



Kila School's Strategic Plan

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Section 1: Introduction

The Kila School Board of Trustees is pleased to announce the District's Strategic Plan. The plan was collaboratively developed, revised and refined with input from district, family and community stakeholders. The strategic plan is a living document grounded in our vision, mission, and core values.

The Focus Areas section is where we seek to move to best meet the learning of all students and ensure that we are aligned to the Montana State Constitution's goals for education: It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Kila School District's work on culture, teacher capabilities, and student opportunities reflects the importance of each student here.

Section 2: Visible Signs of Our Culture

Visible signs of our culture include:

- Kila Cougars sign on gym
- Continual curriculum updates and implementation
- Monthly Cougar Tracks Newsletter
- Regular Class Dojo/Facebook posts
- Kila School website
- Trimester Tournaments
- PIR (Pupil Instruction Related) for teacher growth and implementation of new ideas and curriculum
- Enhanced learning in the community
- Handprint wall outside of 4th grade classroom
- Cooper - mascot
- Wood Cougar carving
- Music program - Christmas program
- Community Events: Spaghetti Dinner and Dessert/Cake Auction, Fall Carnival, Track and Field, Host Cross Country Meet
- School Events: Supply Drop Off, Spelling Bee, Parent Teacher Conferences, Trimester Tournaments
- 8th Grade Graduation
- Gym rental
- Intentional Involvement with Local High Schools: FHS Theatre, FHS/GHS VoAg
- Community, learning, safety
- Student Programs: Athletics, Cougar Marathon, Cougars in Action

Section 3: Vision Statement

Every Kid. Every Day.

Section 4: Mission and Core Values

Our mission and core values represent a focus on the factors which build success. At the core is the firm belief that we are responsible for reaching every kid, every day. It is this firm belief that pushes us to continually better ourselves, explore research/evidence based ideas and opportunities to benefit our students and staff, and guide our community into the next generation of educational distinction.

We Value Student Relationships. We believe that we are stronger when we work together. We value who our students are as individuals, understanding who they are on a deeper level than just academics, to be able to serve them better.

We Value Learning. We believe that academic decisions should be student-centered, data informed, and evidence based and performed in a safe and respectful environment.

We Value Families. We believe families share the responsibility for student achievement and are our partners in education.

We Value Community Engagement. We believe that community partnerships provide vital resources and opportunities for students and their families.

We Value Our Staff. We value our staff's knowledge, passion, involvement, and dedication to our school community.

Section 5: Accomplishments

- 170+ students & 10 classrooms K-8
- Student iPads available in K-2 classrooms
- Athletic Programs K-8
- 1 to 1 student Chromebooks in 3rd through 8th grades
- Successfully implemented usage of Google Classroom in 4th-8th grades
- Frequent social media posts shared on the Kila School Facebook page and with the Kila Community Board group to share

current and future endeavors

- Smart Boards in every classroom
- Safety Focused
- Breakfast served daily to students
- Student pride in school participation
- After School Program available to all K-8 families
- 17.1/1 Teacher to student ratio
- Full time Title, Special Education and Counseling Programs

Section 6: Focus Areas

Focus Areas

By working collaboratively with community members, parents and staff to provide input in the strategic planning process we discussed and formulated focal points for the school we want to create for our students. This is a progressive journey; one that will be visited on an annual basis. Together we created overarching focus areas for our district and the specific actions we can take to move closer to accomplishing these goals:

Focus Area #1:
STUDENT PROGRESS

SMART Goal: To improve student achievement scores in reading and math, based on benchmark AimsWeb assessments, by increasing the number of students in green, teal, and blue categories.

Justification: In the Fall of 2024, AimsWeb benchmark data showed the following student data. Our Smart Goal will work to improve the students in green, teal, and blue categories.

Orange - 1st-10th percentile (well below average) - 27 students in math, 32 students in reading

Yellow - 11th-25th percentile (below average) 33 students in math, 26 students in reading

Green - 26th-74th percentile (average) 88 students in math, 80 students in reading

Teal - 75th-89th percentile (above average) - 23 students in math, 27 students in reading

Blue - 90th-99th percentile (well above average) - 8 students in math, 16 students in reading

Strategies	Actions	Impacts
• Implementation of tiered assignments for differentiation and supplemental instruction • Adhering to OPI Standards • School curriculum aligned to state standards • Implement programs to gather data • Curriculum committee • Building whole students	• Monthly progress monitoring in math and reading, using AIMSWeb • MAST State Assessment • Staff will meet twice monthly with Reading Interventionists to determine student placement in SIPPS groups and Read Naturally • Provide small group support both in and out of the classroom for students not currently performing on grade level, in reading and/or math • Subject advancement for students working above grade level • Curriculum committee meets as needed to review current curriculum and ensure that curriculum aligns with state standards. • Project based learning for students excelling in reading or math	• Teachers can make data driven instructional decisions • Teachers can make data driven decisions when placing students in literacy and math support groups • Students will show progress in reading and math • Small groups to meet individual student needs • Creation and implementation of Gifted and Talented program for advanced learners • Cross-curriculum application of knowledge

Focus Area #2:
BUILDING A WHOLE STUDENT

SMART Goal: Students are encouraged and will be given the opportunity to actively participate in student mentorship, leadership programs, and counseling groups.

Justification: An identified area of need in our 2023-2024 Comprehensive Needs Assessment was:
- Programs develop a robust skill set in students.

Strategies	Actions	Impacts
• Tutoring • Student mentorship • Leadership team • Counseling groups • Exposure to public speaking opportunities • Participation in community events	• Lunch helpers • Bundle buddies • Middle school buddies • Weekly counseling lessons for all grade levels • Counseling small groups based on student needs • Leadership team • Spelling Bee, Mathletes, Math Counts, Sporting Events • Participation in Red Ribbon Week	• Students are supported in social emotional development • Self confidence • Acquire leadership skills • Empathy for others • Mastery of content standards • Improved communication skills

Focus Area #3:
CULTIVATE TALENT

SMART Goal: Teachers will be provided with opportunities to grow as leaders and teachers, through early release day professional development opportunities.

Justification: Identified areas of need in our 2023-2024 Comprehensive Needs Assessment were:

- Professional Development in explicit, systematic instruction and program and content standards is provided to all new ...
 - Professional Development is provided on Indigenous practices involving celebrations and grief.
- Professional Development is provided to meet the needs of ALL learners, including English Learners, students with ...

Strategies	Actions	Impacts
Staff		
- Professional Development - Professional Observations - Continuous and critical review of curriculum - Staff Meetings - Creating shared knowledge of academics and social emotional development - Mentor teachers for new staff - Creating a cohesive community within the school - Meaningful relationships with community resources	- Multiple professional development opportunities for teachers - Opportunity to schedule observations with other teachers in the building to gain professional knowledge - Grade band common planning time on some Early Release days - Universal language in academics and social emotional learning - Cohesive communication amongst school staff - Student Success Team meetings - K-8 Vertical alignment in reading and math	- Implementation of new ideas to support student needs - Closing achievement gaps, improved interventions - Meeting whole student need - Increased curriculum understanding and implementation - Easy transitions for staff between grade levels and school years - Highly qualified teachers - Effective communication
Students		
- Music and Art Program - STEM - Differentiated instruction	- Middle School electives that focus on STEM concepts - Class groupings based on ability levels - Advanced classes in middle school - Gifted and Talented Program	- Student achievement - Creating strong future community leaders - New teacher integration into staff team - Easy transitions for students between grade levels and school years

Focus Area #4:
FAMILY AND COMMUNITY ENGAGEMENT

SMART Goal: Families will be provided with information regarding our school website, which contains a Kila School Events Calendar and Class Dojo will be used to provide families with information regarding all events and happening at school and opportunities available to families, in a timely manner.

Justification: Identified areas of need in our 2023-2024 Comprehensive Needs Assessment were:

- Families are connected with local community resources to provide greater support for students in achieving skills for career and ...
- Family and community engagement activities are clearly linked to the goals, expectations, and desired academic outcomes.

Strategies	Actions	Impacts
● Creating regular opportunities for the community to interact with the school ● Family oriented activities to encourage parent participation. ● Partnering with local businesses to provide students with educational opportunities ● Providing local businesses with sponsorship opportunities ● Supporting local businesses ● Encouraging community members to volunteer ● Collaborating with other schools	● Community and family invitation to school events, including the following: ○ Back to School Night ○ Fall Carnival ○ Spaghetti Dinner ○ School Board Meetings ○ Book Fair ○ Track and Field Day ○ Winter Concert ○ 8th Grade Graduation ○ Guest readers ● Parent Teacher Conferences ● Community use of gym and playground ● Summer School ● Business Sponsorships ● Counseling page on school website ● Participation in Glacier Institute program ● Participation in Rocket Rally ● End of sport season potluck and parent/student game ● Field Trips to local places of interest and businesses ● Spelling Bee, Mathletes, Math Counts ● Promoting events on social media	● Preparation for real world experiences ● Improved school resources and community development. ● Effective members of society ● Positive school-community communication and partnerships. ● Community of support for students and families ● Camaraderie between parents, students, and staff ● Easily accessible resources for families ● Volunteer support

Section 7: Graduate Profile



Section 8: Desired Outcomes

- A school community where students are encouraged to learn and pursue educational and life goals.
- A school community where students are safe, healthy, supported, engaged, and challenged throughout their schooling.
- A school community where teachers are supported in growing professionally while implementing the most recent research/evidence based teaching practices and interventions.
- A school community where all students are supported in pursuing their personal best academically and individually.

Section 9: Conclusion

Kila School District's strategic plan is used by the Board of Trustees, school administration, staff, and community partners to strategically chart a course today that will ensure the full academic potential of each child is emphasized.

Thank You 2023-26 Strategic Action Plan Committee Members

Appendix A

Our Goals, Standards and Objectives of a Quality Education and the Criteria/Guidance for the Admission of Out-Of-District Students

This Appendix is incorporated as if set forth in full into the District's Strategic Plan. Our clear objective is to provide an excellent individualized education for each student. An integral part of our objective of a quality individualized education for each student is a standard of good behavior and regular attendance of our students (subject to accommodating the needs of students with disabilities). We strive to provide a learning environment that inspires and is dependent on engaged and motivated students focused on and assuming responsibility for high levels of learning.

To advance our individualized approach to educating each student, the Board will review and consider all applications for out-of-district attendance as adopted in Board Policy 3141. Approval will be given unless the trustees find the impact of approval of the application will adversely impact the district from meeting our standards of a quality individualized education for resident students as referenced above and as explained more fully below.

The District will begin accepting Nonresident Student Attendance Applications on the 2nd Tuesday of February.
The District will stop accepting Nonresident Student Attendance Agreements the 2nd Tuesday of September.

Included in our criteria are two (2) tiers in compliance with Montana law (Section 20-5-320, MCA):

Tier 1: When the number of out-of-district applications DOES NOT exceed our capacity limitations:

Kila School District #20 places an emphasis on the value of small group learning, a fully funded school and the ability to provide classroom support per 10.55.712 ARM and 10.55.713 ARM.

The District may experience mid-year arrival of resident pupils and nonresident pupils for whom enrollment is mandatory that the district must accommodate under Sections 20-5-101 and 20-5-321, MCA.

To preserve opportunities for small group learning and to keep District class sizes below the accreditation standards in anticipation of mid-year requests for enrollment of new resident children of the District and children for whom attendance is mandatory under Section

20-5-321, MCA, it is the goal and objective of the District to not exceed the district's benchmarks for grade level classes set forth below:

Grade Level(s)	Maximum Class Size as Set Forth in 10.55.712 ARM	District Class Size Limit to Accommodate Anticipated Mid-Year Arrival of Resident Students and Mandatory Out-of-District Students per Section 20-5-321, MCA.	Total Class Size Limits Capping Out-Of-District Students under Section 20-5-320, MCA	Total Class Size Limits Capping Out-of-District Students for Children of Kila School District #20 Staff
Kindergarten - 2nd Grade	Montana Maximum Class Size = 20 Students, 1.5 hours additional support per student over 20 (up to 24)	Two spaces reserved for mid year arrival of resident pupils and mandatory out of district students Each Year	18 students before capping new out-of-district enrollment requests under Section 20-5-320, MCA.	22 students before capping out-of-district enrollment
3rd Grade - 4th Grade	Montana Maximum Class Size = 28 Students, 1.5 hours additional support per student over 28 (up to 32)	Two spaces reserved for mid year arrival of resident pupils and mandatory out of district students Each Year	26 students before capping new out-of-district enrollment requests under Section 20-5-320, MCA.	30 students before capping out-of-district enrollment
5th Grade - 8th Grade	Montana Maximum Class Size = 30 Students, 1.5 hours additional support per student over 30 (up to 34)	Two spaces reserved for mid year arrival of resident pupils and mandatory out of district students Each Year	28 students before capping new out-of-district enrollment requests under Section 20-5-320, MCA.	32 students before capping out-of-district enrollment

As set forth in District Policy 3141, applications may be denied for truancy in accordance with state law, suspension in the three years preceding the request for out of district enrollment or expulsion on any previous occasion as provided by law.

Requests for out-of-district admission may be denied if they result in additional costs to the district by requiring the hiring of additional personnel. This does not apply to a student who is eligible for special education or related services.

Tier 2: When the number of out-of-district applications DOES exceed our capacity limitations:

If the District receives more applications than the district can accommodate under the limits specified above, the District shall prioritize among and limit applications to ensure the quality of education for students who are residents of the district of attendance, mandatory out-of-district students pursuant to Section 20-5-321 MCA, and the obligations of resident taxpayers.

The District has set the following criteria to prioritize applications. In the event the district receives more applications than it can accommodate, the following order will be used to rank applications. As an initial threshold standard, past demonstrated good behavior must be used by the District in prioritizing an application above other applications without a disciplinary-free record. Decisions regarding admission cannot be inconsistent with the District Policies prohibiting discrimination. The District shall also take into account an applicant's prior educational transcripts, disciplinary referrals and other relevant information as a means of further prioritizing within and between the listed categories of prioritization specified below. Provided that past demonstrated exemplary behavior and attendance is used first as a controlling standard for prioritization, the district may further prioritize nonresident applications:

1. Applications from students enrolled in the previous school year;
2. Applications from children with siblings who have previously enrolled the prior year in the District as nonresident students;
3. Time and date stamp for receipt of the application for enrollment in the District offices.

This priority is specifically established and shall be implemented on a rational basis to provide a quality education to each student enrolled in the District.

District staff with out-of-district students wishing to enroll in Kila School District #20 will be accepted up to two (2) spaces prior to requiring a second classroom, as long as they have not been truant in accordance with state law, suspended in the three years preceding the request for out of district enrollment or expulsion on any previous occasion as provided by law.

Appendix A shall go into effect for all new enrollees for the 25-26 school year. All previously enrolled out-of-district students shall be accepted as long as they have not been truant in accordance with state law, suspended in the three years preceding the request for out of district enrollment or expulsion on any previous occasion as provided by law.