



OPI – Montana Advanced Opportunity Application Fiscal Year 2022

Application Window: Opens the 1st Monday of December (Dec. 7th) 2020 at 8am MST and closes the 2nd Monday in January (Jan. 11th) 2021 at 5pm MST

Guidance: The application has the following requirements that you will be required to meet.

1. The application is a fillable form that you can complete and download to your computer.
2. The application checklist must have all the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has two uploaded requirements: (a) the completed application checklist with your board chair's signature, and (b) your district's strategic plan as it refers to advanced opportunities.
5. The submission of the application will be a digital upload on the OPI Advanced Opportunities web page, using the submit button that you will see on the page by 8:00am MST on December 7th, 2020.
6. Districts with more than one LEA under a single governing board can submit a single combined application.

Submitter Name: Greg Upham

Email: uphamg@billingssschools.org

District Name:	Billings Elem	LEA Name & Number:	0965 Billings Elem
District Name:	Billings H S	LEA Name & Number:	0966 Billings H S

- ☒ The district's board of trustees shall submit an application that has been approved by motion of the board of trustees and signed by the board chair to the Board of Public Education, on a form provided by the Office of Public Instruction.
- ☒ Develop an advanced opportunity plan for each participating pupil.
- ☒ Include in your strategic plan: appropriate planning horizons for implementation, measurable objectives to ensure accountability, and planned strategies that:
 - ☒ Develop a personalized, advanced opportunity plan for each participating pupil grades 6-12 that fosters student interest pathways for career and postsecondary opportunities that honors individual interests, passions, strengths, needs and culture and is supported through relationships among family, teachers, businesses, peers, post-secondary, and the larger community.
 - ☒ Embed community-based, experiential, online and work-based learning opportunities and foster a learning environment that incorporates both virtual and face-to-face connections.
 - ☒ Ensure equality of educational opportunity for all pupils of the district.

The school district's board chair signature affirms that the application has been completed and approved by the Board of Trustees. It is acknowledged that the full application will be kept at the district site. The checklist and any attached documents are affirmation that the required elements of HB 387 are part of the applicant's supporting documents.

Dr. Greta Besch Moen

School District Board Chair Printed Name

School District Board Chair Signature

12/21/2020

Date



Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The annual report is due by 5:00 p.m. on January 11, 2021. The window for submission opens December 7, 2020.

As a participating school district that has received funding through the Montana Advanced Opportunity Act (HB 387), the submission of this annual report along with your district's uploaded advanced opportunity plan are required to demonstrate continued qualification for funding. This completed document meets the minimum annual report requirements.

SECTION 1 REQUIRED

District name	Bilings HS
LEA #	0966
Submitter's first and last name	Greg Upham
Email	uphamg@bilingsschools.org
Phone number	(406) 281-5066
Amount of funding received	\$239,991.35
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
Measurable objective from your advanced opportunity plan	Create opportunities for our community and CTE partners to gain access to students regarding future advanced opportunities
Progress made	<ul style="list-style-type: none">- Increased number of businesses/organizations participating in our Xello career awareness program from 93 to 128- Increased % and number of 9-12 students accessing Xello career awareness program each month from October through December 2020

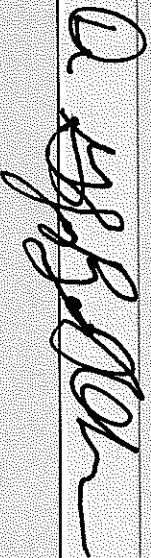
Measurable objective from your advanced opportunity plan	Develop application and eligibility criteria for requesting Advanced Opportunity funds to reduce or eliminate out-of-pocket expenses for students and their families in participating in an advanced opportunity
Progress made	<p>Through a convening of SD2 stakeholders, the district developed an Advanced Opportunity Application (digital, available upon request) and established criteria/eligibility to receive funds</p> <ul style="list-style-type: none"> - Developed an Advanced Opportunity committee comprised of school board member(s), administrators/counselors/teachers, and CTE partners to develop application process and implement vetting plan for funding - On a first come, first serve basis, any student that requested funds was automatically funded up to \$500 upon confirming the request was an allowable activity - Students that requested more than \$500 were vetted by the Advanced Opportunity committee and considered on a case-by-case basis weighing need, circumstance, size of request, funding still available, etc. (We have only had to consider full funding/partially fund one request thus far)
Measurable objective from your advanced opportunity plan	Leverage Advanced Opportunity funding to reduce or eliminate out of pocket expenses for students and families in new or existing advanced opportunities within the SD2 system
Progress made	<ul style="list-style-type: none"> - Covered dual credit fees for all students that have already exhausted 1-2 Free dual credit scholarship (47 for Fall 2020) - Covered all CTE certificate fees embedded in SD2 classes that would have fallen upon families in past school years - Covered all certificate/credential fees attached to workplace experiences/internships for credit
Measurable objective from your advanced opportunity plan	Increase the number of students participating in Workplace Experience/Internships for credit.
Progress made	<ul style="list-style-type: none"> - Increased the number of students participating in workplace experiences as well as diversity of opportunities each semester

	<p>(Spring 2020 - 2, Fall 2020 - 4, Spring 2021 - 10 confirmed, 12-14 more pending)</p> <ul style="list-style-type: none"> - Developed series of forms/documents including a Workplace Experience Internship Agreement, Training Plan, Employer Evaluation, and Student Evaluation (available upon request) in accordance and compliance with OPI standards for giving workplace credit, US and Montana labor law, and SD2 student handbook policies to ensure legitimacy and fidelity of advanced opportunity experiences in local business and industry - Established processes and placed students seeking workplace experiences on behalf of a student in their area of interest (start with students, recruit business to participate) - Established processes and placed students into business/organization wishing to offer an opportunity (start with business, recruit students to participate) - Created stipends for teachers that agree to oversee workplace experiences/internships to compensate them for the additional time/work put in to develop training plan and communicate with internship partners
Number of students served & grade levels	<p>Grade 9 - 426</p> <p>Grade 10 - 1428</p> <p>Grade 11 - 282</p> <p>Grade 12 - 285</p>
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	<ul style="list-style-type: none"> - 893 students served by Xello career awareness program - 158 credits by 47 students with MSU-Billings/City College for Fall 2020 semester - 1428 Pre-ACT exams (entire 10th grade) - 23 AP Exams for Fall semester

	<ul style="list-style-type: none"> - 15 HiSet exams for Fall semester - 12 CNA Certifications for Fall 2020 - 20 EMT Certifications (pending, year-long class) - 4 NCCER electrical credentials - 30 Medical Assistant certifications - 1 pilot's license (partial funding) <p>Due to the timing of this report, we have not included our projected numbers for these categories for the Spring 2021 semester, as we have not yet paid for any of them at the time of submission.</p>
<p>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</p>	<p>Professionalism/Soft Skills - As with many schools looking to do this work, the professionalism and soft skill development was an issue that commonly came up from our CTE/business partners.</p> <ul style="list-style-type: none"> - Embedded standard soft skill assessments in every workplace experience training plan (available upon request) - Developed process of checks and balances between teachers, counselors, and career coaches to support students while in a workplace experience and attempt to correct or intervene when issues with professionalism or soft skills arose <p>Eligibility, accessing, exchanging of funds - One of our first tasks and most common issues regarding this funding surrounded</p>

	<p>determining who was eligible, how to access, and how we exchanged the funds</p> <ul style="list-style-type: none"> - Developed eligibility guidelines that balanced ease of access with accountability for appropriate use of funding - Worked with our counselors and career coaches to assist students/families in applying for Advanced Opportunity funding - Worked with our major post-secondary partners to develop a process to identify students eligible for funding and take care of their bill/fees directly (dual credit, AP, trade organizations awarding certificates, etc.)
Projected growth in the program	<p>The largest areas of projected growth for the program lie in the following areas:</p> <ul style="list-style-type: none"> - # of students served through Xello career awareness program - We expect to increase the number of students building career awareness and exploration through our Xello program in the upcoming spring semester. - Dual credit - We are projected to triple the # of students that received funding for dual credit - # of students in workplace experiences/internships for credit - We expect to triple the number of students in workplace experiences/internships for credit - New credentials or certificates offered within SD2 classes or embedded in workplace experiences/internships for credit - We have mostly funded credentials/certificates already offered up to this point and plan on continuing to do so for the spring semester in each of those programs. But are also projected to expand to new certificates and credentials in the areas of automotive, welding, electrical, and health sciences that we have not offered in the past. We also project to cover multiple

	students as possible until it is safe to have guests in our building and students out in business/industry.
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School District Board Chair Printed Name	Dr. Greta Besch Moen
School District Board Chair Signature	
Date of Signature	



Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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As a participating school district that has received funding through the Montana Advanced Opportunity Act (HB 387), the submission of this annual report along with your district's uploaded advanced opportunity plan are required to demonstrate continued qualification for funding. This completed document meets the minimum annual report requirements.

SECTION 1 REQUIRED

District name	Billings Elem
LEA #	0965
Submitter's first and last name	Greg Upham
Email	uphamg@billingsschools.org
Phone number	(406) 281-5066
Amount of funding received	\$88,367
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
Measurable objective from your advanced opportunity plan	Create opportunities for our community and CTE partners to gain access to students regarding future advanced opportunities
Progress made	<ul style="list-style-type: none">- Increased business participation in our Xello career awareness program from 93 to 128- Increased % and number of Grades 6-8 students accessing Xello career awareness program each month from October through December 2020

Measurable objective from your advanced opportunity plan	Develop application and eligibility criteria for requesting Advanced Opportunity funds to reduce or eliminate out-of-pocket expenses for students and their families in participating in an advanced opportunity
Progress made	<p>Through a convening of SD2 stakeholders, the district developed an Advanced Opportunity Application (digital, available upon request) and established criteria/eligibility to receive funds</p> <ul style="list-style-type: none"> - Developed an Advanced Opportunity committee comprised of school board member(s), administrators/counselors/teachers, and CTE partners to develop application process and implement vetting plan for funding - On a first come, first serve basis, any student that requested funds was automatically funded up to \$500 upon confirming the request was an allowable activity - Students that requested more than \$500 were vetted by the Advanced Opportunity committee and considered on a case-by-case basis weighing need, circumstance, size of request, funding still available, etc. (We have only had to consider full funding/partially fund one request thus far)
Measurable objective from your advanced opportunity plan	Leverage Advanced Opportunity funding to reduce or eliminate out of pocket expenses for students and families in new or existing advanced opportunities within the SD2 system
Progress made	<ul style="list-style-type: none"> - Funded every post-secondary exam fee submitted by a student or program - Plan to fund more exam fees at 6-8 level during the Spring 2021 semester
Number of students served & grade levels	<p>Grade 6 - 116</p> <p>Grade 7 - 184</p> <p>Grade 8 - 1416</p>
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	<ul style="list-style-type: none"> - 1416 ACT Aspire exams - 554 students grades 6-8 served by Xello career awareness program

Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	Direct funding opportunities limited - The largest issue coming from pupils and parents is the requests they are making do not fall under allowable expenditures.
Projected growth in the program	Funding of post-secondary exam prep - Plan to increase the number of post-secondary exam preparation during the Spring 2021 semester.
Funding needs for next biennium	We are requesting the full funding amount again for the next biennium.
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Unfortunately, due to the COVID-19 restrictions in place within SD2, we have not been able to strengthen most of our internal or external opportunities outlined in our Advanced Opportunity Plan for our 6-8 students the way we had planned. This has especially impacted us at these levels, as there are less available ways to spend the 60% of funds directly to reduce out-of-pocket costs for students and families at this grade level. We have adjusted by focusing more on leveraging our Xello career awareness program so students can continue to build awareness and start exploring careers without putting them in an unsafe situation.

School District Board Chair Printed Name	Dr. Greta Besch Moen
School District Board Chair Signature	
Date of Signature	

Billings Public Schools Advanced Opportunities Plan

Overview

Billings Public Schools School District No. 2 (hereafter referred to as “SD2”) has been working diligently over the past few years to strategically focus and accumulate resources to create better career and postsecondary awareness, exploration, preparation, and training opportunities for our students.

Billings Public Schools has adopted a view our school district considers “college-bound” and “career-bound” students one in the same. In order to better serve all of our students and shift that paradigm within our district, SD2 is taking a continuum approach to work-based learning and advanced opportunities attached to careers. We are committed to the idea that students can and will be able to make more informed decisions about their future career if we focus on a filtered, continuum approach to careers involving the following pillars:

- **Career Awareness**
- **Career Exploration**
- **Career Preparation**
- **Career Training & Placement**

See DOL Work-based Learning Playbook

Career Awareness - Point of entry for students across Grades 6-12 to learn about potential career opportunities.

- *Types of activities involved* - workplace tours, guest speakers, career fairs, field trips, career days, lunch & learns, Xello/Career Cruising Program, CTE-related classes

Career Exploration - Builds on awareness and allows students to start engaging with careers they have identified they are interested in.

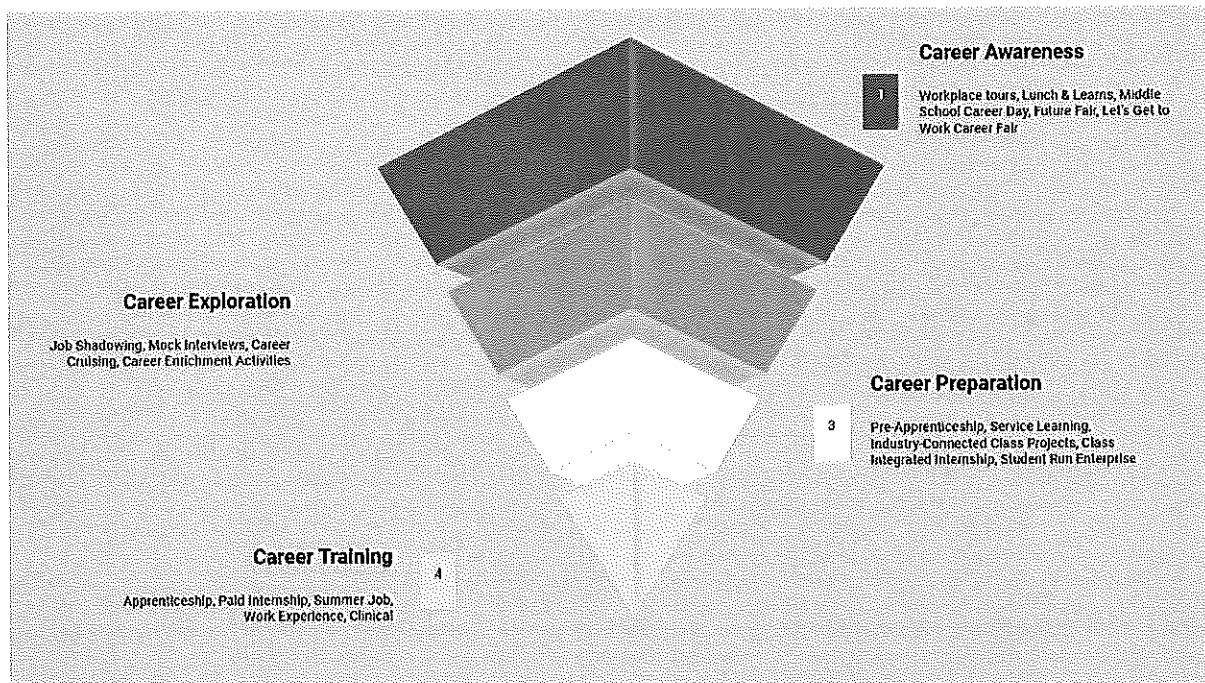
- *Types of activities involved* - job shadowing, mock interviews, Xello/Career Cruising program, CTE-related classes

Career Preparation - Allows the student to start engaging with the career hands-on, whether in our own classrooms or out in business/industry in their area of interest

- *Types of activities involved* - Pre-apprenticeship, service learning, industry-connected class projects/certificates, class-integrated internship, student run enterprise

Career Training & Placement - Where students actually start gaining skills and experience through placement in out in business/industry in their area of interest

- *Types of activities involved* - apprenticeships, paid work experiences/internships for credit, clinical experiences, general employment



Based off this filtered, continuum understanding and approach to careers, SD2 has established the following set of objectives to advance work-based learning and foster advanced opportunities within our district:

Short Term Objectives (1-2 years)

- Create opportunities for our community and CTE partners to gain access to students regarding careers and future advanced opportunities
 - Increase business participation in Xello/Career Cruising program
 - Increase student participation in Xello/Career Cruising program
 - Develop or strengthen internal opportunities (bringing community into our schools to participate)
 - Xello/Career Cruising
 - Career Days/Fairs
 - Billings Career Center tour
 - Lunch & Learn
 - Mock Interviews
 - Informational Interviews
 - Industry-Connected Class Projects

- Develop or strengthen external opportunities (sending students out to business/industry)
 - Workplace Tours
 - Job Shadows
 - Workplace Experiences/Internships or Clinicals
 - General Employment
- Develop application and eligibility criteria for requesting Advanced Opportunity funds to reduce or eliminate out-of-pocket expenses for students and their families in participating in an advanced opportunity
 - Convene committee to develop plan for implementing 60% funding portion of the grant
 - Establish eligibility criteria
 - Develop application for funding
 - Develop strategies for accessing funds upon award
- Leverage Advanced Opportunity funding to reduce or eliminate out-of-pocket expenses for students and families participating in new or existing advanced opportunities within the SD2 system
 - Dual Credit past 1-2 Free
 - AP exam fees
 - ACT Aspire, Pre-ACT, ACT exam fees
 - HiSet
 - CNA, EMT, Electrical, Medical Assistant
- Update pathways and course offerings offered within our district to increase awareness and matriculation through sequencing of courses attached to careers
 - Embed or offer new industry-recognized credentials and certificates within CTE/vocational programs in collaboration with local industry partners
 - SD2 CTE Advisory Board
 - Review existing program advisory boards and attempt to support existing, strengthen, or update each board
- Increase the number of students participating in Workplace Experience/Internships for credit in business/industry
 - Develop necessary documentation and infrastructure for workplace experiences in accordance with Montana Office of Public Instruction standards for awarding credit, US and Montana labor law, and SD2 student handbook policies
 - Create high-quality workplace experiences and workplace experience opportunities for students to be prepared or start training within business and industry in our community
 - Utilize teachers, counselors, career coaches, and administrators to support students while participating in workplace experiences/internships

Long Term Objectives (3-5 years)

- Marketing of Career/CTE
 - Create better messaging and tools surround CTE, pathways, and advanced opportunities for students and their families
 - Create better awareness among students and parents on around career-related opportunities within SD2 and in partnership with our community partners
 - Continue to update pathways and course offerings offered within our district to increase awareness and matriculation through sequencing of courses attached to careers
 - Connect all types of learners to classes and work-based learnings opportunities
- Continue to use CTE Advisory Board and program-specific advisory boards to creatively develop/refine strategies within SD2 and our community to leverage Advanced Opportunity funding to reduce or eliminate financial barriers when possible for students/families when creating new advanced opportunities, offset costs placed upon community partners when providing advanced opportunities for students embed new industry-recognized credentials within SD2 courses and workplace experiences when feasible and applicable and develop new workplace experience opportunities with our business partners in areas of student interest and/or community need
 - Continue to support and grow partnerships with community partners through advisory boards
 - Develop new partnerships with community organizations attached to our CTE pathways for students to stay up-to-date on relevance, technology, and embedded credentials



Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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SECTION 1 REQUIRED

District name	Conrad Elementary
LEA #	0674
Submitter's first and last name	Sean Beddow
Email	Sean.beddow@conradschools.org
Phone number	(406) 278-5521
Amount of funding received	\$2,730.96


A report of progress toward measurable objectives in the school district's advanced opportunity plan.

SECTION 2 REQUIRED

Measurable objective from your advanced opportunity plan	Increase CTE offering for 7-8 grade including micro-certification options for individual students with a strong interest in pursuing CTE fields (i.e. drone pilot, coding)
Progress made	This has been largely put on hold due to reorganization of our school populations resulting in our 7 th /8 th grades relocating to a temporary setting in a vacant school due to the Covid-19 pandemic.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
Measurable objective from your advanced opportunity plan	Enter Here

Progress made	Enter Here
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels	72 (7-8)
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	N/A
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	None reported
Projected growth in the program	N/A
Funding needs for next biennium	Undetermined
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	This has been largely put on hold due to reorganization of our school populations resulting in our 7 th /8 th grades relocating to a temporary setting in a vacant school due to the Covid-19 pandemic.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	3
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Enter Here

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

School District Board Chair Printed Name	Erik Eneboe
School District Board Chair Signature	
Date of Signature	1/11/21



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SECTION 1 REQUIRED	
District name	Conrad High School
LEA #	0675
Submitter's first and last name	Sean Beddow
Email	Sean.beddow@conradschools.org
Phone number	(406)278-5521
Amount of funding received	\$8,237.94
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Develop and improve the expectations, rigor, framework, and organization of our Trades Academy.
Progress made	We have continued developing and improving a Trades Academy policy handbook that helps to improve the quality, rigor, and synergy with Conrad Public School District and the surrounding community for the certification pathways offered. Along with this we have developed curricular requirements for students to achieve in order to be accepted into the Trades Academy that includes successfully completing our requirements of a sophomore in high school grade.


Measurable objective from your advanced opportunity plan	Increase Trades Academy certification pathways by 4 over the next 2 years.
Progress made	We have made professional networking contacts to start local and national relationships that will lead to trades certification in the areas of pharmaceutical, dental, electric, plumbing, construction, and drone pilot programs. These pathways have largely been stalled for implementation due to the pandemic, however, we are looking to continue progress this summer as limitations due to the pandemic are decreased.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here

SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)

Number of students served & grade levels	141 (9-12)
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	N/A
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	None reported
Projected growth in the program	With the increase in age of successfully completing sophomore year to be eligible to enter the program, our growth has remained steady as we work those younger students already in the program. We anticipate and increase of approximately 6 students for the upcoming school year directly enrolled in a Trades certification program. As we increase our micro-certification pathways, we anticipate around a dozen that would be co-enrolled in our regular curriculum and the Trades Academy.
Funding needs for next biennium	Undetermined
Summary of updates to your advanced opportunity plan. <small>For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan</small>	We have been unable to perform our premier certifications due to national shutdowns. However, students are still performing the local and platform level certifications requirements so that when the national

	certification level opens up again, they will be able to complete those requirements.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	3
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Enter Here

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

School District Board Chair Printed Name	Erik Eneboe
School District Board Chair Signature	
Date of Signature	1/11/21



Advanced Opportunities

20-21 Annual Report

Dawson High School (0207)
Glendive Elementary School District #1 (0206)



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SECTION 1 REQUIRED	
District name	Dawson High School
LEA #	0207
Submitter's first and last name	Stephen Schreibeis and Spencer Johnson
Email	schreibeiss@glendiveschools.org and johnsons@glendiveschools.org
Phone number	406-377-5339 and 406-377-5379
Amount of funding received	\$19,343.46
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	


SECTION 2 REQUIRED

Measurable objective from your advanced opportunity plan	Develop multiple routes and awareness to career development opportunities
Progress made	<p>The initial steps in developing our advanced opportunity plan are to understand the current state of our student body's needs as applicable to the grant, then expand the numbers to include all students who have the opportunity to benefit from it. Our initial steps are to develop and launch a health professions pathway that includes dual enrollment courses like Anatomy and Physiology which then prepare students for a yearlong internship at our local hospital. While working with our hospital, we have developed this internship includes a wide array of healthy related experiences within the profession.</p> <p>We then plan to expand this internship pathway model to include a number of criteria such as course requirements, involvement in school clubs and activities, internships, with incentives at each step. We are interested in developing the pathways articulated in our advanced opportunities plan.</p>
Measurable objective from your advanced opportunity plan	Five percent increase of dual enrollment participation compared to the previous year (total percentage)
Progress made	<p>Spring 20: 171 enrollments Spring 21: 169 enrollments</p> <p>The decrease reflects a number of different factors including loss of student population.</p>
Measurable objective from your advanced opportunity plan	Two percent Increase in our graduation rate compared to the previous year (total percentage)
Progress made	<p>Our graduation rate has gone down from 84% in 18-19 to 77% in 19-20. The current state of our plan involves building career pathways that are designed to put students in a cohort with a deliberate career path, course requirements, student involvement, and an exit internship or work experience piece. The initial step was a health professions internship but</p>

	due to COVID, we had to put that on hold. As the pandemic runs its course, we will be able to step up our efforts to recruit and retain new students to the variety of pathways we would like to offer. By building out this program, we believe we can focus on students who struggle with graduation requirements by helping them achieve stability and grow their self-efficacy towards their academics.
Measurable objective from your advanced opportunity plan	Double the number of internships offered as the previous year
Progress made	<p>We had plans for a new internship program through our hospital which would increase our numbers from 0 to 6. As our pathways grow, this number should increase a great deal. Currently, we have a number of students in our Work Experience program. The program is staying stable at the moment but will grow as our opportunities open up.</p> <p><u>Work Experience Students</u> Spring 20: 8 Spring 21: 8</p>
Measurable objective from your advanced opportunity plan	Increase participation in student “advanced opportunity” activities by 10%.
Progress made	Program is still in its initial stages. No numbers to report.
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels	9 – 12 (200 students)
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	We have not had any expenditures using the grant at this point. Program is still in its initial stages. No numbers to report.
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	No issues reported at this time.
Projected growth in the program	When the program gets underway, we want to make the funds as impactful as possible. Concerning growth, we would be focusing on increasing the participation rates as articulated in our goals as mentioned above. We would

	be increasing dual enrollment by 5%, increase our graduation rate by 2%, double the number of internships, and increase participation in advanced opportunities activities by 10%.
Funding needs for next biennium	Full funding based on quality educator payment.
Summary of updates to your advanced opportunity plan.	We have had to pause our initial plans for a program due to the COVID-19 pandemic. It has impacted a number of programs that we wanted to launch using this grant opportunity. Much of the development and launch planned for the start of year was put on hold due to the crisis shifting our priorities.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	26
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Before we create our story, we are investigating all of the different opportunities we will be able to offer. We would like to include in this story pathways for health, welding, ag science, construction tech, and business. We have an incredible amount of activities and clubs for students to participate in that not only help them stay involved, but also allows them to give back to the community. As we develop our pathways and processes, we will be looking to implement processes that increase positive student relationships with not only their peers and teachers, but with the community at large. We would aim to help these students see themselves as productive members of our community that would want to stay and find a career in the area.

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

School District Board Chair Printed Name	Kris Mothershead
School District Board Chair Signature	
Date of Signature	1/11/21



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SECTION 1 REQUIRED	
District name	Glendive Elementary School District #1
LEA #	0206
Submitter's first and last name	Stephen Schreibeis
Email	schreibeiss@glendiveschools.org
Phone number	406-377-5339
Amount of funding received	\$6,775.91
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	

SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Increase participation in student “advanced opportunity” activities by 10%.
Progress made	We are at the beginning states of implementing “advanced opportunity” activities into the Elementary schools. We are planning on expanding our pathways from the HS into our Middle School, but that will come after we establish our pathways in the HS. We have been trying to incorporate more STEAM activities in each grade level. We have had STEAM days and nights that we have done in the past. Our plan this year was to expand those but due to COVID, we were not able to start that yet. We are hopeful that we can shift and finish out this semester with some activities, but it has made it hard with COVID.
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels	6 – 8 (275) 3 – 5 (240) K - 2 (none at this time)
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	N/A
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	No issues reported at this time.
Projected growth in the program	We would like to expand this program K-8, but for right now we are focusing more on the 6-8 students and incorporating the 3-5 students.
Funding needs for next biennium	Full funding based on quality educator payment.
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	As stated above, COVID has changed what our initial plans were going to be with our K-8 students. We are still going to try and incorporate some activities, but it won’t be to the extent that we were going to do before the pandemic hit. We are excited to be able to use this money to create an excitement for STEAM in our students and get the students prepared for the

	pathways and internships that they will have the opportunity to have when they get to High School.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	14
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Before we create our story, we are investigating all of the different opportunities we will be able to offer. We would like to merge our program to match the outcomes the high school has to offer. In order to support those students, we would like to include foundational skills that help build on college and career readiness. As the high school develops their pathways and processes, we will be looking to implement engaging activities and opportunities to increase positive student relationships with not only their peers and teachers, but with the community at large. The funds from this grant would go toward supporting students who may not have the same opportunities all students have to ensure they don't see poverty/lack of wealth as a hurdle to success.

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

School District Board Chair Printed Name	Kris Mothershead
School District Board Chair Signature	
Date of Signature	1/11/21

Glendive Public Schools

Strategic Planning Process

2020-2021

Overview

The Glendive Public Schools has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, Glendive Public Schools has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as Glendive Public Schools move into the future. This Strategic Plan is intended to help Glendive Public Schools in focusing its resources in a manner that will best benefit the students enrolled in Glendive Public Schools.

The Glendive Board of Trustees and Staff Leadership Team began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process.

As part of its preparation for planning strategically, Glendive Public Schools brought in staff from the Montana School Boards Association with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On **December 7, 2020** , the Glendive Board of Trustees formally adopted its new strategic plan.

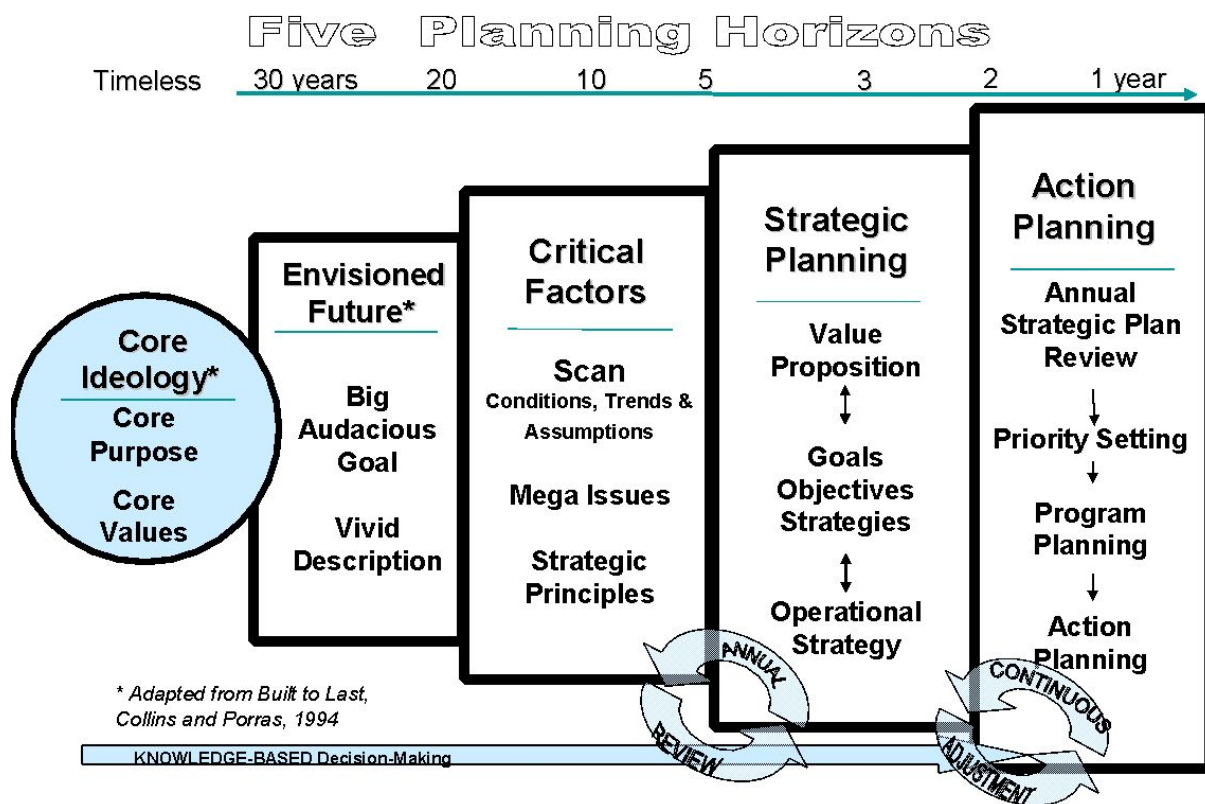
The Glendive Board of Trustees and Staff Leadership Team view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Nor is it intended as the end of a conversation, but rather as the beginning of one – a conversation regarding how Glendive Public Schools can best serve the community and maximize the focus and impact of its resources on its Core Purpose. Glendive Public Schools intend that this plan become the means by which the Glendive community's values, needs and priorities can be regularly discussed, clarified, documented, prioritized and pursued by our school system over time.

Adoption of a plan is an affirmation of the initial general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that the strategies identified in this document will change over time as we implement the plan and gain a deeper understanding of what does and does not work and incorporate the feedback of our constituents to ensure that the plan remains relevant and contemporary over time.

Progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by the Glendive Public Schools.

Strategic Planning Framework

The framework used by the Glendive Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board and Staff Leadership Team focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.



Core Ideology of the Glendive Public Schools:

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. (*It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.*)

Vision Statement:

Glendive Public Schools; Excellence in Education.

Core Purpose:

The Core Purpose of the Glendive Public Schools is to create opportunities which promote the interests of students in such a way as to help each child reach their fullest potential, teach them how to learn, and inspire them to be lifelong learners. **Core Values:**

The Core Values of Glendive Public Schools are: Caring, Character, and Community.



Caring -

- *We value showing kindness and respect for others at all times. We believe that if we truly care about others and show compassion, we will be a more cohesive community and school.*
- *We value honesty and openness in our relationships with others. We believe that transparency and honesty in our communications and our relationships with others is vital to our success.*

Character -

- *We value honesty, dependability and credibility. We need to be able to rely on one another and have trust in one another's intentions and actions.*
- *We value being accountable for our own actions and working hard to ensure that we are all doing our part. We believe that having a strong self-worth and work ethic enhance our schools and our community.*

Community -

- *We value contributions to our community and society in general. We believe that we all benefit from strong civic values.*

Word for the Year:

19-20 SERVICE- *The first year we chose SERVICE so we could bring all three core values together. It allows us to lead by example the need to serve in a way that is about caring and builds life-long connections and relationships that strengthen ourselves and our communities.*

20-21 GRACE- *The second year we chose to focus on GRACE due to the need for flexibility and understanding in a time of great uncertainty. The COVID-19 global pandemic has created unprecedented challenges where GRACE provides the opportunity to embrace change together.*

20 Year Planning Horizon

Envisioned Future of the Glendive Public Schools:

Goal:

Glendive Public Schools has facilities and programs that foster life-long learning for the students, staff, parents and community.

Vivid Descriptors of the Desired Future

- We envision excellent academic programs and services that meet the needs of every student:
 - We envision a graduation rate that is the one of the top three in the state
 - We envision exceptional academic teams that support our students
 - We use performance based assessments
- We envision after school programs that further enhance the educational opportunities for students.
- We envision a competitively paid staff and have implemented measures to recruit and retain highly effective teachers and staff.
- We envision that we have state of the art technology that is maintained and kept current.
- We envision that all of our facilities are:
 - Safe and secure for students and staff
 - Adequately staffed, equipped and maintained
 - Energy efficient and comfortable for the students and staff
 - Welcoming to parents and the community
- We envision that we will support community efforts toward year around fitness and health.
- We envision that we will offer expanded vocational programs to middle and high school students and have a vocational center in partnership with DCC that is focused on developing the skills needed to enter the workforce. Vocational offerings may include:
 - A Greenhouse
 - A Welding Center
 - A construction training program
 - A culinary kitchen
 - Dual credit with the community college
 - Certified Nurse Assistant/Medical Assistant training
 - Diesel Technology
 - On the Job training opportunities in coordination with local and regional employers
 - Internship and Apprenticeship programs
- We envision a well maintained Performing Arts Center/auditorium
- We envision that we will have facilities that our students want to attend because they are relevant to their needs.
- We envision that parents and the community will be active partners in providing for the educational needs of our students.

- We envision every student has an individualized learning plan of education that addresses the needs and promotes the talents and aspirations of each student.
- We envision our educational programming supports students learning at their own pace.
- We envision our school environment fully supports student achievement. Our school environment is safe, clean, enjoyable and structured in a manner that meets the educational needs of the students.
- We envision our students have access to a variety of diverse and dynamic educational opportunities that include courses provided in our school buildings, technology-based learning opportunities, project-based programs, and exposure to real-life issues that require critical thinking skills.
- We envision a strong early childhood development program.
- We envision that technology is innate in every aspect of our education programs and the operations of our schools.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Glendive Public Schools

In order to make progress toward the 20 year Envisioned Future, Glendive Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Glendive Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning Process, the Glendive Board of Trustees, Staff Leadership Team, and community members made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of Glendive Public School's Strategic Plan.

Assumptions about the future

Demographics

- We anticipate an aging local population
- We anticipate that we will see an increase in the need for student services.
- We anticipate that the family structures/dynamics will continue to change.
- We anticipate an aging staff that will be difficult to replace.
- We anticipate that we will see an increase in poverty in our community.
- We anticipate that the needs for mental health services will increase while the availability to meet those needs will remain challenging

Business/Economic Climate

- We anticipate that the cost of living and the costs of goods and services will continue to increase and will impact everyone, including the school district.
- We anticipate significant impacts on our budgets due to our aging facilities. The budget impact will be positively or negatively affected by legislative action to address infrastructure and also by the willingness of our local community to support additional funding for school improvement
- We anticipate that there will be needed changes to our educational programming, e.g., shop, vo-tech, technology, etc., in order to meet the demands of the job market.
- We anticipate continued need for adequate and affordable housing in our community.
-
- We anticipate a shortage of workers to meet the needs of the school district.

Legislation/Regulation

- We anticipate that legislation at the federal level, including but not limited to, ESSA(Every Student Succeeds Act), Affordable Care Act, Montana Standards, etc., will continue to impose significant burdens on our resources and our schools.
- We anticipate that accreditation standards will continue to tie the hands of schools.
- We anticipate that the Clean Power Plan will have impact on natural resource development which may in turn have an impact on our revenue
- We anticipate that there will be increased competition for limited tax dollars
- We anticipate that unfunded mandates will continue to impose significant burdens on our resources and our schools.
- We anticipate that privatization of schools, e.g., charters, vouchers, etc., will continue to impact our public school system.

Technology /Science

- We anticipate increased costs in keeping up with technological advancements.
- We anticipate that we will experience professional development challenges in order to ensure that we remain current on technological advancements.
- We anticipate that technological advancements will require us to implement/adapt to needed changes.
- We anticipate that technology will change the way we educate kids.
- We anticipate that enhanced online learning opportunities will continue to be available to students.
- We anticipate that we will need to adapt to future job markets.
- We anticipate that the role of the teacher will be more of a facilitator of learning.

- We anticipate that learning will occur around the clock and outside the school buildings
- We anticipate that traditional school calendars will change.
- We anticipate that we will need to balance technological advancements with face-to-face interactions.
- We anticipate that the sciences have and will continue to be a priority for our District and for society.
- We anticipate that we will see an increase in females wanting to get into science fields.
- We anticipate that there will be an increasing demand in the field of health sciences.
- We anticipate that there will be a shift in blending math, science and technology and that STEAM may have an impact on our funding
- We anticipate that technology will continue to change our assessments of students and student creativity.
- We anticipate that we will need to adapt to the interests and skills of students.
- We anticipate that differentiated instruction and individualization will continue to be a priority.
- We anticipate that technology will continue to impact the delivery of education.
- We anticipate that the Montana Digital Academy will continue to grow and expand.
- We anticipate the need to offer a comprehensive online solution for our students.

Politics and Social Values

- We anticipate that changes are needed at both the state and federal level in order to provide local districts greater flexibility. – ESSA, Montana Standards
- We anticipate that there will continue to be an increased dependency on schools to meet the basic needs of students.
- We anticipate that the school will remain the center of the community and we will need to continue to set the standards.
- We anticipate there will be a financial impact associated with social value changes
-
- We anticipate that there will continue to be challenges to public education and the funding that supports public education.

5-10 Year Planning Horizon

Mega Issues facing the Glendive Public Schools

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue

about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to Glendive Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Mega-Issue Questions for consideration by the District:

The following issues were ranked in order of priority. There was a clear distinction in the ranked order of the first three with a tie between items 4-5 and another tie between items 6-8.

- 1) Funding Issues
 - o How can we plan for the anticipated increased costs of goods and services and the facilities needs that have a significant impact on our District and our community?
 - o How do we plan for the increased financial burden on our school system as a result of unfunded educational mandates?
 - o How do we address the increasing cost of providing health insurance to our employees with the impact of the Affordable Care Act?
 - o How do we address the need for increased Special Education and Behavioral Health services?
- 2) How do we more effectively engage and educate our community and build their trust in support of our school system?
- 3) How do we fund the repair, replacement, or maintenance of our failing facilities and infrastructure?
- 4) How do we recruit and retain highly effective staff?
- 5) How do we effectively plan for continued changes in technology and how do we adequately adapt to the changes in how students will be educated?
- 6) How do we support our staff so they can deal with the challenges of our changing classroom behaviors?
- 7) How do we address the increased expectation of parents and the dependency on our schools to meet the basic needs of our students?
- 8) How do we address labor management issues?
- 9) Given the changes in the dynamics of our community, how can we adequately prepare for changes in our school dynamics, e.g., possible changes in student enrollment, online learning, etc.?

Knowledge-Based Decision Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other

business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?
2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?
3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?
4. What are the ethical implications of our choices?

Five Year Planning Horizon

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which Glendive Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the Glendive Board of Trustees, Staff Leadership Team and faculty.

The following goals are not listed in any order of priority--All of the goals and strategic objectives identified below represent the 3-5 year priorities for the District in moving forward.

Goals of the Glendive Public Schools:

Goal Area 1: Students

Statement of Intended Outcome, Five Years: Glendive Public Schools has developed programs and services to assist our students in reaching their full potential. With our holistic

approach and our decision making process that is centered on our students, our students leave our system with the tools necessary to be successful in life.

Strategic Objectives:

- We will create a multimodal learning environment that will help every student reach his/her full potential.
- We will provide our students with a well-rounded education, taking into consideration the desires, skills and ambitions of each student. In order to accomplish this, we will ensure that every student is ready for whatever learning path he/she chooses when leaving our school system:
 - For those students who desire to enter the workforce or obtain post high school training in vocational areas, we will develop and implement career cluster and other opportunities to further the student's interest;
 - For those students who desire to attend post secondary institutions, we will develop and implement programming to ensure these students are post secondary ready.
- We will challenge students to move out of his/her "comfort zone" and will encourage students to perform beyond their expectations.
- We will infuse differentiated instruction into our programming to include problem-solving and critical thinking.
- We will take a holistic approach that includes physical, social, emotional, mental and academic health for our students.
- We will enhance social/life skills through Social-Emotional Learning and Multi-tiered Systems of Support (MTSS).
- We will develop and implement a "team approach" of support for our students.
- We will investigate the development of an Alternative Education model to meet the needs of our students.
- We will increase career readiness/vocational opportunities for students, developing pathways that provide work experience and specialized learning opportunities.
- We will enhance college-readiness requirements/opportunities for students by using data from internal and outside assessments to drive instruction and personalize learning based on student needs.
- We will enhance hands-on, project-based, critical-thinking curriculum and opportunities for students throughout K-12.
- We will enhance opportunities for high-ability students.
- We will enhance student writing skills that evidence critical thinking, structural and grammatical skills, purpose and fluency.
- We will utilize independent, outside assessments of the District's overall performance.
- We will extend summer opportunities for students by budgeting for summer learning opportunities.
- We will develop an individualized approach to education with an emphasis on student proficiency.

Goal Area 2: Highly Effective and Dedicated Staff

Statement of Intended Outcome, Five Years: Glendive Public Schools has created a climate and culture where our staff feels valued, engaged and empowered and, as result, our students are enthusiastic about school and highly engaged in their education.

Strategic Objectives:

- We will improve staff satisfaction by developing strategies to:
 - Increase wages
 - Increase benefits
 - Improve professional development opportunities.
- We will engage and empower staff by developing strategies to:
 - Implement a staff/board/administration committee
 - Identify and prioritize tools, processes, etc., through collaboration that will provide staff with what they need to continuously improve their skills and abilities for the benefit of our students.
- Recruitment –
 - We will establish relationships with colleges to assist in recruitment of highly effective teachers
 - We will research ways to highlight career opportunities in our District
 - We will market our District to highlight career opportunities in our District and community.
 - We will establish and improve upon our online recruiting efforts
- We will increase professional development opportunities and training programs for staff, including but not limited to, training on the proficient use of technology using the SAMR model to enhance student achievement, mastery-based learning, and necessary PD identified by the staff.
- We will increase incentives for the purpose of recruiting and retaining high effective staff that support our programs, services and opportunities for students through an in-house mentoring program for new to district teachers and outside coaching opportunities for second and third year teachers. The district will also promote teacher-leaders and provide incentives to encourage teacher leadership.
- We will increase the effective use of technology in the classroom that enhances student learning that promotes creativity, creation, and problem solving collaboration.
- We will enhance opportunities for recognizing and celebrating outstanding performance and/or contributions of staff through positive use of social media to promote staff achievement and to brand our school district as well as staff.

Goal Area 3: Community

Statement of Intended Outcome, Five Years: Because of our community outreach efforts and the community's involvement with Glendive Public Schools, we have established strong partnerships between the District and the community. As a result of our efforts, the community and the District understand that support of our programs and services is vital to the success of our students, staff, parents and community.

Strategic Objectives:

- We will increase awareness of community involvement of students by using multiple media platforms.
- We will invite agencies and businesses to the school to present and share information and knowledge.
- We will foster relationships with the PTA and Booster Club to support Glendive Public Schools
- We will explore expanding the Glendive Education Foundation to support more than scholarships
- We will partner with community organizations to develop a mentoring, internship, and apprenticeship programs between community members and students.
- We will enhance our communication with the community by promoting the great work and success of our students.
- We will increase parental information and awareness giving parents the tools to effectively advocate and be actively and collaboratively involved in their child's education.
- We will enhance community outreach opportunities and opportunities for the community to come into our schools. (Stronger Together Initiative, etc.)

Goal Area 4: Facilities

Statement of Intended Outcome, Five Years: Glendive Public Schools has state-of-the-art facilities that fully support the needs of our students, staff, parents and community. Academic programming promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments.

Strategic Objectives:

- We will seek ways to address the issues of our current aging and failing facilities
- We will continue implementation and updating of the Facilities Plan and continue maximizing the use of available grant funds, to address repair, renovation and replacement of our facilities.
- We will explore funding strategies to address the needs identified in the Facilities Plan.
- We will continue to work on identifying potential sites for new school facilities.
- We will establish a replacement plan for our aging and failing facilities.

Goal Area 5: Technology

Statement of Intended Outcome, Five Years: Glendive Public Schools has effectively incorporated technology into the curriculum. We have maintained the needed infrastructure to support our technological needs for our staff, students, parents and community.

Strategic Objectives:

- Our Technology Committee will, on an ongoing basis:
 - Identify our infrastructure needs and develop a plan for ensuring that our infrastructure supports our technology needs. (*Master Technology Plan*)
 - Identify the technology tools needed in order to enhance the delivery of education to our students and develop a plan for ongoing implementation of the same;
- We will continually make progress towards our 5 year technology plan by:
 - expanding and enhancing the use of technology in the classroom using the SAMR approach (Substitute, Augmentation, Redefinition, and Modification);
 - updating and enhancing the use of technology in the overall operations of the District, including safety measures;
 - updating the District's 1-to-1 technology devices;
 - exploring, expanding and maximizing the use of web-based programs to individualize instruction.
 - maximize the use of E-rate funds to upgrade technology and infrastructure that supports technology;
- We will ensure that the staff are provided with professional development opportunities to ensure staff are comfortable using technology to enhance the education of our students.
 - We will ensure that the staff is familiar with our current technology tools; e.g., , white boards, iPads, Chromebooks, Smart TVs, Infinite Campus , etc.
 - We will ensure that the staff is fully capable of utilizing our current technology and integrating that technology into the classroom.
- Develop/Expand the Technology committee to include businesses, schools, community, parents, Board and Administration.
- We will explore funding strategies to address the needs identified in the Technology Plan
- Enhance funding for technology with caveat that technology should follow curriculum

Goal Area 6: Public Relations and Marketing

Statement of Intended Outcome, Five Years: Glendive Public Schools has established strong support from the community.

Strategic Objectives:

- GPS Strategic Plan is understood and supported by diverse sectors in the community
 - Ensure that responsibilities are clear with set accountability measures.
This item corresponds to the work plan that we have used in coordination with the plan and serves as a tool to be used on an ongoing basis.
 - The plan will be reviewed bi-annually to document progress and evaluate the goals and objectives.
- Upgrade and expand website for Glendive Public Schools
- Enhance relationships with community organizations and community leaders to build bridges for communication.

Goal Area 7: Board and Leadership Development

Statement of Intended Outcome, Five Years: Glendive Public Schools will foster a culture of leadership based on best practices. This culture will be manifested in an engaged and educated Board who actively supports the professional administrative team.

Strategic Objectives:

- Develop a formal Board orientation for new board members.
- Annually provide a joint inservice for Board members and the Administrative Team to review Board and administrative responsibilities.
- Encourage and support Board participation in Board leadership and educational training opportunities.
- Encourage administrative team participation in opportunities to build leadership skills.
- Develop a plan for succession planning and sustainability for key positions within the District
- Annually review and update the Strategic Plan with the Board and Administrative team.
- Develop a system to assure ongoing review of policies and procedures for compliance and to align with best practices.

Goal Area 8: Curriculum

Statement of Intended Outcome, Five Years: Glendive Public Schools has developed a comprehensive curriculum rotation aligned to the Montana Office of Public Instruction education standards. Research-based curriculum drives instruction, and provides students with the knowledge and skills for career and college readiness in their postsecondary pursuits.

Strategic Objectives:

- Establish a curriculum rotation on a planned and predictable basis.
- Be intentional in adopting curricula, including a multifarious array of online educational programs, that reflect a learning continuum through the Glendive Public Schools (GA1)
- Be intentional in adopting differentiated curricula that provide a range of learning opportunities for students with a vast range of academic abilities (GA1).
- Be intentional in adopting multimodal curricula, which attend to a range of learning styles in our student population (GA1).
- As content areas are reached in the curriculum rotation, GPS will establish a consistent and comprehensive curriculum to set clear expectations for technology needs in the district (GA5).
- Strive to provide foundational skills and lateral thinking ability for rapidly changing professions and education systems in the information revolution.
- Develop social and behavioral supports that will further develop the character of our student population, which will contribute to their academic development (GA1).
- Continue the use of progress monitoring assessments to collect data on student growth to provide responsive instruction. GPS will use assessment data to drive annual curricular changes to respond to the growth trends of a cohort.

We appreciate the work, collaboration, and input of the Board, Staff Leadership Team, the staff, and the community in the initial development of this Strategic Plan. This on-going process will ensure that the District and the community work effectively together for the betterment of the students we serve and our community as a whole.

Adopted: December 7, 2020

Glendive Unified Board of Trustees
Kris Mothershead, Chair
Paul Hopfauf, Vice-Chair
Kevin Thompson
Cindy Dufner
David Steinbron
Lara Crighton
Michael Zeigler
Kevin Pena

Superintendent Stephen Schreibeis



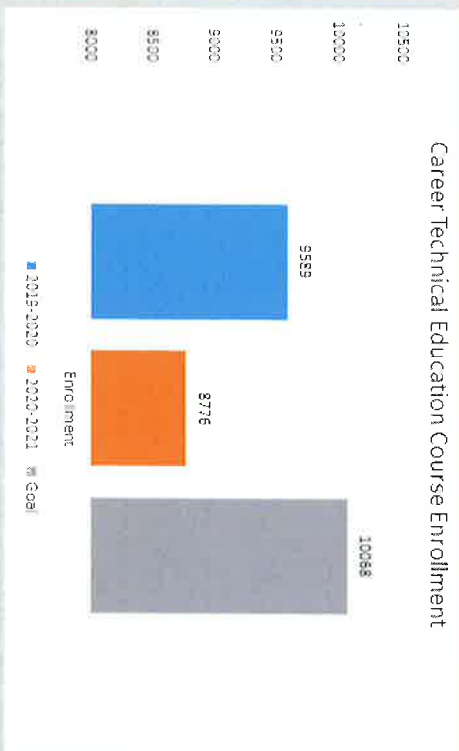
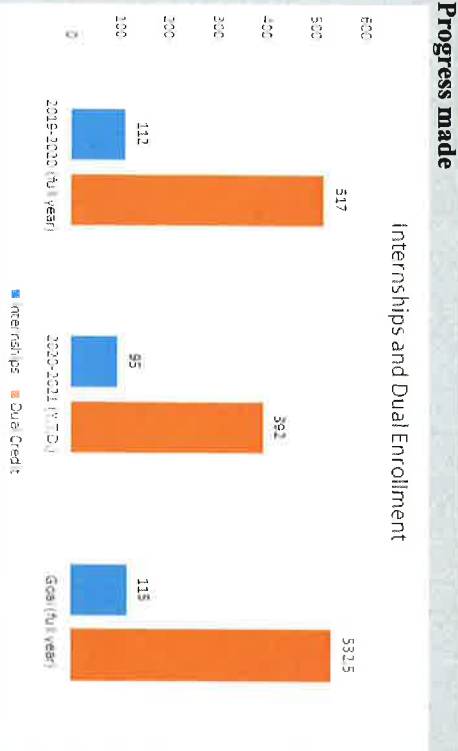
Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

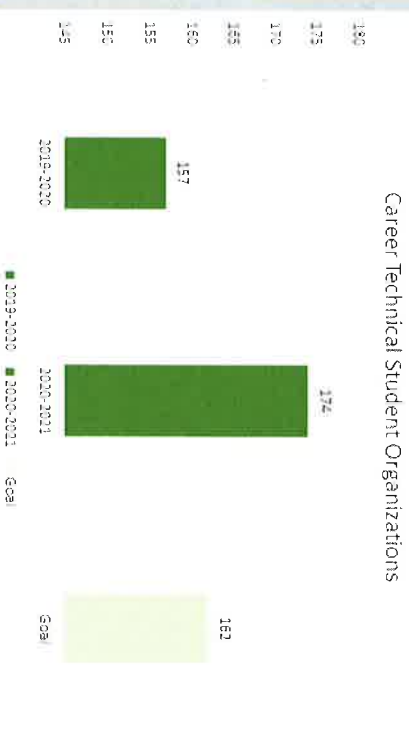
The annual report is due by 5:00 p.m. on January 11, 2021. The window for submission opens December 7, 2020.

As a participating school district that has received funding through the Montana Advanced Opportunity Act (HB 387), the submission of this annual report along with your district's uploaded advanced opportunity plan are required to demonstrate continued qualification for funding. This completed document meets the minimum annual report requirements.

SECTION 1 REQUIRED

District name	Great Falls Public Schools
LEA #	0098 and 0099 (Middle School and High School)
Submitter's first and last name	Heather Hoyer
Email	heather_hoyer@gfps.k12.mt.us
Phone number	(406)268-6008
Amount of funding received	Middle School = \$56,272.00 and High School = \$143,885.16
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
Measurable objective from your advanced opportunity plan	GFPS will increase the number of students enrolled in <i>Career Technical Education</i> (CTE) classes, grades 7-12, by 5% for the 2020-2021 school year.
Progress made	Student enrollment in individual CTE Courses has dropped from 9589 seats in 2019-2020 to 8776 in 2020. This represents a 12% decrease in CTE courses. There are several factors that may be negatively influencing this data point.

<p style="text-align: center;">Career Technical Education Course Enrollment</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>9559</td> </tr> <tr> <td>2020-2021</td> <td>8776</td> </tr> <tr> <td>Goal</td> <td>10068</td> </tr> </tbody> </table>	Year	Enrollment	2019-2020	9559	2020-2021	8776	Goal	10068	<ol style="list-style-type: none"> 1. 20% (923 students) of all secondary students are seeking remote learning options. CTE courses are difficult to teach and master virtually and thus, are not offered in the remote setting. 2. Two FTE who teach popular, introductory to dual credit CTE courses are out on medical absences for the majority of this year. Long-term substitutes have been employed in their place until it is safe for them to return to face-to-face instruction. These courses registered a drop in student enrollment prior to the start of the year when students found out classes would be taught by a guest instructor. Our district level Career Pathways Advisor, a certified teacher, was pulled from his district level responsibilities and was utilized as one of the long term substitutes during quarter 1 of the first semester. This impeded his ability to work with all secondary schools and recruit students into the broad spectrum of CTE courses we offer.
Year	Enrollment								
2019-2020	9559								
2020-2021	8776								
Goal	10068								
<p>Measurable objective from your advanced opportunity plan</p> <p>Progress made</p> <p style="text-align: center;">Internships and Dual Enrollment</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>517</td> </tr> <tr> <td>2020-2021</td> <td>392</td> </tr> <tr> <td>Goal</td> <td>532.5</td> </tr> </tbody> </table>	Year	Enrollment	2019-2020	517	2020-2021	392	Goal	532.5	<p>GFPS will increase the number of students who move from benchmark or introductory CTE courses into internship and/or dual enrollment opportunities by 3% for the 2020-2021 school year.</p> <p>The entire 2019-2020 school year documented 85 interns and 27 pre-apprentice placements. For semester 1 of the 2020-2021 school year, GFPS documented 69 internships and 26 pre-apprenticeships. These placements are for the duration of one semester. Our projection takes us well over our 3% increase goal by the end of the summer, 2021. Likewise, for the entire 2019-2020 school year, GFPS documented 517 dual credit opportunities. Semester 1 of the 2020-2021 school year has 392 dual credit enrollments. We are projecting a dual credit attainment rate of over 540 credits for the entire school year, if all students complete their dual credit requirements. We feel confident that we will reach and/or exceed the 3% increase goal when the second semester completion rate is calculated in June of 2021.</p>
Year	Enrollment								
2019-2020	517								
2020-2021	392								
Goal	532.5								

Measurable objective from your advanced opportunity plan		Progress made									
Career Technical Student Organizations		 <table border="1"><thead><tr><th>School Year</th><th>Count</th><th>Goal</th></tr></thead><tbody><tr><td>2019-2020</td><td>157</td><td></td></tr><tr><td>2020-2021</td><td>174</td><td>162</td></tr></tbody></table>	School Year	Count	Goal	2019-2020	157		2020-2021	174	162
School Year	Count	Goal									
2019-2020	157										
2020-2021	174	162									
GFPs will increase the number of students who are involved in CTSO (Career Technical Student Organizations) by 3% for the 2020-2021 school year.		In 2019-2020, 157 students were members of Career Technical Student Organizations. Our goal was to increase by 8 students, or slightly over 3% for the 2020-2021 school year. There are currently 174 students participating in CTSO's through GFPs, without FFA being counted as it is provided through an outside entity since our Agricultural Science teacher left in the Spring of 2020. GFPs has seen an increase of 17 students, despite COVID, in CTSO participation. This goal has been attained.									
Measurable objective from your advanced opportunity plan		Progress made									
GFPs will increase the opportunities for CTE teachers to attend advanced training opportunities for the 2020-2021 school year.		It is the goal of GFPs to offer our CTE teachers high quality professional development opportunities that are directly linked to the content they teach. One of the barriers of COVID-19 is the move to virtual conferences and professional development opportunities. In a field that is founded in hands-on experiences, the move to virtual experiences has proven to be a challenge. As a result, we are holding onto professional development funding streams, in hopes of returning to more "normal" professional development opportunities in the spring or summer of 2021.									
Number of students served & grade levels		Our first official count for 2020-2021 and TEAMS report data shows that we have 4591 individual students in grades 7-12 taking CTE courses. This is down only 3 student enrollments from the same count date last year and when we didn't have remote learning which									

	significantly impacts face-to-face CTE courses. We have fewer students taking multiple CTE courses this year (seats).
<p>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</p>	<p>Due to no student CTSO travel in the spring of 2020, GFPS had Perkins rollover money that had to be spent. As a result, GFPS felt it was financially prudent to utilize Perkins funding first, to help fund some credits, certifications, and/or credentials earned during the first semester of the 2020-2021 school year. Once expended, The Montana Advanced Opportunities Act money has been used to offset costs in the following areas:</p> <ol style="list-style-type: none"> 1. AWS - American Welding Society certification; 5 students 2. ASE - Automotive Service Excellence; 15 students 3. CNA - Certified Nursing Assistant; 6 students (suspended as COVID numbers climbed in our community) 4. OSHA 10 - covers the cost of paying to certify the OSHA instructor who then certified the interns on the high school house project; 26 students 5. ServSafe certification; 125 students 6. Child Development Associate Degree; 1 student 7. Adobe certification; 16 students 8. MicroSoft Certifications; 3 students
<p>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</p>	<p>Historically we have had EMT and CNA students, but with COVID, these programs have been suspended until the pandemic subsides. Great Falls Public Schools has had no issues reported to us by pupils, parents, post-secondary institutes, etc. We have had positive feedback in reference to our internships where private business partners are directing (and in some cases supporting) students to programming offered by certain institutions.</p> <p><u>Example:</u> We have a young man who was offered multiple athletic scholarships as a senior. The private business he is interning with is offering to support his continuing education as long as he stays with</p>

<p>Projected growth in the program</p>	<p>them and because the scholarships he earned through sports are not from schools with his CTE area of study.</p> <p>As our opportunities for internships become more public, via personal student stories and a focused public relations campaign, we are expecting strong growth in this area. Our goal will be a minimum of 5% growth per year in the area of internships and pre-apprenticeships once the pandemic subsides.</p>
<p>Funding needs for next biennium</p>	<p>Great Falls Public Schools is utilizing funding to support CTE programs and families of students involved in CTE courses. Currently we have reimbursed families \$33,422.21 for the first trimester of middle school and the start of semester 1 in high school. Mileage, personal protective equipment, specialized tools and materials, and assessments for certifications have yet to be turned in for semester 1. To date, expenditures represent approximately $\frac{1}{3}$ of our <i>family assistant</i> benchmark, which will carry into the spring and summer. This funding is vital to helping our families, especially during the difficult times created by COVID. It makes a difference as it allows students to experience CTE courses and experiences that they cannot afford. In addition, it allows them to experience CTE courses to a different depth than what the basic experience is for students.</p>
<p>Summary of updates to your advanced opportunity plan.</p> 	<p>The processes and protocols surrounding COVID-19 have created challenges in learning settings that are experiential. Students have lost opportunities to gain first hand experiences with community mentors. We are utilizing Zoom networking opportunities, taking advantage of virtual job shadows, and placing students in safe experiences based on teacher, parent and mentor input. More students are seeing on-line opportunities, including non-traditional dual credit courses, to expand their interests and strengthen their understanding in fields that directly align to their future goals. The picture, to the right, is of the new Virtual Job Shadow program that was purchased with Transformational Learning money but is being used heavily to help students explore interests, including CTE Courses.</p>

	<p>With all but one of our goals, we are expecting to meet or exceed our projected increases. Students, families, educators and our community are seeing the opportunities afforded to CTE students as necessary to a healthy and thriving community. As a result, students, families and educators are able to focus on post secondary opportunities that best fit the hopes, goals and dreams of our students. These opportunities are as varied as the skills of the students and include apprenticeship to work, certificate programs, Associate degrees, Bachelor degrees and advanced collegiate experiences.</p>
<p>Optional-Number of teachers involved in implementation of your advanced opportunity plan</p>	<p>GFPS has 43 staff members, serving grades 7-12, that are involved directly in CTE instruction.</p>
<p>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</p>	<p>We have 1 district level employee who is devoted directly to CTE instructional support and opportunities.</p> <p>Great Falls Public Schools is proud of the opportunities that it offers to students to explore their passions and goals in CTE courses, through classes or student organization experiences.</p> <p>CTSO, Health Occupation Students of America are pictured here, giving back to the medical community in Great Falls, during COVID. HOSA students understand the toll that COVID has taken on our community, specifically on the health care workers that they admire and wish to emulate. Seen here, students created signs to encourage drivers to “Honk, Waive and Support our Health Care Workers”. Most recently, they sponsored a drive to collect uplifting gifts (gift cards, cookies, fuzzy socks, etc) to give to area nurses. CTSO’s focus on giving back to the professions that give our community so much. The Montana Advanced Opportunities Act helps support students involved in CTSO’s with organization and competition related fees and expenses.</p> <p>https://www.krtv.com/news/great-falls-news/cmr-student-group-shows-support-for-healthcare-workers</p>



Photo courtesy of CMR HOSA Facebook Page



Photo courtesy of Becky Nelson - High School House 2020

Pictured here are 2020 Senior Class members (prior to COVID) with the 42nd High School House. In August 2020, students and teachers broke ground on the 43rd home built in Great Falls, by high school students. NeighborWorks Great Falls joined forces with Great Falls Public Schools to create the program, which provides new homes for residents with low or moderate incomes and gives high school students valuable employment skills. The students provide the labor while NeighborWorks supplies the lot, arranges subcontractors, and finances the construction. NWGF also works with potential homebuyers to get them mortgage-ready with homebuyer education and individual homeownership planning. Students build more than a house, they build a future for a family. The Montana Advanced Opportunities Act is used to help support students in their OSHA certification, pre-apprenticeship programs, tools and safety equipment purchase, as well as mileage to and from the job site from their home school. <https://www.nwgf.org/highschoolhouse>



Students with interest, aptitudes and goals of pursuing careers in culinary arts and hospitality have opportunities to learn and hone their skills in state of the art high school culinary programs. Culinary Arts and Family Consumer Science programs at our comprehensive high schools offer dual credit opportunities in Interior Design through Gallatin College MSU. Child Development students can access and complete their Associate Degree in Child Development from University of Montana Western. The Montana Advanced Opportunities Act supports students with field trips to colleges, dual credit opportunities and ServSafe certification, required for all advanced Culinary Arts Students. During a non-COVID year, students cater or provide culinary support to over 100 events in Great Falls, from prime rib dinners to custom designed and plated dessert events. Internships are also available in all areas mentioned above. Opportunities to cater are on hold until after the pandemic subsides.

Photo courtesy of Becky Nelson - Bison Catering 2020



During non-COVID years, Great Falls Public Schools partners with Benefits Health Systems and Great Falls College MSU to offer students certificate programs for Certified Nursing Assistants and Emergency Medical Technicians. Students who meet age and national board exam requirements may then complete a nursing internship. Pictured here, prior to COVID, is a GFPS junior who is completing her job shadow as an EMT, prior to enrolling in the coursework necessary to earn her certification. The Montana Advanced Opportunities Act will provide financial assistance to pay for necessary coursework (not provided by Benefits Health Care System) and national board exam fees. Mileage to Benefits and Great Falls College MSU can also be supported for students traveling to receive this experience. These classes are offered throughout the school year and during the summer. These opportunities are on hold until after the pandemic subsides.

Photos courtesy of Becky Nelson - EMT Class 2020



Photo courtesy of Becky Nelson - Accounting Internship

Business is an important part of Career Technical Education and offers students a variety of fields to explore their passions via job shadows and internships including opportunities during the summer. The Montana Advanced Opportunities Act provides students with mileage, funding for professional dress, dual credit opportunities and summer experience facilitators. Pictured here is a student and his CPA mentor.



Photo courtesy of Master Sergeant Retired Brian Holbein

Great Falls Public Schools is proud to offer the only Air Force Junior Reserve Officer Training Corps (Mt-20161). 53 students participate in leadership and aerospace science courses provided by two instructors. Students earn credit towards graduation, gain valuable leadership and service experiences and serve our community in different capacities than other classrooms. The Montana Advanced Opportunities Act provides funding for uniform care and registration fees for competitions such as drill team and Knowledge Bowls.

<https://www.krtv.com/news/military-matters/great-falls-jrotc-students-honor-pow-mias>

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

School District Board Chair Printed Name	DAVE CARILL
School District Board Chair Signature	
Date of Signature	1-5-2021



Great Falls Public Schools

Strategic Goals

2020/2021



Healthy, Safe and Secure Schools 2020/2021

Goal: The District will provide all students a healthy, safe, and secure school environment in which to learn.

The Board recognizes its responsibility to protect the health, safety and welfare of all students within the District. The Board is committed to ensuring that plans and supporting resources are available to carry out this important responsibility.

Relevant Belief Statements:

- All students and staff learn and work best in a safe, secure, and nurturing environment.
- Dedication to acknowledging, affirming & including diversity enriches the educational experiences for all.

Key Results:

- 1.) Develop and implement a flexible, adaptable and comprehensive plan to safely reopen and operate TK-12 schools for the 2020/2021 school year. Update and revise this plan as necessary due to changes in COVID-19 community spread.
- 2.) Through the District's Safety planning process, identify and implement specific safety priority upgrades and revised protocols to protect students and staff from exterior threats.
- 3.) Implement the *Black Board* system for emergency notifications and enhanced communications.
- 4.) Develop and implement an "Equity for All" plan that addresses the social, emotional, psychological health and well-being for ALL students and staff.



Student Achievement 2020/2021

Goal: Increase student achievement for all students while closing the achievement gap.

The Board is committed to ensuring that all students graduate and are college and/or career ready. Every school must improve teaching and learning with a focus on the Montana Content Standards (MCS). Our expectation is that every student will make at least one year of academic growth in each school year.

Relevant Belief Statements:

- Each student will have fair and **equitable** opportunity for quality instruction and academic success.
- All students learn when their individual needs are met through a personalized school experience.
- Highly skilled and committed personnel are our greatest asset.
- All students will graduate college, career and citizenship ready.

Key Results:

- **1.) Analyze and identify the academic impacts of school closure and remote learning on student achievement. Develop and implement plans to address the intervention and remediation of students who have been adversely impacted in their academic achievement.**
- **2.) Review and analyze attendance, graduation and dropout data to date. Revise outcomes and implement plans for personalized learning improvement over the next three years.**
- **3.) Refine and implement robust teaching, learning and assessment platforms for remote learning.**
- **4.) Provide professional development for all staff to integrate the best available technology to drive desired educational outcomes, in person or in remote environments.**



Stewardship and Accountability 2020/2021

Goal: Provide prudent stewardship and accountability of public resources to best support educational opportunity and student success.

The Board is committed to directing District resources to providing educational opportunity through both an instructional core and comprehensive programming while maximizing operational efficiency and public accountability within a sustainable budget. The District must recognize a need for a 21st Century learning environment, changing student population with more diverse needs, uncertain revenue streams & escalating costs.

Relevant Belief Statements:

- Quality education is a partnership of students, staff, family, and community engagement.
- District resources and staff are public assets requiring responsible stewardship and community involvement.
- District resources, programs & staff are flexible, adaptable & provide choice to meet the changing needs of all students.
- All students deserve teachers and staff who thrive on student success.

Key Results:

- **1.) Recruit, hire and retain High Quality Employees.**
- **2.) Analyze hourly employee group wages and benefits to identify and prioritize ways to stay competitive with the local and state job markets.**
- **3.) Analyze the District Safety Plan to identify priority areas of greatest need. Develop and implement plans to address those needs.**
- **4.) Involve parents, business and industry partners in the legislative process in order to maintain adequate and appropriate funding for public education.**
- **5.) Monitor and administer the remaining 2016 Voted Facilities Bond projects and keep the community informed on the progress.**



Great Falls Public Schools Accomplishments

Points of Pride and Challenges

2019/2020



Healthy, Safe and Secure Schools- Points of Pride

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Key Results: Points of Pride-

- Health Screening protocol and form
- Sanitation protocols implemented immediately
- Feeding of thousands of meals and food pantry distribution during school closure (Community Donors, Volunteers, Partners & Staff Collaboration)
- Setting health and safety standards for employees & Visitors coming into buildings
- School Nurses Support was excellent!
- Amazing SROs were a blessing during threats and at other times, Provide enhanced school safety (CEPTED)
- Procedures were in place and worked well for threats and school closure- thanks to training, practice and preparedness!
- Communication with internal and external community worked well during emergency closures-
 - Shifted quickly to new modes of communication-(Zoom, Google-Meet, FB Live, Edulink, Website and traditional media assistance)
- Limited access and “Buzz In” for some schools – Thanks to some PTA assistance (Loy, MV, LN, GS, LF, GFHS)
- Additional Camera- (#?)
- Upgrade for radios- Phasing In
- New Notification system in the works!
- Restorative practices training, new threat assessment protocols and administrative hearings create opportunities to help students continue learning, despite mistakes
- Provided Childcare for 1st responders through HANDS in area schools during Covid-19 Pandemic
- Continued expansion of counseling & student mental health services through partners (Alluvion, AWARE and Center for Mental Health)
 - Supports for caregivers, parents and students during COVID (mental health, drug& Alcohol & grief counseling)
- Employee Health Care provided by Alluvion at no cost to GFPS Employees



Student Achievement

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Key Results: Points of Pride-

- Roll out of IXL- Data Based/Driven Instruction software
- Expansion of academic interventions
- Remote Learning quickly deployed to mass number of students
- Increase in parent engagement
- Improved Community Outreach and support
- Rapid development and deployment of take home learning packets during school closure
- Expanded Technology deployment, use and support during remote learning
 - “Blended Learning” became a necessity during school closure
- Jump start plans for August to assist student learning
- Successful acquisition of CARE ACT, DPHHS- Childcare, MCLDGP, NMS Library, Transformational Learning and Advanced Opportunity, Grants to enhance and support student learning
- Instructional Coaching support was amazing during COVID-19 closures
- Implemented a new teacher mentoring support network through collaboration with GFEA
- Standards Based Work- Continued despite COVID-19!!!
 - Training and collaboration with teachers underway
 - Implemented “Plan-Book”
 - Standards Based-Report Card under development
- Instructional Framework developed Tk-12- Continued despite COVID-19!!!
 - Created & redesign of Walkthrough Tools
- Personalized Learning expanded due to Transformational Learning Initiative in Secondary Schools
- Character Education Award at Loy Elementary

- **Equity for All- (Professional Development) under development**
- **Music Education Award- Top 100 Music Communities in US- increase in GF Students at All State Music NW**
 - **Flexibility with facilities renovations**
- **Student Art Exhibits – expanded**
- **Earlier in the year- Attendance Data was strong**
- **Revisited- Graduation Matters- shift to Youth thrive in Great Falls- Alliance for Youth & United Way, Chamber and GFC-MSU**
- **Successful Modifications of high school graduations under adverse circumstances**
- **Improved LEP test results**
- **Adult Education- College, Career Readiness Center- #1 in Montana**
 - **Native American enrollment increased at GFC-MSU**



Stewardship and Accountability

Goal: Provide prudent stewardship and accountability of public resources to best support educational opportunity and student success.

The Board is committed to directing District resources to providing educational opportunity through both an instructional core and comprehensive programming while maximizing operational efficiency and public accountability within a sustainable budget. The District must recognize a need for a 21st Century learning environment, changing student population with more diverse needs, uncertain revenue streams & escalating costs.

Relevant Belief Statements:

- Quality education is a partnership of students, staff, family, and community engagement.
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- District resources, programs & staff are flexible, adaptable & provide choice to meet the changing needs of all students.
- All students deserve teachers and staff who thrive on student success.

Key Results: Points of Pride

- **Community Support for the \$1.75 Million Operational Levy- Grass root support- Broad-based**
 - **KEY and Community Volunteers**
 - **39 public presentations to groups**
 - **Donor funded campaign**
 - **GFPS Employees volunteers**
 - **MFPE- Resources**
- **MCLP, CARE ACT, DPHHS, Transformational Learning Grant, Advanced Opportunity, NMS Library Grant, Identification of Transitional Kindergarten - All generated NEW Revenue for GFPS.**
- **Great Falls Public School Foundation- Donor supported CTE facilities enhancements and training for staff**

- **Cost containment in Health Insurance and rebidding of Workers Compensation saved money in General Fund**
- **GFPS rapidly deployed available resources and collaborated to take care of staff, students and community needs during emergencies and COVID-despite costs-**
- **HR- worked effectively with union groups to develop MOUs quickly during COVID school closure**
- **Food Pantries, HANDS and Food Services- were an incredible resource to the community-**
- **Warehouse and Food Service staff were amazing during school closure**
- **Community engagement and outreach during school closure – strengthened teacher/parent relationships**
- **School Board provide public access during COVID-19 (technology and enhanced communications)**
- **Timely adoption of 1900 policies to address Emergency procedures during the COVID-19 Pandemic**
- **Monitoring and collaboration with State & Local entities during emergency closure was very good- (CCHD, EOC, MT ExpoPark, MTSBA, SAM, Governor's Office, AA- Admin., other Local Officials)**
- **Automated Food Processing (LUCY)- Optimized use during COVID**
- **Facilities Bond and GFPS- Buildings and Grounds projects continued moving forward during School Closures**
- **GFPS Tech staff & Buildings and Grounds employees provided cost savings through self-performance on bond projects**
- **GFPS Adult Education Collaboration at GFC-MSU expanded to provide more certifications and workforce readiness opportunities for students**



Healthy, Safe and Secure Schools- Areas of Challenge

Goal: The District will provide all students a healthy, safe, and secure school environment in which to learn

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Key Results: Challenges-

- **COVID:**
 - Child abuse/removal from homes Increases
 - Concern for staff stress
 - Adequate Physical distancing relative to class size
 - Transportation (school and extra-curricular)
 - Role school plays in leading and modelling safety
 - Resources (money, human resources, etc.) to implement safety measures
 - Consistency – understanding changing landscape
 - Managing global and individual school feeding programs
 - Music and other elective classes in a safe environment
 - When will a vaccine be available and will vaccines be mandated?
 - Social and emotional needs of students and staff
 - Cleaning and Sanitation of facilities
 - Meeting health guidelines to reopen school
 - Parent trust
 - Medically fragile students and staff
- Chief Jo kitchen adjustment during construction
- **COMMUNICATION**
 - Roll out blackboard
 - Balanced communication-Internal and External-(Too much during closure reported by parents)
- **FUNDING FOR SAFETY UPGRADES**
 - Exterior threats
 - Health
- Student Behaviors due to trauma and prolonged closure
- Staffing challenges



Student Achievement

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Key Results: Challenges

- Distance Learning
- Physical distancing
- Catch up to level
- Getting all students back safely
- Lost last quarter of school, need more data
- Remote hybrid learning
- Social and emotional needs when return
- How do we continue our Professional Development with teachers in these times
- Parents have asked for consistent online formats from TK-12
- Balancing face to face instruction and remote learning
- Closing gaps
- Meeting individual needs
- Attendance during off-site learning (staff and students)
- Improve communication – perception of families and students
- LEARNING SLIDES
 - How will we meet their diverse academic needs?
 - How will we remediate?
 - How will we determine needs?
- IMPACT OF HIGH NEEDS STUDENTS
 - Resources
 - Assess to learning
- Possible drop outs because of work, unsupervised time
- Reintegration of students
- 504, IEP, LEP process and planning for face-to-face and distance
- LEARNING
 - Deficits due to shutdown
 - Backfilling instruction
 - Assessment of students/data driven focus
 - Special education/504 students

- **TECHNOLOGY**
 - **Devices at home/internet connection**
 - **Need additional training for infusion in instruction**
- **SCHOOL CLOSURE (possible school closure in the fall)**
 - **New face-to-face model**
 - **Social emotional learning**
 - **Possible remote learning**
 - **New procedures and expectations**
 - **Rigor**
- **CONTINUED WORK IN THE AREAS OF:**
 - **Equity**
 - **Standards based instruction and report cards**
 - **Instructional framework**



Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The annual report is due by 5:00 p.m. on January 11, 2021. The window for submission opens December 7, 2020.

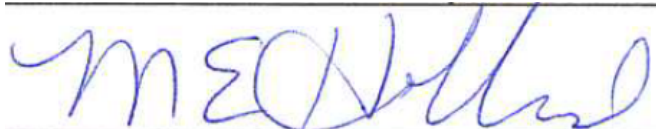
As a participating school district that has received funding through the Montana Advanced Opportunity Act (HB 387), the submission of this annual report along with your district's uploaded advanced opportunity plan are required to demonstrate continued qualification for funding. This completed document meets the minimum annual report requirements.

SECTION 1 REQUIRED	
District name	Missoula County Public Schools
LEA #	0584 Missoula HS
Submitter's first and last name	Kasey Dirnberger & Elise Guest
Email	klcdirnberger@mcpsmt.org
Phone number	406-728-2400 ext. 1094
Amount of funding received	\$42,059.45
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Strategic Plan – 21 st Century Objective: Learning Increase student engagement by implementing K-12 STEM education, specifically in the areas of science, technology, engineering, and mathematics.
Progress made	Implemented STEM specific curriculum materials from Project Lead the Way in all grades 6-8. Confirmed consistency between all three middle schools (Washington, CS Porter, Meadow Hill) by implementing the same PLTW modules and re-aligning entry points to high school CTE Pathways. Evidence of this implementation is confirmed with an audit by the CTE Coordinator, Kasey Dirnberger, and site-based Principals.
Measurable objective from your advanced opportunity plan	Strategic Plan – 21 st Century Objective: Talent Educators in every school will connect learning to the real world through authentic and innovative experiences to increase student engagement, motivation, and investment in their learning

Progress made	<p>With a focus on authentic, real world learning experiences, Business Professionals of America was implemented as a Career Technical Student Organization (CTSO) in all three middle schools. Advisors of these CTSO's are current teachers from both middle and high schools, with an emphasis on CTE practices and pathways. Evidence of this implementation is confirmed with regular collaboration, planning, and coordinated implementation with the CTE Coordinator and BPA Advisors.</p> <p>MCPS established a middle school Robotics team and a district Robotics extra-curricular club, which is led by high school CTE teachers. Approximately 30 middle school students and 25 high school students are enrolled in their perspective clubs. The culminating event of this extra-curricular is a state and regional competition.</p>
Measurable objective from your advanced opportunity plan	<p>Strategic Plan – 21st Century Objective: Environment</p> <p>Transform the concept of “school” from a physical place bounded by rigid schedules to a dynamic learning environment supported through emerging technologies, flexible planning and scheduling, repurposed facilities, and community collaboration.</p>
Progress made	<p>Each school completed a bond project that gave way to increased physical space, technology advancements, and innovative classroom settings to accommodate authentic real world learning experiences. These projects were presented and celebrated at School Board meetings.</p>
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels	<p>PLTW Number of students: 150 Grade Levels: 7</p> <p>CTSOs (FFA, BPA, DECA, SkillsUSA, HOSA) Number of students: 100 Grade Levels: 6-12</p> <p>Extracurriculars (Robotics) Number of students: 30 Grade Levels: 6-12</p> <p>HS Family Consumer Sciences Number of students: 400 Grade Levels: 9-12</p> <p>Dual Credit Number of students: 20 Grade Levels: 9-12</p>
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	N/A - This information will not be available until end of school year, May 2021.

Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	None at this time.
Projected growth in the program	By end of school year, May 2021, we project increased enrollment in CTSOs, extracurriculars, workforce experiences, and CTE-specific pathway courses. With the help of the HB monies, we plan to support the development of early interest from elementary grade level students to ramp up into CTE specific pathways from middle to high school.
Funding needs for next biennium	Continued HB funding, with an increase in allocation for elementary.
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Due to COVID, many competitions and conferences have transition from an in-person venue to an online platform. This transition has enabled us to save money in travel accommodations and expenditures (e.g., per diems) for the advisors and students. We shifted that money into investing in equipment to accommodate the change in competition style. Also, COVID has caused many students to be unable to receive the instructional time needed to be able to earn pathway-specific certifications. In response to these challenges, we are looking at investing in a district license for certification so that all students can begin the work needed to earn certifications from any location (e.g., home, school, work, etc.). Dual-Credit is another program that has been affected by COVID. We are experiencing a decrease in classes offered and student participation. We will be able to fund any student that wants to participate this year.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	Number of Teachers: 30 Grade Levels: 9-12
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	MCPS Montana Advanced Opportunity Grant Video

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

School District Board Chair Printed Name	Marcia Holland
School District Board Chair Signature	
Date of Signature	12/17/20

ACHIEVEMENT FOR ALL

**THE PLAN for SCHOOL YEARS
2014/15 TO 2018/19**

*A community guide to
the five-year strategic plan
for Missoula County Public Schools.*



Forward Thinking, High Achieving.

**THE STRENGTH OF
OUR COMMUNITY
IS EVIDENT IN THE
STRENGTH OF OUR
SCHOOLS.**

Every year, communities around Montana place education levies for facilities and technology on their ballots — and they don’t always pass successfully. Since fall 2008, Missoula has passed every school levy placed in front of voters.

That demonstrates well our community’s support of education, important as we embark on a new strategic plan and a new direction for our public schools. Those votes indicate more than a willingness to provide funding, they show that education matters to our community, that it is a priority for you.

And that’s crucial.

Globalization, access to information, accelerated pace of change, economic forces, cultural diversity and more are not only changing what children must learn, but also how they learn it. Hand an iPad to a 2-year-old, ask a fifth grader to look up a historic fact, look over the shoulder of a high schooler doing calculus, and you’ll see what we mean.

Our community, then, is tasked with preparing children to compete in a shrinking, interconnected and rapidly changing world. That begins in school.

Over the past 18 months, Missoula County Public Schools leadership has carefully and systematically aligned input from parents, faculty, staff and the public to create an aggressive and exhilarating five-year strategic plan. The plan is built from the strong foundations of the 21st Century Model of Education, the 2009 MCPS Strategic Plan, the Professional Educators of Montana Code of Ethics, SHAPE P20 work to enhance pre-K–graduate school public education, the development of initiatives and the Professional Learning Community At Work Institute. The plan, titled Achievement for All, is built around student success – and ensuring that we consistently provide the talent, leadership, organization and infrastructure required to make it happen.

Our plan is also built around a new model for education – The 21st Century Model – with a vision for professional learning communities, career academies and capstone projects that better fit how children learn today so that they can be better prepared to lead, tomorrow.

As you review this plan, please keep in mind that you are a significant contributor to its success. Your commitment to implement the plan and, more importantly, to engage with and support it is crucial.

Schools indicate the strength of a community. Together we can show the world that Missoula is strong.

Strong schools are among the key drivers in attracting economic development.

THE COMMUNITY’S ROLE IN A 21st CENTURY EDUCATION

Strong schools are among the key drivers in attracting economic development. Strong schools develop students who are better able to excel and to lead the community in the future. Strong schools are an indicator of innovation, adaptability and prosperity. Whether you have children in a public school or not, it is vital that you be involved. Here are ways we encourage you to connect with education in Missoula.

- **Attend meetings** (www.mcpsmt.org)
- **Encourage learning outside the classroom**
- **Follow our progress** (www.mcpsmt.org)
- **Support new initiatives**

METHODS CHANGE. UNDERLYING PRINCIPLES DO NOT.

The mission, vision and core beliefs of MCPS are the foundation for the future of our schools. We will create an inspired 21st Century Educational Culture that improves lifelong student achievement, develops remarkable educational leaders and engages the Missoula community in the future of its children.



MISSION

To ensure every student achieves his or her full potential, regardless of circumstance and ability.

VISION

We communicate; we collaborate; we think critically; and we create. We are Missoula County Public Schools – educational leaders in a global society – fostering uncompromising excellence and empowering all learners.

CORE BELIEFS



EVERY CHILD *deserves to be challenged, equipped and prepared for life beyond school.*

Therefore, we stimulate and develop each student’s curiosity and creativity; we engage every child with a holistic education that inspires lifelong learning; and we collaborate with parents – who are every child’s first and most influential teacher.



INNOVATIVE, COMMITTED TALENT *– leadership, teachers and staff – drive success in the classroom and beyond.*

Therefore, we create a professional and supportive working environment; we insist on instructional competency and educational best practices; we put the right people in the right places to confront change and who are committed to a common purpose; and we hire leaders who listen well, engage others and confidently shape the future.



LEARNING ENVIRONMENTS *must continually evolve to be engaging, safe and up-to-date.*

Therefore, we skillfully use modern technology; we embed the best practices of professional learning communities in our schools; we instill respect for diversity in our students and staff; and we use resources efficiently and effectively in ways that keep our facilities current.





STRONG COMMUNITIES *start with a strong public school system.*


Therefore, we answer to the community as a whole; we develop partnerships and cohesiveness in the community; we set a clear mission, vision, goals and measurable benchmarks; we are fiscally responsible; and we challenge the community to be everything it can be.


ACHIEVEMENT FOR ALL, our five-year plan

Over the next five years, Missoula will work to continue its vision for our schools. This plan outlines the objectives, goals and benchmarks to get us there. For deeper information including annual work plans, please visit www.mcpsmt.org.

21st CENTURY OBJECTIVES	DISTRICT GOALS	PROGRAMS/PRIORITIES TO WATCH	JUNE 2019 BENCHMARKS	YOUR ROLE
<div> LEARNING INCREASE STUDENT ENGAGEMENT</div>	<p>Student Achievement for All</p> <p>Achievement and graduation for all students regardless of their circumstances and abilities.</p>	<p><i>Graduation Matters Missoula</i></p> <p><i>Common Core State Standards / Next Generation Science Standards</i></p> <p><i>RTI / MBI</i></p> <p><i>International Baccalaureate</i></p> <p><i>Career Academies</i></p> <p><i>Dual Language Immersion</i></p> <p><i>STEM</i></p> <p><i>Early Childhood Education</i></p> <p><i>Any Given Child – Kennedy Center</i></p> <p><i>Capstone Projects</i></p> <p><i>i3 Missoula</i></p>	<ul style="list-style-type: none">• 96% cohort graduation.• 90% of students on grade level or above in reading, writing, mathematics and science.• Response to Intervention (RTI) and Montana Behavioral Initiative (MBI) systems in each school.• K-12 International Baccalaureate Programme continuum in place.• At least one thematic career academy implemented in each urban high school.• Dual language immersion program implemented K-6.• Science, technology, engineering and mathematics – known as STEM – education implemented K-12.• Common Core and Next Generation Science Standards are embedded in instructional delivery.• Community-based early childhood program.• K-8 art programs enhanced through community partnerships.• All students in grades 5, 8 and 12 complete capstone projects.• Problem-based, interdisciplinary i3 learning experience implemented.	<p><i>Volunteer in the classroom.</i></p> <p><i>Encourage learning and discovery outside of school.</i></p> <p><i>Hold students accountable.</i></p> <p><i>Encourage students to find programs that excite them.</i></p> <p><i>Support programs through public funding by voting and speaking to state legislators.</i></p>

21st CENTURY OBJECTIVES	DISTRICT GOALS	PROGRAMS/PRIORITIES TO WATCH	JUNE 2019 BENCHMARKS	YOUR ROLE
<div><p>TALENT</p><p>PERSONALIZE PROFESSIONAL GROWTH & SUPPORT INNOVATORS</p></div>	<p>Quality Professional Development</p> <p>Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.</p> <p>Refine and implement a quality evaluation and supervision program for all staff.</p>	<p><i>Professional Learning Communities</i></p> <p><i>Distributive Leadership</i></p> <p><i>Collective Responsibility</i></p> <p><i>Evaluation</i></p>	<ul style="list-style-type: none">• All staff know key characteristics of professional learning communities.• All certified staff participate as members of a professional learning community with a focus on student learning.• All certified staff have dedicated time during the contract day of not less than 60 minutes per week to meet in their professional learning community teams.• Each grade level and department team clearly addresses the four critical questions of a professional learning community.• Guaranteed and viable curriculum, formative assessment, intervention and enrichment are common throughout MCPS.• Common Core and Next Generation Science Standards are embedded in instructional delivery.• All staff are engaged in the district’s mission and major initiatives.• Annually, all staff members develop personal and team goals aligned with district goals and initiatives.• Job-specific evaluation instruments are developed for specialized certified and classified positions.	<p><i>Get to know our innovative teachers and staff.</i></p> <p><i>Learn how you can support SHAPE P20 pre-K–Ph.D. education initiatives in the future.</i></p> <p><i>Give feedback to leadership on teachers and staff.</i></p> <p><i>Support programs through public funding by voting and speaking to state legislators.</i></p> <p><i>Participate on a district or school-based advisory board.</i></p> <p><i>Share your time and talents.</i></p>

21st CENTURY OBJECTIVES	DISTRICT GOALS	PROGRAMS/PRIORITIES TO WATCH	JUNE 2019 BENCHMARKS	YOUR ROLE
<div></div> <div>OPERATIONS</div> <div>ENHANCE COMMUNICATION & COLLABORATE TO MAKE DECISIONS</div>	Cultivate Involvement Cultivate and enhance staff, student, parent, business and community involvement.	<i>Professional Learning Communities</i> <i>Community Outreach & Partnerships</i> <i>SHAPE P20</i> <i>Communication Styles</i> <i>Ongoing Feedback</i> <i>MCPS Online</i>	<ul style="list-style-type: none">• All schools have a schoolwide intervention and enrichment model during the school day.• Ensure new staff have a deep understanding of the key characteristics of professional learning communities.• Each school site includes opportunities for student, staff and community leadership.• Yearly focus groups at each school for students and teachers deepen understanding of My Voice Survey results.• Annual climate survey data from parents, students and staff informs yearly operations benchmarks.• Business and community representatives participate on district-level committees and task forces.• Collaborate with UM on pre-K–20 initiatives.• SHAPE P20 staff survey results guide future grant activities.• A district communication plan supports two-way communication between students, families, staff, community and the district.• Staff respect and refine individual communication styles that support collaboration and shared decision-making.	<i>Attend school board meetings.</i> <i>Participate on a district or school-based advisory board.</i> <i>Provide feedback on progress.</i> <i>Hold the school system accountable.</i>

21st CENTURY OBJECTIVES	DISTRICT GOALS	PROGRAMS/PRIORITIES TO WATCH	JUNE 2019 BENCHMARKS	YOUR ROLE
<div><div>ENVIRONMENT</div><div>TRANSFORM THE LEARNING ENVIRONMENT</div></div>	<div>Restructure Organization & Facilities</div> <div>Restructure the facilities and organization to become more efficient and effective in support of 21st century learning.</div>	<div>Facilities Master Plan</div> <div>Technology</div> <div>Safety & Security / Mental Wellness</div> <div>Budget</div> <div>Regional District Model</div> <div>Restructuring Academic Programs</div>	<ul style="list-style-type: none">• Facilities long-range strategic plan complete.• Major bond initiative to address instructional, facility, technology and safety / security needs.• Robust wireless network in all schools.• Support for a Bring Your Own Device or BYOD program across the district.• Hardware and software installed to meet instructional needs across the district.• Montana Behavioral Initiative in all schools.• Autolocks on all school doors; all staff trained in active resistance; obvious and secure front entry to all school buildings.• Budget aligned to support programs and priorities of the district.	<div>Attend master plan meetings.</div> <div>Learn about technology costs.</div> <div>Encourage using technologies for learning purposes at home.</div> <div>Support safe schools by complying with new school entry and exit policies.</div> <div>Support your student with positive reinforcement of school culture.</div> <div>Support programs through public funding by voting and speaking to state legislators.</div> <div>Consider your organization as a community partner with the school district.</div>

CREATING CAPABLE LEADERS

As we implement the strategic plan, we anticipate four primary outcomes for students. These four stories illustrate how those outcomes will impact student success, as well as the prosperity of our community.

Lifelong Learning



In an International Baccalaureate school, students are immersed in the learner traits of the IB Learner profile. Everyone in the school strives to be an inquirer, a thinker, a communicator, a risk-taker – while being principled, open-minded, balanced, reflective, knowledgeable and caring.

“In order to be a learner of anything (in a class, at a job), you are doing all of those traits while learning,” said Susan Anderson, interim principal and former teacher at Lewis and Clark Elementary. “We use these all the time in what we do in the hallways, on the playground, in the lunchroom ... everything we’ve done is connected into that – so it carries the learner profile farther out – to the family dinner table, to the community and eventually to the world ... Having kids think about these attitudes and engage in them in the practice of learning helps to teach them that these are the kinds of things we need to do in life.”

Margaret Petty, a third grade teacher at Lewis and Clark, added, “Many of our teachers completed a unit of inquiry that taught very specifically about what it means to be courageous, knowledgeable, principled and an inquirer ... The areas I think we should instill in students are the disposition and the capacity to be a lifelong learner, which means that they are able to ask questions and know where to find answers.”

Knowledge & Skills



John Fines’ first class of kindergarten students at Cold Springs elementary are now fifth graders headed for middle school. “Cold Springs has really been proactive with the writing piece. Those students about to graduate got some pretty intense writing,” Fines said.

Cold Springs implemented a writing workshop, hiring retired teacher Barbara O’Keefe as a writing mentor working with all kindergarten staff to immerse students in literature and writing. “We have seen success at each grade level as a result of this work,” he said.

Kindergarten and first grade students need to gain confidence in putting their thoughts on paper so they are not reluctant writers. Teaching young students the skills to become real readers and writers starts with reading great literature, then hopping off the backs of authors to write stories in the style of books read in class, and then creating picture books students can read to an audience. As students progress, they put letters together and write the words.

“They are already writers when they come in – they have stories to tell,” Fines said. “They may not be able to write them just yet, but we give them the skills and the confidence necessary to take the stories they already have inside them and get them out on the paper.” Building skill and confidence in writing enhances students’ communication, leadership and learning – throughout their lives.

Community & Citizenship



As Sierra Lenox listened to Forward Montana’s Debi Lombardi in her history class at Big Sky High School, she thought, “Hmmm. That doesn’t sound like too big of a time commitment, maybe I will try it.” Sierra always loved history, but with her first internship – learning to organize and get involved in public process – a fire sparked. “I loved (the internship) so much because it was about independent learning,” Sierra said. She was to register students to vote but had missed training classes. “I was out of my comfort zone, having to reach out to upper classmen to register them to vote. It was a competitive thing for me to see which intern could register the most voters. In the end, the act of trying to convince students to advocate for themselves was really motivating for me.” Sierra then worked to support the (successful) 2012 Technology Levy. “One day in science class, my teacher was reading a letter from the Missoulain and about halfway through it, I realized that it was MY letter to the editor. When I realized it was my work, I understood what a big impact I could have on the community.”

Sierra in 2013-14 continues interning with the organization that’s a leading voice for young people in Montana – she’s focused on Montana’s rural schools and finding youth leaders to get involved as emerging civic leaders in their own communities.

Career Development



Scott Edge started teaching STEM concepts to his CS Porter Middle School students in 2013 when he incorporated Project Lead The Way engineering curriculum and robotics projects into his computer applications class. “Right up front, it puts into their heads that there is a career out there like engineering,” he said. “I don’t think kids really understand that things all around them are being innovated. They understand ‘invention’ but if you say ‘innovation,’ they say, ‘Huh?’”

This hands-on work helps kids see that what they are learning in math and science classes actually means something, Edge said. “It is amazing to watch. Kids typically associate failure with something bad in their regular classroom. I don’t think they connected failure with eventual success. In the engineering classroom, I see them persevere through that failure to get to success. That is happening in the engineering field all the time and we need to teach students that failure is okay as long as they persevere through it.” More than one student has told him, “This is the only class that I enjoy ... because I know that eventually I will use this in a job.” This project-based learning teaches more than science, technology, engineering and math – it also teaches collaboration. “I do see them working hard on their teamwork skills and they understand that essential skill can translate into any career.”

ACHIEVEMENT FOR ALL

THE PLAN for SCHOOL YEARS 2014/15 TO 2018/19



Forward Thinking, High Achieving.

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