelong success for every Bearcat.

Section 12: Implementation Timeline

Lavina School District Integrated Strategic Action Plan 2026–2029

Implementation Timeline

Purpose

The Implementation Timeline serves as the district's roadmap for achieving the goals outlined in the Integrated Strategic Action Plan. It establishes a systematic approach to implementing district initiatives, monitoring progress, evaluating effectiveness, and ensuring continuous improvement.

Rather than viewing strategic planning as a one-time event, Lavina School District embraces a continuous improvement cycle in which goals are reviewed, refined, and monitored annually through stakeholder feedback, student performance data, and Board of Trustee oversight.

The timeline is organized around four implementation phases:

- **Year 1 – Build Capacity (2026–2027)**
- **Year 2 – Strengthen Implementation (2027–2028)**
- **Year 3 – Sustain and Refine (2028–2029)**
- **Annual Evaluation and Continuous Improvement**

Year 1 (2026–2027)

Build Capacity

District Leadership

- Review and adopt the Integrated Strategic Action Plan.
- Communicate district goals to staff, students, families, and the community.
- Establish annual improvement benchmarks.
- Align district budget and grant funding with strategic priorities.

Curriculum and Instruction

- Continue Science of Reading implementation across K–5.
- Strengthen Tier I instructional practices in all classrooms.
- Begin districtwide writing initiative.
- Continue curriculum review through the Alliance for Curriculum Enhancement (ACE).
- Review common assessments and proficiency scales.

Multi-Tiered System of Supports

- Maintain universal screening schedule.
- Review intervention schedules.
- Conduct bi-weekly MTSS data meetings.
- Strengthen intervention fidelity.
- Expand progress-monitoring procedures.

Professional Learning

- Science of Reading coaching
- Mathematics instructional practices
- Writing instruction
- Artificial Intelligence for educators
- Data analysis
- MTSS implementation
- Classroom engagement strategies

College and Career Readiness

- Expand Advanced Opportunity Grant participation.
- Increase college and trade school visits.
- Expand career exploration activities.
- Review graduation pathways.

Family Engagement

- Increase participation in family literacy events.
- Expand parent communication tools.
- Host postsecondary planning nights.
- Increase family involvement in district committees.

Facilities and Safety

- Continue scheduled facility improvements.
- Review Emergency Operations Plan.
- Conduct ALICE refresher training.
- Expand building security improvements.
- Complete annual safety audits.

Year 2 (2027–2028)

Strengthen Implementation

Instruction

- Fully implement district writing framework.
- Continue instructional coaching cycles.
- Expand interdisciplinary instruction.
- Refine formative assessment practices.

Student Achievement

- Monitor progress toward district benchmark goals.
- Analyze annual assessment trends.
- Refine intervention systems.
- Increase instructional rigor across all grade levels.

MTSS

- Review intervention effectiveness.
- Strengthen Tier II and Tier III supports.
- Increase family participation in intervention planning.
- Continue regular progress monitoring.

Professional Development

- Leadership development
- Data teams
- Student engagement
- Technology integration
- Career readiness
- Classroom assessment
- Continuous instructional improvement

College and Career Readiness

- Increase dual credit participation.
- Expand work-based learning opportunities.
- Increase industry-recognized credential opportunities.
- Strengthen career pathway advising.

School Climate

- Expand student leadership opportunities.
- Strengthen attendance initiatives.
- Increase student voice.
- Continue positive behavior supports.

Facilities

- Review capital improvement priorities.
- Continue preventive maintenance schedule.
- Evaluate technology replacement cycle.
- Complete annual building assessments.

Year 3 (2028–2029)

Sustain and Refine

Academic Excellence

- Sustain Science of Reading implementation.
- Evaluate district writing initiative.
- Review curriculum alignment.
- Refine instructional practices using achievement data.

Continuous Improvement

- Complete Comprehensive Needs Assessment.
- Conduct stakeholder surveys.
- Evaluate district goals.
- Identify future priorities.

Graduate Profile

- Review Graduate Profile competencies.
- Evaluate alignment across curriculum.
- Revise competencies if needed.

Professional Learning

- Continue coaching model.
- Expand teacher leadership opportunities.
- Evaluate professional development effectiveness.
- Update district professional learning plan.

Family and Community Engagement

- Evaluate family engagement goals.
- Review community partnerships.
- Expand career and business partnerships.
- Celebrate district accomplishments.

Facilities and Safety

- Update long-range facilities plan.
- Review school safety procedures.
- Conduct comprehensive safety audit.
- Establish future capital improvement priorities.

Annual Continuous Improvement Cycle

Each year the district will complete the following improvement process.

Timeline	Action
August	Review Strategic Action Plan with staff; establish annual priorities and professional learning goals.
September	Administer universal screening assessments; review beginning-of-year data.
October	MTSS review; intervention planning; Board progress report.
November	Professional Learning Communities analyze first-quarter data; adjust instruction.
December	Midyear review of district goals and implementation progress.
January	Winter benchmark assessments; data analysis; intervention adjustments.
February	Stakeholder engagement activities and school climate review.
March	Spring planning for staffing, curriculum, and budgeting.
April	Spring benchmark assessments; evaluate student growth.
May	Annual Strategic Action Plan review; report progress to the Board and community.
June	Revise action steps based on annual data; finalize improvement priorities for the following school year.

Monitoring Responsibilities

Responsibility	Person(s) Responsible
Strategic Plan Oversight	Superintendent
Academic Achievement	Superintendent, Principal, Teachers
MTSS Implementation	MTSS Leadership Team
Science of Reading	Literacy Coach, Classroom Teachers
Professional Development	Superintendent
Curriculum Alignment	Curriculum Teams, ACE Cooperative
Family Engagement	Superintendent, Teachers, Counselor
School Climate	Administration, Counselor, Staff

Facilities and Safety	Superintendent, Head of Maintenance, Board of Trustees
Annual Evaluation	Superintendent and Board of Trustees

Performance Monitoring Dashboard

The district will review progress toward these key performance indicators annually.

Strategic Priority	Indicator	2029 Target
Student Achievement	Reading & Mathematics Benchmark	≥85% Grades 3–8
Early Literacy	AIMSweb Benchmark	≥95% K–2
MTSS	Students Meeting Growth Goals	≥80%
Writing	District Writing Proficiency	≥85%
Attendance	Average Daily Attendance	≥95%
Postsecondary Readiness	Seniors with Postsecondary Plan	100%
Professional Learning	Staff Completing Annual PD	100%
Family Engagement	Participation in School Events	+20%
School Climate	Positive Survey Responses	+10%
Safety	Required Safety Drills Completed	100%

Evaluation Process

The Strategic Action Plan is a living document and will be reviewed continuously throughout the implementation period.

District leadership and the Board of Trustees will evaluate progress through:

- Student achievement data (AIMSweb, NWEA MAP Growth, Montana State Assessments)
- MTSS progress-monitoring data
- Attendance and behavior data
- Graduation and postsecondary outcomes
- Family, student, and staff surveys
- Professional development participation
- Classroom observations
- Budget and resource alignment

- Annual Comprehensive Needs Assessment updates

Recommendations for revisions will be presented annually to the Board of Trustees. Adjustments will be made as needed to address changing student needs, state requirements, staffing, or emerging educational priorities.

Commitment to Continuous Improvement

Lavina School District views strategic planning as an ongoing commitment rather than a one-time initiative. Through annual review, data-informed decision-making, and collaboration with students, staff, families, and the community, the district will continually refine its practices to ensure every student has access to an exceptional educational experience. By implementing this timeline with fidelity, the district will sustain academic growth, strengthen instructional excellence, and fulfill its mission of preparing every Bearcat graduate for success in college, career, and life.

Section 12: Implementation Timeline

Lavina School District Integrated Strategic Action Plan 2026–2029

Implementation Timeline

Purpose

The Implementation Timeline serves as the district's roadmap for achieving the goals outlined in the Integrated Strategic Action Plan. It establishes a systematic approach to implementing district initiatives, monitoring progress, evaluating effectiveness, and ensuring continuous improvement.

Rather than viewing strategic planning as a one-time event, Lavina School District embraces a continuous improvement cycle in which goals are reviewed, refined, and monitored annually through stakeholder feedback, student performance data, and Board of Trustee oversight.

The timeline is organized around four implementation phases:

- **Year 1 – Build Capacity (2026–2027)**
- **Year 2 – Strengthen Implementation (2027–2028)**
- **Year 3 – Sustain and Refine (2028–2029)**
- **Annual Evaluation and Continuous Improvement**

Year 1 (2026–2027)

Build Capacity

District Leadership

- Review and adopt the Integrated Strategic Action Plan.
- Communicate district goals to staff, students, families, and the community.
- Establish annual improvement benchmarks.
- Align district budget and grant funding with strategic priorities.

Curriculum and Instruction

- Continue Science of Reading implementation across K–5.
- Strengthen Tier I instructional practices in all classrooms.
- Begin districtwide writing initiative.
- Continue curriculum review through the Alliance for Curriculum Enhancement (ACE).
- Review common assessments and proficiency scales.

Multi-Tiered System of Supports

- Maintain universal screening schedule.
- Review intervention schedules.
- Conduct bi-weekly MTSS data meetings.
- Strengthen intervention fidelity.
- Expand progress-monitoring procedures.

Professional Learning

- Science of Reading coaching
- Mathematics instructional practices
- Writing instruction
- Artificial Intelligence for educators
- Data analysis
- MTSS implementation
- Classroom engagement strategies

College and Career Readiness

- Expand Advanced Opportunity Grant participation.
- Increase college and trade school visits.
- Expand career exploration activities.
- Review graduation pathways.

Family Engagement

- Increase participation in family literacy events.
- Expand parent communication tools.
- Host postsecondary planning nights.
- Increase family involvement in district committees.

Facilities and Safety

- Continue scheduled facility improvements.
- Review Emergency Operations Plan.
- Conduct ALICE refresher training.
- Expand building security improvements.
- Complete annual safety audits.

Year 2 (2027–2028)

Strengthen Implementation

Instruction

- Fully implement district writing framework.
- Continue instructional coaching cycles.
- Expand interdisciplinary instruction.
- Refine formative assessment practices.

Student Achievement

- Monitor progress toward district benchmark goals.
- Analyze annual assessment trends.
- Refine intervention systems.
- Increase instructional rigor across all grade levels.

MTSS

- Review intervention effectiveness.
- Strengthen Tier II and Tier III supports.
- Increase family participation in intervention planning.
- Continue regular progress monitoring.

Professional Development

- Leadership development
- Data teams
- Student engagement
- Technology integration
- Career readiness
- Classroom assessment
- Continuous instructional improvement

College and Career Readiness

- Increase dual credit participation.
- Expand work-based learning opportunities.
- Increase industry-recognized credential opportunities.

- Strengthen career pathway advising.

School Climate

- Expand student leadership opportunities.
- Strengthen attendance initiatives.
- Increase student voice.
- Continue positive behavior supports.

Facilities

- Review capital improvement priorities.
- Continue preventive maintenance schedule.
- Evaluate technology replacement cycle.
- Complete annual building assessments.

Year 3 (2028–2029)

Sustain and Refine

Academic Excellence

- Sustain Science of Reading implementation.
- Evaluate district writing initiative.
- Review curriculum alignment.
- Refine instructional practices using achievement data.

Continuous Improvement

- Complete Comprehensive Needs Assessment.
- Conduct stakeholder surveys.
- Evaluate district goals.
- Identify future priorities.

Graduate Profile

- Review Graduate Profile competencies.
- Evaluate alignment across curriculum.
- Revise competencies if needed.

Professional Learning

- Continue coaching model.
- Expand teacher leadership opportunities.
- Evaluate professional development effectiveness.
- Update district professional learning plan.

Family and Community Engagement

- Evaluate family engagement goals.
- Review community partnerships.
- Expand career and business partnerships.
- Celebrate district accomplishments.

Facilities and Safety

- Update long-range facilities plan.
- Review school safety procedures.
- Conduct comprehensive safety audit.
- Establish future capital improvement priorities.

Annual Continuous Improvement Cycle

Each year the district will complete the following improvement process.

Timeline	Action
August	Review Strategic Action Plan with staff; establish annual priorities and professional learning goals.
September	Administer universal screening assessments; review beginning-of-year data.
October	MTSS review; intervention planning; Board progress report.
November	Professional Learning Communities analyze first-quarter data; adjust instruction.
December	Midyear review of district goals and implementation progress.
January	Winter benchmark assessments; data analysis; intervention adjustments.
February	Stakeholder engagement activities and school climate review.
March	Spring planning for staffing, curriculum, and budgeting.
April	Spring benchmark assessments; evaluate student growth.
May	Annual Strategic Action Plan review; report progress to the Board and community.
June	Revise action steps based on annual data; finalize improvement priorities for the following school year.

Monitoring Responsibilities

Responsibility	Person(s) Responsible
Strategic Plan Oversight	Superintendent
Academic Achievement	Superintendent, Principal, Teachers
MTSS Implementation	MTSS Leadership Team
Science of Reading	Literacy Coach, Classroom Teachers
Professional Development	Superintendent
Curriculum Alignment	Curriculum Teams, ACE Cooperative
Family Engagement	Superintendent, Teachers, Counselor
School Climate	Administration, Counselor, Staff
Facilities and Safety	Superintendent, Head of Maintenance, Board of Trustees
Annual Evaluation	Superintendent and Board of Trustees

Performance Monitoring Dashboard

The district will review progress toward these key performance indicators annually.

Strategic Priority	Indicator	2029 Target
Student Achievement	Reading & Mathematics Benchmark	≥85% Grades 3–8
Early Literacy	AIMSweb Benchmark	≥95% K–2
MTSS	Students Meeting Growth Goals	≥80%
Writing	District Writing Proficiency	≥85%
Attendance	Average Daily Attendance	≥95%
Postsecondary Readiness	Seniors with Postsecondary Plan	100%
Professional Learning	Staff Completing Annual PD	100%
Family Engagement	Participation in School Events	+20%

School Climate	Positive Survey Responses	+10%
Safety	Required Safety Drills Completed	100%

Evaluation Process

The Strategic Action Plan is a living document and will be reviewed continuously throughout the implementation period.

District leadership and the Board of Trustees will evaluate progress through:

- Student achievement data (AIMSweb, NWEA MAP Growth, Montana State Assessments)
- MTSS progress-monitoring data
- Attendance and behavior data
- Graduation and postsecondary outcomes
- Family, student, and staff surveys
- Professional development participation
- Classroom observations
- Budget and resource alignment
- Annual Comprehensive Needs Assessment updates

Recommendations for revisions will be presented annually to the Board of Trustees. Adjustments will be made as needed to address changing student needs, state requirements, staffing, or emerging educational priorities.

Commitment to Continuous Improvement

Lavina School District views strategic planning as an ongoing commitment rather than a one-time initiative. Through annual review, data-informed decision-making, and collaboration with students, staff, families, and the community, the district will continually refine its practices to ensure every student has access to an exceptional educational experience. By implementing this timeline with fidelity, the district will sustain academic growth, strengthen instructional excellence, and fulfill its mission of preparing every Bearcat graduate for success in college, career, and life.

create Appendices with Charts

Appendix A: District Achievement Data and Performance Charts

Lavina School District Integrated Strategic Action Plan 2026–2029

The following appendices provide supporting evidence for the Comprehensive Needs Assessment, Gap Analysis, and Educational Goals. These charts illustrate district achievement trends, demonstrate the impact of district improvement initiatives, and establish baseline measures for monitoring progress throughout the implementation of this Strategic Action Plan.

Assessment data are drawn from district benchmark assessments, including **AIMSweb Plus** and **NWEA MAP Growth**, and reflect student performance during the district's participation in the Montana MTSS Grant.

Appendix A

K–2 Early Literacy Benchmark Trends

K–2 Early Literacy Benchmark

Percent of students meeting benchmark on AIMSweb Early Literacy.

60%70%80%90%100%2022–232023–242024–252025–26

Key Findings

- Benchmark proficiency increased from **65%** to **94%**.
- Strategic intervention students declined to **0%**.
- Results reflect successful implementation of Science of Reading and MTSS.

Appendix B

Grades 3–8 Reading Benchmark Trends

Grades 3–8 MAP Reading

Students meeting benchmark in Reading.

15%30%45%60%75%2022–232023–242024–252025–26

Key Findings

- Reading performance rebounded significantly after 2023–24.
- Intensive intervention rates decreased substantially.
- Continued instructional focus will move benchmark performance toward the district goal of 85%.

Appendix C

Grades 3–8 Mathematics Benchmark Trends

Grades 3–8 MAP Mathematics

Students meeting benchmark in Mathematics.

20%40%60%80%100%2022–232023–242024–252025–26

Key Findings

- Mathematics represents one of the district's greatest areas of growth.
- Benchmark performance increased **35 percentage points** over four years.
- Intensive intervention declined from **26%** to **7%**.

Appendix D

Grades 3–8 Language Usage Benchmark Trends

Grades 3–8 Language Usage

Students meeting benchmark in Language Usage.

45%54%63%72%81%2022–232023–242024–252025–26

Key Findings

- Language Usage continues to improve annually.
- Writing initiatives described in this plan are designed to build upon this positive trend.

Appendix E

Grades 9–10 Reading and Mathematics

Grades 9–10 Benchmark Performance (2025–26)

Benchmark achievement by subject.

0%25%50%75%100%ReadingLanguage UsageMathematicsScience

Key Findings

- Secondary students continue to demonstrate outstanding academic performance.
- Reading and Mathematics reached **100% benchmark proficiency** during the 2025–2026 school year.

Appendix F

Strategic Plan Dashboard

Strategic Priority	Baseline (2026)	Target (2029)	Evidence Source
K–2 Early Literacy	94%	≥95%	AIMSweb
Grades 3–8 Reading	61%	85%	NWEA MAP
Grades 3–8 Mathematics	78%	85%	NWEA MAP
Grades 3–8 Language Usage	74%	85%	NWEA MAP
MTSS Student Growth	Baseline Established	≥80% Meeting Growth Goals	MTSS Progress Monitoring
Attendance	Baseline Established	≥95%	Infinite Campus
Postsecondary Planning	Baseline Established	100%	Counseling Records
Staff Professional Learning	100% Participation	Maintain 100%	PD Records
Family Engagement	Baseline Established	+20% Participation	Event Logs
Positive School Climate	Baseline Established	+10% Favorable Responses	Climate Surveys

---

Appendix G

Annual Review Process

The Superintendent and Board of Trustees will review the Strategic Action Plan annually using the following measures:

Student Achievement

- AIMSweb Plus
- NWEA MAP Growth
- Montana State Assessments
- Graduation Rate
- Postsecondary Enrollment

Student Success

- Attendance
- Behavior
- MTSS Progress
- Student Engagement
- Postsecondary Readiness

Organizational Effectiveness

- Curriculum Implementation
- Professional Development
- Staff Retention
- Family Engagement
- School Climate
- Safety Audits

Operational Effectiveness

- Budget Alignment
- Grant Outcomes
- Facility Improvements
- Technology Infrastructure
- Preventive Maintenance

Appendix H

Continuous Improvement Cycle

The Lavina School District will evaluate and revise the Integrated Strategic Action Plan annually using the following continuous improvement process:

1. **Collect Data** – Gather academic, behavioral, attendance, financial, and stakeholder information.
2. **Analyze Results** – Review trends through MTSS, PLCs, and leadership teams.
3. **Identify Priorities** – Determine areas requiring improvement or refinement.
4. **Implement Strategies** – Deliver evidence-based instruction, interventions, and professional learning.
5. **Monitor Progress** – Evaluate implementation fidelity and student outcomes.
6. **Adjust Practices** – Refine instructional and operational practices based on evidence.
7. **Report Results** – Share progress with the Board of Trustees, staff, families, and the community.

Conclusion

These appendices provide the evidence base for the Lavina School District Integrated Strategic Action Plan and establish measurable indicators for monitoring progress through 2029. Annual review of these data will ensure the district remains responsive to student needs while sustaining the significant academic gains achieved through MTSS, the Science of Reading, instructional coaching, and collaborative continuous improvement.