



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Alberton Joint School District
LEA #	0577
Submitter's Full Name	Damian S. Droessler
Email	ddroessler@alberton.k12.mt.us
Contact Phone Number	406.546.4191
Amount of Funding Received	\$35588
FY 2024 Total Expenditures to Date	\$17,760.48
Current Balance	\$17,827.52

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Identify and provide programs for staff and students that address social and emotional wellbeing, growth mindset, resilience and ethical support.
Progress made	Created advisory times in the daily schedule to implement Character Strong for all students Grades 6th-12th and push in counseling lessons for K-5th. Hired additional mental health team support.
Measurable Objective from District's Transformational Learning Plan	Hire, train, and retain quality staff member to be the lead teacher in the PLTW
Progress made	Teacher has been hired and completed and implemented three modules. They have attended professional development trainings and currently guiding and collaborating with two other staff members. Goal is to expand PLTW staffing by .5 FTE and increase our Project Based Learning opportunities for students.
Measurable Objective from District's Transformational Learning Plan	District will develop MTSS for reading and math.
Progress made	MTSS team has been formed, trained, and meets monthly.
Measurable Objective from District's Transformational Learning Plan	Superintendent and principal will meet quarterly FastBridge, PK-8th ELA, math, and social emotional.
Progress made	Superintendent and principal meet weekly with the Student Support team to discuss social emotional support and well being of students. Superintendent and principal meet monthly with the MTSS team to discuss academic (MAPS) and behavioral data. Superintendent and principal meet bi-weekly with the Literacy Team. Superintendent reported to Board of Trustees November 2023.

SECTION 3: Additional Information

Identify each Transformational Activity	<u>Transformational Learning Activity Tracker</u>
Increased FTE Requested	.5
Decreased FTE Requested	
Rationale for Changes in FTE	This will allow us to expand our class offerings for PLTW as well as Project Based Learning opportunities for our students. Reasonably, we could expand by .5 FTE with our current

schedule being designed to offer additional opportunities for students.

Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning









The above pictures demonstrate our students in PLTW courses and classes utilizing project based learning. Our students are afforded the opportunity (because of this grant) to learn in a manner that allows them to fully develop their educational potential in different ways than previously offered.

School Board Chair Printed Name	Ray Fredette
School Board Chair Signature	<i>Ray Fredette</i> 12/21 ^{RR} 12/21/23
Date of Board Meeting Approval	12/21/2023



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SECTION 1: General Information

District Name	Arlee Elementary District – Arlee Junior High School
LEA #	24-0474
Submitter’s Full Name	Deanne Smith
Email	dsmith@arleeschools.org
Contact Phone Number	406-726-3216
Amount of Funding Received	\$5,145.20
FY 2024 Total Expenditures to Date	\$3,995.41
Current Balance	\$1,149.79

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	85% of the JH teachers (expanded to grades 7&8 since the original plan) will work with students on individualized growth plans.
Progress made	7 out of 8 or 87.5% teachers participated
Measurable Objective from District's Transformational Learning Plan	
Progress made	
Measurable Objective from District's Transformational Learning Plan	
Progress made	
Measurable Objective from District's Transformational Learning Plan	
Progress made	

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	See attached
Increased FTE Requested	No change
Decreased FTE Requested	No change
Rationale for Changes in FTE	NA
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	

School Board Chair Printed Name	Brian Big Johnson BigSam
School Board Chair Signature	<i>Brian Johnson BigSam</i>
Date of Board Meeting Approval	January 9, 2024

Transformational Learning Tracking Guide - HB946

January 1 - December 31,
2023

Arlee Elementary District

Transformational Learning Activity	Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evaluation	Future Plans for this Transformative Activity	Funds Expended	Expenditure Code Used	Total Funding Received
Check and Connect mentoring	Teachers mentor students to develop individual learning plans	MAP growth reports	Too soon to tell	Expended from high school to Junior High	3995.41	150, 2xx	\$5,145.20 FY23
							\$1,149.79 Spent by June 2024
							Plus \$5,277.44 FY24



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SECTION 1: General Information

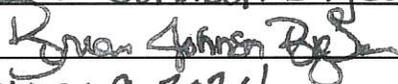
District Name	Arlee High School
LEA #	24-0475
Submitter's Full Name	Deanne Smith
Email	dsmith@arleeschools.org
Contact Phone Number	406-726-3216
Amount of Funding Received	\$1,269.38
FY 2024 Total Expenditures to Date	\$1,269.38
Current Balance	\$1,302.00 FY24 Funds

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	85% of the JH teachers (expanded to grades 7&8 since the original plan) will work with students on individualized growth plans.
Progress made	7 out of 8 or 87.5% teachers participated
Measurable Objective from District's Transformational Learning Plan	8 teachers will the Marzano text and meet after school for a book study
Progress made	8 teachers and 1 principal participated
Measurable Objective from District's Transformational Learning Plan	
Progress made	
Measurable Objective from District's Transformational Learning Plan	
Progress made	

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	See attached
Increased FTE Requested	No change
Decreased FTE Requested	No change
Rationale for Changes in FTE	NA
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	

School Board Chair Printed Name	Brian Johnson Big Sam
School Board Chair Signature	
Date of Board Meeting Approval	January 9, 2024

Transformational Learning Tracking Guide - HB946

January 1 - December 31, 2023

Arlee High School District

Total Funding Received
FY22 1090.49

Transformational Learning Activity	Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evaluation	Future Plans for this Transformative Activity	Funds Expended	Expenditure Code Used	FY23	FY24
Teacher book club on standards based grading	Teachers met to discuss and make plans to implement "Formative Assessment and Standards Based Grading" by Robert Marzano	MAP growth reports	Too soon to tell	Read the next book in the plan	2401.37	150, 2xx	1269.38	1,302.00
							\$3,661.87	
							\$1,260.50	Spend by June 2025



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SECTION 1: General Information

District Name	Bozeman High School
LEA #	0351
Submitter's Full Name	Mike Waterman
Email	mike.waterman@bsd7.org
Contact Phone Number	406-522-6097
Amount of Funding Received	\$23088.80
FY 2024 Total Expenditures to Date	\$23088.80
Current Balance	\$0

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Bridger Charter students will achieve 80% completion
Progress made	Progress is measured at the end of each semester, so current data is not yet available.
Measurable Objective from District's Transformational Learning Plan	
Progress made	
Measurable Objective from District's Transformational Learning Plan	
Progress made	
Measurable Objective from District's Transformational Learning Plan	
Progress made	

SECTION 3: Additional Information

Identify each Transformational Activity	See linked spreadsheet
Increased FTE Requested	0
Decreased FTE Requested	0
Rationale for Changes in FTE	N/A
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	

School Board Chair Printed Name	Greg Neil
School Board Chair Signature	
Date of Board Meeting Approval	



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SECTION 1: General Information

District Name	Cayuse Prairie School District #10
LEA #	0317
Submitter's Full Name	Amy Piazzola
Email	apiazzola@cayuse.k12.mt.us
Contact Phone Number	406-471-0004
Amount of Funding Received	\$41,478.25
FY 2024 Total Expenditures to Date	\$1,600.35
Current Balance	\$39,877.90

SECTION 2: Progress Toward Measurable Objective

<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>1) Continue deeping our collective efficacy of PAX GBG (3rd yr).</p> <p>2) PD - Continue to train new staff in PAX GBG,</p> <p>3) PAX Heroes Training &</p> <p>4) explore transformational learning opportunities</p>
<p>Progress made</p>	<p>1- All staff are progressing in their implementation of PAX GBG based on PAX initiative data submitted annually.</p> <p>2) 2 new staff members were trained and current staff were able to attend a refresher course, as well, free of charge this summer.</p> <p>3) PAX Heroes trainer is in place for January 2, 2024</p> <p>4) Each certified staff has begun making transformational plans</p>
<p>Measurable Objective from District's Transformational Learning Plan</p>	
<p>Progress made</p>	
<p>Measurable Objective from District's Transformational Learning Plan</p>	
<p>Progress made</p>	
<p>Measurable Objective from District's Transformational Learning Plan</p>	
<p>Progress made</p>	

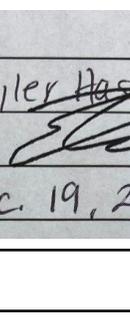
SECTION 3: Additional Information

<p>Identify each Transformational Activity (template linked)</p>	<p>Cayuse TL Tracking</p>
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Increased FTE Requested	1 FTE
Decreased FTE Requested	
Rationale for Changes in FTE	Added a 5th grade teacher to our staff
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	PAX Initiatives See example below Transformational Learning Game Plan Template

	I don't understand this kernel	I understand what it is	I feel I am novice (< 50% of the time) at implementing	I feel I am nearing proficient (> 50% of the time) at implementing	I feel I am proficient (> 80% of the time) at implementing	I feel I am advanced (> 95% of the time) at implementing	I am willing to help other implement this kernel.
NAME:							
KERNELS							
PAX Vision			9/28/22	1/4/23, 6/2/23	9/22/21, 6/3/22, 9/26/23, 11/6/23		
PAX Leader			9/28/22, 1/4/23, 6/2/23	6/3/22, 9/26/23, 11/6/23	10/2021		
PAX Okay/Not Okay			9/28/22, 1/4/23, 6/2/23	9/30/21, 6/3/22, 9/26/23, 11/6/23			
Granny Wacky Prizes			6/3/22, 9/28/22, 1/4/23, 6/2/23	9/26/23	11/6/23		
PAX Quiet			9/28/22, 1/4/23	6/2/23	9/22/21	10/2021, 6/3/22, 9/26/23, 11/6/23	
PAX Voice			9/28/22, 1/4/23, 6/2/23	9/22/21, 6/3/22, 9/26/23	11/6/23		

PAX Hands and Feet			6/3/22, 9/28/22, 1/4/23, 6/2/23	10/1/2021, 9/26/23	11/6/23		
Beat the Timer			6/3/22, 9/28/22, 1/4/23, 6/2/23	10/1/2021, 9/26/23	11/2023		
Tootles			9/28/22, 1/4/23, 6/2/23		9/22/21, 6/3/22, 9/26/23, 11/6/23		
PAX Stix					9/22/21	6/3/22, 9/28/22, 1/4/23, 6/2/23, 9/26/23, 11/6/23	
Please put the date you are filling this form out to show your level for each kernel.							

School Board Chair Printed Name	Tyler Hash
School Board Chair Signature	
Date of Signature	Dec. 19, 2023

School Board Chair Printed Name	
School Board Chair Signature	
Date of Board Meeting Approval	



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Annual Report
2023**

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SECTION 1: General Information

District Name	Corvallis School District #1
LEA #	0731
Submitter's Full Name	Pete Joseph
Email	petej@corvallis.k12.mt.us
Contact Phone Number	406-381-5364
Amount of Funding Received	\$175,336.00
FY 2024 Total Expenditures to Date	\$71,437.12
Current Balance	\$103,898.88

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Restructure our device deployment to 1:1 as the need for remote and distance learning continues to rise; including instructional strategies including device onboarding, digital
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	citizenship, Flipped Classroom and Real World Experiences
Progress made	<p>PS: Students have 1:1 Chromebooks. Chromebooks and iPads are updated or replaced as needed. Every student and parent signs the RUP addressing digital citizenship. Teachers provide daily instruction around digital/internet safety and appropriate usage. Administration is notified by the Securly system about harmful/dangerous words used. Teachers monitor student progress on educational platforms. 91% of classroom teachers have a Newline board for daily instruction. This will be increased to 100% by the end of 2024.</p> <p>MS: The Middle School has added a .5 FTE Computers & Technology teacher (5-8) that focuses on onboarding, and digital citizenship. We're also utilizing a 7th grade core teacher who is focused on Google skills Digital Citizenship. Finally, the 5-8 STEAM program embeds flipped classroom activities and hands-on learning. All classroom teachers at the middle school have either Newline, or SMARTboard systems in place to help facilitate technology needs.</p> <p>HS: The High School has onboarding of 1:1 devices that occurs before school begins. Students are responsible for their devices. All freshmen students are required to take the Computer Technology course that includes appropriate use of devices. Students utilize devices for presentations, group projects and assignments.</p>
Measurable Objective from District's Transformational Learning Plan	Provide individualized learning paths to improve student academic growth.
Progress made	<p>PS: Primary School Staff are attending bi-weekly PLC meetings with the focus of Transformational Learning. Growth/Goals Conferences with all staff will be done annually. Focuses include identifying strategies to implement informational text to increase MAP scores and increasing exposure to different career pathways through Transformational Learning.</p> <p>MS: Middle School Staff is attending bi-weekly PLC meetings focusing on Transformational Learning and utilizing strategies to increase MAP scores, specifically in Informational Text. Common assessments have been developed in each of the core areas. The Middle School building leadership team is planning a school-wide career day in March, with a focus on our district identified pathways: Farm to Food, Medical, Construction/Trades, Salute to Service, and STEAM to Stream. We will rely heavily on community members and local professionals asking them to come and share their expertise</p>

	<p>and experiences with our students.</p> <p>HS: High School Staff is utilizing bi-weekly PLC Meetings to work strategically on Transformational Learning, Informational Text and ACT test strategies. From the PLC conversations, our teachers strategize effective and efficient means to engage our students. One implementation from our PLC Meetings, is the Testing Matters Initiative which includes freshmen students completing testing, sophomore - seniors attending breakout sessions with topics including interview skills, ACT test prep, guest speakers that align with our Transformational Learning areas; Medical, Construction, STEAM, Service Pathway and Agriculture.</p>
<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>Continue to build upon our standards based learning and proficiency model to ensure learning mastery from any location at any time.</p>
<p>Progress made</p>	<p>PS: PS teachers incorporate and build Transformational learning opportunities into their grade level's curriculum mapping. These learning opportunities include guest speakers that are in specific career pathways, opportunities and exposure to the fields through field trips and hands on experiences. These experiences are integrated with the core curriculums and standards based grades.</p> <p>MS: 5th & 6th grade teachers currently utilize standards based grading while 7th & 8th grade staff have prioritized standards while employing a traditional letter grade system. Teachers prioritize HOT (higher order thinking) strategies and TPT (total participation techniques) to build proficiency and effectively measure student progress and engagement. Much like the high school, our upper grades offer opportunities for students to retest if they haven't shown mastery. Our families can also track student progress through our student information systems and utilize google classroom to complete assignments when absent.</p> <p>HS: The high school utilizes a modified standards based grading approach. Our teachers utilize standards based grading per content unit. In these units students have the ability to retest. If students opt for the retest option the completion of content material is required before they are allowed to retest. Teachers can grade via Google Classroom and our Student Information System (SIS). Students and their families are able to monitor progress via our SIS. Students who are absent for extended periods of time due to illness as well as students who have pre-arranged absences are able to access Google Classroom remotely to maintain academic expectations.</p>

Measurable Objective from District's Transformational Learning Plan	Provide professional development in instructional strategies for blended learning so that teachers can spend the valuable face to face time facilitating conversations, deeper understanding of concepts (DOK), and critical thinking.
Progress made	<p>PS: Teachers will incorporate Transformational Learning Pathways and Informational texts into their curriculum to increase NWEA/MAP scores. The Building Leadership Committee and Data Analysis Team will review MAP data three times a year along with targeting specific interventions needed for students in order to increase data. Teachers meet bi-weekly in PLCs teams to align their curriculum and expand/deepen Transformational Learning experiences. Speciality teachers are aligning their curriculum with each grade level's curriculum to support what is being taught in the classroom.</p> <p>MS: The middle school provides targeted PLC time twice a month. Once a month staff meets with their grade level team to identify students of concern and identify/implement interventions. The other PLC meeting is designated as departmental time where staff members can focus on our building goals including improving MAP proficiency in informational text and increasing community engagement through our transformational learning pathways. Certified staff are asked to create two SMART goals related to our district strategic plan and our building goals. These goals are discussed at annual growth conferences and tracked over the course of the year.</p> <p>HS: Professional development is embedded in the high school through our PLC groups, our building leadership teams and our In-service Days. In the high school, our building leadership teams include the High School Leadership Team, Attendance Committee, and Culture Committee. At the beginning of the year, the administration prioritized each early-out to determine appropriate expectations. In accordance with our Strategic Plan, our priorities included increasing our scores based upon data for ACT scores, Informational Text and Testing Matters. Our building leadership teams meet at least 5 times a year, our PLC teams meet bi-monthly. Each PLC group shares progress with administration bi-monthly, as well as teachers meet with administration to share progress and work towards their SMART goals. The goals of the Strategic Plan are required to be a focus for certified SMART goals, including their PLC SMART and personal goal.</p>

SECTION 3: Additional Information

Identify each Transformational Activity	The academic program offers a robust selection of choices beginning with STEAM classes in elementary school to a wide
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(template linked)	<p>variety of CTE classes in High School. These classes can be adapted to almost any student's preferences for a career. The Transformational Learning Grant provides a high quality, healthy and positive learning climate by having highly skilled educators and incorporating time tested educational materials that promote these CTE pathways in each classroom The program is innovative in that it allows students and parents to choose what their child will focus on as a career path as they progress. The goal is to allow all students to reach their full potential as they enter the workforce or choose additional educational paths after high school.</p> <p>PS:  Transformational Learning Pathways</p> <p>MS:  Transformational Learning Pathways</p> <p>HS:  Transformational Learning Pathways</p> <p> Final Working Document_2023 Strategic Plan Template_...</p>
Increased FTE Requested	0.5 Certified FTE 24-25 school year
Decreased FTE Requested	N/A
Rationale for Changes in FTE	Increase in 0.5 Certified FTE to support the Transformational Learning Programs via Tiny Home Building Classes
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	<p>PS: Inaugural Veterans Day Celebration</p> <p>MS: Corvallis Veterans Celebration! Look at this great picture of Ken Lewis and his Great- Granddaughters! Thank you for your service! We are Corvallis!                </p>

HS PATHWAY PRIORITIES				
Medical	Farm to School	Construction	STEM/Outdoor Recreation	Salute To Service
Working on:				
Meeting on May 31st outlining details	Buck and Dave's eggs Local Bounti Aspengrove Berry Farm Moeller's Nursery Lifeline Dairy Western Ag Research Extension Bitterroot Nursery Willow Mountain Vet clinic	Letter sent to Missoula College for Construction	CWW - Classroom without Walls (adding journal component)	Increase # of Fire Cadets to the program, working with Skelton to do presentation
Cohort of students (# of which can participate)	Local Organizations include: MSU Extension, Local Bounti, Buck & Dave's Eggs, Aspen Grove Berry Farm	Field trip to MT Tech/Highlands College for Industrial Tech Expo day	Bear Spray Experiment partnering with Teller Wildlife and community members	Military Recruiters 1x per semester
	Employment skills symposium with 16 guests Class science fair with 15+ guest judges		Ecology - Western, MT and MT State	Bitterroot Military Academy
Adding:				
Look into Project Lead the Way options for students in 24/25 SY	Floral Design: subscription box to community with weekly from October - August;	Look at potential for Math/CTE credit w/construction foreman	Look into working with Forest Service; determine appropriate ways to implement our students in their programs as they must be 18 to be employed	Law Enforcement, Fire, Goods and Services, Teaching, Military
Healthcare Pathways	Discuss with Moeller's nursery (agriculture internships)	Microcredentials w/Construction & Welding	Look into Parks & Recreation Degree; course offerings	Increase # of Fire Cadets to the program
Z-space computers w/health science	Z-space - agriscience	Z-space computers w/construction, etc...	Cyber Security	Military Recruiters 1x per semester
Z-space w/biomedical technology	Z-space - culinary	Z-space welding		Cyber Soldiers
Add Medical Terminology (CTE) credit with Health Instructor Deana Burch as prerequisite for Healthcare Pathway		Sustainable Construction		
Result:				
CNA, CMA, EMT, LPN	Internship to result in Science/CTE/Math credit	Internship w/student receiving Math/CTE credit	CWW summer trip results in Science, Health/PE, and English credit	EMT presentation from Bitterroot Health
Internship	Ag Food Science - Serve Safe Certification	Tiny Houses/Sheds to sell/auction off as fundraiser		Increase # of Fire Cadets to the program
Healthcare Pathway (12 students)- 9-10 M-Thurs; 1-2 M-Thurs		Locating building for use of building sheds for start of SY 24/25		Military Recruiters 1x per semester
		OSHA1 130 Certification		Discovery Care - CNA Healthcare
Community Liaison				
Brittany Leatham - BH	Julie Schairer - Moeller's Nursery	Jon Frier - Missoula College	Teller Wildlife	Ron Skelton - Fire Chief
Kristen Edwards - BH	Dave- Buck and Daves	Katherine Booher - Job Site Ready Project Manager @ Missoula College	Matt Anderson - Forest Service	Trapper Creek Job Corps - wildlife fire
Jen Chavez - BH	Mark- Local Bounti	Jordan Patterson Dual Enrollment Coordinator - Missoula College	Steve Young - Stevensville	
	Melissa- Aspengrove		Pintok	
	Ernie- Lifeline		Mayn	
	Zack- Western Ag Research		Bitterroot Fire Management - camo	
	Ty- Bitterroot Nursery		female - black sweater - coordinator	

	June	August	September	October	November	December	January	February	March	April	May	June
High School	Meet w/Neela regarding Farm to School	Contact local businesses for internships for students; gather information on how many students are in each pathway	Introduce to staff and focus work in PLC/HSLT on pathways and gathering ideas of how we can implement with our students				Determine which courses to add into the 23/24 SY Master Schedule if needed	Take CTE department to GHS to tour facility and talk with CTE department				
		Contact local farm businesses regarding potential internships for 23/24 SY	Setup student internships into CTE pathways	Complete a student survey gathering information from students about potential pathways or interests	Using survey data determine appropriate potential courses/pathways and how to implement/add more students into	Prepare for Career/College Fair for January for HS 10-12 grade students; add into the rotation time for resume, job interview skills, soft skills	Continue preparation for Career/College Fair for January; add into the rotation time for resume, job interview skills, soft skills	College Career Fair for grades 10-12 in the HS Gym; add into the rotation time for resume, job interview skills, soft skills				
			Call Brad Holloway at Glacier High School; 406-758-8600 ext 8611 to confirm tours and speak about implementation	Complete a parent survey gathering information from parents about potential pathways or interests	Determine our structure of implementing this in our school community for success	Continue determining our structure for implementation; how will it be schedule? will they be stand alone courses? offered	Brainstorm with all staff regarding implementation at each building and determine age appropriate structure	Review with staff members the purpose, goal, and plan moving forward of the Proficiency Based Learning Pathways in the different	Build master schedule for 24/25 SY with potential/proposed new courses aligned to the Proficiency Based Learning pathways	Build schedules for students with the PBL pathways		Review with staff the number of students we have that will be participating and which specific courses will be offered
				Complete a staff survey gathering information from parents about potential pathways or interests	Contact Peter from FPS to set up conversation regarding implementation							

MS PATHWAY PRIORITIES

Medical	Farm to School	Construction	Outdoor Recreation	Salute To Service
Working on:				
Reach out to John Bishop (Bitterroot Health) initial discussion	Contact Neela (HS FFA) to determine possible options for MS students	Field trip/Field experience opportunities:	Current outdoor ed opportunities:	Legion Post, Fire, Law Enforcement, Teaching, Forest Service?, etc.
School nurse to discuss opportunites	Local Organizations include: MSU Extension, Haven House, Moeller's, Landscaping/Nursuries	Job Corps	Leave No Trace w/ Forest Service	Visits from local/district service employees
Surgeon visit		REC - Field trip to tour new facility and discussion with lineman	Bike trips to Chaffin Barn and/or Teller	Veterans luncheon
Dentist visit		Donaldson's and/or Massa	Archery	SRO to speak on social media
		Geometry in concrete	Nature Journalling at Lake Como	Jen A. to speak Vaping and Tobacco
			Inviting speaker to talk about mushing	Archeaology (Anzick child)
			Viking Exploration of N. America	Search & Rescue
			Fishing and/or Hunting Guide Service	
			Survival Unit at Lake Como	
Result:				

	August	September	October	November	December	January	February	March	April	May	June
Middle School	Career Guidance Lesson Prep - Stacy Jessop & Nicole Ingram	Bike trips to Chaffin Barn and/or Teller	REC - Field trip to tour new facility and discussion with lineman	Archaeology (Anzick Child)	BRASS Program (RML Scientists)	Pre-Algebra designing blueprints at various scales	Public Library trip	Tim McKay - Search & Rescue	Inviting speaker to talk about mushing	Career Fair	Survival Unit at Lake Como
	Goal Setting Lesson Prep - Advisory	Archery	Nature Journaling at Lake Como	Airline Pilot - Denise Mowat. Veteran's Day Lunch	Nordic Artesian - Birte Nellessen -Viking exploration	Jedediah Brodie - Wildlife Biologist	Geometry in Concrete - John Meuchel	Bitterroot Fab Lab trip	Leave No Trace w/ Forest Service	STEAM Careers - 6th Team	French/Canadian Career Opportunities - Craig Clairmont
		Career Exploration Research Paper - 8th Grade	Andrew Whitely - Fisheries Bilogist	SpetrUM - Making & Tinkering - Nick Wethington	RML Scientist - Lara Myer	Computer Tech - Budget Planning	Montana History Roadtrip - Buffalo Bill Museum - 7th grade	USFA Hydrologist - Snowpack - Andy Efta	Jay Meyer - Bittorroot Irrigation	8th Grade Math Budgeting Project	Greek Olympics - 6th Grade Team
		Extended Studies - College Planning Course	Annual Career Lessons - 5th-8th Grade	Holiday Budgeting - Deb Gardner (5th team)	Leslie Nyce - MTFWP - Native Fish	Emillie Lahneman - Bitterrot Water Forum - Watersheds	Christy Schramm - Bitterroot Weed District - Invasive Weeds	Monty Monroe - USFS ATV Ranger - OHV Safety	Career Planning Unit - Trip to U of M and Trade Schools - 8th Grade	Spring High School Transition Lessons - 8th Grade	

PS PATHWAY PRIORITIES

Medical	Farm to School	Construction	Outdoor Recreation	Salute To Service
Working on:				
2nd Grade	1st Grade	3rd Grade	4th Grade	EK & Kindergarten
				Veteran's Day Donuts
Adding:				
Result:				

Grade Level	August	September	October	November	December	January	February	March	April	May	June
Admin	Introduce to staff and focus work in PLC/PSLT on pathways and gathering ideas of how we can implement with our students	Sept. 15: Teachers will meet to work on long range planning and align their pathway to their curriculums.	Oct. 27: PLC Informational Text and Transformational Learning	Nov 3: PLC Informational Text and Transformational Learning	Dec 15: PLC Informational Text and Transformational Learning	Jan 5: PLC Informational Text and Transformational Learning	Feb 16: PLC Informational Text and Transformational Learning	March 8: PLC Informational Text and Transformational Learning	April 12: PLC Informational Text and Transformational Learning	May 3: PLC Informational Text and Transformational Learning	
EK Salute to Service	Salute to Kindness and listening to teacher-LWT The Rainbow Fish by Marcus Pfister and Each Kindness by Jacqueline Woodson	Salute to Teachers - Rules, Salute to Conservation: Skalkaha Bend Park Journeys- Building with DAD Impact Learning- Good Citizen	Turner Farms/Pumpkin Patch Field Trip-BOOK-A Day in the Life of a Farmer-Heather Adams/Nursing Home trick or Treating, Safety Day with Officer Liddle, Scarecrow	Learning about caring for others-pack shoe boxes for needy kids, Veterans Day/BOOK The Wall by Eve Bunting Amazing Americans Wall	Corvallis Athletics Field Trip-VIDEO BrainPop Jr. Exercise, LWT-Oh, the Things You Can Do that are Good for You Sing along -Carriage ride with Corners	USA Day-BOOK Red, White and Boom By: Lee Wardlaw	Presidents Day BOOK-THIS Little President by Joan Holub or Presidents Day by Anne Rockwell & Salon Field Trip, Valetines for out Nursing Homes, Salute our Bus Drivers	Adopt a Pet Week, LWT-About Pets by Cindy McKou, Airport LWT-Planes by Amy Shield and Police Station Field Trip-BOOK What's Inside a Police Station by Sharon Gorkin, Insectarium	Apacco Ranch Field Trip, Salute to Community, Earth Day BOOK Earth Day Hurray! By Stuart J Murphy, LWT Why Should I recycle by Jen Green	Field Trip to Big Creek Dairy BOOK-Life on a Dairy Farm by Judy Wolfstrom Field Trip to Fire Station-BOOK The Firestation by Robert Munsch The Fire Station by Gail Smith-Soundings	
Kinder Salute to Service	Recycling (throughout year)	Salute to Teachers - Rules, Salute to Conservation: Skalkaha Bend Park Journeys- Building with DAD Impact Learning- Good Citizen	Scarecrow Festival/Walking through Town (going out Goods & Services), Officer Liddle Presentation, Visiting Nursing Homes (Trick or Treating, Point out jobs related to Assisted Living) My Teacher	Veterans Day, Veterans Presentations, Interact from HS, Veterans Memorial Park Officer Liddle Presentation, Visiting Nursing Homes (Trick or Treating, Point out jobs related to Assisted Living) My Teacher	Grocery store field trip: Sing along to learn carols, Carriage ride Lesson 7 Journeys- The Farm Worth Zoo, Virtual Zoo	Ravall Electric Cooperative Field Trip Lesson 9 Journeys- What Do Wheels Do All Day?	Girl Scout (Erin Steuer)/Boy Scout presentation/Valentines for nursing home, Bus driver presenter (Appreciation Day) Presidents' Day Journey-Lesson 16- Benjamin Franklin inventor-What is	Post Office visit; Bitterroot Public Library; Mayor - Dominique presentation Post office field trip Curious George's Dinosaur Discovery Zin, Zin, Zin, a Violin! Bravo, Maurice!	Salute to Community Service: Earth Day, Clean playground; Humane Society How to help the Earth by the Lake Journeys Comes to Life From Apple Tree to Stars	Smith-Soundings Fort Missoula (military, fire lookout; train; logging), Forest Service Field Trip; Tour the Firehall, I want to be a firefighter	
1st Grade Farm to Food		"Pop on the Potato Farm" informational text/potato dig in Stevensville	Apples Orchard Field Trip, Fall/Pumpkins, Apples, Ranch field trip/ Journeys From Seed to Pumpkin /Incorporate Mystery	MT Farm Bureau Ag coloring contest/Field trip to Buck and Dove's Egg Farm/ butter making	Teacher read alouds: "The Day the Farmers Quit," "Grow! Raise! Catch!"	Teach sap to syrup lesson/Daily Mansion maple tap? Incorporate Mystery Science mini lesson: "How is Syrup Made?"	Visit a local dairy or have a dairy worker come in as a guest speaker	Read Journey's story: "Where Does Our Food Come From?" and "Garden Good Guest" informational text in Journeys/levelized readers: "From Pig to	"A Tree is a Plant," "Grow Apples Grow" informational texts from Journeys/levelized readers: "From Pig to	Greenhouse Visit (flowers for Mother's Day)	
2nd Grade Medical/Science		Pond Habitat - Teller Loop Conservation Education/Biologist Hands-on Classify Pond Life Invertebrates with Wildlife Biologist Nicole Ballard Life in a Pond	Vet and Assistant--X-Rays Hands-On Mystery Science Skeleton Activity Vocabulary Reader/Nonfiction--Pet at the Vet On-level Readers--Caring for Cats	KMAX Meteorologist Hands-On--Cloud in a Jar Experiment Weather tracking & Bar Graph Vocabulary Reader--Let It Rain, Above Reader--Lessons About Lightning, On Level--What is in Wind Below Level--A	Physical Therapy - Doug Martin Nutrition--Holly Snyder Nonfiction-Ugly Vegetables (Healthy Food)	Maybe Julie Allred--Sign Language Interpreter Journeys-Helen Keller	Dentist Jordan Taggart & El Johnson Boiled Egg Experiment EMT-Scottie's Mom? How Does your Heart Pump Blood--Mystery Science The Big Red Heart: The Cardiovascular System for Children	Doctor's Day Spectrum-Science	Botanist Vocabulary--Grow a Bean Plant--Desert Plants On Level--The Life Cycle of a Tree, Intensive reader--Plant and Animal Partners	Career Fair to introduce many Science and Medical fields for students -Jason Wirth Mad's sister Olivia (Nurse & CNA) Mad's mom Heidi (CMA) Variety of Text Available from our library	
3rd Grade Construction/Engineering		1. Field trip to courthouse (constructing a case for trial) 2. constructing cutouts of the Spectrum center 3. designing and constructing bridges STORIES: POPS, BRIDGE, TALK OF CARDIGAN JONES CAREER OPPORTUNITY: LAWYER, JUDGE, ENGINEER MYSTERY SCIENCE: FORCES IN MOTION WITH BUNGLES, MAGNETS, INVISIBLE FORCES	1. build a volcano 2. Mike Soebbing/Bread Cook geology 2) Billy Hendrickson tour of a construction site 3. create a bat diagram 4. bat houses. Field trip to the Field of Screams. Quin Kirkland will demonstrate and show how he designed the Field of Screams. How it was designed, planned, and constructed. 3rd graders will design their own maze made of cardboard. STORY THEY COULDN'T HEAR: SALLY HELPS CAREER OPPORTUNITY: GEOLOGIST, VOLCANOLOGIST, ENGINEER MYSTERY	1. constructing a map to locate a treasure 2. constructing a jack-o-lantern CAREER OPPORTUNITY: CARTOGRAPHY/REINVENT OR STORIES: JOURNEY OF OLIVER K. WOODMAN HOW BUSINESS PERSON, TECHNOLOGY DESIGNER OF SPANNO TULANE WINS THE GAME	1. sewing with Katie Gividen 2. constructing gingerbread houses 3. design cookies for the elderly 4. create I-pads with apples 5. design clothes CAREER OPPORTUNITY: BAKER, HAIRDRESSER, INTERIOR DESIGNER OF SPANNO TULANE	1. Lewis and Clark covers 2. bird/owl houses--owl pellets (deconstruct the pellet) 3. deconstruct the squid 3. deconstruct eyeballs.3. build a house that can withstand "twist" CAREER: METEOROLOGIST AND HOME CONSTRUCTION MYSTERY SCIENCE: STORMY SKIES/WIND	1. Snowshoe field trip-constructing a survival kit/glog 2. forest service presentation about conservation 3. Officer Jessop with police dog-constructing safe cities CAREER OPPORTUNITY: POLICE OFFICER, FORESTY STORIES: ARBO AND OFFICE ANKE, A TREE IS CRAWLING	1. Mt. Everest with Matt Anderson-constructing a safe climb 2. Math Standard 3.MD.1-3 landscape-area and perimeter-spl/erosion 3. Constructing a map of trails through learning about the Iditarod race STORY: MT. EVEREST AND WE ON ICE STORY: THE SURVIVED THE DUELERS CAREER: INTAROD RACER AND DOG HANDLER	1. Footrace across America-Huls? designing a course 2. Meteorology-field trip to weather station 3. create a family hereditry tree STORY: FOOT RACE ACROSS AMERICA MYSTERY SCIENCE: STORY SKIES AND HEREDITY/INHERITENCE		
4th Grade Outdoor Recreation	Career Heroes Workbooks from the MT Dept. of Labor & Industry used throughout the school year.	Field Trip to Traveler's Rest in Lolo. Nature hikes, games, and artifacts found there led by Forest Service and Amercorps employees. We will be using our career workbooks throughout the school year. We will add in guest speakers, videos and field trips that match those career categories.	Outdoor Rec Lee Metcalf Refuge with MT Naturalist, Journeys Informational Text "My Brother Martin" and "Sagagawag"	MT Naturalist Site Visit/Individual Guest speakers per class. Journeys Informational Text "My Brother Martin" and "Sagagawag" National Geographic 4 week program Bernes?	MT Naturalist Site Visit/Individual Guest speakers per class. Journeys Informational Text "Ecology For Kids"	MT Naturalist Site Visit/Individual Guest speakers per class. Journeys Informational Text "Carnivore Dinosaur"	MT Naturalist Site Visit/Individual Guest speakers per class. Journeys Informational Text "Who is/Who was novel movies-focus on individuals passions/careers.	MT Naturalist Site Visit/Individual Guest speakers per class/Missoula Insectarium-Butterfly house. Journeys, being	MT Naturalist Site Visit, Career Week Parent Guest Speaker	Farm Fair, MT Naturalist Site Visit, Big Hole Battlefield Field Trip	



Corvallis School District
1151 Eastside Highway
Corvallis, MT 59828

Strategic Plan 2023

Adopted August 8th, 2023

The Corvallis School District sits in the heart of the Bitterroot Valley in the unincorporated community of Corvallis. The district has three main buildings: Quentin Brown Primary School (PS - 4), Edna Thomas (5 - 6) and Corvallis Middle School (7 - 8) and Corvallis High School (9 - 12). In the fall of 2022 there were 460 students at the primary school, 435 at the middle school and 485 at the high school. Our district has a superintendent and a special services director. Each of the main buildings has a full time principal. Our primary, middle and high school each have an assistant principal. The high school assistant is also the activities director. The Corvallis School District is governed by a seven member board.

Free and reduced priced meals are an indicator of community income levels. In 2022 the free and reduced percentages were: 39% for the entire district (42% K-4, 41% 5-6, 42% 7-8, 33% 9-12). From March of 2020 to June of 2022 all students were universal free with covid-19 support to communities. In the fall 2022 free and reduced are at an all time low of 26% for the entire district (30% K-4, 27% 5-6, 24% 7-8, 23% 9-12)

About 15% of our students are identified as IDEA eligible and receive special services. Currently only two students in our district have English as a second language.

The student population is predominantly white, non Hispanic.

All of our schools meet accreditation standards that are set by the Montana Board of Public Education.

In the spring of 2023, Corvallis School District underwent a System Wide Cognia review process. The report showed numerous areas in which the district Meets Expectations while the remaining areas fell in Emerging. An area where we Exceeded Expectations on the report was “Leaders Engage stakeholders to support the achievement of the system’s purpose and direction”. Cognia identified four priority areas for improvement. The School Board revised the District Strategic Plan based upon these priority areas:

- High Expectations for student performance and development of higher order thinking skills*
- Development of systemic, data-driven instructional strategies*
- Supervision and Evaluation procedures to improve instructional practices and student outcomes*
- Professional Development opportunities that link directly to student outcomes*

In May of 2016 the district was unsuccessful running a general fund levy with 54.5% against. In November of 2017 the district ran a building reserve levy to purchase land and buildings on an adjacent property. The purchase was approved by 65.6% of the voters. The district is currently working on a long-term plan to determine the needs of our facilities. In May of 2023 the district ran an Operations Levy and it failed by 60%. However the Board of Trustees in the Spring of 2023 successfully created an Endowment to help fund district needs and support school personnel as a possible revenue source for the future

Corvallis School District participates in state mandated testing, SBAC (reading and math) and MSA Montana Science Assessment (science 5 & 8) as well as implementing its own testing using NWEA MAP Growth testing. In addition to this, the primary school

uses DIBELS as an early intervention. The ACT is given to all high school juniors and starting in Spring 2023, sophomores are given the PreACT.

Graduation rates in Corvallis are high with 97.78% of students graduating in the spring of 2022 as compared to 85.78% statewide.

Graduation rates for Corvallis have been over 95% for the past five years. The juniors take the ACT in the spring. In 2022 our composite score was 18.6 with math being our strength with 19.2 (36 being highest score possible). Our writing score was a 6.2 (12 being highest writing score possible). In 2022 the state average composite score was 18.1 with math being the highest at 18.5 and writing was 6.0. ACT scores have decreased for the past three years with composite scores of 19.3 in 2021 and 19.5 in 2019. No scores were reported in 2020 due to pandemic and school closure. Typically each year, reading is the highest score, until the last two years, when mathematics has scored highest.

We offer a wide range of classes to address student needs. At the high school level, career technical courses include: accounting, computer technology, business accounting, marketing & entrepreneurship, personal finance, street law, CAD, DIY, small engines, blacksmithing, welding, woods, ag leadership, ag project science, ag vet science, intro to agriculture and ag food science. Fine arts classes include: choir, band, orchestra, percussion ensemble, music tech, guitar, musical theater, ceramics, art foundations, and advanced art. In addition to regular core classes, we also offer many honors and dual-enrollment courses. Our award winning Classroom Without Walls course gives students an opportunity to participate in project work. At the middle school students are exposed to a variety of exploratory classes. These include: band, choir, orchestra, health enhancement, music exploration, outdoor education and recreation, STEAM labs, French, art, tech, and Native American studies.

We also offer rich and diverse extra-and co-curricular opportunities to our students. These offerings are designed to enrich and expand students' areas of interest while at

the same time offering experiences in cooperative ventures, fair play, and doing one's best. Offerings include: Marching and Pep Bands, Classroom Without Walls, Driver's Education, Interact Club, National Honor Society, Future Farmers of America, National Junior Honor Society, Science Olympiad, Boys/Girls State, Student Council, Spelling Bee, National Geographic Bee, Clay Club, Speech and Drama, Basketball, Baseball, Cheerleading, Cross-Country, Football, Golf, Soccer, Softball, Tennis, Track, Volleyball, and Wrestling.

At the Primary School level, every student is taught language arts, math, science, and social studies within their grade level content. We also provide students with a variety of speciality classes such as: STEAM, Health Enhancement, Music, Library, and Guidance Counseling lessons. Students attend each of the speciality classes weekly. We provide Title One, Special Education, Gifted and Talented, CSCT, and an Academic Coach to those students who qualify.

Corvallis has a gifted program that offers enrichment activities and accelerated classes to students. Two teachers support the middle school and primary school. The district also uses 21st Century Grant money to provide an after-school tutoring program for high needs middle school students.

With the ever-changing landscape of technology, it is imperative for the district to stay up-to-date with the latest advancements in technology to provide the best possible learning environment for our students and teachers. We are committed to ensuring that our district has the necessary resources to meet the evolving needs of our educational community.

Currently, the district has approximately 1600 Chromebooks and 278 tablets deployed, which are essential tools for our students to access online learning materials and educational software. In addition, we have 3 computer labs with a specific purpose, which are essential for our students to learn important skills such as Business, AutoCAD, Mac Art and Design and PC Art and Design. All teachers have a computer

and projector or interactive display in their classroom, which allows them to provide engaging and interactive lessons for their students.

However, we recognize that technology needs are constantly evolving and we need to keep pace with these changes. As such, the district is committed to regularly upgrading the infrastructure and security to meet the needs of the district. This includes upgrading network infrastructure, such as switches and access points, to support faster speeds and higher bandwidth, as well as investing in cloud-based software and applications to enhance remote learning capabilities.

To ensure that the district is meeting the technology needs of our students and teachers, we will continue to assess our current technology infrastructure and make necessary adjustments as needed. The technology department will work closely with school administrators and educators to identify areas where technology can be leveraged to improve student outcomes and provide a more engaging learning experience.

Overall, we are committed to providing our students and teachers with the best possible technology resources and infrastructure to support their educational goals. With a strategic plan in place, we can ensure that our technology investments are aligned with our educational mission and are helping to drive positive outcomes for our students.



Core Purpose of the Corvallis School District

The Core Purpose of the Corvallis School District is to achieve excellence in educating the whole child in a safe environment so that students are prepared to succeed in life and become productive members of society.

Core Values of the Corvallis School District

Integrity

We value acting in a respectful, honest, trustworthy, responsible and professional manner at all times.

Sense of Community

We value the community in which we live. We believe that a strong sense of community is important to the success of our students.

A Culture of Collaboration

We value collaboration among students, staff, parents and community members. We know that when we all work together, we can accomplish goals that could not be met otherwise.

Students First

We value our students and believe that we can provide for the needs of each and every student attending our schools.

Positive Climate

We value a positive school environment and believe that our students, staff, parents and community benefit tremendously from a safe, welcoming and supportive environment.

Open-mindedness

We value a culture in which people are open-minded, understand the value of diversity, and do not judge others because of differences in background or opinions.

Description of Five-Year Development Process

In 2002 a Five-year Plan committee was established. The committee meets yearly to review and document progress on the goals of the district. In 2014-2015 the plan was updated with new goals. In 2018-2019 the committee reconvened to work on new goals to align to the newly adopted Strategic Plan that addresses the AdvancED priorities. The most current revision occurred in 2023 after the district was reviewed by Cognia (formerly AdvancED).

The committee consists of: the superintendent, special services director, and building principals. Consultation of the plan will include parent groups (Site Based Teaming) lead teachers (DLT) and selected student groups.

Focus Areas / Goals: Strategic Plan

Focus Area / Goal #1 Academics

The Corvallis School District's academic programming will promote student learning through a rigorous curriculum, high standards, effective instruction strategies and meaningful assessments that are based on data research.

The Corvallis School District will provide programming and services that ensure our students are prepared for the next step in life when they exit our system. In addition to having a strong academic program, we will promote the importance of citizenship, character, positive attitudes and hard work.

Intended outcome:

Academic programming promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments based on data and research.

Programs and services ensure that our students are prepared for post-secondary opportunities by providing diverse academic programming, promoting and modeling the importance of citizenship, character, positive attitudes, higher-order thinking skills and hard work.

ACTION PLAN:

We will establish a College & Career Readiness for transformational learning (School To Work), provide skill development through meaningful informational text, and continue to review and interpret test scores.

Measurement tool linked to intended outcome:

- By the end of 2028 ACT Composite scores will increase to 22, with sub group scores of Math > 22, English > 20, and Science > 23.
- By the end of 2028 K-9 NWEA scores will reflect 70% proficiency for 50% of the grade level from end of year Fall to Spring RIT scores.
 - K-4 increase RIT scores by 3 points
 - 5-8 increase RIT scores by 2.5 points
 - 9 increase RIT scores by 2 points
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

- Transformational Learning Outcomes will be based on fall and spring ELEOT observations
- *Grade level enrollment will be maintained at 90% capacity of State Accreditation Standards set by OPI and the Board of Public Education.*

Focus Area / Goal #2 Behavior

The Corvallis School District will promote a school climate that is positive and welcoming to students, staff, parents and community. By providing numerous pathways and alternative placements it is the intent of Corvallis School District #1 to improve student behavior by meeting every student's needs.

Intended Outcome:

Student interventions and providing transformational learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practices (RP) may be used informally by individuals, best practice suggests that a school-wide approach to Restorative Practices should be implemented intentionally and systematically to create culture change and ensure success of all students. Restorative Practices can easily be embedded into a Multi-tiered System of Supports (MTSS) framework. Corvallis School District #1 is already implementing Positive Behavioral Interventions and Supports, and can integrate RP. Our current district policies, procedures, and handbooks are the backbone for data, systems and practices across a hierarchy of supports for all students.

1. Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.
2. Tier 2: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
3. Tier 3: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.

ACTION PLAN:

We will use behavioral interventions and attendance data to improve school involvement by our entire school community.

Measurement tool linked to intended outcome:

- By the end of 2028 quarterly attendance rates will be at 95% for K-12th grades.

- By the end of 2028 Extra-Curricular Program, Athletics and Activities rates will be at 75% for K-12th grades.
- By the end of 2028 discipline office referrals will decrease by 10%.
- School-Wide Information System (Primary School and Middle School), Infinite Campus (High School) behavioral, survey data and Montana Behavioral Initiative (MBI) program evaluation will continue to be determined by Administration in order to generate a District wide annual decrease in referrals.
- Weekly intervention and prevention meetings will be required in the K-12 school system and monitored through Infinite Campus.
- Establish and sustain pacing requirements for teachers and students on a weekly basis. The pacing requirements will include grade checks, weekly gradebook entries, and weekly student reports monitored through Infinite Campus.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

Focus Area / Goal # 3 Community

The Corvallis School District has a strong partnership with the community and will continue to build upon this relationship by inviting stakeholders to the table when discussing district interests. The community's support of our programs and services is vital to the success of our students.

Intended Outcome:

Strong partnerships provide a welcoming environment and encourage community engagement at all levels, resulting in support of school programs and services. Transformational learning fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs and culture *and* is supported through relationships among teachers, family, peers, the business community, postsecondary education officials and other community stakeholders.

Embed community-based, experiential, online and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections. Ensure equality of educational opportunity to participate by all qualifying pupils of the district. Corvallis School District #1 is committed to connecting with the

greater community. Active engagement with facilities, events and community gatherings are a priority.

ACTION PLAN:

We will use Transformational Learning Pathways (Farm to Food, Salute to Service, Outdoor Recreation & Ecology, Medical & Construction)

Measurement tool linked to intended outcome:

- By 2028 35% of all K-12 students will be actively participating in Transformational Learning Programs. These connections will be executed through groups, instruction, mentoring and internships.
- By 2028 100% of all K-12 students will be engaged in a transformational learning curriculum.
- The District will establish and create a facility master plan for both short and long term goals. An annual priority report will be given to the Board of Trustees in June of each school year.
- The District will continue to provide opportunities for community engagement.
- The District will continue to use traditional and social media communication with the public.
- Site based teaming events will be on a quarterly basis for community support with appropriate personnel.
- The Corvallis School System will continue to meet the expectations of our Cognia Accreditation and the standards and policies established by the Board of Trustees.
- Student and Staff Surveys will continue to be utilized.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.



CORVALLIS VETERANS CELEBRATION!

Corvallis School District

NOV 14, 2023

Look at this great picture of Ken Lewis and his Great- Granddaughters! Thank you for your service! We are Corvallis!UM   UM   UM



Schools

Corvallis School District #1

Corvallis High School

Corvallis Middle School

Corvallis Primary School

Stay Connected



Find Us

Corvallis School District #1

1151 Eastside HWY

Corvallis, MT 59828

406-961-4211

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CORVALLIS SCHOOL DISTRICT #1 // COMMUNITY NEWS

// INAUGURAL VETERANS DAY CELEBRATION



INAUGURAL VETERANS DAY CELEBRATION

Corvallis School District

NOV 11, 2023

Our Inaugural Veteran's Day assembly was very well received. Thank you to every Veteran who attended, it was an honor to have you present!

We appreciate the efforts from all of our students, teachers, administrators, and support staff to make this community event a success!



Schools

- Corvallis School District #1
- Corvallis High School
- Corvallis Middle School
- Corvallis Primary School

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CORVALLIS SCHOOL DISTRICT #1 // COMMUNITY NEWS

// CORVALLIS FFA SEES SUCCESS AT NATIONAL COMPETITION



ravallirepublic.com

Corvallis FFA sees success at national competition

CORVALLIS FFA SEES SUCCESS AT NATIONAL COMPETITION

Corvallis School District

NOV 14, 2023

Take a moment to read about how amazing our FFA is! We are very proud of all of their accomplishments!

You can read the entire article here: https://ravallirepublic.com/news/local/chs-ffa-national-competition-ag-issues-neela-hammerstein-marketing-plan/article_e007cdc4-8254-11ee-be7b-7b7bf9201ca0.html



Schools

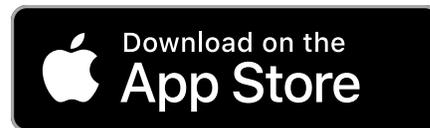
Corvallis School District #1

Corvallis High School

Corvallis Middle School

Corvallis Primary School

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1151 Eastside HWY

Corvallis, MT 59828

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Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	East Helena Public Schools
LEA #	1240
Submitter's Full Name	Dan Rispens
Email	drispens@ehps.k12.mt.us
Contact Phone Number	406-227-7700
Amount of Funding Received	\$61628.00
FY 2024 Total Expenditures to Date	\$5315.57
Current Balance	\$56312.43

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Train Staff and Implement Standards Based Grading at Radley Elementary School
Progress made	Full Implementation Year 2
Measurable Objective from District's Transformational Learning Plan	Train Middle and High School staff in personalized learning classroom instructional techniques.
Progress made	This is ongoing as we find additional opportunities for staff professional development. Administrative and instructional coaching staff attended Competency Based Education Training in Denver Colorado Summer 2023.
Measurable Objective from District's Transformational Learning Plan	Visit School Sites Effectively implementing Personalized Learning to gain further insights.
Progress made	We continue to seek models for TL/CBE processes and are considering a trip to Bishop Carroll High School in Calgary, AB.
Measurable Objective from District's Transformational Learning Plan	Develop Proficiency Scales (Standards based templates) for classroom use in Competency Based Education. To be used for determining full or partial awarding of credit.
Progress made	<p>This is ongoing and in progress. The EHHS Vanguard team of teachers are taking the lead with this work. Teachers also worked this past summer on identifying priority standards and will now begin thinking through how these translate into proficiencies.</p> <p>Additionally, the teachers in our Alternative Program have also implemented a version of the proficiency model to help students catch up and move forward with their credits at the school.</p>

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	See attached template
Increased FTE Requested	0
Decreased FTE Requested	0

Rationale for Changes in FTE	N/A Ongoing for current staff involved in CBE and TL.
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	<p>From Mr. Jon Moore: Competency Based Education has allowed for a tremendous learning opportunity for my students, as well as myself. Students are able to explore their interests at their own pace, improve their skills without arbitrary time constraints, and express creative thoughts. For me, it has helped me focus on expressing expectations and providing models to students. I have also had more time to direct one-on-one attention where it is most needed based on student work.</p> <p>From Ms. Shelby Holmes: My name is Shelby Holmes and I am currently teaching my high school Chemistry classes in a CBE format. This format has increased student accountability, helped create a culture of learning in my classroom, allowed students to work at their own pace and take more of a "driver's seat" in their learning. Finally it has helped me as an educator be a more purposeful planner and allowed me to engage with students in small groups or one on one for more hands on learning.</p> <p>From Janelle T., a student: This CBE style of learning has allowed me to move quicker if I understand a topic and slow down if I need more clarification. Making our education more personal, our teacher can connect with us on a more one on one basis. This also allows me to move around the classroom and gain knowledge from my peers and teacher. With this style of teaching my peers and I are encouraged to use our resources before giving up.</p> <p>From Jenna S., a student: I enjoy CBE because I like to work at my own pace and I always have other assignments to work on if I am waiting to ask a question. I am also able to move around the room and use other resources if needed. Overall, I feel more productive and I learn the material faster in classes that have CBE.</p> <p>From Kaitlyn M., a student: I enjoy CBE because it allows me to work at my own pace. I can move around the classroom and gain knowledge from my peers as well as my teacher. I also enjoy that if I am stuck on one assignment and the teacher is busy I can move onto another one. Working at my own pace, but having a preferred schedule pushes me to work harder during class. I prefer using the CBE when the teacher has things organized well.</p>

School Board Chair Printed Name	Scott Walter
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School Board Chair Signature	<i>Scott A. Walter</i>
Date of Board Meeting Approval	<i>1/8/2024</i>

Transformational Learning Tracking Guide - HB946

January 1 - December 31, 2023

Total Funding Received

Transformational Learning Activity	Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evidences	Future Plans for this Transformative Activity	Funds Expended	Expenditure Code Used	61628
Marzano Competency-Based Learning Conference	2 day conference at Marzano Academics to learn more about Competency-Based Instruction, Development of Proficiency Scales,	Vanguard Team at EHHS has been working on implementing the stages outlined from this conference. We meet regularly to look at effectiveness and discuss what the next steps will be for this. As as full school at EHHS, we will be working on smaller steps this school year. Within Marzano's outline for this process, there are fidelity measures that we refer to and look at to help with our discussions and whether we feel it is working or not. Student grades are also monitored. Other schools in the district have also started to work on minimal parts of this type of learning, with Radley also having a strong foundation in using standards to guide instruction and determine whether a student actually knows something or not.	Overall, the beginning stages of this was a little bumpy, but through quite a bit of research and tenacity of our instructors and students, we believe that students are finding more success in demonstrating their proficiency through this model than what teachers were seeing before. We still have plenty of work to do, and if we were to look at the Marzano proficiency-scales and give ourselves a score from 0-4, we are probably sitting at a 2.0 on most aspects of this implementation right now. Most of the work on this is being completed at the high school level, although the middle school is also working on their standards-informed instruction practices with a plan to start with the CBE staff later this school year and into next year. Radley School has utilized a little bit different methodology with their standards-based grading, but it can translate effectively into this process as well as we work K-12 to find a strong solution for this type of learning.	Future goals with this are to look at a full school approach to CBE using the Marzano Methodology. Full school implementation of the high school has begun in small steps, Radley is in Year 2 of their Standards-Based Implementation, and the other schools are beginning to formalize teams to help with implementation at their schools as well.	2481.05		69146.95
Substitutes for Planning	Substitute planning time has been provided for those working directly with this program to ensure that they are able to plan purposefully and effectively for what they are able to provide to students	Overall student success as measured through grade reporting and student discussions	Overall, this is a new aspect for this program, but the time provided has greatly helped those teachers working with it and ultimately students have benefited from it with clearer structures and objectives/proficiency measures in their classroom setting	Continue to provide ample opportunity to meet and plan as a group to ensure overall student success	2634.62		56312.43
Summer School	Students were given an opportunity this summer to both earn credits back and advance in certain subject areas using a Transformational Learning/CBE mindset	Student success rate in passing of classes over the summer	Overall, of the 24 students enrolled in a summer school course this past year, 22 of them earned credit back in at least 1 credit, with 4 students moving ahead of their peers in English and Government	We will plan to continue teaching Summer School this way after the strong success rates			56312.43



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Frenchtown School District
LEA #	0599
Submitter's Full Name	Les Meyer
Email	lesmeyer@ftbroncs.org
Contact Phone Number	406-626-2600
Amount of Funding Received	\$201,376.00
FY 2024 Total Expenditures to Date	\$53,739.98 - Cost to the district to date for Transitional Kindergarten and Enrichment Teaching Salaries.
Current Balance	\$147,636.02

SECTION 2: Progress Toward Measurable Objective

<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>High School - Grades 9-12</p> <p>Dual Enrollment and Advanced Placement In our application our target specific area was a course completion of 90% or above. We currently have 315 students enrolled in the Dual Credit and Advanced Placement courses.</p> <p>For the first semester of the 23-24 school year Frenchtown High School offered the following Dual Credit and Advanced Placement courses: Writing 101, AP English, AP Calculus, Pre-AP Pre-Calculus, Dual Enrollment Statistics, Dual Enrollment College Algebra, Dual Enrollment Contemporary Math, Dual Enrollment Chemistry, Dual Enrollment Discover Biology, AP Physics, AP World History, Dual Enrollment US History, Dual Enrollment Government, AP Studio Art, Dual Enrollment Intro to Business</p> <p>CTE and Professional Licenses Through our current courses students can earn E-foodhandler and Servsafe certifications.</p> <p>Counseling support for registration and university partnerships The high school partners with UM/Missoula College for our dual enrollment classes. We provide a space for their dual enrollment specialists to work with our students several times a year.</p> <p>Digital platform support and development Allowing access to the tools needed for student and staff success</p> <p>Professional development for all staff 9-12 FTSD supports nine PIR days and offers teachers opportunities to attend trainings.</p> <p>Coding and computer technology support courses Offering a coding and tech tools class.</p>
<p>Progress made</p>	<p>High School - Grades 9-12</p> <p>Dual Enrollment and Advanced Placement In our application our target specific area was a course completion of 90% or above. We currently have 315 students enrolled in the Dual Credit and Advanced Placement courses. Currently, 309/315 are passing. Although we haven't officially completed a semester, students in the course are currently at a 98% passing rate. We will monitor student completion rates at the end of each semester.</p> <p>All AP testing fees and dual credit courses have been paid for using</p>

	<p>the 1, 2 Free program and the Transformational Learning Grant.</p> <p>CTE and Professional Licenses 36 students earned ServSafe certification, and 20 students earned E-food handler certification.</p> <p>Second semester more students will have the opportunity to earn certifications.</p> <p>Counseling support for registration and university partnerships This semester, dual enrollment specialists have been on our campus and in classrooms assisting parents and students 3 times.</p> <p>Digital platform support and development The high school utilizes Google Classroom, Schoology, IXL, Math 180, Read 180, Digital Academy</p> <p>Professional development for all staff 9-12 August 16th and 17th Devin Siebold and Kim Strobel presented to the entire district New Teacher orientation AI- training Armed intruder training Title IX training Lightspeed staff training</p> <p>Coding and computer technology support courses Offering a coding and tech tools class. 19 students are currently taking the course.</p>
<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>Measurable Objectives 2nd-8th Grade:</p> <p>Student Selection:</p> <p>Expand the personalized learning opportunities for students 2-8 by providing district-wide enrichment classes using data of the 80th percentile or above. (Data selection is through MAP's in the area of Reading/Math/Language)</p> <p>Grade 2-8 Measurable areas of Proficiency:</p> <p>1) Based on MAP data, 20% of the student population per grade level will meet or exceed scoring at the 80th percentile or above in at least one area of Reading, Math or Language Arts. (Broke Down Grade By Grade Below)</p>

	<p>This program will support 120 students within the Frenchtown School District. (*144 Students Currently for the 2023-2024)</p> <p>Lesson Areas: (Non Measurable)</p> <p>2) Lessons focused on Instruction will be provided that supports higher-level thinking in the areas of Reading, Math, Science, Social Studies, Technology, and Engineering. (Photos Included in the Pictures and Graphs Section)</p>
<p>Progress made</p>	<p>1) Student Selection: All students grades 2nd-8th scored within the 80th performed in the MAP assessment which meets the goal area set by the district in the original application. See student data below.</p> <p>2) The goal for the total number of students served each year is over 120 students. The 2-8 enrichment program is servicing 144 currently for the 2023-2024 school year.</p> <p>2nd Grade: 32 Total Students</p>

2nd Grade Enrichment Qualifying Data Based On NWEA MAP

Name	Reading Fall 2023	%	Math Fall	%	Reading Spring 2023	%	Math 2023	%	teacher
Students 1	197	95	195	94	203	98	189	83	Teacher 1
Students 2					196	95	191	86	Teacher 1
Students 3	197	95	197	95	194	94	197	94	Teacher 1
Students 4	174	54	198	95	182	77	202	97	Teacher 1
Students 5			188	84	187	88	186	77	Teacher 1
Students 6	206	99	186	80					Teacher 1
Students 7	202	97	185	78					Teacher 1
Students 8	195	93	197	95	200	98	203	98	Teacher 2
Students 9	200	97	197	95	200	98	207	99	Teacher 2
Students 10	193	91	193	92	196	95	192	88	Teacher 2
Students 11	203	98	196	95	194	94	193	90	Teacher 2
Students 12	206	99	193	92	190	91	193	89	Teacher 2
Students 13	196	94	186	80					Teacher 2
Students 14	164	29	187	82					Teacher 3
Students 15	188	85	181	68					Teacher 4
Students 16	198	95	194	93	198	97	206	99	Teacher 3
Students 17	185	80	195	94	190	91	197	94	Teacher 3
Students 18	195	93	184	75					Teacher 3
Students 19	193	91	181	68	197	98	188	81	Teacher 4
Students 20	189	85	176	53	190	91	189	83	Teacher 4
Students 21	208	99	191	88	187	85	195	92	Teacher 4
Students 22	201	97	187	82	195	95	184	72	Teacher 5

Students 23	184	78	183	73	193	94	192	88	Teacher 5
Students 24	179	67	191	89	174	57	197	94	Teacher 5
Students 25	190	88	192	90	187	88	196	93	Teacher 5
Students 26	193	91	178	59	187	88	186	77	Teacher 5
Students 27	206	99	191	89	207	99	197	94	Teacher 6
Students 28	200	94	194	93	200	98	206	99	Teacher 6
Students 29	198	96	188	84	198	97	195	92	Teacher 6
Students 30	175	57	180	65	197	96	186	77	Teacher 6
Students 31	193	87	188	84					Teacher 6
Students 32	189	86	184	75					Teacher 6

3rd Grade: 27 Total Students

Name	Reading Spring 2023	%	Math Spring 2023	%	Reading Fall 23	%	Math Fall 23	%	teacher
Student 1	209	93	211	95	212	94	212	96	Teacher 1
Student 2	206	91	201	80	187	51	190	54	Teacher 1
Student 3	204	88	198	74	206	88	191	57	Teacher 1
Student 4	180	36	207	90	194	67	206	90	Teacher 1
Student 5	205	89	201	80	196	71	186	43	Teacher 2
Student 6	212	88	200	78	202	82	200	80	Teacher 2
Student 7	212	96	193	60	203	84	188	49	Teacher 2
Student 8	210	94	197	71	219	97	192	60	Teacher 2
Student 9	203	87	194	63	212	94	189	52	Teacher 2
Student 10	202	86	208	92	210	92			Teacher 2
Student 11					226	99	223	99	Teacher 2
Student 12	188	56	202	82	192	63	195	69	Teacher 2
Student 13	210	94	206	89	195	69	206	90	Teacher 3
Student 14	206	91	201	80	197	73	203	88	Teacher 3
Student 15	188	56	207	90	189	56	211	95	Teacher 3
Student 16	189	59	205	88	191	60	199	78	Teacher 3
Student 17	202	88	197	71	182	39	184	37	Teacher 3
Student 18	200	82	193	60	210	92	195	61	Teacher 3
Student 19	213	96	205	82	216	96	197	74	Teacher 4
Student 20	204	88	199	76	212	94	192	60	Teacher 4
Student 21	202	86	198	74	203	84	196	71	Teacher 4
Student 22	188	56	206	89	194	67	200	80	Teacher 4
Student 23	200	82	208	92	201	81	203	86	Teacher 4
Student 24	183	43	198	81	196	71	201	82	Teacher 4
Student 25	200	82	196	69	192	60	192	60	Teacher 4
Student 26					182	39	203	86	Teacher 4
Student 27					203	84	195	69	Teacher 4

4th Grade: Total 20 Students

4th Grade Qualify Data Based On NWEA MAP

Name	Reading Spring 2023	%	Math 2023	%	teacher
Student 1	223	94	223	94	Teacher 1
Student 2	220	92	217	87	Teacher 1
Student 3	213	84	222	93	Teacher 1
Student 4	211	80	213	80	Teacher 1
Student 5	216	88	203	55	Teacher 1
Student 6	205	69	217	87	Teacher 1
Student 8	212	82	227	97	Teacher 2
Student 9	220	92	213	80	Teacher 2
Student 10	218	90	223	94	Teacher 2
Student 11	217	89	206	64	Teacher 2
Student 12	214	85	211	76	Teacher 2
Student 13	213	84	210	74	Teacher 2
Student 14	203	64	226	98	Teacher 2
Student 15	207	73	215	84	Teacher 2
Student 16	226	98	223	94	Teacher 3
Student 17	221	93	216	85	Teacher 3
Student 18	213	84	217	87	Teacher 3
Student 19	212	82	207	66	Teacher 3
Student 20	212	82	208	69	Teacher 3
Student 21	226	98	213	80	Teacher 4
Student 22	224	95	215	84	Teacher 4
Student 23	222	94	205	61	Teacher 4
Student 24	205	69	213	80	Teacher 4

5th Grade: Total 20 Students

5th Grade Qualify Data Based On NWEA MAP

Name	Reading Spring 2023	%	Math 2023	%	teacher
Student 1	234	96	243	98	Teacher 1
Student 2	222	85	212	54	Teacher 1
Student 3	222	85	221	75	Teacher 1
Student 4	221	84	218	68	Teacher 1
Student 5	220	82	219	71	Teacher 1
Student 6	225	82	214	71	Teacher 1
Student 7	232	95	229	88	Teacher 2
Student 8	223	87	220	73	Teacher 2
Student 9	222	85	229	88	Teacher 2
Student 10	222	85	226	84	Teacher 2
Student 11	227	85	214	71	Teacher 2
Student 13	216	75	234	93	Teacher 2
Student 14	226	90	224	81	Teacher 3
Student 15	225	89	221	75	Teacher 3
Student 16	220	85	230	89	Teacher 3
Student 17	220	82	211	51	Teacher 3
Student 18	217	77	229	88	Teacher 3
Student 19	219	81	224	81	Teacher 3
Student 20	231	95	224	81	Teacher 4

6th Grade/ 7th Grade/ 8th Grade: 25 Students * All student scores were above the 80th percentile in at least one area.

- 5- 6th Grade Students
- 10- 7th Grade Students
- 10- 8th Grade Students

Measurable Objective from District's Transformational Learning Plan

Transitional Kindergarten Measurable areas of Proficiency:

60% of students that participate in Transitional Kindergarten will meet the proficiency requirements of a beginning Kindergarten student at the completion of the Transitional Kindergarten program. (Assessment developed by Frenchtown School District using Montana Common Core Standards.)

TK Data 22-23 BOY to EOY

	A	B	C	D	E	F	G	H
		Color Names	Lower Case Letters	Upper Case Letters	Letter Sounds	Count to 10	Identifies Numbers to 10	Writes Numbers w/ model
Student 1								
BOY		10/10	25/26	26/26	20/26	10		3
EOY			26/26	26/26	25/26	100	10 0-10	
Student 2								
BOY		10/10	16/26	16/26	3/26			
EOY			24/26	25/26	18/26	20	10 0-10	
Student 3								
BOY		10/10	6/26	7/26	2/26	13	0-7	0-10
EOY			15/26	22/26	15/26	42	1-10	0-10
Student 4								
BOY		10/10	22/26	23/26	10/26	29	0-5	0-5
EOY			25/26	25/26	26/26	100	0-20	0-5
Student 5								
BOY		10/10	16/26	17/26	8/26	10	0-5	0-10
EOY			26/26	26/26	24/26	18	0-20	0-10
Student 6								
BOY		10/10	1/26	4/26	2/26	12	0-5	0-5
EOY			14/26	16/26	14/26	87	0-20	0-10
Student 7								
BOY		10/10	3/26	7/26	1/26	15	0-7	0-6
EOY			20/26	18/26	16/26	100	0-20	0-10
Student 8								
BOY		10/10	19/26	25/26	17/26	13	0-9	0-5
EOY			24/26	26/26	26/26	39	0-20	0-10

	Student 10									
	BOY	10/10	24/26	26/26	23/26		29	0-5	0-5	
	EOY		26/26	26/26	26/26	100+		0-12	0-10	
	Student 11									
	BOY	10/10		6/26	14/26		2/26	13	0-5	0-5
	EOY		26/26	26/26	24/26			20	0-11	0-10
	Student 12									
	BOY	10/10		11/26	21/26		12/26	16	0-5	0-5
	EOY		26/26	26/26	24/26			100	0-20	0-10
	Student 13									
	BOY	10/10	23/26	24/26	16/26			12	0-5	0-5
	EOY		26/26	26/26	26/26	100+			0-20	0-10
	Student 14									
	BOY			2/26	2/26	1/26		10	0-3	0-9
	EOY		15/26	20/26	16/26			29	0-12	0-10
	Student 15									
	BOY	10/10	19/26	25/26	15/26			15	0-5	0-5
	EOY		26/26	26/26	26/26			100	0-20	0-10
Student 16										
BOY	10/10	21/26	25/26		11/26		39	0-5	0-5	
EOY		26/26	26/26	26/26			100	0-20	0-10	
Student 17										
BOY	10/10	20/26	25/26	16/26			14	0-5	0-5	
EOY		26/26	26/26	22/26			100	0-20	0-10	
Student 18										
BOY	10/10	24/26	26/26	23/26			14	0-5	0-5	
EOY		26/26	26/26	26/26			40	0-20	0-10	
Progress made	<p>22-23 Transitional Kindergarten Students will be scored on the NWEA MAP assessment Winter of 2024- Scores will be produced during winter MAP Testing.</p> <p>Student readiness scores listed above:  TK Data 22-23 BOY to EOY</p>									

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	
Increased FTE Requested	None
Decreased FTE Requested	None
Rationale for Changes in FTE	No Changes

Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning

CURRICULUM MAP	COST SAVINGS
<p>10th Grade Sophomore BIOB 101N Discover Biology BGEN 105S Intro to Business English 2 Math Social Studies Health Enhancement 4 High School Electives</p>	<p style="text-align: center;">Bronc Fast Track GS Certificate 30 - 37 Credits</p> <p>Tuition = \$1,085 - \$1,750* Fees = \$40* Books = \$0 - \$550* Room & Board = \$0</p> <p style="text-align: right;">Total = \$1,085 - \$2,140 <small>*Dependent on Course Choice</small></p>
<p>11th Grade Junior BIOB 109 MT Ecosystems COMX 115S Public Speaking AP US History or HSTA 101H American History (MTDA) *M 151 Pre-Calculus or *M 105 Contemporary Math 4 High School Electives</p>	<p style="text-align: center;">Traditional In-State Missoula College 30 Credits</p> <p>Tuition = \$3,300 Fees = \$ 1,550 Books = \$ 1,100 Room & Board = \$11,740</p> <p style="text-align: right;">Total = \$17,700</p>
<p>12th Grade Senior PSCI 210S American Government or AP Government CSCI 215E Ethical Issues in Comp. Science (Online) ANTY 101 Anthropology (Online) or Early College WRIT 101 College Writing I LIT 110 Introduction to Literature or AP English *STAT 216 Statistics or *AP Calculus English 4 4 High School Electives <small>*Only 1 math class is required and can be taken Junior or Senior year</small></p>	<p style="text-align: center;">Traditional In-State University of Montana 30 Credits</p> <p>Tuition = \$6,690 Fees = \$2,380 Books = \$1,100 Room & Board = \$11,740</p> <p style="text-align: right;">Total = \$22,000</p>
<p>30 - 37 College Credit Hours = GENERAL STUDIES CERTIFICATE</p>	<p>Finish your Freshman Year at a fraction of the cost while you're already attending High School Classes!</p>

Curriculum map and cost savings for the high school Bronc Fast Track program.

Enrichment Program Photos:

Homestead Lessons -6 Mile



Robotics Instruction



Quilting and patterns- MS



Geometry and Engineering



Structure Development and Architecture



Destination Imagination



Lego Engineering













Dissection of Insects



Boats and Tributaries



School Board Chair Printed Name	Shiloh Lucier
School Board Chair Signature	Sign:  Date: 1/5/24
Date of Board Meeting Approval: Original Application 2/3/2020	Approval Date: Original Application 2/3/2020



Transformational Learning Grant Annual Report 2023

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The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Hamilton School District
LEA #	0735
Submitter's Full Name	Bryan Dufresne
Email	dufresneb@hsd3.org
Contact Phone Number	406-361-0538
Amount of Funding Received	\$104,160
FY 2024 Total Expenditures to Date	\$30,361
Current Balance	\$73,799

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Data from ACT, MAP, SBAC, Pre-Assessments, Summative Assessments, Pre and Post Stakeholder Surveys and other locally or state-developed sources.
Progress made	<p>The TL team is currently looking to alter the strategic plan to more succinctly define measurable objectives beyond a battery of test scores. A focus on ACT scores, GPA, and graduation rate serve as good measurable objectives as they show college readiness, and we always want to keep that door open for students; however, the impetus behind transformational learning is student success, which goes beyond just a path to college. Our goal for next year is to have more than one measurable objective, focusing on objectives that point to multiple paths to success.</p> <p>77% of graduating seniors earned a 2.5 GPA or higher, up from 75% the previous year.</p> <p>42% of graduating seniors had a 22 ACT or 1120 SAT or higher, down 5% from the previous year.</p> <p>Hamilton was ranked 8th in Montana in <i>U.S. News and World Report</i> Best High Schools. The ranking takes graduation rate, test scores, and college readiness into account.</p>
Measurable Objective from District's Transformational Learning Plan	Planned Strategy 1: A transformational learning plan for each participating student that honors individual interests, passions, strengths, needs and culture. The plan shall be rooted in relationships with teachers, family, peers, and community members.
Progress made	<p>Hamilton School District has made distinct progress in developing transformational learning plans. Hamilton High School's Transformational Learning currently supports over 40 students with individual learning plans outside the normal school system. Both HHS counselors work closely with parents/guardians and students to develop an academic plan for future success.</p> <p>Furthermore, Hamilton Middle School opened the doors on its Center for Alternative Learning and Instruction (CALI). CALI provides middle school students with a flexible learning model with built in social-emotional, focusing on individual student strengths and needs. CALI has served 12 middle school students during its inaugural year.</p>
Measurable Objective from District's Transformational Learning Plan	Planned Strategy 2: Embedded community-based, experiential, online and work-based learning opportunities that incorporate blended learning.

Progress made	The Hamilton School District increased its targeted community outreach in 2023, building upon partnerships with local businesses, offering over 70 internships and combining with Advanced Opportunity funds to partner with Bitterroot Health to open pathways for students to earn their CNA certification. We will strive to create more partnerships and hopefully create internships that lead directly to jobs in high demand areas.
Measurable Objective from District's Transformational Learning Plan	Planned Strategy 3: Effective professional development to assist employees in transitioning to a transformational learning model, equality of education opportunity for participation of any pupils in the district.
Progress made	Hamilton School District is currently using Edmentum for its online platform. Edmentum has provided all staff directly involved with TL with professional development, and their support is ongoing. Our TL director has also used staff meetings to provide professional development regarding the importance of and methodology used with transformational learning.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	
Increased FTE Requested	n/a
Decreased FTE Requested	n/a
Rationale for Changes in FTE	n/a
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	<p>Hamilton School District's Transformational Learning program continues to grow in an effort to adapt to the individual needs of our students.</p> <p>The Hamilton Middle School's Center for Alternative Learning and Instruction (CALI) is currently in its inaugural year, supporting 12 middle school students on campus with specific individual learning paths honoring individual interests, passions, strengths, needs and culture. Embedded within the program as part of developing each individual is social-emotional and mental health support for the students. CALI has been a definitive transformational learning success as evidenced by an increase in student attendance, a decrease in student disciplinary referrals, and through student and stakeholder testimonials.</p>

	<p>The vision for the future of Transformational Learning at the Hamilton School District lies in the Bronc Center for Flexible Learning and Advanced Opportunities. For the last two decades Hamilton School's has financially supported an alternative school in a separate stand-alone facility that, utilizing an individual success plan and flexibility of time, place, standards, and support, successfully graduates 30-40 students. In the last three years, the Hamilton School District has successfully utilized transformational learning to provide individualized learning pathways for another 30-40 students. Finally, Hamilton has used our Transformational Learning vision and Advanced Opportunity funds to pay out of pocket costs to help all our 9-12 students work toward an individualized path to post secondary success. In helping students find these paths, the district has formed partnerships with local businesses and the Bitterroot College UM.</p> <p>The Bronc Center for Flexible Learning and Advanced Opportunities would provide a stand-alone facility within the Hamilton School District that fuses the successes of the Hamilton Alternative School, the successes of our Transformational Learning program, and the successes with our community partners in an effort to create a school with its own sense of identity and defined autonomy to provide the flexibility to shift and expand programs and hours.</p> <p>We, at the Hamilton School District, are excited for the future of Transformational Learning. In the end, our job as a public school is to provide a path to success for all our students. We will continue to strive to do so.</p>
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School Board Chair Printed Name	PATRICK HANLEY
School Board Chair Signature	
Date of Board Meeting Approval	1/4/2024



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Helena Flats School District
LEA #	0320
Submitter's Full Name	Andy S. Maheras
Email	supt@helenafats.org
Contact Phone Number	406-257-2301
Amount of Funding Received	\$28,644.00
FY 2024 Total Expenditures to Date	\$30,543.55
Current Balance	0.00

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Electronic device acquisition for one-to-one availability
Progress made	We have been able to develop a basic replacement rotation to eliminate out of date and reaching the end of their usable life cycle. We continue to increase our devices to meet our growing population which has required additional devices as well as additional supporting technology. Our goal continues to be that we work toward a one-to-one environment and maintain that status. Additionally, we have been able to increase the usable number of iPads and Chromebook access for grades K2. At this point our focus is maintaining what we have and adjusting as necessary.
Measurable Objective from District's Transformational Learning Plan	STEAM
Progress made	With some turnover at some grade levels due to retirements and resignations we've taking a bit of a lateral move the past couple of years. New staff are taking advantage of training and other opportunities to implement STEAM in their classrooms - specifically in 3rd, 4th, 7th, and 8th. We were able to purchase 3D printers from MakerBot and have continued training staff and will continue to implement and provide increased opportunities for students to use them. Additionally, staff have been working with the MindSpark program using Spheros and other robotic tools moving forward with student use. Securing additional training and involvement in MindSpark for more staff is a focus for the future. We hope to work on developing a broader scope and sequence as well as courses for students to take during different years with new materials and tools.
Measurable Objective from District's Transformational Learning Plan	Standards based report cards
Progress made	We experienced some staff change at the teaching, administrative, and clerical levels this past year but have

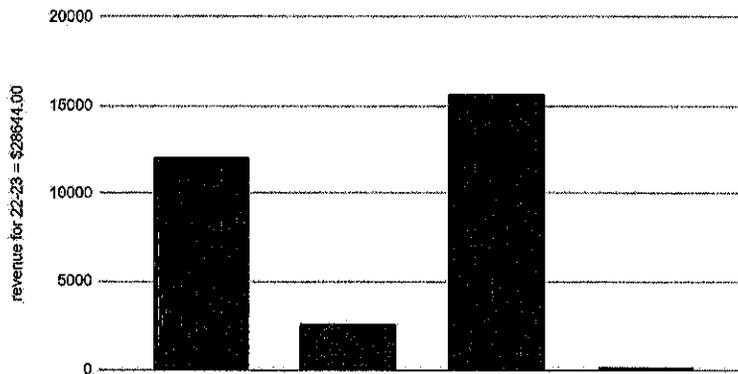
	made good gains toward implementing proficiency / standards-based report cards despite a significant learning curve for staff. This year we have aligned our reporting more directly with Montana State Standards and after running our BETA model this past year we are in our first year of full implementation. All grade levels K8 are using standards based and not letter grades through Infinite Campus. We realize that we may need to adjust and reconfigure our format as we move forward but we have initiated our first big step in accurate evidence based reporting/grading. Thus far, parents and families seem receptive of the changes.
Measurable Objective from District's Transformational Learning Plan	
Progress made	

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	See Attached pages for details
Increased FTE Requested	0.0
Decreased FTE Requested	0.0
Rationale for Changes in FTE	N/A

Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning

revenue for 22-23 = \$28644.00
 expenditures to 11/23 = \$30543.55



Expenditures for 7/22 - 11/23 exceed revenue for the same range. Total revenues (\$28,644.00) were spent on staff salaries and related costs (Funds 112, 250, 261) \$12,075.74 in total; supplies (Fund 610: computer storage carts) \$2,610.41 in total; Chromebooks and Computers (Fund 685) \$15,659.40 in total; and subscriptions for staff training (Fund 643) \$198.00 in total. Grand total for 7/22-11/23 = \$30,543.55

These expenditures have allowed us to maintain a current rotation of devices for a one-to-one ratio for student use grades 3 through 8. Additionally, they have allowed us to expand Chromebook access (as well as iPad availability) to grades K2 with an emphasis on grade 2.

School Board Chair Printed Name	Jessica Dyer
School Board Chair Signature	<i>Jessica Dyer</i>
Date of Board Meeting Approval	12/19/23

HELENA FLATS ELEMENTARY

Transformation Learning Grant

Accounting Periods: 01/22 ~ 12/23

Fund	Program	Function	Object	Description	Vendor/Receipt From	Acct. Period	Debit
129	376	1000	112	Payroll Expenditure		9/22	3,030.92
129	376	1000	112	Payroll Expenditure		9/23	3,970.42
129	376	1000	112	Payroll Expenditure		10/23	3,970.42
129	376	1000	112	Payroll Expenditure		11/23	3,970.42
129	376	1000	250	Employer Contributions		9/22	15.01
129	376	1000	250	Workman's Comp Discount		9/22	21.64
129	376	1000	250	Employer Contributions		9/23	21.92
129	376	1000	250	Workman's Comp Discount		9/23	21.91
129	376	1000	250	Employer Contributions		10/23	441.56
129	376	1000	260	Employer Contributions		9/22	50.00
129	376	1000	261	Payroll Expenditure		10/23	50.00
129	376	1000	261	Payroll Expenditure		11/23	462.00
129	376	1000	610	in SPACE	InventrKits LLC	8/23	462.00
129	376	1000	610	PO:3527 in SPACE	InventrKits LLC	9/23	26.99
129	376	1000	610	PO:3527 in SPACE	InventrKits LLC	9/23	198.00
129	376	1000	610	reimb HDMI cable 4 doc cam	Kristina Agrillo	9/23	198.00
129	376	1000	643	online teacher course	MakerBot	8/23	
129	376	1000	643	PO:3532 online teacher course	MakerBot	9/23	
129	376	1000	643	PO:3532 online teacher course	MakerBot	9/23	
129	376	1000	610	chromebk cart	Dell Marketing LP- C/O Del	8/23	1,697.13
129	376	1000	610	PO:3524 chromebk cart	Dell Marketing LP- C/O Del	9/23	1,697.13
129	376	1000	610	PO:3524 chromebk cart	Dell Marketing LP- C/O Del	9/23	
129	376	1000	660	CMPT36	Dell Marketing LP- C/O Del	6/22	
129	376	1000	682	PO:3363 91862230 sketch kit single printer	MakerBot	1/22	1,599.20
129	376	1000	682	PO:3363 91862230 sketch kit single printer	MakerBot	1/22	30.24
129	376	1000	682	PO:3363 91862230 shipping	MakerBot	1/22	
129	376	1000	682	PO:3363 91862230 shipping	MakerBot	1/22	
129	376	1000	682	11-3100	Dell Marketing LP- C/O Del	6/22	12,527.52
129	376	1000	682	console	Dell Marketing LP- C/O Del	6/22	12,527.52
129	376	1000	685	Chrome bk	Dell Marketing LP- C/O Del	8/23	424.29
129	376	1000	685	PO:3524 Chrome bk	Dell Marketing LP- C/O Del	9/23	424.29
129	376	1000	685	PO:3524 Chrome bk	Dell Marketing LP- C/O Del	9/23	
129	376	1000	610	chromebk cart	Dell Marketing LP- C/O Del	8/23	
129	376	1000	610	PO:3524 chromebk cart	Dell Marketing LP- C/O Del	9/23	399.80
129	376	1000	610	PO:3524 chromebk cart	Dell Marketing LP- C/O Del	9/23	
129	376	1000	660	CMPT36	Dell Marketing LP- C/O Del	6/22	
129	376	1000	682	PO:3363 91862230 sketch kit single printer	MakerBot	1/22	7.56
129	376	1000	682	PO:3363 91862230 sketch kit single printer	MakerBot	1/22	
129	376	1000	682	PO:3363 91862230 shipping	MakerBot	1/22	
129	376	1000	682	PO:3363 91862230 shipping	MakerBot	1/22	
129	376	1000	682	11-3100	Dell Marketing LP- C/O Del	6/22	
129	376	1000	682	console	Dell Marketing LP- C/O Del	6/22	
129	376	1000	685	Chrome bk	Dell Marketing LP- C/O Del	6/22	3,131.88
129	376	1000	685	PO:3524 Chrome bk	Dell Marketing LP- C/O Del	6/22	3,131.88
129	376	1000	685	PO:3524 Chrome bk	Dell Marketing LP- C/O Del	9/23	
129	376	1000	685	PO:3524 Chrome bk	Dell Marketing LP- C/O Del	9/23	

Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2023

The window for submission opens Monday, December 5, 2023 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. MST on Monday, January 9, 2024. Wait list position for any increase in FTE will be determined by a lottery system conducted through a neutral 3rd party. This is competitive with new district applicants.

As a participating school district that has received funding through the Transformational Learning Grant (formally HB 351, now HB 089), the submission of this annual report along with your district's uploaded strategic plan, as it refers to your transformational learning plan, are required to demonstrate continued qualification for funding. This completed document meets the minimum annual report requirements.

SECTION 1 REQUIRED	
District name	Joliet Elementary & Joliet High School
LEA #	0060 & 0061
Submitter's first and last name	Clark Begger
Email	cbegger@joliet.k12.mt.us
Phone number	406.962.3541
Amount of funding received	1. Amount of Funding Received 129 = \$69,105.00; 229 = \$42,805.00

<p>FY 2024 Total Expenditures to Date</p>	<p>FY24 Total Expenditures To Date = 129 = \$103,919.60; 229 = \$38,282.40</p>
<p>Current Balance</p>	<p>Current Balance 129 = \$24,708.40; 229 = \$50,085.80</p>
<p><i>A report of progress toward measurable objectives under the school district's transformational learning plan.</i></p>	
<p>SECTION 2 REQUIRED</p>	
<p>Measurable objective for your transformational learning plan</p>	<p>The district will increase the human capacity to lead a transformational learning initiative.</p>

Progress made

The District's Transformational Learning Committee continues to meet to drive the transformational learning initiative. Key community stakeholders on this effort include a large team of teachers including community from the physical fitness, first responder, informational technology, and agricultural sectors of our local community. The district has incorporated the views and opinions expressed from our community leaders into the classroom. For example, local Sherriff's deputies will be regularly visiting our middle school classroom during the spring semester of the 2022-2023 school year to offer hands on experiences related to a career in law enforcement. The middle school has increasing enrollment into our APEX learning platforms and now has a dedicated staff member to help better oversee our APEX learners. More specifically, transformational learning funds helped to bring the Curriculum Associates trainers on-site to Joliet to give professional development on implementing the district's transformational and individualized K-5 math program.

During the 2022-23 school year, the District brought Curriculum Associates on-site for additional professional development for our K-5 transformational and individualized math program. Additionally, as a result of a recent ELA adoption, the Curriculum Associates also trained our teachers in the area of ELA. Curriculum Associates will be back on-site in Joliet in February of 2024 and May of 2024 for additional trainings. The District has a 6 year professional

	<p>development plan in place to continue to build human capacity in regards to personalized K-5 Math and ELA programming. Moreover, the recent adoption of a more personalized learning math program in grades 6-8 has been aided by on-site professional develop from Savvas Learning Company. This training has greatly assisted middle school math teachers. Finally, during the 2022-2023 school year, the District adopted Study Sync ELA materials that provided for an increased personalized learning experience. Study Sync trainers were on-site for professional development to help teacher's initial implementation.</p>
<p>Measurable objective for your transformational learning plan</p>	<p><u>The district will adequately improve its technology integration (e.g., laptops, desktops, tablets, assistive technology and other necessary devices) to meet the needs of all student groups participating in transformational learning.</u></p>

Progress made

The district currently has been able to greatly expand our Chromebook coverage. A recent inventory of Chromebook continues to show that the District is maintaining its 1x1 ratio of Chromebooks to students. Additionally, this past year, the District made progress in developing a plan to replace Chromebooks as their security licenses expire. This plan was approved by the Joliet Board of Trustees. Additionally, the District's science department was able to purchase a set of VR Headsets that now allow students to complete virtual labs outside of the immediate supervision of a science teacher and traditional physical lab environments and supplies. Transformational learning money has been used to greatly expand the District's media arts offering. Students now have access to a wide variety of tools to create digital content across all their classes. Additionally, teachers now have a variety of tools to help monitor what students are doing on their devices.

The District continues to leverage TLG monies to assist in technology integration with an emphasis on maintaining 1x1 Chromebooks on a K-12 basis. Additionally, TLG monies help to ensure that teachers have adequate Smartboards that communicate with emerging technologies to deliver high quality, engaging instruction to all learning. As a result of the Joliet Board of Trustees strategic focus on increasing CTE programming for students, TLG monies are being allocated to updating technologies in the Manufacturing career pathway. Specifically, the District is purchasing

	<p>updated woodworking and metalworking technologies. Moreover, the District is exploring strategies to be more efficient and accountable with Chromebook allocation. We will be implementing a strategy to pilot a process that will begin to check Chromebooks out to individual students in January of 2023. There are two primary goals. One, to hold students accountable for damages to District equipment. Two, to limit excess Chromebooks in classrooms. We plan to utilize TLG monies for the purchase of 40 Chromebook cases.</p>
<p>Measurable objective for your transformational learning plan</p>	<p>The District will use different learning components in its instruction.</p>

Progress made

Transformational Learning were used to purchase a transformational K-5 math program that specifically targets individual learning needs of our students. We are starting to reap the rewards of this program as evidenced by nationally normed testing. Specifically, in the Winter phase of testing in 2021, 32% of our students were on grade level. Recently completed Winter testing in 2022 shows that nearly 40% of students are now on grade level, with the second semester still yet to go. Additionally, the district has purchased online curriculum for remote learning classes, specifically APEX learning. These offerings greatly expand our curricular offerings in a small school with limited teacher expertise and allow for asynchronous learning. Specifically, the District now has a student enrolled in Mandarin Chinese II – Second Semester, an enrollment that would not be possible without these transformational learning opportunities. In the high school, we now have 19 students, or 15% of our high school enrollments now enrolled in some sort of APEX learning experience. Our district efforts to promote these classes are working. Pre-registration numbers in the high school for 2nd semester show that we will have 30 students enrolled in a personalized learning experience via APEX, a 7% increase from the 1st semester. Additionally, we were able to bolster our Work Study program for juniors and seniors, we had 5 students participate in an off-campus experience in the first semester and we expect to add 6 additional students in the second semester.

taking us to 10% of our high school population. Combined, 32% of our high school students are experiencing some sort of transformational learning experience.

Data from the 2023-2024 shows the following. We have increased the enrollment in our high school Design & Construction pathway from 0 to 22 students. We have seven high school students enrolled in work study for the first semester, compared with 6 last year. This small increase is likely due to an effort to provide on-site CTE classes that limit students from seeking workplace learning experiences off campus. The geographic location of Joliet creates limitations for workplace learning. We have successfully transitioned many of our language courses from distance to in-person, with a total enrollment of 56 students in grades 8-12. This year, we have 64 total enrollments in an AP course and will have 45 AP Tests administered in the spring. We have increased the enrollments in APEX courses from 19 to 21.

Measurable objective for your transformational learning plan

District personnel will understand how transformational learning can be used to measure student progress and improve academic instruction.

Progress made

The Professional Learning Committee is exploring innovative ways to improve student engagement. Recently, the District is working with teachers to utilize centers-based instruction in both ELA and Math to better target personalized needs. The District's elementary principal is working with teachers to implement Daily 5 ELA learning strategies. With the realized success of the District's new transformational math program, the District is now examining similar programs for ELA and intends to make a similar adoption with Transformational Learning funds for the 2023-2024 school year. There is a team constructed, with community input, to guide this process.

As previously stated in last year's annual report, the District utilized a transformational leaning mindset to help guide a K-8 ELA adoption. A committee comprised of internal and external stakeholders setted on Curriculum Associates and StudySync ELA programs. TLG money was used to purchase a 6 year adoption of both programs and, as stated, the adoption comes with on-site professional development for our teaching staff.

Feel free to include more measure objectives and progresses if need be.

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 through a lottery system with 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 of FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels	888
Number of FTE included in your transformational learning plan (courses taught by these FTE do not require seat time)	33
How has your district's no-seat time definition of proficiency transformed learning?	<p>As shown, the greatest impacts of the district's new definition of proficiency have greatly impacted learning in Joliet. In the elementary, the biggest impact has been the a drastic increase in student proficiency data that shows more students on grade level in the winter math testing data when compared to the previous year. The district intends to use future funding to implement similar instructional strategies and curricular components to realized the same results in ELA in the 2023-2024 school year. In the high school, this new definition of proficiency has allowed students to experience curricular offerings and real-world work experiences that were previously unavailable to students in Joliet. As stated, nearly a third of our high school</p>

	<p>student are enrolled in a transformational learning experience.</p> <p>The District's ELA Adoption committee used a Transformational Learning lens when reviewing potential program adoptions. Ultimately, the committee selected materials that cater to individualized learning experiences.</p>
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School District Board Chair Printed Name	Dawn Blain
School District Board Chair Signature	
Date of Signature	1-4-24



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Kalispell Public Schools
LEA #	0310
Submitter's Full Name	Matt Jensen
Email	jensenm@sd5.k12.mt.us
Contact Phone Number	406.751.3400
Amount of Funding Received	\$414,904.00
FY 2024 Total Expenditures to Date	\$44,637.44
Current Balance	\$370,266.56

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Facilitate grade level professional development for Pre-K - 8th grade certified teachers to explore methods for developing proficiency-based units of instruction based on the Four Essential Questions.
Progress made	All grade levels have received professional development focused on building proficiency-based instruction. Grade level teams are currently at different places in the development of proficiency based curriculum documents but all are making progress with ELA and Math.  Priority Standards Process Sample.docx
Measurable Objective from District's Transformational Learning Plan	Provide culture and climate change leadership professional development for administrative and curriculum leadership staff.
Progress made	We have provided several professional learning opportunities including: PCBE Bootcamp (a foundational session focused on defining Transformational Learning as Personalized Competency Based Education - PCBE) building the capacity of instructional leaders; offered professional learning sessions facilitated by School Services of Montana (SSOM) that included all K-12 administrators, focused on what implementation could look like within the context of individual schools (see website linked here); partnered with Knowledge Works to send all KPS instructional leaders to schools across the nation to learn about PCBE best practices, and how different states/sites built a culture around change and innovation.
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to design proficiency-based and place based learning opportunities.
Progress made	Extended Classroom Activities have been integrated into K-8 curriculums with continued opportunity for staff to write ECE lessons aligned to priority standards.  Extended Classroom Request Flow Chart.pdf  Teacher Development Portal Recruitment (1).jpg.pdf
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to facilitate student and parent listening sessions and surveys designed to gather input to guide instructional opportunities, calendar options and desired educationally-related experiences.
Progress made	Listening sessions have been completed at each school site K-8. Listening session composite comments have been reviewed and discussed by leadership and staff teams to guide

	<p>future Transformational Learning objectives.</p> <p>☰ TL Listening Sessions 2022</p>
Measurable Objective from District's Transformational Learning Plan	Explore building level transformational initiatives and create a timeline from exploration to implementation.
Progress made	<p>Each school site is committed to working through the KPS Big 4  during the 2023/2024 school year. As a K-12 team, we are continuing to refine individual, site and district expectations for each identified phase of Transformational Learning. ☰ Transformational Phases</p> <p>We partnered with Knowledge Works consultants to provide professional learning opportunities, support an opportunity analysis which included site visits, feedback and reflection, as well as connect our KPS teams to schools across the nation who are implementing PCBE. Below are evidence examples:</p> <ul style="list-style-type: none"> ○ PCBE Bootcamp - a foundational PCBE professional learning series created for onboarding staff ○ Overview of KPS Launch Team process
Measurable Objective from District's Transformational Learning Plan	Purchase curriculum and instructional supplies necessary to facilitate or participate in transformational initiatives.
Progress made	KPS K-5 teams are currently piloting Lexia, IXL and iReady as personalized resources to complement instructional units based on priority standards and course competencies. Two school sites have also contracted with consultants to create clear learning progressions as well as build student competency pathways.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	KPS TL Tracking Guide LINKED HERE
Increased FTE Requested	None
Decreased FTE Requested	None
Rationale for Changes in FTE	At this time there is no change in requested FTE.
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized,	<ul style="list-style-type: none"> ● In an effort to create a communication loop between our practitioners and Transformational Learning leaders, we have created three groups to connect around different aspects to our work and planning. The Visioning and

<p>proficiency model for learning</p>	<p>Oversight team allows us to collect the best ideas and opportunities from across the state and nation.</p> <p>☰ Visioning and Oversight - PCBE</p> <ul style="list-style-type: none"> ● We partnered with SSOM consultants to provide professional learning with both our instructional leadership team and key certified staff. The website linked here was created to house important Transformational/PCBE resources. <ul style="list-style-type: none"> ○ This PD series included development of a school-based Profile of a Graduate/Learner. EX linked here which integrates OPI's Whole Child Skills. ● We purchased licenses for supplemental, online instructional tools to support personalization and learning progressions <ul style="list-style-type: none"> ○ Example of a math progression inspired by IReady pilot <p>☰ KPS PCBE Foundational Info</p>
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<p>School Board Chair Printed Name</p>	<p>Heather Asher</p>
<p>School Board Chair Signature</p>	
<p>Date of Board Meeting Approval</p>	<p>1/5/2024</p>



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Kalispell Public Schools
LEA #	0311
Submitter's Full Name	Matt Jensen
Email	jensenm@sd5.k12.mt.us
Contact Phone Number	406.751.3400
Amount of Funding Received	\$41,956.17
FY 2024 Total Expenditures to Date	\$27,435.13 (including encumbered costs)
Current Balance	\$14,521.04

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Offer professional development to all high school teachers on transformational learning research and best practices.
Progress made	We have provided several professional learning opportunities including: PCBE Bootcamp (a foundational session focused on defining Transformational Learning as Personalized Competency Based Education - PCBE); professional learning sessions facilitated by Knowledge Works that included an opportunity analysis, instructional rounds within high school classrooms, feedback given and time to reflect; as well as opportunities for high school teachers to collaboratively learn about PCBE best practices in consultation with School Services of Montana (SSOM).
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to design course experiences embedded with community-based, experiential, online and work-based learning opportunities..
Progress made	Our high schools have designed and are piloting courses such as <i>Outdoor Education: Interdisciplinary Environmental Expedition</i> and <i>Math: Individual Learning Pathways</i> . Both courses shift from traditional education towards PCBE and include opportunities for experiential learning and allow students to work at their own pace towards proficiency/mastery. We also continue to grow courses that embed online and community-based experiences at our alternative high school (Linderman Education Center- LEC). Our goal is to increase these types of opportunities for students across the high school district.
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to design course internships embedded with community-based, experiential, online and work-based learning opportunities.
Progress made	We created a Director of Work-Based Learning position at the high school level. This individual has designed an internship program which has allowed several of our high school students to earn credit outside of the four walls of a classroom, in a community-based internship. We have built several partnerships with local businesses and organizations - over 50 students have participated so far and the number is growing!
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to design a proficiency-based work-based program of courses.
Progress made	As mentioned above, a work-based internship program has been created and implemented at the high school level. This

	creates opportunities for our students to become employed after the internship is complete. It benefits our students as well as local organizations looking for qualified/trained employees.
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to investigate a proficiency-based high school grading system with common assessments.
Progress made	Certain high school certified staff have begun a shift from traditional grading to a proficiency based system (FHS science and math departments). We have supported these departments with professional learning opportunities and collaborative time to work and reflect. Our hope is that these departments can serve as models for other high school staff.
Measurable Objective from District's Transformational Learning Plan	Task certified staff members to design a proficiency-based district dropout recovery program.
Progress made	Our high school leadership team/certified staff developed a summer experience program based on proficiency/competency as an opportunity to engage students who might have otherwise dropped out. In the past, if a student fails a course, they have to repeat the entire course; the proficiency-based model allows teachers to assess specific course objectives that students did not demonstrate proficiency in, and instead of taking the entire course over again, they must only learn/show proficiency of the missed concepts. This program was piloted within the Freshman Academy at FHS and is now being expanded to our high school summer program. In addition, and as mentioned above, the LEC continues to engage students who have dropped out and/or at risk for dropping out.
Measurable Objective from District's Transformational Learning Plan	Create/add a CTE teacher position at the LEC to support transformational activities and design a comprehensive LEC Tech Ed/CTE program.
Progress made	We have developed a Construction Math class that is taught in conjunction with the Student Built House course. The course allows students to be able to apply concepts in a real world situation and demonstrate competencies in various ways. LEC students have been provided opportunities to participate in Work Based Learning programs where they gain not only CTE credit, but also core academic credit. In addition, we have expanded Running Start offerings for students that align with career pathway development.

SECTION 3: Additional Information

Identify each	KPS TL Tracking Guide LINKED HERE
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Transformational Activity (template linked)	
Increased FTE Requested	
Decreased FTE Requested	
Rationale for Changes in FTE	
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	<ul style="list-style-type: none"> ● We partnered with SSOM consultants to provide professional learning with both our instructional leadership team and key certified staff. The website linked here was created to house important Transformational/PCBE resources. <ul style="list-style-type: none"> ○ This PD series included development of a school-based Profile of a Graduate/Learner. EX linked here which integrates OPI's Whole Child Skills. ● We partnered with Knowledge Works consultants to provide professional learning opportunities, support an opportunity analysis which included site visits, feedback and reflection, as well as connect our KPS teams to schools across the nation who are implementing PCBE. Below are evidence examples: <ul style="list-style-type: none"> ○ PCBE Bootcamp - a foundational PCBE professional learning series created for onboarding staff ○ Overview of KPS Launch Team process

School Board Chair Printed Name	Heather Asher
School Board Chair Signature	
Date of Board Meeting Approval	1/5/2024



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Lewistown School District
LEA #	0259
Submitter's Full Name	Thom J. Peck
Email	thom.peck@lewistown.k12.mt.us
Contact Phone Number	406 535-8777
Amount of Funding Received	\$17,360.00 (elementary) \$6,944 (high school)
FY 2024 Total Expenditures to Date	\$4499
Current Balance	\$19,805

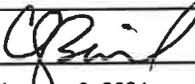
SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Increase our student enrollment in CTE courses, Dual Credit Classes, and Advanced Placement classes by 10%. Plus, increase the number of Dual Credit classes.
Progress made	We have exceeded our objective with an 16% increase in enrollment in our CTE, Dual Credit and Advanced Placement classes. We now have 17 Dual Credit Classes offerings which is up from 4 years ago, when we had 3 total.
Measurable Objective from District's Transformational Learning Plan	Increase the number of students taking and receiving Dual Credit or Advanced Placement scoring a 3 or higher on an AP test.
Progress made	We have dramatically increased the number of students taking and receiving Dual credit by an increase of 18%. We will have better numbers on our AP scores of 3 or higher in the spring.
Measurable Objective from District's Transformational Learning Plan	Increase the number of students placed in Job Shadow or Internship programs that now involve regular students, not just special education students.
Progress made	86% of our junior or senior Special Education students have job shadow or internship opportunities during the school day. We have increased our Job Shadow opportunities for Regular Education junior or senior students by 28%. This is significant. All of these students are on track to graduate.
Measurable Objective from District's Transformational Learning Plan	
Progress made	

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	
Increased FTE Requested	Zero
Decreased FTE Requested	Zero
Rationale for Changes in FTE	NA
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for	

learning	
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School Board Chair Printed Name	CJ Bailey
School Board Chair Signature	
Date of Board Meeting Approval	January 8, 2024

Transformational Learning

31, 2023

Learning Activity	Description of Activity	Evaluate Effectiveness
American Prairie Reserve Fieldtrip	This was a 4 night, 3 day fieldtrip to plains of Central Montana to learn how the American Prairie Reserve is maintaining vegetation and wildlife in Montana's Prairies.	Participation of students and how many students apply to attend the fieldtrip. The quality of the Journals and research papers turned in by students
Spika Career Day	This was a full day tour of Spika Welding metal fabrication Career Day. Grades 2-12 toured the entire facility, listened to employees talk about how science and math are used in their job.	Spika is a major employer in the area and we watched students make or fabricate key chains and other small items, documented how on task the students were, how many questions they asked and how involved the students were. We also document how many applications were picked up by our Junior and Senior Students
Entrepreneurship FACS class field trip to White Sulphur Springs.	Fergus High Entrepreneurs Class went to White Sulphur Springs and listened to area businesses Marketing Plans, including the Red Ant Pants Music Festival Director.	We watched how engaged students were during the presentations, the quality of their own Business Marketing Plan, and students were given a test on Marketing and it included questions from the fieldtrip.
BPA National Conference	Fergus High's BPA National Qualifiers competed in the National Convention in Anaheim, CA	We were very proud of how well our kids competed but the metrics used to evaluate were the personal experiences our kids enjoyed competing and meeting other kids from across the country.

FCCLA National Conference

Those students who qualified from the State Conference attended the National FCCLA conference in Denver, CO.

Again, with these National Conferences, our Metrics are more about giving the students the experience and meeting other students from across the nation. We do use metrics to evaluate how well our kids compete in the various events.

Any Family expenses for materials or test fees for Dual Credit classes.

LPS covers any family expenses for materials test fees for our Dual Credit classes and Credit Recovery classes, as long as the student passes the class. This includes our EMT class, too.

Our metrics for this activity are the number of kids enrolled in Dual Credit, AP and/or Credit Recovery classes and our passage rate.

of Effectiveness Based this Transformative Expended Code Used

The number of students applying to go on the the fieldtrip has increased every year. The quality of the journals and research papers has improved each year, too. We have also seen an increase in Dual Credit and AP enrollment from these classes.

We plan to have a Winters and a Spring Yellowstone or American Prairie Reserve fieldtrip due to the strong interest.

LPS covered the meals, transportation, guides and barracks housing so that students' families did not have to cover any costs.

\$2,800

This fieldtrip interest and the number of high school students that work for Spika or Job Shadow at Spika is getting bigger and bigger. Students and staff look forward to this day.

Continue to evaluate the fieldtrip and School-to-Work opportunities that Spika provides.

We paid for transporation and the materials costs to make the key chains and other itmes. We also pay for the gloves, goggles, and other work requirements for those students working or job shadowing at Spika.

\$400.00

Based on the student engagement, their Marketing Plans and the test scores - this was an invaluable activity that provided students with real-world applications.

We plan to use other sites and businesses for students to explore different entrepreneurs and their marketing plans in the future. We feel getting the kids out of the classroom and listening to real world businesses has a bigger impact on their learning.

We covered transporation and lunch for students so that parents did not not have to provide for this cost.

\$800.00

Our Assessment was that the National Conventon was an invaluable experience for our students and they competed very well but it was the meeting of other kids that they will remember far longer.

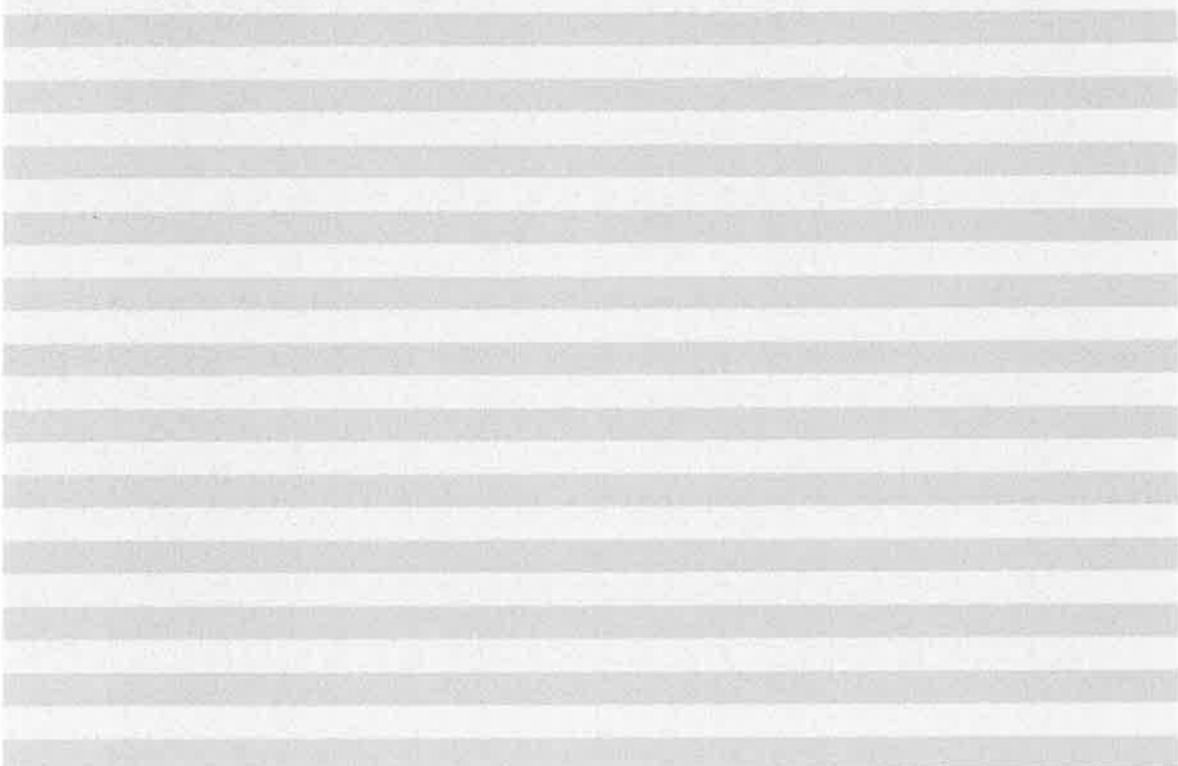
Our BPA students will continue to compete at the State level to qualify for the National competition. We hpe to increase our BPA numbers and compete at an even higher level.

We paid for half of the expenses for the National Convention tha included airfare, meals, registrtion and events so that families did not have to worry about those expenses.

\$7,000

Our assessment was that the FCCLA National convention is an invaluable experience for our kids and they competed very well, placing 3 students in the top 10 in the Nation.	We hope to build our FCCLA numbers and will compete in the State Competition with the hopes of qualifying for the National Competitions.	LPS covered half of the travel expenses, including motel, meals, registration, and activity expenses.	\$5,000
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Based on our enrollment numbers and passage rates, our assessment is very high. Over 70% of our Seniors took at least one Dual Credit or AP class and over 50% of our Juniors took at least one Dual Credit or AP class. Our passage rate for credit recovery was over 90%.	We feel this is a very good use of our Transformational Grant funds and parents have indicated they really appreciate this assistance. We will continue with this practice.		\$2,370
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Transformational Learning Grant Annual Report 2023

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The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Livingston Public Schools Districts 4 and 1
LEA #	0612 (Livingston Elementary) and 0613 (Park High School)
Submitter's Full Name	Todd Wester
Email	Todd.Wester@Livingston.K12.MT.US
Contact Phone Number	406 222 3292
Amount of Funding Received	\$179,415.60 (Total): \$120,912.40 (elementary) and \$58,503.20 (High School)
FY 2024 Total Expenditures to Date	\$56,029.48
Current Balance	\$123,386.12

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Continue the development of an MTSS system for just-in-time intervention
Progress made	Best assessments have been identified in the area of literacy and now drive placement in K-12 literacy tiers, where research-based interventions are implemented to high fidelity.
Measurable Objective from District's Transformational Learning Plan	Replace the severe discrepancy identification model for special education
Progress made	In the area of literacy, grades K-2 now use the MTSS process for identification for special education, and work continues to move the District toward MTSS process identification in all grades and in literacy, math, and behaviors
Measurable Objective from District's Transformational Learning Plan	Increase engagement with enhanced focus on work-based learning
Progress made	In the middle school, the Community School Collaborative program manager is working with teachers and administrators to create a job-shadowing program. Initially, eight businesses will participate.
Measurable Objective from District's Transformational Learning Plan	Increase opportunity to earn credit by showing proficiency via work-based learning
Progress made	The high school has hired a work-based learning coordinator to act as liaison between teachers and employers. The goal is to have work-based learning credit opportunity for any and all courses.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	Detail in template
Increased FTE Requested	
Decreased FTE Requested	At the elementary level, we should request a reduced FTE, down from 75 to 72.41. The high school remains the same at 31.3 FTE
Rationale for Changes in FTE	The rationale for the change in FTE is staff reduction based on smaller enrollment numbers
Pictures, Graphs, and/or	Attached below

Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	
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School Board Chair Printed Name	Sigrun Lahren
School Board Chair Signature	
Date of Board Meeting Approval	



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023 at 8am MST. The annual report is due by Monday, January 8, 2024 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Noxon High School
LEA #	0812
Submitter's Full Name	Rhonda Horner
Email	rhonda.horner@noxonschools.com
Contact Phone Number	406-847-2442 ext. 105
Amount of Funding Received	\$3,858.00
FY 2024 Total Expenditures to Date	\$2557.91
Current Balance	\$1,300.09

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Students will have access to a one to one Chromebook with instruction of appropriate use.
Progress made	We purchased 25 new Chromebooks to replace old ones. We also provide students with instruction on usage through the student handbook and instruction during the first couple days of school.
Measurable Objective from District's Transformational Learning Plan	Students will have opportunities to explore one, two, and three-dimensional art courses as well as varying levels of woods and metals. We will maintain course offerings of at least 25 courses for students to select from in the business education department.
Progress made	We are offering all three art courses with students enrolled at each level. Our woods and metal classes are full with students participating at varying levels. Of the 25 offered business education courses, there are 17 courses that have students enrolled
Measurable Objective from District's Transformational Learning Plan	We will purchase supplies and equipment for art, shop, and business education to support self-paced lessons.
Progress made	We purchased art supplies, cabinet making tools, and a printer for the business lab.
Measurable Objective from District's Transformational Learning Plan	
Progress made	

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	We have provided students with the opportunity to pursue their own interests in CTE and the arts at an individualized pace.
Increased FTE Requested	none
Decreased FTE Requested	none
Rationale for Changes in FTE	No Changes

<p>Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning</p>	<p>Students are self-selecting courses that interest them and align with goals in their future.</p>
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<p>School Board Chair Printed Name</p>	<p>Lars Swanson</p>
<p>School Board Chair Signature</p>	
<p>Date of Board Meeting Approval</p>	<p>Dec 11, 2023</p>





Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

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SECTION 1: General Information

District Name	Reed Point School District 9-9
LEA #	0850
Submitter's Full Name	Heather Jarrett
Email	hjarrett@reedpoint.k12.mt.us
Contact Phone Number	406-326-2245
Amount of Funding Received	\$6363.80
FY 2024 Total Expenditures to Date	\$1943.38
Current Balance	\$4420.42

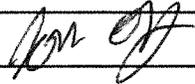
SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Twenty percent (20%) of elementary and junior high students will work at a level 1 academic year higher than their same age peers. Students will be placed with their academic level peers at the grade level/course/content most appropriate to their individual level based on NWEA MAP data collected three times a school year, as well as formative and summative assessments and observations by teachers.
Progress made	14% of elementary and junior high students are working one academic year or higher than same age peers. This is a decrease of 4% over last year.
Measurable Objective from District's Transformational Learning Plan	Five percent of junior high/elementary students will have begun coursework towards a certificate program of their choice. i.e. Nelson Ag Academy.
Progress made	Within the program year two students explored agriculture and leadership coursework from Nelson Ag Academy but learned this program area may not be of as much interest as they previously thought. This is a positive learning experience although we did not make progress in this object.
Measurable Objective from District's Transformational Learning Plan	Reed Point Schools will offer 100% of its students the option to personalize coursework with online learning experiences. These courses may include foreign languages, health sciences, agriculture, business, information technology or other content areas not offered in house.
Progress made	One hundred percent of students were offered personalized content. All junior high students elected to take a course not otherwise offered.
Measurable Objective from District's Transformational Learning Plan	Fifty percent of the elementary classrooms seating will be flexible in nature allowing students an engaging and comfortable learning environment.
Progress made	75 percent of elementary classroom seating is flexible in nature with stools, wobble seats, standing workspaces.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	Flexible seating classroom spaces developed. Personalized content offered to all junior high students. Agricultural courses offered to 100% of junior high school students. Progress on content based on student's proficiency and academic measures.
Increased FTE Requested	0
Decreased FTE Requested	0

Rationale for Changes in FTE	Our teachers have remained at a steady number and there is not a need to increase or decrease our FTE at this time.
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	

School Board Chair Printed Name	Jon Ott
School Board Chair Signature	
Date of Board Meeting Approval	12/12/2023

Transformational Learning Tracking Guide - HB946 RPHS

January 1 - December 31,
2023

Total Funding
Received

Transformational Learning Activity	Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evaluation	Future Plans for this Transformative Activity	Funds Expended	Expenditure Code Used	Total Funding Received
Flexible Seating	Elementary students will be provided with flexible seating options to assist in reaching student learning styles and aid in more time on task and engagement for students.	Teacher and Administrator observations of student engagement. Percentage of seating options available for students that are non-traditional.	75% of seating in the elementary classrooms are flexible in nature at this point.	Continued observation of students time on task/actively engaged in learning.	1,029.38	129-11-376-1000-610	5,334.42
Online Agriculture Course	Introduction to Agriculture course offered via Ag Nelson Academy Online.	Successful completion of coursework. Percentage of students taking coursework that can lead into an Agriculture Certificate while enrolled in school year.	20% of junior high students participated during the program year.	Continuation of offering agricultural courses online for students in grades 7-8 on an interest basis.	299	129-12-376-1000-321	5,035.42
Online Learning Course	Montana Digital Academy Coursework based on student interest areas	Successful passing of course securing school credit.	100% of students enrolled completed their coursework in a high interest area.	Continuation of offering online courses in areas of interest for students 7-8th.	615	129-12-376-1000-321	4,420.42



Transformational Learning Grant Annual Report 2023

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SECTION 1: General Information

District Name	Reed Point School District 9-9
LEA #	0851
Submitter's Full Name	Heather Jarrett
Email	hjarrett@reedpoint.k12.mt.us
Contact Phone Number	406-326-2245
Amount of Funding Received	\$7937.83
FY 2024 Total Expenditures to Date	\$4538.94
PerCurrent Balance	\$3231.13

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	By graduation fifty percent (50%) or more of seniors will have earned a minimum of nine (9) college credits. These may include any general studies courses that are included in the MUS system.
Progress made	Fifty seven percent (60%) of 2024 seniors have earned 15 or more college credits.
Measurable Objective from District's Transformational Learning Plan	Thirty percent (30%) of high school students will work at a level one academic year higher than their same age peers. Students will be placed in the academic level course appropriate to their individual level based on NWEA MAP data collected three times a year as well as formative and summative assessments and observations by teachers.
Progress made	Currently, 37.5% of high school students are working at least one academic year higher than same age peers.
Measurable Objective from District's Transformational Learning Plan	Thirty percent (30%) of junior and senior high school students will participate in a work experience, community based experience, work-based learning, internship or journeyman program.
Progress made	Currently 6% of juniors and senior high school students are participating in work experience, community based experience, work based learning, or internship.
Measurable Objective from District's Transformational Learning Plan	One hundred percent (100%) of students will have the opportunity to complete their core graduation requirements in three years for the express purpose of pursuing higher education while enrolled at Reed Point High Schools their fourth year.
Progress made	This opportunity was provided to 100% of students. In the current year (2023-2024) we have 83% of seniors working on college credits that will apply to their future college/career programs.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	Dual Enrollment Courses: College Writing I – 3 Credits, College Writing II – 3 Credits, Introduction to Literature – 3 Credits, Mythologies – 3 Credits, Interpersonal Communications – 3 Credits, Creative Writing – 3 Credits, Statistics – 4 Credits, College Algebra – 4 Credits, Basic Microsoft Office – 3 Credits, Principles of Living Systems with lab 4 Credits, Introduction to Psychology – 3 Credits Montana Digital Academy German course. Nelson Ag Academy courses in Agribusiness I and II, Swine and Beef Production courses.
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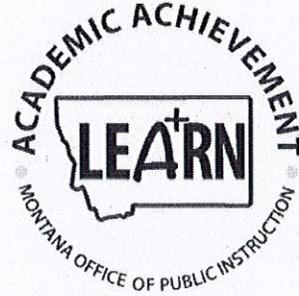
Increased FTE Requested	0
Decreased FTE Requested	0
Rationale for Changes in FTE	Our staffing remains constant at this time and the our offerings for Transformational Learning are working well with our current FTE.
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	

School Board Chair Printed Name	Jon Ott
School Board Chair Signature	
Date of Board Meeting Approval	12/12/2023

Transformational Learning Tracking Guide - HB946 RPHS

January 1 - December 31,
2023

Transformational Learning Activity	Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evaluation	Future Plans for this Transformative Activity	Funds Expended	Expenditure Code Used	Total Funding Received
Dual Enrollment	Dual enrollment coursework for junior and seniors from Dawson Community College, and Helena College	Successful passing of the college course. Acquisition of college credits.	Final Grades from the collegiate institution	Continuation of offering of dual enrollment coursework for juniors and seniors.	3,507.70	229-376-1000-321	4430.13
Online Agriculture Course	Agriculture Classes: Ag Business I, Ag Business II, Animal Science	Successful completion of coursework. Completion of chosen Agricultural Certification Program.	Student is nearing completion of their Vet Tech Certification.	Continuation of offering agricultural courses online for students in grades 9-12 on an interest basis.	797.34	229-376-1000-321	3632.79
Online Learning Course	Montana Digital Academy Course	Successful passing of course securing high school credit.	100% of students enrolled completed their course successfully.	Continuation of offering online courses in areas of interest for students 9th-12th.	123	229-376-1000-321	3509.79
Dual Enrollment supplies	Textbooks for College Statistics and Social Sciences	Successful completion of courses.	100% of students completed their coursework with the assistance of these textbooks.	Continuation of supplying needed materials for dual enrollment courses.	278.66	229-376-1000-640	3231.13



Transformational Learning Grant Annual Report 2023

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SECTION 1: General Information

District Name	St. Regis K-12 School District 1
LEA #	0582
Submitter's Full Name	Derek Everett Larson
Email	larsond@stregis.k12.mt.us
Contact Phone Number	406-649-2311
Amount of Funding Received	\$29,512
FY 2024 Total Expenditures to Date	\$9,299.33
Current Balance	\$20,905.75

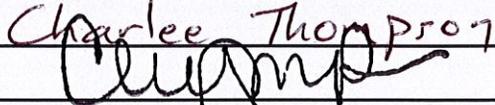
SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs, and culture and is supported through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders
Progress made	5 students practiced welding for an ag mechanics competition.
Measurable Objective from District's Transformational Learning Plan	Expanding the personalized learning opportunities for each student to accelerate in their career and college readiness
Progress made	Average of 20 students per available Friday needing extra time to complete their work or to work ahead in their subjects.
Measurable Objective from District's Transformational Learning Plan	provide effective professional development to assist employees in transitioning to a transformational learning model
Progress made	Received professional development on planning and tracking progress.
Measurable Objective from District's Transformational Learning Plan	fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs, and culture and is supported through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders
Progress made	6 students pursuing a self-paced path toward EMT licensure.
Measurable Objective from District's Transformational Learning Plan	developing a transformational learning plan for each participating student that i.honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;
Progress made	15 students pursuing extra training in ag-related fields on the iCEV platform
Measurable Objective from District's Transformational Learning Plan	developing a transformational learning plan for each participating student that i.honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;
Progress made	20 students are enrolled in various Certiport trainings with

	tentative completion dates set in the second semester of this year.
Measurable Objective from District's Transformational Learning Plan	developing a transformational learning plan for each participating student that i. honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;
Progress made	1 student completed their ServSafe Food Handler's certification process.
Measurable Objective from District's Transformational Learning Plan	Expanding the personalized learning opportunities for each student to accelerate in their career and college readiness, reduce the out-of-pocket costs for families and empower students to actively engage in forming successful post-secondary pathways
Progress made	7 students are enrolled in the Fall session of MTDA taking classes that are not offered at St. Regis or taking them in an accelerated fashion or to assist in scheduling conflicts with classes they are passionate about.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	See Attached
Increased FTE Requested	We intend to hire 2 more teachers in January
Decreased FTE Requested	
Rationale for Changes in FTE	Our students in Friday school are more successful with a smaller ratio of adults to students in the room.
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	https://www.stregisschool.org/o/srmt/page/friday-opportunities

School Board Chair Printed Name	Charlee Thompson
School Board Chair Signature	
Date of Board Meeting Approval	12/11/23

Transformational Learning Tracking Guide - HB946

January 1 - December 31, 2023

Transformational Learning Activity		Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evaluation	Future Plans for this Transformative Activity	Funds Expended	Expenditure Code Used	Total Funding Received
Certipoint	Online trainings including: Entrepreneurship and Small Business, Professional Communication, Network Security, Cybersecurity, Java, and Word 365 Apps. These are online classes completed at the students own pace.	Number of completed courses.	20 students are currently enrolled in various Certipoint trainings at the moment with tentative completion dates in the spring of 2024.	We are actively encouraging the microcredentialing process if students are not sure about taking dual-credit courses.	\$2,760	682	\$47,820.67 \$45,060.67	
ICEV	Online training for ag related studies	Number of completed courses.	15 students currently enrolled in various ICEV courses.	We are actively encouraging students to take programs of study related to their interests and passions.	\$1,000	682	\$44,060.67	
MTDA courses	Online curricular classes taken outside of the normal class schedule or beyond what we can offer at St. Regis.	Number of completed courses.	7 students are enrolled in the Fall session of MTDA taking classes that are not offered at St. Regis or taking them in an accelerated fashion or to assist in scheduling conflicts with classes they are passionate about.	We encourage students that have good time management and can show that they are successful in the online class schedule to progress through their courses faster or to take them outside of the scheduled time in order to take other classes they would like to take, to take MTDA through their normal curriculum faster or to get coursework outside of what we can offer here.	\$738	682	\$43,322.67	
ServSafe Course	Self-paced study of food handlers material leading to certification through application and training under the direction of a professional.	Number of completed courses.	1 student took the course last year, helped prepare breakfast and lunch for our Friday School opportunity, and achieved her certification.	We intend to continue to offer this particular experience to train up our kids with a skill that they can use in many local businesses.	\$15	682	\$43,307.67	
ServSafe Course food	Self-paced study of food handlers material leading to certification through application and training under the direction of a professional.	Number of completed courses.	1 student took the course last year, helped prepare breakfast and lunch for our Friday School opportunity, and achieved her certification.	We intend to continue to offer this particular experience to train up our kids with a skill that they can use in many local businesses.	\$73.75	630	\$43,233.92	
ServSafe Course Books	Self-paced study of food handlers material leading to certification through application and training under the direction of a professional.	Number of completed courses.	1 student took the course last year, helped prepare breakfast and lunch for our Friday School opportunity, and achieved her certification.	We intend to continue to offer this particular experience to train up our kids with a skill that they can use in many local businesses.	\$72.85	640	\$43,161.07	

Equipment (headphones for Online courses: ICEV, MTDA, Certiport	Online curricular or extracurricular courses	Number of completed courses.	Over 20 students are currently enrolled in one of the three listed online course programs.	We will continue to encourage these options for advanced study, work-at-your-own-pace courses, and courses that explore passions and interests.	\$143.88	610	\$43,017.19
Textbooks and study guides for self-paced courses	Textbooks for students taking an EMT course at their own pace.	Number of certificates achieved.	6 students currently enrolled with a potential completion date in 2024	We highly encourage students to study these skills that are desperately needed in our community.	\$1,333.45	610	\$41,683.74
Gas for students studying welding in their free time	Norco fills the tanks for our welding stations. Students have come in on occasion for some study with the shop teacher or a resident expert in their free time.	Participation in our Ag Mechanics team.	6 students on the current team that have utilized our facilities for some personal practice.	We encourage student to pursue these activities and try our best to provide quality materials and instructors.	\$24.18	610	\$41,659.56



Transformational Learning Grant Annual Report 2023

As a participating school district that has received funding through the Transformational Learning Grant (SB 8), the completion and submission of this annual report is required to demonstrate continued qualification for funding. The completed document is submitted on the [OPI Transformational Learning Webpage](#).

The window for submission of this annual report opens Monday, December 4, 2023, at 8 am MST. The annual report is due by Monday, January 8, 2024, at 5 pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Superior Public Schools
LEA #	0579
Submitter's Full Name	Logan Labbe
Email	llabbe@ssd3.us
Contact Phone Number	4068223600 x207
Amount of Funding Received	\$4,340.00
FY 2024 Total Expenditures to Date	\$0.00 Administrative turnover and new Strategic Action Plan we have not spent our funding. We plan on spending our funds before the end of January 2024.
Current Balance	\$4,340.00

SECTION 2: Progress Toward Measurable Objective

<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>The objective of Superior Schools' transformational learning plan is to enhance the effectiveness of the Superior Schools math and reading curriculum by updating the technology used in classrooms, allowing students to take full advantage of the curriculum and achieve higher levels of learning outcomes.</p> <p>The objective can be measured by assessing the following metrics: 1. Increase in the number of students who score above average in math and reading assessments. 2. Improvement in the average test scores of students in math and reading. 3. The percentage increase in the usage of updated technology in classrooms. 4. The percentage increase in student engagement and participation during class activities. 5. The percentage increase in the overall satisfaction of teachers, students, and parents with the updated curriculum.</p>
<p>Progress made</p>	<p>This is a new Objective based on the updated Strategic Plan will report progress in the next report.</p>
<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>The objective of Superior Schools' transformational learning plan is to increase the number of students who graduate on time by providing them with access to high-quality, technology-based learning resources such as Imagine Learning and Montana Digital Academy classes. This will enable students to recover credits and earn core credits for classes that Superior Schools lack the teachers to offer.</p> <p>The measurable outcome of this objective is as follows: 1. Increase in the number of students who complete credit recovery courses. 2. Increase in the number of students who earn core credits for classes that Superior Schools lack the teachers to offer. 3. Increase in the overall graduation rate of students. 4. Increase in the percentage of students who graduate on time. 5. Increase the satisfaction level of students, teachers, and parents with the transformational learning plan.</p>
<p>Progress made</p>	<p>This is a new Objective based on the updated Strategic Plan will report progress in the next report.</p>
<p>Measurable Objective from District's Transformational Learning Plan</p>	<p>The objective of Superior School District's transformational learning plan is to implement a comprehensive classroom with academic and behavioral supports, focusing on whole child development and executive function training as it relates to academic performance in school.</p> <p>The measurable outcomes of this objective are as follows: 1. Increase in the number of students meeting Tier 1 school-wide expectations both academically and behaviorally. 2. Improvement in the academic and behavioral progress of students who receive targeted Tier 2 interventions based on data tracking and RTI. 3. Decrease in the number of students requiring individualized</p>

	intensive Tier 3 interventions. 4. Successful implementation and coordination of a CICO (Check in Check out) Tier 2 intervention to support students' academic and behavioral progress. 5. Successful implementation of a referral process for additional services (such as IEP, 504), with effective data tracking and coordination with administrators and parents. 6. Effective utilization of testing data to drive instruction and improve academic outcomes. 7. Successful implementation of the Cat Cafe personalized intervention for attendance issues (missing work), resulting in an improvement in attendance rates.
Progress made	This is a new Objective based on the updated Strategic Plan will report progress in the next report.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	
Increased FTE Requested	1.0FTE for Academic Assistance Center Coordinator
Decreased FTE Requested	
Rationale for Changes in FTE	Based on the objectives outlined for the academic assistance center, it is crucial to increase staffing to ensure that all students receive the support they need to reach their full potential. By adding one FTE to the team, the center will be better equipped to provide targeted interventions for students who need extra help, reducing the number of students requiring Tier 3 interventions and increasing the number of students meeting Tier 1 school-wide expectations. With effective data tracking and coordination with administrators and parents, the center can successfully implement a referral process for additional services, such as IEP and 504 plans. By utilizing testing data to drive instruction and improve academic outcomes, students will be better prepared for success. Additionally, the successful implementation of the Cat Cafe personalized intervention for attendance issues will require additional staffing to ensure that all students receive the support they need to improve their attendance rates. Overall, increasing staffing for the academic assistance center is necessary to achieve the measurable outcomes outlined in the objectives and ensure that all students have access to the resources they need to succeed.
Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning	Based on admin turnover and our new SAP we have no data to share. We can provide this at a later date if requested.

School Board Chair Printed Name	
School Board Chair Signature	
Date of Board Meeting Approval	

School Board Chair Printed Name	Jaime Talbot
School Board Chair Signature	J Talbot
Date of Signature	January 10 th 2024

School Board Chair Printed Name	Jaime Talbot
School Board Chair Signature	J Talbot
Date of Board Meeting Approval	January 10th, 2024

SUPERIOR PUBLIC SCHOOLS

K-12 SCHOOL INTEGRATED STRATEGIC PLAN

Introduction: The Superior School District strategic plan is designed to provide a roadmap for delivering quality education to students. The plan will identify goals, objectives, and strategies to improve student outcomes and ensure that every student receives a SUPERIOR education.

Vision Statement:

EVERYONE WORKING AND LEARNING TOGETHER FOR A SUPERIOR EDUCATION!

Mission Statement:

MEETING THE EDUCATIONAL NEEDS OF ALL LEARNERS BY FACILITATING PARTNERSHIPS BETWEEN STUDENTS, PARENTS, COMMUNITY MEMBERS, AND EDUCATORS

We will achieve our mission by:

1. Providing high-quality, research-based instruction that meets the needs of all students.
2. Fostering a culture of continuous improvement and innovation.
3. Building strong partnerships with families, community members, and stakeholders.
4. Developing the whole child by providing a comprehensive education that includes academic, social-emotional, and physical development.

GOALS

1. Academic Excellence: We will provide a challenging and rigorous curriculum that prepares students for success in college, career, and life. Our goal is to ensure that all students meet or exceed grade-level expectations in all content areas.

Objectives:

- Increase the percentage of students who meet or exceed grade-level expectations in reading, writing, and math.
- Decrease the achievement gap between student subgroups.
- Increase the percentage of students who graduate from high school ready for college and career.
- Increase access to post-secondary education and equip all learners with the skills and knowledge needed to succeed in college or career training programs.

Strategies:

- Implement evidence-based instructional practices that meet the needs of all learners.
- Provide professional development to teachers to ensure they have the skills and knowledge needed to deliver high-quality instruction.
- Provide targeted support and resources to diverse learners, offering college and career readiness programs, and building partnerships with post-secondary institutions and community organizations to create pathways to post-secondary success.

2. Safe and Supportive Learning Environment: We will provide a safe and secure school campus. We will provide a safe and supportive learning environment that promotes student well-being and social-emotional development. Our goal is to ensure that all students feel safe, valued, respected, and supported at SSD3.

Objectives:

- Decrease the number of disciplinary incidents.
- Increase the percentage of students who report feeling safe and supported at school.
- Increase the number of students who participate in extracurricular activities and clubs.

Strategies:

- Implement evidence-based practices to promote positive behavior and prevent disciplinary incidents.
- Provide social-emotional learning opportunities for students.
- Build strong partnerships with families and community members to promote a culture of safety and support.

3. Family and Community Engagement: We will build strong partnerships with families, community members, and stakeholders to support student success. Our goal is to ensure that all families feel welcome and engaged in their children's education.

Objectives:

- Increase the percentage of families who attend parent-teacher conferences and school events.
- Increase the number of community partnerships and volunteers in schools.
- Increase the percentage of families who report feeling connected to the school community.

Strategies:

- Provide opportunities for families to be engaged in their child's education through workshops, meetings, and events.
- Build partnerships with local businesses, community organizations, and other stakeholders to support student learning.
- Provide training for staff on how to effectively engage families and community members.

4. Whole-Child Development: We will provide a comprehensive education that develops the whole child. Our goal is to ensure that students are prepared for success in all areas of life.

Objectives:

- Increase the number of students who participate in physical education, music, and art classes.
- Increase the percentage of students who report feeling connected to the school community.
- Increase the number of students who participate in service-learning and community service activities.

Strategies:

- Provide a comprehensive education that includes academic, social-emotional, and physical development.
- Build partnerships with community organizations to provide opportunities for students to engage in service-learning and community service activities.
- Provide professional development for teachers to ensure they have the skills and knowledge needed to develop the whole child.

Conclusion: The Superior School District strategic plan outlines our goals, objectives, and strategies for providing a SUPERIOR education to every student. By working together with families, community members, and stakeholders, we can achieve our vision of preparing every student for success in college, career, and life.



Transformational Learning Grant Annual Report 2023

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SECTION 1: General Information

District Name	Troy Public Schools
LEA #	0519, 0520
Submitter's Full Name	Jordan Graves
Email	jgraves@troyk12.og
Contact Phone Number	406-295-4520
Amount of Funding Received	Elementary: \$41,664 High School: \$22,349.26
FY 2024 Total Expenditures to Date	Elementary: \$16,674.12 High School: \$16,545.59
Current Balance	\$30,766.55

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Increase educational field trips and hands on learning opportunities that get students out of their seat and learning in a non-traditional classroom.
Progress made	Increased number of educational field trips from just the start of the school year. Students have been able to self-select hands-on learning opportunities such as crocheting, STEAM activities, etc.
Measurable Objective from District's Transformational Learning Plan	Increase equipment available to courses such as welding and automotive technology which in turn increases student engagement and attendance in school and in the courses.
Progress made	We have been able to invite the community to help us with these learning activities that we would not be able to offer in a traditional classroom setting. Students have been able to suggest learning activities and select direct their own learning. We have one day a month set up for community participation and
Measurable Objective from District's Transformational Learning Plan	Students will be given opportunities to explore future career opportunities, try out and perfect various life skills, and explore STEM opportunities through various activities through Transitional Learning Days.
Progress made	We have offered one Transitional Learning Day each month for all students to participate in. Activities include STEM days and hands-on learning.

SECTION 3: Additional Information

Identify each Transformational Activity (template linked)	See attached spreadsheet.
Increased FTE Requested	
Decreased FTE Requested	
Rationale for Changes in FTE	

Pictures, Graphs, and/or Narratives Sharing the Impact of funds used to support your personalized, proficiency model for learning



STEM Day projects



Student Field Trip to Gold Mine in Wallace Idaho



Student Cooking/Life Skills



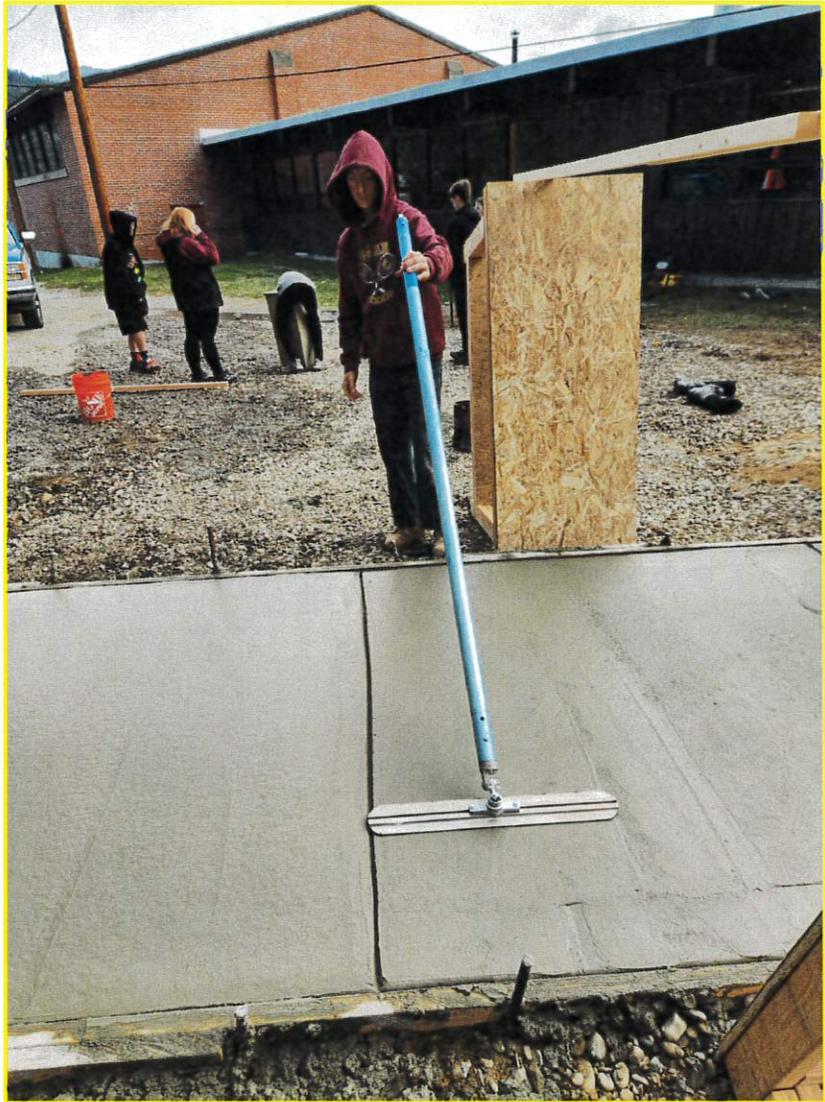
Exploring a Fire Truck



Learning Photography



A visit to the grocery store



Learning to Pour Concrete and build a sidewalk

School Board Chair Printed Name	Lori Damon
School Board Chair Signature	<i>Lori Damon</i>
Date of Signature	12.11.23

FY2024 Transformational Learning Tracking Guide-HB946

Transformational Learning Activity	Description of Activity	Metrics Used to Evaluate Effectiveness	Assessment of the Level of Effectiveness Based on Evaluation	Future Plans for this Transformational Activity	Funds Expended	Expenditure Code Used	Total Funding Received
Staff - grant manager and a student worker	Jordan Graves, manages grant, submits report on time, tracks all spending, etc.; Student is working for the school, delivering mail and helping office staff members when needed.	grant manager - submit reports on time; student worker - increased attendance due to having a job to do each day	Effective	Continue to offer so reporting can be done on time and continue to offer mail position to offer job experience to student worker.	\$7,550.55	100, 200	\$64,013.26
Fuel for student worker	Fuel for student worker to retrieve and deliver mail back and forth between elementary school and Junior High and High School.	student worker - increased attendance due to having a job to do each day	Effective	Continue to offer mail position to offer job experience to student worker.	\$322.04	610	\$56,140.67
Hlawatha Trail Field Trip	Students and staff participated in a biking field trip on the Hlawatha Trail where they learned the history of the trail.	Attendance	Effective	Continue to offer field trips like this, they are effective to keep kids, especially students who struggle to make regular attendance, in school and learning.	\$2,342.92	610, 582	\$53,797.75
Transformational Learning Days	Students participated in a transformational learning day through STEM kits, community volunteer activities, exploring various careers such as a florist, baker, graphic design, and so forth.	Attendance	Effective	Continue to offer, but inquire to see if there are other activities that can increase attendance.	\$11,023.39	610	\$42,774.36
Career Exploration Day at Camp Elohim	Students participated in a transformational learning day where they were able to explore future career plans at Camp Elohim.	Attendance	Effective	Continue to offer days like this, they are effective to keep kids, especially students who struggle to make regular attendance, in school and learning.	\$182.62	610	\$42,591.74
Crystal Gold Mine Exploration Field Trip	Students went on a field trip to a Gold Mine where they learned about the history of the mine as well as the operations of it.	Attendance	Effective	Continue to offer days like this, they are effective to keep kids, especially students who struggle to make regular attendance, in school and learning.	\$322.00	610	\$42,269.74
Yearbook Course	Students choose to take this course where they can pursue their passion of photography and editing, they are able to get out of the class during the school day to take photos of other students participating in activities both at the high school/junior high as well as the elementary school.	Attendance	Effective	Continue to offer course, it allows students to pursue a passion in photography as well as editing and formatting.	\$1,690.85	610	\$40,578.89
Automotive and Welding Courses	Students choose to take this course where they can pursue their interests in automotive technology such as diesel engines and hydraulics, electrical systems, and drivetrains, welding, etc..	Attendance	Effective	Definitely continue to offer this course as students who would normally have high absenteeism, attend school due to these classes.	\$9,573.82	610, 725	\$31,005.07
Life Skills Course	Students in this class have the opportunity to explore skills that they will be using in real life after high school. This includes: sewing, cooking/baking, financial literacy, etc.	Attendance	Effective	Continue to offer course as it offers skills students need to succeed in life after high school.	\$238.52	610	\$30,766.55