

HB 351 Annual Reports  
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## Annual Report Summary

The cycle of the first districts funded in transformational learning requires the submission of their annual reports to the Board of Public Education. Per 20-7-1602 (3)(d) MCA, the Board of Public Education is required to report to the Education Interim Committee on the progress made by these districts on or before September 15, 2020. The following 11 districts submitted their report.

- Bigfork Elementary School District
- Bigfork High School District
- Billings Elementary School District
- Billings High School District
- Conrad Elementary School District
- Conrad High School District
- Dawson County High School District
- Evergreen Public School District
- Glendive Elementary School District
- Great Falls High School District
- Plevna K-12 School District

Each district approached transformational learning differently. These reports highlight and summarize their strategies.

While reviewing these documents, please keep in mind that qualified districts are reporting on their experiences from December 2019 to February 2020. Additionally, due to the unexpected COVID-19 closure of in-person learning in Montana schools, some districts' plans were cut short or modified. Billings and Plevna school districts recently submitted updates explaining adaptations to their plans as a result of the COVID-19 adjustments. These are found at the end of their original report.



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 23, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

| <b>SECTION 1 REQUIRED</b>  |  |
|--|--|
| Direct Name  | Bigfork School District #38  |
| LEA #  | 0330 & 0331  |
| First Name Submitter   | Matthew  |
| Last Name Submitter  | Jensen   |
| Email  | matj@bigfork.k12.mt.us   |
| Phone Number   | (406) 837-7400   |
| <b>SECTION 2 REQUIRED</b>  |  |
| <i>A report of progress toward measurable objectives under the school district's transformational learning plan.</i> |  |
| Measurable Objective for your Transformational Learning Plan   | Define what Transformational Learning means for Bigfork School District  |
| Progress Made  | The attached Transformational Learning Summary provides a high level overview of what Transformational Learning means to Bigfork Schools. This has been established by defining the roles of the Board of Trustees, Superintendent, Building Principals and Certified Teachers. The visual chart also demonstrates the major categories of focus, inquiry cycle and scope of the Board of Trustees. Please note, |

|  |   |
|--|---|
|  | <p>the blue line and no indicates responsibilities of the board as they look "up and out" vs "down and in".</p>   |
| <p>Measurable Objective for your Transformational Learning Plan</p>  | <p>Complete an internal assessment determining what is in place as well as what is missing prior to transforming educational opportunities and approaches.</p>  |
| <p>Progress Made</p>   | <p>Internal assessment completed. Please see Working Notes Document. This is ever changing as we "current realities" become past work. This is only intended to provide a small sample of evidence of practice.</p>       |
| <p>Measurable Objective for your Transformational Learning Plan</p>  | <p>Create a Strategic Plan for implementing Transformational Learning targets</p>   |
| <p>Progress Made</p>   | <p>We have solidified a plan for year one, as well as planning through January of year two. We are still defining the scope of the strategic plan for years three and four, anticipating changes to our own thinking.</p> |
| <p>Measurable Objective for your Transformational Learning Plan</p>  | <p>Create an 8 year Transformational Learning budget based on grant funding as well potential permissive levied funds.</p>  |
| <p>Progress Made</p>   | <p>We have not reached consensus with all stakeholders regarding requests for taxpayer funds, and scope of future programming. Meetings on this topic are planned for March and April of 2020.</p>                        |
| <p><i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its fundings. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i></p> |   |
| <p>Proposed Increase in FTE</p>  | <p>0.00</p>   |
| <p>Proposed Decrease in FTE</p>  | <p>0.00</p>   |

|   |  |
|---|--|
| Rationale for Changes in FTE  | Enter Here   |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b>                  |  |
| Implementation Location   | Bigfork K-12, with most changes for 5 <sup>th</sup> -12 <sup>th</sup> grades |
| Number of Students Served & Grade Levels  | 916  |
| The Challenges Faced  | See Attached   |
| Lessons Learned   | See Attached   |
| Adjustments for Next Year   | See Attached   |
| Expansions Planned  | None   |
| Reductions Planned  | None   |
| A summary of the New Story your district is telling around transformational learning and any testimonials | See Attached   |

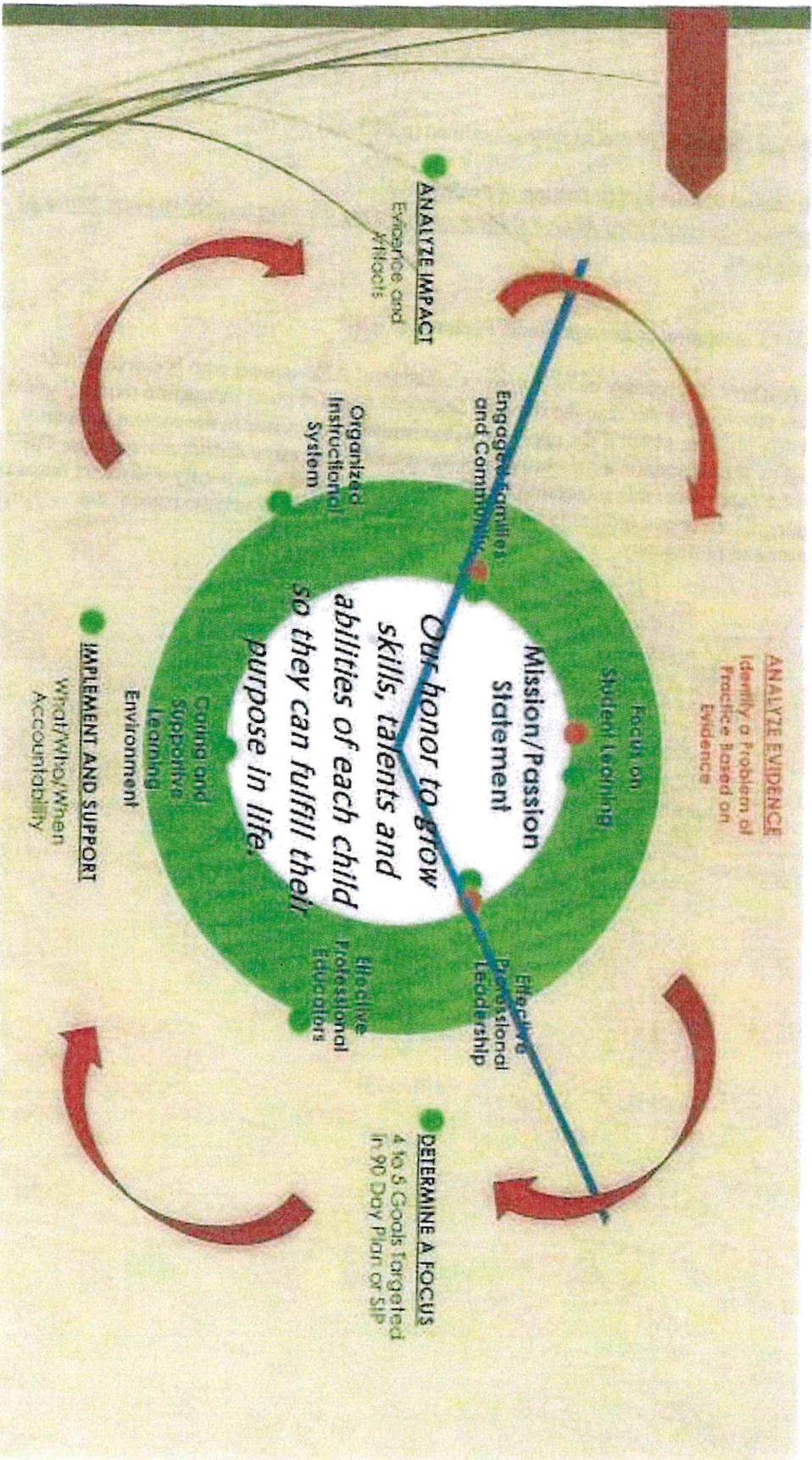
Charts, graphs, photographs, quotes, baseline data, etc., are encouraged as inclusion in your annual report.

## Summary Transformational Learning

The Transformational Learning Grant may be new to Montana, but Transformational Learning is not. At the core, we believe transformational learning practices revolve around "developing the full educational potential of each person", as outlined in Article X of the Montana Constitution. The Four Critical Questions of a Professional Learning Community outline the progression for collaboration, however, the aligned curriculum and differentiated instruction is best established by building level teams. They are likely to include at a minimum, student-centered learning, collaborative learning, experiential learning, problem-based learning, online learning, dual enrollment opportunities, internships, mastery based instruction and reporting, guaranteed and viable curriculums and a school-wide response to intervention.

For school systems to incorporate these changes, each level of influence needs to understand their role and commit to the processes of change. Boards need training to understand the difference between governance and management. The Superintendent is responsible for principal coaching, goal setting and visioning for the district. They must also understand the processes and stakeholders involved at each level and make the time to engage each. Principals are responsible for the Ten Effective Professional Leadership Standards centered on Student Learning as defined by the National Policy Board. <http://npbpa.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders-2015.pdf>. Finally, teachers are responsible for being willing to change and willing to invest in the process of growing their skills. They must also be willing to continually get "on board" despite a history of failed change efforts. Many have seen new Trustees come and go, Superintendents come and go and Principals who many times have too much on their plates to effectively devote time to support individual teacher professional growth. Although this seems overwhelming, it is possible and perseverance is what distinguishes good schools from "transformational" schools.

We also believe change is most effective when it is allowed to take on the personality of the individual school building. Practices (the how) can be different to fit the age and culture of staff and students in each building, as well as the leadership style of the building level principal. Principles (the what) do not have the same flexibility. We believe in growing the skills, talents and abilities of each child, so that they can fulfill their purpose in life. We believe great schools hold high expectations for both student academic work and student character. These principles are not open for debate. We also believe aligning instructional objectives as well as cultural norms are necessary for effective and enduring change. Recently we have adopted the concept of best work and best self. Is this your best work? Are you being your best self? These concepts apply to all staff and all students.



**ANALYZE EVIDENCE**  
Identify a Problem of Practice Based on Evidence

**ANALYZE IMPACT**  
Evidence and Metrics

Engaged Families and Communities

Organized Instructional System

*Our honor to grow skills, talents and abilities of each child so they can fulfill their purpose in life.*

**Mission/Passion Statement**

Focus on Student Learning

Effective Professional Leadership

Effective Professional Educators

Control and Supportive Learning Environment

**IMPLEMENT AND SUPPORT**  
What/Who/When Accountability

**DETERMINE A FOCUS**  
4 to 5 Goals Targeted in 90 Day Plan or SIP

The districts definition of proficiency as outlined in 20-9-311 (4) (d)

### **Bigfork School district #38 Definition of Proficiency**

- 1.) Proficiency is established when a student achieves the learning targets for each course or grade level.**

To elaborate, proficiency is established when a student achieves 70% of the learning targets for each course or grade level. The learning targets for each course or grade level are aligned with the content ordinarily covered by the instruction as determined by the school board using district assessments.

20-9-311. Calculation of average number belonging (ANB)

**(4)(d)** A school district may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under subsection (4)(a) or (4)(b) if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments. The ANB of a pupil under this subsection (4)(d) must be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

## Bigfork School District 38 2020-2021 Staff Calendar

| August 2020 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    |    |    |    |    | 1  |
| 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | *  |    |    |    |    |    |

| September 2020 |     |    |    |    |    |    |
|----------------|-----|----|----|----|----|----|
| S              | M   | T  | W  | T  | F  | S  |
|                |     | 1  | 2  | 3  | 4  | 5  |
| 6              | X   | 8  | 9  | 10 | 11 | 12 |
| 13             | 14  | 15 | 16 | 17 | 18 | 19 |
| 20             | 21  | 22 | 23 | 24 | 25 | 26 |
| 27             | PLC | 29 | 30 |    |    |    |

| October 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | X  | X  | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |

| November 2020 |     |    |    |    |    |    |
|---------------|-----|----|----|----|----|----|
| S             | M   | T  | W  | T  | F  | S  |
| 1             | 2   | 3  | 4  | 5  | EQ | 7  |
| 8             | 9   | 10 | 11 | 12 | 13 | 14 |
| 15            | PLC | 17 | 18 | 19 | 20 | 21 |
| 22            | 23  | 24 | X  | X  | X  | 28 |
| 29            | 30  |    |    |    |    |    |

| December 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    | 1  | 2  | 3  | ET | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | X  | X  | X  | X  | X  | 26 |
| 27            | X  | X  | X  | X  |    |    |

K- 12 School Day: 8:00 am - 3:20 pm  
Wednesday Late Start: 8:40 am - 3:20 pm

August 26th & 27th - Teacher In-Service Days  
August 31st - First Day of School  
September 7th - Labor Day  
September 28th - Teacher In-Service  
October 15th & 16th - MEA Days  
November 6th - End of 1st Quarter  
November 16th - Teacher Professional Development  
November 18th & 19th Parent Teacher Conferences  
November 25th, 26th, 27th - Thanksgiving Break  
December 4th - End of 1st Trimester  
December 21st - January 1st - Christmas Break  
January 22nd - End of 1st Semester  
February 15th - Teacher In-Service  
March 12th - End of 2nd Trimester  
March 22nd - 28th Spring Break  
April 9th - End of 3rd Quarter  
May 31st - Memorial Day  
June 16th - Last Day of School

- X No School
- \* First & Last Day of School 1:30 Release
- PLC Teacher Work Day/No School
- EQ End of Quarter
- ET End of Trimester
- PTC Parent Teacher Conference
- PLC Teacher Work Day/No School

| January 2021 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    |    | X  | 2  |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | EQ | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| February 2021 |     |    |    |    |    |    |
|---------------|-----|----|----|----|----|----|
| S             | M   | T  | W  | T  | F  | S  |
|               | 1   | 2  | 3  | 4  | 5  | 6  |
| 7             | 8   | 9  | 10 | 11 | 12 | 13 |
| 14            | PLC | 16 | 17 | 18 | 19 | 20 |
| 21            | 22  | 23 | 24 | 25 | 26 | 27 |
| 28            |     |    |    |    |    |    |

| March 2021 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | ET | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | X  | X  | X  | X  | X  | 27 |
| 28         | 29 | 30 | 31 |    |    |    |

| April 2021 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    | 1  | 2  | 3  |
| 4          | 5  | 6  | 7  | 8  | EQ | 10 |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 |
| 25         | 26 | 27 | 28 | 29 | 30 |    |

| May 2021 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | X  |    |    |    |    |    |

| June 2021 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | *  | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 | 31 |    |    |

## Transformational Learning Notes

MCA 20-9-327, MCA 20-9-311 (4) (d)

Montana Definition

A flexible system of pupil-centered learning that is designed to meet the Montana Constitutional mandate of "fully develop(ing) the educational potential of each person."

To Consider:

- Customize learning to address each pupil's strengths, needs and interests
- Continued focus on each pupil's proficiency over content
- Actively engaging each pupil in determining what, how, when and where learning occurs.

### Our Current Reality

Current Successes:

- ✓ Board Training (6 sessions of 3 hour boardsmanship workshop)
- ✓ Collaborative Administrative Team Training (Administrative coaching in Building School Culture and developing Curriculum & Instruction)
- ✓ Principals and Supervisors agreeing to same vision
  - \*possible need for Admin Meeting to review roles of each department Roles
- ✓ Tech Levy – planning for spending to be synced with learning objectives
- ✓ Transformational Learning Grant with option of permissive matching funds

Training taking place by building:

Elem

- Wonders
- Writing
- Ignite
- PLC Training
- Ignite Nation (Leadership Teams) and C&I Leadership Teams
- 

MS and HS

- Ignite Nation (Leadership Teams) and C&I Leadership Teams
- ELA
- PLC training
- Amin Training
- School Calendar change to include PLC time and Intervention time

Room for more success:

Elem- develop position for Aide Support and training

All- shared believes about "best self and best work"

All – TBRI training  
All- PLC norming  
All- more student engagement/goal setting  
HS – Internships  
All – student goal setting  
All – Better teacher recruitment and retention  
All - Pass M/O Levy

#### **Opportunities to consider:**

Extension Opportunities to balance Intervention times in schedule  
Teacher passion driven – Teacher picked and district funded. From guitar to robotics.  
Gives teacher an opportunity to engage in their passion and students an opportunity to explore something different.

Understanding and appreciation of the reality of changing some traditions.

    Tying a shoe – youtube video

Students and parents understanding the why.

Rooted in values/mission/vision

    The WHY constantly being reinforced

Changes to the system and classroom

    Changes outlined in Code

1. New definition of proficiency
2. Proficiency adopted in Policy
3. Used in content, promotion, grades and graduation

Create a strategic plan

1. Transformational learning plan with defined criteria for each participating student
2. Embedded community-based, experiential, online and work based learning opportunities that incorporate blended learning.
3. Equality of educational opportunities for participation by all pupils of that district.

#### **Organizational change**

Shifts in learning, teaching and assessment

Better Lesson Domains of importance from Left to Right.

Blended Learning is Tech plus Humans = Personalization

(Intentional, Strategic Design)

How, why and when does the tech enhance/extend learning Vs. When is tech getting in the way.

Notes

Immunity to Change – Book

Leadership on the Line – Page 31

"When exercising leadership, you risk getting marginalized, diverted, attacked, or seduced...When people resist adaptive work, their goal is to shut down those who exercise leadership in order to preserve what they have."

The Human Side of School Change

A focus on proficiency is changing how we teach (can be a threat to teachers) and how we learn (can be a threat to learners).

"...threat occurs not only if a principal condemns a teacher's methods as outmoded and inadequate, for example, but simply if (s/he) endorses and supports a new and different approach. This alone is enough to redefine proficiency"

What does it take to make change happened

5-15% after one-off workshops

85-95% of the time when ongoing instructional coaching is provided – Corwin

Design Studio Day 1 Define and Explore

Design Studio Day 2 Explore and Build

2 week cycles for teachers learning student centered approach.

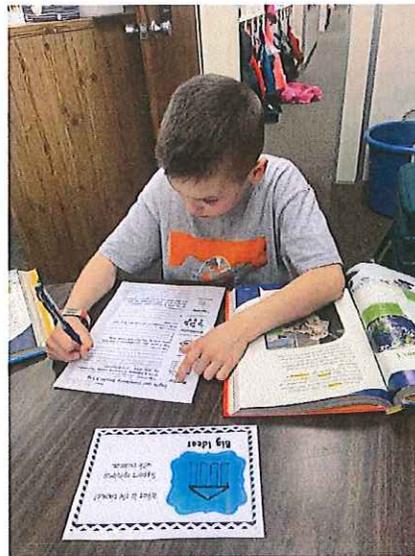
Approach for Experienced Novice teachers – Not feeling shame, don't want to feel inexperienced. Encourage to take small steps.

Encourage teachers to have students work collaboratively or other instructional low hanging instructional change fruit.

## Billings School District #2



### Transformational Learning Grant - FY2020 Annual Report Contents



**Annual Report - Billings School District #2 Elementary District (0965)**

**Annual Report - Billings School District #2 High School District (0966)**

### Background and Testimonials

**Kaplan's Depth and Complexity Tools and Prompts**

**Transformational Learning Presentation to Legislators - Slide Show**  
**Video Link: [Transformational Learning Grant - Billings School District #2](#)**



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As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

| <b>SECTION 1 REQUIRED</b>   |   |
|---|---|
| District Name   | Billings School District #2   |
| LEA #   | 0965  |
| First Name Submitter  | Kim   |
| Last Name Submitter   | Anthony   |
| Email   | anthonyk@billingssschools.org   |
| Phone Number  | 406-281-5144  |
| <b>SECTION 2 REQUIRED</b>   |   |
| <b><i>A report of progress toward measurable objectives under the school district's transformational learning plan.</i></b> |   |
| Measurable Objective for your Transformational Learning Plan  | To train 157 teachers to utilize content materials by changing tasks to be more rigorous through depth and complexity and problem solving by the end of August 2020.  |
| Progress Made   | June 2 – 5, 2020 Lisa Van Gemert will train up to 157 teachers on the concepts of Depth and Complexity.   |
| Measurable Objective for your Transformational Learning Plan  | To focus on student growth of high-performing students utilizing transformational learning practices where 80% of our gifted and talented students meet proficiency standards by the end of each school year. |
| Progress Made   | This year's Quest students proficiency assessed in May 2020.  |

|  |  |
|--|--|
| Measurable Objective for your Transformational Learning Plan   | To maintain serving 5% of our students who qualify for the gifted and talented program each year. Research indicates 5% of any district's students should meet the qualifications of gifted and talented.  |
| Progress Made  | Spring 2020 identification of gifted and talented students will be finalized for the new school year. As of right now, we have 5.4% of our students qualifying for the gifted and talented program.  |
| Measurable Objective for your Transformational Learning Plan   |  |
| Progress Made  |  |
| <i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i> |  |
| Proposed Increase in FTE   | 83.0   |
| Proposed Decrease in FTE   | 0.00   |
| Rational for Changes in FTE  | Our goal is to train all K-8 teachers on depth and complexity as an instructional strategy. This year's 157 FTE were chosen because they either had a large population of gifted and talented students to begin with or they had very few students because of under identification of gifted students. Next year, we will add an additional 83 FTE to meet the needs of a larger population of students. |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b>   |  |
| Implementation Location  | All schools  |
| Number of Students Served & Grade Levels   | Elementary – 341 students; Middle School – 205 students  |
| The Challenges Faced   | Our biggest challenge is finding enough subs for us to provide professional development for our teachers. In a large district, ensuring that all share the same vision is difficult. With an educational staff of 1,174 teachers (K-12), it takes time, mentoring and coaching to bring all staff onboard in learning, practicing, and implementing a change in educational practices.                   |
| Lessons Learned  | Depth and complexity strategies help all children see a broader, more complex view of curricular content. Those classroom teachers who   |

|   |  |
|---|--|
|   | have attended depth and complexity training see the impact of the strategies on all students.  |
| Adjustments for Next Year   | We do not plan on making any adjustments at this time. Once we have a full year of implementation in place, we will evaluate the data and survey teachers on the challenges, success, roadblocks, and other issues, and then determine what adjustments we need to make. |
| Expansions Planned  | We will add an additional 83 educators if we receive additional funds.   |
| Reductions Planned  | None planned.  |
| A summary of the New Story your district is telling around transformational learning and any testimonials | The professional development for the depth and complexity strategies occurs this summer 2020. As we begin implementation in the fall, we will begin sharing our transformational learning story.   |

Video of our transformational learning plan: [Transformational Learning Grant - Billings School District #2](#)

Kaplan's Depth and Complexity Tools and Chart

Testimonials



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2020

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As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

### SECTION 1 REQUIRED

|                      |  |
|----------------------|--|
| District Name        | Billings School District #2  |
| LEA #                | 0966   |
| First Name Submitter | Kim  |
| Last Name Submitter  | Anthony  |
| Email                | <a href="mailto:anthonyk@billingschools.org">anthonyk@billingschools.org</a> |
| Phone Number         | 406-281-5144   |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

### SECTION 2 REQUIRED

|  |   |
|--|---|
| Measurable Objective for your Transformational Learning Plan | To train 157 high school teachers (Advanced Placement, Science, Social Studies, English teachers in year 1) to utilize content materials by changing tasks to be more rigorous through depth and complexity, and problem solving by the end of August 2020                              |
| Progress Made  | June 2-5, 2020 Lisa Van Gemert will train up to 157 teachers on the concepts of Depth and Complexity  |
| Measurable Objective for your Transformational Learning Plan | To focus on student growth utilizing transformational learning strategies where our high school students score letter grade C or better on report cards by the end of each school year. Year 1 we will review AP, Science, Social Studies and English grades of students who are taught |

|  |  |
|--|--|
|  | by teachers implementing depth and complexity strategies into their lessons.   |
| Progress Made  | Implementation begins next school year after our summer 2020 staff professional development.   |
| Measurable Objective for your Transformational Learning Plan                             |  |
| Progress Made  |  |
| Measurable Objective for your Transformational Learning Plan                             |  |
| Progress Made  |  |
|  | <i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i> |
| Proposed Increase in FTE   | 83.0 FTE   |
| Proposed Decrease in FTE   | 0.00   |
| Rational for Changes in FTE  | Our goal is to train all 9-12 teachers on depth and complexity as instructional strategies. This year's 157 FTE were chosen because they work with large populations of gifted and talented students and/or they work in subjects that would greatly benefit from the depth and complexity instructional strategies.   |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b> |  |
| Implementation Location  | All 9-12 high schools  |
| Number of Students Served & Grade Levels   | 3,800  |
| The Challenges Faced   | Our biggest challenge is finding enough subs for us to provide professional development for our teachers. In a large district, ensuring that all share the same vision is difficult. With an educational staff of 1,174 teachers (K-12) it takes time, mentoring, and coaching to bring all staff onboard in learning, practicing, and implementing a change in educational strategy.                                  |
| Lessons Learned  | Depth and Complexity strategies help all children see a broader, more complex view of curricular content. Those classroom teachers who   |

|   |  |
|---|--|
|   | <p>have attended depth and complexity training see the impact of the strategies on all students.</p>   |
| <p><b>Adjustments for Next Year</b></p>   | <p>No adjustments are planned until we have one full year of implementation in place. We will evaluate the implementation throughout next year, learning from teachers on the challenges, successes, roadblocks and other issues, and then determine what adjustments we need to make.</p> |
| <p><b>Expansions Planned</b></p>  | <p>To add an additional 83 educators with training in Depth and Complexity strategies.</p>   |
| <p><b>Reductions Planned</b></p>  | <p>None planned.</p>   |
| <p><b>A summary of the New Story your district is telling around transformational learning and any testimonials</b></p> | <p>The professional development for the Depth and Complexity strategies occurs this summer. As we begin implementation in the fall, we will begin sharing our transformational learning story.</p>   |

Video of our transformational learning plan: [Transformational Learning Grant - Billings School District #2](#)

Kaplan's Depth and Complexity Tools and Chart

Testimonials from gifted and talented students who currently utilize depth and complexity learning strategies, a transformational learning model.

## **Billings School District #2**

### **Testimonials from Students Currently Benefiting from Transformational Learning**

#### **Background**

Throughout this grant, we are committed to providing opportunities that engage students in advanced content through depth and complexity strategies that enhance critical thinking and allow students to engage in productive struggles. Though our initial focus is on our students who qualify as gifted and talented, our goal is to engage all students in higher order skills and transformational learning.

Through our QUEST program (a program for students who identify as gifted and talented), students in grades 1-5 engage in transformational learning on a weekly basis. Our students immerse themselves in a unit of study in which students focus on the development of intellectual skills, intellectual curiosity, independence, and responsibility while encouraging originality and creativity. Our students interact with role models, community resources and professionals in a field, implementing place based education to pursue knowledge about real world issues and pursue solutions taking into account unintended consequences.

Students also explore their own areas of interest focusing on personal strengths and understanding advantages of team strengths. Each student focuses on their personal learning plan, strength based learning, social and emotional education, leadership, and depth and complexity.

The QUEST students participate in transformational learning only one day a week. Our goal is to train and assist teachers to enrich students' perspectives on the content by facilitating rich experiences every single day in their regular classroom. This allows deeper thinking and more complex tasks for not only our QUEST students, but for ALL students.

#### **Student Perspective**

"I love coming to QUEST because of all the fun, yet serious things we do on environmental problems. I like the people we get to meet (experts)."

Fifth Grade Student, Meadowlark Elementary School



“Quest is challenging and can be difficult but normal school is almost always easy. Quest is not easy. When I finish something hard it is more satisfying than if I complete something easy.” Third Grade Student, Big Sky Elementary School



Students work with Randy Hafer, architect and co-owner of High Plains Architecture, at the Urban Frontier House. Students are studying sustainability practices in the Billings region.

Students discuss the purpose of a plant atrium located inside the Urban Frontier House. They learned it is used for cleaning the home's air.



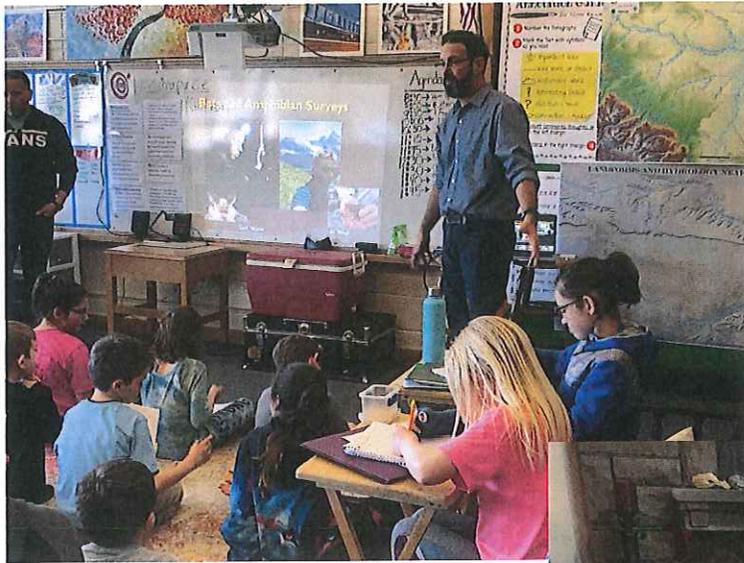
“What’s different about Quest is it’s more fun and we get to learn so many cool things we might need to know later on. They do challenge us with different ways to think or look at something. We’re Quest creatives and I love it!”  
Fifth Grade Student, Meadowlark Elementary School

“I like that in Quest I learn things I didn’t know before. For example, I didn’t know almost anything about the bioregion and in third grade I knew nothing about the Moss Mansion.”  
Fourth Grade Student, Big Sky Elementary School

Students in Quest learn a complex topic while incorporating a variety of subjects. For example,

“I love to come to Quest because we don’t just study basic subjects; math, reading, language, and art, we study some of these things with fun things like Bioregions and the rims field trips about nature and just things that you don’t usually learn.”

This student actually incorporated all the basic subjects - math, reading, language, science, and art while learning about bioregions through exploration of places in the student’s own community.



Students investigate turtles as bio-indicators. Kayhan Ostevar, Associate Professor of Biology and Environmental Science at Rocky Mountain College, demonstrates radio telemetry.

Students explore using puppets to build PSAs about the importance of bioindicators with Rocky Mountain Associate Professional, Jayme Green, and his theater arts students.



Finally, this student sums up the benefits of a curriculum rich in depth and complexity.

“I like coming to Quest because it challenges you to do things that are out of the box. It changed my life forever. I love how we are changing the world every day by studying the world every day. Quest is different from my classroom because my normal class doesn’t really challenge me as much as Quest does, and we don’t really change the world at all. We are just normal kids when we are in our normal classroom. But when I’m in Quest I feel special and I feel like I’m doing something right for once. I also love how we do such eco-friendly projects.

Thank you for the opportunity to expand this learning strategy across our district.

*Kim Anthony*

# KAPLAN'S DEPTH AND COMPLEXITY TOOLS

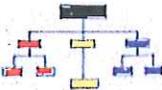
Depth and complexity tools were developed by Professor Sandra Kaplan following extensive research into what types of knowledge distinguished experts in a field of study from those with only a surface level of knowledge. Broadly speaking, expert knowledge can be categorized in two ways – depth: deep understanding of the content of the field; and complexity: scholarly insights into the connections across time, people and disciplines.

Deep understanding is achieved by investigating language, details, patterns, rules, trends, unanswered questions, ethics, and big ideas which form the content of the topic.

Complex understanding is achieved by investigating how the topic/field has changed over time, different perspectives held, and how the topic links to and connects with other disciplines.

To enable teachers and students to quickly identify the types of thinking needed, a set of icon prompts were developed to accompany the tools. (See next page for the icons and summary of each tool.)

# Depth & Complexity Iconic Prompts

|                                   | <b>Icon</b>   | <b>Definition</b>  | <b>Example</b>  |
|-----------------------------------|---|--|---|
| <b>Language of the Discipline</b> |    | What vocabulary terms are specific to the content or discipline?   | Tools<br>Jargon<br>Icons<br>Acronyms<br>Special phrases<br>Terms<br>Slang<br>Abbreviations  |
| <b>Details</b>                    |    | What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.   | Parts<br>Factors<br>Attributes<br>Variables<br>Distinguishing Traits  |
| <b>Patterns</b>                   |    | What elements reoccur? What is the sequence or order of events? Make predictions based on past events.   | Predictability<br>Repetition  |
| <b>Trends</b>                     |    | Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time  | Influence<br>Forces<br>Direction<br>Course of Action<br>Compare, Contrast and Forecast  |
| <b>Rules</b>                      |    | What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?  | Structure<br>Order<br>Reasons<br>Organization<br>Explanation<br>Classification<br>"Because..."  |
| <b>Ethics</b>                     |  | What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?                                      | Values<br>Morals<br>Pro and Con<br>Bias<br>Discrimination<br>Prejudice<br>Judging<br>Differing Opinions<br>Point of View<br>Right and Wrong<br>Wisdom |
| <b>Big Ideas</b>                  |  | What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea? | Draw conclusions based on evidence<br>Make generalizations<br>Summarize<br>Theory<br>Principle<br>Main Idea   |
| <b>Unanswered Questions</b>       |  | What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?   | Missing Parts<br>Incomplete Ideas<br>Discrepancies<br>Unresolved issues<br>Ambiguity  |
| <b>Changes over Time</b>          |  | How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?   | Connecting points in time<br>Examining a time period<br>Compare and Contrast  |
| <b>Across the Disciplines</b>     |  | Relate the area of study to other subjects within, between, and across disciplines.  | Connect<br>Associate<br>Integrate<br>Link Ideas<br>Cross-Curricular study   |
| <b>Multiple Perspectives</b>      |  | How would others see the situation differently?  | Different roles and knowledge<br>Opposing viewpoints  |

# TRANSFORMATIONAL LEARNING

**Billings School District #2**

# TRANSFORMATIONAL LEARNING IN OUR QUEST PROGRAM

**-Our students who qualify for QUEST, our gifted and talented program, immerse themselves in a unit of study in which students focus on the development of intellectual skills, curiosity, independence, and critical thinking while encouraging originality and creativity.**

**-Our students interact with role models, community resources, and professionals in a field, implementing place-based education to pursue knowledge about real-world issues and solutions, taking into account unintended consequences.**

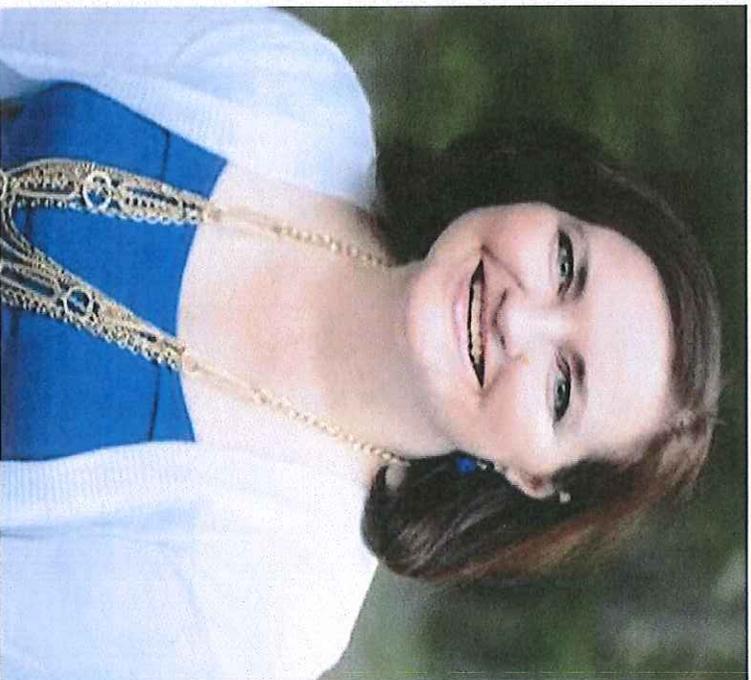
# **TRANSFORMATIONAL LEARNING IN ALL CLASSROOMS**

**-Using strategies from the QUEST program, we will train teachers to effectively use higher level thinking strategies such as the Depth and Complexity Framework in June 2020**

**-Increase the rigor for all students in all subjects daily**

# Gifted Guru

[Home](#) [About](#) [Speaking](#) [Books](#) [Resources](#) [Free Downloads](#) [Shop](#) [Contact](#)



Lisa Van Gemert, the Gifted Guru, will train teachers in utilizing the concept of Depth and Complexity to **transform** ways of thinking and increase **rigor** in all subject areas for **ALL STUDENTS**.

The goal of rigor is helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

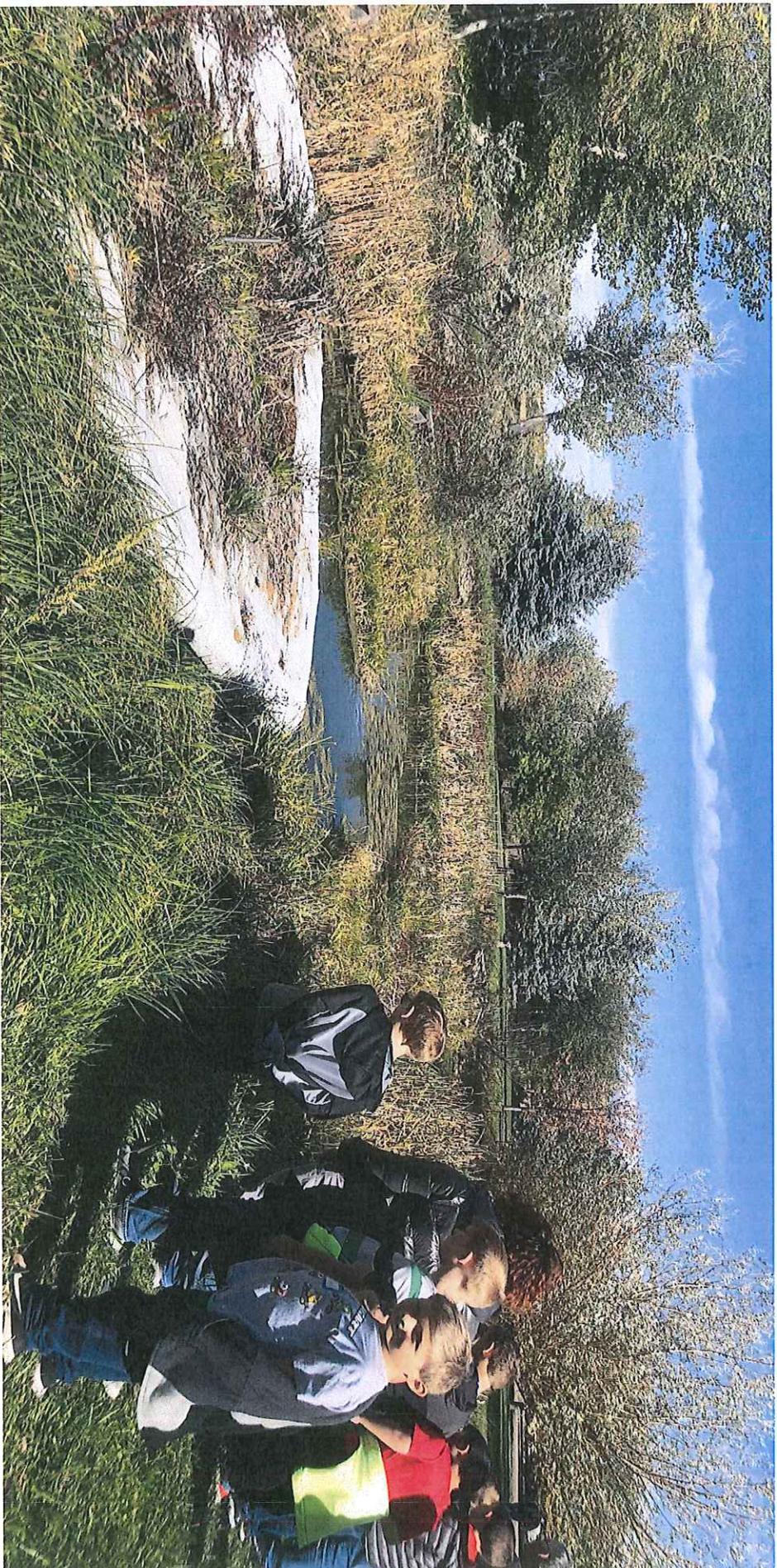
# Depth & Complexity Iconic Prompts

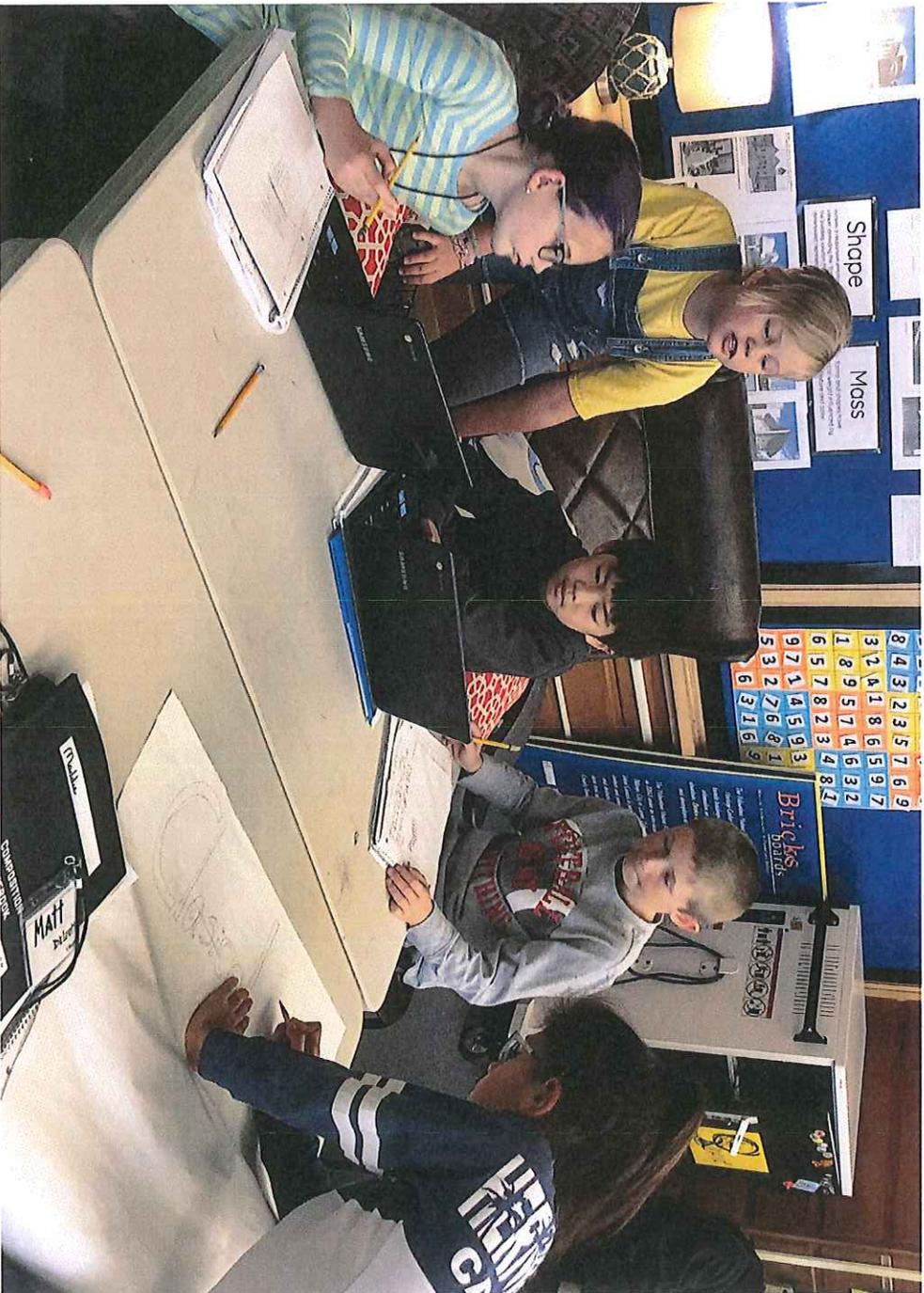
|                                   | <i>Icon</i>   | <i>Definition</i>  | <i>Example</i>   |
|-----------------------------------|---|--|--|
| <b>Language of the Discipline</b> |  | What vocabulary terms are specific to the content or discipline?   | <b>Tools</b><br>Jargon<br>Icons<br>Acronyms<br>Special Phrases<br>Terms<br>Slang<br>Abbreviations  |
| <b>Details</b>                    |  | What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.   | <b>Parts</b><br>Factors<br>Attributes<br>Variables<br>Distinguishing Traits<br>Predictability<br>Repetition  |
| <b>Patterns</b>                   |   | What elements reoccur? What is the sequence or order of events? Make predictions based on past events.   | <b>Influence</b><br>Features<br>Course of Action<br>Compare, Contrast<br>and Forecast  |
| <b>Trends</b>                     |    | Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time.   | <b>Structure</b><br>Order<br>Reasons<br>Organization<br>Explanation<br>Classification<br>"Because...."   |
| <b>Rules</b>                      |    | What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?  | <b>Values</b><br>Morals<br>Pro and Con<br>Bias<br>Discrimination<br>Prejudice<br>Right and Wrong<br>Differing Opinions<br>Point of View<br>Right and Wrong<br>Wisdom |
| <b>Ethics</b>                     |    | What moral principles are involved in this subject? What controversies emerge from a study of this topic?  | <b>Draw conclusions based on evidence</b><br>Make generalizations<br>Summarize<br>Theory<br>Principle<br>Main Ideas  |
| <b>Big Ideas</b>                  |    | What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea? | <b>Missing Parts</b><br>Investigate<br>Discrepancies<br>Unresolved Issues<br>Ambiguity   |
| <b>Unanswered Questions</b>       |    | What information is unclear, ambiguous, or missing? What evidence do you need? What has not yet been proven?   | <b>Connecting points in time</b><br>Examining a time period<br>Compare and Contrast  |
| <b>Changes over Time</b>          |    | How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?   | <b>Connect</b><br>Associate<br>Integrate<br>Link Ideas<br>Cross-Curricular study   |
| <b>Across the Disciplines</b>     |    | Relate the area of study to other subjects within, between, and across disciplines.  | <b>Different roles and knowledge</b><br>Opposing viewpoints  |
| <b>Multiple Perspectives</b>      |    | How would others see the situation differently?  |  |

**International artist and sculptor, Sherri Cornett, working with students to create a piece of art reflecting the student's interpretation of our local bio-region.**



**Floating Islands International demonstrating sustainability, quality of local water, and maintaining local ecosystems using**



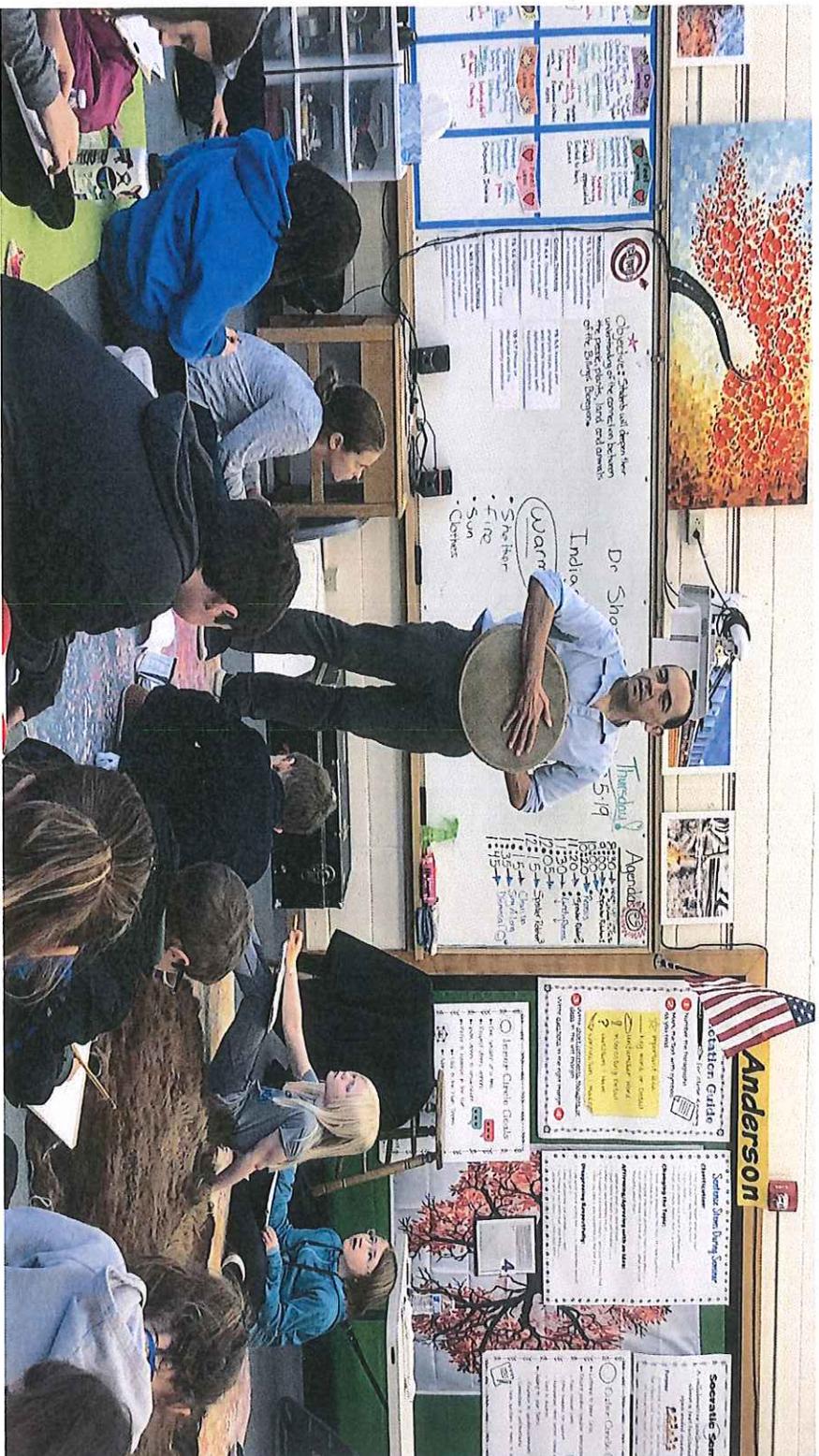


**Students working on trends and change over time of landfills.**

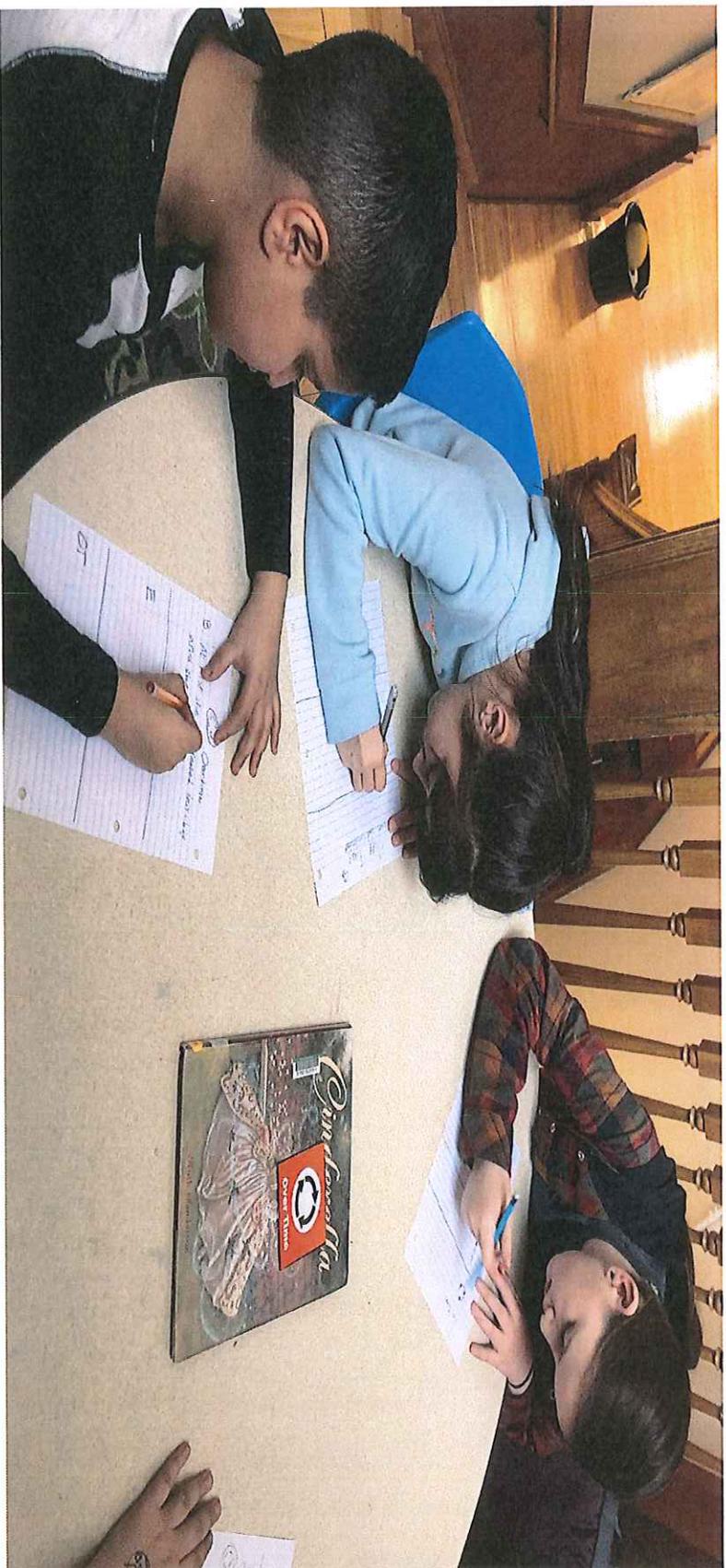


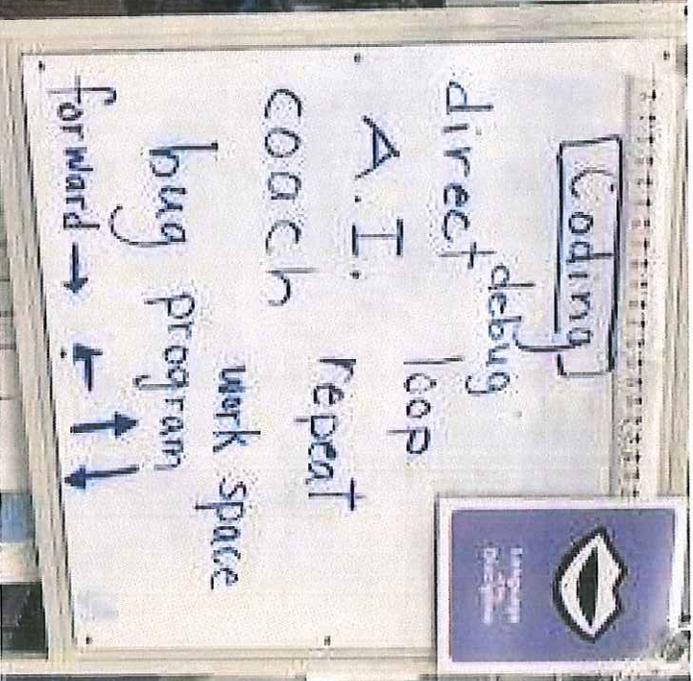
**Students  
deliberating on  
the rules for  
classification of  
invasive species  
using  
Language of  
the Discipline.**

# Dr. Shane Doyle presenting on sustainability from an Indigenous perspective.



**Students debating whether *Cinderella* was treated ethically or unethically**





Students writing code  
for computer  
programming using  
Language of the  
Discipline.

# Mind mapping Earthquakes using Details and Language of the Discipline



**Ribbon cutting ceremony with first and second grade designers, Greg Upham, Superintendent of Billings School District 2, and Bill Cole, Mayor of Billings.**



**Opening of Primrose Park playground designed by first and second graders.**



**Thank  
you!**

## Billings Covid-19 Update

Well, as you might expect COVID did put us a little behind where we wanted to be, but here is what we have planned.

We have contracted with Corwin Professional Learning to provide training on John Hattie's Visible Learning research as a framework for success. The first training will take place on August 17-18 and will involve one high school, 3 middle schools, and our elementary curriculum staff. Then throughout the year the will continue to do school audits as well as continue to provide onsite training.

In addition, we will continue to utilize this information for our QUEST program.



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 21, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

### SECTION 1 REQUIRED

|                      |                               |
|----------------------|-------------------------------|
| District Name        | Conrad High School            |
| LEA #                | 0675                          |
| First Name Submitter | Sean                          |
| Last Name Submitter  | Beddow                        |
| Email                | sean.beddow@conradschools.org |
| Phone Number         | (406) 278-5521                |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

### SECTION 2 REQUIRED

|  |  |
|--|--|
| Measurable Objective for your Transformational Learning Plan | Organizing current and increasing certification pathways for students enrolled in the Trades Academy with a focus on Health Sciences |
| Progress Made  | Developing   |
| Measurable Objective for your Transformational Learning Plan | Explore creative, innovative means of increasing financial revenues to meet expanding student needs                                  |
| Progress Made  | Developing   |
| Measurable Objective for your Transformational Learning Plan | 5% increase in dual enrollment participation, 5% increase in internships, OTJ training, and career exploration                       |
| Progress Made  | Developing   |

|  |   |
|--|---|
| Measurable Objective for your Transformational Learning Plan   | Utilize student interest based curriculum to develop and implement new courses and entrepreneurial opportunities for students.  |
| Progress Made  | Developing  |
| <i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i> |   |
| Proposed Increase in FTE   | 0.00  |
| Proposed Decrease in FTE   | 0.00  |
| Rational for Changes in FTE  | N/A   |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b>   |   |
| Implementation Location  | Conrad HS   |
| Number of Students Served & Grade Levels   | 9th Grade-40  |
|  | 10th Grade-37   |
|  | 11th Grade-39<br>12th Grade-20  |
| The Challenges Faced   | Identifying and prioritizing areas of focus   |
| Lessons Learned  | Change is hard and takes time   |
| Adjustments for Next Year  | Currently developing  |
| Expansions Planned   | Increasing and improving Trades Academy opportunities, adjusting student learning platforms to more consistently support individualized standards based proficiency. Implementing pacing guides to help ensure student success. |
| Reductions Planned   | N/A   |
| A summary of the New Story your district is telling around transformational learning and any testimonials  | Adjusting our Personalized Learning Model to meet the needs of our district and community by implementing accountability and intervention systems to ensure success of all our students.  |

Charts, graphs, photographs, quotes, baseline data, etc., are encouraged as inclusion in your annual report.



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 21, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

### SECTION 1 REQUIRED

|                      |                               |
|----------------------|-------------------------------|
| District Name        | Conrad Elementary             |
| LEA #                | 0674                          |
| First Name Submitter | Sean                          |
| Last Name Submitter  | Beddow                        |
| Email                | sean.beddow@conradschools.org |
| Phone Number         | (406) 278-5521                |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

### SECTION 2 REQUIRED

|  |   |
|--|---|
| Measurable Objective for your Transformational Learning Plan | Increasing the number of students participating in individualized, leveled learning plans..   |
| Progress Made  | Developing  |
| Measurable Objective for your Transformational Learning Plan | Explore creative, innovative means of financial revenues to meet expanding student needs  |
| Progress Made  | Developing  |
| Measurable Objective for your Transformational Learning Plan | Adjusting current curriculum and standards to provide the students with multiple opportunities to demonstrate that they have met proficiency standards of the district. |

|   |  |
|---|--|
| Progress Made   | Developing   |
| Measurable Objective for your Transformational Learning Plan  | Ensure career exploration opportunities are provided on a monthly basis K-12.  |
| Progress Made   | Developing   |
| <p><i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i></p> |  |
| Proposed Increase in FTE  | 8.30   |
| Proposed Decrease in FTE  | 0.00   |
| Rational for Changes in FTE   | Increasing participating FTE to include our entire primary elementary school (Meadowlark School) and hiring unfilled SPED teacher to help increase transformational learning opportunities for our IDEA qualified students.  |
| <p><b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b></p>   |  |
| Implementation Location   | Meadowlark school, Utterback School, Conrad High School 7-8  |
| Number of Students Served & Grade Levels  | <ul style="list-style-type: none"> <li>Kindergarten-39 students</li> <li>First- 42 students</li> <li>Second-43 Students</li> <li>Third-39 Students</li> <li>Fourth-33 Students</li> <li>Fifth-34 students</li> <li>Sixth-45 students</li> <li>Seventh-34 students</li> <li>Eighth-46 students</li> </ul> |
| The Challenges Faced  | Identifying areas of focus   |
| Lessons Learned   | Change is hard and takes time  |
| Adjustments for Next Year   | Currently developing   |
| Expansions Planned  | Increasing the individualized education plan time in elementary schools by 5 hours per week.   |

|  |  |
|--|--|
|  | Increasing elective opportunities for 7-8 students and adjusting to an 8 period day to increase flexibility to develop individualized opportunities for transformational learning.   |
| <b>Reductions Planned</b>  | N/A  |
| <b>A summary of the New Story your district is telling around transformational learning and any testimonials</b> | K-8 will offer multiple opportunities to share our story with the community and stakeholders. An example is via DaVinci Night, Open Houses, and Struttin' Our Stuff to showcase students' personalized projects and proficiency demonstrations. Students have been provided more field trip opportunities to enhance hands on learning and skills development. |
|  |  |

Charts, graphs, photographs, quotes, baseline data, etc., are encouraged as inclusion in your annual report.



# Transformational Learning Grant

## Evergreen School District

### ANNUAL REPORT ~ Fiscal Year 2020

| <b>SECTION 1 REQUIRED</b>  |   |
|--|---|
| <b>District Name</b>   | Evergreen School District   |
| <b>LEA #</b>   | 0339  |
| <b>First Name Submitter</b>  | Laurie  |
| <b>Last Name Submitter</b>   | Barron  |
| <b>Email</b>   | lbarron@evergreensd50.com   |
| <b>Phone Number</b>  | 406-751-1111  |
| <b>SECTION 2 REQUIRED</b>  |   |
| <b>Measurable Objective for your Transformational Learning Plan</b>  | See attached  |
| <b>Progress Made</b>   | See attached  |
| <b>Proposed Increase in FTE</b>  | 0.00  |
| <b>Proposed Decrease in FTE</b>  | 0.00  |
| <b>Rational for Changes in FTE</b>   | N/A   |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b>                         |   |
| <b>Implementation Location</b>   | Evergreen School District   |
| <b>Number of Students Served &amp; Grade Levels</b>  | <ul style="list-style-type: none"> <li>Approximately 704 students, grades PK-8</li> </ul>   |
| <b>The Challenges Faced</b>  | <ul style="list-style-type: none"> <li>Common Language</li> <li>Common Expectations for Curriculum and Instruction</li> <li>Time for Collaboration</li> </ul>                     |
| <b>Lessons Learned</b>   | <ul style="list-style-type: none"> <li>Need to Develop and Support More Teacher Leadership</li> <li>Need for Teacher Support When Implementing New Ideas or Approaches</li> </ul> |
| <b>Adjustments for Next Year</b>   | <ul style="list-style-type: none"> <li>Deeper Focus on Personalized Learning in Early Release Days and Semester Planning Days</li> </ul>  |
| <b>Expansions Planned</b>  | <ul style="list-style-type: none"> <li>All 58 Teachers Already Included</li> </ul>  |
| <b>Reductions Planned</b>  | <ul style="list-style-type: none"> <li>None—Working to Ensure Sense of Ownership by All</li> </ul>  |
| <b>A summary of the New Story your district is telling around transformational learning and any testimonials</b> | See attached  |

Charts, graphs, photographs, quotes, baseline data, etc., are encouraged as inclusion in your annual report.



**Evergreen School District**  
**Transformational and Personalized Learning Overview**  
**2019-2020**

**Overview of Process**

- 1. Implemented Plan for Coaching for All (in year four; 6 administrators; 21 teachers)**
  - a. 2016-2017 (3 administrators)
  - b. 2017-2018 (4 administrators and 4 teachers)
  - c. 2018-2019 (4 administrators and 11 teachers)
  - d. 2019-2020 (4 administrators and 6 teachers)
  - e. 2020-2021 with Transformational Learning Grant (2 administrators and 13 teachers)
- 2. Implemented Five Year Professional Learning Plan (in year two)**
  - a. 2018-2019  
Instruction: Differentiation  
Assessment: Using Formative Assessment to Adjust Instruction
  - b. 2019-2020  
Instruction: Effective Lesson Planning  
Assessment: Diagnostic Assessments
  - c. 2020-2021  
Instruction: Grouping Strategies  
Assessment: Summative Assessments
  - d. 2021-2022  
Instruction: Higher Order Thinking Skills  
Assessment: Balanced Assessments
  - e. 2022-2023  
Instruction: High Expectations  
Assessment: Effective Teacher Commentary
- 3. Implemented District-wide Instructional Coach (in year two)**
  - a. Mentor and Coach Teachers
  - b. Provide New Teacher Support
  - c. Lead Professional Development
  - d. Support Curriculum, Instruction, and Assessment
- 4. Implementing Transformational Personalized Learning Plan (in year one)**
  - a. Measurable Objectives for Transformational Learning Grant (2019-2023)
    - i. District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning
      1. Yearly Professional Learning Focus (58 Teachers)
        - a. Early Release Once per Month
        - b. Semester Planning Days
        - c. Analyzing Student Data to Design School Improvement Plans
      2. Yearly Design Studio and Coaching (voluntary teachers each year)
    - ii. School-wide Support for Personalized School Learning Environments
    - iii. Teacher Support for Personalized Classroom Learning Environments
      1. Teachers Participating in District-wide Design Studio and Coaching (voluntary)
      2. All Teachers (58)

## **Evergreen School District Transformational and Personalized Learning**

The Evergreen School District in Kalispell, Montana serves approximately 700 students in grades preschool through 8th grade. Our district is comprised of three schools: East Evergreen Elementary School - serving preschool through 4th grade students, Evergreen Junior High School - serving 5th grade through 8th grade students, and Crossroads - serving kindergarten through 8th grade students. We employ 66 certified staff members and 67 classified staff members.

As the second largest K-8 district in the state and one of the largest unincorporated communities in Montana, we are working to meet the individual needs of each student so that he or she is prepared for success in high school and beyond. Due to the high number of students in our district who qualify for free lunch (97% at the elementary school and 81% at the junior high school), 100% of our students are offered free breakfast and free lunch each day through the federal Community Eligibility Provision program.

Over the last five years, we have witnessed a strong need for more personalized learning opportunities for students, particularly as our density of needs continues to increase. During this time, our student population has decreased by approximately 8% while our students identified as eligible for special education services has increased by approximately 3.5% during that same time period. Now more than ever, using the same approach for all students is simply not effective; we must personalize learning for each student if we are going to improve outcomes for these students. As more students come to us with individualized education plans, either formally with an IEP or more informally based on their individual needs, we have found that we must transform our overall instruction and assessment plan in order to better meet those specific student needs. By focusing on intentional and targeted professional learning for teachers, we know that we can transform our instruction and assessment practices to truly personalize learning for each student.

The ultimate goal of our district is to affect student learning and achievement by supporting teachers with instruction and assessment. Through our district's five year improvement plan, we have identified 10 specific areas relating to instruction and assessment as our focus for the next five years. Each area relating to instruction and assessment was chosen based on our district's overall need for common language and expectations around instruction and assessment as well as increased student achievement. As common language and expectations are put in place in our district, we also identified a need for staff members to participate in professional learning and common collaborative planning time as well as to have support in their own content areas to build knowledge, capacity, and individualized plans to better support their students.

Student learning and achievement is affected by our long range plan through personalized learning taking place in each classroom. Staff members have been tasked with reflecting on their own instruction by creating differentiated lessons through multiple strategies and creating effective daily lesson plans that target specific learning strategies in order to increase individual student participation and achievement.

Through consistent and ongoing support of teachers, our goal is that teachers will be better prepared and supported to then truly personalize learning for students. As we focus on ensuring teachers have the necessary knowledge and skills to effectively differentiate and carefully lesson plan for that differentiation, for example, we ensure that students receive a transformational and personalized learning experience. Using their skills honed through professional learning and collaboration, teachers are more effectively implementing personalized learning opportunities through flexible seating, student choice and voice, and effective opportunities for pre-teaching, re-teaching, and re-doing in order to ensure that students learn content standards and are able to apply that knowledge (and not simply have exposure to standards). Further, by providing students with connection and extension classes based on their very specific individual needs identified through our Multi-Tiered Systems of Support (MTSS) while also allowing fluid, flexible grouping for students to move in and out of classes based on need (and not simply time on task), we are taking steps to truly personalize the learning experience for each student. As we improve personalized learning experiences for students, we are also seeing improvements in students' and teachers' relationships with each other, students' relationships with peers, and teachers' relationships with families, as we continue to build and support a culture and community that values and supports an individual learning path for each student.

Our district has also transitioned special education students into inclusive co-teach classrooms and worked to ensure students' perceptions and suggestions are an active part of our continuous improvement process. Approximately 91% of students with disabilities spend approximately 80% or more of each day in general education; 99% of students with disabilities spend more than 40% of each day in general education; and 100% of students with disabilities have opportunities to be with their typically developing peers each day (Unified Special Olympics Team, shared recesses and specials classes, classroom buddy reading, accompanying the co-teacher for shared lessons). Our growth in reading/English/language arts and math is surpassing the growth of the state, we are above the state in math achievement, and we are closing the achievement gap for vulnerable populations.

| Evergreen School District Instructional Coaching |                       |                     |             |             |             |             |
|--|-----------------------|---------------------|-------------|-------------|-------------|-------------|
|  | BetterLesson Coaching | 2017 - 2018         | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
| East Elementary School                           | PS                    | Dawn Black          |             |             |             |             |
|  | EK                    | Lisa Lake           |             |             |             |             |
|  | K                     | Suzanne Johnstone   |             |             |             |             |
|  | K                     | Carrie Jones        |             |             |             |             |
|  | K                     | Nikki Kaup          |             | X           |             |             |
|  | K                     | Joyce Morris        |             |             |             |             |
|  | 1                     | Mary Goldberg       |             |             |             |             |
|  | 1                     | Katie Hankinson     |             |             |             |             |
|  | 1                     | Laurie Steller      |             |             |             |             |
|  | 1                     | Debbie Wright       |             |             |             |             |
|  | 2                     | Ashley Cheesman     |             |             |             |             |
|  | 2                     | Melanie Hall        |             |             |             |             |
|  | 2                     | Ashley McCrorie     |             | X           |             |             |
|  | 2                     | Chelsy Noffsinger   |             |             | X           | X           |
|  | 3                     | Trista Arentz       |             | X           |             |             |
|  | 3                     | Shelli Hilde        |             |             |             |             |
|  | 3                     | Levi Nickel         |             | X           |             |             |
|  | 4                     | Jenny Baker         |             |             |             | X           |
|  | 4                     | Debbie Beston       |             |             |             |             |
|  | 4                     | Cliff Thorsen       |             |             | X           |             |
|  | SpEd                  | Donna Lindsey       |             |             |             |             |
|  | SpEd                  | Josi Richter        |             |             |             |             |
|  | SpEd                  | Catherine St. Johns |             |             |             |             |
|  | SpEd                  | Tom Skerritt        |             |             |             |             |
|  | Counselor             | Michelle Mitchell   |             |             | X           |             |
|  | PE                    | Ethan Bailey        |             |             |             | X           |
| Music  | Anita Hillis          |                     |             |             | X           |             |
| Library  | Teresa Makela         |                     |             |             |             |             |
| Speech   | Johanna Nolin         |                     |             |             |             |             |
| Speech   | Becky Slater          |                     |             |             |             |             |
| Psych  | Melissa Fahrney       |                     |             |             | X           |             |
| Behavior Specialist                              | Abby Barnett          |                     | X           |             |             |             |
| Evergreen Junior High School                     | 5                     | Andrea Faulkner     |             |             |             |             |
|  | 5                     | Cara Hingiss        |             |             |             |             |
|  | 5                     | Grace Williams      |             |             |             | X           |
|  | 6                     | Jean Crofts         |             |             |             | X           |
|  | 6                     | Pam Penrod          |             |             |             |             |
|  | 6                     | Don Petersen        | X           |             |             |             |
|  | 7/8                   | Alex Aiken          |             |             |             |             |
|  | 7/8                   | Vic Dalla Betta     | X           |             |             | X           |
|  | 7/8                   | Jennifer Corbett    | X           |             |             | X           |
|  | 7/8                   | Pam Doty            |             |             |             |             |
|  | 7/8                   | Kara Gronley        |             |             |             |             |
|  | 7/8                   | Therese Noullet     |             |             |             |             |
|  | Counselor             | Sarah Taylor        |             |             |             |             |
|  | PE                    | Ross Darner         |             |             |             |             |
|  | PE                    | Geno Penrod         |             |             |             |             |
|  | Library               | Cynthia Thorsen     |             |             | X           | X           |
|  | Music                 | Kurt Weber          |             |             |             |             |
| SpEd   | Linda Hall            |                     |             |             |             |             |
| SpEd   | Heather Hill          |                     |             |             |             |             |
| SpEd   | Yvette Jordan         |                     | X           |             |             |             |
| Crossroads                                       | K-3                   | Brooke Bailey       |             |             |             |             |
|  | 3/4                   | Crysta Pitcher      |             |             |             | X           |
|  | 5                     | Brandan Barnett     |             | X           |             |             |
|  | 6                     | Linda Bowman        |             | X           |             |             |
|  | 7/8                   | Brooke Weaver       |             |             |             | X           |
|  | Behavior Specialist   | Dan Anderson        |             |             |             |             |
|  | Behavior Specialist   | Colton Hackley      |             |             | X           |             |
| Behavior Specialist                              | Jesse McFarland       |                     |             |             |             |             |
| District   | Instructional Coach   | Jennifer Doss       |             | X           | X           | X           |

| Evergreen School District Instructional Coaching |               |                 |               |             |             |             |             |                             |             |             |             |             |             |             |           |             |
|--|---------------|-----------------|---------------|-------------|-------------|-------------|-------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|
| Mentor/Coaching Program                          |               |                 | Better Lesson |             |             |             |             | School Administrators of MT |             |             |             |             |             |             | AASA      |             |
|  |               |                 | 2017 - 2018   | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 | 2013 - 2014                 | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020-2021 | 2016 - 2017 |
| Administration                                   | Administrator | Laurie Barron   |               |             |             |             | X           |                             |             |             |             |             |             |             | X         | X           |
|  | Administrator | Kim Anderson    |               | X           |             |             |             |                             |             |             | X           |             |             |             |           |             |
|  | Administrator | Shaun Forrest   |               |             |             |             |             |                             | X           | X           | X           | X           | X           |             |           |             |
|  | Administrator | Melissa Hardman |               |             | X           |             |             |                             |             |             |             |             |             | X           |           |             |
|  | Administrator | Steve Mayhue    |               |             |             |             |             |                             |             |             |             | X           | X           | X           |           |             |
|  | Administrator | Mary Meehan     |               |             |             |             |             |                             |             |             |             |             | X           |             |           |             |

New Admin: First three years in new role then same as veterans

Veterans: Coaching then three years off then coaching

Next Coaching Cycle

Laurie 2021-2022

Kim 2021-2022

Shaun 2023-2024

Melissa 2020-2021

Steve 2020-2021

Mary 2023-2024

Five other staff participated in professional learning from 2016-2019 who are no longer in the same position in the District.



**Evergreen School District  
Professional Learning Overview  
for Transformational and Personalized Learning  
2019-2020**

| <b>Professional Learning Focus Five Year Plan</b> |  |
|---|--|
| <b>Year</b>                                       | <b>Professional Learning Focus</b>   |
| 2018-2019   | Instruction: Differentiation<br>Assessment: Using Formative Assessment to Adjust Instruction |
| 2019-2020*  | Instruction: Effective Lesson Planning<br>Assessment: Diagnostic Assessments                 |
| 2020-2021   | Instruction: Grouping Strategies<br>Assessment: Summative Assessments                        |
| 2021-2022   | Instruction: Higher Order Thinking Skills<br>Assessment: Balanced Assessments                |
| 2022-2023   | Instruction: High Expectations<br>Assessment: Effective Teacher Commentary                   |

| <b>2019-2020 Professional Learning Monthly Focus*</b>   |  |
|---|--|
| <b>Effective Lesson Planning</b>  | <b>Diagnostic Assessments</b>  |
| Long Range Planning<br>Components of an Effective Lesson Plan<br>Assessments<br>Opening – Essential Questions<br>Warm-Up and Activating Strategies<br>Mini-Lesson<br>Student Work Time<br>Closure of a Lesson | Interest Surveys<br>Benchmark Assessments and Interventions<br>Pre-assessments and Interventions<br>Universal Screeners and Interventions<br>Curriculum Based Diagnostic Assessments<br>Hinge-Point Questions<br>KWLH Chart<br>Using Technology for Diagnostic Assessments |

| <b>Professional Learning Implementation</b> |                      |  |  |   |
|---|----------------------|--|--|---|
| <b>How Often--TIME</b>                      | <b>Grouping</b>      | <b>Who--TALENT</b>                     | <b>What—TRAINING</b>   | <b>Notes</b>  |
| Yearly                                      | District             | All Staff                              | Professional Learning Focus  | Determined through District and School Strategic Planning |
| Yearly                                      | Individual           | All Certified Staff                    | Smart Goal   | Based on Professional Learning Focus*                     |
| Quarterly                                   | Individual           | All Certified Staff                    | Reflection of Instructional Practices Related to Smart Goal through Video and Collegial Visits | Job Embedded  |
| Weekly                                      | Small Group          | Administration and Instructional Coach | Planning and Communication Meeting   | Job Embedded  |
| Monthly                                     | District             | All Staff                              | Professional Learning Focus*   | Job Embedded (early release for students)                 |
| Quarterly                                   | Individual           | All Certified Staff                    | Instructional Coach Meeting/Visits   | Job Embedded (during prep/classroom instruction)          |
| Bi-Monthly                                  | Individual           | 7 Certified Staff (voluntary)          | BetterLesson Instructional Coaching  | Job Embedded/Personal Time                                |
| Monthly                                     | Grade Level/ Subject | All Certified Staff                    | Instructional Coach Grade Level Meeting  | Job Embedded (during prep)                                |
| Monthly                                     | Small Group          | All New Certified Staff                | Specialized Topics to Support New Teachers   | After School  |
| Semester                                    | Grade Level/ Subject | All Certified Staff (others as needed) | Planning Day   | Job Embedded (substitutes provided)                       |
| Semester                                    | District             | All Certified Staff (others as needed) | PIR: Professional Learning and/or Planning Days  | Job Embedded (no school for students)                     |

**Evergreen School District Early Release: Professional Learning Focus 2018-2019 (Year One)**

| Date      | Topic  |
|-----------|--|
| September | <p><b>Formative Assessment: Benchmark Data</b><br/> <b>Differentiation Strategy: Skill Groups</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments of Instructional Practices</li> <li>• Introduce Benchmark Data and Skill Groups</li> <li>• Let's Try It! Using benchmark data, create skill group(s)                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>  |
| October   | <p><b>Formative Assessment: Enter/Exit Tickets</b><br/> <b>Differentiation Strategy: Tiered Assignments</b></p> <ul style="list-style-type: none"> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Enter/Exit Tickets and Tiered Assignments</li> <li>• Let's Try It! Using enter/exit tickets, create a tiered assignment                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>   |
| November  | <p><b>Formative Assessment: Self Assessment</b><br/> <b>Differentiation Strategy: Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Self Assessment and Scaffolding</li> <li>• Let's Try It! Using Self Assessment, create a scaffolded lesson                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>  |
| December  | <p><b>Formative Assessment: Cooperative Grouping/Observations</b><br/> <b>Differentiation Strategy: Learning Menu</b></p> <ul style="list-style-type: none"> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Cooperative Grouping/Observation and Learning Menus</li> <li>• Let's Try It! Using Cooperative Grouping, create a learning menu                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>   |
| January   | <p><b>Formative Assessment: Classroom/Curriculum Assessments</b><br/> <b>Differentiation Strategy: Review/Preview</b></p> <ul style="list-style-type: none"> <li>• Mid Year Survey of Instructional Practices</li> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Classroom/Curr. Assessments and Review/Preview Lessons</li> <li>• Let's Try It! Using classroom assessments, create a review/preview lesson                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul> |
| February  | <p><b>Formative Assessment: Responders (Plickers, Clickers, Whiteboards, etc.)</b><br/> <b>Differentiation Strategy: Task Cards</b></p> <ul style="list-style-type: none"> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Responders and Task Cards</li> <li>• Let's Try It! Using responders, create Task Cards                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>  |
| March     | <p><b>Formative Assessment: Graphic Organizers</b><br/> <b>Differentiation Strategy: Process/Stations</b></p> <ul style="list-style-type: none"> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Graphic Organizers and Process/Stations</li> <li>• Let's Try It! Using graphic organizers, create different processes/stations                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>  |
| April     | <p><b>Formative Assessment: Questioning/Journaling</b><br/> <b>Differentiation Strategy: Choice Boards</b></p> <ul style="list-style-type: none"> <li>• Review and Share of Assessments and Strategies</li> <li>• Introduce Questioning/Journaling and Choice Boards</li> <li>• Let's Try It! Using questioning/journaling, create choice boards                             <ul style="list-style-type: none"> <li>○ Review with colleagues to discuss and improve</li> </ul> </li> </ul>   |
| May       | <p><b>Formative Assessment and Differentiation Review</b></p> <ul style="list-style-type: none"> <li>• What are three new things you tried this school year?</li> <li>• What are three benefits from trying these new things this year?</li> <li>• End of Year Survey of Further Instructional Needs</li> </ul>  |

**Evergreen School District Early Release: Professional Learning Focus 2019-2020 (Year Two)**

| Date      | Topic   |
|-----------|---|
| September | <p><b>Effective Lesson Planning: Long Range Planning</b><br/> <b>Diagnostic Assessment: Interest Surveys</b></p> <ul style="list-style-type: none"> <li>• Begin creating a scope and sequence for your subject/grade level.</li> <li>• Use interest surveys to learn about students interests.</li> </ul>   |
| October   | <p><b>Effective Lesson Planning: Components of an Effective Lesson Plan</b><br/> <b>Diagnostic Assessment: Benchmark Assessments and Interventions</b></p> <ul style="list-style-type: none"> <li>• Discuss components of an effective lesson plan and template.</li> <li>• Analyze benchmark assessments to support student needs.</li> </ul>                      |
| November  | <p><b>Effective Lesson Planning: Assessment</b><br/> <b>Diagnostic Assessment: Pre-assessments and Interventions</b></p> <ul style="list-style-type: none"> <li>• Begin with the end in mind. Start with what you are assessing.</li> <li>• Use pre-assessments to guide instruction.</li> </ul>  |
| December  | <p><b>Effective Lesson Planning: Opening - Guiding Questions</b><br/> <b>Diagnostic Assessment: Universal Screeners and Interventions</b></p> <ul style="list-style-type: none"> <li>• Explore how to write an essential question to guide our instruction and student learning.</li> <li>• Explore some universal screeners to use with students.</li> </ul>       |
| January   | <p><b>Effective Lesson Planning: Warm-Up and Activating Strategies</b><br/> <b>Diagnostic Assessment: Curriculum Based Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>• Explore ideas for warm-ups and activating strategies to use for each lesson.</li> <li>• Use curriculum based diagnostic assessments to guide instruction.</li> </ul> |
| February  | <p><b>Effective Lesson Planning: Mini-Lesson</b><br/> <b>Diagnostic Assessment: Hinge-Point Question</b></p> <ul style="list-style-type: none"> <li>• Explore the elements of a mini lesson and how to make it truly “mini.”</li> <li>• Discuss the idea of a hinge-point question and how to use it in your lesson</li> </ul>                                      |
| March     | <p><b>Effective Lesson Planning: Student Work Time</b><br/> <b>Diagnostic Assessment: KWLH Chart</b></p> <ul style="list-style-type: none"> <li>• Explore the different components that can take place during student work time.</li> <li>• Discuss the idea of a KWLH charts and how to use them in your lesson.</li> </ul>  |
| April     | <p><b>Effective Lesson Planning: Closure of a Lesson</b><br/> <b>Diagnostic Assessment: Using Technology for Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>• Explore how to close a lesson to maximize learning.</li> <li>• Discuss the idea of using technology for diagnostic assessments.</li> </ul>                                     |
| May       | <p><b>Effective Lesson Planning and Diagnostic Assessment Review</b></p>  |



# Standards, Curriculum, Instruction, and Assessment

## Standards

### STATE DECISION

“A description of what each student should know and be able to do at the completion of each grade level to be ready for college and career opportunities when they graduate from high school”

## Curriculum

### DISTRICT DECISION

“What teachers use to teach the standards”  
  
“Whereas standards are the same for all students in standards-based education models or systems, the materials (curriculum) used to help students learn those standards can be different depending upon the state, district, teacher, and students.”

## Instruction

### TEACHER DECISION

“How teachers use curriculum to help students reach the standards.”

## Assessment

### STATE, DISTRICT, AND TEACHER DECISION

“How we determine if students know and understand the standards”

from: Barron, L. & Kinney, P. (2015). *What Parents Need to Know about Common Core and Other College- and Career-Ready Standards*. Chelsea, Michigan: World Book, Inc.

| Evergreen School District 2019-2020 Professional Learning Focus  |  |  |   |   |
|--|--|--|---|---|
| Instruction  |  | Assessment   |   |   |
| Effective Lesson Planning  |  | Diagnostic Assessments   |   |   |
| Scope and Sequence and Vertical Alignment  | Daily Lesson Planning  | Istation/IXL   | Smarter Balance Interim Assessments   | aimswebPlus   |
| What   | What   | What   | What  | What  |
| <p>Scope and Sequence: Defines the scope of what is taught in a year and the sequence in which it is taught</p> <p>Vertical Alignment: Ensures what students learn in one grade level or subject prepares them for the next grade level or subject</p> | <p>Describes curriculum, instruction, and assessments to be used based on the standards in the Scope and Sequence</p>                          | <p>Provides assessments for reading and math to better identify student skill levels</p> <p>Provides personalized instruction based on student performance to K-8 students</p>         | <p>Monitors student progress toward mastery of state ELA and math standards</p>         | <p>Screens and monitors reading and math skills</p>   |
| When   | When   | When   | When  | When  |
| <p>Collaborate and plan during nine early release days</p> <p>Collaborate and plan during two full release days per grade level or subject</p>   | <p>Collaborate and plan during nine early release days</p> <p>Collaborate and plan during two full release days per grade level or subject</p> | <p>Assesses K-8 students once per month or on demand in reading and math</p> <p>Recommended, instructs K-8 students 60 minutes per week in reading and 60 minutes per week in math</p> | <p>Assesses 3-8 students four times per year in ELA and four times per year in math</p> | <p>Assesses K-8 students three times per year in reading and three times per year in math</p> |

## **Instructional Coach Roles and Responsibilities Evergreen School District**

### **1. Mentor and Coach Teachers**

- a. Support staff needs with curriculum, instruction, and assessment.
- b. Schedule quarterly meetings with all certified staff.
- c. Observe classroom instruction of all certified staff.

### **2. Provide New Teacher Support**

- a. Support new teachers in the district.
- b. Plan and Present all monthly new teachers meetings.
- c. Check-in with voluntary buddy teachers assigned to new teachers.

### **3. Lead Professional Development**

- a. Develop monthly professional learning presentations focusing on district topics.
  - i. Discuss monthly professional learning presentation with administration for feedback.
  - ii. Prepare areas for monthly professional learning presentations with necessary materials, copies, technology, etc.
  - iii. Support teachers with completion of monthly task and collect task.
  - iv. Notify administration with questions, comments, or concerns regarding monthly task.
- b. Plan and organize staff needs in regards to professional development within district.
  - i. Semester planning days, grade level/content collaboration, etc.
- c. Plan and coordinate professional development with the Northwest Montana Curriculum Cooperative.
  - i. Develop teams that represent 3 school sites and all grade levels within our district to align with the Co-op's review of curriculum.

### **4. Support Curriculum, Instruction, and Assessment**

- a. Keep database of current curriculum owned by the district.
  - i. Keep contact information for representatives and support.
  - ii. Hold administrative credentials to assign content to teachers and students as necessary.
  - iii. When applicable, upload rosters into online databases for ease of teacher use.
  - iv. Be knowledgeable about specific components of the curriculum.
- b. Participate in the research and purchase of any new curriculum by the district.
- c. Provide training for staff using curriculum.
  - i. Monitor ongoing needs of staff and adopted curriculum.
- d. Hold monthly grade level data meetings with certified staff.
- e. Analyze data to guide instructional needs for a specific student.



November 8, 2019

Dr. Laurie Barron  
Evergreen Schools Superintendent  
18 West Evergreen Drive  
Evergreen, MT 59901

Dear Superintendent Barron:

Congratulations for taking the leap forward with transformational learning for your students. The Board of Public Education qualified your application for Fiscal Year 2020. The preliminary funding that is allocated to your district is: **\$94,105.00**. These funds will be distributed to your district's flexibility fund (Code 29), by June 30, 2020. Your business office will need these assigned codes: **Revenue Source Code – 3760 and Expenditure Program Code – 376**.

Due to the short turnaround between FY 2020 and FY 2021, your **annual report for FY 2020 will be due no later than February 21, 2020**. The annual report is to include your progress on the measurable objectives you identified in your strategic plan. This includes:

1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers and community members.
2. Embedding community-based, experiential, online and workplace learning opportunities incorporating face-to-face and virtual connections.
3. Effective professional development focused on assisting employees in transitioning to your district's transformational model.

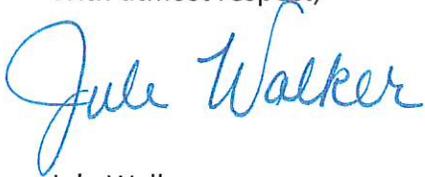
These are all elements of the bill to be addressed and will provide the progress in your annual report.

Remember that if you are requesting an increase in FTE for FY 2021, your annual report must include the increase in FTE, and this request will then compete with new applicants for funding.

OPI's Transformational Learning Manager, Sharyl Allen, will be making direct contact and supporting your annual report work to ensure that your requalification requirements are met. She can be reached on her cell phone at 928-288-2650 or by email at [Sharyl.Allen@mt.gov](mailto:Sharyl.Allen@mt.gov).

We look forward to the opportunities afforded your students as a result of this opportunity. Please reach out to the OPI team with any questions that you may have regarding your qualification and funding allocation.

With utmost respect,

A handwritten signature in blue ink that reads "Jule Walker". The signature is written in a cursive, flowing style.

Jule Walker  
Deputy Superintendent

**Evergreen School District  
Transformational and Personalized Learning**

**Announcement of Transformational and Personalized Learning Grant Email Sent on November 15, 2019**

It's really exciting to have opportunities with our new transformational personalized learning grant!

As noted in this week's Food for Thought article about personalized learning, "Very broadly speaking, the idea is to customize the learning experience for each student according to his or her unique skills, abilities, preferences, background, and experiences. The hope is that will improve a wide range of student outcomes, from engagement to achievement to wellbeing."

As you begin to consider what you might like help with while implementing personalized learning, first review the attached form you will use to request items to be considered. A sample of what a request COULD look like, as well as a blank form for you to use, is attached. (You will have to make a copy of the document and then will be able to type in it.)

We will consider large, district-wide and school-wide approaches that support teachers and impact a large number of students first, and then we will consider individual teacher requests.

All requests should be returned to the building principal for initial consideration. For individual teacher requests, your form must be completed and submitted by January 24, 2020 for this first round of requests. This will give you time to carefully consider your needs and data to support those needs. Items submitted after this date WILL STILL BE CONSIDERED since we have four years, but we will begin with considering those submitted by January 24, 2020.

Remember, we're in the VERY EARLY STAGES of a FOUR YEAR PLAN. We are working diligently to make that plan, and this takes lots of input from all of you and time to make meaningful decisions that have a lasting impact on students.

Let me know if you have questions or concerns. How exciting is it to be able to dream big for our students!

Thanks,  
Laurie

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I**

**Teacher Name:**

**Grade Level:**

**Subject:**

**Request:**

**Cost of Request:**

**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**

**SECTION II**

**What is your request that is directly related to implementing personalized learning?**

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

- 1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
- 2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
- 3. Effective professional development focused on assisting employees in transitioning to your district's transformational model**

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

Evergreen School District Early Release: Professional Learning Focus 2020-2021 (Year Three)

**DRAFT**

| Date      | Topic  |
|-----------|--|
| September | <b>Grouping Strategies: Random Grouping</b><br><b>Summative Assessment: Reviewing Summative Data</b>                                 |
| October   | <b>Grouping Strategies: Skill/Strategy Grouping</b><br><b>Summative Assessment: Introducing a Rubric for Summative Assessments</b>   |
| November  | <b>Grouping Strategies: Social (Cooperative) Grouping</b><br><b>Summative Assessment: Paper-Pencil Summative Assessments</b>         |
| December  | <b>Grouping Strategies: Interest Grouping</b><br><b>Summative Assessment: Using Technology for Summative Assessments</b>             |
| January   | <b>Grouping Strategies: Task Grouping</b><br><b>Summative Assessment: Project-Based Summative Assessments</b>                        |
| February  | <b>Grouping Strategies: Knowledge of Subject Grouping</b><br><b>Summative Assessment: Using Portfolios for Summative Assessments</b> |
| March     | <b>Grouping Strategies: Achievement or Ability Grouping</b><br><b>Summative Assessment: Get Creative with Summative Assessments</b>  |
| April     | <b>Grouping Strategies: Student Choice Groupings</b><br><b>Summative Assessment: Student Choice of Summative Assessment</b>          |
| May       | <b>Grouping Strategies and Summative Assessment Review</b>   |

**Evergreen School District Semester Grade Level/Subject Release Days 2019-2020**

Group Lead = **Bold\***

**First Semester Meeting**

| Month    | Content Area        | Staff   |
|----------|---------------------|---|
| October  | Junior High ELA     | Bowman, <b>Gronley*</b> , Noullet, P. Penrod, Waddell               |
|          | Junior High Math    | Aiken, B. Barnett, <b>Corbett*</b> , Hingiss, Petersen              |
|          | Special Education   | <b>Hill*</b> , Lindsey, Skerritt                                    |
|          | Counselors          | Anderson, A. Barnett, Fahrney, McFarland, <b>Mitchell*</b> , Taylor |
|          | Preschool/EK/Speech | Black, <b>Lake*</b> , Slater, Nolin                                 |
|          | Music               | Hillis, <b>Weber*</b>   |
| November | East ELA            | Beston, Goldberg, Hilde, <b>McCrorie*</b> , Morris, Pitcher         |
|          | East Math           | Arentz, B. Barnett, Baker, Hall, <b>Kaup*</b> , Wright              |
|          | Junior High SS      | Crofts, <b>Doty*</b> , Weaver, Williams                             |
|          | Junior High Science | <b>Crofts*</b> , Dalla Betta, Hingiss, Noullet                      |
|          | Co-Teach            | L. Hall, <b>Jordan*</b> , Richter, St. John                         |
| December | Library             | <b>Makela*</b> , Thorsen  |
|          | PE                  | <b>Bailey*</b> , Darner, Hackley, G. Penrod                         |
|          | East Social Studies | Cheesman, Johnstone, <b>Nickel</b> , Steller                        |
|          | East Science        | B. Bailey, <b>Hankinson*</b> , Jones, Noffsinger, Thorsen,          |

**Second Semester Meeting**

|          | Grade/Subject     | Staff   |
|----------|-------------------|---|
| January  | PK/EK/K           | Black, Johnstone, Jones, Kaup, Lake, <b>Morris*</b>                 |
|          | 4th               | <b>Baker*</b> , Beston, Pitcher, Thorsen                            |
|          | Music             | Hillis, <b>Weber*</b>   |
|          | ELA               | Bowman, <b>Gronley*</b> , Noullet, Penrod, Weaver                   |
|          | Math              | Aiken, B. Barnett, <b>Corbett*</b> , Peterson,                      |
| February | 3rd               | Arentz, B. Bailey, Hilde, <b>Nickel*</b>                            |
|          | 5th               | Hingiss, <b>Waddell*</b> , Williams                                 |
|          | Science           | <b>Crofts*</b> , Dalla Betta, Noullet                               |
|          | Library           | <b>Makela*</b> , Thorsen  |
| March    | 2nd               | Cheesman, Hall, <b>McCrorie*</b> , Noffsinger                       |
|          | Co-Teach          | L. Hall, <b>Jordan*</b> , Richter, St. John                         |
|          | Social Studies    | <b>Crofts*</b> , Doty, Gronley                                      |
|          | Counselor         | Anderson, A. Barnett, Fahrney, McFarland, <b>Mitchell*</b> , Taylor |
| April    | 1st               | <b>Goldberg*</b> , Hankinson, Steller, Wright                       |
|          | PE                | <b>Bailey*</b> , Darner, Hackley, G. Penrod                         |
|          | Special Education | <b>Hill*</b> , Lindsey, Skerritt                                    |
|          | Speech            | <b>Slater*</b> , Nolin  |

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Teacher Name:** Evergreen School District**Grade Level:** PK - 8**Subject:** Professional Learning and Semester Planning Days for Transformational and Personalized Learning**Cost of Request:** \$13,180.00**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):****SECTION II****What is your request that is directly related to implementing personalized learning?**

Through our district's 5-year improvement plan, one area of focus is Professional Learning. We have implemented on-the-job training for all instructional staff by scheduling once-a-month early release for students. Beginning in 2018, we identified specific topics related to instruction and assessment for each year through 2023 (see attached Professional Learning Topics documents). Through this professional learning we are able to communicate district expectations, common language, and training staff around instruction and assessment. Our topics are specifically chosen to better support teachers in creating personalized learning for students in all content areas. Teachers are tasked with creating lessons and tasks that consider student strengths, needs, interests, skills, and background.

As a continued part of our professional learning plan, we provide two on-the-job planning days each year for each of our certified staff to meet as a content area or grade level group. During these days, teachers create an agenda focused on topics they are interested in collaborating which include: analyzing and evaluating data, reviewing standards, curriculum, and assessments, and planning instruction. Through this collaboration, the group creates personalized instruction and activities for students to better meet their needs, skills, background, and interests. We also are working on personalizing our teachers' experience with planning as well, making sure they are meeting in groups that are meaningful and allow them to design their planning days in ways that best meet their needs: observing other teachers or programs, requesting specific training, etc. To continue these planning days, we would like to cover the cost of substitute teachers to allow teachers to be out of their building and focused on the collaboration and planning.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Our focus for our professional learning in our district is objectives #1 and #3. The outcome we would like to see from our personalized learning is a district-wide focus on instruction and assessment to better support student achievement through personalized learning.

**SECTION IV**

What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.

| SBA Data 2019 |     |      | aimswebPlus Fall 2019 |      | ELEOT 2018-2019   | Staff Perception 2018-2019  |
|---------------|-----|------|-----------------------|------|---|---|
| Grade Level   | ELA | Math | ELA                   | Math | ----  | ----  |
| K             |     |      | 15%                   | 22%  | <b>Overall: 2.95/4.00</b><br>Equitable Learning: 3.15/4.00<br>High Expectations: 2.99/4.00<br>Supportive Learning: 3.38/4.00<br>Active Learning: 2.92/4.00<br>Progress Monitoring: 2.92/4.00<br>Well-Managed Learning: 3.32/4.00<br>Digital Learning: 1.62/4.00 | <b>Teaching and Assessing for Learning:</b><br>3.78<br><br><b>Resources and Support System:</b><br>4.02<br><br><b>Using Results for Continuous Improvement:</b><br>3.85 |
| 1             |     |      | 30%                   | 27%  |   |   |
| 2             |     |      | 46%                   | 46%  |   |   |
| 3             | 53% | 58%  | 43%                   | 33%  |   |   |
| 4             | 39% | 33%  | 68%                   | 58%  |   |   |
| 5             | 41% | 30%  | 61%                   | 48%  |   |   |
| 6             | 55% | 47%  | 59%                   | 54%  |   |   |
| 7             | 44% | 48%  | 72%                   | 66%  |   |   |
| 8             | 49% | 40%  | 70%                   | 60%  |   |   |

**SECTION V (to be completed after implementation)**

What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.

| SBA Data 2020 |     |      | aimswebPlus Winter 2020 |      | ELEOT 2019-2020 | Staff Perception 2019-2020  |
|---------------|-----|------|-------------------------|------|-----------------|---|
| Grade Level   | ELA | Math | ELA                     | Math |                 |   |
| K             |     |      |                         |      |                 | <b>Teaching and Assessing for Learning:</b><br>3.92<br><br><b>Resources and Support System:</b><br>4.09<br><br><b>Using Results for Continuous Improvement:</b><br>4.04 |
| 1             |     |      |                         |      |                 |   |
| 2             |     |      |                         |      |                 |   |
| 3             |     |      |                         |      |                 |   |
| 4             |     |      |                         |      |                 |   |
| 5             |     |      |                         |      |                 |   |
| 6             |     |      |                         |      |                 |   |
| 7             |     |      |                         |      |                 |   |
| 8             |     |      |                         |      |                 |   |

**Evergreen School District**  
**Analyzing Student Data to Design School Improvement Plans**

**Digging into Data with Dru Tomlin**

Professional learning will be provided to the administrative team, instructional coach, and teacher leaders over the following:

“Building an effective and amazing middle school is challenging work. Middle level leaders want to not only create great schools, but they want to maintain and sustain them. The essential key to this process is knowing how to gather, analyze, and utilize critical data about best school practices and the level at which they are being implemented at one's school. Explore this topic by engaging in data protocols that get people passionately digging into data every day!”

Evergreen School District  
Personalized Learning Grant Teacher Request Form

**SECTION I**

**Teacher Name:** Evergreen School District  
**Grade Level:** PK - 8  
**Subject:** Dru Tomlin - Designing a School Improvement Plan Based on Analyzing Student Data Training  
**Cost of Request:** \$3,500.00

**SECTION II**

**What is your request that is directly related to implementing personalized learning?**

We are inviting Dru Tomlin, a middle school principal and national speaker, to support our administration team with data analysis around their buildings' student achievement, allocation of resources, and climate and culture. He will personalize the training specifically for our administrators and provide examples of how best to support teachers in analyzing their school and grade level data to better support student achievement in the areas of academic and social emotional success.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members
2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections
3. Effective professional development focused on assisting employees in transitioning to your district's transformational model

Our focus for our Designing a School Improvement Plan Training will be #1, #2, and #3. By the end of the training, our administrators will have a plan in place to support their School Leadership Teams to write a School Improvement Plan based on these three focus areas.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

- 2019-2020:
- Current School Improvement Plans for each building

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

- 2020-2021:
- School Improvement Plans for each building with more specific goals and objectives

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Teacher Name:** Evergreen School District**Grade Level:** PK - 8**Subject:** Designing a School Improvement Plan Based on Analyzing Student Data Training**Cost of Request:** \$3,500.00**SECTION II****What is your request that is directly related to implementing personalized learning?**

Professional learning to support our administration team with data analysis around their buildings' student achievement, allocation of resources, and climate and culture. We will personalize the training specifically for our administrators and provide examples of how best to support teachers in analyzing their school and grade level data to better support student achievement in the areas of academic and social emotional success.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Our focus for our Designing a School Improvement Plan Training will be #1, #2, and #3. By the end of the training, our administrators will have a plan in place to support their School Leadership Teams to write a School Improvement Plan based on these three focus areas.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

2019-2020:

- Current School Improvement Plans for each building

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

2020-2021:

- School Improvement Plans for each building with more specific goals and objectives

## Personalized Learning in Evergreen School District



### In-Person Design Studio

Tuesday and Wednesday,

August 4 and 5, 2020

8:00 AM - 3:00 PM

Evergreen School District -

Junior High Library

### Key Outcomes

- Define a vision of personalization in your classroom.
- Explore ways technology can (and cannot) meaningfully serve the purpose of personalizing student learning.
- Explore how connected strategies support making shifts in your practice towards personalization.
- Build a plan of action that will help you achieve your vision of personalizing learning for your students.

Educators in Evergreen School District are committed to serving the needs of all of our students. However, given the shifting needs of our student body, it has become harder to meet their diverse needs with traditional methods of instruction. Over the last five years, our student population has decreased by approximately 8%, while the number of our students identified as eligible for special education services has increased by approximately 3.5% during that same time period. To address this growing need, we are investing in a personalized learning initiative that will equip our team with the skills, resources, and professional learning needed to support the evolving needs of our students.

By securing the 2019 Transformational Learning Grant through the State of Montana, our district has an opportunity to provide new and exciting personalized learning experiences for our staff and students. These experiences will customize learning based on students' strengths, needs, skills, interests, and backgrounds. The goal of the professional learning is to support our staff in sustained, ongoing implementation of their personalized learning goals in their content area(s).

### What's Included

The professional learning experience, provided in collaboration with BetterLesson, includes:

- Attending the 2-day In-Person Design Studio
- Creating goals and a plan for sustained, ongoing implementation of personalized learning
- Meeting regularly with a BetterLesson Coach throughout the 2020-2021 school year
- Submitting a Personalized Learning Grant Request Form for consideration for resources

In order to be able to meet the goals you develop during the Design Studio and support your ongoing BetterLesson Coaching throughout the 2020-2021 school year, your Personalized Learning Grant Request Form for resources will be given priority consideration.

12 PIR credits will be available to participants.

For additional information, there will be a question-and-answer session on Thursday, January 23, from 3:45-4:45 PM in the District Boardroom.

**To register for the information session, please complete this form by Friday, January 10, 2020: [bit.ly/EvergreenTransformLearning](https://bit.ly/EvergreenTransformLearning)**

*“What makes this different from other PDs is that there is follow up with a coach afterward which is incredibly valuable. I like going to PDs and learning about new tools, but oftentimes that becomes a blast of new things and then very little way to follow up.”*

**-Design Studio participant**

## About BetterLesson

A teacher’s top priority is ensuring the success of their students, but it can be challenging when you have to juggle the evolving needs and expectations of the job. Whether it’s implementing a new curriculum, trying to align with a district initiative, or finding creative ways to engage all students in instruction, finding the time and resources to do everything can be exhausting.

BetterLesson Professional Learning provides you with the personalized collaboration and resources to keep up with the shifting needs of today’s students and schools. Our services are designed to help you create student-centered learning environments in which students drive their own learning, exercise choice and ownership, and develop the personal agency they need for future success. Our coaches, many of whom are from Montana, are former educators with the expertise to tailor their support to your specific needs.

## Personalized PD to Personalize Student Learning

Your time is a precious resource, so we make sure that every professional learning experience is purposeful and engaging. Our team has supported thousands of educators in North America to shift their practices in a more student-centered direction. We have worked with district leadership to design the following supports to you as you embark on your Transformational Learning initiative.

1. **Design Studio:** To launch our work together, we facilitate a 2-day, immersive, on-site experience that will support you to imagine, design, and implement meaningful and realistic shifts in your practice.
2. **Coaching:** Following the Design Studio, you will be matched with a coach based on your personal profile. Over the course of the year, you will meet with your coach 1:1 via videoconference in a non-evaluative, collaborative format that provides ongoing personalized support.
3. **“Try-Measure-Learn” (TML):** In collaboration with your coach, you will identify a problem of practice and begin what we call “the TML cycle”: you will try new strategies curated from best practices used by real educators, measure the impact on student growth and achievement, and learn what works best for you and your students.
4. **Record & Reflect:** Over the course of the year, you will document your professional learning in the BetterLesson Lab, an app that helps you build a digital portfolio of your work with your coach. The Lab is a space for you to discover new strategies, upload artifacts that demonstrate your students’ growth, and reflect on your practice.

**95%**

**OF TEACHERS**  
report that BetterLesson Coaching made them more likely to remain in the teaching profession.

**96%**

**OF TEACHERS**  
would recommend BetterLesson Coaching to colleagues.

**95%**

**OF TEACHERS**  
say BetterLesson Coaching has had a positive impact on student outcomes.

**Evergreen School District**  
**Implementing Transformational Personalized Learning Plan**  
**District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning**  
**Yearly Design Studio and Coaching (voluntary teachers each year)**

| Evergreen School District                              |                   |                         |                     |                         |  |
|--|-------------------|-------------------------|---------------------|-------------------------|--|
| BetterLesson Design Studio and Coaching 2020-2021      |                   |                         |                     |                         |  |
|  | Name              | Prior BL Coaching       | School              | Grade Level             | Subject  |
| 1  | Bailey, Ethan     |                         | East                | EK-4th                  | Health Enhancement/Physical Education  |
| 2  | Baker, Jennifer   |                         | East                | 4th                     | English Language Arts; Math; Science; Social Studies; Art                                |
| 3  | Fahrney, Melissa* |                         | East                | PK-8                    | School Psychologist  |
| 4  | Noffsinger Chelsy | 2019-2020               | East                | 2nd                     | English Language Arts; Math; Science; Social Studies                                     |
| 5  | Corbett, Jennifer | 2017-2018               | Junior High         | 7th-8th                 | Math; Art; Foreign Language  |
| 6  | Crofts, Jean      |                         | Junior High         | 6th                     | Math; Science; Social Studies  |
| 7  | Dalla Betta, Vic  | 2017-2018               | Junior High         | 7th-8th                 | Science; Technology  |
| 8  | Thorsen, Cynthia  | 2019-2020               | Junior High         | 5th-8th JH;<br>K-8th CR | Library  |
| 9  | Williams Grace    |                         | Junior High         | 5th                     | English Language Arts; Math; Science; Social Studies                                     |
| 10   | Hillis, Anita     |                         | Crossroads,<br>East | K-8th                   | Music  |
| 11   | Pitcher, Crysta   |                         | Crossroads          | 4th                     | English Language Arts; Math; Science; Social Studies; Technology; Art; Special Education |
| 12   | Weaver, Brooke    |                         | Crossroads          | 7th-8th                 | English Language Arts; Math; Social Studies; Technology; Special Education               |
| 13   | Doss, Jennifer    | 2018-2019;<br>2019-2020 | District            | PK-8th                  | Instructional Coach  |
| (*Title I Funds--Not Transformational Learning Grant*) |                   |                         |                     |                         |  |

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Teacher Name:** Evergreen School District**Grade Level:** PK - 8**Subject:** Personalized Learning Design Studio and BetterLesson Coaching**Cost of Request:** \$103,000.00 (\$31,500.00 - Design Studio and BetterLesson Coaching, \$71,500.00 - Individual Teacher Requests Based on Design Studio Plan)**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):****SECTION II****What is your request that is directly related to implementing personalized learning?**

To better support our teachers, we want to provide teachers with the personalized collaboration and resources to keep up with the shifting needs of today's students and schools. By offering the BetterLesson Design Studio opportunity within our district, teachers will create student-centered learning environments in which students drive their own learning, exercise choice and ownership, and develop the personal agency they need for future success. Teachers will explore the idea of personalized learning and work to design a specific plan for implementation of personalized learning for 2020-2021 school year. Teachers will also be able to request funds to support their specific plan.

The final piece of the Design Studio will be the requirement that each participant will work with a BetterLesson instructional coach for the 2020-2021 school year to support the implementation of their personalized learning plan created during the Design Studio.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Our focus for our Design Studio and BetterLesson coaching in our district is objectives #1, #2, and #3. The outcome we would like to see is better understanding of personalized learning, design of specific plans for personalized learning, and support of the implementation of the personalized learning plan.

**SECTION IV**

What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.

| SBA Data 2020 |     |      | aimswebPlus Fall 2020 |      | ELEOT 2019-2020 | Staff Perception 2019-2020  | BetterLesson Survey and Staff/Coach Feedback |
|---------------|-----|------|-----------------------|------|-----------------|---|--|
| Grade Level   | ELA | Math | ELA                   | Math | ----            | ----  | ----   |
| K             |     |      |                       |      |                 | <b>Teaching and Assessing for Learning:</b><br>3.92<br><br><b>Resources and Support System:</b><br>4.09<br><br><b>Using Results for Continuous Improvement:</b><br>4.04 |  |
| 1             |     |      |                       |      |                 |   |  |
| 2             |     |      |                       |      |                 |   |  |
| 3             |     |      |                       |      |                 |   |  |
| 4             |     |      |                       |      |                 |   |  |
| 5             |     |      |                       |      |                 |   |  |
| 6             |     |      |                       |      |                 |   |  |
| 7             |     |      |                       |      |                 |   |  |
| 8             |     |      |                       |      |                 |   |  |

**SECTION V (to be completed after implementation)**

What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.

| SBA Data 2021 |     |      | aimswebPlus Spring 2021 |      | ELEOT 2020-2021 | Staff Perception 2020-2021 | BetterLesson Survey and Staff/Coach Feedback |
|---------------|-----|------|-------------------------|------|-----------------|----------------------------|--|
| Grade Level   | ELA | Math | ELA                     | Math | ----            | ----                       | ----   |
| K             |     |      |                         |      |                 |                            |  |
| 1             |     |      |                         |      |                 |                            |  |
| 2             |     |      |                         |      |                 |                            |  |
| 3             |     |      |                         |      |                 |                            |  |
| 4             |     |      |                         |      |                 |                            |  |
| 5             |     |      |                         |      |                 |                            |  |
| 6             |     |      |                         |      |                 |                            |  |
| 7             |     |      |                         |      |                 |                            |  |
| 8             |     |      |                         |      |                 |                            |  |

**Evergreen School District**  
**Implementing Transformational Personalized Learning Plan**  
**School-wide Support for Personalized School Learning Environments**

**School Requests**

1. East Evergreen Elementary Library/Media Center STEAM Upgrades
2. Evergreen Junior High School/Media Center STEAM Upgrades
3. Evergreen Crossroads STEAM/Maker Space Upgrades
4. East Evergreen Elementary Teacher Resource Room Renovation
5. Junior High Science Lab Renovation

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I**

Teacher Name: Teresa Makela

Grade Level: K - 4

Subject: Library Media

Request: STEAM interactive space for the personalized learning of students

Cost of Request: \$26,563.50

Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):  
(see attached list of items, vendors, and costs)**SECTION II****What is your request that is directly related to implementing personalized learning?**

This grant is to develop a STEAM interactive space for students and staff to utilize based on students' strengths, needs, skills, interests and backgrounds. The classroom teacher or the librarian will provide guidance for students who will then work independently with specific materials. Many of the items have lesson plans or individual cards for students indicating the task they need to complete. When time allows, the librarian will download or create student task cards that will be available in the library. Additionally, teachers may locate lessons and/or student task cards on websites. With the idea of personalized learning, items chosen:

- minimize the need for direct instruction but includes support and guidance from teachers
- limit number of small parts to track and would be difficult for younger students to use
- may be used long-term and are not consumable
- may utilize recycled materials within the school/classroom setting.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

**Objective #1:**

The requested furniture will be used to create a library space the entire staff may utilize with students to explore rotating sets of STEAM materials. When time allows, the librarian will work with staff and students on specific individualized learning objectives related to the available materials. Selected items are designed for teachers to use in the library or to check out for classroom use to allow for individual student exploration and differentiation in a variety of STEAM areas. Items include those that allow for creativity by the individual users as well as specific tasks that must be completed as set forth on a task card or by the individual classroom teacher/librarian. After signing out the supplies from the library, teachers may utilize materials in their classrooms until another class has requested them.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

2019-2020 First Administration aimswebPlus Proficiency:

ELA: School 57% Current Students: 56%

Math: School 63% Current Students: 60%

2018-2019 Smarter Balance Proficiency:

ELA State: 50% School: 46.7% Current Students: 44.1%

Math State: 41.9% School: 46.1% Current Students: 45.3%

Library Usage August 2019 - Feb.7, 2020 by Faculty: **950 items**

Teachers may measure growth using aimswebPlus assessments, Smarter Balance assessments, as well as formative assessments. The librarian will track the number of times items are checked out by the staff and the number of times teachers bring their classes into the library to access the materials.

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I**

**Teacher Name:** Kim Anderson, Steve Mayhue, Cynthia Thorsen

**Grade Level:** 5-8, (Crossroads 2-8)

**Subject:** Library

**Request:** Update the Evergreen Junior High Library to a Personalized Student Learning Hub

**Cost of Request:** \$38,408.59

**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):** See attached [Recommended Items for Junior High Library](#)

**SECTION II**

**What is your request that is directly related to implementing personalized learning?**

This request is two-fold.

The first component of the request is for STEAM related materials that can be used both in the library and checked out for classroom use. The Junior High students currently have access to a limited supply of STEAM related materials during instructional classes only. Creating student accessible STEAM materials in an environment available for students allows for engagement in their personal interests, passions, and strengths outside of instructional class time. The materials will also be available during instructional classes to support the curriculum needs of the students.

The second component is for classroom design, layout, materials and functionality to draw in more student usage of the current library space. The current library space is designed for checking out books and also has a classroom area to teach lessons. By altering the furniture to a flexible seating design with tables that are designed to adjust height and location. Students will have the flexibility to work on classwork, personal passions like the STEAM materials, and individualized projects either in small groups or individually. The space will be able to transform from classroom seating for teaching lessons, to group work space, to individual student activities in a matter of minutes.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

- 1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
- 2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
- 3. Effective professional development focused on assisting employees in transitioning to your district's transformational model**

**Objective 1**

The purpose of bringing the STEAM items to the library is to allow students access to them outside of class instruction time. This access will allow students to pursue their personal interests, passions, and strengths. Students will have access prior to the start of school at least two days of the week and access throughout the day when regular classroom work is completed (including study hall). Students will also have access to the STEAM materials through teacher checkout for use in the regular classroom (including extension classes).

**Objective 2**

The changes to the classroom design and layout will augment students' ability to use the library for purposes of enhancing their academic interests and advancing their skills in STEAM and collaborative activities. It will provide a more efficient work space and better movement for collaboration and group work. It will also allow students flexibility in their seating.

**Objective 3**

Increase science and math achievement throughout the school. Students will perform better on math and science assessments by 10%. The number of students taking the STEM/STEAM/PROGRAMMING/MATH COUNTS will increase by 10%.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

Data for Objective 1 and 2

Current student library usage data:

September 4 - Dec. 6 approximately 4.34 students use the library daily outside library classes. In actuality, it was as low as zero on a few days and as high as 11 students in one day. Most commonly we saw 3 or 4 students each day. The purposes of students coming to the library was for books (majority), to work on assignments (handful), and to use the desktop computers (very few).

A google form will be used to track the change in student usage of the library.

Checkout of STEAM items from the library will be done through the library software.

Data for Objective 3

Data will be collected on aimswebPlus, IXL to see an improvement in math and science achievement. Data will also be taken from the enrollment of classes to measure the number of students in each section.

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

Student Library Usage:

Classroom checkout of STEAM materials:

Math and Science Scores

SBA:

aimswebPlus (Math):

IXL (Math):

Math Achievement:

Science Achievement:

Extension Enrollment in STEAM Related Courses:

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Principal Name:** Melissa Hardman**Grade Level:** 2-8**Subject:** Maker Space**Request:** Personalized Maker Space for students**Cost of Request:** \$15,465.11**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**<https://docs.google.com/spreadsheets/d/1QYg1TrEOuHEm2gEYXyU6YY7Lte4ybRbAJuHDyO1D0No/edit?usp=sharing>**SECTION II****What is your request that is directly related to implementing personalized learning?**

We would like to expand our current builders club and incorporate a makerspace. Currently we have only Legos and K'NEX. By creating stations for each activity, students will be able to build and create with multiple building activities, electronics, and coding based on their strengths, needs, skills, interests, and backgrounds.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Objective #1

As a result of expanding the builders club, students will have the opportunity for hands on learning. Students with disabilities often are kinesthetic learners and prefer learning by using their hands. It will give the opportunity for self-directed learning and support students individually.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

Currently we have three students who will not attend PE for their preferred activity if Builders Club is not available. When Builders Club is available up to ten students attend. When surveyed students had knowledge of Legos and K'NEX, but not other Makerspace activities. When asked what students like to do at home their responses were video games and tv.

- Perception Survey: pre and post
- 2018-2019 Smarter Balance Proficiency  
Math State:41.9% District:43.1% School:17%
- 2018-2019 Science CRT Proficiency  
State: 69% District: 69% School: 13%
- 2019-2020 First Administration aimswebPlus Proficiency:  
School: Math 25%

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

We would like to increase students knowledge of the design process through building, robotics, and electronics. We would also like to increase students hands on learning opportunities.

- Perception Survey: post
- 2019-2020: Smarter Balance Proficiency  
Math State: ??% District:??% School:??%
- 2018-2019 Science CRT Proficiency  
State: ??% District: ??% School: ??%
- 2019-2020 Fall aimswebPlus Proficiency:  
School: Math ??%

**Evergreen School District**  
**Implementing Transformational Personalized Learning Plan**  
**Teacher Support for Personalized Classroom Learning Environments**

**Individual Teacher Requests**

1. Ethan Bailey--Accessible Basketball Goals for All Students
2. Abby Barnett, Melissa Fahrney--Personalizing Social Emotional Learning
3. Shelli Hilde--Flexible Seating for Personalized Learning Opportunities
4. Michelle Mitchell--Personalized Strategies for Students with Anxiety
5. Chelsy Noffsinger--Interactive Learning for All
6. Heather Hill--Accessibility to Sensory Items Allowing Increased Self-Calming
7. Kurt Weber--Individual Instruments Allowing Individual Students Opportunity
8. Jean Crofts--Flexible Seating for Personalized Science Instruction
9. Anita Hillis--Individual Interest in Music and Theater

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I**

**Teacher Name:** Ethan Bailey

**Grade Level:** k-4

**Title:** Basketball accessibility for all students achieved by installing adjustable basketball hoops on the playground

**Subject:** Health Enhancement, Structured recess, and recess

**Cost of Request:** \$4100+\$1500(installation)=\$5600

**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**

Atomic Sports

**SECTION II**

**What is your request that is directly related to implementing personalized learning?**

I am requesting 2 adjustable basketball hoops for the playground.

(2) Force Select basketball hoops from Atomic sports \$2050 each \$4100 total with shipping \$1500 Local installation price from Steve Windbigler. Total Price \$5600

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members
2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections
3. Effective professional development focused on assisting employees in transitioning to your district's transformational model

**Outcomes**

1. Kindergarten- 3rd grade will have an opportunity to play basketball at recess at a basketball hoop that is at their level.
2. To be able to include basketball in structured recess.
3. More students choosing to play basketball for fun.
4. Long Term positive effects on our basketball program that starts in 5th grade where more students have basketball knowledge and skills.

Out of the three above objectives my request would most line up with #1. When these 2 baskets are installed we will honor our students in k-3 grades that have the individual interest in playing basketball during recess. Currently the basketball hoop is 10 feet high and for success, achievement and motivation students in primary grades need to have the basket height ranging from 7.5 feet to 9 feet.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

Current Data:

1. 0% of students K-4th grade are playing basketball at recess.
2. 0 number of times Mr. Bailey has planned a basketball activity for structured recess

Future Results Desired:

1. 10-30% of students playing basketball during recess when weather conditions are conducive
2. 1-2 structured basketball activities planned and implemented in a two week period

Currently 0% of students are playing basketball at recess, on days when the weather conditions are right for basketball, in grades K-3rd grades. Usually in the first week of school a few kids try, but due to the high challenge of 10 foot hoops and their lack of strength they discourage quickly and choose other things to do to get achievement and fun. I am currently unable to organize basketball structured activities at recess because of the hoop height. I want to see 10-30% of students playing basketball for free choice and at structured basketball activities during recess.

Basketball is one of the sports that our district competes in and compares themselves with other districts around our valley. Our students are not as involved in programs like Little Dribblers and Rotary Basketball as other valley kids are. So we need to find other ways to build early basketball skills for those who are interested. Getting indoor adjustable hoops was one step and getting them outside is another essential step to allow our students to personalize their learning and play.

Would we tell our students that math is important, but they can only start learning and doing math when they are tall enough and strong enough to reach the math books that we put on the roof of our school? Certainly not! We instead do everything we can to make math accessible to our students. K-3rd grade are not tall enough or strong enough to use 10 foot baskets. So currently instead of us changing we tell them to wait until they are in 4th and 5th grade. I believe that by then for some of them our chance has passed on getting them hooked. By then some have lost their interest, motivation, and or can't find the time or support to catch up with other basketball players around the valley who started earlier.

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

**Before adjustable basketball goals are installed**

Current Data:

1. 0% of students K-4th grade are playing basketball at recess.
2. 0 number of times Mr. Bailey has planned a basketball activity for structured recess

**After adjustable basketball goals are installed**

Future Results Desired:

3. 10-30% of students playing basketball during recess when weather conditions are conducive
4. 1-2 structured basketball activities planned and implemented in a two week period

Evergreen School District  
Personalized Learning Grant Teacher Request Form

**SECTION I**

**Teacher Name:** Melissa Fahrney, Abby Barnett

**Grade Level:** K-8, K-4

**Subject:** Social-Emotional Learning

**Cost of Request:** \$1291.00

**Request:** Curriculum and professional training for personalizing social-emotional learning

**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by a teacher if the request is approved):**

- Learning Momentum, Amie Buie-Trainer for FBA & ACT distance training for 2 staff members on 4/10/20 \$198.00;
- Shawnee Scientific Press for AIM Curriculum \$130.00;
- Shawnee Scientific Press for Textbook: ACT for Autism and Emotional Challenges by Dr. Mark R. Dixon \$95.00;
- Shawnee Scientific Press for AIM workbooks 75.00x10 plus shipping \$750

**SECTION II**

**What is your request that is directly related to implementing personalized learning?**

Objectives #1 and #3

Our request is to acquire the AIM (Accept, Identify and Move) curriculum, receive related training to learn and implement the curriculum and strategies for students in our district that demonstrate a need for Tier 2/Tier 3 behavioral and social-emotional challenges (which may also impact academic achievement).

This modality is evidence-based and research-based and uses the science of mindfulness, Acceptance and Commitment Training (ACT) and Applied Behavior Analysis (ABA) to increase students' psychological flexibility, a key factor in self-regulation and awareness, relationship skills, and responsible decision-making. These skills are also some of the same social-emotional learning standards we use in our district. Student engagement, a domain of personalized learning, is directly impacted through the use of this curriculum and strategies as individual's identification of values, motivation and self-awareness are among the main components of this program. Part of the program includes AIMS ready-made workbooks for student instruction and includes data collection and progress monitoring: These workbooks build upon the AIM lessons and allow the child to create images, write thoughts, goal setting, draw feelings, and engage in many creative psychologically flexible experiences.

**SECTION III**

What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.

1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members
2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections
3. Effective professional development focused on assisting employees in transitioning to your district's transformational model

As a result of the training and implementing AIM curriculum, the student-centered and personalized interventions will address objectives #1 and #3. The anticipated outcomes will be:

- *include measures of psychological flexibility and assess rule-governed behavior in the FBA process*
- *increase the frequency of adaptive and flexible behavior*
- *increase positive self-regulation/management skills*
- *decrease behaviors requiring administrative disciplinary consequences (reports)*
- *increase attendance*
- *increase overall academic achievement as evidenced by AIMSweb, report cards, and IEP goal tracking*
- *decrease special education referrals*
- *decrease number of behavior intervention plans*
- *increase number of students moving from Tiers 2 and 3 to Tier 1*
- *increase student satisfaction with their own learning/education experience*
- *increase teachers' knowledge of values-based strategies to help drive behavior management and relationship building skills.*

**SECTION IV**

What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.

For East Evergreen Elementary:

Behavior point data from SEL special education classroom for 5 students:

2019-2020 Q2 student averages: 74% (goal is 80%+)

Student A= 76%

Student B= 71%

Student C= 79%

Student D= 75%

Student E= 71%

2019-2020 MTSS Behavior Data (Individualized Behavior Plans)

Tier 2: 5 students

Tier 3: 8 students

2019-2020 East Evergreen Elementary Students receiving special education services

26% (February)

The number of Functional Behavior Assessments (FBAs) completed by the school psychologist for both East Evergreen Elementary and Evergreen Junior High School as part of an individual psycho-educational evaluation or re-evaluation 2018-2019: 13

(this does not include informal FBAs for behavior interventions for disciplinary action, 504 plans or MTSS Tier 2, 3 data collection.)

2018-2019 Counselor Referrals

Anxiety 26.8%

Trauma 4.4%

Behavior 14.3%

2019-2020 4th grade survey

43.1% are feeling sad and depressed

16.9% feel poorly about themselves

12.31% feel poorly about school and home

2019-2020 Classroom Needs Assessment

Calming Strategies 61%

Strong Feelings 83%

2018-2019 more than 15 days absent

31.76 % of students

Please note, although specific data was not reported directly from the junior high population, this intervention program and assessment can also be implemented at Evergreen Junior High School as the range extends from elementary to high school-age children. It is also designed to be used with both general education and special education students.

#### **SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

AIM Curriculum and Workbook Pre/post Test Data

2020: ???

Behavior point data from SEL special education classroom:

2019-2020 Q3 student averages: ???

2019-2020 Q4 student averages: ???

2020-2021: MTSS Behavior Data (Individualized Behavior Plans)

Tier 2: ???

Tier 3: ???

2019-2020 East Evergreen Elementary Students receiving special education services:

???% (June)

???% (October'20)

The number of Functional Behavior Assessments (FBAs) completed by the school psychologist for both East Evergreen Elementary and Evergreen Junior High School as part of an individual psycho-educational evaluation or re-evaluation 2019-2020: ????

| Evergreen School District<br>Personalized Learning Grant Teacher Request Form   |
|---|
| <p><b>SECTION I</b><br/> <b>Teacher Name:</b> Shelli Hilde<br/> <b>Grade Level:</b> 3rd<br/> <b>Subject:</b> Elementary content areas (Reading and Math)<br/> <b>Request:</b> Flexible seating for personalized learning opportunities<br/> <b>Cost of Request:</b> \$8,000.00<br/> <b>Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):</b> Todaysclassroom.com (Rick at 877-909-9910)</p>   |
| <p><b>SECTION II</b><br/> <b>What is your request that is directly related to implementing personalized learning?</b></p> <p>Since we're in the 21<sup>st</sup> century, I envision creating and pioneering a brighter future for learning opportunities by enhancing our school's learning experiences and moving towards a more collaborative environment that is open and flexible. I want to create a space which promotes risk taking by establishing a culture of inquiry and creativity. A flexible learning space will encourage design thinking that elicits interdisciplinary experiences by including joyful, authentic work. In providing a rich, student-centered experience, learning ownership will be transferred to the students since my classroom will be carefully constructed for developing a classroom environment rich in student engagement. The more opportunities children have to interact with their environment, the more apt they are to question, identify problems, and propose ideas for solutions, in particular through PBL learning circumstances. Therefore, I am requesting 26 pneumatic sit stand desks, along with adjustable/flexible chairs.</p>   |
| <p><b>SECTION III</b><br/> <b>What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.</b></p> <ol style="list-style-type: none"> <li>1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members</li> <li>2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections</li> <li>3. Effective professional development focused on assisting employees in transitioning to your district's transformational model</li> </ol> <p>With this grant, our students will be afforded an effective and viable solution for combatting many learning impediments by implementing an active classroom learning environment. According to Juststand.org, "Spaces that promote movement, both energize and empower students, as well as encourage collaboration and boost engagement among classmates and educators." Stand Up for Learning is a concept that encourages a different way of thinking since it aides in more student movement which expends excess energy, allows for better oxygen flow, and could aide in the prevention of childhood obesity while improving academics. Equally as important, this style of desk allows for more student engagement especially those children who have been diagnosed with ADHD since these sit/stand desks allow for movement in a more natural way and helps manage fidgeting and other symptoms of this disorder. Movement is vital for increasing oxygen to the brain so greater attention and engagement is witnessed, and this also helps improve concentration and creativity. My objective is to create a more responsive</p> |

classroom design by decreasing sedentary behavior and creating a variety of learning spaces. These learning desks will allow a 1:1 ratio for having the opportunity to personalize each student's learning based upon his/her strengths, needs, skills, interests, and background (including the needs which must be met according to IEP's and 504's).

#### **SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

19 out of 19 students completed an Interest Inventory regarding the need for new desks. They all feel their academic scores would see improvement, along with improved peer collaboration. Nearly 50% of my class scored at Novice level for Fall testing in Reading and Math. I requested one of the standing desks from Mr. Forrest and brought in a few other flexible seating options, and the students are responding nicely to these alternatives. We have to draw for who gets the standing desk everyday as the students are really like the option to sit/stand. I also utilize this desk when I see a child needs regulating. It has helped exponentially with these students who need an outlet to regroup. However, I am an advocate for having an "individualized" learning space but one that offers more opportunities to aide in fidgety learners and to have cooperative engaging activities.

In the fall of 2019, 12 out of 20 students were scoring Tier 2 or Tier 3 on the Aimsweb Plus assessment. With an improved learning environment, the academic progress will develop by spring.

#### **SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

In the spring of 2020, \_\_\_ out of 19 students performed in the Tier 2 or Tier 3 according to the Aimsweb Plus assessment data.

My students who need an option to stand and use the fidget bar will be given this opportunity. I expect more active engagement from my learners as a result. Studies have shown where individuals who are more active, perform better since their energy levels are used to hone in on sharper thinking skills due to their increased student focus and ability to stay on task. Because of the ability to stand/sit, children will engage stabilizing muscles which promotes good posture and keeps them on focus since they'll be able to release excess energy. The students who have chosen to stand/sit at my one desk I am piloting, I have noticed they are more attentive (not as sleepy), are performing better on their work, and are less fidgety. I sincerely hope to receive this grant as my current desks are so old that many are unstable and cause a fair amount of injury due to the slamming of the desk tops on their fingers. The students truly want a more up-to-date learning space that allows them the flexibility to stand or sit, collaborate more easily with their peers, and to improve their physical and educational performance. They have asked me to advocate on their behalf. Thank you for your consideration in aiding me in creating such a flexible and responsive classroom design through the stand/sit desks and adjustable height chair.

2019-2020

4.a.iii.2 (p.3)

(I have added a single stand up desk in my classroom and have implemented it into my repertoire of options for the zones of regulation. This alternative stand/sit option has also shown improved concentration which promoted more student output orally, expressively, and in a written format. The academic scores are improving as well. Finally, this flexible seating has allowed for intense student collaboration and in the building of a classroom community. This type of seating has opened many doors of opportunity, and I'm so excited to investigate its potential even further as all of the students will receive this option to stand/sit rather than only one student having the benefits of this design and learning option. Access will go from 1:26 to 26:26)

2019-2020

4.a.iii.2(p.1)

Evergreen School District  
Personalized Learning Grant Teacher Request Form

SECTION I

Teacher Name: Michelle Mitchell

Grade Level: Counselor

Subject: Conference

Request: Personalized Strategies for Students with Anxiety

Cost of Request: \$1929

(\$419 registration fee, \$350 travel, \$995 lodging, \$105 meals, \$60 other)

Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

American School Counselor National Conference- Seattle, Washington

SECTION II

What is your request that is directly related to implementing personalized learning?

I would like to attend the 2020 National School Counselor Association conference. With the ever changing needs of our students, our skills need to evolve to these changes. There are many of our students who have significant behavior challenges stemming from environmental anxieties. Anxiety has a direct effect on academic achievement and social growth. By attending this conference, I will gain strategies to equip students with tools that they will be able to use based on their strengths, needs, interest, and background to support their social emotional growth.

SECTION III

What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.

1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members
2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections
3. Effective professional development focused on assisting employees in transitioning to your district's transformational model

Objectives #1 and #3:

As a result of having this professional development, I will be better prepared to help students thrive while living in a stressful world. Through this conference I will be able to personalize strategies for students that are under moderate to extreme stress. This professional development will give me the opportunity to better support students and teachers in the district-wide MTSS process. Several supports could include the following:

1. Reduce anxiety and stress in the school
2. Address and facilitate strategies for student depression and challenging classroom behaviors
3. Embed and foster strategies and activities for coping, calming, mindful practices
4. Create a trauma-sensitive school where students feel safe and supported
5. Improve school success by promoting positive teacher-student relationships

**SECTION IV**

2018-2019 more than 15 days absent  
31.76 % of students

2018-2019 Behavior Referrals  
20% of students

2018-2019 Counselor Referrals  
Anxiety 26.8%  
Trauma 4.4%  
Behavior 14.3%

2019-2020 4th grade survey  
43.1% are feeling sad and depressed  
16.9% feel poorly about themselves  
12.31% feel poorly about school and home

2019-2020 Classroom Needs Assessment  
Calming Strategies 61%  
Strong Feelings 83%

MTSS Behavior Data (Individualized Behavior Plans)  
Tier 2- 5  
Tier 3- 7

**SECTION V (to be completed after implementation)**

What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Teacher Name:** Chelsy Noffsinger**Grade Level:** 2nd Grade**Subject:** Interactive Learning for All**Cost of Request:** \$5,675 (includes Clear Touch Panel, docking stand that supports horizontal table-top use, PC slot for an i5)**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**

Clear Touch Interactive

Greenville, South Carolina

Jason Kirkbride- jkirkbride@cleartouch.com

**SECTION II****What is your request that is directly related to implementing personalized learning?**

The Clear Touch panel would allow for multiple technology- supported lessons to happen simultaneously. Being the co-teach classroom in second grade, our students need smaller instructional settings, but the current classroom resources/ set-up only allows for one lesson at a time. This panel would allow for team-teaching, parallel teaching and other co-teach models to be implemented with ease. The particular group of students we work with have the need for more visual and hands-on learning. This piece of technology would support these needs by not only providing a more visual lesson opportunities in small groups but by also providing differentiated activities. The panel can be lowered to a table-top format and be split into four quadrants that run separately from each other providing students the opportunity to learn in the way that makes them most successful. For these reasons, personalized learning would be implemented daily as students who need small groups, visual learning strategies and hands on learning opportunities would be provided with what they need in order to succeed.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Students would engage in more small group instruction. Each student would have more individualized attention from the two instructors in the room. Student needs could be addressed more appropriately in a small group. This technology would allow us to address student strengths as well. The touchpad can be manipulated to have different programs or resources available in each quadrant. Students could work individually on their quadrant, with support and with accountability (example: a student who needs pre-drawn shapes can have pre-drawn shapes to manipulate).

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect?**

2019-2020 iStation Proficiency (Winter):

ELA: Tier 1- 50%, Tier 2- 6%, Tier 3- 44%

Math: Tier 1- 62%. Tier 2- 38%, Tier 3- 0%

2019-2020 Winter aimswebPlus Proficiency:

ELA: Tier 1- 50%, Tier 2- 37%, Tier 3- 13%

Math: Tier 1- 50%, Tier 2- 37%, Tier 3- 13%

2019-2020 Percentage of IEPs:

43% (7/16 students)

Percentage of time parallel or team teaching using co-teach model:

40% (40/100 minutes of co-teach instructional periods)

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

The specific outcome we would be aiming to reach after implementation would be a higher percentage of time spent using parallel or co-teach models as well as high proficiency percentages in iStation and aimsweb from the use of small group instruction. We would be working towards progression in objective #1.

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Teacher Name:** Heather Hill**Grade Level:** 5-8**Subject:** Life Skills- Foundations**Request:** Accessibility to sensory items allowing increased self calming.**Cost of Request:** \$4,411.50**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**  
Flaghouse**SECTION II****What is your request that is directly related to implementing personalized learning?**

I need more sensory variety in my classroom so that individual student sensory needs may be met. Variety allows the students to find the item or activity that their body needs to focus and calm their energy, which then allows them to use the curriculum provided in a more efficient manner.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Objective #1:

As a result of ordering and receiving the items requested the students will be better able to calm themselves in a timely manner and focus on their work better. This will allow them to make more gains in their individual education plans with less time searching for the needed sensory item to help calm and focus. As a result, the items they choose will allow me to understand the individual interests of my students and to better utilize their strengths during instruction as their focus will be maintained easier. The variety will also allow less time to be spent in the sensory area as the students will fulfill their need faster and be able to return to work more quickly.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect?**

**All these times are averaged between all students in the room.**

2019-2020 First Quarter Time spent in sensory area (per student):

Daily: 1.5 hours

Weekly: 7.5 hours (one school day)

2019-2020 First Quarter Time spent attempting self regulation: (due to sensory needs)

Daily: 25 min. per day

Weekly: 2 hours.

This is the time spent away from direct individualized instruction.

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

Progress toward Objective #1:

Time spent in sensory area (per student):

Daily:

Weekly:

Time spent attempting self regulation: (due to sensory needs)

Daily:

Weekly:

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I**

Teacher Name: Kurt Weber

Grade Level: 7-8

Subject: Band

Request: Individual Instruments allowing individual students opportunity to learn Baritone Saxophone and/or Tuba

Cost of Request: \$8990.00

Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

Flathead Woodwind and Brass

2181 Hwy 2 East, Suite 4

Kalispell MT 59901

755-9201

**SECTION II****What is your request that is directly related to implementing personalized learning?**

I am requesting the following low register (low sounding), high cost, individual items be funded separately or in total:

YBB-105WC Yamaha 3/4 tuba - 3 valve \$3,695.00

YBS-52 Yamaha bari sax \$5,295.00

Because of the inherent cost of large instruments, households cannot afford to purchase single items for students. The school must provide high cost instruments. This allows every student, regardless of musical interest or financial situation, to have a more in-depth, complete, and rigorous band and musical education.

Having these instruments also provide the remaining band students the opportunity to learn in a more complete band environment; to hear lower registers, to begin to identify chordal and harmonic structure in music, to expand their own instrumental education by "doubling" on an instrument in addition to their main instrument, and having access to these horns allows an opportunity for the band to collaborate in the truest sense--to make music together.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

- 1. Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**

Current data shows that there are zero students playing Baritone Saxophone or Tuba. Band enrollment is currently at 21 students. Current skill level on the requested instruments is at nearing proficient (playing skill, not Standard grade). Band enrollment is expected to increase. Students would be encouraged and data provided to show that the instruments are being used and that individual performance skill increases.

- 2. Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**

With a greater variety of instruments, the public is exposed (and treated) to a more robust, dynamic, and interesting concert experience. Opportunities for the students include being able to continue playing in high school with a more varied musical experience, being able to use their playing skills to earn money locally by playing with other musicians, securing financial assistance in college, passing on their experience to their own children and encouraging them to participate in band and music ensembles, and to broaden their musical tastes and skills by applying online lessons and music for their own interests (such as learning to play a popular song or music from a movie on a new instrument).

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

It has been 5 years since a student has played baritone saxophone. It has been 7 years since a student has played tuba. An interest/feedback survey will be administered which should reflect greater personal satisfaction and musical skill proficiency by the students playing the new horns; also how having the low register ("bass") instruments should affect the other students by providing a depth of overall sound, a deeper musical experience, and a personal initiative to learn their own instrument and become more proficient. (e.g., the flutes may appreciate having a proficient skilled tuba and baritone sax player because it enhances their playing, exposure to harder music, and increases their skill level.)

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

Current tuba and baritone sax players: Zero percent  
 Current enrollment in 7-8 band: 21 students  
 3 students currently have interest in learning tuba or baritone sax

Projected outcomes  
 Both instruments being used daily  
 Current enrollment to increase by 2-8 students  
 Student survey predicted to demonstrate greater depth of sound, deeper musical experience, and greater dimension of band sound

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I**

**Teacher Name:** Jean Crofts  
**Grade Level:** 6<sup>th</sup> Grade  
**Subject:** Science  
**Request:** Flexible Seating for Personalized Science Instruction.  
**Cost of Request:** \$3388.10

- new organizational furniture: \$1,853.48
- Inspiration Station (\$822.59)
  - 2 rolling storage cabinets (&424.36)
  - Classroom Communication Center (\$606.53)
- new seating options: \$1,534.62
- 4 standing desks(\$796.00)
  - 1 ottoman (\$78.82)
  - 10 floor seats (\$549.90)
  - 10 soft seats (109.90)

**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**

**SECTION II**

**What is your request that is directly related to implementing personalized learning?**

I am requesting more seating options for students, classroom supplies organized in a way for students to have easy access, and working space choices for new personalized learning options for each unit.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

Objective #1::

As a result of purchasing new seating options, new organizational support, and new work space options, my classroom will give students options to choose a learning style that works best for their needs. Students will be able to choose direct instruction, coaching, group study, or independent learning as they work towards the unit objective. The new seating options will support each of these styles of learning. The new organizational system in the classroom will allow students easy access to the activities, supplies, and tools that will allow them to complete the objective in the way they choose.

Objective #2:

As a result of purchasing new seating options, new organizational support, and new work space options, students will have more learning opportunities with peer interactions and collaboration.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect?**

2019-2020 First Quarter Course Proficiency:  
 Science: Current Students: 46%  
 Work Ethic: Current Students: 27%  
 IXL Science: Current Students: 21%  
 Peer Collaboration Score (From ELEOT) = 2

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

2020-2021 First Quarter Course Proficiency:  
 Science: Current Students: ??  
 Work Ethic: Current Students: ??  
 IXL Science: Current Students: ??  
 Peer Collaboration Score (From ELEOT) = ??

**Evergreen School District  
Personalized Learning Grant Teacher Request Form**

**SECTION I****Teacher Name:** Anita Hillis**Grade Level:** K-8**Subject:** Music and Theater**Request:** Enable student to pursue individual interest in music and theater.**Cost of Request:** \$2,518.37**Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):**

Fender Passport Event PA System \$699.99

3 Tripod Boom Microphone stands \$59.97

GTD Audio Wireless Handheld Microphones \$295.00

Classroom Instruments \$1,464.91

**SECTION II**

**What is your request that is directly related to implementing personalized learning?** My request is for class room instruments and a sound system for concert performances. The music program at Crossroads started 3 years ago. We had zero materials and zero budget. This program is very important to this group of students because they have the experience of being unsuccessful in mainstream classrooms and often have very individual needs. Music allows each student to participate simultaneously on a level that is right for them. Since the program started some students have progressed beyond the capacity of available support. Some students have shown great musical ability and need supporting material for continued growth and development. Other students have shown interest in theater and need a sound system to support the performance of more ambitious projects.

**SECTION III**

**What outcome(s) do you expect from this request related to implementing personalized learning? Your measurable objective(s) must include #1, #2, and/or #3 from the list below. Please indicate which objective you are working toward.**

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members.**
2. **Embedding community-based, experiential, online, and workplace learning opportunities incorporating face-to-face and virtual connections.**
3. **Effective professional development focused on assisting employees in transitioning to your district's transformational model**

#1. Presently students are not able to gain the experience and technical skills that come with creating and performing music. Students make extremely personal connections with the arts and given the opportunity can express their personal style. With a wider variety of options all students will be able to express their personal interests at a level that suites their individual needs.

#2. As students at Crossroads become more confident in their individual skills they are able to provide community performances. This enables students who have a personal interest to enter mainstream schools and/or High School on a level playing field with their peers.

**SECTION IV**

**What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect? Please indicate progress made toward objective(s) #1, #2, and/or #3 from the list above.**

Currently zero students have the opportunity to pursue an interest in musical instrument performance and stage theater. My expectation is that all students will be given the opportunity to explore their personal creativity and decide the level at which they would like to further study music and theater.

**SECTION V (to be completed after implementation)**

**What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

Currently zero students have the opportunity to pursue an interest in musical instrument performance and stage theater. My expectation is that all students will be given the opportunity to explore their personal creativity and decide the level at which they would like to further study music and theater.



# **Transformational Learning**

## **19-20 Annual Report**

Dawson High School (0207)

Glendive Elementary School District #1 (0206)



## Transformational Learning Grant ANNUAL REPORT ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 21, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

### SECTION 1 REQUIRED

|                      |  |
|----------------------|--|
| District Name        | Dawson High School   |
| LEA #                | 0207   |
| First Name Submitter | Stephen  |
| Last Name Submitter  | Schreibeis   |
| Email                | <a href="mailto:schreibeis@glendiveschools.org">schreibeis@glendiveschools.org</a> |
| Phone Number         | 406-377-5339   |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

|  |   |
|--|---|
| Measurable Objective for your Transformational Learning Plan | <ul style="list-style-type: none"><li>• Reduce Problem Behaviors<ul style="list-style-type: none"><li>○ GPS will reduce bullying by five percentage points each year by training all students and staff in conflict resolution and coping skills with the Golden Rule Ambassadors curriculum, Squabbles (roleplaying game for students), and specific training and evaluation from Jeff Veley, as measured by annual Youth Risk Behavior Survey (YRBS) results.</li></ul></li></ul> |
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| <p><b>Progress Made</b></p>  | <p>We started to roll out the Golden Rule Ambassadors curriculum and Squabbles. We have had Jeff Velej (Social Aggression and Resiliency expert) here 4 days this year to help train students and staff on a variety of different things.</p> <p>Following notification of the grant award in November, we have worked diligently to establish the programs we envisioned when we applied for the funds. We are confident our December 2020 report will be more comprehensive.</p>  |
| <p><b>Measurable Objective for your Transformational Learning Plan</b></p> | <ul style="list-style-type: none"> <li>● Improve Student Behavioral Health <ul style="list-style-type: none"> <li>○ GPS will reduce the percentage of students (9-12) reporting serious depression and having had serious thoughts of suicide to below state average by the end of the five-year period by training three staff members to be Link Crew Coordinators and implementing the Link Crew program, as measured by YRBS results.</li> <li>○ GPS will increase student resiliency by five percentage points each year by implementing a building-specific social-emotional curriculum and the Campus Peace-Building Initiative as measured by the Resiliency Test.</li> </ul> </li> </ul> |
| <p><b>Progress Made</b></p>  | <p>We have picked the staff that will run the Link Crew program and have signed up for the training. With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.</p> <p>We have started the Campus Peach-Building Initiative, but are at the beginning stages of gathering information and developing the document. We currently have not established a baseline of the Resiliency Test.</p>  |

|  |   |
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|  | <p>Following notification of the grant award in November, we have worked diligently to establish the programs we envisioned when we applied for the funds. We are confident our December 2020 report will be more comprehensive.</p>  |
| <p><b>Measurable Objective for your Transformational Learning Plan</b></p> | <ul style="list-style-type: none"> <li>● Improve School Climate <ul style="list-style-type: none"> <li>○ GPS will reduce the number of students who report not going to school because they feel unsafe by three percentage points per year by training all staff on the ALICE online training program and Safe School Library allowing them to train all students, as measured by YRBS results.</li> <li>○ GPS will reduce teacher turnover by at least 5% each year by providing enhanced support for new teachers by implementing a mentoring/coaching program, as measured by FTE teacher reports.</li> </ul> </li> </ul>   |
| <p><b>Progress Made</b></p>  | <p>We have purchased the ALICE online training program and additional courses in the Safe School's platform. We are in the process of figuring out how to roll out the program to staff and students. With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.</p> <p>We have not been able to start on our new teacher mentoring/coaching program.</p> <p>Following notification of the grant award in November, we have worked diligently to establish the programs we envisioned when we applied for the funds. We are confident our December 2020 report will be more comprehensive.</p> |

*The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature*

|   |  |
|---|--|
| Proposed Increase in FTE  | 0.00   |
| Proposed Decrease in FTE  | 0.00   |
| Rational for Changes in FTE   | N/A  |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b>                  |  |
| Implementation Location   | DCHS   |
| Number of Students Served & Grade Levels  | 320 students 9-12  |
| The Challenges Faced  | The biggest challenge that we faced was trying to get some of the programs/interventions done in a short period of time. You can see that we have not implemented everything that we would have liked to before this annual report. We just weren't able to get some of it done in the couple months since we were notified we received the grant. We are confident we will be a lot further ahead for our next annual report. |
| Lessons Learned   | It takes time to roll out new programs. We are finding out that some of the strategies are going to take a little longer than we originally planned.   |
| Adjustments for Next Year   | There will not be many adjustments next year as we are still trying to implement all the first-year items. Once we have the first-year items fully implemented, we will start rolling out the next phases after we assess and collect data of what we have already accomplished.   |
| Expansions Planned  | None Planned   |
| Reductions Planned  | None Planned   |
| A summary of the New Story your district is telling around transformational learning and any testimonials | We are just starting to get the message out there. Because we are at the beginning stages of implementation, we are just getting some information out to our parents and everyone in our community. Once we get more things implemented, we will be sharing our story more.  |

**Transformational Learning Plan Video:** [Click here](#)

**Baseline Data:**

Disruptive Behavior: [K-12](#)

Youth Risk Behavior Survey (YRBS): [HS](#) [WMS](#)

[Resiliency Assessment](#)

**Pictures:** [Click here](#)

**With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.**



## Transformational Learning Grant ANNUAL REPORT ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 21, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

### **SECTION 1 REQUIRED**

|                      |  |
|----------------------|--|
| District Name        | Glendive Elem #1   |
| LEA #                | 0206   |
| First Name Submitter | Stephen  |
| Last Name Submitter  | Schreibeis   |
| Email                | <a href="mailto:schreibeis@glendiveschools.org">schreibeis@glendiveschools.org</a> |
| Phone Number         | 406-377-5339   |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

|  |  |
|--|--|
| Measurable Objective for your Transformational Learning Plan | <ul style="list-style-type: none"> <li>• Reduce Problem Behaviors               <ul style="list-style-type: none"> <li>○ GPS will reduce disruptive behavior by 10% each year by training staff and providing technical assistance for building MTSS Teams, as measured by the number of documented Disorderly Conduct, Insubordination, Fighting, and Physical Altercation events.</li> </ul> </li> </ul> |
|--|--|

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|--|---|
|  | <ul style="list-style-type: none"> <li>○ GPS will reduce bullying by five percentage points each year by training all students and staff in conflict resolution and coping skills with the Golden Rule Ambassadors curriculum, Squabbles (roleplaying game for students), and specific training and evaluation from Jeff Veley, as measured by annual Youth Risk Behavior Survey (YRBS) results, School Voice Survey, or building MTSS survey.</li> </ul>   |
| <p><b>Progress Made</b></p>  | <p>We currently have three schools implementing MTSS, 6-8 (new this year), 3-5 (4th year), K-2 (5th year - last year won Gold Award in MBI). We have sent all schools that have MTSS (K-2, 3-5, and 6-8) school to multiple (Tier I, Tier II, and Tier III) training based on their level of implementation. With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.</p> <p>We have also started to roll out the Golden Rule Ambassadors curriculum and Squabbles. We have had Jeff Veley (Social Aggression and Resiliency expert) here 4 days this year to help train students and staff on a variety of different things.</p> <p>Following notification of the grant award in November, we have worked diligently to establish the programs we envisioned when we applied for the funds. We are confident our December 2020 report will be more comprehensive.</p> |
| <p><b>Measurable Objective for your Transformational Learning Plan</b></p> | <ul style="list-style-type: none"> <li>● Improve Student Behavioral Health <ul style="list-style-type: none"> <li>○ GPS will reduce the percentage of students (6-8) reporting serious depression and having had serious thoughts of suicide to below state average by the end of the five-year period by training three staff members to be Web Coordinators at the Middle School and</li> </ul> </li> </ul>   |

|  |  |
|--|--|
|  | <p>implementing the Web program, as measured by YRBS results, School Voice Survey, or building MTSS survey.</p> <ul style="list-style-type: none"> <li>○ GPS will increase student resiliency by five percentage points each year by implementing a building-specific social-emotional curriculum and the Campus Peace-Building Initiative as measured by the Resiliency Test.</li> </ul>  |
| <p><b>Progress Made</b></p>  | <p>We have picked the staff that will run the programs and have signed up for the Web training. With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.</p> <p>We have started the Campus Peach-Building Initiative, but are at the beginning stages of gathering information and developing the document. We currently have not established a baseline of the Resiliency Test.</p> <p>Following notification of the grant award in November, we have worked diligently to establish the programs we envisioned when we applied for the funds. We are confident our December 2020 report will be more comprehensive.</p> |
| <p><b>Measurable Objective for your Transformational Learning Plan</b></p> | <ul style="list-style-type: none"> <li>● Improve School Climate <ul style="list-style-type: none"> <li>○ GPS will reduce the number of students who report not going to school because they feel unsafe by three percentage points per year by training all staff on the ALICE online training program and Safe School Library allowing them to train all students, as measured by YRBS results, School Voice Survey, or building MTSS survey.</li> <li>○ GPS will reduce teacher turnover by at least 5% each year by providing enhanced support for new teachers by</li> </ul> </li> </ul>   |

|   |   |
|---|---|
| <p><b>Progress Made</b></p>   | <p>implementing a mentoring/coaching program, as measured by FTE teacher reports.</p> <p>We have purchased the ALICE online training program and additional courses in the Safe School's platform. We are in the process of figuring out how to roll out the program to staff and students. With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.</p> <p>We have not been able to start on our new teacher mentoring/coaching program.</p> <p>Following notification of the grant award in November, we have worked diligently to establish the programs we envisioned when we applied for the funds. We are confident our December 2020 report will be more comprehensive.</p> |
| <p><i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i></p> |   |
| <p>Proposed Increase in FTE</p>   | <p>0.00</p>   |
| <p>Proposed Decrease in FTE</p>   | <p>0.00</p>   |
| <p>Rational for Changes in FTE</p>  | <p>N/A</p>  |
| <p><b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b></p>   |   |
| <p>Implementation Location</p>  | <p>All Schools K-8</p>  |
| <p>Number of Students Served &amp; Grade Levels</p>   | <p>880 students K-8</p>   |
| <p>The Challenges Faced</p>   | <p>The biggest challenge that we faced was trying to get some of the programs/interventions done in a short period of time. You can see that we have not implemented everything that we would have liked to before this annual report. We just weren't able to get some of it done in the couple months since we were notified we received the grant. We are confident we will be a lot further ahead for our next annual report.</p>   |

|  |  |
|--|--|
| <b>Lessons Learned</b>   | It takes time to roll out new programs. We are finding out that some of the strategies are going to take a little longer than we originally planned.   |
| <b>Adjustments for Next Year</b>   | There will not be many adjustments next year as we are still trying to implement all the first-year items. Once we have the first-year items fully implemented, we will start rolling out the next phases after we assess and collect data of what we have already accomplished. |
| <b>Expansions Planned</b>  | None Planned   |
| <b>Reductions Planned</b>  | None Planned   |
| <b>A summary of the New Story your district is telling around transformational learning and any testimonials</b> | We are just starting to get the message out there. Because we are at the beginning stages of implementation, we are just getting some information out to our parents and everyone in our community. Once we get more things implemented, we will be sharing our story more.      |

**[Transformational Learning Plan Video:](#)**

[Click here](#)

**Baseline Data:**

Disruptive Behavior: [K-12](#)

Youth Risk Behavior Survey (YRBS): [HS](#) [WMS](#)

[Resiliency Assessment](#)

**Pictures:**

[Click here](#)

**With only just getting started after being notified in November about being awarded this grant, we are excited to give more information in the December 2020 annual report.**



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 21, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

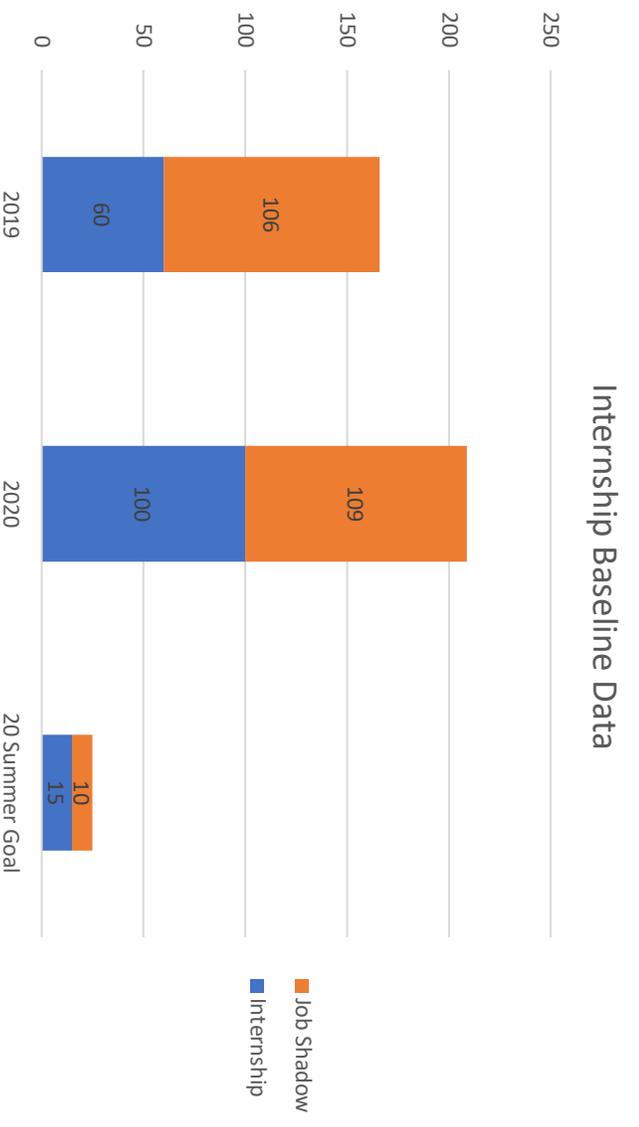
### SECTION 1 REQUIRED

|                      |                              |
|----------------------|------------------------------|
| District Name        | Great Falls Public Schools   |
| LEA #                | 0099                         |
| First Name Submitter | Heather                      |
| Last Name Submitter  | Hoyer                        |
| Email                | Heather_hoyer@gfps.k12.mt.us |
| Phone Number         | (406) 268-6008               |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

### SECTION 2 REQUIRED

|  |   |
|--|---|
| Measurable Objective for your Transformational Learning Plan | Upon completion of the 2019-2020 grant cycle, GFPS will standardize documentation strategies across the two traditional high schools and PGEC learning center, and produce a universal <i>Credit Earned Slip</i> and documentation processes in the district data warehouse, to be used 100 % of the time for students using transformational credit opportunities. |
| Progress Made  | <ol style="list-style-type: none"> <li>1. Universal Credit Earned Slip collaboratively designed and approved (see attached – Appendix A)</li> <li>2. Universal Transformation Learning Plan documentation process collaboratively designed and approved (see attached – Appendix B)</li> </ol>  |
| Measurable Objective for your Transformational Learning Plan | Upon the completion of the 2019-2020 summer semester, GFPS will offer credit opportunities in the field of CTE internships at multiple partner locations to include medical, IT and child care fields.  |

| <p><b>Progress Made</b></p>  | <p>Committee meeting held (C. Virts – CMR, A. Lloyd – GFHS, K. Deffe – PGEC, M. Yaeger – district, H. Hoyer - district), summer planning work in progress. Designed to roll out, summer session of 2020. Committee chair and facilitation by Mark Yaeger, District Career Pathways Advisor.</p>  |            |            |            |      |     |    |      |     |     |                |    |    |
|--|--|------------|------------|------------|------|-----|----|------|-----|-----|----------------|----|----|
| <p><b>Measurable Objective for your Transformational Learning Plan</b></p> | <p>Upon completion of the 2019-2020 school year, GFPS will increase their credit-bearing intern/externship and job shadow enrollment by 10%, and increase enrollment in CTE internships by 10% for the 2020-2021 school year (annual enrollment measured in March of 2020)</p>   |            |            |            |      |     |    |      |     |     |                |    |    |
| <p><b>Progress Made</b></p>  | <p>Baseline data ( June 2019): 60 Internships, 106 job shadows<br/>Semester 2 (January 2020 - present): 100 Internships, 109 job shadows (second semester dependent, this is the minimum experience)</p>   |            |            |            |      |     |    |      |     |     |                |    |    |
| <p><b>Measurable Objective for your Transformational Learning Plan</b></p> | <p style="text-align: center;"><b>Internship Baseline Data</b></p>  <table border="1" data-bbox="337 758 976 1885"> <thead> <tr> <th>Year</th> <th>Job Shadow</th> <th>Internship</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>106</td> <td>60</td> </tr> <tr> <td>2020</td> <td>109</td> <td>100</td> </tr> <tr> <td>20 Summer Goal</td> <td>10</td> <td>15</td> </tr> </tbody> </table> <p>For the remainder of the 2019-2020 school year, GFPS will work with community partners to support student transportation to off-site, career internships and work experiences, 10 times a week, by providing a school based ride facilitator.</p> | Year       | Job Shadow | Internship | 2019 | 106 | 60 | 2020 | 109 | 100 | 20 Summer Goal | 10 | 15 |
| Year   | Job Shadow   | Internship |            |            |      |     |    |      |     |     |                |    |    |
| 2019   | 106  | 60         |            |            |      |     |    |      |     |     |                |    |    |
| 2020   | 109  | 100        |            |            |      |     |    |      |     |     |                |    |    |
| 20 Summer Goal   | 10   | 15         |            |            |      |     |    |      |     |     |                |    |    |

| Progress Made   | Meetings:   |
|---|---|
| <p><i>The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature</i></p> | <ul style="list-style-type: none"> <li>• December 18, 2019 at PGEC. In attendance: Drew Uecker (PGEC Principal), Kristy Pontet-Stroop (Alliance for Youth Coordinator), Brian Belderrain (Lithia Auto Sales Management), Ryan Perrin (Blacked Out Taxi Manager), Sarah Gough (Faith Center Church), Karen Vanni (Job Service), Heather Hoyer (GFPS Assistant Superintendent), Bob Kelly (Great Falls Mayor) <ul style="list-style-type: none"> <li>○ Agenda: <ul style="list-style-type: none"> <li>▪ Liability</li> <li>▪ Coordination</li> <li>▪ Student / Driver / Volunteer Safety</li> <li>▪ Community Action</li> </ul> </li> </ul> </li> <li>• January 13, 2020 at PGEC. In attendance: Drew Uecker (PGEC Principal), Heather Hoyer (GFPS Assistant Superintendent), Ryan Perrin (Blacked Out Taxi Manager), Bob Kelly (Great Falls Mayor), Brian Belderrain (Lithia Auto Sales Management) – on phone. <ul style="list-style-type: none"> <li>○ Agenda: <ul style="list-style-type: none"> <li>▪ Employment of Ride-Volunteer Facilitator (GFPS 10 hours a week through November 2020, then transfer responsibility to Alliance for Youth)</li> </ul> </li> </ul> </li> <li>• Job description to GFPS HR on January 13, 2020</li> <li>• Job Posted January 20, 2020, close January 24, 2020</li> <li>• Position hired January 28, 2020</li> </ul> |
| Proposed Increase in FTE  | 0.00  |
| Proposed Decrease in FTE  | 0.00  |
| Rational for Changes in FTE   | Enter Here  |
| <b>SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)</b>  |   |
| Implementation Location   | Paris Gibson Education Center<br>Great Falls High School/CMR High School  |

|  |  |
|--|--|
| <b>Number of Students Served &amp; Grade Levels</b>  | PGEC: 267 students, grades 9-12+<br>GFHS/CMR: 150+ students, grades 9-12   |
| <b>The Challenges Faced</b>  | Paris Gibson is an alternative setting for secondary education and embodies transformation learning. The challenges faced are flexibility to meet students needs and continual training of staff in trauma/restorative practices. GFHS and CMR are educating professionals on Transformation Learning (some staff members embrace this philosophy and some struggle to understand). The biggest challenge is controlling the rollout speed and development of a common definition of rigor.  |
| <b>Lessons Learned</b>   | Every student, and their path to a diploma, is different. Flexibility is the key and careful communication that different is not “less rigorous” is necessary, for the PGEC staff and for the staffs at the two traditional high schools. Stories are the key. Transformational Learning can support and, as situations arise for students and families, stories are told. This has been the most successful way to explain the flexibility of this process.   |
| <b>Adjustments for Next Year</b>   | Training for PGEC, CMR and GFHS on Transformational Learning   |
| <b>Expansions Planned</b>  | None   |
| <b>Reductions Planned</b>  | None   |
| <b>A summary of the New Story your district is telling around transformational learning and any testimonials</b> | <p>For all three high school programs, transformational learning is becoming an important tool that helps administrators, counselors and teachers think outside of the box for students. What began as a way to serve students with traumatic situations, quickly moved to meet the needs of all students who are preparing for their future by making their job and school experience academically relevant.</p> <ol style="list-style-type: none"> <li>1. The senior girl at GFHS who has to take her brother to chemotherapy – morning classes were transferred to MTDA and EdReady to allow for her to transport her brother to medical appointments. She will graduate on time, with extra credits!</li> <li>2. The senior at PGEC who needs to complete requirements for graduation early because her Air Force parents are being transferred. She graduated early and moved with her family.</li> <li>3. The senior girl at CMR who lost her father in a fire-fighting air craft accident in Australia. In process – this honor student is helping her mother navigate family needs as her mother is in Australia and she remained here at home. Transformational Learning is helping her stay on pace with her peers, in her honors track, as she navigates life’s changes.</li> </ol> |

|  |  |
|--|--|
|  | <p>4. The students at all three schools who are engaged in paid internships, with credit, based on job skill proficiency, with transportation provided if needed. 100 students enrolled in this option with plans for 15 more this summer in our first ever, summer internship program. This is being designed for medical internships, mainly, as local area hospitals block many medical internships during school (aka flu) season. Immediate plans for expanding to IT, Child Care, and FCS opportunities are being developed.</p> |
|--|--|

Charts, graphs, photographs, quotes, baseline data, etc., are encouraged as inclusion in your annual report.

Appendix A – Credit Earned

**Great Falls Public Schools  
Credit Slip**

|  |  |                             |  |                             |  |                        |  |  |  |            |  |
|--|--|-----------------------------|--|-----------------------------|--|------------------------|--|--|--|------------|--|
| <b>Great Falls Public Schools<br/>Credit Slip</b>              |  |                             |  |                             |  |                        |  |  |  |            |  |
| <b>Student Name:</b>   |  |                             |  | <b>Student ID:</b>          |  |                        |  |  |  |            |  |
| <b>Course Name:</b>  |  |                             |  | <b>Course #:</b>            |  |                        |  |  |  |            |  |
| <b>Earned Via:</b>   |  | <b>Day School</b>           |  | <b>Night School</b>         |  | <b>Credit Recovery</b> |  | <b>MTYC</b>                                    |  | <b>JDC</b> |  |
| <b>Credit Earned:</b>  |  | $\frac{1}{4}$ credit: _____ |  | $\frac{1}{2}$ credit: _____ |  | <b>1 credit:</b> _____ |  |  |  |            |  |
| <b>Grade Earned:</b>   |  |                             |  | <b>Percentage:</b>          |  |                        |  |  |  |            |  |
| <b>Credit Determined by Traditional Hours:</b>                 |  |                             |  | <b>Yes</b>                  |  |                        |  |  |  |            |  |
| <b>Credit Determined by Common Assessment Score:</b>           |  |                             |  |                             |  |                        |  | <b>Clerk, Counselor or Principal Approval:</b> |  |            |  |
| <b>Credit Determined by other Assessment Means: (describe)</b> |  |                             |  |                             |  |                        |  |  |  |            |  |
| <b>Teacher Signature:</b>                                      |  |                             |  |                             |  |                        |  |  |  |            |  |
| <b>Date Issued:</b>  |  |                             |  |                             |  |                        |  |  |  |            |  |

## Appendix B – Graduation and Beyond Plan; data warehouse/Milepost

### Graduation & Beyond

#### A. Plan Information

[Modify](#)

|                                  |          |             |       |
|----------------------------------|----------|-------------|-------|
| Plan Name<br>Graduation & Beyond | End Date | School Year | Grade |
| Begin Date                       |          |             |       |

#### B. Student Information

|                |            |                       |                |
|----------------|------------|-----------------------|----------------|
| Student's Name |            |                       | ID Number      |
| Gender         | Birth Date | Primary/Home Language | Race/Ethnicity |

#### C. Academic Plan

[Modify](#)

#### D. Academic Plan with Assessment

[Add Attachment](#)

| Name                     | Action |
|--------------------------|--------|
| There are no attachments |        |

#### E. Anticipated Graduation Date

[Modify](#)

#### F. Units to Graduate

[Modify](#)

### G. Goals after Graduation

[Add Note](#)

| Date               | Category | Note | Action |
|--------------------|----------|------|--------|
| There are no notes |          |      |        |

### H. Changes to Academic Plan

[Add Note](#)

| Date               | Category | Note | Action |
|--------------------|----------|------|--------|
| There are no notes |          |      |        |

### I. Quarterly Production Reports (use Excel template)

[Add Attachment](#)

| Name                     | Action |
|--------------------------|--------|
| There are no attachments |        |

### J. Plan Team



Active



All Members

[Add Team Member](#)

| Names of Team Members | Title/Position | Role         | Active | Begin Date | End Date | Action |
|-----------------------|----------------|--------------|--------|------------|----------|--------|
| HEATHER HOYER         | Teacher        | Plan Manager | Yes    | 11/6/2019  |          |        |



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2020

The annual report is due by 5:00 p.m. on February 21, 2020. The window for submission opens February 3, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list.

As a participating school district that has received funding through the Transformational Learning Grant (HB 351), the submission of the annual report is required to demonstrate continued qualification for funding in FY 2021. This report meets that requirement.

### SECTION 1 REQUIRED

|                      |  |
|----------------------|--|
| District Name        | Plevna School District #55   |
| LEA #                | 0256   |
| First Name Submitter | Nick   |
| Last Name Submitter  | Schumacher   |
| Email                | <a href="mailto:nschumacher@plevna.k12.mt.us">nschumacher@plevna.k12.mt.us</a> |
| Phone Number         | 406-772-5666   |

*A report of progress toward measurable objectives under the school district's transformational learning plan.*

### SECTION 2 REQUIRED

|  |   |
|--|---|
| Measurable Objective for your Transformational Learning Plan | The Measurable Objective for the Plevna School District's Transformational learning plan is based on a student's personal growth as indicated on state, district, and classroom assessments.  |
| Progress Made  | Thus far this school year, 62 students of the Plevna School District have participated in the Transformational Learning Program. We are excited to share that the transformational learning program has been an incredible success. 91% of students using the Transformational Learning Program have experienced growth in their targeted area. We expect 100% of our students will demonstrate growth through the program by the end of the school year. |

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Proposed Increase in FTE 0.00

Proposed Decrease in FTE 0.00

Rational for Changes in FTE Enter Here

**SECTION 3 OPTIONAL INFORMATION (Used to share story of progress with legislators)**

Implementation Location Plevna School District.

Number of Students Served & Grade Levels There have been 62 students served through our transformational learning program.

The Challenges Faced We have found a reluctance in some of the teachers working as part of the transformational learning program. We are hoping a peer coaching initiative will help address this specific challenge.

Lessons Learned The Plevna School District has experienced a 34% increased in enrollment over the past two years. Finding a location to house the transformational learning program has been a challenge. We are quickly running out of space in our school. We recognize this as a good challenge to have.

Adjustments for Next Year Initially, the district did not do a good job training the teachers how to identify students eligible to participate in the transformational learning program. We have since applied remedy to this issue.

Expansions Planned For next year, we intend to expand our transformational learning program to include a maker space.

Reductions Planned Enter Here

Enter Here

|   |   |
|---|---|
| <p><b>A summary of the New Story your district is telling around transformational learning and any testimonials</b></p> | <p>At the Plevna School District “our focus is on the Kids” we work hard to meet the individual needs of every kid in our building. We will not allow students to “fall through the cracks” or get left behind. The Transformational Learning Program at Plevna Schools provide the opportunity for our adults to work with kids in an environment and manner best suited to the learning needs of the child.</p> |
|---|---|

Charts, graphs, photographs, quotes, baseline data, etc., are encouraged as inclusion in your annual report.

Plevna School District update due to COVID-19 effects on Transformational Learning plan.  
Submitted by Superintendent Nick Schumacher.

Our status as a Transformational learning school laid much of the foundation we used to drive our off-site instruction. Our focus K-12 was changed to growth towards a standard model. The COVID-19 closure transformed our Transformational Learning Program from a subset of our school to the way that we do education. We will maintain this focus as we navigate the uncertain future and logistics of doing school this Fall.