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desmetschool.org

OUR MISSION

DeSmet Public School transforms lives through Teaching, Inspiring, and Nurturing.

OUR ACTIONS

We believe in the ability of each student to be a life-long learner. We will nurture the social-emotional and physical development of each student.

OUR COMMITMENT

We honor the diversity of each student and will build within them the resiliency needed to be stewards of our ever-changing world.

OUR ETHIC

We believe lifelong learning is the keystone to creating a vibrant, joyful, diverse community and environment.

DeSmet Elementary STRATEGIC PLAN

Leaning into Learning



DESMET COMMUNITY VISION AND OUTREACH

DeSmet Elementary School District was founded in 1890 to serve the families of the local farming and business communities. That remains our focus and mission to this day, 132 years later. Since the founding of our school, farmsteads have been replaced with ranchettes, an airport and many influential local businesses. Our business center is the multifaceted industrial center of Missoula County and DeSmet Elementary is the heartbeat of this diverse community. Throughout the next several years, our community will experience unprecedented growth. Ongoing housing developments will increase our enrollment, and our facilities will expand to meet the needs of our district. We will engage in wise and prudent fiscal management of our resources to meet this growth in a manner best suited for our students and the community. Our greatest strength is our small school approach to instruction. We strive to ensure our students have a solid facility and clean environment to grow. Our children will continue to receive engaging and relevant instruction from a caring staff whom we will support to the best of our abilities, understanding that they are the backbone of our school system, and our students' ability to learn, adapt, and thrive.

FOUR BUILDING BLOCKS

EQUITABLE ACCESS TO PERSONALIZED CULTURALLY RESPONSIVE TEACHING AND LEARNING

To inspire students to be lifelong learners, we will advocate for standards, practices and programs that engage every student in challenging work, regardless of their current level of performance. Teaching and learning is a core element of our mission and service to the community. Student's progress is based on demonstrated competence and application of performance.

SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

To build meaningful relationships with our community, we welcome all families as partners for student success. All citizens of the DeSmet community are encouraged to engage in meaningful dialog about the future of our school and community to build caring stewards of our ever changing world.

RESULTS-FOCUSED PROFESSIONAL LEARNING AND SUPPORTS FOR STAFF

By investing in our staff we support our Mission. We recognize that student learning depends on the quality and effectiveness of DeSmet teachers, leaders, and support professionals. We will attract talented employees at all levels; provide a safe, respectful environment for learning and work; and stimulate continuous professional growth through collegial collaboration and differentiated professional development.

DATA-INFORMED, NEEDS-BASED RESOURCE ALLOCATION

To engage in the social-emotional, physical and academic development of each child we will base decisions on fact, rather than opinion. We will commit and honor the diversity of our students and staff. Monies are allocated equitably and in line with the needs of our students and school based on the priorities established by our community.

FUTURE DISTRICT FACILITY PLANS

- Create a track/soccer/football facility for student and community use.
- Build an auditorium in a future district expansion.
- Manage school facility expansion to not exceed 450 students per building.
- Support a school centered community by encouraging healthy neighborhoods with safe access to school facilities and a commitment to community engagement including a Transformational Learning Program (appendix A).
- Support community activities by maintaining a vision of DeSmet as a community center.
- Support our future generations with green energy and recycling initiatives.
- Build teacher housing and support for children Early Instructional Facility.

DISTRICT DATA

Enrollment:
128

Student/Teacher Ratio:
9.1

Free & Reduced Lunch Eligibility:
70.1%

PROFICIENCY LEVELS ELA

Advanced:
17.81%
State: 16.68%

Proficient:
38.36%
State 28.29%

Nearing Proficiency:
24.66%
State: 24.84%

Novice:
19.81%
State: 30.20%

GOALS & MEASURES OF STUDENT SUCCESS

GOAL 1: SUCCESS IN THE EARLY YEARS

Each student will develop intellectual curiosity, individual interest, persistence, social-emotional awareness and academic skills to be positioned for success by the end of third grade.

MEASURES:

- *Increased annual percentage of students who have access to Early Literacy Program and Transformational Learning opportunities..*
- *Increased annual percentage of students learning and maintaining or exceeding at grade level as measured by STAR and DIBELS assesments.*
- *Instruction in Math Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.*
- *Increased percentage of students learning and maintaining or exceeding in grade level instruction in Early Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling, and composition.*

GOAL 2: RESILIENT, LIFE-LONG LEARNERS

Each student will be a responsible life long learner who is open to and accepting of diverse cultures and perspectives.

MEASURES:

- *Increased annual percentage of students who are invested in, and advocates for, their educational goals and the supports to reach them.*
- *Increased annual percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental and physical health.*
- *Increase annual percentage of students with at least 95% attendance and participation in clubs, sports and other extra-curricular activities.*

GOAL 3: GROWTH FOR EVERY STUDENT, ELIMINATION OF OUTCOME AND OPPORTUNITY GAPS

Each student will experience continuous growth at a pace that eliminates opportunity and outcome gaps in a community based program that incorporates blended learning opportunities.

MEASURES:

- *Minimum annual academic growth rate of one year for students at/ above grade level, and more than one year for students below grade level.*
- *Increased annual percentage of students achieving mastery in their core classes.*
- *Increased annual percentage of students engaged in culturally relevant and cognitively challenging real-world learning.*
- *Increased annual percentage of students who are applying a variety of skills in creative and imaginative ways.*
- *Increased annual percentage of students who demonstrate the ability to critically analyze, interpret, and responsibly use data and information.*

History & Evolution of DeSmet



DeSmet School District was founded in 1890. The District's namesake, Father Pierre-Jean DeSmet, was a Jesuit Missionary in Western Montana and Canada in the mid-19th century. Often affectionately called "Friend of Sitting Bull," his advocacy and friendship with Native Americans earned him the nickname, *De Grote Zwartrok*, "The Great Black Skirt," after his black missionary robes. In 1841, Father DeSmet founded the St. Mary's Mission in the Bitterroot Valley, and helped establish the Mission in St. Ignatius, Montana in 1854. Missionaries from St. Ignatius later traveled to the Missoula Valley. The area between Butler Creek and Canyon Creek, called The Two-Rivers Area, was a favorite encampment site for the Salish and Flathead Indians who Father DeSmet admired. It was in 1890 that this area became the home of DeSmet Public School District #20.

130 years after its founding, the little school was in need of some upgrades to suit the students of the modern world, and DeSmet Elementary was renewed through a \$6 million renovation in 2020. The original building was improved and expanded, and the new building addition was designed to honor the Two Rivers, with pathways flowing through the library to the outdoor learning center.

During this time, the students elected to change their mascot from the Padre, in deference to Father DeSmet, to the Smokejumper, in celebration of their neighborhood heroes. The new identity "*The DeSmet Smokejumpers*" honors the history of DeSmet's origins, while embracing their future as a Smokejumper.

Signature depictions of the Smokejumpers have been added to the school, to honor both the students and their local heroes. The students have created a unique and truly local Missoula identity as the DeSmet Smokejumpers, The Best Little School in Missoula.



Smokejumpers are a unit of aerial firefighters who parachute into rugged forest regions as first responders to forest fires. The first official Smokejumpers started in July of 1940, in the Nez Pierce Forest of Idaho.

In 1942 the US Forest Service founded a Smokejumper base in Missoula, one of nine bases nationwide, located at Nine-Mile camp, about 30 miles west of DeSmet School District. In 1952, the area adjacent to DeSmet School was authorized as an Aerial Depot for the Smokejumpers. President Eisenhower dedicated the new base on September 22nd, 1954.