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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Transformational Learning Annual Reports

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Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Belgrade School District 44
LEA #	0369 Belgrade High School
Submitter's first and last name	Godfrey Saunders
Email	gsaunders@bsd44.org
Phone number	4069242026
Amount of funding received	$91,552.63
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Standards Based Learning to assure learning mastery
Progress made	We introduced SBL at the high school level this past year. We are working with a consultant on Standards Based Grading and Instruction in relation to preparing students for both college and skill-based careers after graduation. Our goal is to have SBL up and running in the fall of 2021.

Measurable objective for your transformational learning plan	Allowing students to apply the skills they learn in the classroom to non-school projects.
Progress made	We had construction students build an awning for the Belgrade Senior Center. The next goal is to refurbish a trailer for low income housing.

Measurable objective for your transformational learning plan	Institute a John Deere Academy
Progress made	This is still a major goal for us. Due to COVID-19, we were not able to pull it off this year. But we have faculty dedicated to implementing it in the fall of 2021.
Measurable objective for your transformational learning plan	Professional Development for SBL
Progress made	As at the K-8 level, our 9-12 staff engage in professional training for SBL throughout the year and use it during their PLC planning time each Friday.

The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	1000
Number of teachers included in plan implementation (requested by the BOPE)	55.91
Summary of your uploaded strategic plan as it refers to transformational learning	Belgrade School District 44 is dedicated to providing an educational experience that allows each student to fully develop his/her educational potential. This student-centered approach to learning recognizes that seat time is not always the best way for students to learn. In addition to seat time, other practices used include but are not limited to the following: Digital learning experiences Self-assessment Flexible grouping Inquiry Adjusting instruction based on data Community Career Exploration

	Project Based Learning
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Enter Here
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	COVID-19 has delayed our plans to start our John Deere Academy. But we should have it up and running in the fall of 2021.

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

School District Board Chair Printed Name	MARY ELLEN FITZGERALD
School District Board Chair Signature	Mary Ellen Fitzgerald
Date of Signature	1-11-21

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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SECTION 1 REQUIRED	
District name	Belgrade Elementary
LEA #	0368 Belgrade Elementary - Belgrade
Submitter's first and last name	Godfrey Saunders
Email	gsaunders@bsd44.org
Phone number	4069242026
Amount of funding received	$81,857.23
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Standards Based Learning to assure learning mastery
Progress made	We are using Standards Based Learning and Grading in K – 4. We are using SBL in 5-8 and a mix of SBG and traditional grading. The goal is to be totally SBG next year. Our goal of 80% mastery for all students has not been met. COVID-19 has had an effect on our efforts in all areas. However, we are still pursuing our goal in this area.
Measurable objective for your	Using PLC's to collaboratively plan to meet the needs of all students.

transformational learning plan	
Progress made	This is happening every Friday for one hour in our District. Teachers meet and plan lessons, explore best practices in instruction and decide how to implement learning activities that will get students out of their seats and into the community to apply what they have learned. Examples of this include things like, a walking community choir concert, a digital orchestra concert and a Yellowstone Park three-day lab outing.

Measurable objective for your transformational learning plan	Blended Learning
Progress made	An unexpected consequence of COVID-19 has been our Blended Learning platform. We are using this platform to meet the needs of both traditional and non-traditional students. What we have learned is that this approach will not go away when COVID-19 is gone. Our goal is to have two platforms for teaching and learning into the future.
Measurable objective for your transformational learning plan	Professional Development for SBL
Progress made	Our teachers receive PD in Standards Based Learning throughout the year form qualified professional trainers. They are also involved in a book study on SBL in the PLC's.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	2300 students in grades K-8
Number of teachers included in plan implementation (requested by the BOPE)	142 Teachers

Summary of your uploaded strategic plan as it refers to transformational learning	Belgrade School District 44 is dedicated to providing an educational experience that allows each student to fully develop his/her educational potential. This student-centered approach to learning recognizes that seat time is not always the best way for students to learn. In addition to seat time, other practices used include but are not limited to the following: Digital learning experiences Self-assessment Flexible grouping Inquiry Adjusting instruction based on data
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Because of COVID, we have had to put some of our plans on hold, like face-to-face mentoring and community functions, like STEM Nights in K-8.

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

School District Board Chair Printed Name	MARY ELLEN FITZGERALD
School District Board Chair Signature	Mary Ellen Fitzgerald
Date of Signature	1-11-21

Belt Public Schools

Transformational Learning Report FY21

Belt Elementary 0112

Belt High School 0113

Transformational Learning Grant

ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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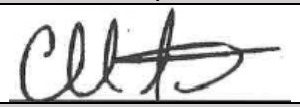
SECTION 1 REQUIRED	
District name	Belt HS
LEA #	0113
Submitter's first and last name	Joe Gaylord
Email	jgaylord@beltschool.com
Phone number	406-277-3351
Amount of funding received	$2,456,25
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Proficiency in the critical standards of each personal learning course is at 80% or higher.
Progress made	Spring of 2020 we fell short of our goal of 80% or higher on the critical standards of each course. With COVID and school closures we had 17/27 courses meet the 80% threshold. This past fall we saw vast improvement with 20/24 courses meeting the 80% mark.
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	No FTE Changes Planned
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	9th Grade-0 students 10th Grade-1 Student

	11th Grade-13 Students 12th Grade-7 Students
Number of teachers included in plan implementation (requested by the BOPE)	1.5
Summary of your uploaded strategic plan as it refers to transformational learning	We want to promote high standards while offering individualized opportunities to students through honors, AP, and dual credit offerings. We also are working to provide technology to all students as well as incorporating career/college technology skills into our students' education on a daily basis.
Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Covid-19 pushed the remote/distance learning as well as the integration of technology into everyday classroom lessons. Our staff and students have become much more versed in the use of electronic communication as well as Google Classroom, Google Docs, and Google Meets. We have seen many students struggle with remote learning and being off campus for instruction.

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

School District Board Chair Printed Name	Chad Stroop
School District Board Chair Signature	
Date of Signature	12/7/2020

Transformational Learning Grant

ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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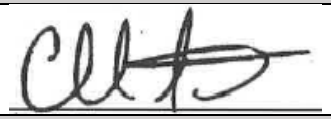
SECTION 1 REQUIRED	
District name	Belt Elem
LEA #	0112
Submitter's first and last name	Joe Gaylord
Email	jgaylord@beltschool.com
Phone number	406-277-3351
Amount of funding received	$3,684.38
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Students who are identified as having Dyslexia or who are highly suspect of having Dyslexia based on district screening tools, district assessment, and teacher observation, will complete the Susan Barton self-paced reading program in 4 years or less.
Progress made	All students in the program are completing, or on pace to complete, the program in under 4 years. Student are benefiting from the self-paced reading intervention program. We are continuing to train additional staff members to be able to offer the instruction to all students who need it as well as allowing teachers to use the skills in their regular classroom instruction.
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00

Rationale for changes in FTE	No Change
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	3-3rd Graders, 3-4th Graders, 1-5th Grader, 1-6th Grader, 2-7th Graders, 1-8th Grader
Number of teachers included in plan implementation (requested by the BOPE)	2.25
Summary of your uploaded strategic plan as it refers to transformational learning	We want to promote interventions that maximize the learning potential of each child and provide relevant learning experiences to meet individual needs in a safe, positive learning environment where all students are challenged to grow and succeed. We train staff to have the skills necessary to meet the needs of each child.
Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Covid-19 pushed the remote/distance learning as well as the integration of technology into everyday classroom lessons. Our staff and students have become much more versed in the use of electronic communication as well as Google Classroom, Google Docs, and Google Meets. When we move to remote or off-site instruction we do see many students struggle to keep up and maintain progress.

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

School District Board Chair Printed Name	Chad Stroop
School District Board Chair Signature	
Date of Signature	12/7/2020

Belt Public Schools

Belt Elementary LE 0112

Belt High School 0113

Definition of Proficiency

Belt Elementary LE 0112

Students who are identified as having Dyslexia or who are highly suspect of having Dyslexia based on district screening tools, district assessment, and teacher observation, will complete the Susan Barton self-paced reading program in 4 years or less.

Belt High School LE 0113

Proficiency in the Belt Public School is identified as meeting the Critical Standard of each Belt High School Personal Learning course at 80% or higher.

Belt Public Schools-Strategic Plan

Mission: Our mission is to provide a safe, positive learning environment where all students are challenged to be productive, responsible citizens, who through continual learning, can participate in our global society.

Student Achievement:

Core Values: Staff and students will embrace and facilitate:

High Expectations for all students, Rigorous academics in all areas, Authenticity, Growth Mindset

Goal: Optimize learning through rigorous, engaging, diverse, and equitable opportunities.

- Promote best instructional practices & intervention strategies that maximize the learning potential of each student
- Achieve vertical and horizontal alignment in all content areas
- Provide a rigorous core curriculum that includes coursed for honors credit, advanced placement (AP) and dual credit offerings
- Promote best practices in designing and facilitating formative and summative assessment
- Support an early kindergarten program to provide a solid foundation for formal education that embraces diversity and assists all students achieve developmental benchmarks
- Use data to inform instructional decisions
- Provide relevant learning experiences to meet individual needs

Highly Qualified Staff/Teacher Retention

Core Values: The district will strive to recruit and maintain a highly qualified staff

Competitive Salaries, Meaningful Professional development, Collaboration, Mentoring, positive learning environment

Goal: Actively recruit Highly Qualified teachers in all instructional areas.

- Advertise all openings state wide and network with state teacher preparation programs
- Maintain competitive salaries while being mindful of the impact on district budgets and long-term sustainability
- Provide support for certified staff in becoming dual certified when such certification fills a district need
- Provide support for recruitment and certification of local human resources to meet district needs

Goal: Provide comprehensive, meaningful professional development to facilitate progress toward district goals.

- Offer a mentor program for teachers new to the district
- Design professional development to facilitate progress toward district goals
- Facilitate meaningful communication among certified staff and between certified, classified, and administrative staff.

Attendance

Core Values: Regular attendance enhances student engagement and belonging and promotes academic success.

- Create a welcoming environment
- Develop high expectations for attendance
- Demonstrate that attendance is essential for academic success
- Make every class session purposeful to discourage student absenteeism
- Eliminate non-academic days in classrooms
- Insuring that extracurricular events, assemblies, school related activities to preserve instructional time and are tied to instructional objectives (that impact the instructional day warrant the interruption of instructional time.)
- Actively participate in athletic events scheduling to preserve instructional time

o Participate in MHSA scheduling meetings to lobby for preservation of academic time in scheduling events

o When in conflict, academic time trumps events whenever possible

Facilities

Core Values: Provide safe clean, and progressive instructional environment.

Respect of property, technology, cleanliness, positive learning environment

Goal: Maintain and enhance the facilities for efficiency, safety, health, and optimal instructional environment.

- Address deferred maintenance in a 5-year facilities plan
- Monitor energy usage and utilities to facilitate good stewardship

- Promote student and staff ownership to facilitate investment in the facility
- Continually assess safety and security in the school and expand or enhance security measure as needed
- Develop long term financial plan to finance facilities upgrades
- Promote community shared ownership

Technology

Core Values: Facilitate instruction to promote technologically savvy students who can compete in a global economy.

- Provide contemporary technology for both hardware and software
- Ensure all students have access to technology
- Monitor technology accessibility for disadvantaged students
- Incorporate school to career/college technology skills
- Promote responsibility while engaging in social media
- Promote intelligent, responsible, and safe use of internet resources

School Climate/Social Emotional Learning

Core Value: Create a safe, nurturing place for students to gather, learn, and grow.

Positive environment, community involvement, foster belonging, self-regulation, academic integrity, respect, Life Long Learning

Goal: Facilitate a school climate in which all students feel included, safe, and valued.

- Maintain a school wide system that addresses school climate and culture (MBI)
- Model and promote respect for people, property and self
- Model lifelong learning
- Model integrity
- Allow for failure and demonstrate how failure leads to growth
- Promote community involvement through community service

Transformational Learning Grant
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SECTION 1 REQUIRED	
District name	Bigfork School District #38
LEA #	Bigfork Elementary School LE 0330 Bigfork High School LE 0331
Submitter's first and last name	Matthew Jensen
Email	mattj@bigfork.k12.mt.us
Phone number	(406) 837-7400
Amount of funding received	Bigfork Elementary Shool 19-20 $66,847 20-21 $67,465 Bigfork High School 19-20 $37,771 20-21 $38,121
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Establish a defined standards based curriculum and instruction plan for each course in grades 6th-12th.

Progress made	ELA and Math departments have completed scope and sequence documents transitioning to assessment practices. The majority of Social Studies and Science educators have completed scope and sequence documents, with just a few needing more support. Elective course staff continue to finalize scope and sequence documents or create skill inventory lists supporting future internship programs.
Measurable objective for your transformational learning plan	Establish a defined standards based curriculum and instructional plan for Reading, Writing and Math in grades K-5.
Progress made	We currently use evidence-based instructional practices to teach reading through Reading Mastery and Wonders programs. Teachers use specific routines utilizing active participation in phonemic awareness, phonics, vocabulary, reading comprehension, and fluency. We use data to drive our instruction which allows students to be taught with strategic intention by teachers and paraprofessionals who have been trained and coached in specific instructional strategies to maximize student learning. Students are consistently regrouped so the level of instruction matches their skill level. Since establishing this process, we have seen significant growth in student learning. Student scores at benchmark and above have risen from 10-20% grades K-5. We began an evidence-based writing curriculum during the 2019-2020 school year using the Lake Washington Units of Study program. Similar to reading, the teachers were trained and continue to be coached in instructional strategies for six units of writing study. These include narrative, opinion, informative, fiction, report, and on-demand. Teachers have seen growth in student writing skills and we are continuing to learn how to gather measurable data. Because of the pandemic, we had to put our plans to research best practices in math instruction on hold. We will resume this during the 2020-2021 school year.
Measurable objective for your transformational learning plan	Establish a tiered intervention system in grades 6th-12th.

Progress made	The progress on this objective has been a highlight of the year. Both the Middle Grades 6th-8th and High School 9th – 12th have implemented double dip pull out intervention in addition to daily reteach for ELA and Math. Please see the attached bell schedule with the What I Need (WIN) time included. Students not scheduled for the ELA or Math reteach can choose between other extension activities offered. Reteach intervention is specifically designed to support student mastery of priority standards as the unit is being taught. Lastly, study support is also available for students whom have not completed work or yet to provide evidence of learning. The multiple strategies support the different needs of each student, yet keep the focus on student learning, specifically mastery of the priority standards established at each course and grade level.
Measurable objective for your transformational learning plan	Create an 8 year Transformational Learning budget based on grant funding as well as potential permissive levied funds
Progress made	We have been able to project at least three phases to our transformational learning objectives. Phase I was based on defining the scope of the work and broad cultural and academic training for all staff and levels of leadership. Total investment for this phase was no less than $108,907.33. This is roughly $121.00 per student for our class B school district. Currently, we are in the midst of phase II work. The current work could be categorized by sustaining broad cultural practices, while investing into the specifics of curriculum and instruction. Total investment for this phase was no less than $93,679. This is roughly $104 per student for our class B school district. At the start of the 2021-2022 school year, we will be entering phase III of our transformational learning objectives. We will be planning to revisiting our cultural work, which supports our beliefs of "Best Work

	and Best Self", as well as recommitting to our passion statement. We intend to take on a more sustaining approach to our curriculum and instruction professional development. Since our the majority of our staff will be working with more matured versions of curriculum, assessment and intervention practices, it will be important to individualize training for new staff. We will also continue to "platoon" PLC training for cross section of our staff. The budget for this phase most likely also represents the actual additional costs of sustaining transformational learning for us. Total investment for this phase was no less than $84,873. This is roughly $94.00 per student for our class B school district. Inevitably there will be changes to our professional development plan over the next six years. Regardless, I do believe the funding calculations are in the ball park. This means over the course of our eight year budget, Transformational Learning costs will total around $711,800. We do anticipate being able to reallocate funds over the next six years to ensure a smooth budget transition maintaining the annual professional development and extended services costs. In 2019-2020, we received $66,847 in transformational learning funds for our elementary district and $37,771 in the high school district without an opportunity to run a permissive levy for matching funds. In 2020-2021, we received $67,465 in transformational learning funds for our elementary district and $38,121 in the high school district, and the Bigfork Board of Trustees voted against adding the permissive levy for matching funds. Based on grant renewal, we anticipate $424,376 total in grant funds, with an opportunity to add another $213,000 through permissive levies over the next two fiscal years. With the added permissive funds, our eight year plan would be roughly $74,000 in the red. I believe this to be a very manageable number and am

	hopeful we can make small adjustments each year, prior to fully absorbing all transformational learning costs in year nine.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0
Proposed decrease in FTE	0
Rationale for changes in FTE	Our Transformational Learning Plan includes all Certified and Classified staff. However, we are only able to count Highly Qualified Certified staff in the grant request.
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	Ther is a total of 899 students being served K-12th grade through our Transformational Learning Plan.
Number of teachers included in plan implementation (requested by the BOPE)	There are a total of 41 Elementary Highly Qualified Teachers and 23.28 High School Highly Qualified Teachers included in Transformational Learning Plan.
Summary of your uploaded strategic plan as it refers to transformational learning	Bigfork Schools have not had a defined or updated strategic plan for many years. Rather, we have used an organized "District Goals" to define our most important priorities, staff responsible for achieving objectives, and a timeline for reaching each goal. The transformational learning grant has prompted the district to add a District Improvement Plan (DIP) organized around our core beliefs The DIP serves as our strategic plan. Last year, the district focused our efforts on Boardsmanship training, cultural awareness staff training, administrative instructional support training and staff curriculum and instruction exploration. As a district, we were able to define roles and responsibilities as well as solidify areas of focus. The attached visual chart defines our passion statement at the center, core areas of focus,

	then improvement process. The blue line indicates the separation of the responsibilities from the board to staff level. The board is charged with looking up and out while staying focused on (1) Focus on Student Learning (2) Engaged Families and Community and (3) Effective Professional Leadership. The remaining areas of focus are guided by building level leadership with the support of district level leadership. Instructional staff play the largest role in working collaboratively with building level leaders, as well as ensuring each classroom experience supports all areas. The attached District Improvement Plan demonstrates our progress in working through each category. Our curricular and instructional progress this year will allow us to take the next step of defining the Organized Instructional Systems.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Please see the attached Summary of Transformational Learning 2020-2021
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	I have intentionally avoided the mention of COVID in other aspects of this report. As with all schools, we have experienced extreme challenges in responding to the pandemic. However, our focus has remained on serving our students and ensuring they are ready for the next grade level or course level. COVID 19 has created obstacles, but we have refused to allow those obstacles to become an excuse to modify our passion statement or district plans. Our staff has risen to challenge after challenge and so far ensured our focus would remain on student learning. The stay at home directive lead us to go to remote instruction last spring. We were prepared to switch to a Google meet platform and provided synchronous instruction for 3rd-12th grade students and a combination of synchronous and asynchronous instruction for K-2nd grand. We were able to bring each K-5 student back to campus and progress monitor test them one at a

	time. The data from the roughly 400 students indicate we did have a COVID slide, which grew with each lower grade. We attributed the lower achievement to the lack of synchronous instruction in the lower grades. Regardless, we used the data to support extended school year opportunities for K-5th students and for planning our instruction this fall. Our fall data now indicates our students have quickly gained back the loss and are testing at or even above previous years benchmarks.

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

School District Board Chair Printed Name	Paul Sandry
School District Board Chair Signature	
Date of Signature	1/5/2021

PIR Schedule August 24-27 2020

New Staff Orientation (For new 5th grade staff only)
August 24, 2020 8:00-3:00

8:00-8:30 Meet with the principal

8:30-12:30 Writing training with Neilia

12:30-1:00 Lunch provided by Grateful Bread
Menu

1:00-1:30 Training with Beau

1:30-2:00 Nurse Jen

2:00-3:00 Classroom time

New Staff Orientation (For new MS staff only)
August 25, 2020 8:00-3:00

8:00-9:00 Meet with principal

9:00-10:00 Beau Tech training
High School library

10:00-10:30 Nurse Jen
High School library

11:00-12:00 Hazardous materials, school safety and Covid safety training
Online

12:00-1:00 Lunch from Grateful Bread with mentors
Menu

1:00-3:00
Mentor time
Powerschool training
Classroom setup
Curriculum work
Introduction letter home to parents

August 26, 2020 - 8:00 am-3:00 pm

8:00-9:00 District meeting
Google Meets (link will be sent out)

9:00-10:00 Classroom time/ Google Training

10:00-12:00 Middle School meeting/ Culture meeting
Middle School Gym and Cafeteria

12:00-1:00 lunch on your own

1:00-3:00 Classroom time/ Google training

August 27, 2020 - 8:00 am-3:00 pm

Professional Learning Outline - Bigfork PLC Launch

6th-8th grade teachers
8:00-8:15 - Launching the Day
8:15-9:15 - PLCs, 101
9:15-11:15 - Team Planning Time
11:15-11:45 - Closing the Day
Google meets + small groups socially distanced

5th grade teachers
8:30-12:00 staff writing training with Neilia (virtual)

12:00-1:00 Lunch on your own

1:00-3:00 Grading Practices
Middle School Cafeteria

Bigfork School District Improvement Plan

Passion Statement
We believe it is our honor to grow the skills, talents and abilities of each child, so that they can fulfill their purpose in life

Bigfork School Demographic Information

Updated Annually and available on website

District Established Process for Improvement (How to Improve and Sustain)
Inquiry Cycle (Outside of diagram)

- ✓ Analyze Evidence – Identify a Problem of Practice Based on Evidence
- ✓ Determine a Focus – 4-5 Goals Targeted in 90 Day Plan or School Improvement Plan
- ✓ Implement and Support – What/Who/When Accountability
- ✓ Analyze Impact – Evidence and Artifacts

(insert)

Bigfork 90 Day Plan Form
(insert)

Focus on Student Learning

Who: Board, Administrators, Professional Educators
Board
Board of Trustees understand their boardsmanship practices correlate with higher student achievement.

- Responsibly governs
- Set high expectations for student learning
- Create district-wide conditions for student and staff success
- Hold the Superintendent and district accountable
- Engage the community

Administrative decisions are based on what is best for the academic success and well-being of each student.

Professional educators collaboratively work through the four essential questions ensuring high levels learning for each student.

Area for growth:
Measurable Objectives 1-3 from TL 2020 Report

Effective Professional Leadership

Ten Effective Professional Leadership Standards centered on Student Learning

(Professional Standards for Educational Leaders National Policy Board 2015 http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student
2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being
4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Effective educational leaders foster a professional learning community of teachers and other professional staff to promote each student's academic success and well-being.
8. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Students learn when educational leaders foster safe, caring and supportive school learning communities and promote rigorous curricula, instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports—the professional capacity of teachers and staff, the professional community in which they learn and work, family and community engagement, and effective, efficient management and operations of the school. In all of their work, educational leaders are driven by the school's mission, vision, and core values. They are called to act ethically and with professional integrity. And they promote equity and cultural responsiveness. Finally, educationally effective leaders believe their school can always be better. To realize their schools' visions of student learning and stay true to their schools' core values, educational leaders subject every realm of the school to improvement, including themselves and their own work. They are tenacious change agents who are creative, inspirational and willing to weather the potential risks, uncertainties and political fall-out to make their schools places where each student thrives.
http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Area for growth:
1. Make first transition of Principal Advisory Team (PAT) members, while maintaining focus on increasing student learning.
2. Establish a process for regular data review at the building level.
3. Engage students and families in conversation regarding student's "hopes and dreams" while reviewing achievement data and selecting course plan.

Effective Professional Educators

Certified Educators
National Board for Professional Teaching Standards, The Five Core Propositions
https://www.nbpts.org/standards-five-core-propositions/

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Master teachers function as decision makers and facilitators of learning as they work in the confluence of teacher, learner, subject matter, and environment. They are reflective of their own practice and continue to learn about the world around them, the skills and content they teach, about teaching and learning, and about their students and their community. Master teachers understand the historical and contemporary roles of schools in a democratic society. Knowledgeable about a range of philosophies of education, they can subsequently articulate their own and, from it, derive implications for their practice. Master teachers continue to seek professional challenge and contribute to leadership in education, in their schools, districts, communities, and through their professional organizations. They remain informed of contemporary research and writing by leaders in their fields and are active partners in shaping and implementing models of good practice. https://web.uri.edu/education/core-beliefs-statement/

Area for growth:
Measurable Objectives 1&2 from TL 2020 Report

Safe and Orderly Environment

Organized Instructional Systems

Engaged Families and Community

Future topics of discussion for consideration to add to District Improvement Plan:
Office of Public Instruction Required Reporting

Annual District Reports and strategies/policies discussions

Summary of Bigfork Schools Transformational Learning Plan 2020-2021

We still believe transformational learning practices revolve around "developing the full educational potential of each person", as outlined in Article X of the Montana Constitution. Locally, we rally around the same concept through our passion statement "It is our honor to grow the skills, talents and abilities of each child so they can have the opportunity to fulfill their purpose in life". Transformational Learning is about turning those beliefs into observable actions. I am proud to say Bigfork Schools has established key roles and boundaries for major stakeholders, defined our core areas of our work, organized our curriculum and implemented tiered academic support systems for all student K-12th grade.

School systems have the unique challenge of re-starting each year while onboarding new students and staff. The day to day responsibilities of each classroom, as well as regular school related business provide enough work to fill contracts and schedules. The process of improving the system while fulfilling daily responsibilities, has been compared to building a plane while in the air. It takes a special energy and resources to start something as big as Transformational Learning. We have completed the major lift of getting off the ground and are now immersed in the details of curriculum and instruction, while leveraging all resources of the organization to support student growth.

This year, we have finalized the vast majority or our priority standards for our core courses. This has allowed us to take the next steps of ensuring assessment integrity and providing diagnostic intervention opportunities for all K-12 ELA and Math students. Providing leveled interventions at the middle school and high school level is not common, and we are really excited about what this means for our students as they build competencies. An intervention/extension time has been integrated into our MS and HS daily bell schedule allowing for timely re-teaching of priority standards.

Behind these successes we have found a pattern and new rhythm for professional development and collaboration. Our calendar now reflects a late start Wednesday every week, giving time for PLC meetings. Administratively, we have committed to standing every other week professional development curriculum and instruction coaching meetings. This allows us to work through our next steps as a team, learn new skills and collectively prepare to coach instructional staff. I could not be prouder of the level of effort, dedication and new learning from our building principals. They have shown a willingness to learn alongside their staff, as well as lead them through the change process.

PROFESSIONAL SERVICES AGREEMENT

This agreement is made and entered into this 12th day of May, 2020, by and between

School Services of Montana, a Montana-based nonprofit corporation focused on improving student outcomes, with its principal place of business at 404 West Main Street, Bozeman, MT 59715 (hereinafter referred to as "SSoM")

- and –

Bigfork School District, a public school district, with its principal place of business at 600 Commerce St, Bigfork, MT 59911 (hereinafter referred to as the "Client").

IN CONSIDERATION OF the mutual covenants and promises contained herein, SSoM and the Client (collectively, the "Parties") agree as follows:

1. **Services Rendered by SSoM.** SSoM shall provide the following services to the Client:

   1.1. Professional Learning (8:30am-3:30pm, or to be determined by district) – May 15th, May 22nd

      1.1.1. May 15th (Melissa Tovaas, Genevieve Thomas): ELA department focus; support with getting ready for fall 2020 curriculum alignment, assessment, and instruction; combination of whole group, small group, and individual coaching.

      1.1.2. May 22nd (Melissa Tovaas, Genevieve Thomas): Secondary staff; whole staff PLC day; support with curriculum alignment (whole group, small group – math/ELA and individual coaching)

   1.2. Administrator PLC Support (determined on an as-needed basis by administrators) – May/June

   1.3. Small Group/Individual Coaching (determined on an as-needed basis by administrators) – May/June

      1.3.1. April 7, 8, 9, 10 (Genevieve Thomas, Melissa Tovaas) – Provide individual and small group coaching to ELA team to complete curriculum work in preparation for ELA standards-based intervention rollout in 2020-21.

      1.3.2. May 12 (Genevieve Thomas, Melissa Tovaas) – Provide ELA team professional learning to for intervention plan, procedures, and strategies.

2. **Services, Information, Data and Documentation Provided by the Client.** The Client shall provide the following services, information, data and documentation to SSoM:

   2.1. Not applicable.

3. **Maintenance of Records.** The Parties shall maintain all financial records compiled in furtherance of this agreement for a minimum of six years and three months.

4. **Compensation.** For the services described above, the Client will be billed four thousand three hundred and twenty dollars ($4320). This fee includes four instructor days (2 days with 2 instructors) at the SSoM 10+ day multi-day member rate of $1,080/day, virtual professional learning billed at the hourly rate of $65/hour, plus $50/hour prep time per instructor. In addition to the fees described herein, the

Client will also be billed for reasonable travel expenses, including lodging, mileage, and per diem as such expenses accrue. The Client further understands and acknowledges that requested support outside the scope of this Agreement, or beyond the number of estimated hours, if applicable, will be billed to the Client at the then-current hourly or daily rate.

5. **Timely Payment.** If the Client's payment to SSoM exceeds 10 days in arrears, SSoM may, in its sole discretion, suspend further services pursuant to this Agreement until payment is received. The Client will be notified via email of such suspension of services.

6. **Relationship of Parties.** Neither party shall be deemed to be an employee or agent of the other party. Neither party shall enter into any agreement nor incur any obligations on behalf of the other party, except as agreed to between the Parties in this agreement, without the prior written consent of the other party.

7. **Term of Agreement.** This agreement shall commence on the date of this agreement and terminate on June 30, 2020.

8. **No Assignment.** No right or obligation hereunder may be sold, assigned, transferred or conveyed by either party without the prior written consent of the other party.

9. **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties and supersedes and cancels any and all prior agreements between the Parties relating to the subject matter hereof. This Agreement may be modified only in writing, signed by both Parties. IN WITNESS WHEREOF, the Parties have executed this Agreement on the day and year first above written.

10. **Indemnity.** The Client and SSoM shall indemnify and save harmless each other from any and all losses, fines, suits, damages, expenses, claims, demands and actions of any kind resulting from their negligence, breach, or violation or non-performance of any condition hereof.

11. **Severability.** If any section, paragraph, sentence or portion of this Agreement or the application thereof to any party or circumstance shall, to any extent, be or become invalid or illegal, such provision is and shall be null and void, but, to the extent that said null and void provisions do not materially change the overall agreement and intent of this entire Agreement, the remainder of this Agreement shall not be affected thereby and each remaining provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.

12. **Governing Law.** This Agreement has been executed and delivered in the State of Montana, and its validity, interpretation, performance and enforcement shall be governed by the laws of the State of Montana.

13. **Heading of Paragraphs.** The headings of paragraphs herein are included solely for convenience of reference and shall not control the meaning or interpretation of any of the provisions of this Agreement.

14. **Attorney's Fees.** The Parties agree to indemnify and hold each other harmless from any claims, demands, costs, or liabilities, including reasonable attorney's fees, arising out of the ordinary negligence, gross negligence, or willful misconduct of the other party's activities during the term of this Agreement.

15. **WAIVER OF JURY TRIAL.** To the fullest extent permitted by applicable law, the Parties waive trial by jury in any action, proceeding or counterclaim brought by any party(ies) against any other party(ies) on

any matter arising out of or in any matter connected with this Agreement or the relationship of the Parties created herein.

16. **Primary Contacts.** SSoM has designated Melissa Tovaas, Director of Education Services, as the primary contact, mtovaas@mt-schools.org or (646) 831-7264) for services rendered pursuant to this Agreement. The Client has designated Matt Jensen, Superintendent, as the primary contact (mattj@bigfork.mt.k12.us or 406-837-7420) for services rendered pursuant to this Agreement. Both SSoM and the Client agree to provide prompt notification to any changes to the primary contact personnel.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first written above.

School Services of Montana	Bigfork School District
Thomas Franta Executive Director	Matt Jensen Superintendent

Bigfork School District 38
2020-2021 Calendar

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

August 26 & 27 -Teacher In-Service Days
August 31 - First Day of School - Release 1:30 *
September 7 - Labor Day
September 28 - Teacher In-Service
October 15 & 16 - MEA Convention/No School
November 6 - End of 1sst Quarter
November 16 - Teacher Professional Development
November 18 & 19 - Parent/Teacher Conference
November 25, 26, 27 - Thanksgiving Break
December 4 - End of 1st Trimester
December 21 - January 1 -Christmas Break
January 22 - End of 1st Semester
February 15 - Teacher In-Service
March 12 - End of 2nd Trimester
March 22-26 - Spring Break
April 9 - End of 3rd Quarter
May 31 - Memorial Day
June 5 - High School Graduation
June 8 - 8th Grade Graduation
June 10 - Last Day of School - 1:30*

October 7, 2020 - PIR No School K-12
January 13, 2021 - PLC No School for Grades 6 to 12

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

August 2020

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

September 2020

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

October 2020

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

November 2020

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

December 2020

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

January 2021

S	M	T	W	T	F
					X
3	4	5	6	7	8
10	11	12	PLC	14	15
17	18	19	20	21	ES
24	25	26	27	28	29
31					

February 2021

S	M	T	W	T	F
	1	2	3	4	5
7	8	9	10	11	12
14	PIR	16	17	18	19
21	22	23	24	25	26
28					

March 2021

S	M	T	W	T	F
	1	2	3	4	5
7	8	9	10	11	ET
14	15	16	17	18	19
21	X	X	X	X	X
28	29	30	31		

April 2021

S	M	T	W	T	F
				1	2
4	5	6	7	8	EQ
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

May 2021

S	M	T	W	T	F
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30	X				

June 2021

S	M	T	W	T	F
		1	2	3	4
6	7	8	9	*	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30		

BIGFORK HIGH SCHOOL
MON, TUES, THURS AND FRI
SCHEDULE

1st Period	8:00-8:50
Breakfast	8:50-9:00
2nd Period	9:00-9:49
3rd Period	9:53-10:42
4th Period	10:46-11:35
Lunch/W.I.N 1	11:35-12:07
Lunch/W.I.N. 2	12:09-12:41
7th Period	12:45-1:34
8th Period	1:38-2:27
9th Period	2:31-3:20

BIGFORK HIGH SCHOOL
WED
SCHEDULE

PLC Meeting	7:40-8:35
Breakfast	8:30-8:40
1st Period	8:40-9:24
2nd Period	9:28-10:12
3rd Period	10:16-11:00
4th Period	11:04-11:48
Lunch/WIN 1	11:52-12:22
Lunch/WIN 2	12:24-12:54
7th Period	12:58-1:42
8th Period	1:46-2:30
9th Period	2:34-3:20

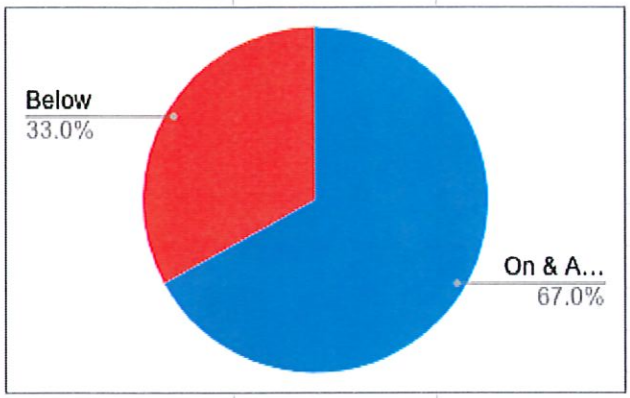
BIGFORK HIGH SCHOOL
First Day of School

Advisory	8:00 - 8:30
1st period	8:34 - 9:09
2nd period	9:13 - 9:48
3rd period	9:52 - 10:27
4th period	10:31 - 11:06
7th period	11:10 - 11:45
8th period	11:49 - 12:24
9th period	12:28 - 1:03
LUNCH	1:03 – 1:30

Third through Fifth Grade

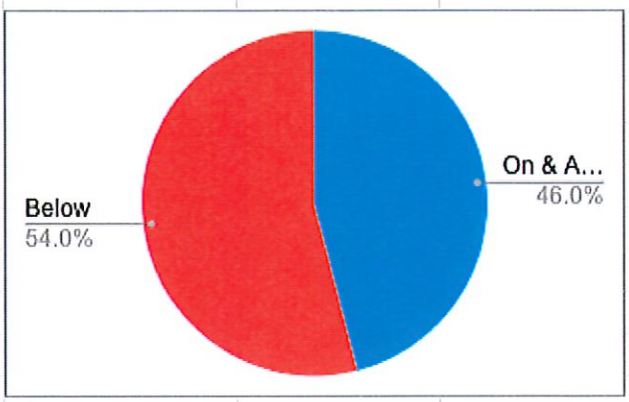
Spring 2018-2019 Internal data

On & Above	67%
Below	33%



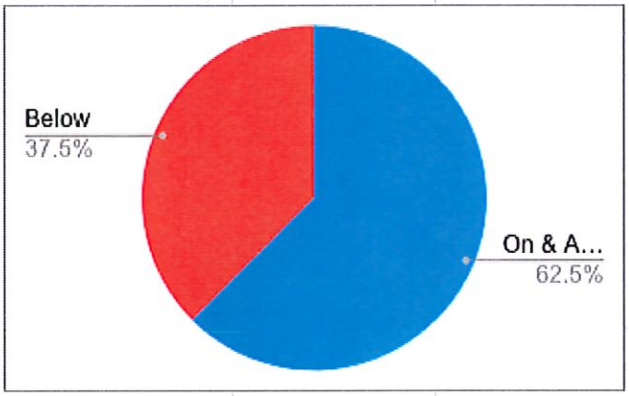
Spring 2019-2020 Internal data

On & Above	46%
Below	54%



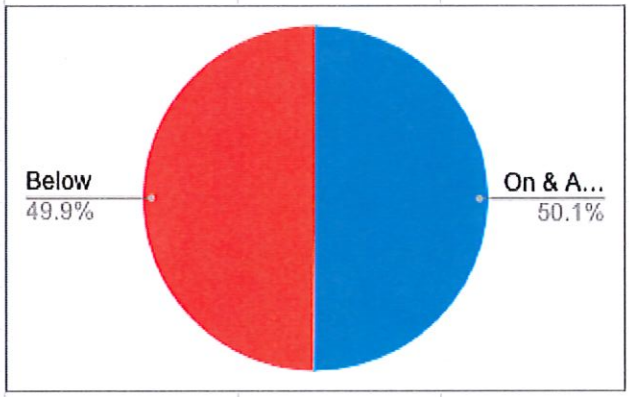
SBAC Data - Bigfork

On & Above	62.5%
Below	37.5%



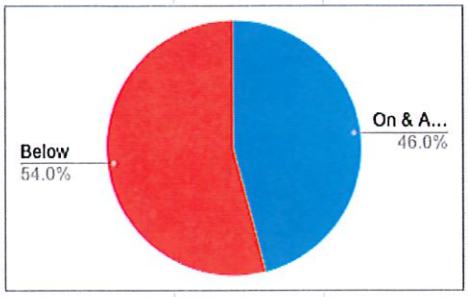
SBAC Data - State

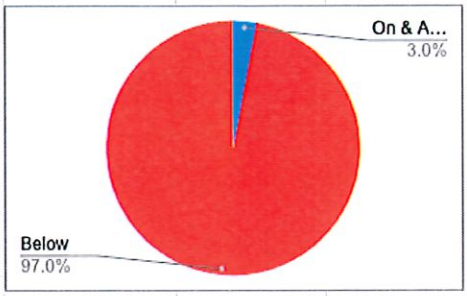
On & Above	50.1%
Below	49.9%

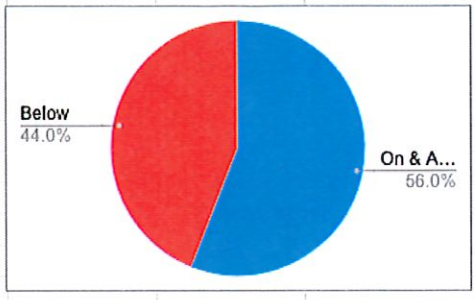


Kindergarten

Fall 2018-2019		Fall 2019-2020		Fall 2020-2021	
On & Above	46%	On & Above	3%	On & Above	56%
Below	54%	Below	97%	Below	44%

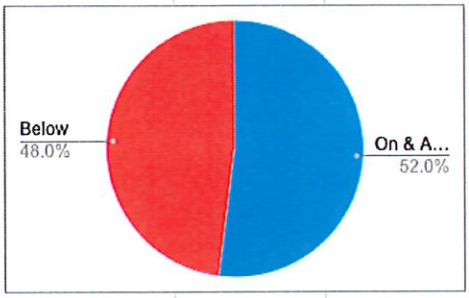




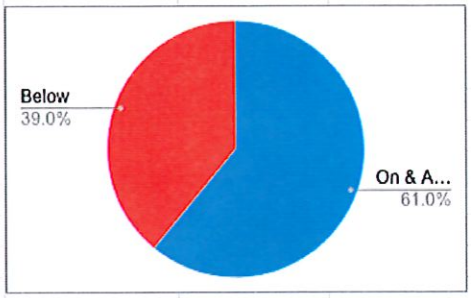


First Grade

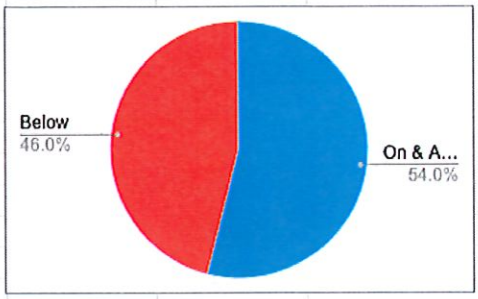
Fall 2018-2019	
On & Above	52%
Below	48%



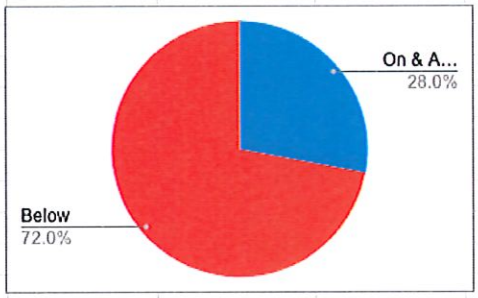
Fall 2019-2020	
On & Above	61%
Below	39%



Fall 2020-2021	
On & Above	54%
Below	46%

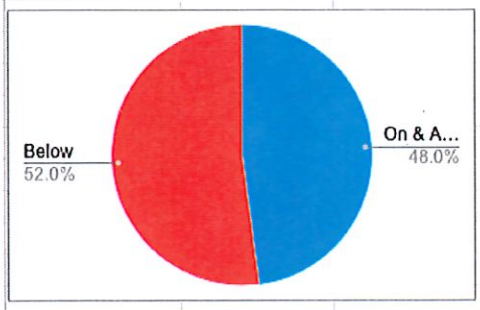


Spring 2019-2020	
On & Above	28%
Below	72%

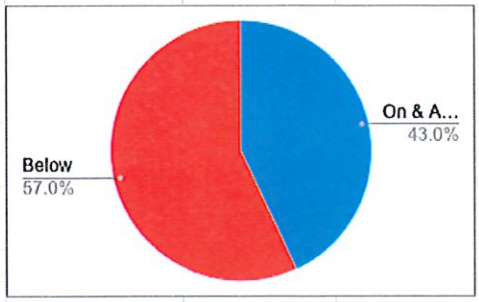


Second Grade

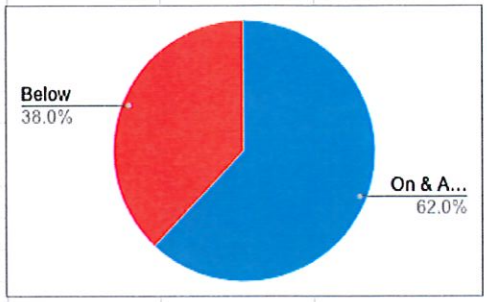
Fall 2018-2019	
On & Above	48%
Below	52%



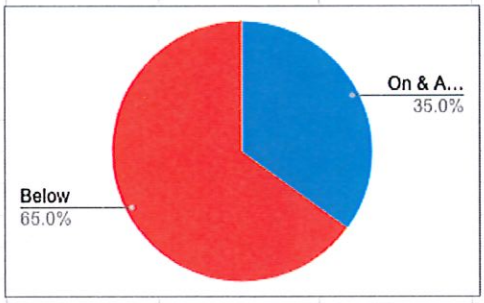
Fall 2019-2020	
On & Above	43%
Below	57%



Fall 2020-2021	
On & Above	62%
Below	38%

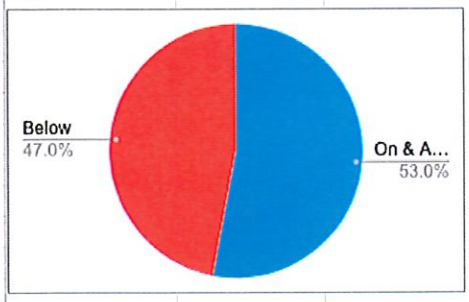


Spring 2019-2020	
On & Above	35%
Below	65%

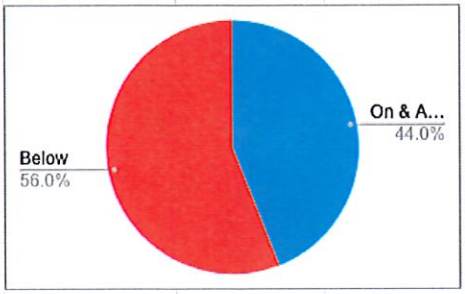


Third Grade

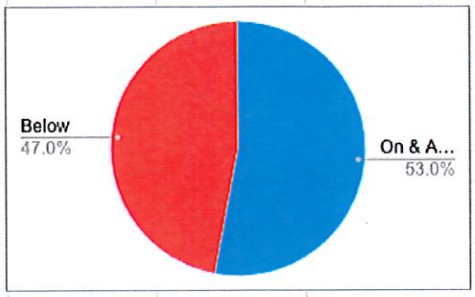
Fall 2018-2019	
On & Above	53%
Below	47%



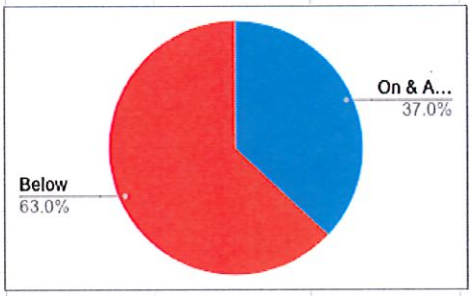
Fall 2019-2020	
On & Above	44%
Below	56%



Fall 2020-2021	
On & Above	53%
Below	47%

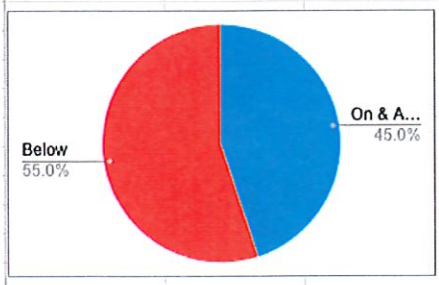


Spring 2019-2020	
On & Above	37%
Below	63%

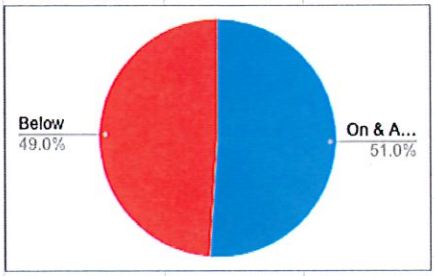


Fourth Grade

Fall 2018-2019	
On & Above	45%
Below	55%



Fall 2019-2020	
On & Above	51%
Below	49%



Fall 2020-2021	
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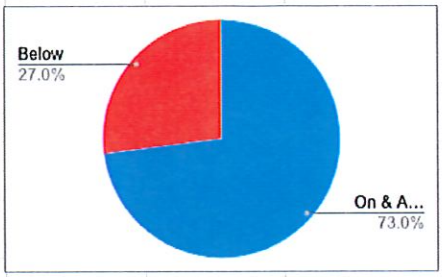
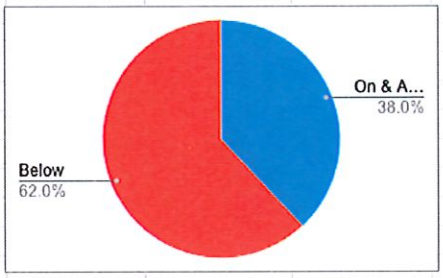
Below	27%

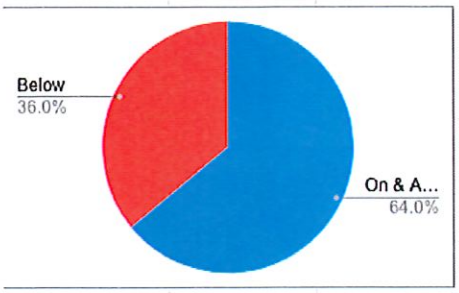


Spring 2019-2020	
On & Above	38%
Below	62%

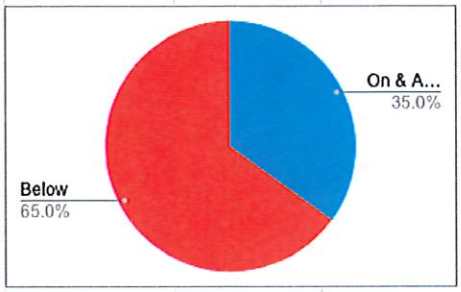


Fifth Grade

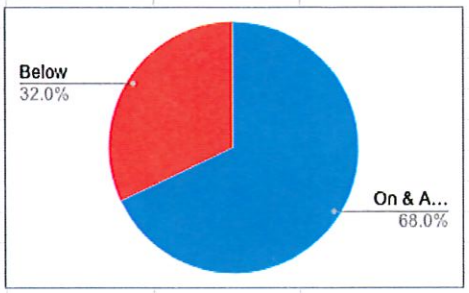
Fall 2018-2019	
On & Above	64%
Below	36%



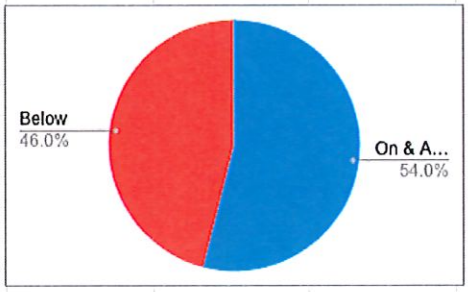
Fall 2019-2020	
On & Above	35%
Below	65%



Fall 2020-2021	
On & Above	68%
Below	32%



Spring 2019-2020	
On & Above	54%
Below	46%



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PUBLIC SCHOOLS
Inspire Educate Empower

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VIII. Information on Visible Learning Strand

IX. District Strategic Plan

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	School District #2
LEA #	0965
Submitter's first and last name	Kim Anthony
Email	anthonyk@billingsschools.org
Phone number	406-281-5144
Amount of funding received	$254,732.50
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	To train 157 teachers in the framework of Visible Learning research utilizing the findings of Dr. John Hattie.
Progress made	August 17-18, 2020 Dave Nagel and Nicole Law trained 157 teachers on the Foundations of Visible Learning and identifying high-yield instructional strategies to utilize in their classrooms. Additional trainings are taking place throughout the year.
Measurable objective for your transformational learning plan	To focus on student growth of high performing students utilizing transformational learning practices where 80% of our gifted and talented students meet proficiency standards by the end of the year.

Progress made	Percent of gifted and talented students proficient

	Reading	Math
First	100%	100%
Second	94%	93%
Third	97%	91%
Fourth	97%	94%
Fifth	96%	89%
Sixth	99%	96%
Seventh	99%	96%
Eighth	95%	86%

Measurable objective for your transformational learning plan	Measurable Objective: To maintain serving 5% of our students who qualify for the gifted and talented program.
Progress made	As of December 2020, we have 607 students in grades 1-8 who qualify for the gifted and talented program. That is approximately 6 % of our student population.
Measurable objective for your transformational learning plan	Enter Here
Progress made	Enter Here

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

Proposed increase in FTE	0.00

Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	Grades 1-2 is 102 students, grades 3-5 is 257 students, and grades 6-8 is 1,968 students.
Number of teachers included in plan implementation (requested by the BOPE)	157 Teachers
Summary of your uploaded strategic plan as it refers to transformational learning	The district strategic plan addresses transformational learning in multiple ways. The goal is to increase student learning for each student by: -Guaranteeing an articulated and challenging curriculum that is aligned to standards and meets the needs of individual students -Measuring student progress and growth through multiple formal and informal assessments -Expecting high performance and accountability from staff -Maintaining a well-trained staff supported by professional development
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	The district is immersed in the research of Professor John Hattie and is convinced its implementation would be transformational in the learning and achievement of our students. This has the potential to change the culture of learning in our district and truly transform education. John Hattie is a Professor of Education from New Zealand and a key proponent of evidence-based teaching. Evidence-based teaching is to teach using only those methods which have been verified from evidence to be effective. Such evidence is based on meta-studies of what actually works in education. Hattie is particularly notable for his work on what he terms as 'Visible Learning', which is the largest collection of evidence-based research into what actually works in education. John Hattie headed a team of researchers for twenty years who traveled the world for evidence about the effectiveness of different teaching interventions. These studies found that 95% of more ot the things teachers do to enhance the achievement of students in the classroom work. Noted researcher John Hattie states, "If I've learned anything from the Visible Learning research, its that almost everything works, but is it working sufficiently above the average of all possible influences?" From this evidence, Hattie presents a continuum of achievement of the most

	effective of these teaching interventions. When learning is visible, teachers know if learning is happening or not, and students know what to do and how to do it. The key idea of his book, *Visible Learning for Teachers*, is that teachers and leaders should always be aware of the impact they are having on their students, and from evidence of this impact, decisions must be made about changing approaches. Visible Learning is a deliberate mindset that shifts the focus from what teachers are teaching to what students are learning. The Visible Learning model aligns with the district's critical concepts, proficiency scales, and the Professional Learning Communities. The district believed the school improvement process when tied to evidence gathering, ongoing professional development, and impact coaching would increase student achievement and engagement. Therefore, the district asked middle schools and high schools to apply to be part of the Visible Learning model. Riverside Middle School, Castle Rock Middle School, Lewis and Clark Middle School, and QUEST (our gifted and talented program) were selected for the elementary district. For the high school district, Senior High was selected. The training is based on several different components. All staff members from the targeted schools received training on August 17-18, 2020 which included a deep dive into John Hattie's research as well as developing visible learners. From those trainings, each school asked teachers to volunteer to be on a Visible Learning impact team which would meet both during the day and after school in order to complete evidence collection both from students and teachers as well as mentor other teachers in the process. Throughout the month of September, all of the schools completed a school capability assessment, a mindframes survey, and Evidence into Action training Part 1 (September 22, 2020) to dive deeper into the evidence needed to move forward. The teachers as well as district leadership then conducted both video and written interviews of students, and classroom observations to get insight into the learning process in their specific building. This process was very eye-opening to both staff and administrators. The students' view of learning did not match the teachers' view of learning. On October 27, 2020, the impact teams attended a training to learn how to be an impact mentor both in their own classroom as well as their colleague's classrooms. Evidence into Action Part 2 took place on December 10, 2020. The final day of training for this school year will take place on March 23, 2021. Based on the results of these assessments and mentoring, the school will then make an individualized plan with the assistance

	of a Visible Learning specialist to create a next step plan. I have attached examples of the assessment reports for your review.
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Our Transformational Learning Grant had to change slightly due to training and Covid. Instead of training with Lisa Van Gemert (who became unavailable), the district had been studying the research by Professor John Hattie and we felt it was necessary to go deeper into his research on Visible Learning in order to change the culture of learning in our district and truly transform the learning. In addition, our gifted and talented program design also needed to change due to Covid. Over the past few years, our students grades 3-5 have been bussed to a central location for a full day of gifted instruction. This year, we could not mix the cohorts from our various schools so our students are receiving 2 hours of gifted instruction each week for four weeks. Though the students still receive quality instruction, it is not to the level of services in the past. The focus this year: inductive, deductive convergent thinking and problem solving.

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

School District Board Chair Printed Name	Greta Besch-Mayo
School District Board Chair Signature	
Date of Signature	12-8-20

Castle Rock Middle School

1441 Governors Blvd – Billings, MT 59105

12/3/202

To Whom it May Concern,

I am writing this letter to communicate the excitement and impact that the Visible Learning process has in our building at Castle Rock Middle School. I want to first state that our building, including myself, feel that this professional development will take us from good to GREAT! One of the aspects that we are seeing that separates this professional development from the rest is this is completely site based. Our trainers have specifically tailored our training on the needs of our building. I have met individually with our trainers for guidance and support and have received amazing feedback and advice on implementation. Although we are still at the very beginning of implementation our Visible Learning Leadership team has gained amazing tools on becoming teacher leaders in our building and have personally implemented best practices within their classrooms. Speaking for myself, I have had the opportunity to reflect on my leadership and have identified areas that are seeing impacts on student learning, but also I have identified areas of growth that I am working on with our Visible Learning team to have a greater impact on student learning.

In conclusion, we are looking forward to the continued growth we will see as a building and the impact this will have on our students. There is not a greater time than now that we need this professional development. If you have any questions or would like to learn more about how this grant is having a positive impact on our building, please feel free to contact me.

Sincerely,

O'Shean Moran
Principal
Castle Rock Middle School
morano@billingsschools.org
406.281.5803

RANDY CHASE

Teacher – Castle Rock Middle School

12/10/2020

To Whom It May Concern:

I am writing to express my gratitude for the Transformational Learning Grant that Billings Public Schools received. This grant has had a direct impact on the education I am able to provide my students, as Castle Rock Middle School has participated in the Visible Learning training that the grant has made possible. I have been a classroom educator in Billings for 26 years and this training has truly been the most impactful on my teaching. As I have participated in several of the offered trainings related to Visible Learning, I have truly felt inspired to take the education provided in my classroom to the next level. I have been able to reflect on my past years and make changes based on the trainings that have allowed me to better prepare my students for the future. I feel the type and methods of feedback I am providing my students this year has allowed them to increase their proficiency of the critical concepts in my classroom, which is directly related to the Visible Learning trainings. They better understand what their strengths are and how to use these to improve any short comings they may have in relation to the critical concepts presented in class. In all honesty, this change and impact in my classroom is directly related to the Transformational Learning Grant, which made possible the trainings related to Visible Learning. My hope is for Billings Public Schools and Castle Rock to continue to benefit from Visible Learning and the grant, as I truly believe this is a game changer for education here at Castle Rock Middle School

Sincerely,

Randy Chase

Visible Learning has transformed my view of teaching and learning. As educators, we want to make the right decisions that have the most impact on our students' education. However, I think that some of those decisions are sometimes tricky to make. Do my students know what they are learning? Do they know why they are learning it? Do they know where their learning is going next? The Visible Learning trainings are helping us, as educators, evaluate our teaching practices and focus our learning intentions and goals to meet the needs of our students school-wide.

As a first year Billings School District teacher, I believe that this program can greatly benefit both our staff and students. The school that I taught at for the last four years began implementing Visible Learning ideology two years ago. As a teacher, I was able to focus my curriculum to specific learning intentions. Students were able to use their proficiency scale for each intention to self-evaluate their learning. They were beginning to know where their learning was headed and what they had already accomplished. Students truly were the captain of their own "learning ship." Perhaps the best benefit is that students were able to see their growth, mapped out through the year, and learn that it's okay if you don't get it the first time. Seeing students develop perseverance and resilience was an incredible experience to be a part of. My students even did an art project about "The Learning Pit" a pivotal part of the learning process. Visible Learning is a continual process where both students and teachers are accountable for teaching and learning. I would love to continue to be a part of the implementation team and would love to see it continue to be rolled out in our district.

Adria Faciszewski
12/14/2020

Visible Learning Testimonial
Lewis & Clark Middle School
Billings, MT

As a teacher at Lewis & Clark, the Visible Learning training that we have received so far has already had an impact in my classroom. For many years I have dabbled in having students self-assess and analyze their assessments. Now, it is no longer a hit and miss practice, it is routine in my classroom. Students no longer take a test and move on, instead they take an assessment, look at their results and analyze why they missed the problems and then determine whether they need further practice on the skills assessed. Another change is that students are aware of the learning intentions for each assignment, along with success criteria for that learning intention. Students are more engaged in their learning and have a better understanding of why we are doing the work we are doing in our classroom.

As a staff, we are in the process of determining the dispositions that make a good learner at Lewis & Clark. The conversations that we have had during this process have been meaningful and thoughtful by the staff. In the past, our definition of what made a good learner at Lewis was mostly based on compliant behavior. We are working on changing that idea and digging deeper into what dispositions and traits we want students to exhibit in our classrooms.

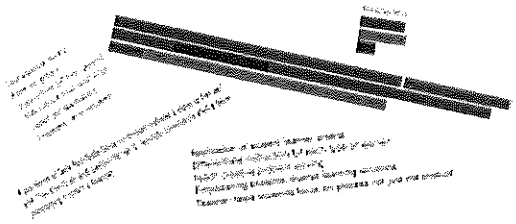
Angel Zickefoose
6th Grade Math
Lewis & Clark Middle School
Billings, MT

Castle Rock Middle School

Visible Learning Data Presentation

Visible Learning...Where are we!

- Currently working with definition of a "Good Learner" and a "Good Teacher."



Video Diary...(Student Voice)

Visible Learner Strand: What is a Good Learner?

- [illegible] interviewed, when asked "What does it mean to be a good learner in your school?" a majority of the students tended to describe behavioral versus learner characteristics. For example, students said things like a good learner would "look at the teacher, raise your hand, not talk, sit straight up, be respectful, etc.).
- Of those students that identified "learner" versus a "behavioral" characteristics, the majority tended to identify "paying attention or listening" as the learner characteristic.
- A few (i.e, four) of these 18 students indicated that a good learner is one who [has] "all of the right answers" or [who] "knows hard questions" or [who] already "knows the answer" or [who] "get good grades." These types of responses might suggest that for these students, a "good learner" is one who possesses some fixed prior ability versus thinking that their learning capacity is something they can develop.

Visible Learner Strand: What are you Learning?

- [illegible] interviewed, when asked "What are you learning in today's class?" a majority of the students described her or his learning in vague terms or simply the content or topic area (e.g., "Reading" or "Ancient Egypt" or "Afghanistan" or "Reading a novel called 'Call of the Wild'").
- When students were asked to describe "How [they were] doing with this topic?" only one student used quantifiable terms (e.g., "I got a 23/25 on my test!") the rest tended to generalize her or his responses with terms and phrases such as: "I suck; pretty good; and, okay."
- And when students were asked to predict what they would learn next, most of them said they "had no clue" or simply did not respond to the question.

Next Steps...Learner Strand: Good Learner!

- [illegible] provide teacher clarity of a good learner.
- Continue to work off of the success of The ROCK (behavior) and define the learner characteristics of a good learner.
- Develop a system of embedding the development of these characteristics into our lessons.

Know Thy Impact: Assessment Capable Learners

- Articulate where they were in their learning in relation to the curriculum outcome, or
  - Clearly state what their goals and/or her or his next learning steps were in order to achieve the learning intention.

Of the 18 students interviewed, when asked *"What does this test tell you about yourself and how you are doing?"*:

- A majority of your students either said they "did not know" or offered no response.
- When these same students were asked to identify their "goals" or "next steps they set for themselves as a result of this assessment" most of them responded that their goal or next steps was to improve their grade or score. Specifically, they said things like: "To get all A's; to get 100 on the test; and, get better scores in the spring."
- Most of our students' goals/next steps related more to grades, completion of work, being on time, and trying harder than to the quality of the academic outcomes.
- A few students indicated that their goal and/or next steps would be to improve their academic performance. For these students, they wanted to "get better at reading" and to "re-read parts [of the content] that were foggy to [them]." Clearly, the underlying goal for most students however, was to improve her or his grades not necessarily their learning.

Visible Teaching and Learning Strand:

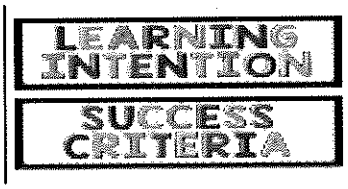
Walkthrough Review:

- "What are we doing today?" written on the whiteboard with the day's agenda;
- "I can statements written on the whiteboard;"
- "The daily agenda on the board;"
- "A list of what each period of students will be doing that period;"
- "List of expectations for the class period;"
- "Objective of the lesson for the day on the board."

But when speaking with the students it was apparent that it was probably done more out of compliance and not in the hands of the students and how to apply learning intentions and what is success in relation to the learning intentions...FEEDBACK

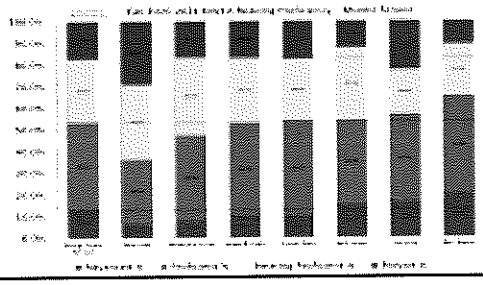
- Identify where success has been achieved and where help might be needed
- Reflect about where improvements can be made
- Discuss strategies for improvement; and,
- Reflect on progress

Visible LEarning...THe next steps!



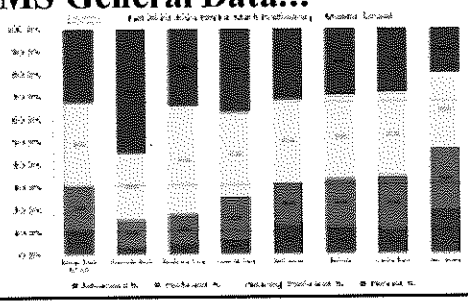
CRMS General Data...

53.8% Proficient

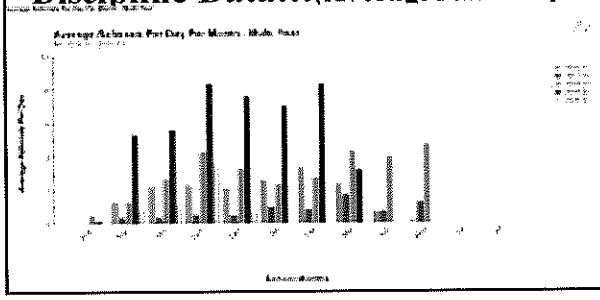


CRMS General Data...

33.9% Proficient



Discipline Data...(Average referrals per



Castle Rock Middle School (CRMS)
School Capability Assessment (SCA), December 7, 2020

Introduction

As stated previously, the purpose of this report is to summarize my findings subsequent to an analysis of the Castle Rock Middle School (CRMS) results from the SCA Faculty Survey, the Leadership Team's self-assessment of the SCA Matrix, and interviews of approximately 36 students conducted in 12 classrooms the school Leadership Team selected, which they felt best represented the CRMS curriculum and student body. The findings of this report will establish a baseline position for CRMS as to where the school stands in terms of the extent to which the school's systems, practices, and policies exhibit the markers of a Visible Learning™ School. Specifically, the markers (i.e., the systems, policies, and practices) of a Visible Learning™ (VL™) School are reflected in a series of 39 statements nested within each of four Visible Learning™ Strands: a) seven within The Visible Learner Strand, b) 13 within the Know Thy Impact Strand, c) nine within the Visible Teaching and Leading Strand, and d) 10 within the Effective Feedback Strand.

At this point, I feel compelled to provide a brief comment about the results of the CRMS SCA Faculty Survey so that the narrative within this report highlighting each of the VL™ Strands aligns with what was discovered during the post-Zoom Leadership Team meeting, revealed in artifacts such as the school's Continuous School Improvement Progress (CSIP) Plan, the Teacher Evaluation Framework document, the Mission Statement, the What I Need process, etc.), and learned from students' perceptions secured during student interviews.

The challenge for both parties (i.e., the CRMS Faculty and me, the Visible Learning™ Consultant) is to constantly strive to deepen their collective understanding of the policies, systems, and practices currently operating within CRMS versus the markers of a Visible Learning™ School so they can render an accurate comparison of the two. Toward that end, there were a number of instances within the SCA Faculty Survey where the CRMS Faculty perceptions reflected a high degree of agreement that the specific policy, system, or practice in question was well-aligned with the stated marker of Visible Learning™ School. This phenomena, called response bias, is common among survey respondents. Response bias is a general term that refers to conditions or factors that take place during the process of responding to surveys, affecting the way responses are provided. In brief, response bias is the reality that survey participants have the innate desire to please studies they're participating in, and therefore have the tendency to answer questions as the researcher might want instead of answering honestly. Thus, central to correcting for this cognitive bias phenomena is to take every opportunity to provide clarity around the policies, systems, and practices being ascribed within a VL™ School, which this process as well as your continued exposure to the content within Visible Learning™ professional learning seminars and reading will, over time, accomplish.

Thus, central to correcting for this overly glowing "halo effect" cognitive bias is to take every opportunity to provide clarity around the policies, systems, and practices being ascribed within a VL™ School, which this process as well as the exposure to the content within Visible Learning™ professional learning seminars will, over time, accomplish.

The most obvious example of a VL™ practice, which the CRMS Faculty has misunderstood can be found in the fourth VL™ metric within the Effective Feedback Strand, which reads, *"Teachers and leaders use information from student assessments as feedback about the effectiveness of their*

teaching." The Leadership Team, in their self-assessment of this item, state that although "they use a variety of tools to understand student learning," they "do not use these to assess their effectiveness of teaching in a systematic way." Further, the LT could not supply any documentation to support the presence of this practice within the existing practices or processes at CRMS. The LT view however, was not shared by a majority of teachers. When faculty were asked to respond to this statement, 25 out of 36 responded either "Agree or Strongly Agree" signaling a very strong affirmation that this practice is aligned with the way CRMS faculty operate. One possible explanation for this strong perception may be that individual teachers believe they use information from the results of student assessments as feedback to them about her or his teaching effectiveness but it is not a system-wide CRMS practice. Unfortunately, the SCA Survey does not allow respondents to identify the evidence they are thinking about that supports their perceptions. Plainly, these findings indicate that there is a lack of shared understanding around this practice within CRMS that might well be teased out at a later time.

With this perception corrected for both my own views of CRMS's existing policies, systems, and practices as well as CRMS's understanding of the same within a school that can claim Visible Learning™ inside, I offer brief descriptions of what was learned from the school's Leadership Team (LT), the results of the SCA survey of faculty members and, gleaned from the 36 brief interviews with students conducted by members of the CRMS's faculty relative to each of the four Visible Learning™ Strands follows.

The Visible Learner Strand

This strand is about the VL™ metrics (i.e., the systems, practices, and policies) schools put into place that develop students who possess high levels of self-awareness, self-control, or strategic choice of multiple learning strategies. These students are often referred to as "self-regulated," or having high levels of metacognition. In *Visible Learning,* Professor John Hattie (2009) described these self-regulated students as "becoming like teachers," of their own learning, as they had a repertoire of strategies to apply when their current strategy was not working, and they had clear conceptions of what success on the learning task looked like. More technically this sort of self-regulation is described as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, their motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. These students know the *what, where, who, when, and why* of learning, and the *how, when, and why* to use which learning strategies are required to advance their own learning. In brief, they know what to do when they do not know what to do.

In general, this strand reflect CRMS systems, practices, and policies that is primarily at the "Red Level—1, This is not established practices in our school" and secondarily at the "Yellow—Level 2", Where this exists, it is in very small pockets, an exception to the rule" within CRMS. Both the school LT's self-assessment of these seven (7) VL™ metrics were very similar to my own assessment as you will see from my comments below.

Specifically, as I reviewed the CRMS Continuous School Improvement Program (CSIP) Plan, it is silent on a strategy that would signal a focus on developing a clear picture of the type of learners to which you are aspiring within the CRMS. Similarly, the school's Mission Statement, *"Inspiring and modeling excellence by providing all students opportunities to grow in their academic, character, and career development within the school and community"* does not reflect any of these qualities.

Some of the key learner qualities reflected within this VL™ metric, the skills, knowledge, and dispositions present within an assessment capable visible learner, would include:

- Able to articulate what they are learning and why;
- Capable of talking about how they are learning—that is, a few key self-regulation strategies they are using to learn;
- Skilled in understanding the assessment tools being used and what the results of these assessments mean to them as a learner, set mastery goals, and describe their next learning steps;
- Possess a variety of learning dispositions that help them seek and aspire to challenge, and is resilient when facing challenges;
- Recognize errors as opportunities to learn from mistakes and who are comfortable saying that they don't know and/or need help; and,
- Actively seek and use feedback about her or his learning efforts.

Another way to zero in on the Visible Learner Strand and these desired learner qualities is to ask and learn from students themselves. When you asked students *"What does it mean to be a good learner in your school?"* your students' responses revealed the following trends:

- Of the 18 students interviewed, when asked "What does it mean to be a good learner in your school?" a majority of the students tended to describe behavioral versus learner characteristics. For example, students said things like a good learner would "look at the teacher, raise your hand, not talk, sit straight up, be respectful, etc.).
- Of those students that identified "learner" versus a "behavioral" characteristics, the majority tended to identify "paying attention or listening" as the learner characteristic.
- A few (i.e., four) of these 18 students indicated that a good learner is one who [has] "all of the right answers" or [who] "knows hard questions" or [who] already "knows the answer" or [who] "get good grades." These types of responses might suggest that for these students, a "good learner" is one who possesses some fixed prior ability versus thinking that their learning capacity is something they can develop.

We also learned from your student interviews how students described what they were learning and what they inferred they would learn next. The following summarize my findings:

- Of the 18 students interviewed, when asked "What are you learning in today's class?" a majority of the students described her or his learning in vague terms or simply the content or topic area (e.g., "Reading" or "Ancient Egypt" or "Afghanistan" or "Reading a novel called 'Call of the Wild'").
- When students were asked to describe "How [they were] doing with this topic?" only one student used quantifiable terms (e.g., "I got a 23/25 on my test!") the rest tended to generalize her or his responses with terms and phrases such as: "I suck; pretty good; and, okay."
- And when students were asked to predict what they would learn next, most of them said they "had no clue" or simply did not respond to the question.

Last, one of the most critical VL™ metrics within this strand is reflected in the final question *"Is student voice evident in decision making across the school?"* In response, the LT's self-assessment of this item revealed the absence of any documentation. Further, a substantial 74 percent of faculty were either "uncertain" or "disagreed" or "strongly disagreed" with the statement. Often, when we have asked schools this question they tend to think of evidence of support as students being involved in the school's student government or sitting on the principal's council, and assisting with community service projects, etc. In reality, the issue of "student voice" being reflected in decision making within this Visible Learning™ practice refers to

students making decisions about their learning in all classes (i.e., taking ownership for their own learning). In other words, students can articulately talk about their learning—talk about their progress and being assessment-capable (e.g., understanding what the assessment tells them about themselves as a learner and what mastery goals are developed as a result or her or his next learning steps), having and using a variety of learning dispositions, explaining and understanding feedback, being able to give, seek, receive, and act on feedback, and understanding how to learn by selecting appropriate learning strategies to drive her or his own learning.

Recommendation:

- I am a firm believer in expanding on the good work of schools rather than suggesting that they move away from what they have done in the past and venture out in a different direction. Consequently, I would suggest that you expand upon the work you have already implemented at CRMS. Specifically, when you were asked whether there was "a shared language of learn in the school?" your LT replied, "We as a school started this process last year with the ROCK (e.g., Respect, Organization, Courageous, and Kind). Moreover, as I understand it, you have worked to implement this idea into the culture of your school by having teachers nominate students based on "ROCK." The problem is, this strand is about "learning" whereas the qualities contained within the ROCK, I suspect, appear to be largely behavioral. So, think of the "ROCK" as representing one side of the coin; the behavioral side. On the other side of this coin might be the "learner" side. That is, identify those 6-7 school-wide learner qualities you as a faculty clearly define and describe in "word picture" (e.g., brief descriptions of what students' performance would look like) terms at four performance levels (e.g., Emergent, Beginning to, Applying, and Part of Me). Of course, the "Applying" level is the "proficient" level and the "Part of Me" would be the "exemplary" level. These "word pictures" would help you determine how many CRMS students are performing at the "proficient" or higher levels. They could also be used as student self-assessment of their performance to help them guide their own practice. Then, you might consider adding these "learner" awards to your "behavior" awards.

Know Thy Impact Strand

The aim of this strand is to underscore those systems, practices, and policies school leaders and teachers systematically put into place within CRMS and in classrooms that make you responsible for inquiring into, on a continual basis, the impact you are having on the learning lives of students. In other words, in its fully implemented form, teachers and school leaders at CRMS would be consistently evaluating what you are doing—your practices (e.g., teaching and leadership)—and adjust these practices according to evidence you have collected and analyzed that allows all students, teachers, and leaders to succeed.

In general, this strand reflect CRMS systems, practices, and policies that are primarily at the "Yellow—Level 2, This exists within the school in very small pockets, an exception to the rule" and secondarily at the "Red—Level 1 This is not established practice in our school." Both the school LT's self-assessment of these thirteen (13) VL™ metrics were very similar to my own assessment with only a few exceptions, which I have detailed below.

It was evident from my review of documentation provided suggest that the school aspires to have high expectations of its students relative to their achievement and has a focus on both learning and progress. Respectively, the school's Continuous School Improvement Program (CSIP), which outlines two goals, one in Math and the other in English Language Arts (ELA) does advance projected increases in student achievement across the board. Likewise, the school's

practice of engaging students in goal setting three-times per year based on the Northwest Evaluation Association (NWEA) scores from the previous spring suggests that student "progress," albeit in two content areas only (e.g., Math and ELA), as well as student achievement is also a factor the school is encouraging.

Focusing on both learning and progress is the aim of this VL™ metric. The school's focus on learning as well as employing monitoring tools to track students' progress is evident within the CRMS NWEA Achievement and Growth Report, the Data Analysis Form, the Student Plan of Improvement Form, and the What I Need Program (WIN). Specifically, the school has established student expectations in the form of "critical concepts" in the areas of Math and ELA. These clear-cut critical concepts are, according to faculty members sitting on the LT are vertically aligned and tracked throughout the year. With Social Studies, they too have critical concepts but these are not vertically aligned. And, Science is working to develop a similar set of critical concepts as in Math and ELA.

Additionally, it is evident that the school uses several evidence sources when assessing student progress and achievement with documented evidence coming from the school's NWEA data review process and the NWEA Achievement and Growth Report. Inasmuch as these documents reflect the school's efforts to collect, collate, and analyze student, teacher, and class level achievement data in two content areas, the school LT believes that they lack data to support a systematic, school-wide practice of reviewing and using student data. As a result, when the LT rated the VL™ metric *"Does the school know about the impact it is having on student achievement?"* they determined that "Our school does not have adequate data to support an established understanding on how It is impacting student learning." This LT observation is supported by the high number of faculty, 14/37 or 38 percent, that when asked the question, responded as "Uncertain."

The fact that the school doesn't believe it has adequate data to advance their understanding of the impact they are having on student achievement is also perhaps the reason that the LT's self-assessment along with the results from the School Capability Assessment (SCA) Faculty Survey (FS) were so low on the VL™ metric *"Does evidence gathered inform school practices such as, professional development, appraisal, and walkthroughs?"* That is, the LT offered no additional evidence or explanation to support the presence of this VL™ metric. And, 63 percent, 23/37 faculty responded with "Uncertain" or "Disagree" or "Strongly Disagree" on the SCA FS.

Perhaps one of the most essential school-wide practices within this Strand is the VL™ metric that underscores the importance for the school to have systems, practices, and policies in place to make certain that students are taught to be assessment capable (e.g., students that can assess, interpret, and use information from quality assessments or tests in ways that affirm or further their own learning). When faculty were asked to respond to the SCA Survey item *"Are students taught to be assessment capable?"* faculty responses leaned heavily toward the "uncertain" or "disagree" side of their collective perspectives. Specifically, 12 out of 37 faculty indicated that were either "uncertain," 11 out of 37 responded either "Disagree or Strongly Disagree" as to whether the CRMS systems, practices, and policies are reflected in this VL™ metric. These SCA survey results were comparable to the faculty responses to a similar item in the Visible Learner Strand (e.g., Our school improvement plans incorporate a focus on developing assessment capable visible learners). In the words of one faculty member, "I am uncertain what assessment capable is."

In both instances, faculty generally believed their school-wide practice is not aligned with this essential VL™ metric. Furthermore, when we examine student responses focusing on the degree

to which students are driving their own learning, a similar picture of instructional and leadership practice comes into view.

What many of these students could not do, something that assessment capable students can do, was to:

- Articulate where they were in their learning in relation to the curriculum outcome, or
- Clearly state what their goals and/or her or his next learning steps were in order to achieve the learning intention.

Specifically, of the 18 students interviewed, when asked *"What does this test tell you about yourself and how you are doing?"*:

- A majority of your students either said they "did not know" or offered no response.
- When these same students were asked to identify their "goals" or "next steps they set for themselves as a result of this assessment" most of them responded that their goal or next steps was to improve their grade or score. Specifically, they said things like: "To get all A's; to get 100 on the test; and, get better scores in the spring."
- Most of your students' goals/next steps related more to grades, completion of work, being on time, and trying harder than to the quality of the academic outcomes.
- A few students indicated that their goal and/or next steps would be to improve their academic performance. For these students, they wanted to "get better at reading" and to "re-read parts [of the content] that were foggy to [them]." Clearly, the underlying goal for most students however, was to improve her or his grades not necessarily their learning.

In other words, what is clearly evident from this data, the data collected from student interviews in the Visible Learner Strand along with the variable faculty responses on the SCA Survey is, that there is ample documentation to support the fact that at the present time, the CRMS faculty are not teaching their students the skills necessary to become their own teacher—assessment capable visible learners.

Recommendation:

- Build on your system-wide expectations and a systematic progress monitoring processes in Math and ELA as well as other academic areas is for teachers to frequently share test information with students and then teach students how to collect, analyze, and use the results of the assessment, the data, to identify next goals and/or next learning steps. If you do this, you increase the likelihood that the next time CRMS students are asked, *"What does this assessment tell you about yourself as a learner and what are your next learning steps?"* more of your students will be able to articulate where they are at in their learning and their next steps based on the established learning intentions and success criteria.

Visible Teaching and Leading Strand

This Visible Learning™ Strand, and the first strand The Visible Learner are similar in that they both are talking about whether the school has a clear picture of quality practices from two of its key players (i.e., the quality practices of learners and quality practices of teachers and leaders).

In general, this strand reflect CRMS systems, practices, and policies that are primarily at "Yellow—Level 2, This exists within the school in very small pockets, an exception to the rule" and secondarily at the "Red—Level 1, This is not established practice in our school." Both the school LT's self-assessment of these nine (9) VL™ metrics were very similar to my own assessment with few exceptions, which I have described below.

For instance, when the LT conducted their self-assessment on the VL™ metric, *"Does the school have a clear picture of the quality of practice expected from teachers?"* they indicated that inasmuch as the school Mission statement aspires to have faculty members who are "Inspiring and modeling excellence by providing all students opportunities to grow in their academic, character, and career development within the school community" the statement begs for interpretation as to what exactly faculty members would be doing if they were proficiently or higher "inspiring and modeling excellence" among other capabilities based on the research of what makes the greatest difference to student learning.

While the LT felt that their "ROCK-Solid" Mission statement did not necessarily support this VL™ metric, faculty members were not as uncertain in their assessment. A clear majority of faculty responding to this item, 24 out of 37 or 65 percent, said they either "Strongly Agree" or "Agree" that CRMS has *"A clear picture of the quality of practices expected of teachers."* Based on this data, it is unclear at this time what these faculty members where thinking of that supports this view as it is clearly not documented in hard evidence.

In his research and writing, Professor John Hattie (2009) found that student rating of quality teaching is an underutilized practice within most school systems with an effect size of 0.45, which means it has the potential to accelerate student achievement. Therefore, "We should not overlook those who are arguably in the best position to evaluate the teachers—the students who share the classroom with the teacher day in and day out" (p.35). By returning to what we learned from students when you asked them *"What makes a good teacher a good teacher here at CRMS?"* the first observation must be to underscore the fact that your students believe that quality teaching is all around them at CRMS. Next, student descriptions of quality teachers ranged from things you would expect to hear from students such as my teacher is *"they are nice, they care, their kind and sweet, and they are not very harsh."* And, when you asked students the question, *"What do good teachers do?"* they said that good teachers are teachers who:

- Help and put whatever they are doing down to help [you];
- Explain things; [they] ask everyone what they think and why;
- Present the object pretty well and give somewhat of [an] explanation of what we are learning;
- Are more hands on, instead of just giving directions; [they] teach in a fun way (e.g., play games like Quizlet or Kahoot); and, they
- Ask how they can help you.

In addition to the teacher qualities that are most helpful, students also described the teacher qualities/practices that were least helpful. The least helpful instructional practices that students described included: "Sometimes they go too broad; sometimes they give you too much; and, [the teacher] gives you a certain time to work on something, then moves on. [They don't] give you time to finish, except at home."

We know from the research, that the stronger the feeling of trust in a school, the more successful that school will be. When faculty were asked the question *"Is there a high degree of relational trust amongst the staff?"* an impressive majority of faculty, 62 percent, indicated that they were "Uncertain" or "Disagree" or "Strongly Disagree." Additionally, the LT's self-assessment indicated that they used a limited number of surveys that addressed this important topic. While there are lots of surveys on trust out there to draw from, how would you score on the five items in Bryk and Schneider's "Teacher Trust Scale?"

1. Teachers in this school trust each other.
2. It's okay in this school to discuss feelings, worries, and frustrations with other teachers.
3. Teachers respect other teachers who take the lead in school improvement efforts.
4. Teachers in this school respect those colleagues who are expert at their craft.
5. Teachers feel respected by other teachers.

In conversation with the LT regarding the VL™ metric that "teachers make the learning intentions and success criteria clear to students," they indicated that "learning intentions" are posted on some but not all teachers' white boards. Additionally, "rubrics are present as is teacher modeling" in some classrooms. Further, during your student interviews and the data you presented, I learned that teachers were employing a variety of practices regarding the posting of learning intentions and success criteria. Some of these varied practices included:

- "What are we doing today?" written on the whiteboard with the day's agenda;
- "I can statements written on the whiteboard;"
- "The daily agenda on the board;"
- "A list of what each period of students will be doing that period;"
- "List of expectations for the class period;"
- "Objective of the lesson for the day on the board."

The practice of posting a learning intention (LI) or objective seemed, based on these brief observational comments from faculty who conducted the student interviews, appear to lack consistency in structure and seemed to be done perhaps out of compliance than based upon the research on best practice. So, while there is some effort on teachers' part to identify "what students are doing" versus what students are learning, there is little evidence to suggest that teachers are systematically using "success criteria" (SC). Moreover, the absence of SC accompanying the objective is problematic for learners. Well-framed SC communicate to students what they have to do to achieve success for this piece of work, in order to fulfil the objective or the learning intention. Once the learner has SC they have a framework for a formative dialogue, with peers or adults, which enable them to do such things as:

- Understand what the LI (objective) means;
- Identify where success has been achieved and where help might be needed;
- Be clearer about where improvements can be made;
- Discuss strategies for improvement; and,
- Reflect on progress.

This finding could account for the fact that when students were asked to respond to the question *"How does your teacher help you understand when your work is good/not good?"* it was abundantly clear from their comments that it was the teacher directly who informed them as to the quality of their work. Toward that end, students said things such as:

- "They tell me if it is good or bad;
- [the teacher says] what you're good at or what your strengths are; and,
- They'll say in front of the class that most of the class work is bad or if everyone does their work correctly."

In other words, students are relying on the teacher versus the student to be the arbiter of what student work is good or not good. In one instance however the judge of quality student work was the student. For this student, they weren't reliant upon the teacher to help them understand when her or his work was good enough, they resorted to clear descriptions of

quality work the teacher had provided "They give us expectations and we can see what we need to do on Google Classroom."

Several paragraphs ago I indicated that students' rating of quality teaching was a high-probability but underutilized practice in most schools. This high-probability but underutilized practice is also appropriate when it comes to teachers (and school leaders for that matter) securing student feedback about the quality of teaching they are receiving as well. Generally, when students were asked the question *"Do your teachers or school leaders talk with you or ask your feedback about the quality of teaching you receive?"* many students, without hesitation said *"No or No I don't think so or Not really, Not much or Not that I remember or No, I've never really openly had any of them speak about that."*

Conversely, a handful of students replied "Yes or it depends" to the question. When analyzing these positive and/or conditional student responses to the question, it was clear that the teacher was asking a general question related to the student's understanding about the content or the manner in which the content was presented (e.g., *"If you ask a question, they'll explain it again or repeat it or A lot of times, when they are done teaching, they ask if they need to give more information or It depends on what or when we're talking about. They'll say 'Do you understand' or 'Am I going to fast?', etc."*). In one instance, a student came close to the sentiment of the question when they said, *"Sometimes, I need to say it myself [tell the teacher that they're going too fast].*

Recommendation:

- You should consider creating a school-wide expectation that require all teachers to prominently display and/or communicate orally both the learning intentions (or objectives if you prefer) and the success criteria for students as these are fundamental requirements for learning, teacher clarity, and essential for teachers to make needed adjustments to his or her instruction. Toward that end, you should research how to create effective statements in both of these areas (e.g., Hattie, J. & Clarke, S. 2019 *Visible Learning Feedback*; Clarke, S. 2005 *Formative Assessment in Action*) in order to decrease the variability of teacher practice among teachers. Remember, this is about fixing the system of instruction (not fixing teachers) so that as students move from one grade level to another or from one teacher to another they do so with confidence that the same set of expectations around teacher clarity applies regardless of the teacher, grade level, or content area to move their learning forward.

Effective Feedback Strand

This last Visible Learning™ strand is about the CRMS systems, practices, and polices that you create with faculty around effective feedback. That is, effective leaders and teachers understand the role of feedback in schools and classrooms and the power of providing teachers and students with information about where they are at, how they are doing, where they are going and how they are going to get there. When we talk about the VL™ metric *"Does the school have a clear picture of the type of feedback culture and practice that they aspire to have?"* this refers to not only the feedback between the teacher and her or his students but feedback between all of the critical players within CRMS: between students and teachers, between students and school leaders, between students and students and, between teachers and school leaders.

In general, this strand reflect CRMS systems, practices, and policies that are primarily at the "Red—Level 1, This is not established practice in our school" and secondarily at the "Yellow—Level 2, Where this exists, it is in very small pockets, an exception to the rule." Both the school

LT's self-assessment of these ten (10) VL™ metrics were very similar to my own assessment with few exceptions, which I have described below.

In conversation with the CRMS LT, the school lacks evidence as well as an understanding of a "feedback culture and practice that they aspire to." This unknowing was also revealed in the SCA Faculty Survey. Specifically, the faculty response to the question "Does the school have a clear picture of the type of feedback culture and practice that they aspire to have?", nine (9) faculty members out of 36 responded that they were "Uncertain" as to presence of this VL™ metric in CRMS and 14 out of 36 indicated that they either "Disagree or Strongly Disagree" with this statement. In an acknowledgement of their confusion on this issue, several faculty members provided an anecdotal response to the items within this VL™ Strand by stating things like:

- "I think feedback is one of our weakest areas. While I feel as if a few are trying to implement the ideas and processes, we lack guidance on the application. We know it is important, but how do we implement it?"
- "We have done some PD on feedback through our monthly whole group PLCs. Feedback is not being systematically given at this time."
- "Feedback is a need for improvement in our building."

Clearly, establishing an aspiration of what an effective feedback system looks like within the CRMS culture is an enigma waiting to be clarified.

Another VL™ metric in which there was no evidence, no shared understanding of any particular model of feedback (i.e., the John Hattie and Helen Timperley Model, Dylan Wiliam's Feedback Model, Victoria Bernhardt's Model, etc.) being used in the school, however teachers describe a variety of strategies they use to seek student feedback about their learning for example, the use of strategies such as exit slips, thumbs up, middle and down.

Feedback is among the most common features of successful teaching and learning. And, the practice of providing and seeking feedback about a person's performance is not a practice that is solely limited to interactions between teachers and students. Feedback that is sought and provided between teachers and school leaders is equally as powerful and a common feature of successful schools. Toward that end, Karen Seashore Louis et al. (2010) in their study of successful educational leaders concluded, among other things, that "High-scoring principals frequently observed classroom instruction for short periods of time, making 20-60 observations a week, and most of the observations were spontaneous. Their visits enabled them to make formative observations that were clearly about learning and professional growth, coupled with direct and immediate feedback" (p.86). The practice of observing and providing teachers regular feedback however is not yet a systemic practice at CRMS as evidenced by the fact that the LT stated that although "they do walkthroughs, feedback is lacking." Faculty survey results confirm the LT's self-assessment in that when they were asked "Are teachers regularly observed and given feedback?" 67 percent responded that they were either "Uncertain" or "Disagree or Strongly Disagree."

The Visible Learning™ system-wide practice of teachers routinely providing opportunities for students to give them (teachers) feedback about their learning and their teaching, as reflected in several other survey items, faculty responses were primarily on the "Uncertain" or "Disagree or Strongly Disagree" side of the rating continuum. This key VL™ metric is grounded in teachers asking students to give them feedback about how they are teaching (e.g., What is it about my instruction that helps you learn? What is it about my instruction that interferes with your

learning? What are some things I am currently not doing that if I did would help advance your learning in this class?, etc.) so that they can make those just-in-time adjustments to her or his practices thereby increasing the likelihood that learning is being advanced for all students. The primary aim is for teachers and school leaders to be continually collecting evidence of the effectiveness or not of instruction on student learning and then apply the findings to their future practices.

Additional insight into the degree to which CRMS has developed a clear picture of the type of feedback culture and practice can be obtained from the comment's students are making about the type of feedback they typically receive from teachers. When you asked your students *"How does your teacher help you improve your work?"* most students described situations where the teacher provides them oral and/or written comments (i.e., on their work or through notes) about aspects of their work that need to be fixed or corrected. In a couple of instances, students talked about her or his teacher giving them examples, a "good one and bad one" so they could compare their work to the examples provided.

In order for feedback to be effective, regardless who is offering it, it must answer three questions: Where am I going? Where am I presently? Where to next? Feedback that contains answers to each of these questions is considered to be "just-in-time, just-for-me" feedback about her or his learning. Of critical importance to learning is for the feedback to fill in the gap between where the student is presently and where the student is expected to go. Thus, when one examines the feedback these students say they are receiving from their teachers, it is pretty much void of that critical "where to next" type of feedback. Additionally, it is clear that for these students, it is the teacher who determines when student work is finished rather than the student driving that aspect of her or his learning.

Discussions with students indicate that feedback was not routinely sought by staff from students about the quality of teaching that they are receiving. Students primarily described feedback provided by the teacher as mostly corrective or task level feedback and praise such as, "good job," "stars and check marks."

Recommendation:

- Engage in a collective effort to expand your learning about and practice applying effective feedback at all levels by exploring how the research describes the practice of feedback (*e.g., Hattie, J. & Timperely, H., 2007, The Power of Feedback; Hattie, J. & Clarke, S., 2019, Visible Learning Feedback*). Moreover, as you deepen your learning about this high-probability instructional practice, how might you create either "Feedback Practices" checklists or rubrics to help those implementing this practice better understand what they should be doing if they are applying the research about this high-probability practice proficiently?

School: Castle Rock Middle School		Date: 11.20.2020
# of Students: 682	# of Teachers: 42	# of Support Staff: 5

Blue	This is common-place and systematically embedded in the school
Green	This exists within the school but couldn't yet be considered common-place or systematic Where this exists it is in very small pockets, an exception to the rule
Red	This is not established practice in our school
Orange	We can't make a judgment – we need more information

The Visible Learner Strand

Category	Focus Question	Overall rating	Comments/Observations
Aspiration	Does the school have a clear picture of the type of learners they are aspiring to have in their school? *(learners as distinct from good citizens/people)*	1	• Castle Rock MS (CRMS) SCA Faculty Survey (FS) reflect 44% agreement, 56% uncertain, disagree or strongly disagree • School indicates that their "Student Video" does not support a clear understanding • Similarly, Of the 18 students interviewed, when asked "What does it mean to be a good learner in your school?" a majority of the students tended to describe behavioral versus learner characteristics. For example, students said things like "look at the teacher, raise your hand, not talk, sit straight up, be respectful, etc.). • School Continuous Improvement Program (CSIP) is silent on this Visible Learning (VL) metric
Strategic tools and actions	Do the school plans incorporate a focus on developing assessment capable visible learners?	1	• CRMS FS reflect 50% agree with the statement, 51% uncertain, disagree, strongly disagree • However, the CSIP is silent on this VL metric
Shared understandings	Is there a shared view across the school about the desired learner characteristics?	1	• CRMS FS reflect 36% agree with the statement, 64% uncertain, disagree or strongly disagree • A majority of the students interviewed tended to describe behavioral versus learner characteristics.
	Is there a shared language of learning in the school?	2	• CRMS FS reflect 23% agree with this statement, 77% uncertain, disagree or strongly disagree • School started the process last year with the ROCK (Respect, Organization, Courageous, & Kind). Note, these headings suggest that the ROCK criteria are largely behavioral in nature versus learner criteria
Professional practices	Do leaders and teachers empower students to take greater ownership of their own learning?	2	• CRMS FS reflect 53% agree with this statement, 47% uncertain or disagree • PowerSchool usage is up. Some teachers spend time weekly with students having them review their grades, assignments in order to generate a goal and a plan to accomplish the goal
	Do leaders and teachers clearly communicate valued learner characteristics to students?	1	• CRMS FS reflect 37% agree with this statement, 63% are either uncertain or disagree • School lacks documentation that would support this VL metric

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Category	Focus Question	Overall rating	Comments/Observations
	Is student voice evident in decision making across the school?	1	• CRMS FS reflect 26% agree with this statement, 74% either uncertain, disagree, or strongly disagree • School lacks documentation that would support this VL metric
Learners	Are learner's visible learners – able to talk about their learning?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	
	Are learners actively engaged participants in the learning process?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	
	Can learners describe what a good learner looks like in their school?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	

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Know thy Impact Strand

Blue	This is common-place and systematically embedded in the school
Green	This exists within the school but couldn't yet be considered common-place or systematic Where this exists it is in very small pockets, an exception to the rule
Red	This is not established practice in our school
Orange	We can't make a judgment – we need more information

Category	Focus Question	Overall rating	Comments/Observations
Aspiration	Does the school documentation reflect aspirations and high expectations for student achievement?	3	• CRMS FS reflect 48% agree or strongly agree with this statement, 52% uncertain, disagree or strongly disagree • CSIP for 2020 reflect student achievement in the lower quartile in Math and the third quartile in ELA. Further, they are projected growth in each of these areas is 3% for all grade levels in each area. • Keystone awards monthly based on ROCK however these characteristics are largely behavioral • NWEA goal setting occurs 3x's per year using the Spring results, baselines, for personal growth measures
	Does the school have a focus on learning and progress (as opposed to teaching and achievement)?	3	• CRMS FS reflect 54% either agree and strongly agree with this statement, 53% uncertain, disagree, or strongly disagree • NWEA goal setting occurs 3x's per year using the Spring results as baselines for personal growth measures • School cites supporting evidence in the forms of PLC minutes, PowerSchool with Some teachers spending time weekly with students having them review their grades, assignments in order to generate a goal and a plan to accomplish the goal
Strategic tools and actions	Do documents have evidence of data being collected, collated and analyzed at student, teacher and class levels?	2	• CRMS FS reflect 59% agree or strongly agree with this statement, 41% uncertain or disagree • School cites NWEA data review done during PLC time in the areas of Math and ELA only
	Does the school have a process for ongoing review of student data?	1	• CRMS FS reflect 48% agree or strongly agree with this statement, 41% either uncertain or disagree • School cites a lack of adequate data to support an established practice for reviewing ongoing student data
	Does the school have a focus on learning and progress?	2	• CRMS FS reflect 65% either agree or strongly agree with this statement, 36% either uncertain or disagree • School states that progress is a way to show growth and achievement is meeting a standard...achievement is equal to proficiency and progress is equal to the steps to get there. In math we have clear cut critical concepts that are vertically aligned, which are tracked throughout the year. In Soc Stu, critical concepts exist but these are not vertically aligned. In the core areas English tracks similarly to math, but Science Soc Stu we are working to develop that practice. • Some evidence exists with WIN "What I Need" Program

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Category	Focus Question	Overall rating	Comments/Observations
Strategic tools and actions (continued)	Are monitoring tools used to track progress and achievement?	2	• CRMS FS reflect 67% either agree or strongly agree with this statement, 33% either uncertain or disagree • School cites supporting evidence in PLC minutes, NWEA scores, and placement settings. However, this is only established consistently in ELA and Math content areas (in small pockets)
	Do data and evidence drive practice?	2	• CRMS FS reflect 65% either agree or strongly agree with this statement, 35% either uncertain or disagree • School states in their self-assessment there is limited evidence in the form of PLC agendas and placement criteria. However, evidence is lacking in the form of student voice
Shared understandings	Is there a shared understanding of what progress looks like across the school?	2	• CRMS FS reflect 38% either agree or strongly agree with this statement, 62% either uncertain, disagree, or strongly disagree • School states, in math we have clear cut critical concepts that are vertically aligned, which are tracked throughout the year. In Soc Stu, critical concepts exist but these are not vertically aligned. In the core areas English tracks similarly to math, but Science Soc Stu we are working to develop that practice.
	Does the school know about the impact it is having on student learning?	1	• CRMS FS reflect 43% either agree or strongly agree with this statement, 57% either uncertain or disagree • School states, our school does not have adequate data to support an established understanding on how it is impacting student learning
Professional practices	Do leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams and with learners?	2	• CRMS FS reflect 32% either agree or strongly agree with this statement, 67% either uncertain, disagree or strongly disagree • School states, in math we have clear cut critical concepts that are vertically aligned, which are tracked throughout the year. In Soc Stu, critical concepts exist but these are not vertically aligned. In the core areas English tracks similarly to math, but Science Soc Stu we are working to develop that practice. So, clearly this VL metric is being practiced in "small pockets" within the school, "an exception to the rule. • The school offered no evidence or explanation supporting its rating of this VL metric
	Does the school use multiple evidence sources when assessing student progress and achievement?	2	• CRMS FS reflect 64% either agree or strongly agree with this statement, 36% either uncertain or disagree • The school states that "placement meetings, data review of PLC's (Core), NWEA, student grades, and assessment data" as evidence of this VL metric
	Does evidence gathered inform school practices, such as professional development, appraisal, and walkthroughs?	1	• CRMS FS reflect 38% either agree or strongly agree with this statement, 63% either uncertain, disagree or strongly disagree • School offered no additional evidence or explanation to support this VL metric

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Category	Focus Question	Overall rating	Comments/Observations
Professional practices (continued)	Are students taught to be assessment capable?	1	• CRMS FS reflect 37% either agree or strongly agree with this statement, 62% either uncertain, disagree or strongly disagree • School stated that they believe this VL metric is a "2" (small pocket of usage) in that they teach some students test taking strategies (e.g., multiple choice making sure they understand what the question or statement is about and eliminating distractors. • Of the 18 students interviewed, when asked "What did this test tell you about yourself and how you are doing?" a majority of them either said they "did not know" or offered no response. Clearly, a portion of the skills students must possess to be "assessment capable" is the skill of explaining and understanding progress; a skill that is missing from the testimony of these students. That is, assessment capable students know where they are, where they are going, and what their next steps are. • The school offered no evidence or explanation in support of its rating of the VL metric.
Learners	Are learners able to articulate where they are at in their learning and their next learning steps?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	
	Can learners explain the assessments used, what they tell them, where they are at and what their next steps are?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	

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Visible Teaching and Leading Strand

Blue	This is common-place and systematically embedded in the school
Green	This exists within the school but couldn't yet be considered common-place or systematic Where this exists it is in very small pockets, an exception to the rule
Red	This is not established practice in our school
Orange	We can't make a judgment – we need more information

Category	Focus Question	Overall rating	Comments/Observations
Aspiration	Does the school have a clear picture of the quality of practice expected from teachers?	1	• CRMS FS reflect 65% either agree or strongly agree with this statement, 35% either uncertain, disagree, or strongly disagree • The school states that, "there is no explicit statement describing what it means to be a good teacher throughout the school. The school's Mission Statement labeled "Rock Solid" does infer adult practices such as "inspiring and modeling excellence." • Students interviewed believed that they have experienced "good, very good" and in a couple of cases "great" teachers. However, the adjectives these students used to describe good teaching included, "they are nice, they care, their kind and sweet, and they are not very harsh" to describe the teacher character attributes they most appreciated; behavioral versus teaching practice based
Strategic tools and actions	Does the school have plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning?	1	• CRMS FS reflect 40% either agree or strongly agree with this statement, 60% either uncertain, disagree or strongly disagree • The school states in the self-assessment that "Currently, there is no evidence of this in documented form." • The CSIP for 2020 is silent on the issue of plans that address a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning. As an aside, the teacher qualities of "inspiring and modeling excellence" are certainly worthy places to begin more detailed descriptions of this VL metric
	Is there a high degree of relational trust amongst the staff?	1	• CRMS FS reflect 38% either agree or strongly agree with this statement, 62% uncertain, disagree or strongly disagree • The self-assessment on this item indicates that "there are limited surveys addressing relational trust, such as My Voice"
Shared understandings	Is there a shared understanding across the school about what makes a good teacher?	2	• CRMS FS reflect 41% either agree or strongly agree with this statement, 59% either uncertain, disagree or strongly disagree • The self-assessment on this item states that there is "limited documentation provided through teacher evaluation forms." Further, a review of the teacher evaluation form certainly includes items that research considers to be quality teacher practices it also contains practices that are not. Too many items that need refinement.

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Category	Focus Question	Overall rating	Comments/Observations
Professional practices	Are teachers prepared to take risks and ask for help?	2	• CRMS FS reflect 49% either agree or strongly agree, 51% either uncertain or disagree • The self-assessment suggested that "Staff participation in continuing education classes and PLC agendas provide additional documentation • Limited additional documentation provided to support the ratings for this VL metric
	Are decisions evidence-based and research informed?	2	• CRMS FS reflect 51% either agree or strongly agree with this statement, 49% either uncertain or disagree • Additional documentation to support this VL metric includes student placement criteria, testing scores, and PLC. Questionable whether this documentation is research informed per this VL metric • The *Student Plan of Improvement* document, if widely used could be considered additional documentation
	Do teachers systematically use data and evidence to plan lessons and next learning steps?	2	• CRMS FS reflect 65% either agree or strongly agree with this statement, 35% either uncertain or disagree • The self-assessment reflected documentation within teacher lesson plans (i.e., differentiation) and PLC meetings. More examples are needed." • School states, in math we have clear cut critical concepts that are vertically aligned, which are tracked throughout the year. In Soc Stu, critical concepts exist but these are not vertically aligned. In the core areas English tracks similarly to math, but Science Soc Stu we are working to develop that practice. So, clearly this VL metric is being practiced in "small pockets" within the school, "an exception to the rule.
	Do teachers make the learning intentions and success criteria clear to students?	2	• CRMS FS reflect 55% either agree or strongly agree with this statement, 44% either uncertain or disagree • Classroom interviews of students undertaken by faculty members document such practices as "What we are doing today written on the whiteboard" and "I can statements written on the whiteboard" and the "Daily Agenda on board" and "a list of expectations for the class period...on the board" and "Objective of the lesson for the day on the board." • Little evidence of the systematic use of clear communication of the success criteria to accompany the learning intention. The school stated in their self-assessment that some teachers use rubrics as well as teacher modeling • Of the 18 students interviewed, when asked "What are you learning, how are you doing with this topic, and what do you think you will learn next?" a majority of the students did not or where unable to describe how they were progressing with learning the topic. Furthermore, most of the students did not or were unable to describe what they thought they would learn next.
	Do teachers plan together?	3	• CRMS FS reflect 75% either agree or strongly agree with this statement, 25% either uncertain or disagree • The school cites PLC agendas, common prep times for some teachers, lesson plans, and the master schedule

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Category	Focus Question	Overall rating	Comments/Observations
Learners	What evidence would you offer that the school talks to learners about the quality of teaching they receive?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	

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Effective Feedback Strand

Blue	This is common-place and systematically embedded in the school
Green	This exists within the school but couldn't yet be considered common-place or systematic Where this exists it is in very small pockets, an exception to the rule
Red	This is not established practice in our school
Orange	We can't make a judgment – we need more information

Category	Focus Question	Overall rating	Comments/Observations
Aspiration	Does the school have a clear picture of the type of feedback culture and practice that they aspire to have?	1	• CRMS FS reflects 36% either agree or strongly agree with this statement, 64% either uncertain, disagree or strongly disagree • In their self-assessment, the school state that they lack any evidence or understanding of the type of feedback practices
Strategic tools and actions	Does the school incorporate feedback from students, families and staff in their planning and review?	2	• CRMS FS reflects 25% either agree or strongly agree with this statement, 75% either uncertain or disagree • In their self-assessment , the school state that their building lacks any evidence or understanding of the type of feedback practices. We don't systematically incorporate students or staff feedback at this time • However, I note that in both the 2019 as well as the 2020 CSIP that the school uses school surveys "to analyze and assess the state of our school climate from student, staff, and parent perspectives. We include students in focus groups."
	Do leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received?	2	• CRMS FS reflects 53% either agree or strongly agree with this statement, 47% either uncertain or disagree • In their self-assessment, the school state that their building lacks any evidence or understanding of feedback practices. We don't systematically incorporate students or staff feedback at this time. • However, I note that in both the 2019 as well as the 2020 CSIP that the school uses school surveys "to analyze and assess the state of our school climate from student, staff, and parent perspectives. We include students in focus groups." Uncertain to what degree these surveys address the degree of trust that exists?
Shared understandings	Do teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching?	1	• CRMS FS reflects 70% either agree or strongly agree with this statement, 30% either uncertain or disagree • In their self-assessment the school state that they use a variety of tools to understand student learning, but do not use these to assess their effectiveness of teaching in a systematic way
	Are the school leaders and teachers familiar with different models of effective feedback?	1	• CRMS FS reflects 53% either agree or strongly agree with this statement, 47% either uncertain or disagree • In their self-assessment the school state that their school lacks knowledge and expertise of different models of feedback

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Category	Focus Question	Overall rating	Comments/Observations
Professional practices	Are teachers regularly observed and given feedback?	1	• CRMS FS reflects 33% either agree or strongly agree with this statement, 67% either uncertain, disagree or strongly disagree • In their self-assessment the school state that they do walkthroughs, but feedback is lacking. They rely upon their contract negotiated evaluations, but other than that the feedback to teachers is rare
	Are there opportunities for students to give teachers feedback?	1	• CRMS FS reflects 28% either agree or strongly agree with this statement, 72% either uncertain, disagree or strongly disagree • In their self-assessment the school state that this VL metric is not a part of their normal practice • The school staff interviewed 18 students whether they are ever asked or able to give their opinion to their teachers about their learning or their teachers' teaching. Most students said they were able to give her or his teachers their opinion about their learning. For these students, this sounded like, "[In my math class I would ask], 'How would I do this?'" Or, "I can ask in class or after class for help or for them to explain." Or, "They will ask if there is a certain way we like to do something." And, "Teachers ask if you enjoy a lesson or had enjoyed it?" Students appeared confused with the question and interpreted it to mean asking for help or clarification rather than feedback to the teacher about specific teacher practices that were enhancing and/or interfering with their learning.
	Is time for feedback allocated in lesson planning?	1	• CRMS FS reflects 28% either agree or strongly agree with this statement, 72% either uncertain, disagree or strongly disagree • In their self-assessment the school state that it is not a general practice in their building at this time
	Do students get regular, just-in-time, just-for-me feedback about their learning?	1	• CRMS FS reflects 37% either agree or strongly agree with this statement, 63% either uncertain, disagree or strongly disagree • Eighteen students were interviewed regarding two issues: a) How her or his teacher helps them improve their work; and, b) How her or his teacher helps them understand when their work is good/not good. Regarding the first issue "How does your teacher help you improve your work?" most students described situations where the teacher provides them oral and/or written comments (i.e., on their work or through notes) about aspects of their work that need to be fixed or corrected. In a couple of instances, students talked about her or his teacher giving them examples, a "good one and bad one" so they could compare their work to the examples provided.
	Is student feedback routinely sought at all levels?	1	• CRMS FS reflects 20% either agree or strongly agree with this statement, 80% either disagree or strongly disagree • In their self-assessment the school state that this is not a general practice...no evidence of this

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Category	Focus Question	Overall rating	Comments/Observations
Learners	Are students invited to give feedback to teachers?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interviews narrative within the SCA Report	
	Does the school talk to learners about the nature and quality of the feedback they receive?	**Note:** The "Learners" Category is intentionally left blank, as it is not scored as part of the SCA assessment. Rather, these VL metrics are reflected in the summary of student interivews narrative within the SCA Report	

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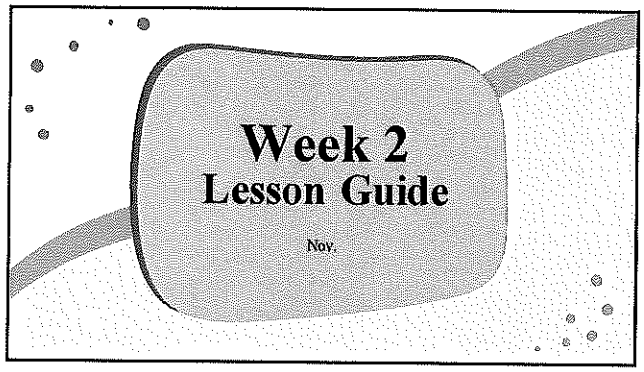
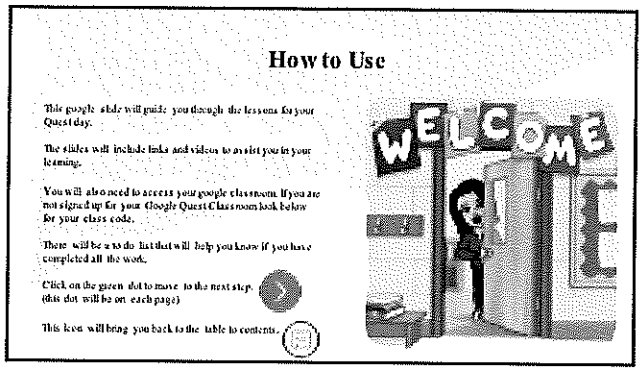
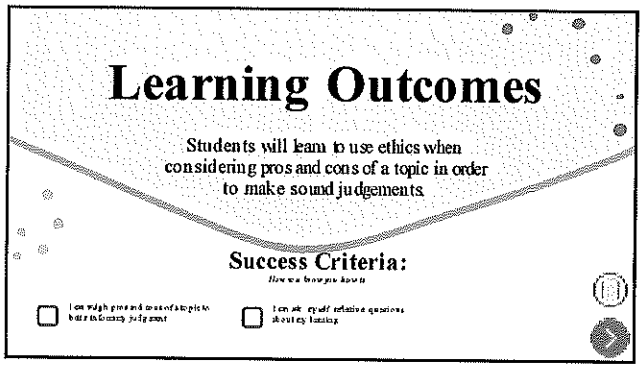
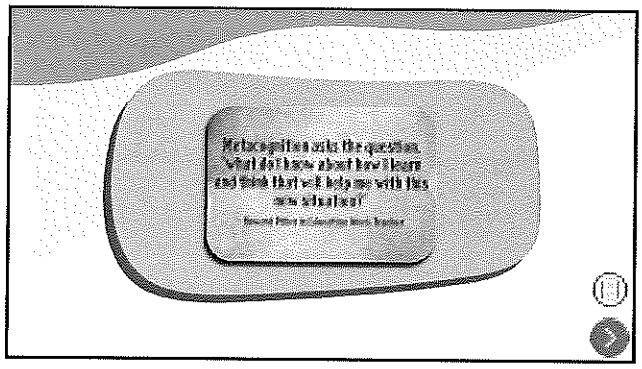
Quest (Gifted + Talented) Lessons 12/16/20

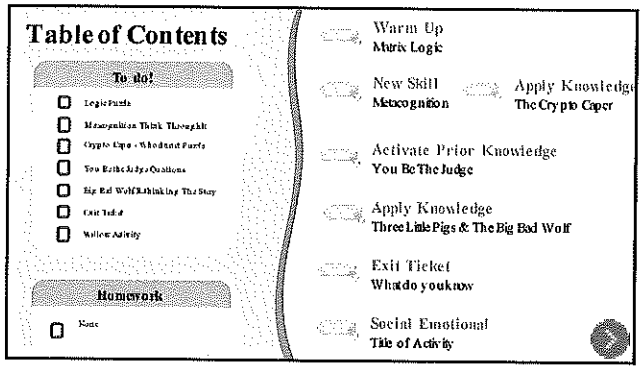
Using Visible Learning Strategies

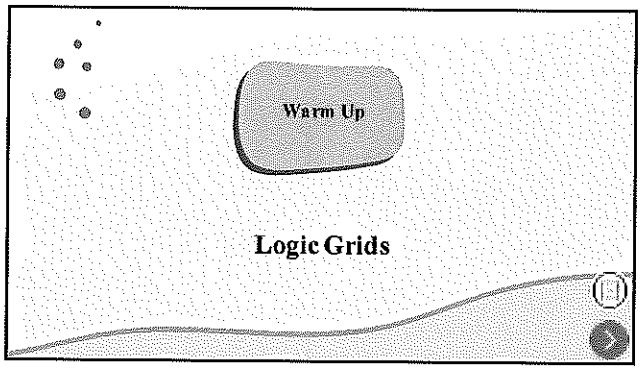


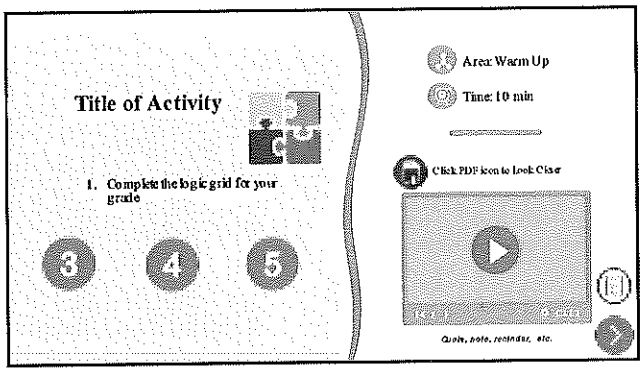


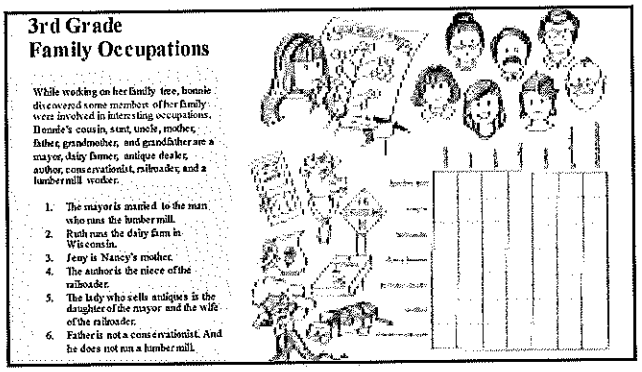


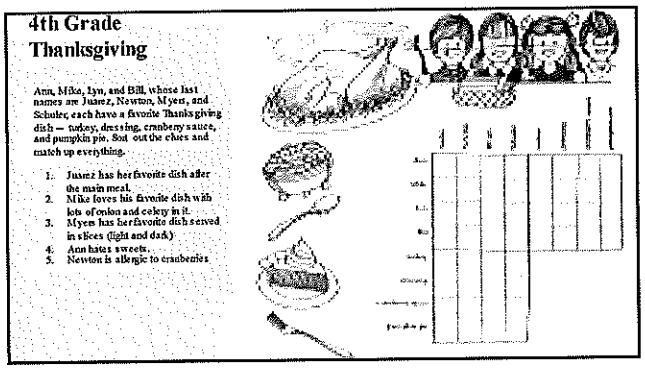


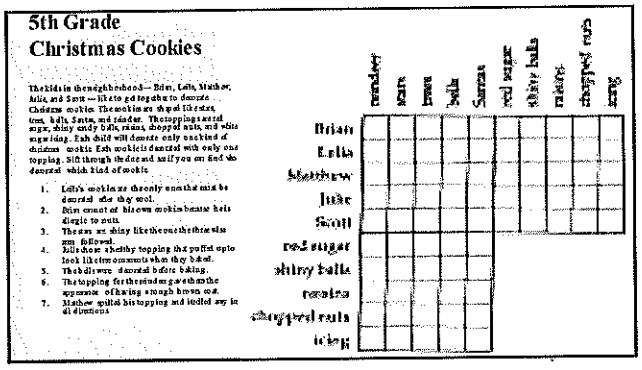


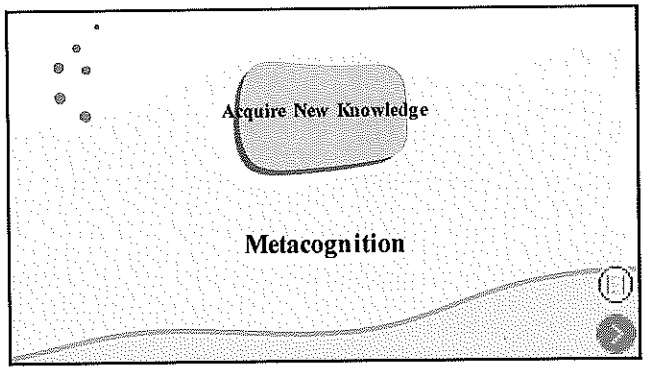


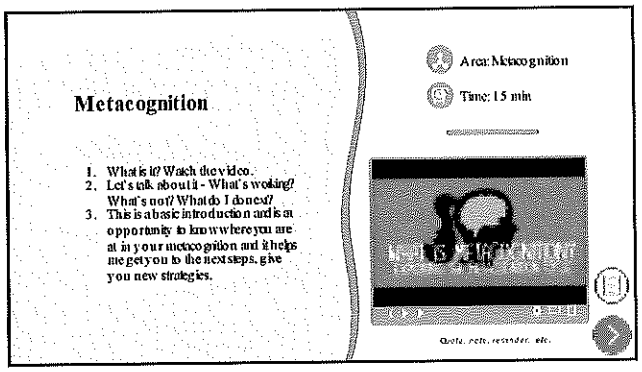

Title of Activity
1. Complete the logic grid for your grade
3
4
5
Area: Warm Up
Time: 10 min
Click PDF icon to look Closer
Quote, note, reminder, etc.

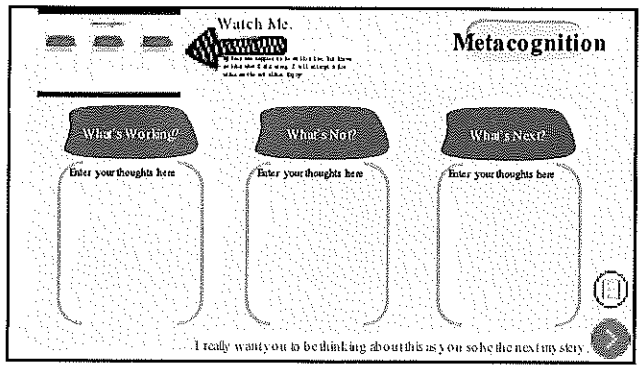

3rd Grade
Family Occupations
While working on her family tree, bonnie discovered some members of her family were involved in interesting occupations. Bonnie's cousin, aunt, uncle, mother, father, grandmother, and grandfather are a mayor, dairy farmer, antique dealer, author, conservationist, railroader, and a lumber mill worker.
1. The mayor is married to the man who runs the lumber mill.
2. Ruth runs the dairy farm in Wisconsin.
3. Jerry is Nancy's mother.
4. The author is the niece of the railroader.
5. The lady who sells antiques is the daughter of the mayor and the wife of the railroader.
6. Father is not a conservationist. And he does not run a lumber mill.

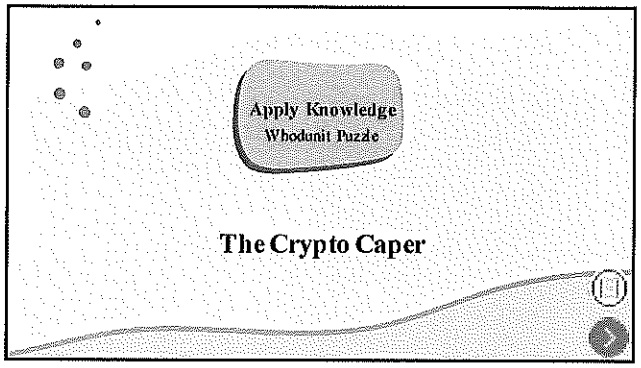

4th Grade
Thanksgiving
Ann, Mike, Lyn, and Bill, whose last names are Juarez, Newton, Myers, and Schuler, each have a favorite Thanksgiving dish – turkey, dressing, cranberry sauce, and pumpkin pie. Sort out the clues and match up everything.
1. Juarez has her favorite dish after the main meal.
2. Mike loves his favorite dish with lots of onion and celery in it.
3. Myers has her favorite dish served in slices (light and dark)
4. Ann hates sweets.
5. Newton is allergic to cranberries

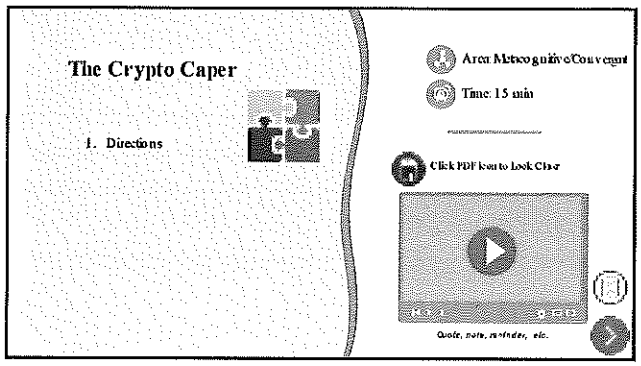

5th Grade
Christmas Cookies
The kids in the neighborhood – Brian, Leila, Matthew, Julie, and Scott – like to get together to decorate Christmas cookies. The cookies are shaped like stars, trees, bells, Santa, and reindeer. The toppings are red sugar, shiny candy balls, raisins, chopped nuts, and white sugar icing. Each child will decorate only one kind of christmas cookie. Each cookie is decorated with only one topping. Sift through the clues and see if you can find who decorated which kind of cookie.
1. Leila's cookies are the only ones that may be decorated after they cool.
2. Brian cannot eat his own cookies because he is allergic to nuts.
3. The stars are shiny like the ones the three sisters followed.
4. Julie chose a healthy topping that puffed up to look like tree ornaments when they baked.
5. The bells were decorated before baking.
6. The topping for the reindeer gave them the appearance of having rough brown coat.
7. Matthew spilled his topping and tiddled away in all directions.
reindeer
stars
trees
bells
Santas
red sugar
shiny balls
raisins
chopped nuts
icing
Brian
Leila
Matthew
Julie
Scott
red sugar
shiny balls
raisins
chopped nuts
icing

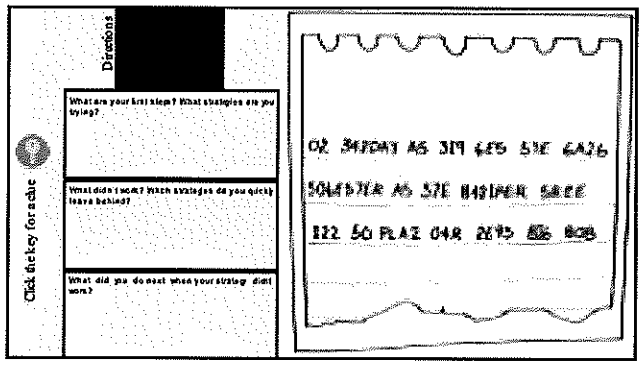

Acquire New Knowledge
Metacognition

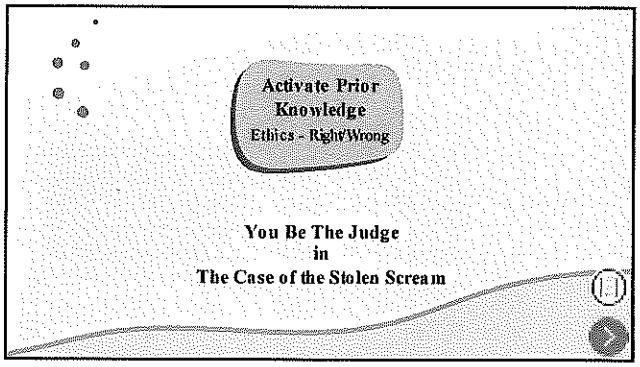

Metacognition
1. What is it? Watch the video.
2. Let's talk about it - What's working? What's not? What do I do next?
3. This is a basic introduction and is an opportunity to know where you are at in your metacognition and it helps me get you to the next steps, give you new strategies.
Area: Metacognition
Time: 15 min
Quote, note, reminder, etc.

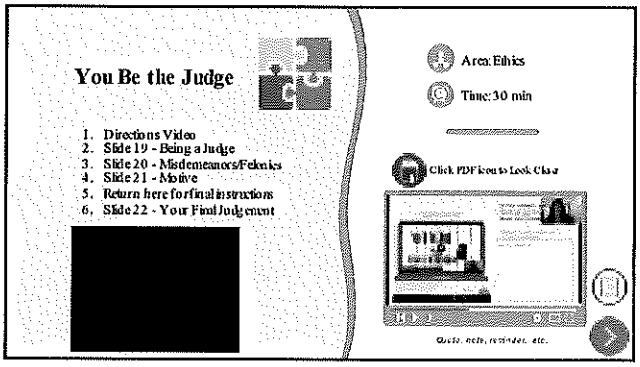

Watch Me.
Metacognition
What's Working?
What's Not?
What's Next?
Enter your thoughts here
Enter your thoughts here
Enter your thoughts here
I really want you to be thinking about this as you solve the next mystery

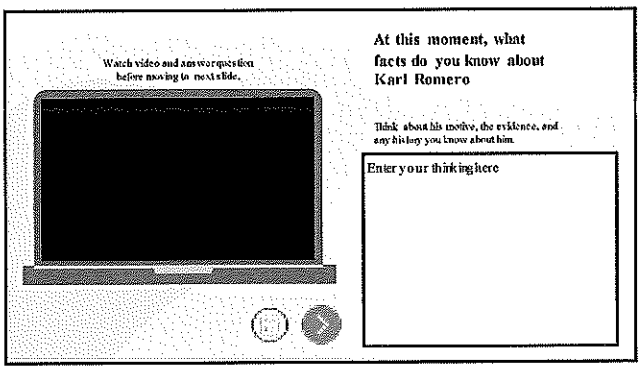

Apply Knowledge
Whodunit Puzzle
The Crypto Caper

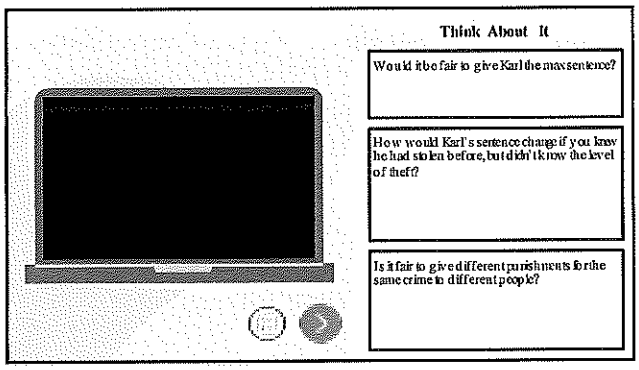

The Crypto Caper
1. Directions
Area: Metacognitive/Convergent
Time: 15 min
Click PDF Icon to Look Closer
Quote, note, reminder, etc.

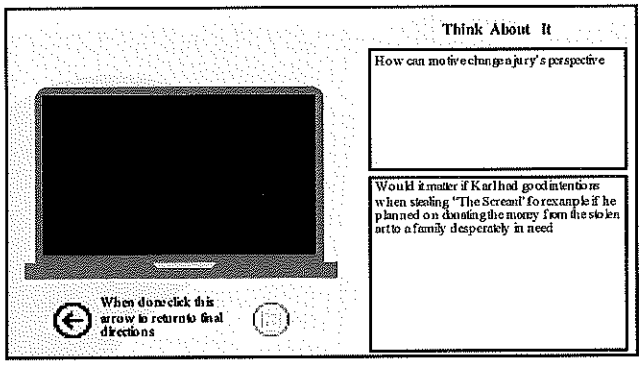

Directions
Click the key for a clue
What are your first steps? What strategies are you trying?
What didn't work? Which strategies do you quickly leave behind?
What did you do next when your strategy didn't work?

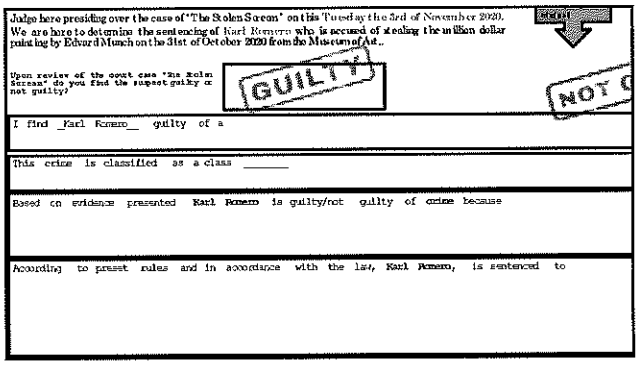

Activate Prior Knowledge
Ethics - Right/Wrong
You Be The Judge
in
The Case of the Stolen Scream

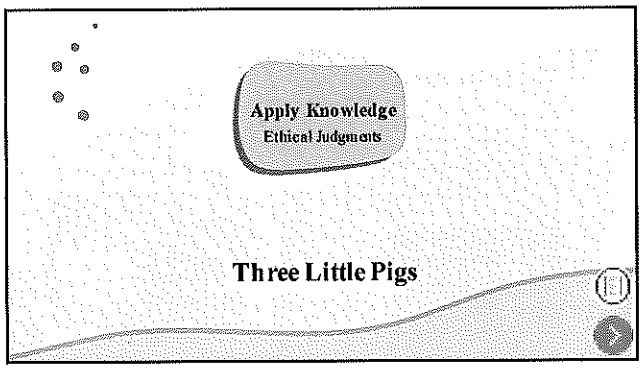

You Be the Judge
1. Directions Video
2. Slide 19 - Being a Judge
3. Slide 20 - Misdemeanors/Felonies
4. Slide 21 - Motive
5. Return here for final instructions
6. Slide 22 - Your Final Judgement
Area: Ethics
Time: 30 min
Click PDF Icon to Look Closer
Quote, note, reminder, etc.

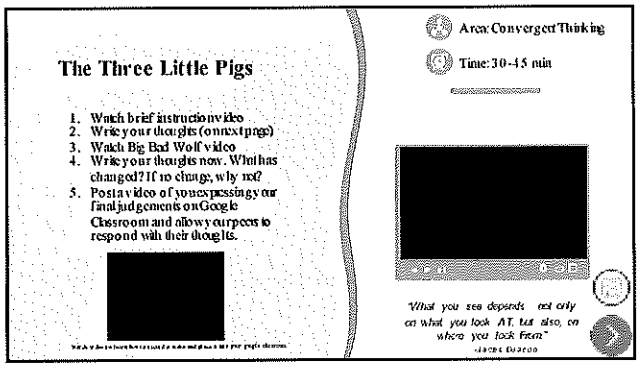

Watch video and answer question before moving to next slide.
At this moment, what facts do you know about Karl Romero
Think about his motive, the evidence, and any history you know about him.
Enter your thinking here

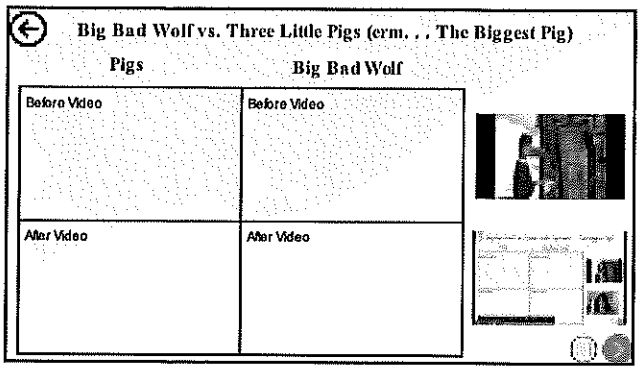

Think About It
Would it be fair to give Karl the max sentence?
How would Karl's sentence change if you knew he had stolen before, but didn't know the level of theft?
Is it fair to give different punishments for the same crime to different people?

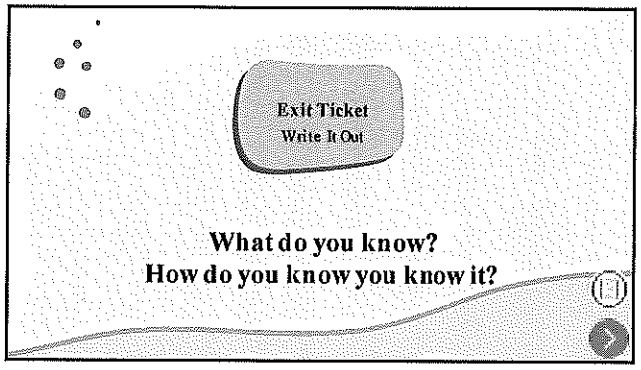

Think About It
How can motive change a jury's perspective
Would it matter if Karl had good intentions when stealing "The Scream" for example if he planned on donating the money from the stolen art to a family desperately in need
When done click this arrow to return to final directions

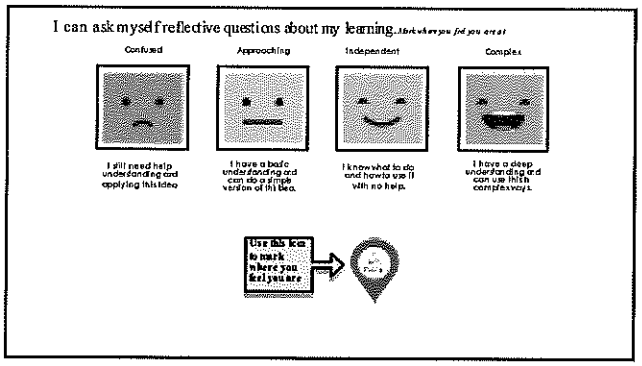

Judge here presiding over the case of "The Stolen Scream" on this Tuesday the 3rd of November 2020.
We are here to determine the sentencing of Karl Romero who is accused of stealing the million dollar painting by Edvard Munch on the 31st of October 2020 from the Museum of Art..
Upon review of the court case "The Stolen Scream" do you find the suspect guilty or not guilty?
GUILTY
I find _Karl Romero__ guilty of a
This crime is classified as a class _____
Based on evidence presented Karl Romero is guilty/not guilty of crime because
According to preset rules and in accordance with the law, Karl Romero, is sentenced to

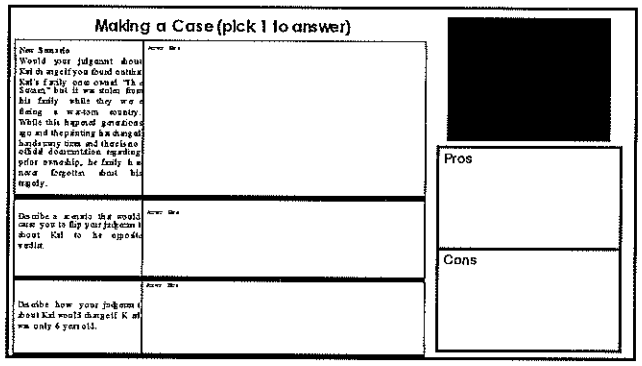

Apply Knowledge
Ethical Judgments
Three Little Pigs

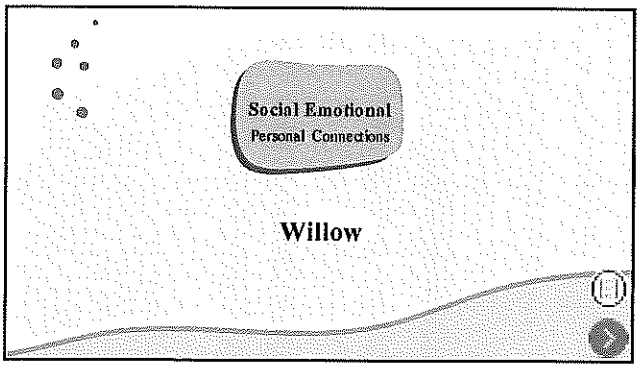

The Three Little Pigs
1. Watch brief instruction video
2. Write your thoughts (on next page)
3. Watch Big Bad Wolf video
4. Write your thoughts now. What has changed? If no change, why not?
5. Post a video of you expressing our final judgements on Google Classroom and allow your peers to respond with their thoughts.
Area: Convergent Thinking
Time: 30-45 min
"What you see depends not only on what you look AT, but also, on where you look FROM"

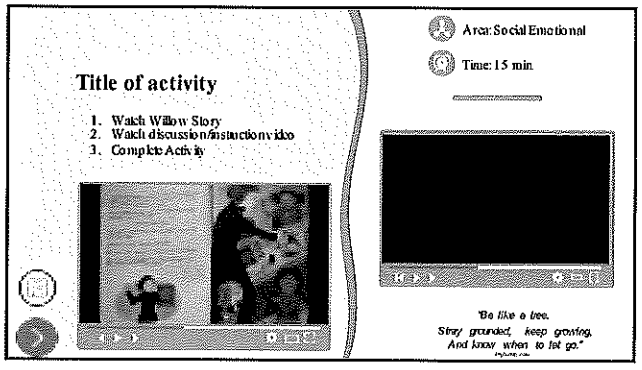

Big Bad Wolf vs. Three Little Pigs (erm. . . The Biggest Pig)
Pigs
Big Bad Wolf
Before Video
Before Video
After Video
After Video


Exit Ticket
Write It Out
What do you know?
How do you know you know it?

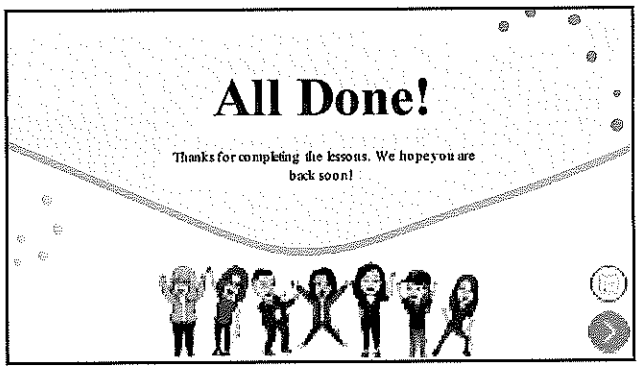

I can ask myself reflective questions about my learning.
Confused
Approaching
Independent
Complex
I still need help understanding and applying this idea
I have a basic understanding and can do a simple version of this idea.
I know what to do and how to use it with no help.
I have a deep understanding and can use it in complex ways.
Use this icon to mark where you feel you are


Making a Case (pick 1 to answer)
Pros
Cons


Social Emotional
Personal Connections
Willow


Area: Social Emotional
Time: 15 min
Title of activity
1. Watch Willow Story
2. Watch discussion/instruction video
3. Complete Activity
"Be like a tree.
Stay grounded, keep growing,
And know when to let go."

Watch Me to learn how to create and insert a video using your Google Drive.
[redacted]
Trees Around the World
Add your video here


All Done!
Thanks for completing the lessons. We hopeyou are back soon!

Visible Learning[plus] 250+ Influences on Student Achievement

STUDENT		ES
Prior knowledge and background		
Field independence		0.68
Non-standard dialect use		-0.29
Piagetian programs		1.28
Prior ability		0.94
Prior achievement		0.55
Relating creativity to achievement		0.40
Relations of high school to university achievement		0.60
Relations of high school achievement to career performance		0.38
Self-reported grades		1.33
Working memory strength		0.57
Beliefs, attitudes and dispositions		
Attitude to content domains		0.35
Concentration/persistence/ engagement		0.56
Grit/incremental vs. entity thinking		0.25
Mindfulness		0.29
Morning vs. evening		0.12
Perceived task value		0.46
Positive ethnic self-identity		0.12
Positive self-concept		0.41
Self-efficacy		0.92
Stereotype threat		0.33
Student personality attributes		0.26
Motivational approach, orientation		
Achieving motivation and approach		0.44
Boredom		-0.49
Deep motivation and approach		0.69
Depression		-0.36
Lack of stress		0.17
Mastery goals		0.06
Motivation		0.42
Performance goals		-0.01
Reducing anxiety		0.42
Surface motivation and approach		-0.11
Physical influences		
ADHD		-0.90
ADHD -- treatment with drugs		0.32
Breastfeeding		0.04
Deafness		-0.61
Exercise/relaxation		0.26
Gender on achievement		0.08
Lack of illness		0.26
Lack of sleep		-0.05
Full compared to pre-term/low birth weight		0.57
Relative age within a class		0.45

CURRICULA		ES
Reading, writing and the arts		
Comprehensive instructional programs for teachers		0.72
Comprehension programs		0.47
Drama/arts programs		0.38
Exposure to reading		0.43
Music programs		0.37
Phonics instruction		0.70
Repeated reading programs		0.75
Second/third chance programs		0.53
Sentence combining programs		0.15
Spelling programs		0.58
Visual-perception programs		0.55
Vocabulary programs		0.62
Whole language approach		0.06
Writing programs		0.45
Math and sciences		
Manipulative materials on math		0.30
Mathematics programs		0.59
Science programs		0.48
Use of calculators		0.27
Other curricula programs		
Bilingual programs		0.36
Career interventions		0.38
Chess instruction		0.34
Conceptual change programs		0.99
Creativity programs		0.62
Diversity courses		0.09
Extra-curricula programs		0.20
Integrated curricula programs		0.47
Juvenile delinquent programs		0.12
Motivation/character programs		0.34
Outdoor/adventure programs		0.43
Perceptual-motor programs		0.08
Play programs		0.50
Social skills programs		0.39
Tactile stimulation programs		0.58

HOME		ES
Family structure		
Adopted vs non-adopted care		0.25
Engaged vs disengaged fathers		0.20
Intact (two-parent) families		0.23
Other family structure		0.16
Home environment		
Corporal punishment in the home		-0.33
Early years' interventions		0.44
Home visiting		0.29
Moving between schools		-0.34
Parental autonomy support		0.15
Parental involvement		0.50
Parental military deployment		-0.16
Positive family/home dynamics		0.52
Television		-0.18
Family resources		
Family on welfare/state aid		-0.12
Non-immigrant background		0.01
Parental employment		0.03
Socio-economic status		0.52

SCHOOL		ES
Leadership		
Collective teacher efficacy		1.57
Principals/school leaders		0.32
School climate		0.32
School resourcing		
External accountability systems		0.31
Finances		0.21
Types of school		
Charter schools		0.09
Religious schools		0.24
Single-sex schools		0.08
Summer school		0.23
Summer vacation effect		-0.02
School compositional effects		
College halls of residence		0.05
Desegregation		0.28
Diverse student body		0.10
Middle schools' interventions		0.08
Out-of-school curricula experiences		0.26
School choice programs		0.12
School size (600-900 students at secondary)		0.43
Other school factors		
Counseling effects		0.35
Generalized school effects		0.48
Modifying school calendars/ timetables		0.09
Pre-school programs		0.28
Suspension/expelling students		-0.20

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

visible learning[plus]

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Visible Learning[plus] 250+ Influences on Student Achievement

CLASSROOM		ES
Classroom composition effects		
Detracking		0.09
Mainstreaming/inclusion		0.27
Multi-grade/age classes		0.04
Open vs. traditional classrooms		0.01
Reducing class size		0.21
Retention (holding students back)		-0.32
Small group learning		0.47
Tracking/streaming		0.12
Within class grouping		0.18
School curricula for gifted students		
Ability grouping for gifted students		0.30
Acceleration programs		0.68
Enrichment programs		0.53
Classroom influences		
Background music		0.10
Behavioral intervention programs		0.62
Classroom management		0.35
Cognitive behavioral programs		0.29
Decreasing disruptive behavior		0.34
Mentoring		0.12
Positive peer influences		0.53
Strong classroom cohesion		0.44
Students feeling disliked		-0.19

TEACHER		ES
Teacher attributes		
Average teacher effects		0.32
Teacher clarity		0.75
Teacher credibility		0.90
Teacher estimates of achievement		1.29
Teacher expectations		0.43
Teacher personality attributes		0.23
Teacher performance pay		0.05
Teacher verbal ability		0.22
Teacher-student interactions		
Student rating of quality of teaching		0.50
Teachers not labeling students		0.61
Teacher-student relationships		0.52
Teacher education		
Initial teacher training programs		0.12
Micro-teaching/video review of lessons		0.88
Professional development programs		0.41
Teacher subject matter knowledge		0.11

TEACHING: Focus on student learning strategies		ES
Strategies emphasizing student meta-cognitive/self-regulated learning		
Elaboration and organization		0.75
Elaborative interrogation		0.42
Evaluation and reflection		0.75
Meta-cognitive strategies		0.60
Help seeking		0.72
Self-regulation strategies		0.52
Self-verbalization and self-questioning		0.55
Strategy monitoring		0.58
Transfer strategies		0.86
Student-focused interventions		
Aptitude/treatment interactions		0.19
Individualized instruction		0.23
Matching style of learning		0.31
Student-centered teaching		0.36
Student control over learning		0.02
Strategies emphasizing student perspectives in learning		
Peer tutoring		0.53
Volunteer tutors		0.26
Learning strategies		
Deliberate practice		0.79
Effort		0.77
Imagery		0.45
Interleaved practice		0.21
Mnemonics		0.76
Note taking		0.50
Outlining and transforming		0.66
Practice testing		0.54
Record keeping		0.52
Rehearsal and memorization		0.73
Spaced vs. mass practice		0.60
Strategy to integrate with prior knowledge		0.93
Study skills		0.46
Summarization		0.79
Teaching test taking and coaching		0.30
Time on task		0.49
Underlining and highlighting		0.50

TEACHING: Focus on teaching/instructional strategies		ES
Strategies emphasizing learning intentions		
Appropriately challenging goals		0.59
Behavioral organizers		0.42
Clear goal intentions		0.48
Cognitive task analysis		1.29
Concept mapping		0.64
Goal commitment		0.40
Learning goals vs. no goals		0.68
Learning hierarchies-based approach		0.19
Planning and prediction		0.76
Setting standards for self-judgement		0.62
Strategies emphasizing success criteria		
Mastery learning		0.57
Worked examples		0.37
Strategies emphasizing feedback		
Classroom discussion		0.82
Different types of testing		0.12
Feedback		0.70
Providing formative evaluation		0.48
Questioning		0.48
Response to intervention		1.29
Teaching/instructional strategies		
Adjunct aids		0.32
Collaborative learning		0.34
Competitive vs. individualistic learning		0.24
Cooperative learning		0.40
Cooperative vs. competitive learning		0.53
Cooperative vs. individualistic learning		0.55
Direct instruction		0.60
Discovery-based teaching		0.21
Explicit teaching strategies		0.57
Humor		0.04
Inductive teaching		0.44
Inquiry-based teaching		0.40
Jigsaw method		1.20
Philosophy in schools		0.43
Problem-based learning		0.26
Problem-solving teaching		0.68
Reciprocal teaching		0.74
Scaffolding		0.82
Teaching communication skills and strategies		0.43

TEACHING: Focus on implementation method		ES
Implementations using technologies		
Clickers		0.22
Gaming/simulations		0.35
Information communications technology (ICT)		0.47
Intelligent tutoring systems		0.48
Interactive video methods		0.54
Mobile phones		0.37
One-on-one laptops		0.16
Online and digital tools		0.29
Programmed instruction		0.23
Technology in distance education		0.01
Technology in mathematics		0.33
Technology in other subjects		0.55
Technology in reading/literacy		0.29
Technology in science		0.23
Technology in small groups		0.21
Technology in writing		0.42
Technology with college students		0.42
Technology with elementary students		0.44
Technology with high school students		0.30
Technology with learning needs students		0.57
Use of PowerPoint		0.26
Visual/audio-visual methods		0.22
Web-based learning		0.18
Implementations using out-of-school learning		
After-school programs		0.40
Distance education		0.13
Home-school programs		0.16
Homework		0.29
Service learning		0.58
Implementations that emphasize school-wide teaching strategies		
Co- or team teaching		0.19
Interventions for students with learning needs		0.77
Student support programs – college		0.21
Teaching creative thinking		0.34
Whole-school improvement programs		0.28

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BRIEF DESCRIPTIONS OF THE FIVE VISIBLE LEARNING STRANDS

Professor John Hattie's synthesis represents the largest ever evidence-based research into what actually works best in schools and classrooms to improve learner progress and achievement. In all of the school impact process, the professional development and logic model includes a system commitment to the inclusion of each of the five Visible Learning^{plus} strands. These strands provide a framework based on Professor John Hattie's (2009) synthesis of over 800 meta-analyses relating to learner achievement and are briefly described here:

- **Strand 1: The Visible Learner**—Students who have high levels of awareness, control, or strategic choice of multiple strategies are often referred to as "self-regulated," or having high levels of metacognition. In *Visible Learning*, John Hattie (2009) described these self-regulated students as "becoming like teachers," as they had a repertoire of strategies to apply when their current strategy was not working, and they had clear conceptions of what success on the task looked like. More technically this sort of self-regulation is described as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. These students know the what, where, who, when, and why of learning, and the how, when, and why to use which learning strategies. They know what to do when they do not know what to do. Self-regulation strategies include elaboration and organization, strategy monitoring, concept mapping, metacognitive strategies, self-regulation, and elaborative interrogation.

- **Strand 2: Know Thy Impact**—School leaders and teachers are responsible for inquiring into, on a continual basis, the impact they are having on the learning lives of students. In other words, they consistently evaluate what they are doing—their practices—and adjust these practices according to evidence they have collected and analyzed that allows all teachers and students to succeed. Leaders need to create a trusting environment where staff can debate the effect they have and use the information to devise future innovations. And leaders need to communicate the information on impact and progression to the students and parents. Schools need to become incubators of programs, evaluators of impact, and experts at interpreting the effects of teachers and teaching on all students. In short, we need to develop an evaluation climate in our education system.

- **Strand 3: Visible Teaching and Leading**—The greatest influence on student progression in learning is having highly expert, inspired, and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care. Moreover, teachers who develop strong relationships with their students, engage in dialogue,

challenge students to go beyond what they thought they could achieve, evaluate their practice, and see assessment as feedback about them are teachers to "DIIE" for. That is, teachers need to be expert at "*D*iagnosis, *I*ntervention, *I*mplementation, and *E*valuation." To be expert at diagnosis requires understanding what each student brings to the lesson, their motivations and their willingness to engage. To be expert at intervention requires having multiple interventions so that if one does not work with the student, the teacher changes to another. It also involves knowing the interventions that have a high probability of success, knowing when to switch from one to another and not using blame language to explain why a student is not learning. To be expert at implementation requires an understanding and application of effective implementation strategies. To be expert at evaluation requires knowing the skills of evaluating, having multiple methods of working collaboratively and debating with colleagues to agree on the magnitude of the effect needed for an intervention to be successful.

- **Strand 4: Effective Feedback**—Leaders and teachers understand the role of feedback in schools and classrooms and the power of providing teachers and students with information about where they are at, how they are doing, where they are going and how they are going to get there. In other words, feedback works best when leaders and teachers understand and use the four feedback levels in their practice. Effective leading and teaching involves not only imparting information and understandings to teachers and students (or providing constructive tasks, environments, and learning), but also assessing and evaluating teachers' and students' understanding of this information so that the next leadership and/or teaching act can be matched to the present understanding of the teachers and students. An ideal learning environment or experience occurs when leaders, teachers, and students seek answers to each of these questions.

- **Strand 5: The Visible Learning School**—School systems are complex networks that vary in size and shape. At their heart, there is an inner system of interactions among leaders, teachers, students and content. Researchers call this the *instructional core*. The fundamental purpose of any educational improvement initiative is to make change here. The instructional core sits within a wider ecosystem that may include a cluster of grade-level teams and content departments. What happens at the instructional core is influenced by interactions with others in different parts of the system. That influence may be positive or negative, direct or indirect, purposeful or inadvertent. System-wide educational improvement is deliberate. It uses evidence from research and from practice to build the capability required for each part of the system to function well, both as individual components and in their interactions with each other. Schools that have effective systems and processes in place are able to ensure knowledge and understanding about what impact is being made on student learning and achievement. Our most effective school leaders and teachers are individuals who understand how to manage school and classroom systems and processes to maximize student achievement.

FUTURE STEPS IN VISIBLE LEARNING^{plus}

Once people know about the Visible Learning research, the mindframes, and the five Visible Learning strands, they often want to learn more. People will ask how they can make Visible Learning^{plus} a reality school-wide. The Visible Learning^{plus} team, in conjunction with Professor Hattie, has established a clear process for teachers and school leaders to infuse the Visible Learning principles and practices into the day-to-day operations of their schools and classrooms.

The next step is a series of professional learning (PL) sessions that guide school staff to deeply integrate those high-probability practices into their classroom(s) and schools to facilitate student ownership of learning.

VISIBLE LEARNING^{plus} FOUNDATION SERIES

EVIDENCE INTO ACTION

If you are a school leader, we recommend that after participating in the Foundation Day PL session, you join the Evidence Into Action sessions, which include two day-long sessions spaced over approximately three months with optional in-school consultations. The first two sessions are then followed by a third day-long session approximately a year later. This PL system-wide change model supports your analysis of where your school is in relation to the five Visible Learning strands—The Visible Learner, Know Thy Impact, Visible Teaching and Leading, Effective Feedback, and The Visible Learning School—and your design of an action plan to support implementation, all based on data and evidence from your school.

In **Evidence Into Action 1**, our trained Visible Learning^{plus} consultants will help you understand the importance of being an evaluator of your impact in your school—making decisions based on evidence and how to use the evidence as the basis for your decision-making. You will learn what to look for in your school to see if Visible Learning is happening at student, teacher, leader, and school levels, and we'll provide you with tools to support evidence gathering in your school.

In **Evidence Into Action 2**, our trained Visible Learning^{plus} consultants will support you as you analyze your school data and complete a needs analysis based on effect sizes. You will then be provided assistance with the design of a Visible Learning^{plus} action plan based on your school data.

In **Evidence Into Action 3,** our trained Visible Learning^{plus} consultants will support you as you analyze the school data from your *Impact Cycle One* and evaluate your progress in the implementation of Visible Learning in your schools. We also help you plan ahead for *Impact Cycle Two.*

We recommend that a Visible Learning^{plus} consultant visit your school between these two PL sessions. This consultation is designed to support your evidence gathering required for Evidence Into Action, Part Two. You may also wish to have a Visible Learning^{plus} consultant carry out an audit—School Capability Assessment—of your school at this point to support your action-planning efforts.

VISIBLE LEARNING^{plus} INTO ACTION FOR TEACHERS

If you are a teacher in a school, we recommend that after participating in the Foundation Day PL session, you join the Visible Learning^{plus} Into Action for Teachers classroom change model. This model includes two sessions, spaced over approximately three months. The first two PL sessions are then followed by a third day-long session approximately six months later. In these PL sessions, you will learn what really makes the greatest difference in your classroom systems and practice, as well as where time, energy, and resources are best focused. We will introduce you to a wide range of tools and strategies you can use in your classroom, and you will have an opportunity to learn from case studies and from other teachers involved in these PL sessions.

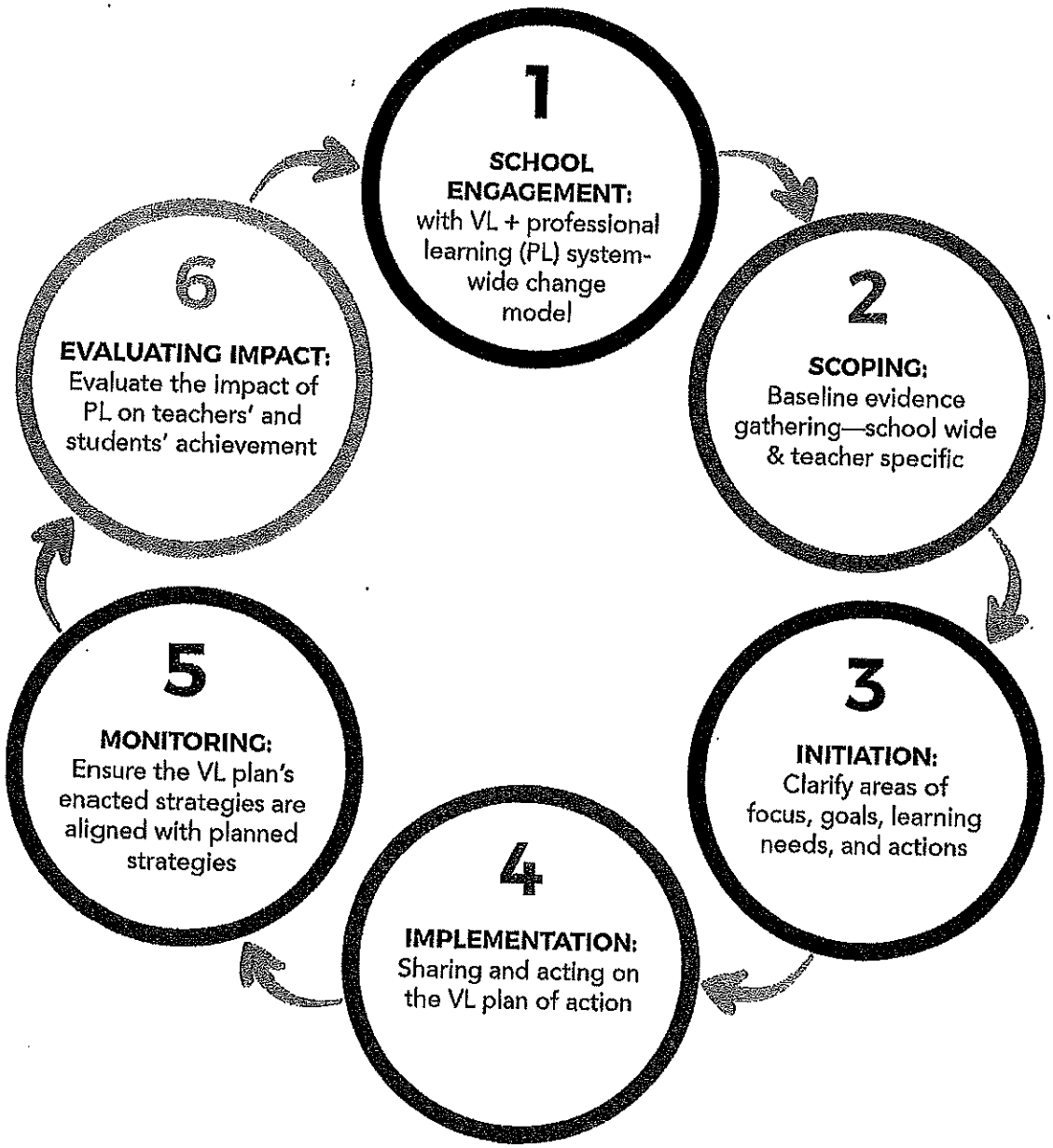
You will use evidence from your classroom(s) to understand the impact you are having on your students and what you can do to work smarter rather than harder.

In **Visible Learning^{plus} Into Action for Teachers 1,** our trained Visible Learning^{plus} consultants will help you understand the importance of being an evaluator of your impact in your classroom—making decisions based on evidence and how to use that evidence as the basis for your decision-making. You will learn what to look for in your classroom to see if Visible Learning is happening at the student and teacher levels, and we'll provide you with tools to support evidence gathering in your classroom.

In **Visible Learning^{plus} Into Action for Teachers 2,** our trained Visible Learning^{plus} consultants will support you as you analyze your classroom data and complete a needs analysis based on the five Visible Learning^{plus} strands—The Visible Learner, Know Thy Impact, Visible Teaching and Leading, Effective Feedback, and The Visible Learning Classroom. We will introduce you to a range of evidence-gathering tools to determine the extent to which you reflect the qualities of visible teaching and to which your class is a Visible Learning Classroom. We ensure that you leave prepared to carry out your own Visible Learning Impact Cycle, which involves gathering, analyzing, and responding to your classroom-based evidence.

In **Visible Learning^{plus} Into Action for Teachers 3,** our trained Visible Learning^{plus} consultants will support you as you analyze your classroom data from *Impact Cycle One* and evaluate your progress in the implementation of Visible Learning in your classroom. We also activate your thinking about "Where to next?" for *Impact Cycle Two.*

STEPS IN THE SCHOOL IMPACT CYCLE



STUDENT ACHIEVEMENT

GOAL: Optimize learning for each student through rigorous, engaging, diverse and equitable opportunities

- OBJECTIVE 1: Improve achievement for all students through an articulated and challenging curriculum that is aligned with standards and meets the needs of individual students
- OBJECTIVE 2: Improve graduation rates for all students
- OBJECTIVE 3: Measure student progress and growth through multiple formal and informal assessments that are aligned with standards

HIGHLY QUALIFIED STAFF/STAFF DEVELOPMENT

GOAL: Establish and maintain an excellent, diverse and well-trained staff, supported by professional development that reflects student need

- OBJECTIVE 1: Ensure effective leadership
- OBJECTIVE 2: Expect high performance and accountability from staff
- OBJECTIVE 3: Enhance quality workforce recruitment and hiring process and initial exposure to District

RESOURCE MANAGEMENT

GOAL: Maximize efficient and transparent allocation of resources to support student achievement

- OBJECTIVE 1: Standardize and prioritize the use of district resources in a way that is transparent to all stakeholders
- OBJECTIVE 2: Develop a systematic and sustainable plan that allocates resources to accomplish the goals of the district

STUDENT ACHIEVEMENT

EVIDENCE	BASELINE	ACTUAL 16-17	ACTUAL 17-18	ACTUAL 18-19	TARGET 19-20
Purchase new textbooks and other teaching materials based on approved adoption cycle	Math K-9				Follow Adoption Cycle
Project Lead the Way will be fully implemented in all elementary and middle schools by 2020	13 Elem. Schools, 2 Mid. Schools				Reevaluate courses at all levels
Increase number of Advance Placement courses offered each year	Senior: 7 West: 6 Skyview: 4				TBD
Percent of students enrolled in Advance Placement courses will increase 2% each year	6%				14%
Percent of Advance Placement tests taken will increase 1% each year	320				332
Increase number of Dual Credit courses each year	6 (1 Sem. each)				TBD
Percent of students enrolled in Dual Credit courses will increase 2% each year, each semester	0.8% Sem 1 0.6% Sem 2				8.8% Sem 1 8.6% Sem 2
Increase the number of courses offered at the Career Center by 2% each year	170				182
Student enrollment will increase at the Career Center by 2% each year.	17%				25%
Follow through on Career Center Review Plan and Recommendations	TBD				TBD
Increased class time for K-5 Gifted and Talented students	1 fulltime Classroom				4 fulltime Classrooms
Targeted Reading Intervention (K-8)	Detail on Website				Staffing Based on Data
Targeted Math Intervention (6-8)	Detail on Website				6 Mid. Schools with Math 180
By 2020, 30% of all students will be taking Algebra I or Honors Geometry for high school credit in middle school.	2.3 % Honors Geometry Algebra I for credit not offered				5% Honors Geometry 25% Algebra I
By 2018, graduation rates will increase to 91%	82%				91%
Billings Public Schools will increase semester attendance rates by 0.5% each semester	Detail on Website				Detail on Website
Math - 2% annual increase in overall proficiency levels on state assessment in grades 3-8 and one grade level in high school	Detail on Website				Detail on Website
Reading - 2% annual increase in overall proficiency levels and percent meeting projected growth on local assessment in grades 3-8 and one grade level in high school	Detail on Website				Detail on Website

BILLINGS
PUBLIC SCHOOLS
Inspire Educate Empower

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I. Transformational Learning Grant Annual Report – Billings School District #2 High School LE0966

II. Testimonials

III. PLC Meeting Slides for Visible Learning

IV. Mindframes Report

V. Visible Learning Chart

VI. Information on Visible Learning Strands

VII. District Strategic Plan

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	School District #2
LEA #	0966
Submitter's first and last name	Kim Anthony
Email	anthonyk@billingsschools.org
Phone number	406-281-5144
Amount of funding received	$254,732.50
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	To train 157 teachers in the framework of Visible Learning research utilizing the findings of Dr. John Hattie.
Progress made	August 17-18, 2020 Dave Nagel and Nicole Law trained 157 teachers on the Foundations of Visible Learning and on identifying high-yield instructional strategies to utilize in their classrooms.
Measurable objective for your transformational learning plan	To focus on student growth of our high performing students utilizing transformational learning strategies where our high school students score letter grade C or better on report cards in both English and Math.

Progress made	As of June 2020, we have 94% of our high performing high school students proficient in math and 98% proficient in English.
Measurable objective for your transformational learning plan	Enter Here
Progress made	Enter Here
Measurable objective for your transformational learning plan	Enter Here
Progress made	Enter Here
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	Grades 9-12 1,808 students
Number of teachers included in plan implementation (requested by the BOPE)	157 teachers
Summary of your uploaded strategic plan as it refers to transformational learning	The district strategic plan addresses transformational learning in multiple ways. The goal is to increase student learning for each student by: -Guaranteeing an articulated and challenging curriculum that is aligned to standards and meets the needs of individual students -Measuring student progress and growth through multiple formal and informal assessments -Expecting high performance and accountability from staff -Maintaining a well-trained staff supported by professional development
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	The district is immersed in the research of Professor John Hattie and is convinced its implementation would be transformational in the learning and achievement of our students.

	This has the potential to change the culture of learning in our district and truly transform education. John Hattie is a Professor of Education from New Zealand and a key proponent of evidence-based teaching. Evidence-based teaching is to teach using only those methods which have been verified from evidence to be effective. Such evidence is based on meta-studies of what actually works in education. Hattie is particularly notable for his work on what he terms as 'Visible Learning', which is the largest collection of evidence-based research into what actually works in education. John Hattie headed a team of researchers for twenty years who traveled the world for evidence about the effectiveness of different teaching interventions. These studies found that 95% or more of the things teachers do to enhance the achievement of students in the classroom work. Noted researcher John Hattie states, "If I've learned anything from the Visible Learning research, its that almost everything works, but is it working sufficiently above the average of all possible influences?" From this evidence, Hattie presents a continuum of achievement of the most effective of these teaching interventions. When learning is visible, teachers know if learning is happening or not, and students know what to do and how to do it. The key idea of his book, *Visible Learning for Teachers*, is that teachers and leaders should always be aware of the impact they are having on their students, and from evidence of this impact, decisions must be made about changing approaches. Visible Learning is a deliberate mindset that shifts the focus from what teachers are teaching to what students are learning. The Visible Learning model aligns with the district's critical concepts, proficiency scales, and the Professional Learning Communities. The district believed the school improvement process when tied to evidence

	gathering, ongoing professional development, and impact coaching would increase student achievement and engagement. Therefore, the district asked middle schools and high schools to apply to be part of the Visible Learning model. Riverside Middle School, Castle Rock Middle School, Lewis and Clark Middle School, and QUEST (our gifted and talented program) were selected for the elementary district. For the high school district, Senior High was selected. The training is based on several different components. All staff members from the targeted schools received training on August 17-18, 2020 which included a deep dive into John Hattie's research as well as developing visible learners. From those trainings, each school asked teachers to volunteer to be on a Visible Learning impact team which would meet both during the day and after school in order to complete evidence collection both from students and teachers as well as mentor other teachers in the process. Throughout the month of September, all of the schools completed a school capability assessment, a mindframes survey, and Evidence into Action training Part 1 (September 22, 2020) to dive deeper into the evidence needed to move forward. The teachers as well as district leadership then conducted both video and written interviews of students, and classroom observations to get insight into the learning process in their specific building. This process was very eye-opening to both staff and administrators. The students' view of learning did not match the teachers' view of learning. On October 27, 2020, the impact teams attended a training to learn how to be an impact mentor both in their own classroom as well as their colleague's classrooms. Evidence into Action Part 2 took place on December 10, 2020. The final day of training for this school year will take place on March 23, 2021. Based on the results of these assessments and mentoring, the school will then make an individualized plan with the assistance of a Visible

	Learning specialist to create a next step plan. I have attached examples of the assessment reports for your review.
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Our Transformational Learning Grant had to change slightly due to training and Covid. Instead of training with Lisa Van Gemert (who became unavailable), the district had been studying the research by Professor John Hattie and we felt it was necessary to go deeper into his research on Visible Learning in order to change the culture of learning in our district and truly transform the learning. In addition, our gifted and talented program design also needed to change due to Covid. Over the past few years, our students grades 3-5 have been bussed to a central location for a full day of gifted instruction. This year, we could not mix the cohorts from our various schools so our students are receiving 2 hours of gifted instruction each week for four weeks. Though the students still receive quality instruction, it is not to the level of services in the past. The focus this year: inductive, deductive convergent thinking and problem solving.

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

School District Board Chair Printed Name	Gerta Bosch-Myers
School District Board Chair Signature	
Date of Signature	12-21-20

"The Visible Learning Grant has already started to permeate our high school. Our professional development is focused on the 4 Visible Learning Stands. These have helped us look inside ourselves and the school itself as to what structures and strategies we are using to better meet the learning needs of our students.Teachers are using Learning Intentions and Success Criteria so that students know where they are, where they are going and when they get there in their learning. We are working to continue to build our capacity on the 4 strands and plan the next steps in our journey.

The students are looking at what it means to be a learner in a different way than before. They are beginning to understand what it means to be a learner, differentiating learning dispositions, skills, and concepts from behaviors and grades. They are in the first stages of taking ownership of their own learning and tracking their own progress.

This is just the beginning and I am looking forward to the impact that Visible Learning will have for our students."

Shelli Strouf
Assistant Principal
Billings Senior High

PLC
October 2020

GOALS

- PROCESS: Establishment of the Visible Learning school-wide change process.
- RESULTS: Raise ACT composite scores to state levels of our students meeting benchmarks
  - Focus on learning intentions, success criteria, and dispositions
- STRETCH: Establish a culture where all stakeholders can identify "What does it mean to be a learner at BSHS?"

NORMS

- Start and Finish on Time (2:15-3:15)
- Solution-Oriented, Open-Minded Attitudes
- Keep Camera On
- Mute Mic unless speaking
- Stay focused on the Task

What is our accountability going to be?

"

The only way a PLC is a PLC is if adults are learning...is what you are doing during this meeting learning? If not, it's not a PLC.

5 Visible Learning Strands

The Visible Learner

Know thy Impact

Visible Teaching and Leading

Effective Feedback

The Visible Learning School

1.

WHAT DOES IT MEAN TO BE A LEARNER AT SENIOR HIGH?

Responses 1

Responses 2

Responses 3

Student Perspective

STUDENT VIDEO

Where do we overlap?
What is different?

What are Visible Learners?

- Visible Learners:
  - Use learning dispositions
  - Understand *how* to learn
  - Are "Assessment capable"
  - Can seek, give, review, and act on effective feedback

A interpretation

7

Dispositions Kids Bring

- Dispositions: Habits of mind & tendencies to respond to an experience in a certain way
  - "Dispositions to Learning"
  - Ways learners engage in & relate to the learning process
  - Affect how students approach learning…& therefore the outcomes of their learning

Fostering the dispositions and attitudes of students to take on their own learning is a primary job of education, however, these must be a part of the fabric of the classroom and not an isolated lessons.

Pg 67 Assessment Capable student book

8

Dispositions

Curious	Independent	Creative	Self-Motivated
Resilient	Self-Directed	Self=Managing	Innovation
Cooperative	Persistent	Concentration	Risk-Taking
Communication	Optimism	Self-Control	Visualizes
Perseveres	Questions	Plans	Revises
Makes Links	Logical	Brave	Wonders
Critical	Bold	Attentive	Connects
Researches	Takes Ownership	Practices	Inquires
Playful	Imaginative	Disciplined	Relating
Thoughtful	Reflective	Adaptable	Relational
Embraces Challenge		Reciprocity	Building

Visible Learners Know How to Learn

- Metacognition needs to be developed so Ss know what to do when they don't know what to do (14)
- Knowledge about oneself as a learner and the factors that might impact performance
  - Knowledge about strategies (Toolbox)
  - When and why to use strategies
- Regulation: monitoring cognition through planning how to approach a learning task, evaluating progress, & monitoring comprehension (self-regulated learning)

Visible Learners Are Assessment Capable

Makes the Learning Processes Visible. Helps kids take ownership of learning.

1. High yield influences: teacher clarity, expectations, challenge, self-reported grades, feedback, agency and ownership for learning through goal setting.
2. Learners who understand their current performance and recognize the gap between their current and expected performances and select strategies to close the gap
3. Having clarity around learning intentions and Success Criteria will lead to improved student achievement
4. Can be defined as students who are able and motivated to access, interpret and use information from quality assessments in ways that affirm or further their learning.

1.33 Self-assessment capability: student expectations

Students assess their own performance and make sense of their achievement against expectations.

Self-assessment is a skill that students need to build. Teachers need to help students develop that internal compass to direct their own learning.

Hattie, Visible Learning p. 81

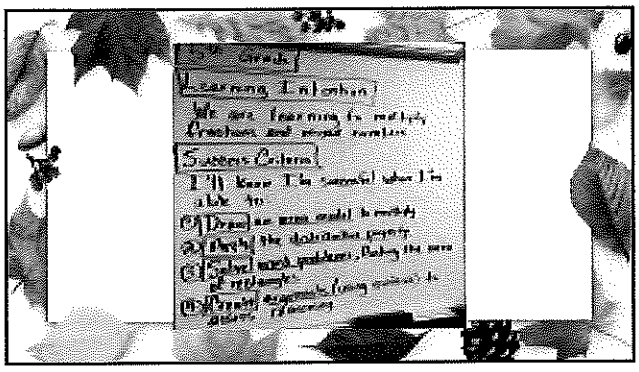
Terminology

- Dispositions: *Habits of Mind*

  Ways in which learners engage in and relate to learning experiences. What does it look like within the class
- Learning Intention: Objectives, Progressions, targets

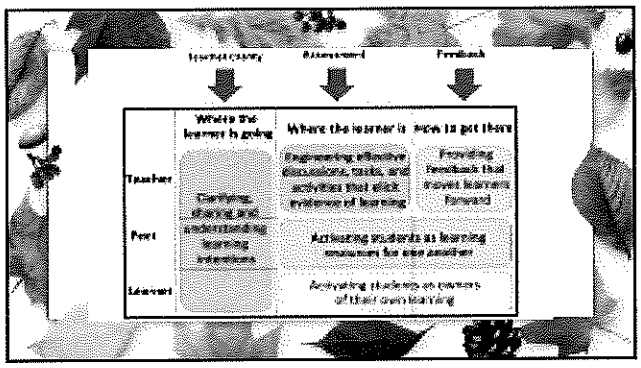
  Clearly articulate what the students are learning (skills, knowledge, dispositions)
- Success Criteria: "I Can" Statements pg 43 book

  Details the skills, concepts and processes required to be successful in meeting the learning intention How do I know?



Visible Learners Use Effective Feedback

- Feedback aims to reduce the "gap" between where the student is and where they are meant to be
  - The gap must be visible to students
  - Need different types of feedback through learning process:
    - Where am I going?
    - How am I going?
    - Where to next?
- Increased responsibility for their learning and become their own teachers



Looking Ahead

Classroom student interviews-

Assessment Capable Visible Learners Book will be in your mailbox

- Please read Chapter 1 pg. 15-20
- Chapter 3 pg. 38-47
- Conclusion Chp 1-3
- Pay special attention to the Video QR available

Next up: Know thy Impact

Know Thy Impact

Learning Goals

- Skill: Prior learning & abilities
  - Achievement, Progress, Strategies of Learning
- Will: Dispositions
  - Confidence in Challenge, Respect for Others and Self
- Thrill: Motivation
  - Investment in Learning, Motivation

PLC November 2020

Norms & Goals

GOALS:

- PROCESS: Establishment of the Visible Learning school-wide change process.
- RESULTS: Raise ACT composite scores to state levels of our students meeting benchmarks
  - Focus on learning intentions, success criteria, and dispositions
- STRETCH: Establish a culture where all stakeholders can identify "What does it mean to be a learner at BSH?"

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What is our accountability going to be?

"The only way a PLC is a PLC is if adults are learning...is what you are doing during this meeting learning? If not, it's not a PLC."

Learning Intentions/Success Criteria

- Learning Intentions
  - Clarify Learning Intentions & Success Criteria
  - Introduce the term Feedback as it applies to learning
- Success Criteria
  - I can discuss the differences between Learning Intentions and Success Criteria with my team.
  - I can explain Feedback and the importance of Feedback in my classroom.

Reading Assignment

Music	Social Studies	Math
FCS	English	World Languages
Business	Science	Art
Credit Recovery/ILC	SpEd	Tech Ed

Reading Assignment Discussions

- Discuss the quote with your team
- Things to consider when looking at quotes:
  - What does this mean?
  - How can you connect it to what you are currently doing? (Or, how you will you implement this idea in your classroom?)
  - Do you have any questions or clarifications you need for support?
- Be ready to share out

Results

Staff survey
Student survey

Highlights from Surveys

- Three Data Points Survey
  - Reminder of the Mindframes
  - Results from Survey
- Student Interviews
  - Learning Intentions/Success Criteria
    - 21 of 60 had some kind of schedule
    - 13 of 60 had either Learning Intentions &/or Success Criteria/I Can Statements (22%)

Highlights from Surveys

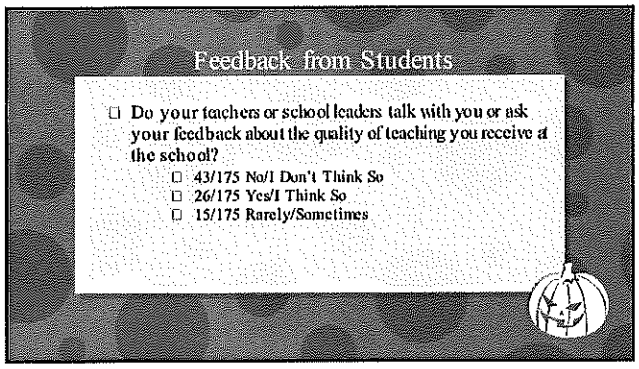
- School Capability Survey
  - The Visible Learner Strand
  - Know They Impact Strand
  - Visible Teaching and Learning Strand
  - Effective Feedback Strand

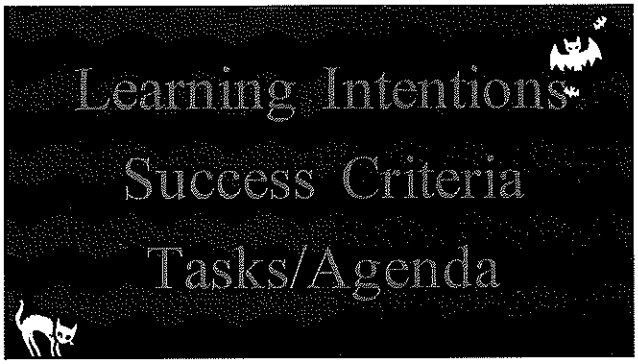
When John Hattie reviewed over 500,000 research studies, he found that feedback had more impact on student results than any other teaching strategy. ...In fact, research shows that feedback has double the impact that regular teaching strategies have on student achievement. [illegible]

Feedback to Students

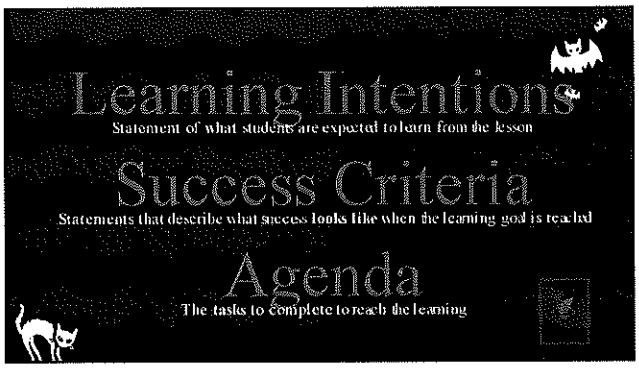
- How are you giving feedback to kids?
  - Here's what they said:
    - Grades...
  - Here's what we said (survey):
    - 70% feel we give students good feedback
- So, what is "good" feedback for students?

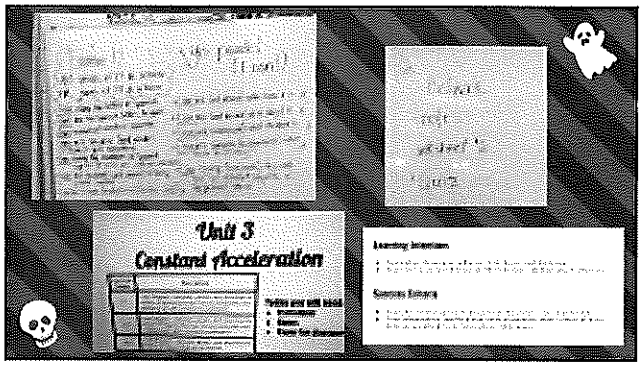
7
Things to Remember
About Feedback
1
2
3
5
6
7

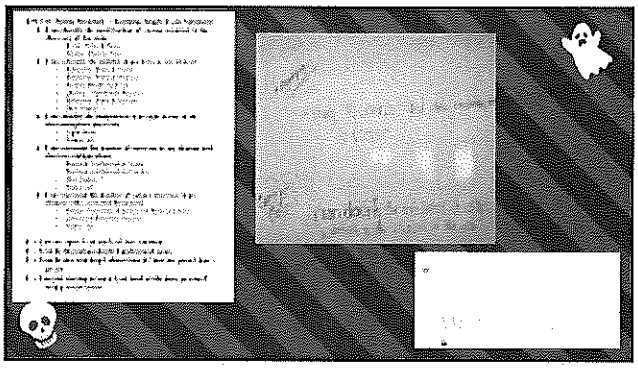

Feedback from Students
Do your teachers or school leaders talk with you or ask your feedback about the quality of teaching you receive at the school?
43/175 No/I Don't Think So
26/175 Yes/I Think So
15/175 Rarely/Sometimes

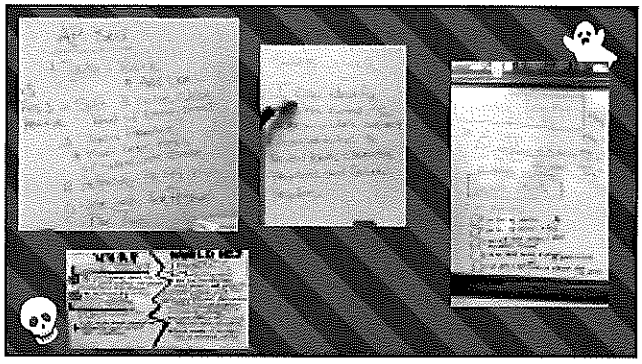

Learning Intentions
Success Criteria
Tasks/Agenda

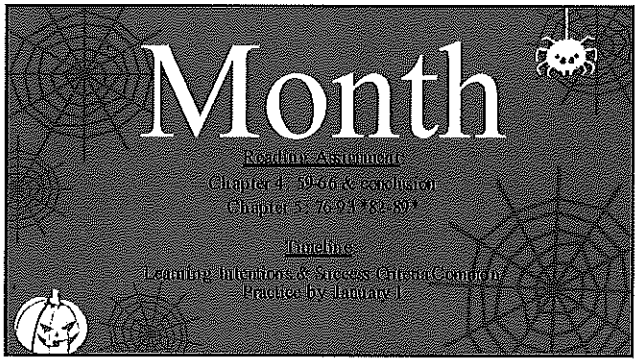
Mentimeter

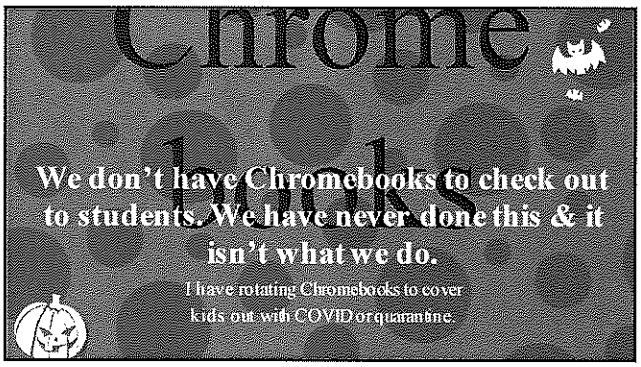

Learning Intentions
Statement of what students are expected to learn from the lesson
Success Criteria
Statements that describe what success looks like when the learning goal is reached
Agenda
The tasks to complete to reach the learning


Unit 3
Constant Acceleration






Month
Reading Assignment
Chapter 4: 59-66 & conclusion
Chapter 5: 76-94 *82-89*
Timeline
Learning Intentions & Success Criteria Complete
Practice by January 1


Chrome
books
We don't have Chromebooks to check out to students. We have never done this & it isn't what we do.
I have rotating Chromebooks to cover kids out with COVID or quarantine.

Mindframes of Visible Learning		
The Visible Learner		Know Thy Impact
Visible Teaching and Learning		Effective Feedback

Six Essential Characteristics of a PLC		
Shared Mission ,Vision, Values, Goals	**Collaborative Teams Focused on Learning**	**Collective Inquiry**
Aspiration: Our school has a clear picture of the type of learners we are aspiring to have in our school	Strategic Tools and Actions: Our school improvement plans incorporate a focus on developing assessment capable visible learners (students who are active particpants in and drive their own learning)	Shared Understandings: We have a shared understanding of what progress looks like across our school
Professional Practices: Student voice is evident in decision making across the school		Professional Practices: Students are taught to be assessment capable
Aspiration: Our school documentation reflects aspirations and high expectations for student achievement	Shared Understanding: There is a shared view across the school about the desired characteristics of learners	Strategic Tools and Actions: Our school has (improvement) plans that show a deliberate stratgy for raising teacher capability based on the research of what makes the greatest difference to student learning
Aspiration: Our school has a focus on learning and progress (as opposed to teaching and achievement)	Shared Understanding: There is a shared language of learning in the school	
Aspiration: Our school has a clear picture of the quality of practice expected from teachers	Professional Practices: Leaders and teachers clearly communicate valued learner characteristics to students	Shared Understandings: School leaders and teachers are familiar with different models of effective feedback
Shared Understanding: There is a shared understanding across the school about what makes for a good teacher	Professional Practices: Evidence gathered informs school practices, such as professional development, appraisal, and walkthroughs	Professional Practices: In our school, time for feedback is allocated in lesson planning
Aspiration: Our school has a clear picture of the type of feedback culture and practice that we aspire to have	Strategic Tools and Actions: There is a high degree of reltational trust among the staff	
Strategic Tools and Actions: Our school incorporates feedback from students, families, and staff in their planning and review	Professional Practices: Teachers in our school plan together	
	Strategic Tools and Actions: Our leaders and teachers work to develop high levels of relational trust in our school so that feedback can be openly given and recieved	

	Professional Practices: Our teachers are regularly observed and given feedback	
Action Orientation and Experimentation	**Commitment to Continuous Improvement**	**Results Orientation**
Professional Practices: Our leaders and teachers empower students to take greater ownership of their own learning	Strategic Tools and Actions: Our school has a process for ongoing review of student data	Strategic Tools and Actions: We have documents that show evidence of data being collected, collated, and analyzed at student, teacher, and class levels
Shared Understandings: Our school knows about the impact we are having on student learning	Strategic Tools and Actions: Our school has a focus on learning and progress	
Professional Practices: Our teachers are prepared to take risks and ask for help	Professional Practices: Leaders and teachers share achievement data with one another and with learners, and take a shared responsibility for addressing any achievement concerns within teams, and with learners	Strategic Tools and Actions: We use monitoring tools used to track progress and achievement
Professional Practices: In our school, teachers make learning intentions and success criteria clear to students		Strategic Tools and Actions: Data and evidence drive our practice
	Professional Practices: In our school, decisions are evidence-based and research informed	Professional Practices: Our school uses multiple evidence sources when assessing student progress and achievement
	Professional Practices: In our school, teachers systematically use data and evidence to plan lessons and next learning steps	Professional Practices: There are opportunitiesfor students to give teachers feedback in our school
	Shared Understanding: Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching	Professional Practices: In our school, student feedback is routinely sought at all levels
	Professional Practices: Our students get regular, just-in-time, just-for-me feedback about their learning	

CORWIN Visible Learning+™

Mindframes Report

Billings Senior High School

Time 1

Report Created September 30, 2020

Foreword

This Mindframes Report is based on research tools developed and reports written by Professor John Hattie, and forms part of the Visible Learning+ School Improvement Model. The Mindframes Report has been prepared on behalf of Visible Learning+ by Corwin.

At Corwin, we have one objective: *To help educators make the greatest impact on teaching and learning.* We offer a host of professional learning services to support school-based, system-wide, regional and State-wide improvement priorities. These services come in a variety of modalities; including on -site consulting, resources, books and symposiums with leading authors. They are research-informed, innovative and are tangible approaches to professional learning solutions with a relentless focus on improving student learning.

Introduction to the Mindframes Survey

A major argument of John Hattie's book 'Visible Learning for Teachers: Maximising Impact on Learning' (2012) relates to how teachers think.

"There are a set of mind frames that underpin our every action and decision in a school; it is a belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and developers of trust with all, and that we see opportunity in error, and are keen to spread the message about the power, fun and impact we have on learning" (Visible Learning for Teachers: Maximising Impact on Learning, p. 159).

Educators need to be aware of their Mindframes, or ways of thinking because we know that how we think impacts on what we do and the messages we convey to others. Educators who are aware of and are able to adopt the Mindframes as outlined in "Visible Learning for Teachers" are more likely to have positive impacts on student learning.

Participating in the Mindframes Survey

An online questionnaire was sent to your school's staff and leaders to measure their Mindframes skills. The Mindframes Survey consists of 57 statements relating to a range of pedagogical approaches and beliefs. The purpose of the survey is to measure the extent to which a teacher agrees or disagrees with these statements.

The aim is that based on these results, educators and leaders will be able to evaluate the extent to which the 'theories of practice' evident in your school's results from this survey match the Mindframes articulated by John Hattie. This, in turn, can assist educators and leaders to optimise the awareness of their Mindframes and school leaders to identify the Mindframes that are most strongly or weakly held by the educators in your school.

Reading the Mindframes Survey

This report will provide you with information around 12 Mindframes dimensions based on the average responses from all staff that have participated in the survey from your school.

List of the Mindframes:

- Assessment for Teaching
- Awareness of Growth
- Challenge vs. Do Your Best
- Dialogue not Monologue
- Errors are Welcome
- Fixed vs. Growth (Change Agent)
- Focus on Learning
- High Expectations for All
- Know Thy Impact
- Student Voice
- Teaching is to D.I.I.E. for (Diagnose. Intervene. Implement. Evaluate.)

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The Mindframes Survey results are presented in a series of graphs. Each graph presents the following information:

- Average for your school at Time 1: Blue bar
- International norm: Orange line

Each graph will also provide information around the desired area of average responses. For some statements, it is desirable to disagree with the statement. Please refer to the labels in the graph to determine the most desirable area of responses. Please note that the blue bar might not be visible. If your staff on average 'somewhat agree' with the statement (3.0) then no bar is visible.

Comparing Your School's Responses

The findings in this Mindframes Report compare two groups: the first being the average results for your school, and the second being the norm which has been derived from all schools that have participated in the Mindframes Survey.

The graphs show how your school compares to the norm. Please note that the norm is not necessarily desirable. The table below each graph shows a summary of the difference between your school at Time 1 and the Norm for each survey item. Where there is a difference (positive or negative) of more than 0.5 between Time 1 and Norm, the difference indicated will be colored green or red respectively. Where green indicates the difference is in the desired direction, red indicates the difference is not desirable; therefore, improvement is needed in your school.

Potential Actions for Your School

The desirable areas of the figures indicate where your educators' responses would ideally be, and undesirable areas indicate non-desirable responses. Non-desirable responses identify potential areas of development for your school.

The number of participant responses from your school*:

Time 1: 105

**Note:*
A Mindframes Report with 15 or fewer participants will need to be interpreted with caution.
A Mindframes Report cannot be generated for a survey with 5 or less participants.

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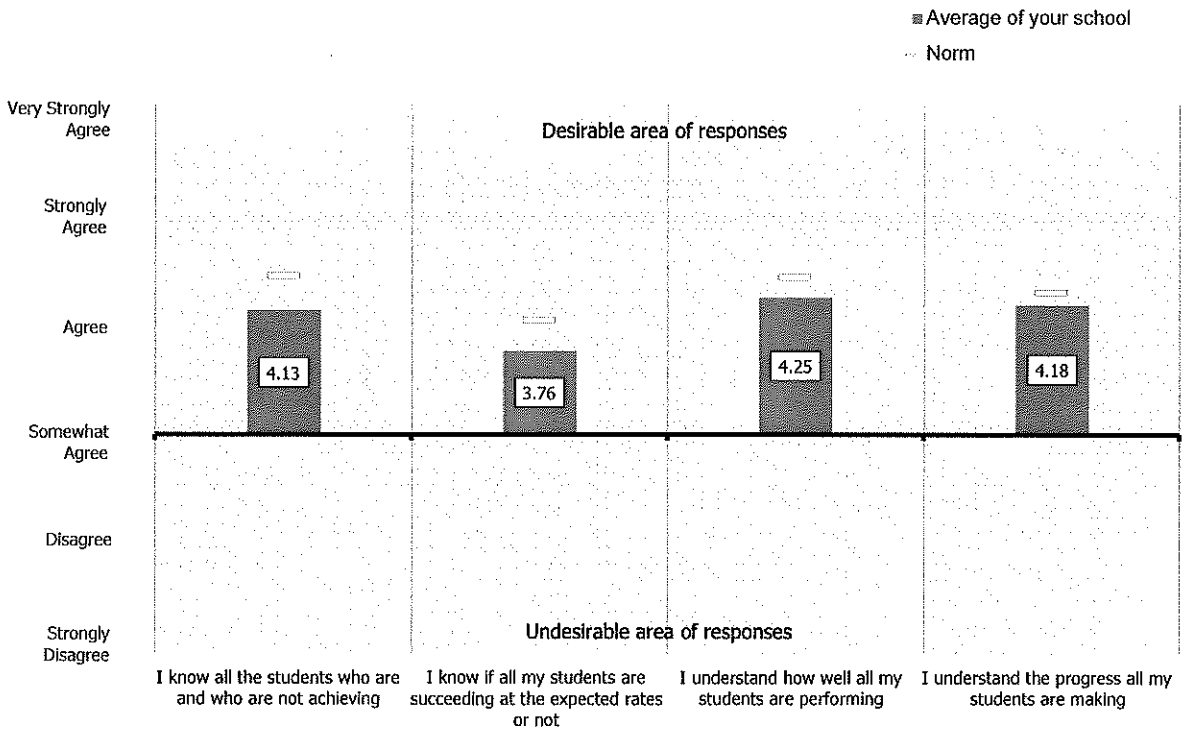
Assessment for Teaching



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
I know all the students who are and who are not achieving	There are no significant differences between the results from your school and the norm
I know if all my students are succeeding at the expected rates or not	There are no significant differences between the results from your school and the norm
I understand how well all my students are performing	There are no significant differences between the results from your school and the norm
I understand the progress all my students are making	There are no significant differences between the results from your school and the norm

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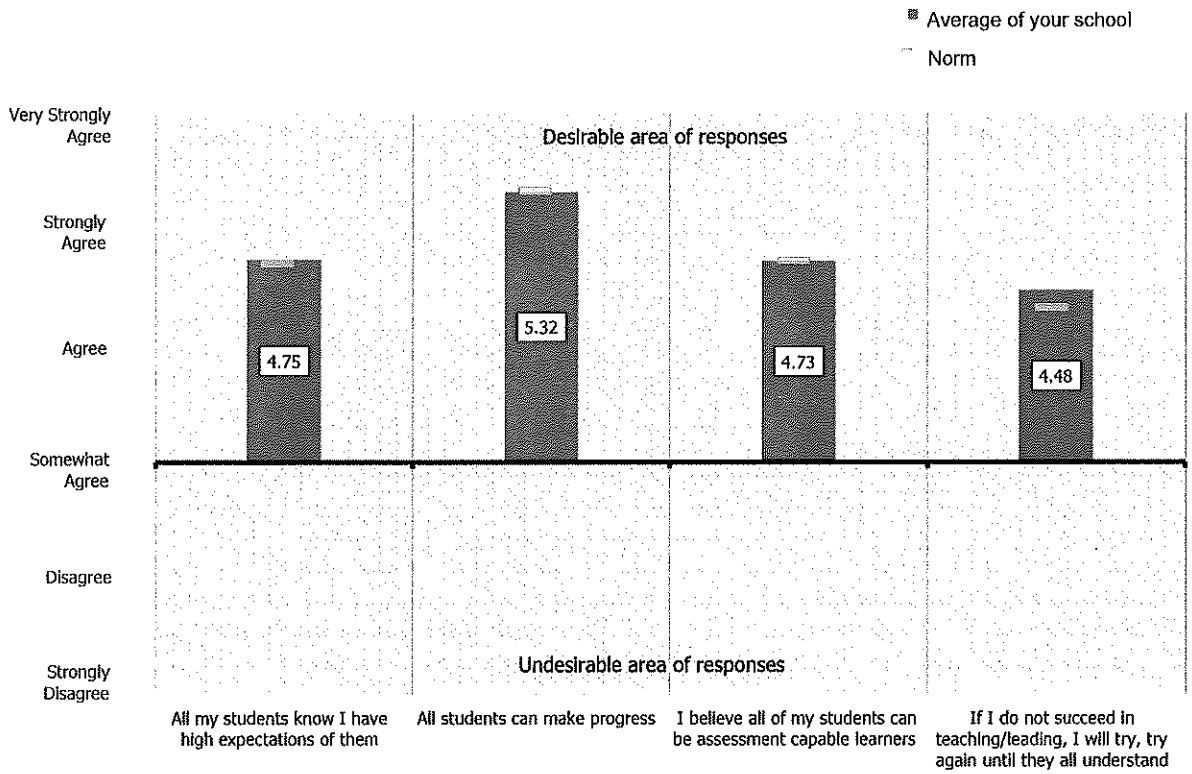
Awareness of Growth



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
All my students know I have high expectations of them	There are no significant differences between the results from your school and the norm
All students can make progress	There are no significant differences between the results from your school and the norm
I believe all of my students can be assessment capable learners	There are no significant differences between the results from your school and the norm
If I do not succeed in teaching/leading, I will try, try again until they all understand	There are no significant differences between the results from your school and the norm

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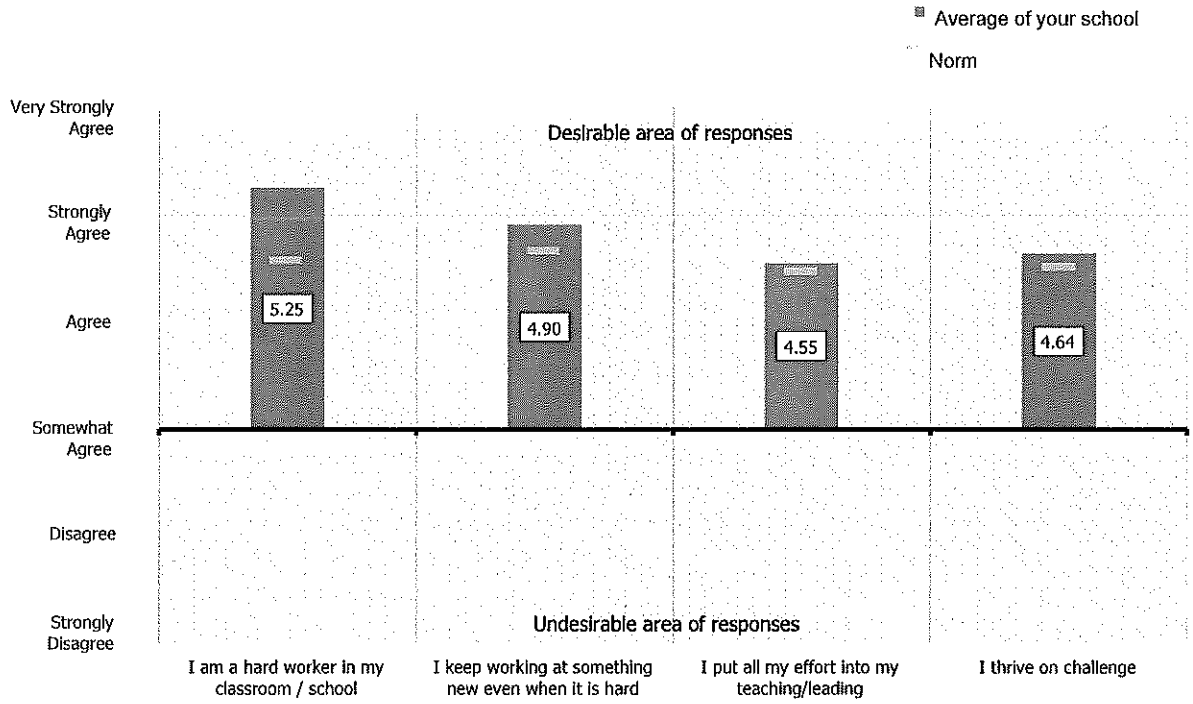
Challenge vs Do Your Best



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
I am a hard worker in my classroom / school	Compared to the norm, staff in your school agree more strongly with this statement
I keep working at something new even when it is hard	There are no significant differences between the results from your school and the norm
I put all my effort into my teaching/leading	There are no significant differences between the results from your school and the norm
I thrive on challenge	There are no significant differences between the results from your school and the norm

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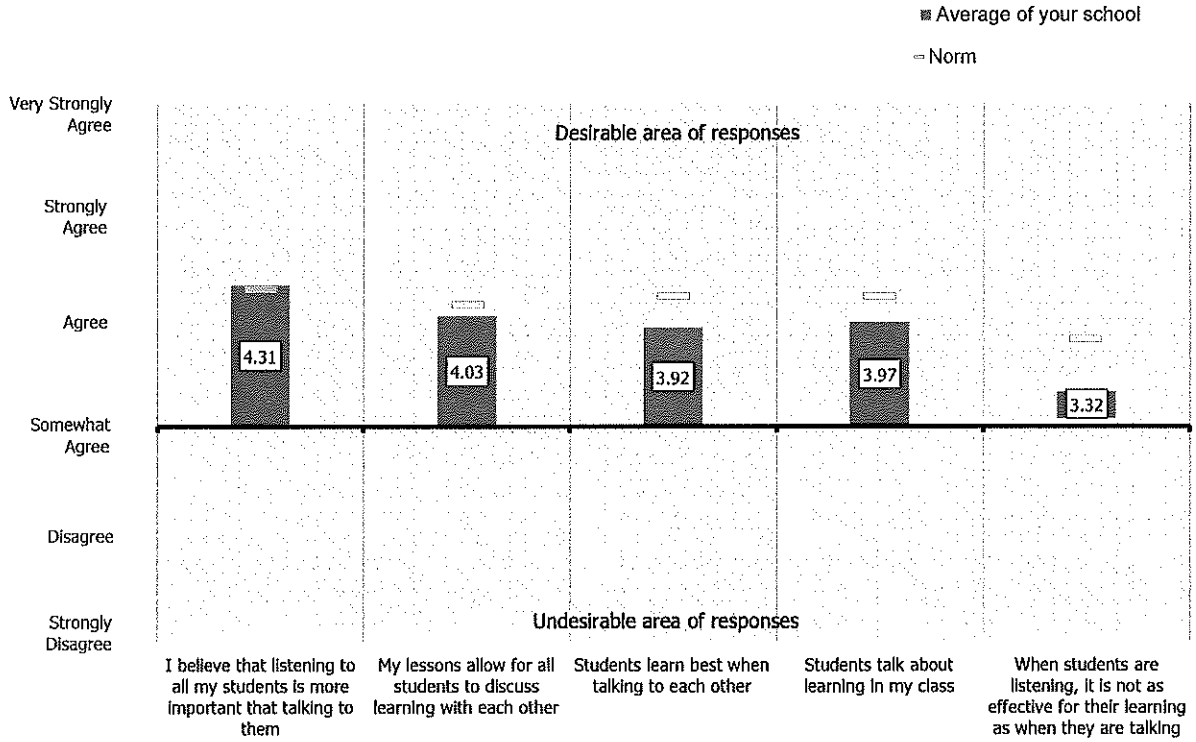
Dialogue not Monologue



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
I believe that listening to all my students is more important that talking to them	There are no significant differences between the results from your school and the norm
My lessons allow for all students to discuss learning with each other	There are no significant differences between the results from your school and the norm
Students learn best when talking to each other	There are no significant differences between the results from your school and the norm
Students talk about learning in my class	There are no significant differences between the results from your school and the norm
When students are listening, it is not as effective for their learning as when they are talking	Compared to the norm, staff in your school agree less strongly with this statement

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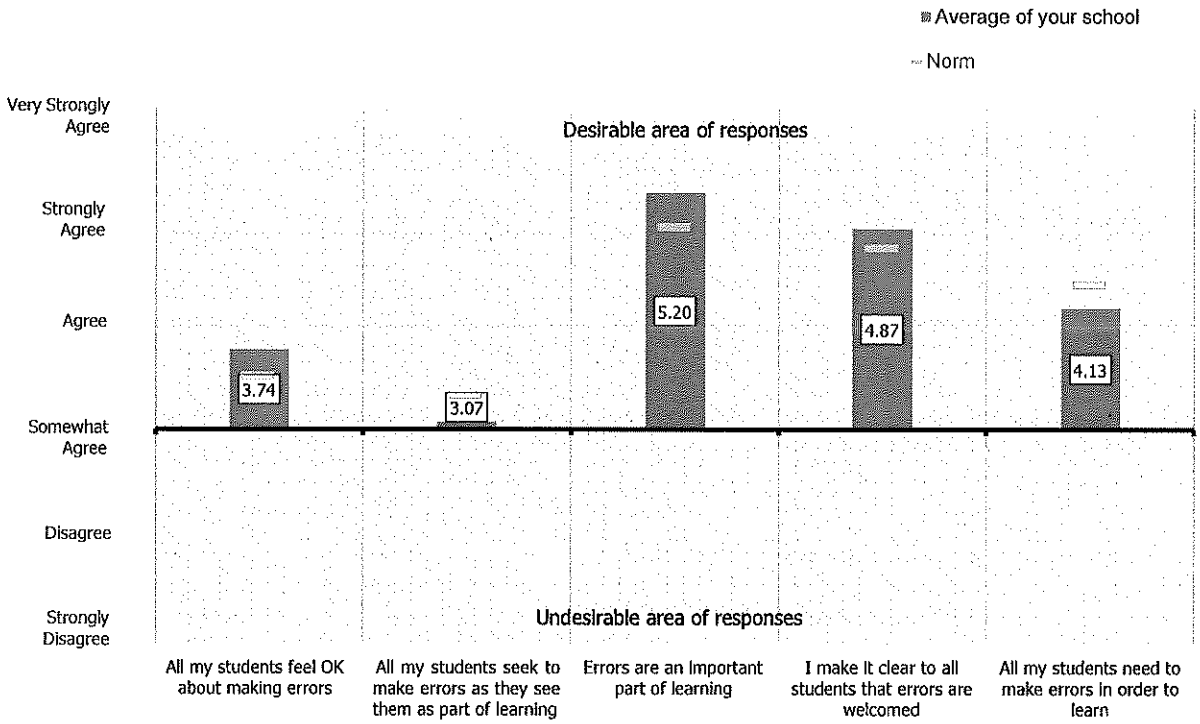
Errors are Welcome



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
All my students feel OK about making errors	There are no significant differences between the results from your school and the norm
All my students seek to make errors as they see them as part of learning	There are no significant differences between the results from your school and the norm
Errors are an important part of learning	There are no significant differences between the results from your school and the norm
I make it clear to all students that errors are welcomed	There are no significant differences between the results from your school and the norm
All my students need to make errors in order to learn	There are no significant differences between the results from your school and the norm

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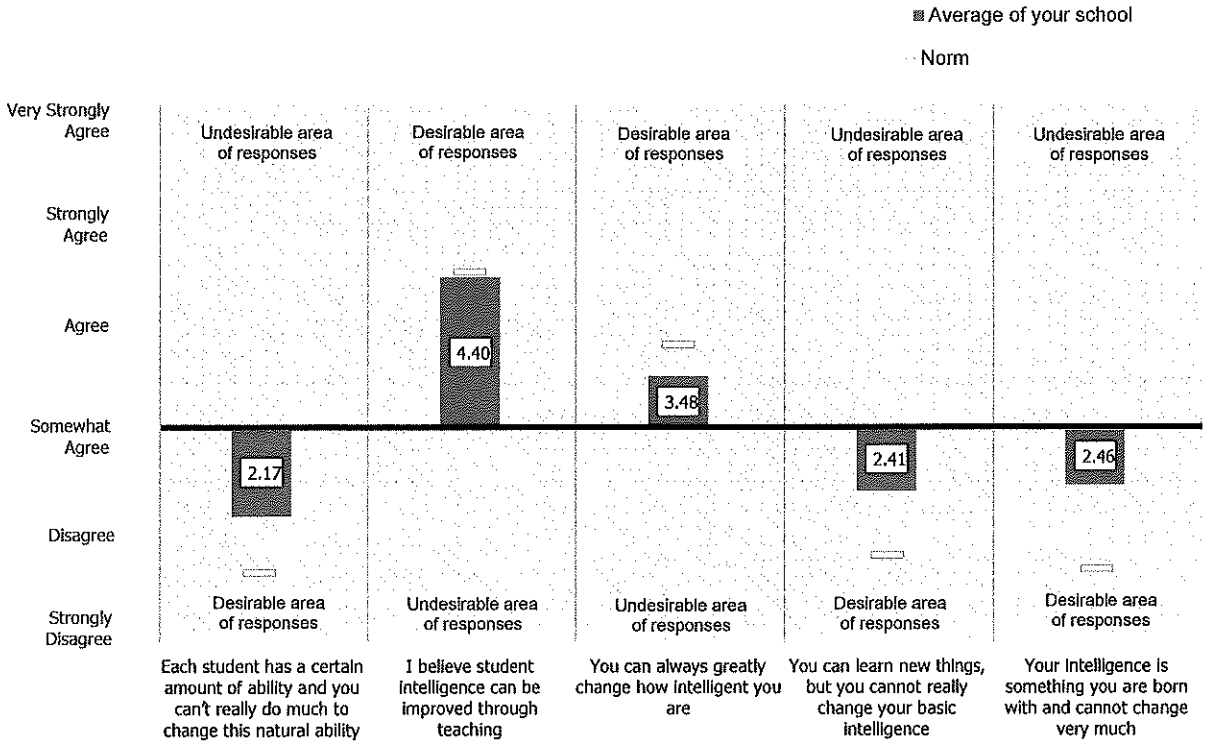
Fixed vs Growth (Change Agent)



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
Each student has a certain amount of ability and you can't really do much to change this natural ability	Compared to the norm, staff in your school disagree less strongly with this statement
I believe student intelligence can be improved through teaching	There are no significant differences between the results from your school and the norm
You can always greatly change how intelligent you are	There are no significant differences between the results from your school and the norm
You can learn new things, but you cannot really change your basic intelligence	Compared to the norm, staff in your school disagree less strongly with this statement
Your intelligence is something you are born with and cannot change very much	Compared to the norm, staff in your school disagree less strongly with this statement

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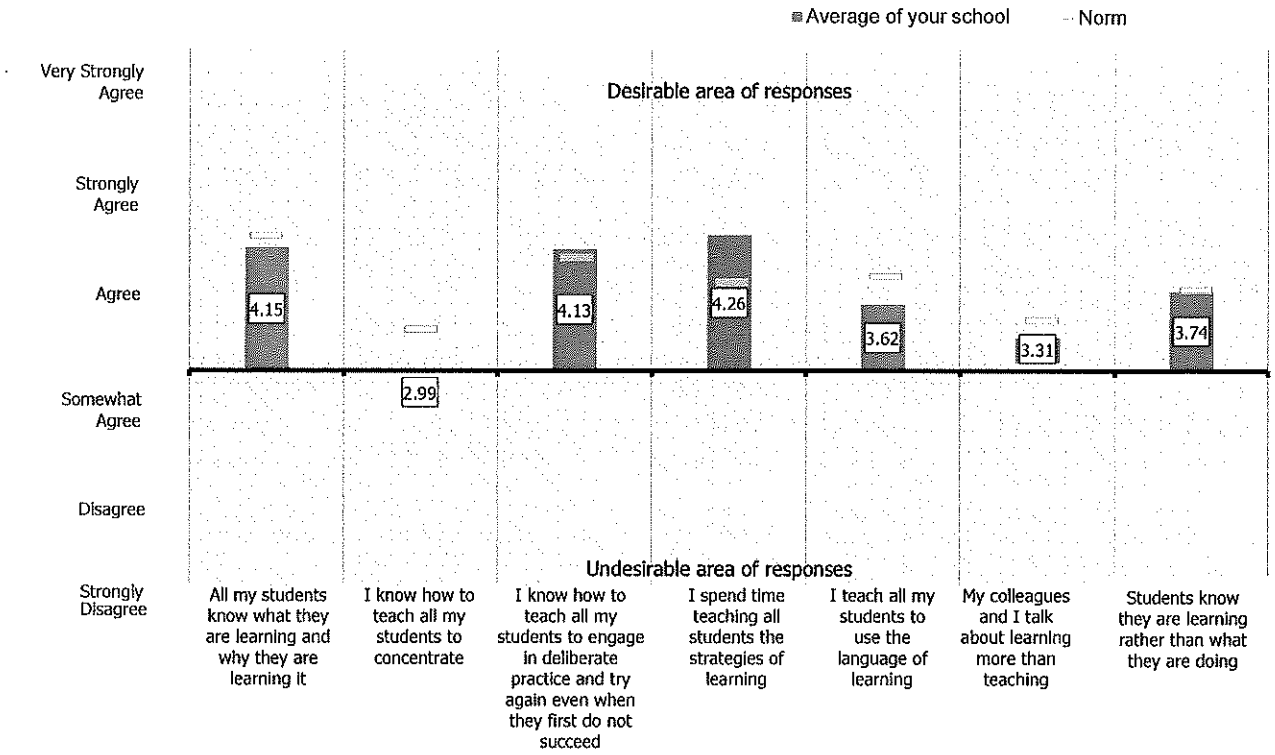
Focus on Learning



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
All my students know what they are learning and why they are learning it	There are no significant differences between the results from your school and the norm
I know how to teach all my students to concentrate	Compared to the norm, staff in your school agree less strongly with this statement
I know how to teach all my students to engage in deliberate practice and try again even when they first do not succeed	There are no significant differences between the results from your school and the norm
I spend time teaching all students the strategies of learning	Compared to the norm, staff in your school agree more strongly with this statement
I teach all my students to use the language of learning	There are no significant differences between the results from your school and the norm
My colleagues and I talk more about learning than teaching	There are no significant differences between the results from your school and the norm
Students know what they are learning rather than what they are doing	There are no significant differences between the results from your school and the norm

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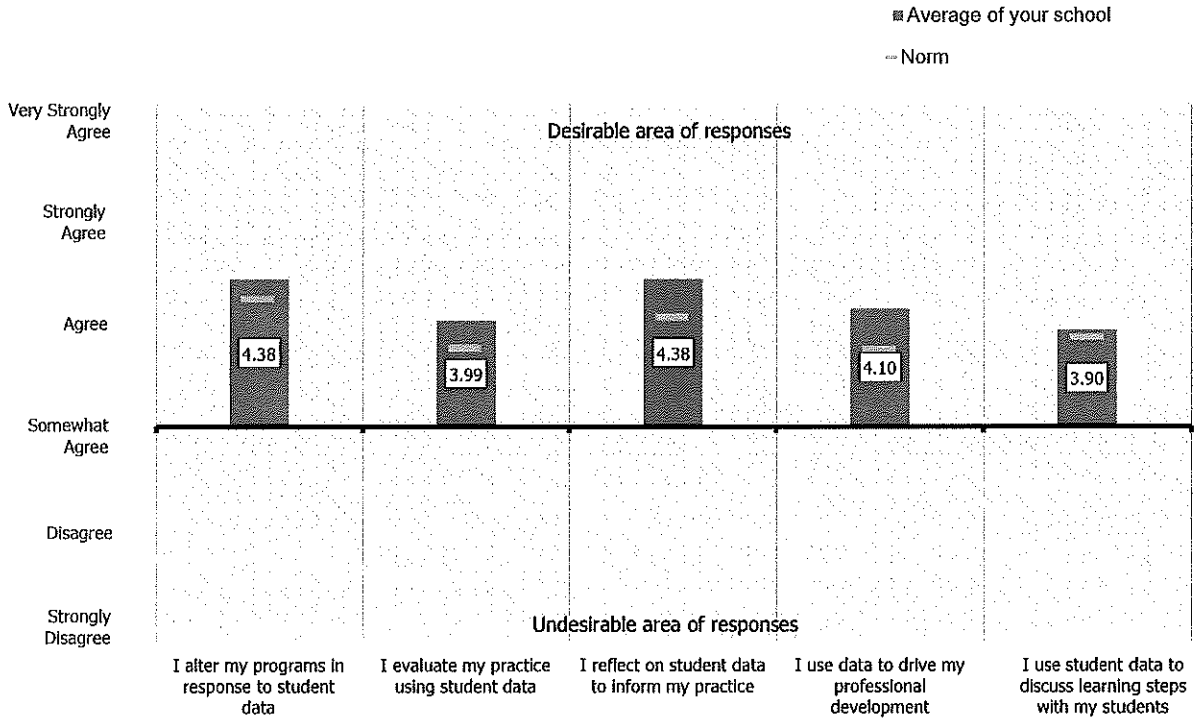
High Expectations For All



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
I alter my programs in response to student data	There are no significant differences between the results from your school and the norm
I evaluate my practice using student data	There are no significant differences between the results from your school and the norm
I reflect on student data to inform my practice	Compared to the norm, staff in your school agree more strongly with this statement
I use data to drive my professional development	Compared to the norm, staff in your school agree more strongly with this statement
I use student data to discuss learning steps with my students	There are no significant differences between the results from your school and the norm

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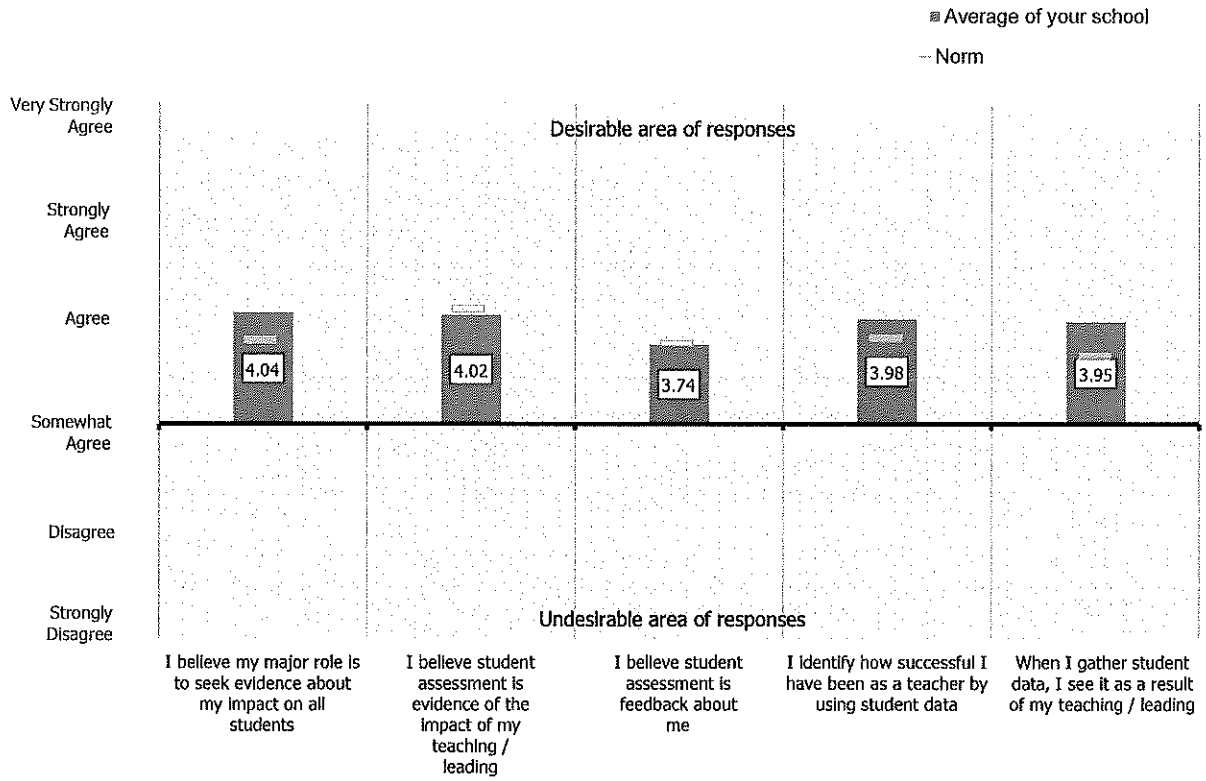
Know Thy Impact



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
I believe my major role is to seek evidence about my impact on all students	There are no significant differences between the results from your school and the norm
I believe student assessment is evidence of the impact of my teaching / leading	There are no significant differences between the results from your school and the norm
I believe student assessment is feedback about me	There are no significant differences between the results from your school and the norm
I identify how successful I have been as a teacher by using student data	There are no significant differences between the results from your school and the norm
When I gather student data, I see it as a result of my teaching / leading	There are no significant differences between the results from your school and the norm

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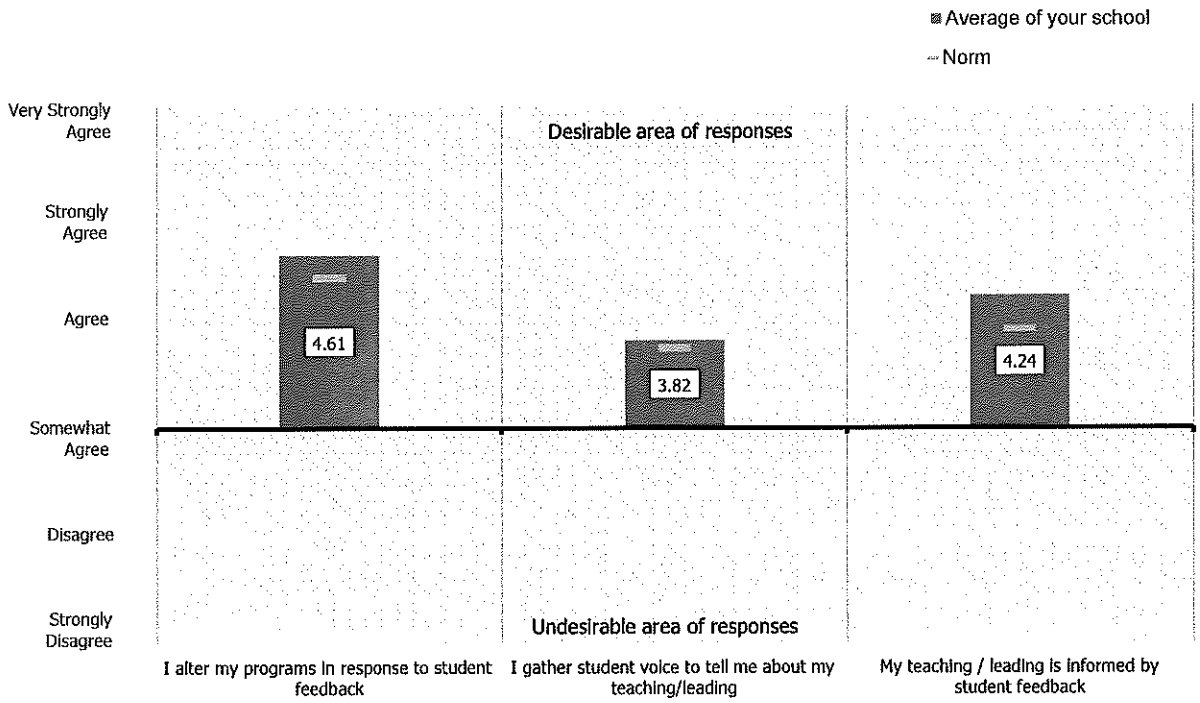
Student Voice



Difference between your school and the norm

STATEMENTS	DIFFERENCE
I alter my programs in response to student feedback	There are no significant differences between the results from your school and the norm
I gather student voice to tell me about my teaching/leading	There are no significant differences between the results from your school and the norm
My teaching / leading is informed by student feedback	There are no significant differences between the results from your school and the norm

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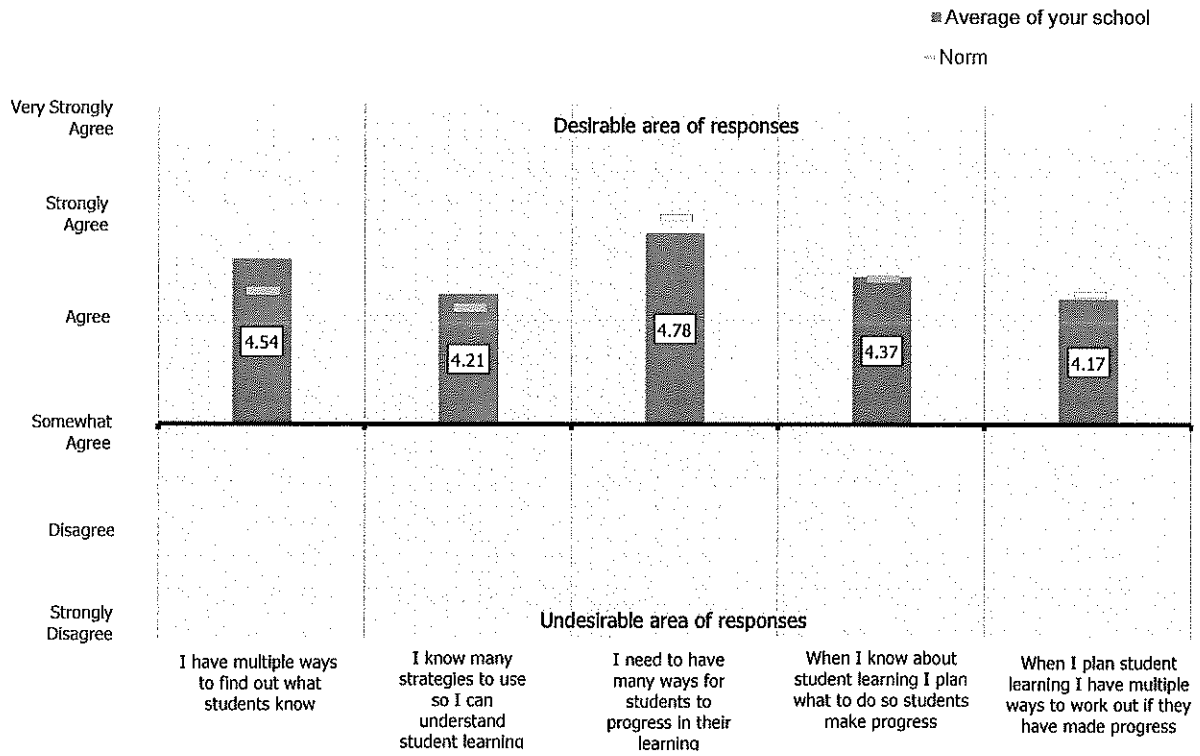
Teaching is to D.I.I.E. for



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
I have multiple ways to find out what students know	There are no significant differences between the results from your school and the norm
I know many strategies to use so I can understand student learning	There are no significant differences between the results from your school and the norm
I need to have many ways for students to progress in their learning	There are no significant differences between the results from your school and the norm
When I know about student learning I plan what to do so students make progress	There are no significant differences between the results from your school and the norm
When I plan student learning I have multiple ways to work out if they have made progress	There are no significant differences between the results from your school and the norm

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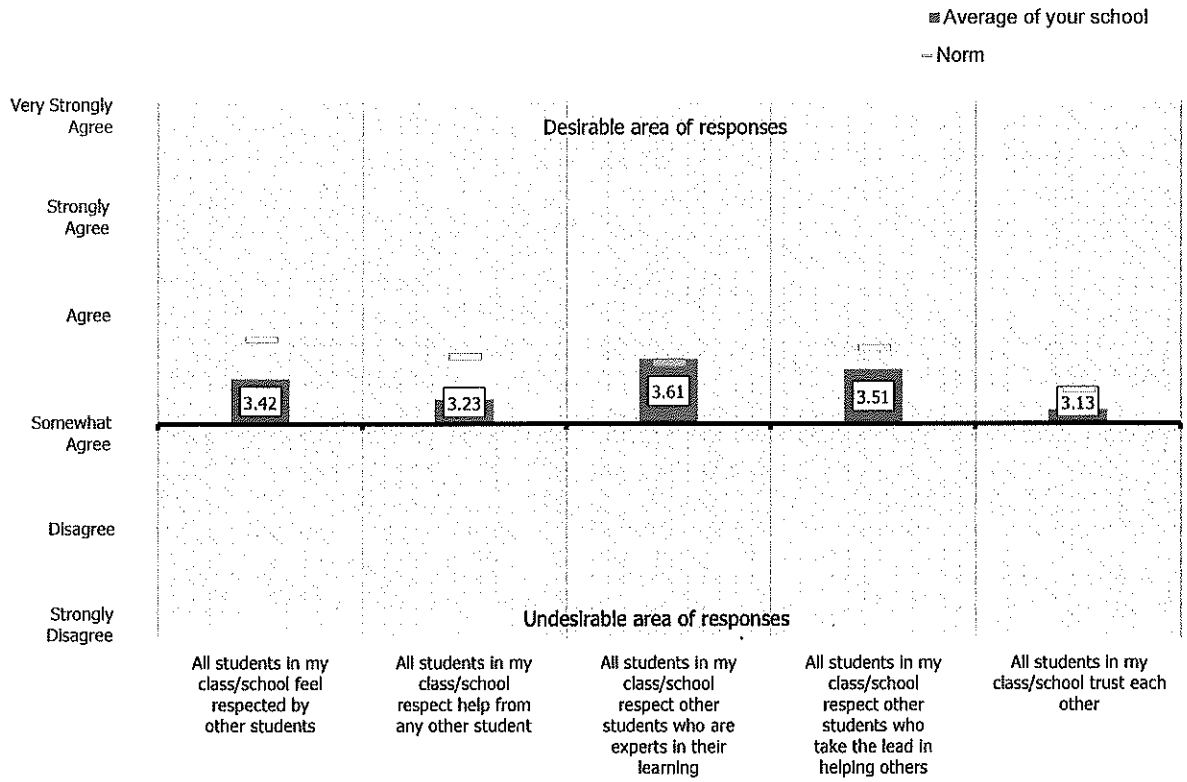
Trust in Class



Difference between your school and the norm	
STATEMENTS	**DIFFERENCE**
All students in my class/school feel respected by other students	There are no significant differences between the results from your school and the norm
All students in my class/school respect help from any other student	There are no significant differences between the results from your school and the norm
All students in my class/school respect other students who are experts in their learning	There are no significant differences between the results from your school and the norm
All students in my class/school respect other students who take the lead in helping others	There are no significant differences between the results from your school and the norm
All students in my class/school trust each other	There are no significant differences between the results from your school and the norm

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Mindframes Statements	Time	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	Very strongly agree
All students can make progress	T1	0%	0%	3%	16%	27%	54%
Each student has a certain amount of ability and you can't really do much to change this natural ability	T1	19%	59%	11%	8%	2%	1%
Errors are an important part of learning	T1	0%	0%	5%	16%	33%	46%
I alter my programs in response to student feedback	T1	0%	0%	7%	41%	37%	15%
I am a hard worker in my classroom	T1	0%	0%	1%	17%	38%	44%
I believe all of my students can be assessment capable learners	T1	0%	1%	12%	25%	36%	26%
I believe my major role is to seek evidence about my impact on all students	T1	1%	14%	17%	30%	24%	14%
Students talk about learning in my class	T1	0%	7%	27%	37%	22%	8%
I believe student assessment is evidence of the impact of my teaching	T1	1%	10%	19%	38%	22%	10%
I believe student intelligence can be improved through teaching	T1	3%	5%	14%	27%	30%	21%
I know how to teach all my students to concentrate	T1	3%	31%	42%	15%	5%	4%
I believe that listening to all my students is more important than talking to them	T1	0%	5%	20%	30%	29%	16%
You can learn new things, but you cannot really change your basic intelligence	T1	15%	57%	11%	6%	9%	2%
My colleagues and I talk more about learning than teaching	T1	0%	31%	28%	24%	14%	3%
I evaluate my practice using student data	T1	0%	4%	30%	37%	23%	7%
I gather student voice to tell me about my teaching	T1	0%	8%	32%	37%	19%	5%
I have multiple ways to find out what students know	T1	0%	1%	7%	44%	34%	14%
I identify how successful I have been as a teacher by using student data	T1	0%	6%	29%	33%	27%	6%
All students in my class respect help from any other student	T1	5%	18%	43%	20%	10%	4%
I keep working at something new even when it is hard	T1	0%	0%	7%	28%	34%	32%
I know how to teach all my students to engage in deliberate practice and try again even when they first do not succeed	T1	0%	4%	24%	38%	24%	11%
All students in my class respect other students who take the lead in helping others	T1	3%	16%	34%	27%	14%	6%
I know if all my students are succeeding at the expected rates or not	T1	0%	7%	38%	34%	17%	5%
I know many strategies to use so I can understand student learning	T1	0%	2%	24%	35%	30%	10%

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Mindframes Statements	Time	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	Very strongly agree
I know all the students who are and who are not achieving	T1	0%	4%	26%	33%	29%	9%
I make it clear to all students that errors are welcomed	T1	0%	3%	9%	22%	32%	35%
I need to have many ways for students to progress in their learning	T1	0%	0%	10%	29%	36%	26%
I put all my effort into my teaching	T1	1%	4%	16%	24%	28%	27%
I reflect on student data to inform my practice	T1	0%	3%	19%	33%	28%	17%
I spend time teaching all students the strategies of learning	T1	0%	5%	22%	28%	33%	13%
I alter my programs in response to student data	T1	0%	2%	19%	31%	36%	13%
All my students feel OK about making errors	T1	3%	16%	25%	24%	23%	9%
I teach all my students to use the language of learning	T1	1%	15%	30%	35%	13%	6%
I believe student assessment is feedback about me	T1	2%	15%	27%	27%	20%	9%
All students in my class feel respected by other students	T1	2%	19%	38%	24%	11%	7%
I thrive on challenge	T1	0%	3%	16%	21%	36%	25%
I understand how well all my students are performing	T1	0%	1%	25%	32%	33%	9%
I understand the progress all my students are making	T1	0%	1%	24%	42%	24%	10%
I use data to drive my professional development	T1	0%	5%	26%	35%	21%	13%
I use student data to discuss learning steps with my students	T1	0%	9%	28%	33%	23%	7%
If I do not succeed in teaching, I will try, try again until they all understand	T1	0%	3%	13%	33%	35%	16%
My lessons allow for all students to discuss learning with each other	T1	1%	9%	23%	33%	23%	12%
All my students know I have high expectations of them	T1	0%	0%	9%	32%	34%	25%
All my students know what they are learning and why they are learning it	T1	0%	7%	26%	26%	25%	15%
You can always greatly change how intelligent you are	T1	7%	21%	21%	27%	19%	6%
My teaching is informed by student feedback	T1	0%	2%	26%	29%	30%	12%
All students in my class respect other students who are experts in their learning	T1	1%	17%	34%	24%	18%	7%
All students in my class trust each other	T1	4%	27%	36%	20%	10%	3%

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Mindframes Statements	Time	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	Very strongly agree
Students learn best when talking to each other	T1	1%	12%	25%	32%	15%	15%
All my students seek to make errors as they see them as part of learning	T1	6%	35%	23%	22%	12%	3%
When I gather student data, I see it as a result of my teaching	T1	1%	6%	27%	38%	18%	10%
When I know about student learning I plan what to do so students make progress	T1	0%	1%	21%	37%	23%	19%
Students know what they are learning rather than what they are doing	T1	0%	9%	37%	30%	19%	5%
When I plan student learning I have multiple ways to work out if they have made progress	T1	0%	1%	25%	39%	27%	8%
All my students need to make errors in order to learn	T1	1%	10%	20%	31%	22%	17%
When students are listening it is not as effective for their learning as when they are talking	T1	8%	27%	18%	26%	13%	8%
Your intelligence is something you are born with and cannot change very much	T1	18%	51%	13%	9%	6%	4%

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Visible Learning^{plus} 250+ Influences on Student Achievement

STUDENT		ES
Prior knowledge and background		
Field independence		0.68
Non-standard dialect use		-0.29
Piagetian programs		1.28
Prior ability		0.94
Prior achievement		0.55
Relating creativity to achievement		0.40
Relations of high school to university achievement		0.60
Relations of high school achievement to career performance		0.38
Self-reported grades		1.33
Working memory strength		0.57
Beliefs, attitudes and dispositions		
Attitude to content domains		0.35
Concentration/persistence/ engagement		0.56
Grit/incremental vs. entity thinking		0.25
Mindfulness		0.29
Morning vs. evening		0.12
Perceived task value		0.46
Positive ethnic self-identity		0.12
Positive self-concept		0.41
Self-efficacy		0.92
Stereotype threat		0.33
Student personality attributes		0.26
Motivational approach, orientation		
Achieving motivation and approach		0.44
Boredom		-0.49
Deep motivation and approach		0.69
Depression		-0.36
Lack of stress		0.17
Mastery goals		0.06
Motivation		0.42
Performance goals		-0.01
Reducing anxiety		0.42
Surface motivation and approach		-0.11
Physical influences		
ADHD		-0.90
ADHD – treatment with drugs		0.32
Breastfeeding		0.04
Deafness		-0.61
Exercise/relaxation		0.26
Gender on achievement		0.08
Lack of illness		0.26
Lack of sleep		-0.05
Full compared to pre-term/low birth weight		0.57
Relative age within a class		0.45

CURRICULA		ES
Reading, writing and the arts		
Comprehensive instructional programs for teachers		0.72
Comprehension programs		0.47
Drama/arts programs		0.38
Exposure to reading		0.43
Music programs		0.37
Phonics instruction		0.70
Repeated reading programs		0.75
Second/third chance programs		0.53
Sentence combining programs		0.15
Spelling programs		0.58
Visual-perception programs		0.55
Vocabulary programs		0.62
Whole language approach		0.06
Writing programs		0.45
Math and sciences		
Manipulative materials on math		0.30
Mathematics programs		0.59
Science programs		0.48
Use of calculators		0.27
Other curricula programs		
Bilingual programs		0.36
Career interventions		0.38
Chess instruction		0.34
Conceptual change programs		0.99
Creativity programs		0.62
Diversity courses		0.09
Extra-curricula programs		0.20
Integrated curricula programs		0.47
Juvenile delinquent programs		0.12
Motivation/character programs		0.34
Outdoor/adventure programs		0.43
Perceptual-motor programs		0.08
Play programs		0.50
Social skills programs		0.39
Tactile stimulation programs		0.58

HOME		ES
Family structure		
Adopted vs non-adopted care		0.25
Engaged vs disengaged fathers		0.20
Intact (two-parent) families		0.23
Other family structure		0.16
Home environment		
Corporal punishment in the home		-0.33
Early years' interventions		0.44
Home visiting		0.29
Moving between schools		-0.34
Parental autonomy support		0.15
Parental involvement		0.50
Parental military deployment		-0.16
Positive family/home dynamics		0.52
Television		-0.18
Family resources		
Family on welfare/state aid		-0.12
Non-immigrant background		0.01
Parental employment		0.03
Socio-economic status		0.52

SCHOOL		ES
Leadership		
Collective teacher efficacy		1.57
Principals/school leaders		0.32
School climate		0.32
School resourcing		
External accountability systems		0.31
Finances		0.21
Types of school		
Charter schools		0.09
Religious schools		0.24
Single-sex schools		0.08
Summer school		0.23
Summer vacation effect		-0.02
School compositional effects		
College halls of residence		0.05
Desegregation		0.28
Diverse student body		0.10
Middle schools' interventions		0.08
Out-of-school curricula experiences		0.26
School choice programs		0.12
School size (600-900 students at secondary)		0.43
Other school factors		
Counseling effects		0.35
Generalized school effects		0.48
Modifying school calendars/ timetables		0.09
Pre-school programs		0.28
Suspension/expelling students		-0.20

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

visible learning^{plus}

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Visible Learning[plus] 250+ Influences on Student Achievement

CLASSROOM	ES
Classroom composition effects	
Detracking	0.09
Mainstreaming/inclusion	0.27
Multi-grade/age classes	0.04
Open vs. traditional classrooms	0.01
Reducing class size	0.21
Retention (holding students back)	-0.32
Small group learning	0.47
Tracking/streaming	0.12
Within class grouping	0.18
School curricula for gifted students	
Ability grouping for gifted students	0.30
Acceleration programs	0.68
Enrichment programs	0.53
Classroom influences	
Background music	0.10
Behavioral intervention programs	0.62
Classroom management	0.35
Cognitive behavioral programs	0.29
Decreasing disruptive behavior	0.34
Mentoring	0.12
Positive peer influences	0.53
Strong classroom cohesion	0.44
Students feeling disliked	-0.19

TEACHER	ES
Teacher attributes	
Average teacher effects	0.32
Teacher clarity	0.75
Teacher credibility	0.90
Teacher estimates of achievement	1.29
Teacher expectations	0.43
Teacher personality attributes	0.23
Teacher performance pay	0.05
Teacher verbal ability	0.22
Teacher-student interactions	
Student rating of quality of teaching	0.50
Teachers not labeling students	0.61
Teacher-student relationships	0.52
Teacher education	
Initial teacher training programs	0.12
Micro-teaching/video review of lessons	0.88
Professional development programs	0.41
Teacher subject matter knowledge	0.11

TEACHING: Focus on student learning strategies	ES
Strategies emphasizing student meta-cognitive/ self-regulated learning	
Elaboration and organization	0.75
Elaborative interrogation	0.42
Evaluation and reflection	0.75
Meta-cognitive strategies	0.60
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.55
Strategy monitoring	0.58
Transfer strategies	0.86
Student-focused interventions	
Aptitude/treatment interactions	0.19
Individualized instruction	0.23
Matching style of learning	0.31
Student-centered teaching	0.36
Student control over learning	0.02
Strategies emphasizing student perspectives in learning	
Peer tutoring	0.53
Volunteer tutors	0.26
Learning strategies	
Deliberate practice	0.79
Effort	0.77
Imagery	0.45
Interleaved practice	0.21
Mnemonics	0.76
Note taking	0.50
Outlining and transforming	0.66
Practice testing	0.54
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.60
Strategy to integrate with prior knowledge	0.93
Study skills	0.46
Summarization	0.79
Teaching test taking and coaching	0.30
Time on task	0.49
Underlining and highlighting	0.50

TEACHING: Focus on teaching/instructional strategies	ES
Strategies emphasizing learning intentions	
Appropriately challenging goals	0.59
Behavioral organizers	0.42
Clear goal intentions	0.48
Cognitive task analysis	1.29
Concept mapping	0.64
Goal commitment	0.40
Learning goals vs. no goals	0.68
Learning hierarchies-based approach	0.19
Planning and prediction	0.76
Setting standards for self-judgement	0.62
Strategies emphasizing success criteria	
Mastery learning	0.57
Worked examples	0.37
Strategies emphasizing feedback	
Classroom discussion	0.82
Different types of testing	0.12
Feedback	0.70
Providing formative evaluation	0.48
Questioning	0.48
Response to intervention	1.29
Teaching/instructional strategies	
Adjunct aids	0.32
Collaborative learning	0.34
Competitive vs. individualistic learning	0.24
Cooperative learning	0.40
Cooperative vs. competitive learning	0.53
Cooperative vs. individualistic learning	0.55
Direct instruction	0.60
Discovery-based teaching	0.21
Explicit teaching strategies	0.57
Humor	0.04
Inductive teaching	0.44
Inquiry-based teaching	0.40
Jigsaw method	1.20
Philosophy in schools	0.43
Problem-based learning	0.26
Problem-solving teaching	0.68
Reciprocal teaching	0.74
Scaffolding	0.82
Teaching communication skills and strategies	0.43

TEACHING: Focus on implementation method	ES
Implementations using technologies	
Clickers	0.22
Gaming/simulations	0.35
Information communications technology (ICT)	0.47
Intelligent tutoring systems	0.48
Interactive video methods	0.54
Mobile phones	0.37
One-on-one laptops	0.16
Online and digital tools	0.29
Programmed instruction	0.23
Technology in distance education	0.01
Technology in mathematics	0.33
Technology in other subjects	0.55
Technology in reading/literacy	0.29
Technology in science	0.23
Technology in small groups	0.21
Technology in writing	0.42
Technology with college students	0.42
Technology with elementary students	0.44
Technology with high school students	0.30
Technology with learning needs students	0.57
Use of PowerPoint	0.26
Visual/audio-visual methods	0.22
Web-based learning	0.18
Implementations using out-of-school learning	
After-school programs	0.40
Distance education	0.13
Home-school programs	0.16
Homework	0.29
Service learning	0.58
Implementations that emphasize school-wide teaching strategies	
Co- or team teaching	0.19
Interventions for students with learning needs	0.77
Student support programs – college	0.21
Teaching creative thinking	0.34
Whole-school improvement programs	0.28

Key for rating

- Potential to considerably accelerate student achievement
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ES Effect size calculated using Cohen's *d*

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BRIEF DESCRIPTIONS OF THE FIVE VISIBLE LEARNING STRANDS

Professor John Hattie's synthesis represents the largest ever evidence-based research into what actually works best in schools and classrooms to improve learner progress and achievement. In all of the school impact process, the professional development and logic model includes a system commitment to the inclusion of each of the five Visible Learning[plus] strands. These strands provide a framework based on Professor John Hattie's (2009) synthesis of over 800 meta-analyses relating to learner achievement and are briefly described here:

- **Strand 1: The Visible Learner**—Students who have high levels of awareness, control, or strategic choice of multiple strategies are often referred to as "self-regulated," or having high levels of metacognition. In *Visible Learning*, John Hattie (2009) described these self-regulated students as "becoming like teachers," as they had a repertoire of strategies to apply when their current strategy was not working, and they had clear conceptions of what success on the task looked like. More technically this sort of self-regulation is described as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. These students know the what, where, who, when, and why of learning, and the how, when, and why to use which learning strategies. They know what to do when they do not know what to do. Self-regulation strategies include elaboration and organization, strategy monitoring, concept mapping, metacognitive strategies, self-regulation, and elaborative interrogation.

- **Strand 2: Know Thy Impact**—School leaders and teachers are responsible for inquiring into, on a continual basis, the impact they are having on the learning lives of students. In other words, they consistently evaluate what they are doing—their practices—and adjust these practices according to evidence they have collected and analyzed that allows all teachers and students to succeed. Leaders need to create a trusting environment where staff can debate the effect they have and use the information to devise future innovations. And leaders need to communicate the information on impact and progression to the students and parents. Schools need to become incubators of programs, evaluators of impact, and experts at interpreting the effects of teachers and teaching on all students. In short, we need to develop an evaluation climate in our education system.

- **Strand 3: Visible Teaching and Leading**—The greatest influence on student progression in learning is having highly expert, inspired, and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care. Moreover, teachers who develop strong relationships with their students, engage in dialogue,

challenge students to go beyond what they thought they could achieve, evaluate their practice, and see assessment as feedback about them are teachers to "DIIE" for. That is, teachers need to be expert at "*D*iagnosis, *I*ntervention, *I*mplementation, and *E*valuation." To be expert at diagnosis requires understanding what each student brings to the lesson, their motivations and their willingness to engage. To be expert at intervention requires having multiple interventions so that if one does not work with the student, the teacher changes to another. It also involves knowing the interventions that have a high probability of success, knowing when to switch from one to another and not using blame language to explain why a student is not learning. To be expert at implementation requires an understanding and application of effective implementation strategies. To be expert at evaluation requires knowing the skills of evaluating, having multiple methods of working collaboratively and debating with colleagues to agree on the magnitude of the effect needed for an intervention to be successful.

- **Strand 4: Effective Feedback**—Leaders and teachers understand the role of feedback in schools and classrooms and the power of providing teachers and students with information about where they are at, how they are doing, where they are going and how they are going to get there. In other words, feedback works best when leaders and teachers understand and use the four feedback levels in their practice. Effective leading and teaching involves not only imparting information and understandings to teachers and students (or providing constructive tasks, environments, and learning), but also assessing and evaluating teachers' and students' understanding of this information so that the next leadership and/or teaching act can be matched to the present understanding of the teachers and students. An ideal learning environment or experience occurs when leaders, teachers, and students seek answers to each of these questions.

- **Strand 5: The Visible Learning School**—School systems are complex networks that vary in size and shape. At their heart, there is an inner system of interactions among leaders, teachers, students and content. Researchers call this the *instructional core*. The fundamental purpose of any educational improvement initiative is to make change here. The instructional core sits within a wider ecosystem that may include a cluster of grade-level teams and content departments. What happens at the instructional core is influenced by interactions with others in different parts of the system. That influence may be positive or negative, direct or indirect, purposeful or inadvertent. System-wide educational improvement is deliberate. It uses evidence from research and from practice to build the capability required for each part of the system to function well, both as individual components and in their interactions with each other. Schools that have effective systems and processes in place are able to ensure knowledge and understanding about what impact is being made on student learning and achievement. Our most effective school leaders and teachers are individuals who understand how to manage school and classroom systems and processes to maximize student achievement.

FUTURE STEPS IN VISIBLE LEARNING^{plus}

Once people know about the Visible Learning research, the mindframes, and the five Visible Learning strands, they often want to learn more. People will ask how they can make Visible Learning^{plus} a reality school-wide. The Visible Learning^{plus} team, in conjunction with Professor Hattie, has established a clear process for teachers and school leaders to infuse the Visible Learning principles and practices into the day-to-day operations of their schools and classrooms.

The next step is a series of professional learning (PL) sessions that guide school staff to deeply integrate those high-probability practices into their classroom(s) and schools to facilitate student ownership of learning.

VISIBLE LEARNING^{plus} FOUNDATION SERIES

EVIDENCE INTO ACTION

If you are a school leader, we recommend that after participating in the Foundation Day PL session, you join the Evidence Into Action sessions, which include two day-long sessions spaced over approximately three months with optional in-school consultations. The first two sessions are then followed by a third day-long session approximately a year later. This PL system-wide change model supports your analysis of where your school is in relation to the five Visible Learning strands—The Visible Learner, Know Thy Impact, Visible Teaching and Leading, Effective Feedback, and The Visible Learning School—and your design of an action plan to support implementation, all based on data and evidence from your school.

In **Evidence Into Action 1,** our trained Visible Learning^{plus} consultants will help you understand the importance of being an evaluator of your impact in your school—making decisions based on evidence and how to use the evidence as the basis for your decision-making. You will learn what to look for in your school to see if Visible Learning is happening at student, teacher, leader, and school levels, and we'll provide you with tools to support evidence gathering in your school.

In **Evidence Into Action 2,** our trained Visible Learning^{plus} consultants will support you as you analyze your school data and complete a needs analysis based on effect sizes. You will then be provided assistance with the design of a Visible Learning^{plus} action plan based on your school data.

In **Evidence Into Action 3,** our trained Visible Learning^{plus} consultants will support you as you analyze the school data from your *Impact Cycle One* and evaluate your progress in the implementation of Visible Learning in your schools. We also help you plan ahead for *Impact Cycle Two.*

We recommend that a Visible Learning^{plus} consultant visit your school between these two PL sessions. This consultation is designed to support your evidence gathering required for Evidence Into Action, Part Two. You may also wish to have a Visible Learning^{plus} consultant carry out an audit—School Capability Assessment—of your school at this point to support your action-planning efforts.

VISIBLE LEARNING^{plus} INTO ACTION FOR TEACHERS

If you are a teacher in a school, we recommend that after participating in the Foundation Day PL session, you join the Visible Learning^{plus} Into Action for Teachers classroom change model. This model includes two sessions, spaced over approximately three months. The first two PL sessions are then followed by a third day-long session approximately six months later. In these PL sessions, you will learn what really makes the greatest difference in your classroom systems and practice, as well as where time, energy, and resources are best focused. We will introduce you to a wide range of tools and strategies you can use in your classroom, and you will have an opportunity to learn from case studies and from other teachers involved in these PL sessions.

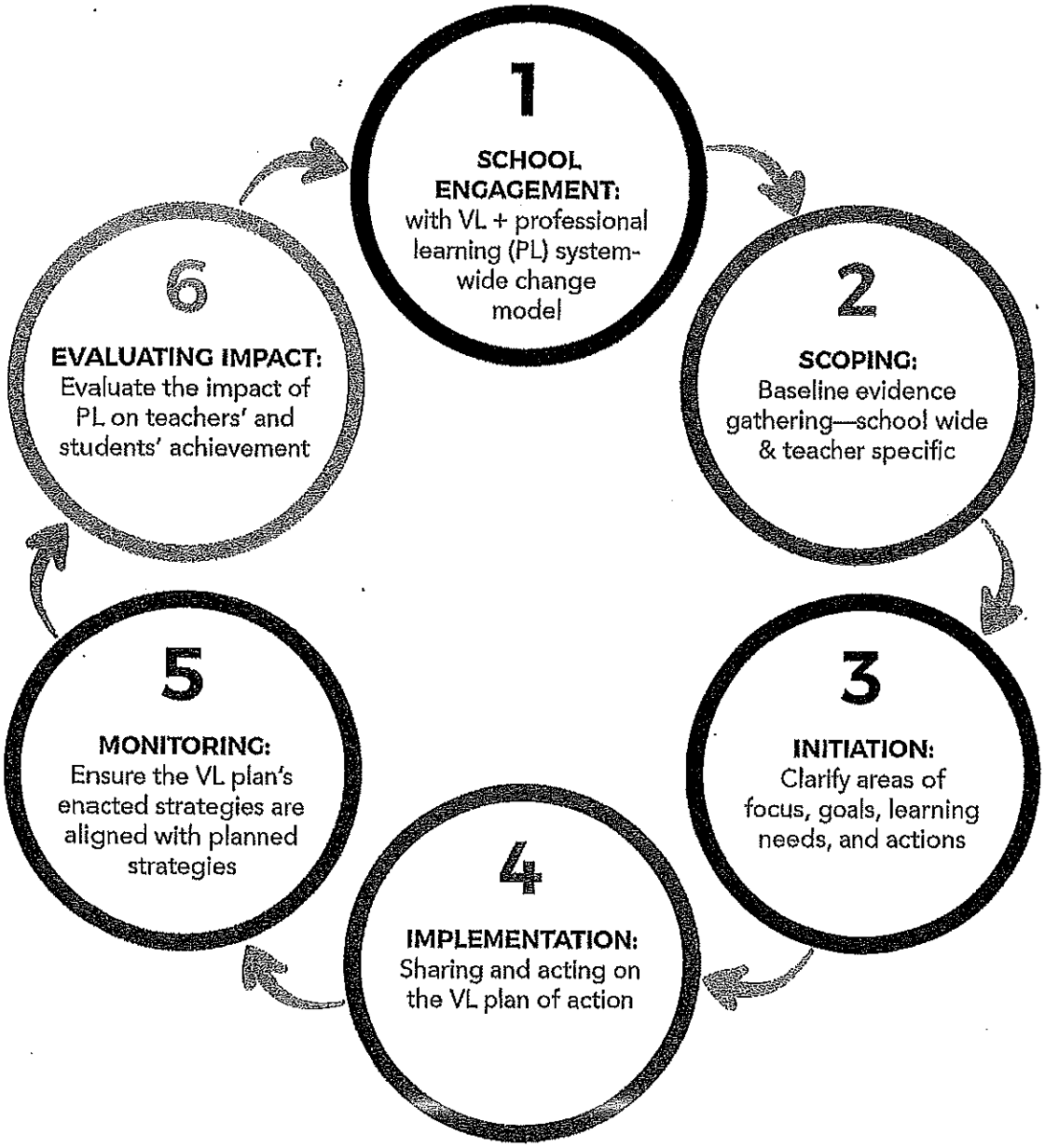
You will use evidence from your classroom(s) to understand the impact you are having on your students and what you can do to work smarter rather than harder.

In **Visible Learning^{plus} Into Action for Teachers 1,** our trained Visible Learning^{plus} consultants will help you understand the importance of being an evaluator of your impact in your classroom—making decisions based on evidence and how to use that evidence as the basis for your decision-making. You will learn what to look for in your classroom to see if Visible Learning is happening at the student and teacher levels, and we'll provide you with tools to support evidence gathering in your classroom.

In **Visible Learning^{plus} Into Action for Teachers 2,** our trained Visible Learning^{plus} consultants will support you as you analyze your classroom data and complete a needs analysis based on the five Visible Learning^{plus} strands—The Visible Learner, Know Thy Impact, Visible Teaching and Leading, Effective Feedback, and The Visible Learning Classroom. We will introduce you to a range of evidence-gathering tools to determine the extent to which you reflect the qualities of visible teaching and to which your class is a Visible Learning Classroom. We ensure that you leave prepared to carry out your own Visible Learning Impact Cycle, which involves gathering, analyzing, and responding to your classroom-based evidence.

In **Visible Learning^{plus} Into Action for Teachers 3,** our trained Visible Learning^{plus} consultants will support you as you analyze your classroom data from *Impact Cycle One* and evaluate your progress in the implementation of Visible Learning in your classroom. We also activate your thinking about "Where to next?" for *Impact Cycle Two.*

STEPS IN THE SCHOOL IMPACT CYCLE



STUDENT ACHIEVEMENT

GOAL: Optimize learning for each student through rigorous, engaging, diverse and equitable opportunities

- OBJECTIVE 1: Improve achievement for all students through an articulated and challenging curriculum that is aligned with standards and meets the needs of individual students
- OBJECTIVE 2: Improve graduation rates for all students
- OBJECTIVE 3: Measure student progress and growth through multiple formal and informal assessments that are aligned with standards

HIGHLY QUALIFIED STAFF/STAFF DEVELOPMENT

GOAL: Establish and maintain an excellent, diverse and well-trained staff, supported by professional development that reflects student need

- OBJECTIVE 1: Ensure effective leadership
- OBJECTIVE 2: Expect high performance and accountability from staff
- OBJECTIVE 3: Enhance quality workforce recruitment and hiring process and initial exposure to District

RESOURCE MANAGEMENT

GOAL: Maximize efficient and transparent allocation of resources to support student achievement

- OBJECTIVE 1: Standardize and prioritize the use of district resources in a way that is transparent to all stakeholders
- OBJECTIVE 2: Develop a systematic and sustainable plan that allocates resources to accomplish the goals of the district

STUDENT ACHIEVEMENT

EVIDENCE	BASELINE	ACTUAL 16-17	ACTUAL 17-18	ACTUAL 18-19	TARGET 19-20
Purchase new textbooks and other teaching materials based on approved adoption cycle	Math K-9				Follow Adoption Cycle
Project Lead the Way will be fully implemented in all elementary and middle schools by 2020	13 Elem. Schools, 2 Mid. Schools				Reevaluate courses at all levels
Increase number of Advance Placement courses offered each year	Senior: 7 West: 6 Skyview: 4				TBD
Percent of students enrolled in Advance Placement courses will increase 2% each year	6%				14%
Percent of Advance Placement tests taken will increase 1% each year	320				332
Increase number of Dual Credit courses each year	6 (1 Sem. each)				TBD
Percent of students enrolled in Dual Credit courses will increase 2% each year, each semester	0.8% Sem 1 0.6% Sem 2				8.8% Sem 1 8.6% Sem 2
Increase the number of courses offered at the Career Center by 2% each year	170				182
Student enrollment will increase at the Career Center by 2% each year.	17%				25%
Follow through on Career Center Review Plan and Recommendations	TBD				TBD
Increased class time for K-5 Gifted and Talented students	1 fulltime Classroom				4 fulltime Classrooms
Targeted Reading Intervention (K-8)	Detail on Website				Staffing Based on Data
Targeted Math Intervention (6-8)	Detail on Website				6 Mid. Schools with Math 180
By 2020, 30% of all students will be taking Algebra I or Honors Geometry for high school credit in middle school.	2.3 % Honors Geometry Algebra I for credit not offered				5% Honors Geometry 25% Algebra I
By 2018, graduation rates will increase to 91%	82%				91%
Billings Public Schools will increase semester attendance rates by 0.5% each semester	Detail on Website				Detail on Website
Math - 2% annual increase in overall proficiency levels on state assessment in grades 3-8 and one grade level in high school	Detail on Website				Detail on Website
Reading - 2% annual increase in overall proficiency levels and percent meeting projected growth on local assessment in grades 3-8 and one grade level in high school	Detail on Website				Detail on Website

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	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	$31,376.50 (FY20), $31,767.50 (FY21)
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Conrad Elementary Schools will develop a system that allows for self-pacing of curriculum by individual students while mainiting a high rigor minimum of expectations and standards that all students will achieve. Individual freedom to exceed these standards by pace, age/grade level, and performance will be highly encouraged.
Progress made	Steps being taken to work toward this goal include implementation of Professional Learning Communities by each grade level, including a team of classroom teachers, reading and math specialists, special education teachers, school counselor, and school-building administration. The team reviews progress monitoring data, fidelity of

	instruction, and looks at the child as a whole, reviewing social/emotional and behavioral interventions as well. The school is also implementing specific interventions in literacy and math directed at the deficits observed through benchmark and teacher assessments. Interventions are targeted specifically by student need, with aligning programs to meet their individual deficits. Newly implemented interventions include Number Worlds for math and Heggerty Phonemic Awareness as a tier 1, tier 2, and tier 3 support for all learners.
Measurable objective for your transformational learning plan	A system of daily interventions and enrichments will be embedded in every students schedule that will provide a targeted learning environment that is strategically scheduled depending on formative and summative assessment of each individual student.
Progress made	Steps being taken to work toward this goal include implementation of Professional Learning Communities by each grade level, including a team of classroom teachers, reading and math specialists, special education teachers, school counselor, and school-building administration. The team reviews progress monitoring data, fidelity of instruction, and looks at the child as a whole, reviewing social/emotional and behavioral interventions as well. The school is also implementing specific interventions in literacy and math directed at the deficits observed through benchmark and teacher assessments. Interventions are targeted specifically by student need, with aligning programs to meet their individual deficits. Newly implemented interventions include Number Worlds for math and Heggerty Phonemic Awareness as a tier 1, tier 2, and tier 3 support for all learners.
Measurable objective for your transformational learning plan	Enter Here
Progress made	Enter Here
Measurable objective for your transformational learning plan	Enter Here
Progress made	Enter Here

The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual

reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	N/A
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	340 (K-8)
Number of teachers included in plan implementation (requested by the BOPE)	25.7 FTE
Summary of your uploaded strategic plan as it refers to transformational learning	Adjusting our Personalized Learning Model to meet the needs of our district and community by implementing accountability and intervention systems to ensure success of all our students.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Enter Here
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	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	1/11/20

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	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	$20,406.18 (FY20), $20,277.16 (FY21)
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	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 for your transformational learning 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 curriculuar 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 for your transformational learning plan	Increase the rigor and pacing expectations of each individual student in our blended learning program. All students will stay need to meet the minimum curricular requirements pace in order to gradute from Conrad Public Schools. This will not come at the expense of individual flexibility to exceed any standards or accompanying pace of our District offerings or pathways.
Progress made	We have improved the system of expectations layed out for each individual student so that all students are supported and pushed to keep pace with requirements for graduations and beyond.
Measurable objective for your transformational learning plan	5% increase in dual enrollment participation, 5% increase in internships, OTJ training, and career exploration
Progress made	Developing
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	N/A
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	141 (9-12)
Number of teachers included in plan implementation (requested by the BOPE)	12.5 FTE

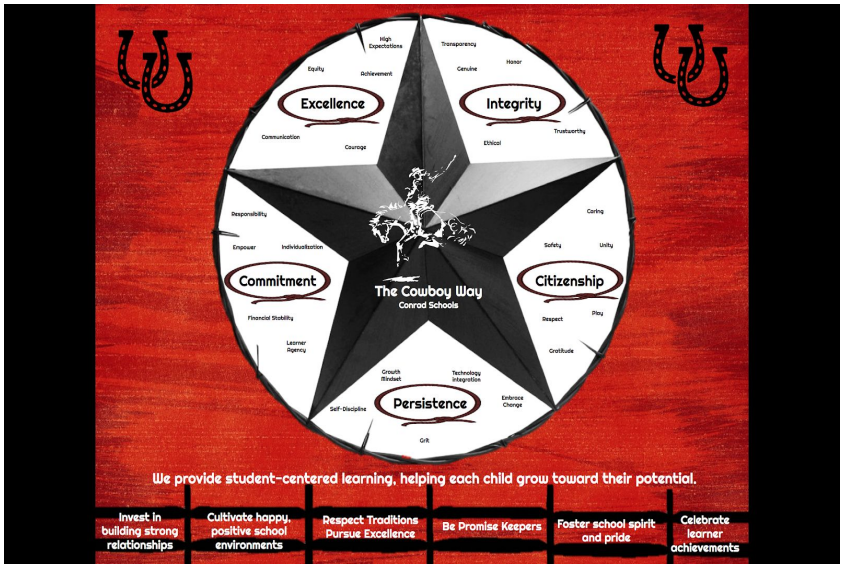
Summary of your uploaded strategic plan as it refers to transformational learning	Adjusting our Personalized Learning Model to meet the needs of our district and community by implementing accountability and intervention systems to ensure success of all our students.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Enter Here
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	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

Welcome to the Conrad Public Schools Strategic Plan

We are the premier public school district where each student learner thrives. Students dream it ~ we help them achieve it. Learner agency is at the center of instructional decisions. We continually look for our YES and the way we can versus NO. Personalizing learning is the highest priority for our district for 21st century learners. A continual scanning for future readiness is a key element of the operation of the district. The district is bold, but intentional, positive, but firm; inclusive and encouraging; loving, and welcoming; inviting and educational. The voice of Conrad Public Schools is that of a trusted mentor; one who respects the lessons of the past, lives in the present and strives for excellence in the future. We are promise keepers who are strongly invested in the future builders of today -- our students. We are committed to living, teaching and measuring by #TheCowboyWay, meaning we will not settle for average. We strive to be exceptional and work toward that every day, week, month, semester and year.



Vision Statement

We are a premier school system where each student thrives. Students dream it - we help them achieve it!

Vivid descriptors of the desired future for Conrad Public Schools.

- We value the human connection of personal relationships; it empowers our students to be bold and confident.
- The social-emotional safety of our students reflects Maslow's before Bloom's.
- Our school environment is happy and positive.
- We have eliminated academic silos while maintaining social relationships with peers.
- Our students have abundant experiential learning opportunities, including career exploration and international experiences.
- Our programs and services ensure learner agency in their quest for future readiness.
- We value and empower our staff.
- We acquire financial resources and high-quality talent that drives student-centered learning.
- We successfully partner with our community to provide enhanced opportunities for our students.
- We are an incubator of ingenuity and innovation.

Mission

We provide student centered learning, helping each child grow toward their potential.

We encourage each learner to:

- Learn Actively
- Be Happy
- Explore Independently

Indicators

Student Success:

- ACT Achievement
- Graduation Rates
- Reading/Math Map Data
- Students Working Beyond Grade Level
- Enhanced Student Experiences
- MT CRT Science Achievement (this will be replaced with a new assessment)

Learning Environment:

- Technology Plan
- Teacher Driven Technological Uses
- District Wide Student-Teacher Ratios

Strategy

Goal: Transformational Learning for Grades K-6 (5 objectives)

- Wax Museum
- Walk to Math for grades 4-6
    - Students grouped by ability not grade level. Provides opportunity to *individualize learning for students based on their needs without seat time being the measure of proficient*
- Extension Days for *all students to explore student-driven interests*
- Accelerated Reading groups for 4-6 to meet students at their ability
- Accelerated 6th graders in 7th grade math

Goal: Transformational Learning for Grades 7-12 (6 objectives)

- Develop multiple routes to career development opportunities
    - John Deere University (JDU)
    - Entrepreneurial Center-Culinary
    - Entrepreneurial Center-Screenprinting/embroidery
    - Entrepreneurial Center-Core Technician
    - Entrepreneurial Center-CNA
    - Entrepreneurial Center-Automotive Technician
    - Entrepreneurial Center-Small Engine Repair
    - Career Fair in April
    - DaVinci Night
    - Moodles
    - *MOOCS*
- Ten percent increase in concurrent enrollment participation
- Double the number of Trades Academy “Classroom to Industry” pathways
- Ensure career exploration opportunities are provided on a monthly basis K-12
- Five percent increase in dual enrollment participation
- Continue to increase enrollment in our Personalized Learning program. Currently

- Five percent increase in internships/OJT and career exploration in grades 11-12

Goal: Finance & Operations (4 objectives)

- Ensure facilities are maintained and operated
- Continue to strengthen relationships with stakeholders
- Offer relevant professional development to all employees
    - On-site observations at other visionary schools for employees to enhance transformational learning opportunities within their classrooms.
    - PLE Bootcamp for all 7-12 certified staff-Leaderboards, pacing guides, advisory, small group instruction, flexible seating.
    - Performance assessments will comprise 46%
    - 60% of course delivery for grades 7-12 will be via hyperdocs
    - Reduce barriers that currently exist to enhance individual student learning experiences

Goal: Learning Environment (3 objectives)

- We will expand the social, emotional support and learning for our students
- We will create a culture of positivity
- We will strengthen trust through the inclusive voices of the school community

Goal: Community Relations (2 objectives)

- Develop and implement a public relations plan
- We will provide enhanced opportunities to increase the community's understanding of strategic initiative, direction, and needs

Conrad Public Schools No. 10

Proficiency Based Assessment Framework

The backbone of the District's Proficiency-Based Assessment Plan is linked to the Conrad School District's Trustees Vision: Personalized Learning for All.. It is known and understood that personalized learning requires flexibility, student-centered decisions, and methodologies for measuring progress and proficiency beyond the traditional seat time or aggregate hours.

20-9-311 of the MCA states that“ if a pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using “DISTRICT ASSESSMENTS"... a pupil enrolled in a program providing fewer than the required aggregate hours...

The Adopted Definition for Assessment:

Assessment is the process of gathering, analyzing, interpreting and using information about student's progress and achievement to improve teaching and learning. - Visible Learning

The following types of assessment are district approved as appropriate assessments, in the Conrad Public Schools as methods for students to demonstrate proficiency.

A. Each of these assessments requires a district approved rubric (scoring guide) used for grading student proficient acquisition of the requisite knowledge and skills.

- Work Samples of Students (writing, drawing, concept maps, models)
- Interviews and Conferences (taped, video, verbal, peer, group)
- Portfolios (diaries, sketches, journals, digital files, notes)
- Performance (role play, problem solving, debates, structured discussions, labs)
- Project/Problem Based Projects (SAEs, Coding, Stock Market Game, Small Engine Repair, Water Study...)
- Major Work (Exhibition, recital, invention, investigation project, Science Fair exhibit...)
- Trans-disciplinary Projects (If credit is earned in multiple subjects, assessment must occur in each subject as part of the project).
- Student Overall Performance Plan that uses elements of a variety of assessment tools that meet the unique learner interests and needs of the student that allows them to indicate proficiency.

B. The use of exams for measuring student demonstrated proficiency requires using assessments that have reliability, removed bias, gap identification, growth available. These exams used to measure proficiency require the expertise found in test developers. Teachers may choose from the district-approved list of test developers.

District Approved List of Test Developers that meet District criteria of reliability, bias, alignment to Standards, dashboard identification of gaps, immediacy of feedback.

Study Island

Galileo K-12

Ascend Math

Star Reading

MAPS

Journey's Intervention Assessments for Progress Monitoring

AIMS WEB - M.Comp

Each course/class in Conrad Public Schools shall enact the following elements that comprise district assessments of classes/courses:

A. . Pre-tests that measure students' current levels of knowledge and skill.
B. Ongoing formative assessments that measure acquisition of the knowledge, skills and understanding requisite in Montana Academic Standards.
C. District summative/benchmark assessments that measure the students' acquisition of the knowledge and skills identified in the Montana Academic Standards and student growth.

Standards to Teachers to Maintain

- Students have different talents, abilities and attitudes that indicate their current and untapped potential. We need to look for them and find ways to assess the ability of each student.
- What can drive and accelerate the expansion of a student's potential (brain plasticity)? We need to include those as part of the student's performance plan.
- The purpose of assessment is to ensure that the student has multiple opportunities to demonstrate that they have met the proficiency standards of the class and the district.
- Immediacy of feedback is vital in student learning and the district encourages the use of digital tools that provide analysis, immediate feedback, and valuable data to teachers that improve instruction.

Definitions of proficiency

- *Proficiency in the Conrad Public Schools for grades K-6 is identified as *earning a 3 or 4 on the critical elements of the Standards Based Reporting System.*

  **Proposal to the board for adoption.*

- Proficiency in the Conrad Public Schools for grades 7-12 is identified as meeting the Critical Standards of each course at 80% or higher

  *Already in policy.

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Elder Grove Public Schools District #8
LEA #	**0972**
Submitter's first and last name	Nathan Schmitz
Email	schmitz@eldergrove.k12.mt.us
Phone number	406-656-2893
Amount of funding received	$62,225
A report of progress toward measurable objectives under the school district's transformational learning plan.	
[redacted]	
Measurable objective for your transformational learning plan	Develop an understanding and framework for using proficiency scales in all grades and contents.

Progress made	Elder Grove has disseminated information regarding proficiency scales and held multiple staff meetings introducing concepts and answering questions. This has been a district wide initiative and one that will be an ongoing topic for a couple of years.

Transformational Learning Annual Report
FY2021

Measurable objective for your transformational learning plan	Increase technology so that students have access to chrome books to further their ability to succeed at their own pace and ability.
Progress made	Elder Grove Schools was able to secure funding in December to take the entire district to a 1:1 ratio for all students. We already had chrome books for all staff. This has been a huge advantage in allowing students to learn at their own pace. This is evidenced by our Fall NWEA MAPS scores, which demonstrated very little regression from last spring and in most cases growth, which was not anticipated.

Measurable objective for your transformational learning plan	Implement proficiency scales as a method of measuring student achievement.
Progress made	Elder Grove has 2 upcoming professional development opportunities planned for all staff to help translate their understanding of p-scales to implementation within their classrooms.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual	

reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	3.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	We anticipate hiring 3 new teachers for next year to accommodate student growth and maintain our accreditation status.
[redacted]	

Number of students served & grade levels (requested by the BOPE)	There will be 633 students that will be served at Elder Grove School. Our entire K-8 district benefits from all of our stated objectives.
Number of teachers included in plan implementation (requested by the BOPE)	There are 41 teachers that are involved at Elder Grove School.
Summary of your uploaded strategic plan as it refers to transformational learning	**Goal Area 1: Enhanced Student Opportunities** **Statement of Intended Outcome, Five years:** Elder Grove Elementary Public School has greatly enhanced the opportunities for our students. As a result of our efforts, our students have enriching experiences that support student learning, engagement and reaching each student's full potential. **1-2 Year Strategic Objectives**: **High Priority Strategies**

	· We will increase teacher buy-in to the paradigm shift necessary to enhance student achievement. This will include, but not be limited to, personal responsibility and other strategies. · We will increase professional development opportunities for our staff in areas that enhance student achievement with an emphasis on student learning and proficiency scales. · We will integrate more technology, specifically chromebooks, for students to utilize technology in their learning and at their own pace. **Medium Priority Strategies** · We will enhance student extra-curricular activities, both academic and non-academic. · We will develop programs and processes to ensure that, as a District, we know what students will need to be successful when they are in our District and when they are ready to exit our system. · We will maintain community service opportunities for our students. · We will provide opportunities and experiences for our special needs students. · We will enhance our STEAM (science, technology, engineering, arts and math) programming for students. · We will provide enhanced opportunities for students to have challenging educational courses and inquiry based learning opportunities.

Optional: A summary of the new story your district is telling around transformational learning and any testimonials	

Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Covid 19 has slowed our progress as a whole. Ability to congregate, arrange speakers for professional development, supply of technology, and an array of other reasons.

School District Board Chair Printed Name	Rich Pope
School District Board Chair Signature	Rich Pope
Date of Signature	1/11/2021

Elder Grove Elementary Public School

Strategic Plan

2020

Overview

The Elder Grove Elementary Public School (hereinafter referred to as "District") 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, the District 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 the District moves into the future. This strategic plan is intended to help the District in focusing its resources in a manner that will best benefit the children enrolled in the District.

The Elder Grove Elementary Board of Trustees and staff began the strategic planning and thinking process necessary to fit with its commitment to children, to community engagement and to knowledge-based decision making processes.

As part of its preparation for strategic planning, the District brought in Debra Silk of the Montana School Boards Association to help facilitate the strategic planning process.

On Tuesday, September 26th 2017, the Elder Grove Elementary Public School Board of Trustees formally adopted its new strategic plan.

The District views the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving plan strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the children served by the District.

Strategic Planning Framework

The framework used by the District 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 focused on five different planning horizons, starting with the long term issues first to provide focus to shorter term efforts.

Core Ideology of the Elder Grove Elementary Public School District

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.

CORE PURPOSE

The Core Purpose of Elder Grove Elementary Schools is to provide a nurturing environment where each student reaches his/her full potential and where good citizenship and values are embraced and honored.

CORE VALUES

TRUST *– We believe that trust is essential in everything we do. Trust fosters respect, honesty, responsibility and integrity.*

SAFETY *– The safety of our students is a high priority. Providing a safe, nurturing, stimulating environment that fosters learning and positive interactions with others is vital to each student's success.*

FAMILY *– We are a family-oriented school and community that genuinely cares for one another and firmly believes that modeling positive behaviors are the expected standards.*

LEADERSHIP *– We believe that strong, confident leadership is critical to fostering an environment that is positive, inspirational, enthusiastic and collaborative.*

15-20 Year Planning Horizon

Envisioned Future of the Elder Grove Elementary Public School

Goal:

Elder Grove Elementary is a dynamic, visionary community school that provides each student with the tools and support to be successful in life.

A Vivid Description of the Desired Future:

- Our small class sizes support an individualized approach to educating each student.
- Our students enjoy a variety of enriching academic opportunities and experiences that support our students' skills and desires.
- Our students have a variety of extra-curricular (academic and non-academic) activities in which to participate to enrich their experience in our schools.
- We have fully integrated technology into all aspects of our curriculum, our infrastructure and our operations.
- Our students and staff are well versed in contemporary technological applications that will benefit them into the future.
- Our facilities support the contemporary needs of our students, staff and community.
- Our community fully supports our schools, our programs and services and our vision for the future.
- Through both traditional and non-traditional methods of funding, we have the resources to ensure that our students have the best experiences and opportunities.
- Through our collaboration with other school systems, our students transition smoothly and are well prepared for their futures.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Elder Grove Elementary Public School

In order to make progress against the 20 year Envisioned Future, Elder Grove Elementary Public School 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 the District 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.

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 Elder Grove Elementary Public School 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 Elder Grove Elementary School Board, Staff Leadership Team, and faculty.

Goals of the Elder Grove Elementary Public School

Goal Area 1: Enhanced Student Opportunities

Statement of Intended Outcome, Five years: Elder Grove Elementary Public School has greatly enhanced the opportunities for our students. As a result of our efforts, our students have enriching experiences that support student learning, engagement and reaching each student's full potential.

1-2 Year Strategic Objectives:

High Priority Strategies

· We will increase teacher buy-in to the paradigm shift necessary to enhance student achievement. This will include, but not be limited to, personal responsibility and other strategies.

· We will increase professional development opportunities for our staff in areas that enhance student achievement with an emphasis on student learning and proficiency scales.

· We will integrate more technology, specifically chromebooks, for students to utilize technology in their learning and at their own pace.

Medium Priority Strategies

- We will enhance student extra-curricular activities, both academic and non-academic.
- We will develop programs and processes to ensure that, as a District, we know what students will need to be successful when they are in our District and when they are ready to exit our system.
- We will maintain community service opportunities for our students.
- We will provide opportunities and experiences for our special needs students.
- We will enhance our STEAM (science, technology, engineering, arts and math) programming for students.
- We will provide enhanced opportunities for students to have challenging educational courses and inquiry based learning opportunities.

Goal Area 2: Communication/Community Outreach

Statement of Intended Outcome, Five Years: We have successfully enhanced our internal and external communications and our community outreach. As a result of our efforts, we have built trust with our stakeholders and our community, parents, students and staff are well informed about District initiatives and our vision for moving forward.

1-2 Year Strategic Objectives:

High Priority Strategies

- We will enhance parent involvement and engagement.
- We will improve teacher/parent communications.
- We will increase our community's understanding and awareness of District initiatives and our vision for the future through 1-to-1 contact and other strategies.
- We will enhance staff communication and involvement.
- We will expand our use of technology as a means of effectively communicating our message to parents and our community.

Medium Priority Strategies

- We will enhance the opportunities to showcase student successes.
- We will expand our adult education offerings to support the needs, wants and preferences of our community.

Goal Area 3: Facilities/Infrastructure

Statement of Intended Outcome, Five Years: As a result of our planning efforts, anticipating our future needs and community collaboration, our facilities and infrastructure meet the ongoing needs of our students, staff and community.

1-2 Year Strategic Objectives:

High Priority Strategies

· We will embark on a marketing/education initiative to educate the community about the sense of urgency and necessity of planning and supporting facilities expansion to meet the needs of our students and expectations of parents and the community.
· We will plan for the future needs of our District and community by exploring options for land purchase and expansion.

Medium Priority Strategies
· We will make continued improvements to our technology infrastructure.
· We will continue to improve our existing buildings to support students and learning opportunities into the future.

Appendix "A"
Megatrend Analysis to Help Inform and Assess Elder Grove Elementary Public School District's Strategic Plan
Assumptions about the future (5-10 years)

Assumptions: The following are 5-10 year assumptions concerning the key external trends, challenges, or issues facing Elder Grove Elementary Public School District in the future. They may represent either future opportunities or threats to the District.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Elder Grove Elementary Public School District

In order to make progress against the 20 year Envisioned Future, Elder Grove Elementary Public School 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 Elder Grove Elementary Public School 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 meetings, the Elder Grove Elementary School Board, Staff Leadership Team, faculty and community 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 Elder Grove Elementary Public School's Strategic Plan.

Assumptions about the future

Demographics

· We anticipate that the population of our community within the boundaries of the District will accelerate beyond what was initially estimated.
· We anticipate that we will continue to see an increase in students who qualify for Free & Reduced meals due to the socioeconomic circumstances that exist.
· We anticipate that the families of our students will be 2 income families with both parents working.
· We anticipate that families moving into our district will continue to be young families with children.

Business and Economic Climate

· We anticipate significant growth in residential development.
· We anticipate that the Shiloh area will continue to be an area of expanded growth.
· We anticipate that business and economic growth will be limited until such time as infrastructure barriers (city water and sewer, roads, fire, police, etc.) are addressed.
· We anticipate that as more and more farmland is developed into housing and subdivisions, business development will follow.

Politics and Social Values

· We anticipate that our nurturing and student-centered school setting will continue to be a positive attribute that attracts parents and students to our school.
· We anticipate that the trend of teaching not being viewed as a valued profession will continue.
· We anticipate a continuing trend of parental reliance on the school addressing the needs of children.
· We know that the new national administration will have a direct impact on us resulting in less funding and increased support for charter and private education.

Technology and Science

· We anticipate that our teachers will be instrumental in keeping pace with both technology and science.
· We anticipate that we will need to address infrastructure and related financial implications on our budget in order to keep pace with technology and science.
· We anticipate that technology and science standards will impact our approach to addressing these areas.
· We anticipate that it will continue to be a challenge to keep up with the funding and professional development needed in the areas of technology and science.

Legislation and Regulation

· We do not anticipate any substantial increase in funding at the state or federal level.
· We anticipate continued changes in content standards as a result of the reauthorization of the ESEA, now the Every Student Succeeds Act (ESSA).
· We anticipate that the flexibility to permissively levy under SB307 may have an impact on passage of voted levies/bonds.
· We anticipate the law that lifts the moratorium on new high schools for larger school systems may impact us in the future.

5-10 Year Planning Horizon

Mega Issues facing the Elder Grove Elementary Public School District

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 Elder Grove Elementary Public School' 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.
Note: The questions are not necessarily arranged in priority order.
Mega Issues for Consideration

· How do we effectively communicate with all stakeholders to get buy-in for our short-term initiatives and long-term vision for the District?

· How can we adequately plan for the anticipated growth in our area to ensure that we have the resources and infrastructures in place necessary to support our students, staff, parents and community,

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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

SECTION 1 REQUIRED	
District name	Evergreen School District
LEA #	0339
Submitter's first and last name	Laurie Barron
Email	lbarron@evergreensd50.com
Phone number	406-751-1111
Amount of funding received	$94,975.00
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	See attached teacher plans with data for 2019-2020 and 2020-2021
Progress made	See attached teacher plans with data from 2019-2020
Measurable objective for your transformational learning plan	
Progress made	
Measurable objective for your transformational learning plan	
Progress made	
Measurable objective for your transformational learning plan	
Progress made	
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0
Proposed decrease in FTE	0
Rationale for changes in FTE	NA
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	Approximately 660 students, grades PK-8
Number of teachers included in plan implementation (requested by the BOPE)	58
Summary of your uploaded strategic plan as it refers to transformational learning	Please see attached Strategic Planning Continious Improvement Summary on pages 103-106

Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Please see attached PowerPoint Presentation
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Please see attached teacher plans from 2019-2020 with narrative data

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

School District Board Chair Printed Name	Tamara Williams
School District Board Chair Signature	Tamara Williams
Date of Signature	12-9-2020

Evergreen School District
Transformational and Personalized Learning Overview
2020-2021

Overview of Process

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

Evergreen School District
Transformational and Personalized Learning

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

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

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

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

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

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

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

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

November 8, 2019

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

Dear Superintendent Barron:

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

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

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

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

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

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

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

With utmost respect,

Jule Walker

Jule Walker
Deputy Superintendent

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

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

New Admin: First three years in new role then same as veterans
Veterans: Coaching then three years off then coaching

Next Coaching Cycle	
Laurie	2021-2022
Kim	2023-2024
Melissa	2021-2022
Steve	2024-2025
Mary	2023-2024
Sherry	2021-2022

Six other staff participated in professional learning from 2016-2020 who are no longer in the same position in the District.

Evergreen School District
Professional Learning Overview
for Transformational and Personalized Learning
2020-2021

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

2020-2021 Professional Learning Monthly Focus*	
Grouping Strategies	**Summative Assessments**
Preparing for Group Work and Social Grouping	Purposeful Summative Assessments
Skill/Strategy Grouping	Rubrics and Portfolios for Summative Assessments
Random Grouping	Digital Summative Assessments
Interest Grouping	Paper-Pencil and Digital Summative Assessments
Knowledge of Subject Grouping	Project-Based Summative Assessments
Task Grouping	Project-Based Summative Assessments
Ability Grouping	Student Choice Summative Assessments
Achievement Grouping	Get Creative with Summative Assessments

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

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

Date	Topic
September	**Formative Assessment: Benchmark Data** **Differentiation Strategy: Skill Groups** • Pre-Assessments of Instructional Practices • Introduce Benchmark Data and Skill Groups • Let's Try It! Using benchmark data, create skill group(s) o Review with colleagues to discuss and improve
October	**Formative Assessment: Enter/Exit Tickets** **Differentiation Strategy: Tiered Assignments** • Review and Share of Assessments and Strategies • Introduce Enter/Exit Tickets and Tiered Assignments • Let's Try It! Using enter/exit tickets, create a tiered assignment o Review with colleagues to discuss and improve
November	**Formative Assessment: Self-Assessment** **Differentiation Strategy: Scaffolding** • Review and Share of Assessments and Strategies • Introduce Self-Assessment and Scaffolding • Let's Try It! Using Self-Assessment, create a scaffolded lesson o Review with colleagues to discuss and improve
December	**Formative Assessment: Cooperative Grouping/Observations** **Differentiation Strategy: Learning Menu** • Review and Share of Assessments and Strategies • Introduce Cooperative Grouping/Observation and Learning Menus • Let's Try It! Using Cooperative Grouping, create a learning menu o Review with colleagues to discuss and improve
January	**Formative Assessment: Classroom/Curriculum Assessments** **Differentiation Strategy: Review/Preview** • Mid-Year Survey of Instructional Practices • Review and Share of Assessments and Strategies • Introduce Classroom/Curr. Assessments and Review/Preview Lessons • Let's Try It! Using classroom assessments, create a review/preview lesson o Review with colleagues to discuss and improve
February	**Formative Assessment: Responders (Plickers, Clickers, Whiteboards, etc.)** **Differentiation Strategy: Task Cards** • Review and Share of Assessments and Strategies • Introduce Responders and Task Cards • Let's Try It! Using responders, create Task Cards o Review with colleagues to discuss and improve
March	**Formative Assessment: Graphic Organizers** **Differentiation Strategy: Process/Stations** • Review and Share of Assessments and Strategies • Introduce Graphic Organizers and Process/Stations • Let's Try It! Using graphic organizers, create different processes/stations o Review with colleagues to discuss and improve
April	**Formative Assessment: Questioning/Journaling** **Differentiation Strategy: Choice Boards** • Review and Share of Assessments and Strategies • Introduce Questioning/Journaling and Choice Boards • Let's Try It! Using questioning/journaling, create choice boards o Review with colleagues to discuss and improve
May	**Formative Assessment and Differentiation Review** • What are three new things you tried this school year? • What are three benefits from trying these new things this year? • End of Year Survey of Further Instructional Needs

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

Date	Topic
September	**Effective Lesson Planning: Long Range Planning** **Diagnostic Assessment: Interest Surveys** • Begin creating a scope and sequence for your subject/grade level. • Use interest surveys to learn about students interests.
October	**Effective Lesson Planning: Components of an Effective Lesson Plan** **Diagnostic Assessment: Benchmark Assessments and Interventions** • Discuss components of an effective lesson plan and template. • Analyze benchmark assessments to support student needs.
November	**Effective Lesson Planning: Assessment** **Diagnostic Assessment: Pre-assessments and Interventions** • Begin with the end in mind. Start with what you are assessing. • Use pre-assessments to guide instruction.
December	**Effective Lesson Planning: Opening - Guiding Questions** **Diagnostic Assessment: Universal Screeners and Interventions** • Explore how to write an essential question to guide our instruction and student learning. • Explore some universal screeners to use with students.
January	**Effective Lesson Planning: Warm-Up and Activating Strategies** **Diagnostic Assessment: Curriculum Based Diagnostic Assessments** • Explore ideas for warm-ups and activating strategies to use for each lesson. • Use curriculum based diagnostic assessments to guide instruction.
February	**Effective Lesson Planning: Mini-Lesson** **Diagnostic Assessment: Hinge-Point Question** • Explore the elements of a mini lesson and how to make it truly "mini." • Discuss the idea of a hinge-point question and how to use it in your lesson
March	**Effective Lesson Planning: Student Work Time** **Diagnostic Assessment: KWLH Chart** • Explore the different components that can take place during student work time. • Discuss the idea of a KWLH charts and how to use them in your lesson.
April	**Effective Lesson Planning: Closure of a Lesson** **Diagnostic Assessment: Using Technology for Diagnostic Assessments** • Explore how to close a lesson to maximize learning. • Discuss the idea of using technology for diagnostic assessments.
May	**Effective Lesson Planning and Diagnostic Assessment Review**

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

Date	Topics (While Teaching Through a Pandemic)
September	• Grouping Strategies: Preparing for Group Work and Social Grouping • Summative Assessment: Purposeful Summative Assessments for On-site and Remote Learners
October	• Grouping Strategies: Skill/Strategy Grouping • Summative Assessment: Rubrics and Portfolios for Summative Assessments
November	• Grouping Strategies: Random Grouping • Summative Assessment: Digital Summative Assessments
December	• Grouping Strategies: Interest Grouping • Summative Assessment: Paper-Pencil and Digital Summative Assessments
January	• Grouping Strategies: Knowledge of Subject Grouping • Summative Assessment: Project-Based Summative Assessments
February	• Grouping Strategies: Task Grouping • Summative Assessment: Project-Based Summative Assessments
March	• Grouping Strategies: Ability Grouping • Summative Assessment: Student Choice Summative Assessments
April	• Grouping Strategies: Achievement Grouping • Summative Assessment: Get Creative with Summative Assessments
May	• Grouping Strategies and Summative Assessment Review

Instructional Coach Roles and Responsibilities
Evergreen School District

1. **Mentor and Coach Teachers**
    a. Support staff needs with curriculum, instruction, and assessment.
    b. Schedule quarterly meetings with all certified staff.
    c. Observe classroom instruction of all certified staff.

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

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

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

Evergreen School District
Personalized Learning Grant Teacher Request Form

SECTION I
Teacher Name:
Grade Level:
Subject:
Cost of Request:
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

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

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

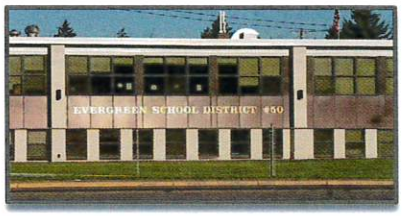
1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
2. **Embedding community-based, experiential, online, and workplace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

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

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

Transformational Learning Grant

Evergreen School District
Kalispell, Montana
2019-2020



Welcome to Evergreen!

East Evergreen Elementary School:	PK-4th
Evergreen Junior High School:	5th-8th
Evergreen Flathead Crossroads:	K-8th

Certified Staff:	67
Classified Staff:	61
Total Staff:	128

Third largest K-8 district in the state

One of the largest unincorporated communities in Montana

One of the most densely populated districts in Montana

Video

2

Special/Additional Services	Percentage (Number)
Students with Disabilities	25% (178)
English Language Learners	<1% (2)
Families in Transition	8% (54)
504 Plan	2% (13)
Multi-Tiered System of Support Services	25% (172)
Altacare Mental Health Program	14% (100)
Gifted and Talented (ACE)	7% (51)
Medical Needs	19% (130)
Free Breakfast and Lunch* (*All receive through grant; 89% eligible)	100% (699)

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ESSA Report Card 2018-2019	
Evergreen School District Compared to State of Montana	
Achievement in Mathematics	+2%
Progress in Mathematics	+10%
Achievement in Reading	-3%
Progress in Reading	+2%
Achievement in Science	+9%

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Overview

1. Coaching for All
2. Five Year Professional Learning Plan
3. District-wide Instructional Coach
4. Transformational Personalized Learning Plan
   (made possible through grant)

Implemented Plan for Coaching for All

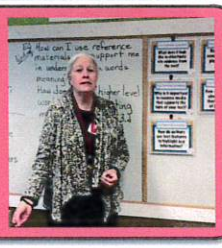
In four years: 6 administrators, 21 teachers

- Through BetterLesson, School Administrators of MT, AASA
  - 2016-2017 (3 administrators)
  - 2017-2018 (4 administrators and 4 teachers)
  - 2018-2019 (4 administrators and 11 teachers)
  - 2019-2020 (4 administrators and 6 teachers)
  - 2020-2021 with Transformational Learning Grant (2 administrators and 13 teachers)

Ashley McCrorie
2nd Grade Teacher
East Evergreen Elementary

Implemented Five Year Professional Learning Plan

2018-2019	Instruction: Differentiation Assessment: Using Formative Assessment to Adjust Instruction
2019-2020	Instruction: Effective Lesson Planning Assessment: Diagnostic Assessments
2020-2021	Instruction: Grouping Strategies Assessment: Summative Assessments
2021-2022	Instruction: Higher Order Thinking Skills Assessment: Balanced Assessments
2022-2023	Instruction: High Expectations Assessment: Effective Teacher Commentary



Linda Bowman
5th/6th Grade Teacher
Evergreen Crossroads

Implemented District-wide Instructional Coach

- Mentor and Coach Teachers
- Provide New Teacher Support
- Lead Professional Development
- Support Curriculum, Instruction, and Assessment

Grace Williams
5th Grade Teacher
Evergreen Junior High

Implementing Transformational Personalized Learning Plan

Measurable Objectives for Transformational Learning Grant (2019-2023)

1. District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning
   - Yearly Professional Learning Focus (58 Teachers)
     - Early Release Once per Month
     - Semester Planning Days
     - Analyzing Student Data to Design School Improvement Plans
   - Yearly Design Studio and Coaching (voluntary teachers each year)
2. School-wide Support for Personalized School Learning Environments
3. Teacher Support for Personalized Classroom Learning Environments
   - Teachers Participating in District-wide Design Studio and Coaching (voluntary)
   - All Teachers (58)

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Implementing Transformational Personalized Learning Plan

1. District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning

- Yearly Professional Learning Focus (58 Teachers)
  - Early Release Once per Month
  - Semester Planning Days
  - Analyzing Student Data to Design School Improvement Plans
- Yearly Design Studio and Coaching (voluntary teachers each year)

Kurt Weber
Music Teacher
Evergreen Junior High

Jenny Baker
4th Grade Teacher
East Evergreen Elementary

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Implementing Transformational Personalized Learning Plan

1. District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning

BetterLesson Design Studio and Coaching 2020-2021

1. Ethan Bailey--East
2. Jennifer Baker--East
3. Melissa Fahrney--East
4. Chelsey Noffsinger--East
5. Jennifer Corbett--Junior High
6. Jean Crofts--Junior High
7. Vic Dalla Betta--Junior High
8. Cynthia Thorsen--Junior High
9. Grace Williams--Junior High
10. Anita Hillis--East and Crossroads
11. Crysta Pitcher--Crossroads
12. Brooke Weaver--Crossroads
13. Jennifer Doss--District

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Implementing Transformational Personalized Learning Plan

2. School-wide Support for Personalized School Learning Environments

Cynthia Thorsen
Librarian
Evergreen Junior High

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Implementing Transformational Personalized Learning Plan

2. School-wide Support for Personalized School Learning Environments

School Requests 2019-2020

1. East Evergreen Elementary Library/Media Center STEAM Upgrades—Teresa Makela
2. Evergreen Junior High School/Media Center STEAM Upgrades—Cynthia Thorsen
3. Evergreen Crossroads STEAM/MakerSpace Upgrades

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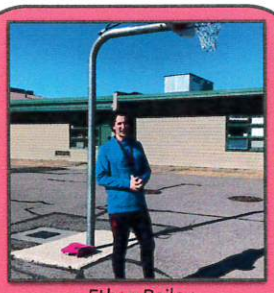
Implementing Transformational Personalized Learning Plan

3. Teacher Support for Personalized Classroom Learning Environments
   - Provide Resources for Teachers Participating in District-wide Design Studio and Coaching
   - Provide Resources for All Teachers



Ethan Bailey
PE Teacher
East Evergreen Elementary

Michelle Mitchell
Counselor
East Evergreen Elementary

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Implementing Transformational Personalized Learning Plan

3. Teacher Support for Personalized Classroom Learning Environments
   - Provide Resources for Teachers Participating in District-wide Design Studio and Coaching
   - Provide Resources for All Teachers

Individual Teacher Requests 2019-2020

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

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Personalizing Learning

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Let's Celebrate!

Shaun Forrest
Principal
East Evergreen Elementary

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Our Team

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Evergreen School District

Dr. Laurie Barron
Superintendent
lbarron@evergreensd50.com

Jennifer Doss
Instructional Coach
jdoss@evergreensd50.com

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Evergreen School District
Implementing Transformational Personalized Learning Plan
District-wide Support for Personalized School Learning Environments
2019-2020

District Requests (no cost to grant in 2019-2020)

1. Yearly Professional Learning
    a. Early Release Professional Learning (all teachers once per month)
    b. Semester Planning Days (all teachers twice per year)

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

Date	Topic
September	**Effective Lesson Planning: Long Range Planning** **Diagnostic Assessment: Interest Surveys** • Begin creating a scope and sequence for your subject/grade level. • Use interest surveys to learn about students interests.
October	**Effective Lesson Planning: Components of an Effective Lesson Plan** **Diagnostic Assessment: Benchmark Assessments and Interventions** • Discuss components of an effective lesson plan and template. • Analyze benchmark assessments to support student needs.
November	**Effective Lesson Planning: Assessment** **Diagnostic Assessment: Pre-assessments and Interventions** • Begin with the end in mind. Start with what you are assessing. • Use pre-assessments to guide instruction.
December	**Effective Lesson Planning: Opening - Guiding Questions** **Diagnostic Assessment: Universal Screeners and Interventions** • Explore how to write an essential question to guide our instruction and student learning. • Explore some universal screeners to use with students.
January	**Effective Lesson Planning: Warm-Up and Activating Strategies** **Diagnostic Assessment: Curriculum Based Diagnostic Assessments** • Explore ideas for warm-ups and activating strategies to use for each lesson. • Use curriculum based diagnostic assessments to guide instruction.
February	**Effective Lesson Planning: Mini-Lesson** **Diagnostic Assessment: Hinge-Point Question** • Explore the elements of a mini lesson and how to make it truly "mini." • Discuss the idea of a hinge-point question and how to use it in your lesson
March	**Effective Lesson Planning: Student Work Time** **Diagnostic Assessment: KWLH Chart** • Explore the different components that can take place during student work time. • Discuss the idea of a KWLH charts and how to use them in your lesson.
April	**Effective Lesson Planning: Closure of a Lesson** **Diagnostic Assessment: Using Technology for Diagnostic Assessments** • Explore how to close a lesson to maximize learning. • Discuss the idea of using technology for diagnostic assessments.
May	**Effective Lesson Planning and Diagnostic Assessment Review**

Evergreen School District Semester Grade Level/Subject Release Days 2019-2020		
Group Lead = **Bold***		
First Semester Meeting		
Month	**Content Area**	**Staff**
October	Junior High ELA	Bowman, **Gronley***, Noullet, P. Penrod, Waddell
	Junior High Math	Aiken, B. Barnett, **Corbett***, Hingiss, Petersen
	Special Education	**Hill***, Lindsey, Skerritt
	Counselors	Anderson, A. Barnett, Fahrney, McFarland, **Mitchell***, Taylor
	Preschool/EK/Speech	Black, **Lake***, Slater, Nolin
	Music	Hillis, **Weber***
November	East ELA	Beston, Goldberg, Hilde, **McCrorie***, Morris, Pitcher
	East Math	Arentz, B. Barnett, Baker, Hall, **Kaup***, Wright
	Junior High SS	Crofts, **Doty***, Weaver, Williams
	Junior High Science	**Crofts***, Dalla Betta, Hingiss, Noullet
	Co-Teach	L. Hall, **Jordan***, Richter, St. John
December	Library	**Makela***, Thorsen
	PE	**Bailey***, Darner, Hackley, G. Penrod
	East Social Studies	Cheesman, Johnstone, **Nickel**, Steller
	East Science	B. Bailey, **Hankinson***, Jones, Noffsinger, Thorsen,
Second Semester Meeting		
	Grade/Subject	Staff
January	PK/EK/K	Black, Johnstone, Jones, Kaup, Lake, **Morris***
	4th	**Baker***, Beston, Pitcher, Thorsen
	Music	Hillis, **Weber***
	ELA	Bowman, **Gronley***, Noullet, Penrod, Weaver
	Math	Aiken, B. Barnett, **Corbett***, Peterson,
February	3rd	Arentz, B. Bailey, Hilde, **Nickel***
	5th	Hingiss. **Waddell***, Williams
	Science	**Crofts***, Dalla Betta, Noullet
	Library	**Makela***, Thorsen
March	2nd	Cheesman, Hall, **McCrorie***, Noffsinger
	Co-Teach	L. Hall, **Jordan***, Richter, St. John
	Social Studies	**Crofts***, Doty, Gronley
	Counselor	Anderson, A. Barnett, Fahrney, McFarland, **Mitchell***, Taylor
April	1st	**Goldberg***, Hankinson, Steller, Wright
	PE	**Bailey***, Darner, Hackley, G. Penrod
	Special Education	**Hill***, Lindsey, Skerritt
	Speech	**Slater***, Nolin

Evergreen School District
Implementing Transformational Personalized Learning Plan
School-wide Support for Personalized School Learning Environments
2019-2020

School Requests

1. East Evergreen Elementary School Personalized Learning Needs
    a. STEAM: Library/Media Center
2. Evergreen Junior High School Personalized Learning Needs
    a. STEAM: Library/Media Center
3. Evergreen Crossroads Personalized Learning Needs
    a. STEAM: Makerspace

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

SECTION I
Teacher Name: Teresa Makela
Grade Level: K - 4
Subject: Library Media
Request: STEAM interactive space for the personalized learning of students
Cost of Request:$26,563.50
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
(see attached list of items, vendors, and costs)

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

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

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

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

Objective #1:
The requested furniture will be used to create a library space the entire staff may utilize with students to explore rotating sets of STEAM materials. When time allows, the librarian will work with staff and students on specific individualized learning objectives related to the available materials. Selected items are designed for teachers to use in the library or to check out for classroom use to allow for individual student exploration and differentiation in a variety of STEAM areas. Items include those that allow for creativity by the individual users as well as specific tasks that must be completed as set forth on a task card or by the individual classroom teacher/librarian. After signing out the supplies from the library, teachers may utilize materials in their classrooms until another class has requested them.

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

2019-2020 First Administration aimswebPlus Proficiency:
ELA: School 57% Current Students: 56%
Math: School 63% Current Students: 60%

2018-2019 Smarter Balance Proficiency:
ELA State: 50% School: 46.7% Current Students: 44.1%

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

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

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

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

2020-2021 First Administration aimswebPlus Proficiency:
ELA: School 21.2%
Math: School 24.8%

2019-2020 First Administration aimswebPlus Proficiency:
ELA: School 57% Current Students: 56%
Math: School 63% Current Students: 60%

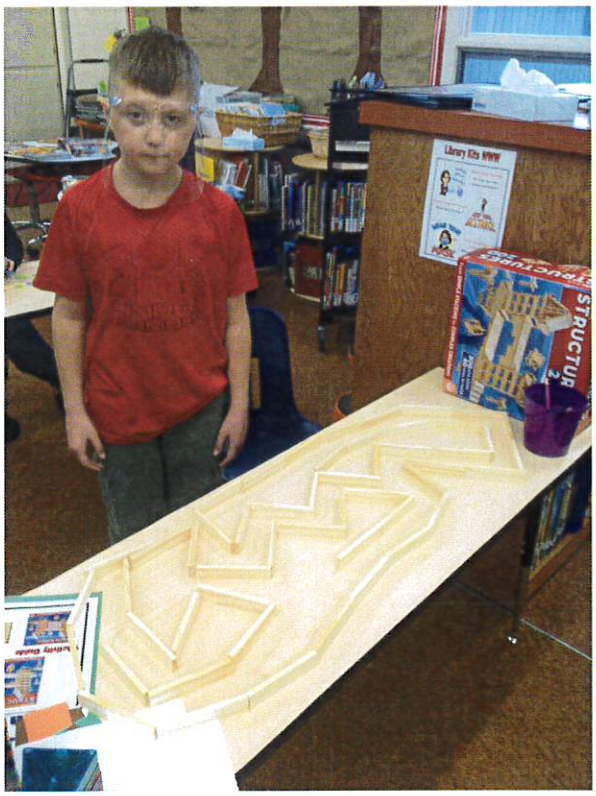
Grant Item Checkout through Nov. 30, 2020: **366 checkouts**
Library Usage Feb. 8, 2020 - Nov. 30, 2020 by Faculty: **1,315 items**

- **Due to Covid - 19 Closure only 23 items checked out from March 30 - June 9, 2020**

Library Usage August 2019 - Feb. 7, 2020 by Faculty: **950 items**
Library Usage Feb. 8, 2019 - Nov. 30, 2019 by Faculty: **1,309 items**

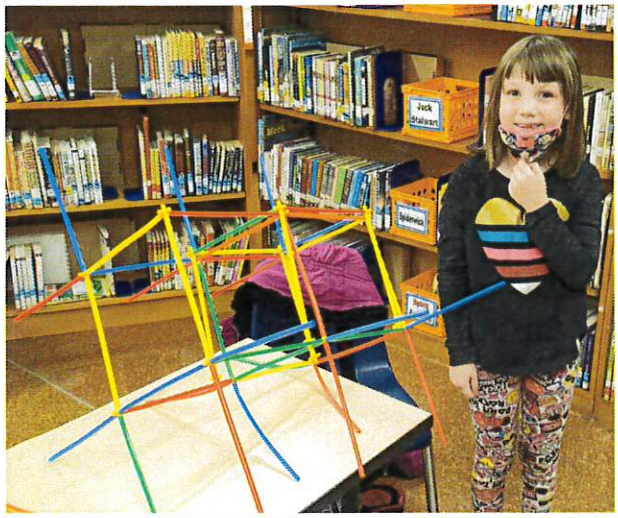
Due to the Covid-19 shutdown in March of 2020, the librarian was not able to implement the use of hands on materials. The librarian gradually started the implementation of items into the curriculum in the Fall of 2020. In the spring, the library used purchased books to incorporate STEAM challenges with items students had available in their homes. These books included Not a Box, How to Build a Treehouse, and I Am Not an Egg Carton. Students were asked to design an item with cardboard, design a treehouse with available materials, and use an egg carton to create a car or animal with moveable parts. The librarian demonstrated different items purchased to students during weekly Google Meets.

In Fall 2020I, the librarian demonstrated items to in-person learners and made them available for staff checkout. The librarian has used the magnatiles, straws, geoboards, creative flakes and Keva planks to have students create traps to match the books How to Catch a Monster and How to Catch a Turkey. The librarian used the book Balloons Over Broadway as a basis for a lesson with 2nd - 4th Graders to create their own balloon characters for Thanksgiving. The librarian has used fairytale stem kits with the Skill Builders room to enhance the study of fairy tales and the Super 3 Problem Solving Strategy. First grade teachers have used STEAM items to enhance the curriculum in regards to cooperative learning, fairy tales, and rural vs. urban communities. The teacher in the Skill Builders room used items for cooperative learning and to meet IEP goals regarding taking turns, sharing, and using nice words.


Library Kits
STRUCTURES

Library
Rules
1) Don't push or shove.
2) Sit up straight.
3) Mind your manners.
4) Don't say bad words.

ourageous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Evergreen School District
Personalized Learning Grant Teacher Request Form

SECTION I
Teacher Name: Kim Anderson, Steve Mayhue, Cynthia Thorsen
Grade Level: 5-8, (Crossroads 2-8)
Subject: Library
Request: Update the Evergreen Junior High Library to a Personalized Student Learning Hub
Cost of Request: $38,408.59
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved): See attached Recommended Items for Junior High Library

SECTION II
What is your request that is directly related to implementing personalized learning?
This request is two-fold.

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

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

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

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

Objective 1
The purpose of bringing the STEAM items to the library is to allow students access to them outside of class instruction time. This access will allow students to pursue their personal interests, passions, and strengths. Students will have access prior to the start of school at least two days of the week and access throughout the day when regular classroom work is completed (including study hall). Students will also have access to the STEAM materials through teacher checkout for use in the regular classroom (including extension classes).

Objective 2
The changes to the classroom design and layout will augment students' ability to use the library for purposes of enhancing their academic interests and advancing their skills in STEAM and collaborative activities. It will provide a more efficient work space and better movement for collaboration and group work. It will also allow students flexibility in their seating.

Objective 3
Increase science and math achievement throughout the school. Students will perform better on math and science assessments by 10%. The number of students taking the STEM/STEAM/PROGRAMMING/MATH COUNTS will increase by 10%.

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

Data for Objective 1 and 2
Current student library usage data:
September 4 - Dec. 6 approximately 4.34 students use the library daily outside library classes. In actuality, it was as low as zero on a few days and as high as 11 students in one day. Most commonly we saw 3 or 4 students each day. The purposes of students coming to the library was for books (majority), to work on assignments (handful), and to use the desktop computers (very few).

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

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

Data for Objective 3
Data will be collected on aimswebPlus, IXL to see an improvement in math and science achievement. Data will also be taken from the enrollment of classes to measure the number of students in each section.

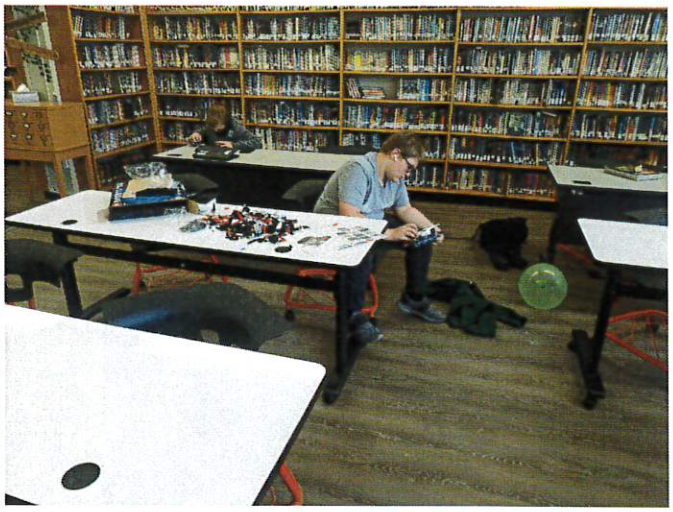
SECTION V (to be completed after implementation)
What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.

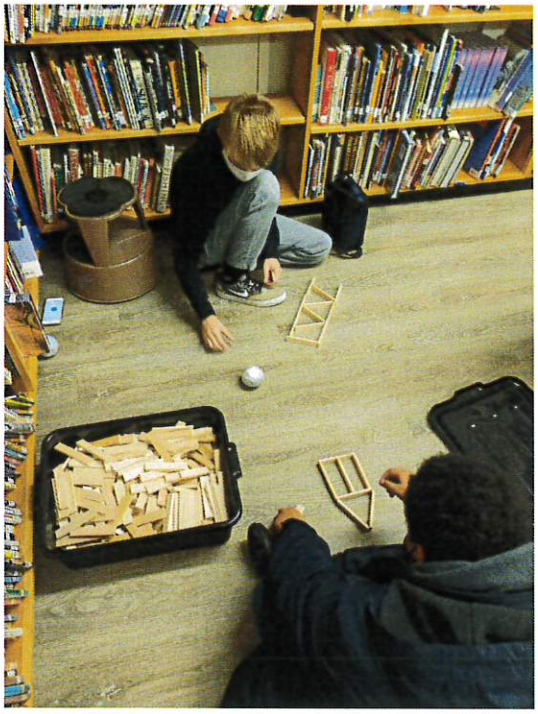
Student Library Usage:
September - November 2020 an average of 1.89 students use the library daily outside of library classes. This number is lower than previous years due to Covid related changes (lower enrollment, sanitization requirements, ect.).

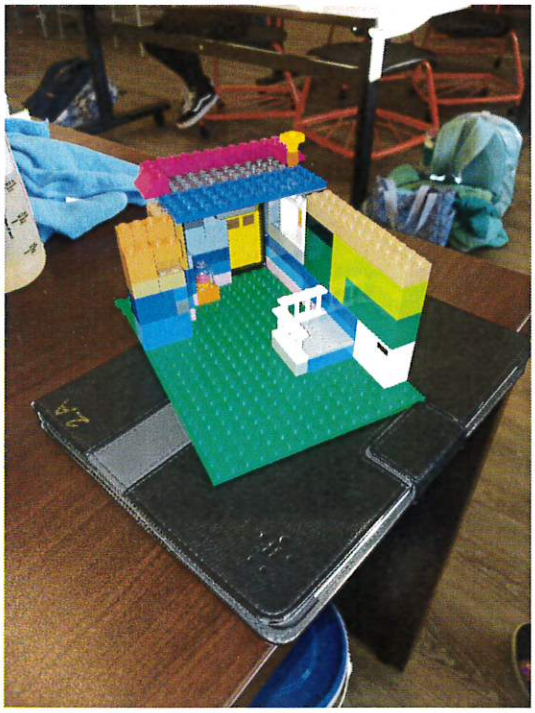
Classroom checkout of STEAM materials:
Grant item used by the After School ACE Program on a once a week basis.
-Keva Planks
-Lego Block
-EV3 Robots
-K'nex
-littleBits kits

Grant items used by the Coding Extension Courses
-Makey Makey

Math and Science Scores Extension Enrollment in STEAM Related Courses
Due to Covid-19 restrictions and guidelines, we have been unable to implement the STEAM materials as we expected on a school-wide basis. We continue to use materials with small groups of students and have seen an increase in student engagement in STEAM related areas and topics. Also, due to the spring shutdown, we have inconsistent or missing assessment data. We will continue to roll-out the usage of STEAM materials as public health guidelines and state directives allow, and track student math and science data to see if our STEAM resources have an impact on student achievement.







Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

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

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

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

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

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

Objective #1
As a result of expanding the builders club, students will have the opportunity for hands on learning. Students with disabilities often are kinesthetic learners and prefer learning by using their hands. It will give the opportunity for self-directed learning and support students individually.

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

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

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

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

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

- Perception Survey:
  68% of students have utilized maker space this year compared to 16% who had used builders club last year. We have added additional materials including 3D printers, ozobots, robots, keva blocks, and circuits. Students are using the new items purchased, but still prefer Legos and K'nex which are more independent activities. 61% of students who have participated in Makerspace have used 1-5 days and 27% have used it more than 10 days. Additional items requested were minecraft and art supplies.

- 2018-2019: Smarter Balanced Proficiency
  Math State: 41.9% District:43.1% School:17%

- 2018-2019 Science CRT Proficiency
  State: 69% District: 69% School: 13%

- 2020-2021 Fall aimswebPlus Proficiency:
  School: Math 25%

Evergreen School District
Implementing Transformational Personalized Learning Plan
Teacher Support for Personalized Classroom Learning Environments
2019-2020

Individual Teacher Requests

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

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

SECTION I

Teacher Name: Ethan Bailey
Grade Level: k-4
Tittle: Basketball accessibility for all students achieved by installing adjustable basketball hoops on the playground
Subject: Health Enhancement, Structured recess, and recess
Cost of Request:$4100+$1500(installation)=$5600
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
Atomic Sports

SECTION II

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

I am requesting 2 adjustable basketball hoops for the playground.
(2) Force Select basketball hoops from Atomic sports $2050 each $4100 total with shipping $1500 Local installation price from Steve Windbigler. Total Price $5600

SECTION III

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

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

Outcomes

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

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

SECTION IV

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

Current Data:

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

Future Results Desired:

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

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

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

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

SECTION V (to be completed after implementation)

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

Before adjustable basketball goals are installed

Current Data:

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

After adjustable basketball goals are installed

Future Results Desired:

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

September-December 2020 data

1. Our current school reality has changed substantially since I made my goals. Previously all students had complete access to all parts of the playground, field and basketball hoops. Now to maintain social distancing and isolate cohort groups due to Covid prodiacal and safety, class groups are separated on the playground area and stay in their designated area for their recess time. Based on the data I have collected during September and early October 25-30 students have access to the basketball court and out of those 5-7 students were consistently playing basketball. That is an increase from last year of 20-23 %. I have found that when it is colder with no snow we are averaging 1 or 2 students. This is still an increase from last year of 4%.
2. Also because of changes I have been floating between the different playground areas to promote play. Although the time is not structured and more free play I am playing basketball with students at least 2 times per week. That exceeds my original goal of basketball activities 1-2 times in a two week period. I have included a picture of 2nd grade students playing basketball at recess. This brings great joy to me to see this.

Evergreen School District
Personalized Learning Grant Teacher Request Form
2019-2020

SECTION I
Teacher Name: Melissa Fahrney, Abby Barnett
Grade Level: K-8, K-4
Subject: Social-Emotional Learning
Cost of Request: $1291.00
Request: Curriculum and professional training for personalizing social-emotional learning
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by a teacher if the request is approved):

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

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

Objectives #1 and #3

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

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

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

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

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

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

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

For East Evergreen Elementary:

Behavior point data from SEL special education classroom for 5 students:
2019-2020 Q2 student averages: 74% (goal is 80%+)
Student A= 76%
Student B= 71%
Student C= 79%
Student D= 75%
Student E= 71%

2019-2020 MTSS Behavior Data (Individualized Behavior Plans)
Tier 2: 5 students
Tier 3: 8 students

2019-2020 East Evergreen Elementary Students receiving special education services
26% (February)

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

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

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

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

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

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

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

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

AIM Curriculum Children's Psychological Flexibility Questionnaire (CPFQ) Assessment Data
The CPFQ is a 24 item rating instrument created by the same authors of the curriculum. This tool measures each ACT Core Process used in the AIM curriculum. Each of these 6 processes is taught, practiced and integrated into the classroom and daily behaviors. These processes are considered to be the parts that increase psychological flexibility. Research has shown that high or increased psychological flexibility leads to many positive behaviors as well as increased academic performance, test scores, social skills and emotional well-being. Because the program was not able to be fully implemented, due to time constraints and absences involving COVID-19, the total scores were not deemed useful at this time. Instead, each Core Process score was analyzed for outcomes.

Oct. - Dec. 2020	Child Report Pre/Post	Teacher Report Pre/Post
Student A	lowest areas:Present Moment, Defusion, Values. (no POST)	increase in: Defusion (Score 6-->7), Self-as-Context (Score 4-->7)
Student B	increase in: Acceptance (Score 8 --> 9) , Committed Action (Score 9 --> 15),	increase in: Values (Score 10 --> 11), Committed Action(Score 6→8)

Student C	lowest areas: Committed Action, Values, Self-as-Context. (no POST)	increase in: Acceptance (Score 6--> 7), Self-as-Context (Score 8 --> ,9), Values (Score 11 --> 13), Committed Action (Score 9 --> 10)
Student D	increase in: Present Moment (5, 8), Defusion (Score 7--> 8), Committed Action (Score 11 --> 12)	increase in: Committed Action (Score 5--> 6)
This data suggests that across raters, both the student CPFQ and caregiver CPFQ ratings, there was an increase in all 6 core processes for the group as a whole. The highest increase was in Committed Action, which was present in the scores for 3 of the 4 students.		

Behavior point data from SEL special education classroom:
2019-2020 Q3 & Q4 - unavailable due to Covid-19 school closure
2020 Quarter 1 individual averages:
Student A: Q1 59%
Student B: Q1 66%
Student C: Q1 76%
Student D: Q1 90%
Student E: Q1 80%

Behavior Classroom students percentage of time inside General Education Classroom December 2020:
Student A: 40%
Student B: 90%
Student C: 0%
Student D: 90%
Student E: 75%

2020-2021: MTSS Behavior Data (Individualized Behavior Plans)
Tier 2: 7
Tier 3: 3

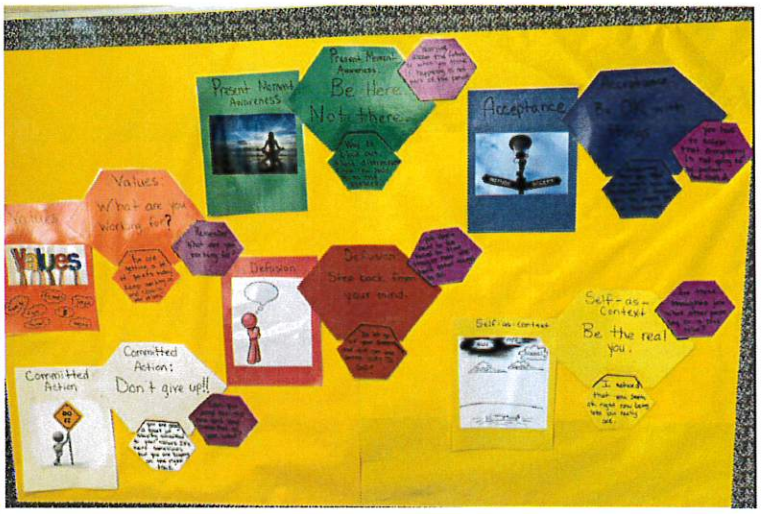
Student and Teacher Google Doc Surveys
Two of the general education fourth grade classes (34 students total) have been participating in a 5 and a half week program of 5-10 minute mini-lessons and activities from the Present Moment Core Process of the curriculum. To supplement the 3 weekly live visits by the facilitator, Flipgrid videos and YouTube clips involving Present Moment activities have been posted and accessed via the students' Google Classroom. Pre and mid-program surveys indicate the following:
Class A: 35% reported they worry about COVID-19 at a level 5 on a scale of 1-5.
41% reported that family issues make them the most stressed Pre-survey 50% school on Mid-survey.
62.5% reported that of all the Present Moment activities, they have enjoyed the breathing exercises the most.
37.5% have practiced what they've learned, at home.

Class B: 29% reported they worry about COVID-19 at a level 5 on a scale of 1-5.
41% reported that school makes them the most stressed Pre-survey. 43% friends on Mid-survey.
35.7% reported that of all the Present Moment activities, they have enjoyed the breathing exercises the most.
42.9% have practiced what they've learned, at home.
11 of 30 students reported independently that they would like to have more Present Moment times practicing breathing.

The teacher survey revealed that since starting the program 2.5 weeks ago, students have been observed to be using breathing exercises, visualizing for balance and grounding strategies they have learned from the Present Moment activities. A comment left by one teacher revealed the following: "..I feel students have learned new tools for their own personalized way of being able to cope, especially in the current situation at school right now."

Narrative from Mrs. Abby Barnett
11/30/2020

The AIM curriculum has been an essential component of East Evergreen's behavior intervention classroom, the "Regroup Room." I have implemented many components of AIM into the classroom such as daily ACT lessons, pictures of the hexaflex to accompany lessons, and a daily Token Economy point system recommended and put together by the author, Dr. Mark Dixon. In addition, I was fortunate enough to attend a full-day AIM training in October. I was able to bring back new information to train the staff with. Currently, Mrs. Home Gun, Mr. Treat, and Mrs. Homan-Johnson all participate in teaching and engaging in the AIM curriculum. Mrs. Fahrney has also been able to come in and implement mindfulness/ Present Moment activities, another essential part of AIM.



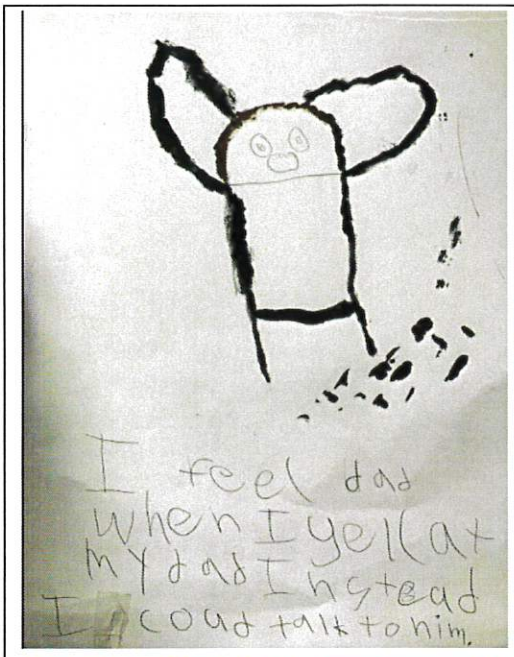
We begin each day with an AIM lesson from the curriculum guide. I have transposed the lesson prompts to a google slides format so it is more engaging to learners and accessible to staff leading the lessons. I add videos and pictures to the slides to help show the lessons in different ways. At times we are discussing as a group the topic and taking notes on the whiteboard, and other times we are engaged in drawing or activities with balloons, yarn, puppets, and bubbles.

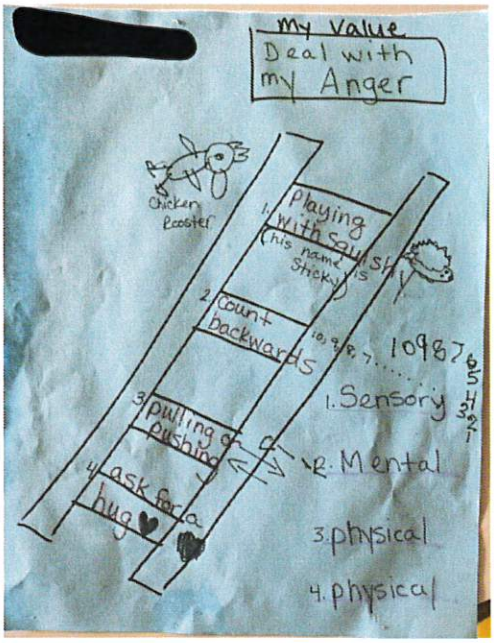
We have completed 5 modules thus far and have covered 25 lessons.

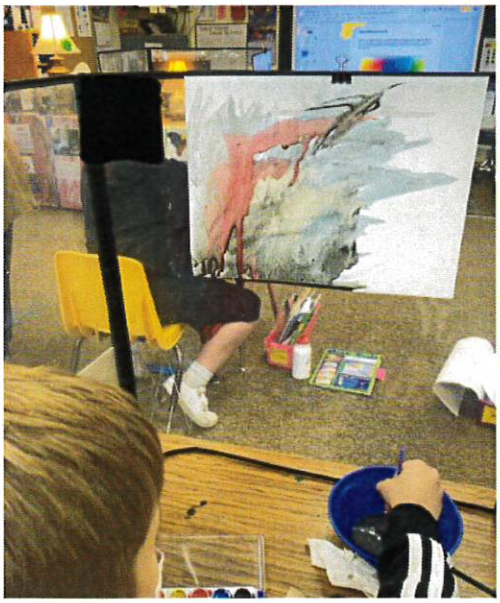
Each Lesson has three parts: a "talk it out" introduction discussion, a lesson discussion, and finally an experimental activity. We tend to do 1 lesson every 2-3 days. Sometimes we spend longer or repeat lessons that the kids find really engaging. There are a total of 180 lessons.

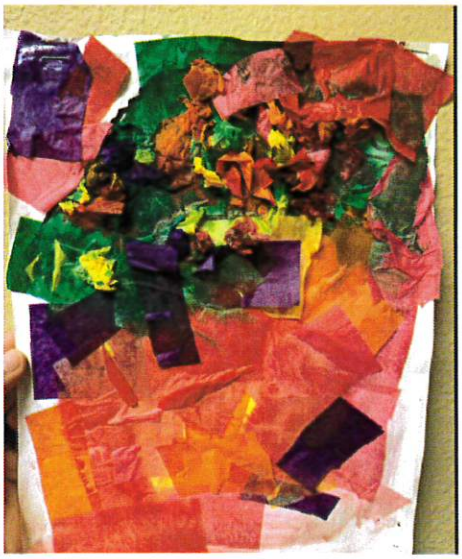
One lesson the kids love is an acceptance lesson that involves balloon volleyball. We take a balloon and write on it thoughts and feelings the kids are struggling to accept today. Then we ask the students, "Do you want to try and rub off these words and potentially pop the balloon, or accept the words and play the game anyway?" They all want to accept the thoughts and feelings and play anyway. Then at the end, we practice defusion by popping the balloon and letting the bothersome thoughts go.

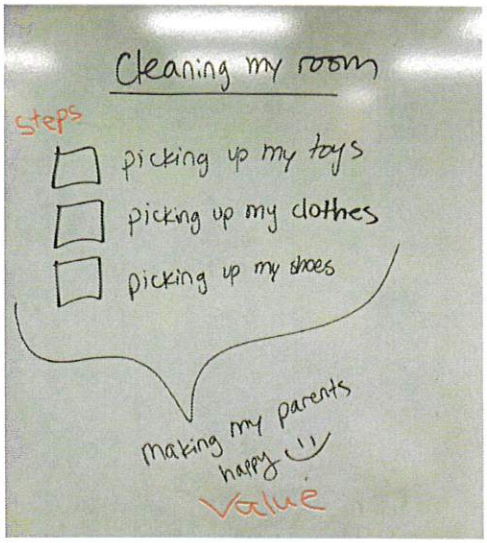
When asking a student what the meaning is behind the balloon activities, he replied, "We write things down that we don't like and let the stuff go. It might still be in your mind but you just have to let it go."

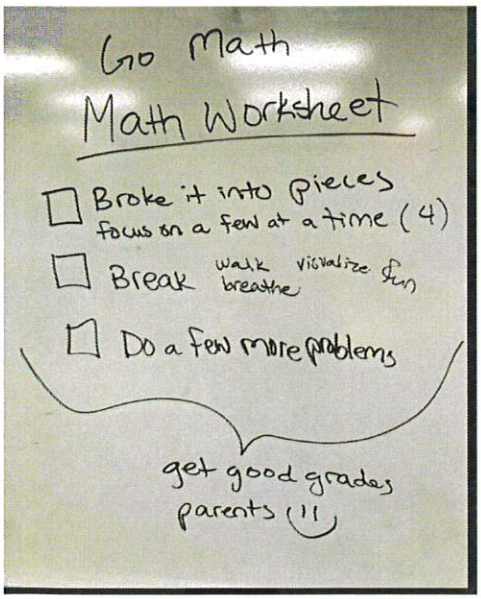

I feel dad
when I yell at
my dad I instead
I coud talk to him.


[redacted]
my value
Deal with
my Anger
Chicken Rooster
1. Playing with squishy (his name is Sticky)
2. count backwards
10, 9, 8, 7.....
10987
1. Sensory
2. Mental
3. physical
4. physical
3. pulling or pushing
4. ask for a hug






Cleaning my room
steps
picking up my toys
picking up my clothes
picking up my shoes
making my parents happy
Value


Go Math
Math Worksheet
Broke it into pieces
focus on a few at a time (4)
Break walk breathe visualize fun
Do a few more problems
get good grades
parents

Impacts:

Overtime, AIM will teach kids how to have more psychological flexibility. When they can withstand hard moments, accept the good and bad in life, and defuse from rigid thinking, they learn to live a value driven life. Our students who struggle with behavior do want to be successful and learn in their general education classroom. This curriculum helps break down those internal struggles, identify action steps towards values, and provide strategies for reinforcing appropriate behavior through the science of Applied Behavior Analysis.

4 of our 5 students being exposed to AIM are spending more and more time in the general education classroom. Two of those students are in the general education classroom more than 90% of their day compared to last school year when they were in general education approximately 30-50% of the day and did not engage in the AIM curriculum. This is evidence that students engaged in AIM are demonstrating more psychological flexibility and able to engage in their grade-level learning more often.

Progress towards Goals #1 and #3: The outcomes show we have addressed these objectives. The available data thus far is encouraging and we are looking forward to continuing the program and gathering data.

- *include and increase measures of psychological flexibility*
- *increase the frequency of adaptive and flexible behavior*
- *increase positive self-regulation/management skills*
- *increase student satisfaction with their own learning/education experience*
- *increase teachers' knowledge of values-based strategies to help drive behavior management and relationship building skills*

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

SECTION I
Teacher Name: Shelli Hilde
Grade Level: 3rd
Subject: Elementary content areas (Reading and Math)
Request: Flexible seating for personalized learning opportunities
Cost of Request: $8,000.00
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved): Todaysclassroom.com (Rick at 877-909-9910)

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

Since we're in the 21st century, I envision creating and pioneering a brighter future for learning opportunities by enhancing our school's learning experiences and moving towards a more collaborative environment that is open and flexible. I want to create a space which promotes risk taking by establishing a culture of inquiry and creativity. A flexible learning space will encourage design thinking that elicits interdisciplinary experiences by including joyful, authentic work. In providing a rich, student-centered experience, learning ownership will be transferred to the students since my classroom will be carefully constructed for developing a classroom environment rich in student engagement. The more opportunities children have to interact with their environment, the more apt they are to question, identify problems, and propose ideas for solutions, in particular through PBL learning circumstances. Therefore, I am requesting 26 pneumatic sit stand desks, along with adjustable/flexible chairs.

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

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

With this grant, our students will be afforded an effective and viable solution for combatting many learning impediments by implementing an active classroom learning environment. According to Juststand.org, "Spaces that promote movement, both energize and empower students, as well as encourage collaboration and boost engagement among classmates and educators." Stand Up for Learning is a concept that encourages a different way of thinking since it aides in more student movement which expends excess energy, allows for better oxygen flow, and could aide in the prevention of childhood obesity while improving academics. Equally as important, this style of desk allows for more student engagement especially those children who have been diagnosed with ADHD since these sit/stand desks allow for movement in a more

natural way and helps manage fidgeting and other symptoms of this disorder. Movement is vital for increasing oxygen to the brain so greater attention and engagement is witnessed, and this also helps improve concentration and creativity. My objective is to create a more responsive classroom design by decreasing sedentary behavior and creating a variety of learning spaces. These learning desks will allow a 1:1 ratio for having the opportunity to personalize each student's learning based upon his/her strengths, needs, skills, interests, and background (including the needs which must be met according to IEP's and 504's).

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

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

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

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

Last spring, Covid-19 hit our nation and caused all kinds of disruptions! We were forced to teach/learn in a remote environment so my students weren't afforded the opportunity to enjoy our new flexible seating options at that time. Therefore, my earlier predictions of learning outcomes cannot be evaluated. As of fall 2020, I conducted an Aimsweb Plus assessment and have been doing progress monitoring for the past three months. The change in the student's overall performance has been wonderful thus far! I contribute a portion of this success to the flexible seating options especially since Covid restricts our students' abilities to move in and around our classrooms as freely as years past. Social distancing has curbed that option, so I'm particularly thankful for the furniture I was able to purchase due to this grant. The timing couldn't have been any better as far as I am concerned. My students can sit, stand, or have movement within his or her chair. This capability to move within their assigned section of our

classroom has allowed for more blood flow which increases active engagement especially for those students who have ADD or ADHD.

Studies have shown where individuals who are more active perform better. Their energy levels are used to hone in on sharper thinking skills instead of trying to focus and stay on task. Because of the ability to stand/sit, children have engaged in stabilizing muscles which promotes good posture and keeps them more attentive while releasing excess energy.

I also purchased loungers, ottomans, and a couch for my classroom learners. I have implemented it into my repertoire of options for the zones of regulation and as a way to offer more flexible learning options. These alternatives have yielded improved concentration which promoted more student output orally, expressively, and in a written format. As a result, academic scores are improving as well. This type of seating has opened many doors of opportunity, and I'm so excited to investigate its potential even further as all of the students will receive this option to stand/sit rather than only one student having the benefits of this design and learning option. Access to flexible seating has gone from 1:20 to 20:20 in my classroom due to the learning grant I received for my students.

Relax
Don't be rooted behind the screen
Essential Question
How are people able to fly?
Strategies
Making Predictions
Making Connections
Trust of Kids
Summarize
Compare & Contrast
Love
KAPOW!

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

SECTION I

Teacher Name: Michelle Mitchell
Grade Level: Counselor
Subject: Classroom Calm Down Kits (anxiety tool)
Request: Personalized Strategies for Students with Anxiety
Cost of Request: $1900
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
American School Counselor National Virtual Conference
19 Classroom Calm Down Kits- (Amazon)

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

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

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

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

Objectives #1 and #3:
As a result of having this professional development, I will be better prepared to help students thrive while living in a stressful world.
Through this personal learning grant I will be able to provide and create "Calm Down Kits" for eighteen classrooms and the counselor's office.
Having the kits in the classroom, students will be able to self regulate a safe space to process their emotions. The kits also teaches students life long coping skills, cuts down on classroom management issues, and takes some of the pressure off the teacher.
I would train students on how and when to use the materials, and train staff on how to utilize the kits most effectively.
Having the knowledge to assist with students with both external and internal anxiety, I will be able to personalize strategies for individual students. This professional development will give me the opportunity to better support students and teachers in the district-wide MTSS process. Several supports could include the following:

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

SECTION IV

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

2018-2019 Behavior Referrals
20% of students

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

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

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

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

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

Due to Covid-19, I was unable to physically attend the American School Counselor Association National Conference. I did have the opportunity through this Personalized Learning Grant, to attend virtually. Since the summer conference I have implemented many new strategies that have been instrumental to my students and the growth of my program. This year I gave my third and fourth graders the Mini Meeting survey. I conducted Minute Meetings with my 1st and 2nd graders. This gave me the opportunity to meet with students one-on-one to discuss feelings and thoughts about school and home. Through the data I am able to design Classroom Calm Down Kits for each classroom at East Evergreen Elementary. Each kit will contain five different tools to help the student to self regulate when they're upset in a safe space to process their emotions. I will gather data through teacher and student survey, classroom managed referrals in Review 360, and classroom observations.

2020-2021 3rd and 4th grade Mini-Meeting survey
27% feel negatively about themselves
24% feel negatively about friends
28% feel negatively about school
21% feel negatively about home/family
93% of students survey would like to have lunch with the counselor (individually or a group)

2020-2021 1st and 2nd grade Minute Meetings survey
98% feel good about being back at school
65% feel fine wearing a mask
76% have a grown up in the building that they trust
*63% teacher
*37% other
94% have friends
40% had a question or a worry
70% worry
30% question

2020-2021 Classroom Discipline Referral -Review 360

Data from September 2020- November 2020 80 incidents reported as classroom managed 81 incidents reported as office referral

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

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

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

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

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

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

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

2019-2020 iStation Proficiency (Winter):
ELA: Tier 1- 50%, Tier 2- 6%, Tier 3- 44%
Math: Tier 1- 62%. Tier 2- 38%, Tier 3- 0%

2019-2020 Winter aimswebPlus Proficiency:
ELA: Tier 1- 50%, Tier 2- 37%, Tier 3- 13%
Math: Tier 1- 50%, Tier 2- 37%, Tier 3- 13%

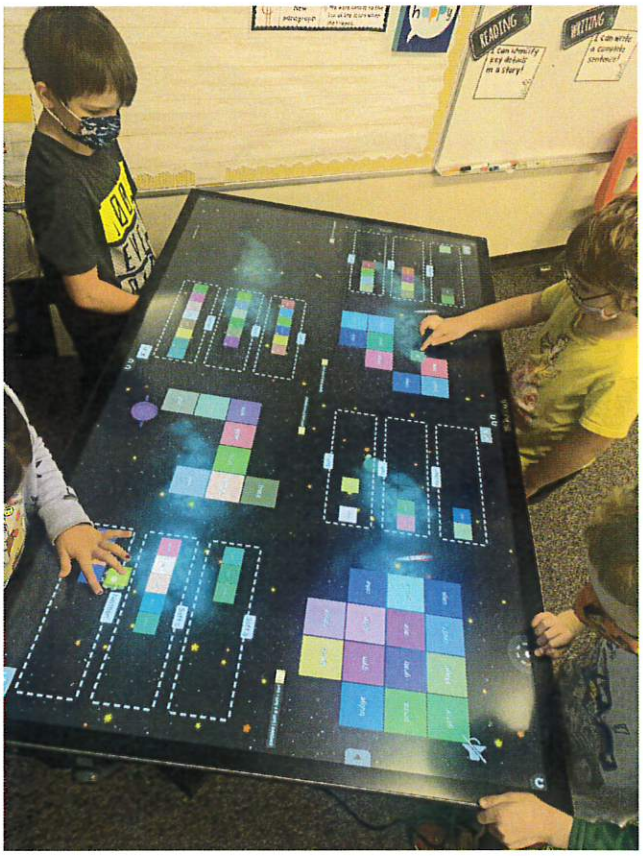
2019-2020 Percentage of IEPs:
43% (7/16 students)

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

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

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

The ClearTouch Interactive Panel has enhanced the amount of minutes spent in small groups in our co-teach classroom easily and effectively. Last Spring, 40 out of 100 minutes were spent in small group settings or using another variation of the co-teach model (parallel teaching or team teaching). We now spend 70 out of the 100 minutes in co-teach utilizing the ClearTouch Interactive Panel in small groups or other co-teach model methods. Due to technical difficulties, we were unable to use the software Snowflake. Snowflake provides optimal differentiation opportunities for students. On November 16th, 2020, we were able to use Snowflake for the first time. Since then, we have been able to provide students with different instructional opportunities in addition. We have also been able to provide students with opportunities to make their learning more hands-on in reading. This board has made an impactful addition to our primary, co-teach classroom.



Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

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

SECTION II
What is your request that is directly related to implementing personalized learning?
I need more sensory variety in my classroom so that individual student sensory needs may be met. Variety allows the students to find the item or activity that their body needs to focus and calm their energy, which then allows them to use the curriculum provided in a more efficient manner.

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

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

Objective #1:
As a result of ordering and receiving the items requested the students will be better able to calm themselves in a timely manner and focus on their work better. This will allow them to make more gains in their individual education plans with less time searching for the needed sensory item to help calm and focus. As a result, the items they choose will allow me to understand the individual interests of my students and to better utilize their strengths during instruction as their focus will be maintained easier. The variety will also allow less time to be spent in the sensory area as the students will fulfill their need faster and be able to return to work more quickly.

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

All these times are averaged between all students in the room.
2019-2020 First Quarter Time spent in sensory area (per student):
Daily: 1.5 hours
Weekly: 7.5 hours (one school day)
2019-2020 First Quarter Time spent attempting self regulation: (due to sensory needs)
Daily: 25 min. per day
Weekly: 2 hours.

This is the time spent away from direct individualized instruction.

SECTION V (to be completed after implementation)
What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.
Progress toward Objective #1:
2019-2020 First Quarter Time spent in sensory area **(per student)**:
Daily: 20 minutes
Weekly: 1 hour 40 minutes
Time spent attempting self regulation: **(per student,due to sensory needs)**
Daily: 6 minutes Weekly: 24 minutes

Color Cubes

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

SECTION I
Teacher Name: Kurt Weber
Grade Level: 7-8
Subject: Band
Request: Individual Instruments allowing individual students opportunity to learn Baritone Saxophone and/or Tuba
Cost of Request: $8990.00
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
Flathead Woodwind and Brass
2181 Hwy 2 East, Suite 4
Kalispell MT 59901
755-9201

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

I am requesting the following low register (low sounding), high cost, individual items be funded separately or in total:
YBB-105WC Yamaha 3/4 tuba - 3 valve $3,695.00
YBS-52 Yamaha bari sax $5,295.00

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

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

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

1. **Developing a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members**
   Current data shows that there are zero students playing Baritone Saxophone or Tuba. Band enrollment is currently at 21 students. Current skill level on the requested instruments is at nearing proficient (playing skill, not Standard grade). Band enrollment is expected to increase. Students would be encouraged and data provided to show that the instruments are being used and that individual performance skill increases.

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

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

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

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

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

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

In Fall 2020, we had a band enrollment of 28 students. We have 2 students playing tuba and 1 student currently playing baritone saxophone after switching from tenor saxophone. All students that showed an interest in playing new instruments are currently playing new instruments.
Both new instruments are used daily and the individual students are becoming proficient at their grade level.

Four surveys were given to band students: pre-survey and post survey for the whole class, and pre- and post surveys for the students using the new horns.

The Pre surveys showed the following: students predicted that the new horns would affect the sound, quality, and difficulty of music in the band, but predicted that the new horns would not increase their own skills, their desire to play a second horn, or make the music more interesting. Individual students predicted that they would enjoy the band more and contribute to the music, but that the new horn would not necessarily keep them in the band through high school.

The Post survey indicated the following: the music is more interesting, enjoyable, and the band sounds better musically and with more depth; students do not feel that they have better listening skills, better playing skills, nor do the new horns necessarily create an interest in them playing new horns. Individuals indicated higher engagement than they predicted and that the new horns have given them interest in staying in band through high school!

Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

SECTION I
Teacher Name: Jean Crofts
Grade Level: 6th Grade
Subject: Science
Request: Flexible Seating for Personalized Science Instruction.
Cost of Request: $3388.10
new organizational furniture: $1,853.48

- Inspiration Station ($822.59)
- 2 rolling storage cabinets (&424.36)
- Classroom Communication Center ($606.53)

new seating options: $1,534.62

- 4 standing desks($796.00)
- 1 outtoman ($78.82)
- 10 floor seats ($549.90)
- 10 soft seats (109.90)

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

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

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

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

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

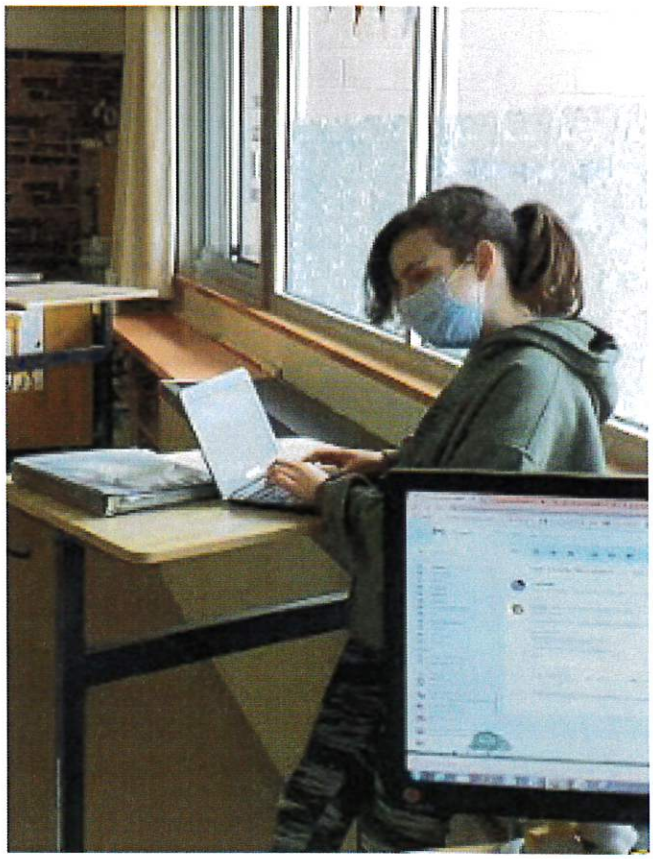
Objective #1::
As a result of purchasing new seating options, new organizational support, and new work space options, my classroom will give students options to choose a learning style that works best for their needs. Students will be able to choose direct instruction, coaching, group study, or independent learning as they work towards the unit objective. The new seating options will support each of these styles of learning. The new organizational system in the classroom will allow students easy access to the activities, supplies, and tools that will allow them to complete the objective in the way they choose.
Objective #2:
As a result of purchasing new seating options, new organizational support, and new work space options, students will have more learning opportunities with peer interactions and collaboration.

SECTION IV
What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect?
2019-2020 First Quarter Course Proficiency:
Science: Current Students: 46%
Work Ethic: Current Students: 27%
IXL Science: Current Students: 21%
Peer Collaboration Score (From ELEOT) = 2

SECTION V (to be completed after implementation)
What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.
2020-2021 First Quarter Course Proficiency:
Science: Current Students: 13%
Work Ethic: Current Students: 41%
IXL Science: Current Students: 40%
Peer Collaboration Score (From ELEOT) = 3

Students using standing desks = 3-4 per class period
Students using seating pads = 100%

Additional Information:
Due to Covid restrictions, the use of the small group whiteboard, ottoman, and rolling cabinets has not been used as I had planned. However, students are using the resources available to them frequently due to direct access to those supplies with the Classroom Communication Center. Several students are making use of the standing desks and seem to enjoy the flexibility it offers them.



Evergreen School District
Personalized Learning Grant Teacher Request Form 2019-2020

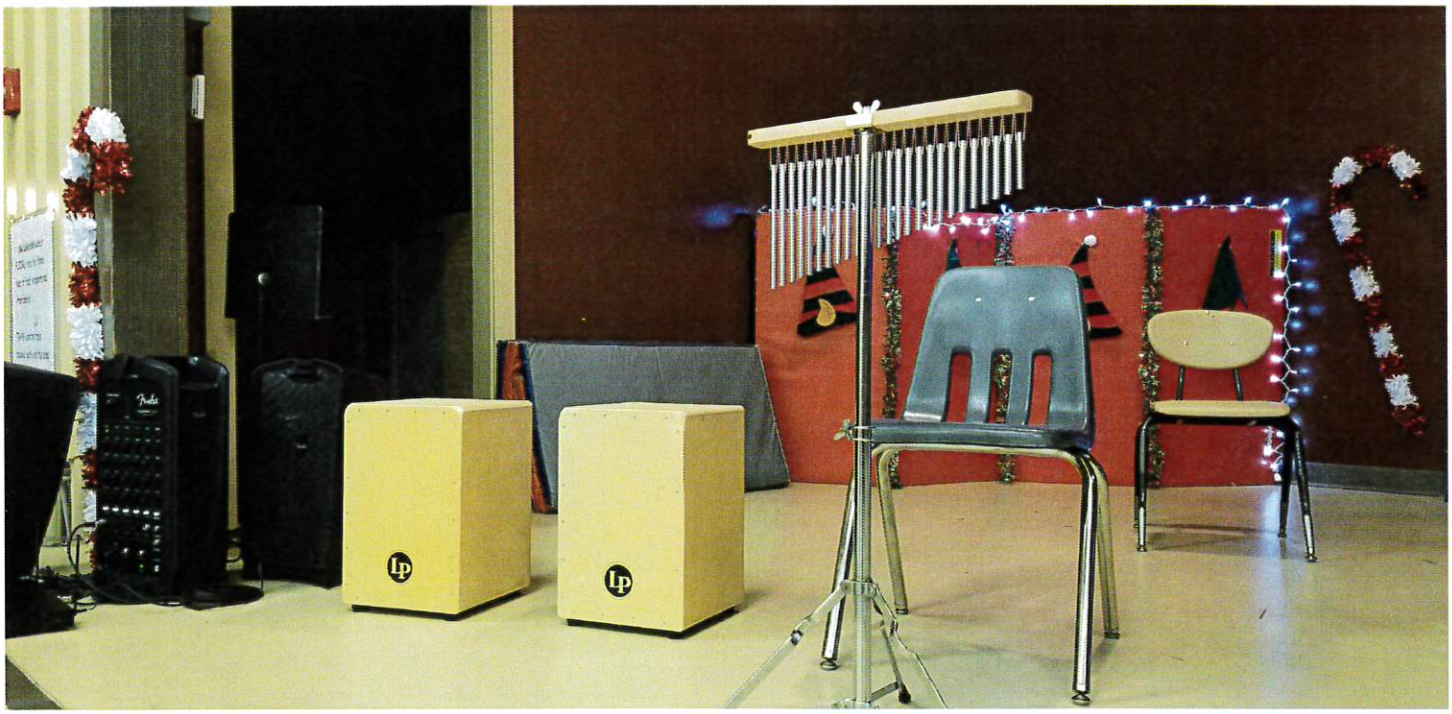
Teacher Name: Anita Hillis
Grade Level: K-8
Subject: Music
Cost of Request: $2,518.37
Vendor/Catalogue/Specific Order Information: see attached pages.

What is your request directly related to implementing personalized learning?
Students are not able to fully utilize the music instruction provided due to a lack of hands on manipulatives, instruments and electronic equipment.

What outcome do you expect from this request related to implementing personalized learning?
Students will have more diversity in their instruction due to a greater number of resources.

What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect?
The music program at Crossroads is in its 3rd year. This program started with no materials and no funding. The program has become an important part of the curriculum and is in need of instruments, storage options and a sound system for the stage. Currently I transport what small instruments I can by personal vehicle on a daily basis to and from the elementary school. Students are not currently able to experience the range and depth of music education available at other locations in the district due to a lack of materials. (example-students are currently unable to learn how to perform in ensembles because we have no instruments) Students are in need of a stage PA system for biannual concerts. These concerts have grown in length, complexity and attendance to the point where a PA system is essential.

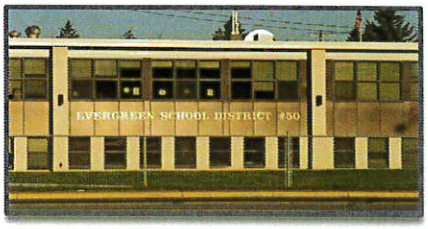
What is the specific outcome after implementation? Crossroads students are now able to get their hands on instruments nearly every class period. This is especially important in a COVID world where singing comes with many limitations. Because we have these resources we will be able to have concerts where students can safely perform while following social distancing and face covering requirements. **Provide levels of performance or current data to support that having your request filled met your needs (to be answered after implementation).** Our upcoming Christmas Concert onDecember 17th will be completely instrumental and using the instruments purchased through this grant.



Fender

Transformational Learning Grant

Evergreen School District
Kalispell, Montana
2020-2021



Transformational Learning Grant Reports

- **2019-2020**
  - Report
  - Presentation
- **2020-2021**
  - Report
  - Presentation

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Welcome to Evergreen!

East Evergreen Elementary School:	PK-4th
Evergreen Junior High School:	5th-8th
Evergreen Flathead Crossroads:	K-8th

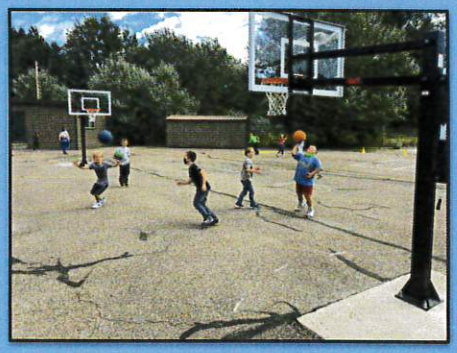
Certified Staff:	67
Classified Staff:	64
Total Staff:	131

- Third largest K-8 district in the state
- One of the largest unincorporated communities in Montana
- One of the most densely populated districts in Montana

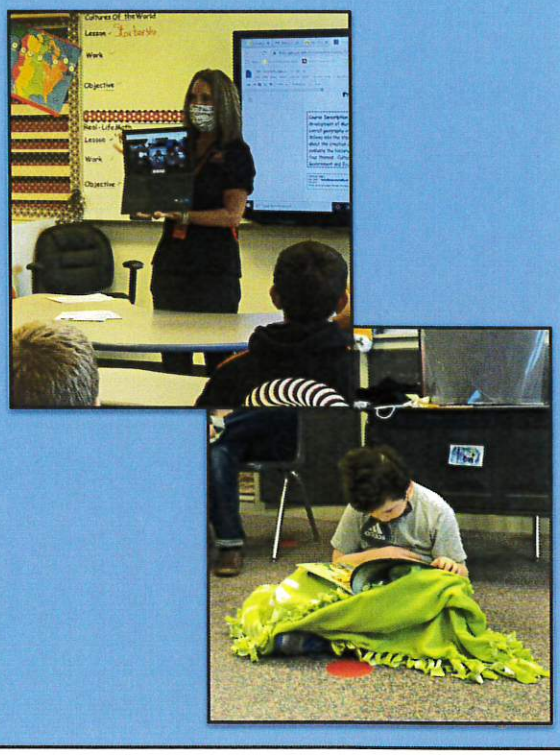
2020-2021

Special/Additional Services	Percentage (Number)
Students with Disabilities	24% (156)
English Language Learners	<1% (1)
Families in Transition	7% (44)
504 Plan	2% (15)
Multi-Tiered System of Support Services	23% (153)
Altacare Mental Health Program	11% (72)
Gifted and Talented (ACE)	2% (12)
Medical Needs	15% (101)
Free Breakfast and Lunch* (*All receive through grant; 89% eligible)	100% (660)

2020-2021



ESSA Report Card 2018-2019	
Evergreen School District Compared to State of Montana	
Achievement in Mathematics	+2%
Progress in Mathematics	+10%
Achievement in Reading	-3%
Progress in Reading	+2%
Achievement in Science	+9%



Overview

1. District-wide Support for Personalized Learning
2. School Support for Personalized Learning
3. Teacher Support for Personalized Learning

Implementation of the Transformational Learning Plan

Measurable Objectives for Transformational Learning Grant (2019-2023)

1. District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning
   - Yearly Professional Learning Focus (58 Teachers)
     - Early Release Once per Month
     - Semester Planning Days
     - Reflecting on Climate and Culture to Personalize and Transform Learning
   - Yearly Design Studio and Coaching (voluntary teachers each year)
2. School-wide Support for Personalized School Learning Environments
3. Teacher Support for Personalized Classroom Learning Environments
   - Teachers Participating in District-wide Design Studio and Coaching (voluntary)
   - All Teachers (58)

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District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning

- Yearly Professional Learning Focus (58 Teachers)
  - Early Release Once per Month
  - Semester Planning Days
  - Reflecting on Climate and Culture to Personalize and Transform Learning
- Yearly Design Studio and Coaching (voluntary teachers each year)

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District-wide Professional Learning & Semester Planning Days

Professional Learning Topics

2018-2019	Instruction: Differentiation Assessment: Using Formative Assessment to Adjust Instruction
2019-2020	Instruction: Effective Lesson Planning Assessment: Diagnostic Assessments
2020-2021	Instruction: Grouping Strategies Assessment: Summative Assessments
2021-2022	Instruction: Higher Order Thinking Skills Assessment: Balanced Assessments
2022-2023	Instruction: High Expectations Assessment: Effective Teacher Commentary

Cara Hingiss
5th Grade Teacher
Evergreen Junior High School

Semester Planning Days

Month	Day	Grade/Subject	Staff
January	8	Music	Hillis, **Weber***
	11	Counselor/Testing Cordinators	Hackley, Mitchell, Taylor
	15	Library	**Makela***, Thorsen
	26	Co-Teach	Drakage, **Jordan***, Asencio, Campbell, Home Gun
	29	3rd	Arentz, Brown, Hilde, **Nickel***
February	8	4th	**Baker***, Beston, Pitcher, Cliff Thorsen
	12	Science	**Crofts***, Dalla Betta, Noullet, Steinbach
	22	ELA	**Gronley***, Hingiss, Noullet, Pam Penrod, B. Barnett
March	1	Behavior Specialists	Dan Anderson, A. Barnett, Fahrney, McFarland
	2	2nd	Cheesman, M. Hall, **McCrorie***, Noffsinger
	9	Kindergarten	Johnstone, Jones, Kaup, **Morris***
	16	Social Studies	**Crofts***, Doty, Gronley, Hingiss, Bowman
April	2	Math	Aiken, **Corbett***, Hall, Peterson, Weaver
	13	PE	**Bailey***, Darner, Hackley, G. Penrod
	19	1st	**Goldberg***, Hankinson, Steller, Wright
	20	Foundations	**Hill***, Lindsey
	23	PK/EK	Black, Lake
	27	Speech	**Keithly***, Nolin

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District-wide Yearly Design Studio and Coaching

In five years:

- Through School Administrators of MT, AASA, and BetterLesson
  - 2016-2017 (3 administrators)
  - 2017-2018 (4 administrators and 4 teachers)
  - 2018-2019 (4 administrators and 11 teachers)
  - 2019-2020 (4 administrators and 6 teachers)
  - 2020-2021 with Transformational Learning Grant (12 teachers)
- District Instructional Coach Since 2018

Jean Crofts
6th Grade Teacher
Evergreen Junior High School

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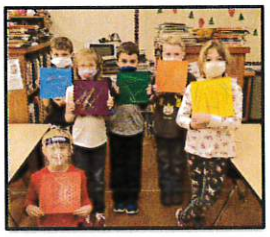
School-wide Support for Personalized School Learning Environments

- East Evergreen Elementary School: Creating a Resource Library for Personalized Learning Interventions
- Evergreen Junior High School: Transformative Learning Space for Science Lab
- Evergreen Flathead Crossroads: Personalized Physical Activity



Melissa Hardman
Principal
Evergreen Flathead Crossroads

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Teacher Support for Personalized Classroom Learning Environments

BetterLesson Design Studio and Coaching 2020-2021

1. Ethan Bailey: Heart Rate Monitors for Personalized Fitness Goals
2. Jennifer Baker: Math Manipulatives for Hands on Personalized Learning
3. Chelsey Noffsinger: Collaborative Learning Made Easy and Personal
4. Jennifer Corbett: Creating a Classroom for Personalized and Transformative Learning
5. Jean Crofts: Personalized Coaching Only
6. Vic Dalla Betta: Transformative Learning Space for Science Lab
7. Cynthia Thorsen: STEAMing the Library for Personalized Learning
8. Anita Hillis: Semi-Private Cubicles for Personalized Music Instruction and Projects
9. Crysta Pitcher: Personalized Calming Device for Students
10. Brooke Weaver: Personalized Movement for Students
11. Melissa Fahrney and Abby Barnett: Personalizing Social Emotional Learning
12. Jennifer Doss: Personalized Coaching and District Projects

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Teacher Support for Personalized Classroom Learning Environments

Vic Dalla Betta
7/8 Science Teacher
Evergreen Junior High School

Chelsy Noffsinger
2nd Grade Teacher
East Evergreen Elementary School

Melissa Fahrney - Psychologist
Abby Barnett - Behavior Specialist
East Evergreen Elementary School

Ethan Bailey
Physical Education Teacher
East Evergreen Elementary School

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Personalized Learning

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Our Team

2019-2020 Staff Photo - New Photo Coming Soon

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Evergreen School District
Implementing Transformational Personalized Learning Plan
District-wide Support for Personalized School Learning Environments
2020-2021

District Requests

1. Yearly Professional Learning
    a. Early Release Professional Learning (all teachers once per month)
    b. Semester Planning Days (all teachers twice per year)
    c. Reflecting on Climate and Culture to Personalize and Transform
2. Yearly Design Studio and Coaching (voluntary teachers each year)

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

Date	Topics (While Teaching Through a Pandemic)
September	• Grouping Strategies: Preparing for Group Work and Social Grouping • Summative Assessment: Purposeful Summative Assessments for On-site and Remote Learners
October	• Grouping Strategies: Skill/Strategy Grouping • Summative Assessment: Rubrics and Portfolios for Summative Assessments
November	• Grouping Strategies: Random Grouping • Summative Assessment: Digital Summative Assessments
December	• Grouping Strategies: Interest Grouping • Summative Assessment: Paper-Pencil and Digital Summative Assessments
January	• Grouping Strategies: Knowledge of Subject Grouping • Summative Assessment: Project-Based Summative Assessments
February	• Grouping Strategies: Task Grouping • Summative Assessment: Project-Based Summative Assessments
March	• Grouping Strategies: Ability Grouping • Summative Assessment: Student Choice Summative Assessments
April	• Grouping Strategies: Achievement Grouping • Summative Assessment: Get Creative with Summative Assessments
May	• Grouping Strategies and Summative Assessment Review

Evergreen School District
Personalized Learning Grant Teacher Request Form

SECTION I
Teacher Name: Laurie Barron, Superintendent
Grade Level: PK - 8
Subject: Semester Planning Days to Collaborate and Create Personalized Learning Plans for Instruction
Cost of Request: $4,590.00
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

SECTION II
What is your request that is directly related to implementing personalized learning?
By implementing Semester Planning Days in our district, it allows our certified staff to collaborate and plan in grade level and content area groups. During this day, the collaborating staff create an agenda of topics and projects to be discussed and completed. Other district staff, such as the instructional coach, special support services, and administrators, can also participate at specific times throughout the day to support planning and training. One of the main outcomes of the day is to support planning of differentiated and personalized lessons to support students needs, strengths, interests, and backgrounds.

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

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

This resources room will meet objectives #1 and #3.

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

Based on staff surveys, grade-level meetings, and individual meetings with teachers and the instructional coach, staff continue to lack the time to plan meaningful instruction, activities, and personalized lessons as a team. By offering these days, the expected outcome is:

- an agenda for the day referencing completed items and resources
- continuity of instruction and assessments
- implementation of personalized learning activities

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

Semester Grade Level/Subject Release Days 2020-2021			
Group Lead = **Bold***			
First Sememster Meeting			
Month	**Day**	**Content Area**	**Staff**
October	6	5-8 ELA	Bowman, **Gronley***, Hingiss, Noullet, P. Penrod
	7	K-4 ELA	Beston, Brown, Goldberg, Hilde, **McCrorie***, Morris
	8	Foundations/Behavior Special Education	**Hill***, Home Gun, Lindsey, Fahrney
	20	5-8 Math	Aiken, **Corbett***, L. Hall, Petersen
	21	K-4 Math	Baker, M. Hall, **Kaup***, Nickel, Pitcher, Wright
	27	Preschool/EK	Black, **Lake***
November	10	K-8 Music	Hillis, **Weber***
	12	K-4 Counselors	A. Barnett, McFarland, **Mitchell***
	17	5-8 Science	**Crofts***, Dalla Betta, Noullet, Steinbach
	18	K-4 Science	**Hankinson***, Jones, Noffsinger, Thorsen
	19	5-8 Counselor/Behavior Specialists	D. Anderson, Hackley, Taylor
December	1	K-8 Library	**Makela***, Thorsen
	2	K-8 Co-Teach	Drakage, **Jordan***, TBD, Campbell
	3	K-8 PE	**Bailey***, Darner, Hackley, G. Penrod
	8	5-8 Social Studies	Crofts, **Doty***
	10	K-4 Social Studies	Arentz, Cheesman, Johnstone, Steller
	15	K-8 Speech	Keithly, Nolin

Second Semester Meeting			
Month	**Day**	**Grade/Subject**	**Staff**
January	7	Counselor/Testing Cordinators	Hackley, Mitchell, Taylor
	12	Music	Hillis, **Weber***
	14	4th	**Baker***, Beston, Pitcher, Thorsen
	19	ELA	Bowman, **Gronley***, Noullet, Penrod, B. Barnett
	21	Math	Aiken, **Corbett***, Peterson, Weaver
	26	PK/EK/K	Black, Johnstone, Jones, Kaup, Lake, **Morris***
February	9	3rd	Arentz, Brown, Hilde, **Nickel***
	11	5th	Hall, **Hingiss***, Steibach
	16	Science	**Crofts***, Dalla Betta, Noullet
	18	Behavior Specialists	Anderson, A. Barnett, Fahrney, McFarland
	23	Library	**Makela***, Thorsen
March	9	2nd	Cheesman, Hall, **McCrorie***, Noffsinger
	11	Co-Teach	Drakage, **Jordan***, Asencio, Campbell
	18	Social Studies	**Crofts***, Doty, Gronley
April	8	1st	**Goldberg***, Hankinson, Steller, Wright
	13	PE	**Bailey***, Darner, Hackley, G. Penrod
	20	Foundations/Behavior Special Education	**Hill***, Home Gun, Lindsey
	27	Speech	**Keithly***, Nolin

Evergreen School District
Personalized Learning Grant Teacher Request Form

SECTION I
Teacher Name: Laurie Barron, Superintendent
Grade Level: PK - 8
Subject: Reflecting on Climate and Culture to Personalize and Transform Learning
Cost of Request: $12,200.00
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

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

During our first year of implementation with the Transformational Learning Grant, we found that we needed to support staff's understanding and implementation of transformational and personalized learning. As easy as this sounds, we learned that it takes time, planning, and a supportive climate and culture to make a shift. This year, we would like to support our administrators in building a climate and culture within each building that allows for risk taking among staff to be creative and innovative when it comes to planning instruction and activities for students.
In partnering with J Casas and Associates, administrators will have a personalized coach that will meet with them in person and online to discuss the climate culture of their building and steps to create an environment that better supports personalized learning.

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

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

This resources room will meet objectives #1 and #3.

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

- Currently, there is little to no discussions with individuals or grade-levels regarding transformational or personalized learning. We would like to increase these conversations and build support for certified staff in implementation of personalized lessons.
- As a district, each building is struggling to create and implement MTSS folders for individualized student instruction. Through this coaching, we expect to see continued conversations, modeling, and support for individualized plans
- We expect to see implementation and consistency with policies and procedures in each building related to supporting the climate and culture within the building

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

Jimmy Casas
Business Address: 118 Parkhurst Lane, Allen, TX 75013
Mailing Address: PO Box 308, Bettendorf, IA 52722
jimmy@jcasasandassociates.com | Phone: (563) 447-5776
TAX ID: 81-3906256

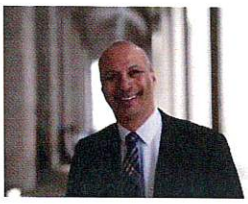


Exhibit A

Evergreen School District #50 – Spring 2021

One (1) Coach – Jimmy Casas
Elementary Principal
Junior High Principal
Crossroads Principal

1. Complimentary Introductory Zoom to discuss Coaching plan, procedures and expectations with Principals, Central Office and Jimmy.

Propose Zoom: December or January **$0**

2. Leadership Coaching Onsite Visits – focus on Professional Growth Plan (Goals) Aligning with Building & District Goals along with personalized and transformational learning. Each visit coach works with three buildings during one day.

Proposed Onsite Visit Dates: January & March

Jimmy $5500/visit * 2 (January & March) = **$11000**

3. Virtual Leadership Coaching – one (1) 60-minute Zoom session with all three Principals on alternating months of onsite visits.

Proposed Virtual Sessions (3): February, April, May

$400/Zoom * 3 Months = **$1200**

Total Cost of Coaching for Spring Semester 2021 **$12,200**

Notes :

- Coaches are available 24/7 via Voxer for Coaching Conversations during the school year.
- Documentation of all coaching conversations (virtual sessions and on-site sessions) are kept and shared with building principals and supervisors.

Contract is all inclusive; J Casas and Associates responsible for all travel expenses.

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Laurie Barron, Superintendent
Grade Level: PK - 8
Subject: Personalized Learning Design Studio and BetterLesson Coaching
Cost of Request: $28,000.00
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

SECTION II
What is your request that is directly related to implementing personalized learning?
In order to better support the generation of ideas and implementation of transformational and personalized learning in our district, we will offer a 2 day (12 hours) Design Studio where teachers will explore the idea of what personalized learning is, how to meet the needs and interests of students through personalized learning, and begin to develop a transformational/personalized learning project to implement in the 2020-2021 school year.

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

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

All three objectives will be met through this request.

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

Teachers implementing personalized learning 19-20: 9 teachers

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

Teachers implementing personalized learning 20-21:

Personalized Learning in Evergreen School District

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

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

What's Included

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

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

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

12 PIR credits will be available to participants.

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

To register for the information session, please complete this form by Friday, January 10, 2020: bit.ly/EvergreenTransformLearning

In-Person Design Studio

Tuesday and Wednesday,
August 4 and 5, 2020
8:00 AM - 3:00 PM
Evergreen School District -
Junior High Library

Key Outcomes

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

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

-Design Studio participant

About BetterLesson

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

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

Personalized PD to Personalize Student Learning

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

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

95%
OF TEACHERS
report that BetterLesson Coaching made them more likely to remain in the teaching profession.

96%
OF TEACHERS
would recommend BetterLesson Coaching to colleagues.

95%
OF TEACHERS
say BetterLesson Coaching has had a positive impact on student outcomes.

Evergreen School District
Implementing Transformational Personalized Learning Plan
District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning
Yearly Design Studio and Coaching (voluntary teachers each year)
2020-2021

Evergreen School District					
BetterLesson Design Studio and Coaching 2020-2021					
	Name	**Prior BL Coaching**	**School**	**Grade Level**	**Subject**
1	Bailey, Ethan		East	EK-4th	Health Enhancement/Physical Education
2	Baker, Jennifer		East	4th	English Language Arts; Math; Science; Social Studies; Art
3	Fahrney, Melissa		East	PK-8	School Psychologist
4	Noffsinger Chelsy	2019-2020	East	2nd	English Language Arts; Math; Science; Social Studies
5	Corbett, Jennifer	2017-2018	Junior High	7th-8th	Math; Art; Foreign Language
6	Crofts, Jean		Junior High	6th	Math; Science; Social Studies
7	Dalla Betta, Vic	2017-2018	Junior High	7th-8th	Science; Technology
8	Thorsen, Cynthia	2019-2020	Junior High	5th-8th JH; K-8th CR	Library
9	Hillis, Anita		Crossroads, East	K-8th	Music
10	Pitcher, Crysta		Crossroads	4th	English Language Arts; Math; Science; Social Studies; Technology; Art; Special Education
11	Weaver, Brooke		Crossroads	7th-8th	English Language Arts; Math; Social Studies; Technology; Special Education
12	Doss, Jennifer	2018-2019; 2019-2020	District	PK-8th	Instructional Coach

Evergreen School District
Implementing Transformational Personalized Learning Plan
School-wide Support for Personalized School Learning Environments
2020-2021

School Requests

1. East Evergreen Elementary School Personalized Learning Needs
    a. Teacher Resource Room for Personalizing Student Learning
2. Evergreen Junior High School Personalized Learning Needs
    a. Science Lab for Transforming Learning Space for Personalized Learning
3. Evergreen Crossroads Personalized Learning Needs
    a. Climbing Wall for Personalized Physical Activity

Evergreen School District
Personalized Learning Grant Teacher Request Form

SECTION I
Teacher Name: Sherry Odegard, Principal
Grade Level: East Evergreen Elementary
Subject: Creating a Resource Library for Personalized Learning Interventions
Cost of Request: 3429.99
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

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

We are in the process of finalizing the creation of our materials for our resource library at our elementary school. These items are organized by content area (math, reading, and writing) and by skill or level. One of the biggest challenges in putting the library together has been the organization of materials. In order for these materials to be accessible and used by teachers, they need a simple organization system. Therefore, we need storage containers to hold the materials. We also need a simple and consistent checkout process, so we are barcoding each item and adding them to our library checkout system. We will also be adding a checkout system directly in the room. All of these items will allow for easier access and checkout of materials which means better implementation of specific needs for students.

Shelving Unit for Materials (front of room): bookcase (18' long, 23" tall and 8" deep) estimated cost $2500
Shelving Unit for Materials (back of room): countertop with installation: materials $140 estimated installation $250 ($390)
Plastic Totes: (2) 10 packs at $97.99 (28 quart, clear storage boxes - Dimensions: 24.00"L x 16.25"W x 6.00"H) $200.00
Plastic Totes: (8) 10 packs at $39.99 (clear storage cubbies - Dimensions: 11.5"L x 8"W x 5"H) $320.00
Clear Tape w/Dispenser: 4 pack $19.99

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

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

This resources room will meet objectives #1 and #3.
#1: Teachers currently create individual intervention folders for students identified through our district's MTSS process. Teachers specify goals, interventions, and progress monitoring plans for each student. Now with this resource library, teachers will have better access to research-based materials that specifically fit their individual student needs and interests.
#3: Once our resource library is ready, we plan to fully train staff on the different materials available and how to implement them into interventions to best support student growth and needs.

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

aimswebPlus Comparison Winter 2020 - Fall 2020 aimswebPlus:

Grade Level	Tiers	Reading		Math	
		Winter 2020	Fall 2020	Winter 2020	Fall 2020
EK	3	X	100%	X	100%
	2	X	0	X	0
	1	X	0	X	0
K	3	X	74%	X	49%
	2	X	10%	X	28%
	1	X	16%	X	23%
1	3	44%	75%	35%	54%
	2	28%	4%	21%	19%
	1	28%	21%	44%	27%
2	3	53%	59%	31%	46%
	2	9%	16%	16%	29%
	1	38%	25%	53%	25%
3	3	28%	31%	31%	42%
	2	26%	30%	14%	25%
	1	46%	39%	55%	33%
4	3	31%	46%	38%	47%
	2	25%	13%	18%	21%
	1	44%	41%	44%	32%

Fall MTSS Folder Creation:

- 36 folders
- 53% with goals (Oct. 50%)
- 47% with updated progress monitoring (Oct. 30%)

Current Utilization of Materials:

- Less than 10% of staff utilizing materials

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

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Victor Dalla Betta
Grade Level: 7th and 8th Grade
Subject: Science Room Reconfiguration
Request: Remodel of Room 117 for Transformative Learning (7th & 8th Grade Science Lab)
Cost of Request: $29,987.00 for remodel (includes refurbishing existing tables), $7147.02 for new desks (9)
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
https://www.worthingtondirect.com/tables/height-adjustable-designer-phenolic-science-lab-table-w-casters-24-x-72.htm

SECTION II
What is your request that is directly related to implementing personalized learning?
To provide the optimum learning environment for students to access a personalized, differentiated, and flexible science curriculum, the physical classroom space needs to be reconfigured.

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

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

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

Transformative learning requires substantive changes to the learning environment and "the nature of the task" (Magana, 2017). The current immobile configuration of my science classroom is not conducive to developing a transformative learning plan that honors the culture of personalization, including differentiated grouping and curriculum, student-centered lab facilitation, and flexible seating. Making personal connections with students can raise their motivation to learn, and help with attitudes towards all learning. With a focus on mastery instead of grades, students can develop a desire for learning that will carry on past the classroom.

Personalization

Research has found that there are three elements of personalized learning that have the greatest effect on student achievement: flexible student groups, learning space that supports the model, and students discussing data related to their personal learning goals (Johnsen, 2016). Personalization within my own classroom is challenged due to the rigid configuration of my room. I have created flexible student groups before, but was limited in my engagement with groups due to proximity and the utilization of available space for groups. I'd like to build personalization into the culture of my room. This means that students will need access to lab equipment, classroom resources, curricular materials, technology, and my support at times that are dictated by their individual needs, not the needs of a standard pace. Students will know first hand that I care about how they learn, not just what they learn.

Differentiation

Although nice for stand-and-deliver instruction, the immobile desks and lab space in my current classroom makes it especially difficult to personalize instruction through readiness groups (based on strengths and needs) during lab activities. Differentiation based on readiness determines the capabilities of a learner to receive and participate in the curriculum in a structured, purposeful way. Grouping for readiness has been shown to connect prior knowledge and defined expectations in learners (Kaplan, 2018). As a Science teacher, I am constantly trying to help my students identify their prior knowledge and misconceptions and help them predict future outcomes. My instruction should model this. Differentiation can occur in four domains: content, process, products, and learning environment (Tomlinson, 2000). Currently my classroom configuration does not allow me to fully differentiate the content or the learning environment. This can create experiences for struggling students that don't hold them accountable for their learning, as many of them rely on their partner or group

member for the completion of the lab. This has continually shown to be true when assessing their written responses in conclusions and summative assessments of the targeted concepts. The average score on conceptual assessments increased from 2.6 to 3.1 after the implementation of cohort labs (three groupings of students based on readiness).

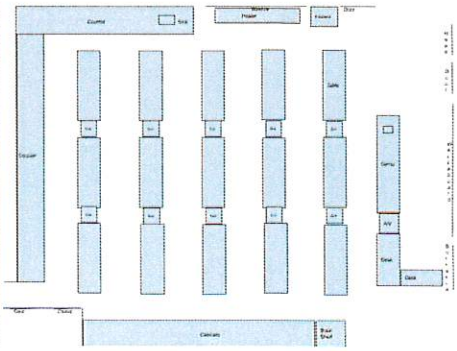
Ideally, to support the differentiation of my curriculum and the use of differentiated grouping, I would like to arrange my room so that I can set up readiness lab groups. Using readiness lab groups will allow all students to access lab activities and materials. The ability to assess conceptual understanding and writing skills for each student will greatly improve the learning experience for students. As an example, learners will be grouped into three cohorts to complete labs. The first group will consist of students who are best prepared for the lab activity and, when they are finished, will work on extension activities while the other two cohorts complete the lab. These readiness lab groups are similar to the strategy Microgrouping where feedback is shared with students with similar needs. (More information about this strategy: https://betterlesson.com/strategy/51/microgrouping-to-provide-feedback?from=search). The second and third cohorts will work on the conceptual understandings that will help them gain the necessary knowledge and confidence to successfully complete lab activities independently. Students will not be able to rely on their lab partner(s) to carry the load, instead they will have direct accountability for their written reports and the conceptual understandings needed to be successful. This means they have more ownership over their learning and a genuine voice in the written expression of their understanding. This direct access to the curriculum will allow me to better evaluate their needs and meet them where they are ready to learn. This connection between teacher and student will help both the learning environment and the culture in my room.

Flexible Seating

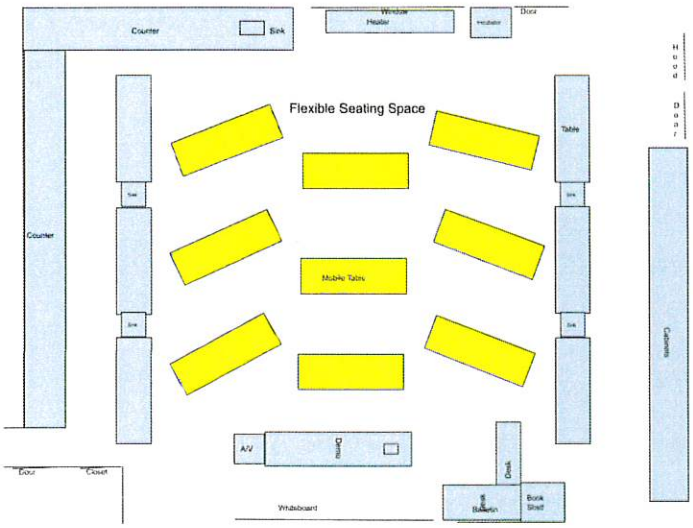
By reconfiguring the room, I also intend to create a space in the center of the room that would allow for flexible seating. Currently, I have no ability to change the seating arrangement in the room, and I would like the ability to move desks in a variety of arrangements for differentiated grouping, personalization, and student-centered lab facilitation. I also intend to change the orientation of the instructional center in my room so that I have easier access to learners when circulating the room.

Current view from back

Current view from front



Current Floor Plan



New Floor Plan

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

Learning science is an inherently experiential process. This type of practice requires reflections after learning through doing. The nature of the reflection and the quality of the experience are significant to the overall learning (Gilbert et al., 2014). Each individual learner has unique reflections that need to be expressed. As a facilitator of learning, I need to completely understand these reflections to help learners make the connections between scientific concepts and their applications.

In addition, the relationships I have with students may be one of the most important factors in their achievement. The relationship between teacher and students is significantly related to behavioral and emotional student engagement, and has been shown to be a significant predictor of performance (Jung-Sook Lee, 2011).

Experiential Learning

I have always attempted to provide students with opportunities for experiential learning. I know it is a crucial component to gaining complete understanding for many students. Currently, these opportunities are provided as whole class instruction with very few attempts per year to individualize student experiences with labs. In the past when I utilized this strategy, I found it difficult to assist everyone, as the layout of my room makes it difficult to move from student to student.

Creating a flexible learning space within my classroom will allow me to provide support to those students who need help while experiencing the curriculum. With smaller groups and an open central space, my response time will be reduced and my focus more personalized.

Relationships

When students seek assistance with experiential learning in my room, it often comes from their peers if I am working with another student. While this might be beneficial to peer-to-peer relationships, it often results in reinforcement of misconceptions or conceptual gaps. I sometimes miss the opportunities to work with students who need my attention because of proximity issues.

I firmly believe that the single most important factor in my students' learning is their relationship with me. (This article summarizes my approach to building relationships: www.edutopia.org/blog/student-centered-learning-starts-with-teacher.) If I am to help them grow as a learner and encourage their confidence with the science curriculum, I must have a clear understanding of their understandings, misconceptions, and engagement levels. The more I can interact one-on-one with them, the more I learn and the more they know I care about their learning. Changing the configuration of my room will allow these interactions to be more frequent.

SECTION IV

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

2018-19* Criterion-Referenced Test (CRT) - 8th Grade Science Assessment
Novice: 13%
Nearing Proficient: 15%
Proficient: 56%
Advanced: 16%
* not administered 2019-20 due to Covid 19

2020 Lab Report Ave. Scores (two labs completed in groups, one in individual cohorts)
Groups: 2.7 (4 pt. proficiency scale)
Cohorts: 2.9

2020 Conceptual Assessments related to lab activities
Groups: 2.6
Cohorts: 3.1

2020 Lab Completion Percentage (used to assess student engagement)
Groups: 83%

Cohorts: 88%

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

2021-22 Criterion-Referenced Test (CRT) - 8th Grade Science Assessment
Novice:
Nearing Proficient:
Proficient:
Advanced:

2021-22 Lab Report Ave. Scores
Groups:
Cohorts:

2021-22 Conceptual Assessments related to lab activities
Groups:
Cohorts:

2020 Lab Completion Percentage
Groups:
Cohorts

8943.00

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Principal Name: Melissa Hardman
Grade Level: 2-8
Subject: Personalized Physical Activity
Request: Climbing Wall
Cost of Request: $8,943.00
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
https://drive.google.com/file/d/1YfQHUNUij3SynyCMoAzGQxABr1eo2gWb/view?usp=sharing
Requisition:
https://docs.google.com/spreadsheets/d/1Ee9do-bxhjgfEV77RIAcXBGbUPuw5cbKS2TKDQrmrxc/edit?usp=sharing

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

We would like to add a climbing wall to the stage area to increase individual physical fitness and opportunities for lifetime physical activities. Students will also be able to utilize the climbing wall during structure class time to support each other in difficult environments.

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

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

Objective #1
As a result of expanding our physical fitness facilities students will be able to explore new means of physical fitness, team building, trust, problem solving and overall well-being.

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

When looking at behavior data for the 2019-2020 school year. Students receive restrictions due to their behavior in 13 different areas. We would like to see a decrease in behaviors in problem solving and peers relations, because students will have to problem solve to complete different

- 2019-2020 Behavior Data:
  Problem Solving: 37%
  Peer Relationships: 28%

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

We would like to decrease students restrictions in the area of Problem Solving and Peer relationships. We would also like to increase students' knowledge of lifetime activities.

- Perception Survey: post

- 2020-2021 Behavior Data:
  Problem Solving: 37%
  Peer Relationships: 28%

Evergreen School District
Implementing Transformational Personalized Learning Plan
Teacher Support for Personalized Classroom Learning Environments
2020-2021

Individual Teacher Requests

1. Ethan Bailey--Heart Rate Monitors for Personalized Fitness Goals
2. Jenny Baker--Math Manipulatives for Hands on Personalized Learning
3. Jen Corbett--Creating a Classroom for Personalized and Transformative Learning
4. Vic Dalla Betta--Transformative Learning Space for Science Lab
5. Anita Hillis--Semi-Private Cubicles for Personalized Music Instruction and Projects
6. Chelsy Noffsinger--Collaborative Learning Made Easy and Personal
7. Crysta Pitcher--Personalized Calming Device for Students
8. Cynthia Thorsen--STEAMing the Library for Personalized Learning
9. Brooke Weaver--Personalized Movement for Students
10. Abby Barnett, Melissa Fahrney--Personalizing Social Emotional Learning

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name:Ethan Bailey
Grade Level: K-4
Subject: Physical Education and Health Enhancement
Cost of Request: 5800
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

Polar USA
E-Unite 30 total=$ 4500
PD =$ 600
Shipping =$ 50
Total to Polar USA =$ 5150

Charging Station 30 port =$ 150 (bought from Amazon)
IPad Air=$ 500 (64 GB) If more GB needed $630 (256GB) (bought from Apple- there may be a Education discount)

Total =$ 5800 or $5930

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

Heart rate monitors for every student (with supporting technology and PD) so that each student can receive instant feedback from their wrist and the wall monitor (Apple TV and TV already in the gym). Students will then be able to be more intune to their body and adjust their own physical output to meet personal short and long term fitness goals.
I as the teacher can also

1. give individual feedback to students based on concrete data
2. create personalize lesson to allow student to meet personal goals
3. monitor student for safety (students with and without health concerns)
4. connect students' thinking to how their body feels when they are in the heart rate zones (rest, light, moderate, hard & maximum)

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

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

I expect students to be able to maintain their heart rate in the moderate and hard target zones for a longer present of a 40 minute class as the year progresses. I can compare data from the beginning of the year (when I first get the heart rate monitors), before Christmas, before spring break, and at the end of the year. The data will be correlated to fitness testing classes, fitness classes and game classes. Each student will have different starting points based on their fitness level and internal motivation level. Based on that starting point students will make growth goals and work toward their goal. When a student's growth goal is met we will celebrate and make a new growth goal. I would want to see an observable growth in every student by the end of the year.

My outcomes are connected to objective 1 & 3

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

Currently students receive feedback in three ways. First they receive feedback from their body through how they feel. Second, they receive feedback from me as a teacher based on my observation of their participation. And Third, from their achievement on the fitness tests. A heart rate monitor will greatly improve the above areas of feedback and link the feedback to concrete evidence.

Current fitness testing
Currently I fitness test my students 4 times a year in 3rd and 4th grade. Pretest at the beginning of the year to get a baseline and then 3 more tests through the year. I test in the areas of strength, endurance, and flexibility. Students make growth goals and work to achieve the healthy fitness levels for their age group. I have no current ability for students to track their own heart rate level during fitness testing or on a daily basis, but with this capability students will have more feedback and more control over their exertion level throughout the year. The result will be better fitness and higher scores on their fitness tests.

Currently 0% of students have an understanding of what heart rate zone they are at as they work out, play or take a fitness test.

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

My collection plan
Students will collect heart rate data and record that data throughout the year during 3 different types of classes (workout days, game days and fitness test day).

All students will receive personalized feedback about their health, heart and exertion level and use that information to increase their personal fitness level.
All students will increase the duration of time they can stay in the moderate and hard heart rate zone during a 40 minute class. Student growth in duration of time spent in the target zones will be individualized and based on starting data and 3 checkpoints during the year.

Evergreen School District

Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I

Teacher Name: Jenny Baker

Grade Level: 4th Grade

Subject: Math

Request: Math Manipulatives

Cost of Request: 1,803.86

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

Requisition order attached.

Math antics.com 10.99 a year
https://www.mathantics.com/

Requisition order attached.

SECTION II

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

I am requesting math tub materials, in order to create more meaningful connections to math and the outside world.

I would really like to create meaningful, rigorous, and interactive math lesson activities that align with the GO Math Curriculum. There is often additional stress for teachers and students with math and the methods currently used. It would benefit students and teachers in the class if we had materials to create hands-on learning opportunities while aligning with the standards. This would help students become confident in a variety of methods using hands on, digital and curriculum-based learning. My goal is to make the tubs differentiated to focus on grade level material with tools that will benefit individual needs. I would like to create a toolbox of materials that will help the most reluctant learner and allow them choices to use with mathematical practices. In addition, I am also requesting digital subscriptions to math antics to assist with our online learners and give them more options that align to the curriculum.

With this funding I will build math centers that align with the math standards. These centers need to be differentiated across multiple grade levels and create meaningful reteach/enrichment opportunities. The goal is to have a tub for each child with a variety of materials to help with math concepts.

According to Hand and Mind, they state that "The use of manipulatives in teaching mathematics has a long tradition and solid research history. Manipulatives not only allow students to construct their own cognitive models for abstract mathematical ideas and processes. They also provide a common language with which to communicate these models to the teacher and other students. In addition to the ability of manipulatives to aid directly in the cognitive process, manipulatives have the advantage of engaging students and increasing both interest in and enjoyment of mathematics. Students who are presented with the opportunity to use manipulatives report that they are more interested in mathematics. Long-term interest in mathematics translates to increased mathematical ability (Sutton & Krueger, 2002)."

The reason this is so important to me is to be able to address the learning needs of all students. Since grade levels vary from elementary to middle school, these teaching strategies will ensure that not only the low learners will get what they need, but I will be able to diversify and give enrichment to those students who are well above grade materials. These tubs will also have a variety of laminated choice boards, lessons, and tasks, with multiple math and cross curriculum options. The appeal to individual interests will peak their math minds.

All students should be given the opportunity to grow and explore mathematical concepts in a variety of ways. Since the beginning of the school year it has become very evident not only on formative assessments but also classroom interaction, that the pandemic has placed more deficiencies in the knowledge of our students. I envision this being used as a tool to reach into households for our online learners.

SECTION III

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

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

Objectives #1

If given the opportunity to create math tubs, I will be able to better prepare the students to understand and articulate math vocabulary and standards, which in return will increase their fluency and math comprehension scores.

This will be tracked through data such as IXL, AimswebPlus, Reflex and Prodigy. Students who are using the curriculum with minimal hands-on opportunities are finding the material

hard to transfer in different settings. Therefore giving students the opportunity to have hands on materials to better personalize learning and ensure differentiation in instructional strategies for each student. I will develop a differentiated, transformational learning plan for each student, following the 4th grade standards. In my class based on individual interests, passions, strengths, needs, and culture and that is rooted in relationships with teachers, family, peers, and community members. Students' proficiency will be based on year long data, AimswebPlus, and Smarter Balanced Assessment proficiency will increase as a result.

SECTION IV

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

According to our school improvement plan we are focusing on increasing student achievement in math through grouping strategies. These tubs would be used in group students, they will have the ability to work as a group or with the social distancing issues that COVID 19 has created we can have individual materials for each student.

2020-2021	Goal	Actual		
N	5%	15%		
NP	10%	20%		
P	55%	30%		
A	30%	35%		

Aimsweb Plus Spring 2020 Pandemic data

This is the data of our incoming 3rd graders last Aimsweb scores taken last winter and their incoming 4th grade scores this fall. This data shows that we have a need to differentiate even more for our students to make up for the deficiencies that arose due to the pandemic.

Tiers	Winter 2020	Fall 2020
3	31%	47%
2	14%	21%
1	55%	32%

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Jennifer Corbett
Grade Level: 7/8
Subject: Creating a Classroom for Personalized and Transformative Learning
Cost of Request: 9338.89 (includes shipping)
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):

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

1. **Academic Media Stack Chair (4)**
SKU: LNT-TSE3003-SO
2. **Interactive Table (34" - 42" H) (4)**
SKU: LNT-INM3442-SO
3. **Adjustable-Height Active Learning Stool (20)**
SKU: LNT-RIA3052-SO
4. **Boomerang Collaborative Desk w/o Wire Box (12)**
SKU: LNT-INM1031-SO
5. **Profile Series Sit-to-Stand Desk (8)**
SKU: LNT-TSE5009-SO
6. **Structure Series School Chair (18" Seat Height) (8)**
SKU: LNT-118-CSW-SO

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

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

Overview:

If I redesign my classroom I will be able to better suit small groups, co-teach models, individual student needs and desires, and faster transitions. Objectives #1 and # 2 would be served by my requests because the design of the classroom will add more instructional time in all subjects with a decreased transition time. Furthermore it would facilitate transition into small groups, co-teach models, and large, or individual settings to better serve the unique needs of each student and foster a culture that builds relationships.

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

The best way to create personalized and differentiated learning environments to increase student achievement is to provide meaningful learning groups while maintaining structure and smooth transitions. A classroom that is designed to encourage easy transitions to collaborative groups, individual work, teacher interactions, and whole group learning can promote academics, social skills, and a positive classroom management system. In addition, a warm, inviting classroom can not only inspire but also encourage and relax students,contributing to

success in both academic and social development. My current classroom serves as an Art, Art History, Spanish, and Math classroom and is often disheveled and unorganized due to the many transitions. It is my goal to create an environment that utilizes the space more efficiently,is more flexible, saves time, creates more opportunities for differentiation, and has a positive, relaxing atmosphere.

First I plan to move the Smart Board in front of the classroom to allow more access to square footage in the room. This wall will serve as the instructional center with objectives, calendars, and course daily agendas. This will open up the largest and only window/cupboard free wall to create a space for student work display and a usable word wall. The furniture in my room is large, bulky, mismatched, and not flexible for grouping or moving. I would like to order a variety of furniture pieces such as: 12 desks that can easily fit together to create collaborative groups, 8 stand to sit desks with whiteboard tops that can accommodate all sizes and individual needs while still able to be moved into smaller groups, and 6 cafe height tables that fit together to create 2 large surfaces for bigger projects or groups. I plan to order 2 types of seating; both are adjustable in height and both can easily be stored, moved, or kept in a small space. A classroom that looks and feels inviting while offering a variety of options to students with differing needs will promote better classroom management and a positive learning environment. Changing the center of the room and replacing the furniture will add space, create many opportunities for grouping, individual work, small teacher centered stations, and add optional seating for individual student needs and subjects. The time it takes to move in and out of groups,the transition from one subject to another, and to teach routines will be lessoned thus adding to instructional time.

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

Creating a classroom that is designed to provide space and flexibility will allow for areas designated for hands on learning, use of manipulatives, and better access to outlets for online recording and interacting. When my classroom has the flexibility to serve students based on their needs and interests, I will have more time and space to interact one on one with each student and build the relationships necessary for success and growth. I will also be able to create and maintain the relationships in virtual environments that can connect students in the classroom with their classmates at home through small group work that includes both in person and remote students. If I am given the opportunity to easily transition to goal setting meetings with individual students, hands-on manipulative stations, individual work areas, and collaborative projects, I am confident we can more easily build both teacher student and student student relationships both in class and online.

SECTION IV

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

1. Cleaning and preparing for the next class takes **4 to 10 minutes** depending on the project. That is **12 to 30 hours per class** a year that could be saved or largely diminished with a new classroom set-up.
2. Going to a group and back again takes **1 to 3 minutes** depending on material needed, number of students, and cleanup time. That is **3 to 8 hours** per class per year with 178 instructional days
   I estimate both times to be **cut in half and at times cost zero minutes** if the flexible seating is already in place. Having a larger space to navigate will allow for accessibility of all students to all areas.

   I also estimate that group work would occur almost daily if the classroom was already set up to encourage collaboration, teacher student centers, and individual work. The current classroom set up would not allow for daily groups without major furniture halls and time consuming arrangements. Current grouping is once a week at most and with only one group working with the teacher. That is roughly **35 small groups per year** per class and could

improve to as much as **3 to 4 groups per day to 3 to 4 groups per week** (per class) that is an **increase to 150 to 700 groups a year.**

2020 Fall scores 7th grade aimswebPlus Math -
Well Below Average 11.4%
Below Average 25.7%
Average 42.9%
Well Above Average 8.5%

7th Grade 1st Quarter Overall Math grade
52% Novice
21% Nearing Proficient
27% Proficient

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

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Victor Dalla Betta
Grade Level: 7th and 8th Grade
Subject: Science Room Reconfiguration
Request: Remodel of Room 117 for Transformative Learning (7th & 8th Grade Science Lab)
Cost of Request: $29,987.00 for remodel (includes refurbishing existing tables), $7147.02 for new desks (9)
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
https://www.worthingtondirect.com/tables/height-adjustable-designer-phenolic-science-lab-table-w-casters-24-x-72.htm

SECTION II
What is your request that is directly related to implementing personalized learning?
To provide the optimum learning environment for students to access a personalized, differentiated, and flexible science curriculum, the physical classroom space needs to be reconfigured.

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

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

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

Transformative learning requires substantive changes to the learning environment and "the nature of the task" (Magana, 2017). The current immobile configuration of my science classroom is not conducive to developing a transformative learning plan that honors the culture of personalization, including differentiated grouping and curriculum, student-centered lab facilitation, and flexible seating. Making personal connections with students can raise their motivation to learn, and help with attitudes towards all learning. With a focus on mastery instead of grades, students can develop a desire for learning that will carry on past the classroom.

Personalization

Research has found that there are three elements of personalized learning that have the greatest effect on student achievement: flexible student groups, learning space that supports the model, and students discussing data related to their personal learning goals (Johnsen, 2016). Personalization within my own classroom is challenged due to the rigid configuration of my room. I have created flexible student groups before, but was limited in my engagement with groups due to proximity and the utilization of available space for groups. I'd like to build personalization into the culture of my room. This means that students will need access to lab equipment, classroom resources, curricular materials, technology, and my support at times that are dictated by their individual needs, not the needs of a standard pace. Students will know first hand that I care about how they learn, not just what they learn.

Differentiation

Although nice for stand-and-deliver instruction, the immobile desks and lab space in my current classroom makes it especially difficult to personalize instruction through readiness groups (based on strengths and needs) during lab activities. Differentiation based on readiness determines the capabilities of a learner to receive and participate in the curriculum in a structured, purposeful way. Grouping for readiness has been shown to connect prior knowledge and defined expectations in learners (Kaplan, 2018). As a Science teacher, I am constantly trying to help my students identify their prior knowledge and misconceptions and help them predict future outcomes. My instruction should model this. Differentiation can occur in four domains: content, process, products, and learning environment (Tomlinson, 2000). Currently my classroom configuration does not allow me to fully differentiate the content or the learning environment. This can create experiences for struggling students that don't hold them accountable for their learning, as many of them rely on their partner or group

member for the completion of the lab. This has continually shown to be true when assessing their written responses in conclusions and summative assessments of the targeted concepts. The average score on conceptual assessments increased from 2.6 to 3.1 after the implementation of cohort labs (three groupings of students based on readiness).

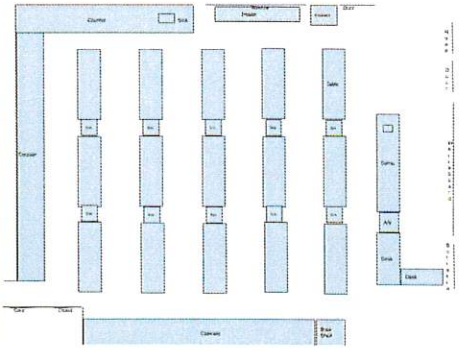
Ideally, to support the differentiation of my curriculum and the use of differentiated grouping, I would like to arrange my room so that I can set up readiness lab groups. Using readiness lab groups will allow all students to access lab activities and materials. The ability to assess conceptual understanding and writing skills for each student will greatly improve the learning experience for students. As an example, learners will be grouped into three cohorts to complete labs. The first group will consist of students who are best prepared for the lab activity and, when they are finished, will work on extension activities while the other two cohorts complete the lab. These readiness lab groups are similar to the strategy Microgrouping where feedback is shared with students with similar needs. (More information about this strategy: https://betterlesson.com/strategy/51/microgrouping-to-provide-feedback?from=search). The second and third cohorts will work on the conceptual understandings that will help them gain the necessary knowledge and confidence to successfully complete lab activities independently. Students will not be able to rely on their lab partner(s) to carry the load, instead they will have direct accountability for their written reports and the conceptual understandings needed to be successful. This means they have more ownership over their learning and a genuine voice in the written expression of their understanding. This direct access to the curriculum will allow me to better evaluate their needs and meet them where they are ready to learn. This connection between teacher and student will help both the learning environment and the culture in my room.

Flexible Seating

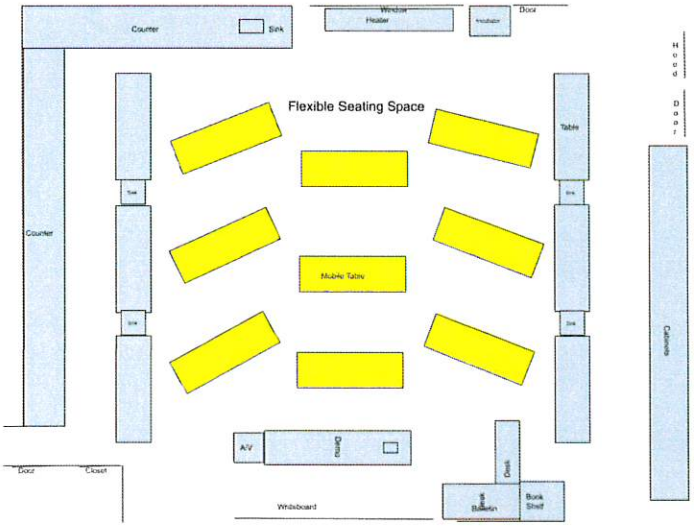
By reconfiguring the room, I also intend to create a space in the center of the room that would allow for flexible seating. Currently, I have no ability to change the seating arrangement in the room, and I would like the ability to move desks in a variety of arrangements for differentiated grouping, personalization, and student-centered lab facilitation. I also intend to change the orientation of the instructional center in my room so that I have easier access to learners when circulating the room.

Current view from back

Current view from front



Current Floor Plan



New Floor Plan

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

Learning science is an inherently experiential process. This type of practice requires reflections after learning through doing. The nature of the reflection and the quality of the experience are significant to the overall learning (Gilbert et al., 2014). Each individual learner has unique reflections that need to be expressed. As a facilitator of learning, I need to completely understand these reflections to help learners make the connections between scientific concepts and their applications.

In addition, the relationships I have with students may be one of the most important factors in their achievement. The relationship between teacher and students is significantly related to behavioral and emotional student engagement, and has been shown to be a significant predictor of performance (Jung-Sook Lee, 2011).

Experiential Learning

I have always attempted to provide students with opportunities for experiential learning. I know it is a crucial component to gaining complete understanding for many students. Currently, these opportunities are provided as whole class instruction with very few attempts per year to individualize student experiences with labs. In the past when I utilized this strategy, I found it difficult to assist everyone, as the layout of my room makes it difficult to move from student to student.

Creating a flexible learning space within my classroom will allow me to provide support to those students who need help while experiencing the curriculum. With smaller groups and an open central space, my response time will be reduced and my focus more personalized.

Relationships

When students seek assistance with experiential learning in my room, it often comes from their peers if I am working with another student. While this might be beneficial to peer-to-peer relationships, it often results in reinforcement of misconceptions or conceptual gaps. I sometimes miss the opportunities to work with students who need my attention because of proximity issues.

I firmly believe that the single most important factor in my students' learning is their relationship with me. (This article summarizes my approach to building relationships: www.edutopia.org/blog/student-centered-learning-starts-with-teacher.) If I am to help them grow as a learner and encourage their confidence with the science curriculum, I must have a clear understanding of their understandings, misconceptions, and engagement levels. The more I can interact one-on-one with them, the more I learn and the more they know I care about their learning. Changing the configuration of my room will allow these interactions to be more frequent.

SECTION IV

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

2018-19* Criterion-Referenced Test (CRT) - 8th Grade Science Assessment
Novice: 13%
Nearing Proficient: 15%
Proficient: 56%
Advanced: 16%
* not administered 2019-20 due to Covid 19

2020 Lab Report Ave. Scores (two labs completed in groups, one in individual cohorts)
Groups: 2.7 (4 pt. proficiency scale)
Cohorts: 2.9

2020 Conceptual Assessments related to lab activities
Groups: 2.6
Cohorts: 3.1

2020 Lab Completion Percentage (used to assess student engagement)
Groups: 83%

Cohorts: 88%

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

2021-22 Criterion-Referenced Test (CRT) - 8th Grade Science Assessment
Novice:
Nearing Proficient:
Proficient:
Advanced:

2021-22 Lab Report Ave. Scores
Groups:
Cohorts:

2021-22 Conceptual Assessments related to lab activities
Groups:
Cohorts:

2020 Lab Completion Percentage
Groups:
Cohorts

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

Teacher Name: Anita Hillis
Grade Level: K-4
Subject: Semi private cubicles for personalized music instruction and projects.
Cost of Request: $596.76
Vendor/Catalogue/Specific Order Information: Amazon Prime and Walmart.com
See below

What is your request directly related to implementing personalized learning?
Students currently all participate in the same musical activity at the same time. Because I have one large open room and sound carries easily from corner to corner it isn't possible to allow students to pursue individual tasks and interests. My request is to have movable partitions and flexible seating so students can work in quieter semi private environments while pursuing personal interests.

What outcome do you expect from this request related to implementing personalized learning?
Students will have more diversity and individual choices while creating, studying and experiencing music. Students will demonstrate more engagement and experience the responsibility of driving their own learning toward personal interest.

What is the current level of performance or current data to support the need for your request in order to produce the outcome you expect?
Students have a very difficult time navigating the sound level when we have creative projects. Having 4 or 5 musically creative groups in the same space creates a cacophony that is impossible to work through. Semi private partitions and seating will allow students a cozy and much quieter place to work where they can still have teacher eyes on. It will also be possible to have students demonstrate understanding in different ways by isolating the reading, writing and sound making aspects of a musical concept/assignment.

What is the specific outcome after implementation?
Provide levels of performance or current data to support that having your request filled met your needs (to be answered after implementation).

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Chelsy Noffsinger
Grade Level: 2nd Grade
Subject: Collaborative Learning Made Easy and Personal
Cost of Request: $6,255.54
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
Option 1:
School Outfitters
Structure Series Bow Tie Mobile Collaborative Table w/ Whiteboard Top
SKU: LNT-BTATWB $231.88 x25

*Shipping: $458.54

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

Being the co-teach classroom in 2nd grade, my students, along with my co-teacher and myself, need optimal opportunities to collaborate, teach in small group instruction settings and provide a variety of ways for students to receive direct instruction. The desks I have selected are shaped specifically to combine into a circular formation that allows for small groups to take place easily. The groups can contain as many desks as deemed appropriate for an activity providing enough space for each student. These desks also allow for personalized learning opportunities as the surface of the desks are whiteboard slates. This allows students to collaborate on spaces together, work on independent skills and participate in small group activities with a smaller amount of materials. Students will be able to fill out graphic organizers, complete exit tickets and participate in daily tasks that would normally require paper. Each student will have their own space and freedom to work. For these reasons, personalized learning would be implemented daily as students who need small groups, visual learning strategies and hands on learning opportunities would be provided with what they need in order to succeed.

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

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

Students would have more opportunities to engage in small group instruction as there would no longer be restrictions on how many groups can be run within a classroom comfortably. Within a co-teach classroom and a regular general education setting, small group instruction has been proven to be effective for all learners. The whiteboard slate that makes up the desk surface provides for optimal opportunities for students to complete academic tasks in ways that will benefit them the most.

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

2020-2021 IXL Proficiency (Fall):
Math: Tier 1- 5 students, Tier 2- 3 students , Tier 3- 5 students

2020-2021 Winter aimswebPlus Proficiency (Fall):
Math: Tier 1- 3 students, Tier 2- 3 students, Tier 3- 7 students

SECTION V (to be completed after implementation)

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

The specific outcome we would be aiming to reach after implementation is to provide a higher percentage of small group instruction as well as provide students with more opportunities for differentiation by using the whiteboard slates. We would be working towards progression in objective #1.

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Crysta Pitcher
Grade Level: 4th grade
Subject: Personalized Calming Device
Request: Squeeze Machine and replacement roller
Cost of Request: Squeeze Machine $721.11 (priority 1), replacement roller $122.01 (priority 2) **Total:** $843.12 (no shipping charge)
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
Rehabmart.com (https://www.rehabmart.com/search/?q=squeeze+maching)
Requisition:
https://docs.google.com/spreadsheets/d/1Ee9do-bxhjgfEV77RIAcXBGbUPuw5cbKS2TKDQrmrxc/edit?usp=sharing

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

The Crossroads setting would benefit from this Squeeze Machine to help students regulate their bodies so that they are able to remain calm and in class ready to learn.

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

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

Objective 1:
As a result of purchasing a Squeeze Machine, I am hoping it will help students regulate and enter class ready to work.

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

Current Level of Performance/Data: 76% of students earned Proficient for the SEL classes.
Self Management Data from Crossroads: 50% of students earned 85% of their points 2020-2021 1st quarter

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

Current Level of Performance/Data;
Self Management Data from Crossroads 2021-2022:

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Cynthia Thorsen
Grade Level: 5-8 (1-8 Crossroads)
Subject: STEAMing the Library for Personalized Learning
Cost of Request: $7,611.12
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
20/21 Requested Items for Junior High Library

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

I would like to complete the creation of a library space that enhances the student's ability to utilize STEAM related materials and collaborative work areas.

The first component of the request is for completing the classroom design and layout to improve the functionality of the library space. Students will have the flexibility to work on classwork, personal passions like the provided STEAM materials, and individualized projects either in small groups or individually. The space will be able to transform from classroom seating for teaching lessons, to group work space, to individual student activities in a matter of minutes.

The second component of the request is for STEAM related materials that can be used by students for personalized interests. Providing student accessible STEAM materials in a student accessible environment allows for engagement in their personal interests, passions, and strengths outside of instructional class time.

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

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

Objective 1
The purpose of bringing the STEAM items to the library is to allow students access to them outside of class instruction time. This access will allow students to pursue their personal interests, passions, and strengths. Students will have access prior to the start of school day and/or during lunch periods twice a week and access throughout the day when regular classroom work is completed (including study hall). Students will also have access to the STEAM materials through teacher checkout for use in the regular classroom (including extension classes).

Objective 2
The changes to the classroom design and layout will augment students' ability to use the library for purposes of enhancing their academic interests and advancing their skills in STEAM and collaborative activities. It will provide a more efficient work space and better movement for collaboration and group work. It will also allow students flexibility in their seating.

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

Data for Objective 1 and 2
Current student library usage data:
September - November 2020 an average of 1.89 students use the library daily outside of library classes. This number is lower than previous years due to Covid related changes (lower enrollment, sanitization requirements, ect.).

Checkout of STEAM items from the library will be done through the library software. In-Library student usage will be tracked using a Google Form.
SECTION V (to be completed after implementation) **What is the specific outcome after implementation? Provide levels of performance or current data to support that having your request filled met your needs. Indicate progress made toward objective(s) #1, #2, and/or #3 from Section III.**

Evergreen School District
Personalized Learning Grant Teacher Request Form 2020-2021

SECTION I
Teacher Name: Brooke Weaver
Grade Level: 5th/6th grade
Subject: Personalized Movement for Students
Request: Kids Exerciser Rower for Pediatric Fitness Center
Cost of Request: Exerciser Rower $1591.20, Shipping $125.00 **Total:** $1716.20
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by teacher if request is approved):
Rehabmart.com (https://www.rehabmart.com/product/cardio-kids-childrens-rowing-machine-35428.html)
Requisition:
https://docs.google.com/spreadsheets/d/1Ee9do-bxhjgfEV77RIAcXBGbUPuw5cbKS2TKDQrmrxc/edit?usp=sharing

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

The Crossroads setting would benefit from this Rowing Machine to help students regulate their bodies so that they are able to remain calm and in class ready to learn.

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

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

Objective 1:
As a result of purchasing a Rowing Machine, I am hoping it will help students regulate and enter class ready to work.

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

Current Level of Performance/Data: 76% of students earned Proficient for the SEL classes.
Self Management Data from Crossroads: 50% of students earned 85% of their points 2020-2021 1st quarter

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

Current Level of Performance/Data;
Self Management Data from Crossroads 2021-2022:

Evergreen School District
Personalized Learning Grant Teacher Request Form
2020-2021

SECTION I
Teacher Name: Melissa Fahrney, Abby Barnett
Grade Level: K-8, K-4
Subject: Social-Emotional Learning
Cost of Request: $2,211
Request: Curriculum, supportive tools, and professional training for personalizing social-emotional learning
Vendor/Catalogue/Specific Order Information (P.O. to be completed later by a teacher if the request is approved):

- Shawnee Scientific Press for AIM Curriculum $143.00 (includes 10% shipping/handling)
- Shawnee Scientific Press for Textbook: ACT for Autism and Emotional Challenges by Dr. Mark R. Dixon $104.50 (includes 10% S/H);
- Shawnee Scientific Press for ACT Hexaflex poster: $27.50 (includes 10% S/H);
- Shawnee Scientific Press for Mindful Explorers (Pillows, poster stuffed animals, book): $110 (includes10% S/H)
- Virtual AIM Training for Melissa Fahrney and Melanie Home Gun - $800
- Flexible Seating for kids from GAIAM.com - floor seating cushions value 10-pack: $384 (Includes 10% S/H);
- Flexible Seating from Amazon.com - 2 Surf Portable Lap Desks: $70 (free shipping);
- Flexible Seating from Amazon.com- 3 SDADI Adjustable Height Standing Student Desks L1010BFBT: 269.97 (includes shipping);
- Mindful classroom materials - 8 Yoga mats from wholesaleyogamats.com: $81 (includes shipping);
- Mindful classroom materials - 3 Solo Zenergy Chimes from amazon.com: $33 (free shipping);
- Mindful classroom materials - 1 classroom rug from amazon.com: $100 (free shipping);
- Dollartree giftcard for personalized functional reinforcers (small items, snacks) used with AIM point system token economy $100. (no shipping).

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

Objectives #1 and #3

Our request is to acquire additional AIM (Accept, Identify and Move) curriculum guides and materials for more integration of AIM into a Special Education behavior classroom as well as to reach additional Tier 1 and Tier 2 students. Additionally, we hope to create a mindful classroom atmosphere for our special education "Regroup Room" to improve student achievement and interaction with AIM and ACT concepts. We hope to receive further training to increase the number of staff trained in implementing AIM. By having more staff trained and knowledgeable in AIM, we will be able to expand implementation of the curriculum and strategies for students in our district who demonstrate a need for Tier 2/Tier 3 behavioral and social-emotional challenges (which also impacts academic achievement).

This modality is evidence-based and research-based and uses the science of mindfulness, Acceptance and Commitment Training (ACT) and Applied Behavior Analysis (ABA) to increase students' psychological flexibility, a key factor in self-regulation and awareness, relationship skills, and responsible decision-making. These skills are also some of the same social-emotional learning standards we use in our district. Student engagement, a domain of personalized learning, is directly impacted through the use of this curriculum and strategies as individual's identification of values, motivation and self-awareness are among the main components of this program. Through the use of the additional environmental and sensory materials, and staff training, the current AIM curriculum will be enhanced providing a greater opportunity for student engagement and personalized learning.

SECTION III

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

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

As a result of the training and enhancing the AIM curriculum, the student-centered and personalized interventions will address objectives #1, #2, and #3. The anticipated outcomes will be:

- *increase scores on measures of psychological flexibility*
- *increase the frequency of adaptive and flexible behavior*
- *increase positive self-regulation/management skills*
- *decrease number of behavior intervention plans*
- *increase number of students moving from Tiers 2 and 3 to Tier 1*
- *increase student satisfaction with their own learning/education experience*
- *increase teachers' knowledge of values-based strategies to help drive behavior management and relationship building skills.*

SECTION IV

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

AIM Curriculum Children's Psychological Flexibility Questionnaire (CPFQ) Assessment Data

The CPFQ is a 24 item rating instrument created by the same authors of the curriculum. This tool measures each ACT Core Process used in the AIM curriculum. Each of these 6 processes is taught, practiced and integrated into the classroom and daily behaviors. These processes are considered to be the parts that increase psychological flexibility. Research has shown that high or increased psychological flexibility leads to many positive behaviors as well as increased academic performance, test scores, social skills and emotional well-being.

East Evergreen Elementary "Regroup Room"

Oct. - Dec. 2020	Child Report Pre/Post	Teacher Report Pre/Post
Student A	lowest areas:Present Moment, Defusion, Values. (no POST)	increase in: Defusion (Score 6-->7), Self-as-Context (Score 4-->7)
Student B	increase in: Acceptance (Score 8 --> 9) , Committed Action (Score 9 --> 15),	increase in: Values (Score 10 --> 11), Committed Action(Score 6→8)
Student C	lowest areas: Committed Action, Values, Self-as-Context. (no POST)	increase in: Acceptance (Score 6--> 7), Self-as-Context (Score 8 --> ,9), Values (Score 11 --> 13), Committed Action (Score 9 --> 10)

Student D	increase in: Present Moment (5, 8), Defusion (Score 7--> 8), Committed Action (Score 11 --> 12)	increase in: Committed Action (Score 5--> 6)
Student E	???	???

Behavior Classroom Token Economy point data:
Student A: Q1 59%
Student B: Q1 66%
Student C: Q1 76%
Student D: Q1 90%
Student E: Q1 80%

Behavior Classroom students percentage of time inside General Education Classroom December 2020:
Student A: 40%
Student B: 90%
Student C: 0%
Student D: 90%
Student E: 75%

2020 December MTSS Behavior Data (Individualized Behavior Plans)
Tier 2: 7
Tier 3: 3

Number of students and teachers participating/have participated in Present Moment Mini-lessons in general education.
Current: 34 students, 2 teachers.
Ongoing pre-post surveys

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

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

East Evergreen Elementary "Regroup Room"

AIM Curriculum CPFQ Pre/Post-Assessment Data:
Student A: ???
Student B: ???
Student C: ???
Student D: ???
Student E: ???

Behavior Classroom Token Economy point data (May 2020):
Student A: Q4 ???
Student B: Q4 ???
Student C: Q4 ???
Student D: Q4 ???
Student E: Q4 ???

Behavior Classroom students percentage of time inside general education classroom (May 2020):
Student A: ???

Student B: ???
Student C: ???
Student D: ???
Student E: ???

2021 May MTSS Behavior Data (Individualized Behavior Plans)
Tier 2: ???
Tier 3: ???

Pre/Post Google Doc Surveys for students, teachers

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Fairfield Elementary and Fairfield High School
LEA #	0890, 0891
Submitter's first and last name	Dustin Gordon
Email	dgordon@fairfield.k12.mt.us
Phone number	(406) 467-2528
Amount of funding received	$13,100 Elem & $17,193.75 HS
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Professional Learning Communities will be employed ith integrity to plan, monitor and adjust insruction to impact student learning.
Progress made	Established RTI K-8 and PLC's 7-12 Started Standards Based Report Cards K-6 Utilizing Planbook: K-12 w/ Standards Imported and Required Assessment New FLY Afterschool Program to include 9-12 8 Year Plan in Place 7-12 CTE Portfolio's in Second Year
Measurable objective for your transformational learning plan	Extended Staff and Student Opportunities

Progress made	Offering: MTDA, Duel Credit, and utilizing Edgenuity for Credit Recovery and Distance Learning Looking at Edgenuity for another year and enhancing Distance Learning. Perhaps a K-12 site license. Established Altenative Diplomas – Student Handbook Flexible Scheduling for Students and Staff 1 to 1 K-12
Measurable objective for your transformational learning plan	Healthy Responsible Students
Progress made	Healthy Snacks for afterschool program Breakfast Program Expanded – Grab and Go New Security Camera Bid – Updated in 2021 Safe Schools Training
Measurable objective for your transformational learning plan	Community Engagement
Progress made	School Facebook Account tied to new school website New Report Cards with Standards Based Grading *Discussed at Parent Teacher Conf 2019
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	K-8 = 195 & 9-12 = 123 (2020 Fall Count)
Number of teachers included in plan implementation (requested by the BOPE)	22 FTE
Summary of your uploaded strategic plan as it refers to transformational learning	Our Strategic Plan is based on 4 Primary Goals, right now. 1: Student Achievment and Individualized Learning 2: Extended Student and Staff Opportunities 3: Healthy Responsible Students

	4: Community Engagement
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Enter Here
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	If anything, COVID has expedited many of our goals as it made transformational learning a necessity not an option.

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

School District Board Chair Printed Name	Chris Christensen
School District Board Chair Signature	*Chris Christensen*
Date of Signature	12 / 14 / 2020

Transformational Learning

Strategic Plan

THE MISSION OF OUR SCHOOL

IN PARTNERSHIP WITH THE COMMUNITY, THE MISSION OF FAIRFIELD SCHOOLS IS TO PROVIDE A SECURE AND RESPECTFUL ENVIRONMENT WHERE STUDENTS GAIN KNOWLEDGE, GROW IN WISDOM, DEVELOP CONFIDENCE AND VALUE LEARNING FOR LIFE.

Fairfield Schools' Belief Statements

1. We believe that students need an environment that enhances their human potential and promotes respect for all people.

2. We believe that learning should be a fun and life long process. This process should promote choice and responsibility on the part of the students.

3. We believe that students learn in different ways and at different rates. These differences should be respected and supported.

4. Our school and community must allow all students to learn, achieve, and succeed in a variety of ways.

5. Students, parents, community members, and educators all share the responsibility for the changing educational needs of the children.

6. We believe that students need a sound sense of values to be successful members of the community.

7. We believe the curriculum should be responsive to the ongoing needs of students and the changing conditions of the world.

8. Change will accelerate and will require teachers, students, parents, and schools to adapt and cooperate in development of successful adults for the 21st century.

GUIDING PRINCIPLES

I. Student-centered
II. Focused on learning how to learn
III. Based on high expectations
IV. Outcome/objective based
V. In-depth
VI. Open to choices and options
VII. Experimental
VIII. Hands on
IX. Creative, thought provoking
X. Goal-oriented
XI. Interactive
XII. Technological
XIII. Effective for all students
XIV. Integrated with critical thinking
XV. Aimed at mastery
XVI. Supported by multiple assessments
XVII. Based on real life application

Transformational Learning

The Fairfield Board of Trustees adopted Definition of Proficiency

Proficiency is the documented evidence that a student has met the required level of skill and knowledge set by benchmarks and required coursework based on the Montana State Standards.
Students' proficiency will utilize a graduated scale for all required coursework.
Proficiency will be measured on multiple assessments of the Montana State Standards.

2020-2023
Strategic Goals and Objectives

Goals are results to be achieved in order for the district to achieve its vision.

GOAL 1: Student Achievement
All staff in the Fairfield School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

Objective 1
Professional Learning Communities and RTI will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.

Objective 2
All Students' essential foundation for learning excels through rigor, relevance and trustful relationships with their teachers/mentors and will exit each developmental level prepared for the next level.

Objective 3
The Fairfield School District will utilize the Danielson's Framework for Teaching to insure high quality instructional supports for every student.

Objective 4
Innovative technology will be used to prepare all students for career, college, and life beyond high school.

Objective 5
The Fairfield School District will continue to exceed the State of Montana's graduation rates and average scores for all benchmark assessments.

GOAL 1: STUDENT ACHIEVEMENT *All staff in the Fairfield School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.*	
Measurable Objective Strategies and Accountability	
Strategy 1	Professional Learning Community and RTI Teams will participate in professional development to strengthen the effectiveness of instruction, standards, learning targets, district & state assessments, data analysis, intervention, accelerated learning and technology rich classrooms.
Strategy 2	Staff members develop personalized mastery-based learning opportunities for all students. • K – 8 Development of Standards Based Report Cards • 9-12 will explore Standards Based Grading to Compliment and Guide Traditional Grading
Strategy 3	Instruction is aligned to Montana core standards. • District wide "Planbook" Digital Lesson Plans Referencing Standards
Strategy 4	Student progress is monitored through district & state assessments. • Assessments will be reviewed and aligned to standards.
Strategy 5	Interventions are implemented to address students below standard. • "FLY" After school program • RTI Assistance and intervention (Grades PK – 8) • CARS – Content Area Reinforcement Strategies class (Grades & - 12)
Strategy 6	7-12 Students will develop an 8 year plan. • 7-8 Students will take a required career planning course for 1 term/year • 9th Grade Students will take a required careers and planning course for 1 semester.
Strategy 7	Schools create activities, events and training that promotes a trustful relationship between students and staff. • Wide variety of academic and co-curricular clubs
Strategy 8	Schools create e-portfolios for students that will demonstrate grade level exiting competencies. • Particularly in Career and Technical Education (CTE).
Strategy 9	All administrators and teachers/mentors continue to engage in professional development on the Danielson Framework for Teaching. • Golden Triangle Opportunities
Strategy 10	Teachers, mentors and administrators monitor student-learning data and adjust instruction to ensure mastery of standard. • Infinite Campus – IC • Planbook: Aligned to MT Standards
Strategy 11	Teachers and administrators will create professional portfolios to monitor professional growth.

Strategy 12	Staff, teachers, and students will use technology to perform and enhance education • ALL Students at Fairfield School will have a personal computer: 1 to 1 PK-12 • All Staff Classrooms will be equipped with Smart Board Presenters and will have video capability • Professional development will be offered and promoted: Teach the Teacher • Blended Learning Models will be evident and promoted
Strategy 13	Administration will continue to develop and revise a District Technology Plan in collaboration with the staff and students. • Committee Input and Development
Strategy 14	The Fairfield School District administrators and teachers support student transitions from kindergarten through grade 12 by mentoring and intervening with students exhibiting at-risk indicators including attendance, academic, health, social, economic, and discipline.
Strategy 15	The Fairfield School District will increase accelerated program offerings K-12 such as enrichment, advanced opportunities, placement (AP), career and career technical education (CTE); science, technology, engineering and mathematics (STEM); and fine arts.

Accountability Reporting:

- **MT Continuous School Improvement Plan (CSI).**
- **Student Input and Staff Participation in Montana Needs Assessment.**
- **Lesson Plans and Assessment will be reviewed and documented by Administration**
- **Assessment Teams will review and develop Webb's Depth of Knowledge for schoolwide implementation**
- **PIR Staff Development**

Indicators may include but are not limited to:

- Curriculum frameworks aligned to district & state core standards are used in the instructional planning cycle.
- Standards Based Report Cards
- Common assessments are used to drive instruction.
- Assessment data is used during PLC/RTI meetings.
- Assessment data establishes learning needs for the individual learning plans.
- Shared instructional strategies address learning needs.
- Formative assessments monitor student learning.
- Summative assessments validate instruction.
- Assessment data is used in PLC / RTI meetings and to inform students and parents regarding progress toward meeting standards.
- Both Student and Teacher Portfolios
- ½ -day Pre-Kindergarten is offered at the elementary school.
- Decreased numbers of at-risk learners at all grade levels.
- Increased K-12 intervention and enrichment; course enrollments and completion of advanced course work, including honors, advanced placement, and career and professional technical education.
- Meeting student proficiency standards (AYP) on the state standardized assessments (SBAC and ACT)

GOAL 2: EXTENDED STAFF & STUDENT OPPORTUNITIES

The Fairfield School District will seek out and provide robust opportunities for staff and students that utilize resources that extend beyond and transcend traditional classroom offerings.

Objective 1

Continue to make online courses and classrooms available for opportunity beyond school offered curriculum.

Objective 2

Continue to develop Off-Campus Internships and Opportunities.

Objective 3

Develop Distance Learning opportunities that retain student enrollment, but allow for education beyond the traditional school schedule and setting.

Objective 4

Offer Varied High School Diploma's the Reflect Varied Course Offerings, Rigor as well as Career and Technical Education.

Objective 5

Flexible Scheduling to create additional opportunity and meet the needs of every student's abilities to attend school and graduate.

Objective 6

Staff opportunity to explore flexible scheduling to meet the needs of their students as well as their own opportunities.

GOAL 2: EXTENDED STAFF AND STUDENT OPPORTUNIES *The Fairfield School District will seek out and provide robust opportunities for staff and students that utilize resources that extend beyond and transcend traditional classroom offerings.*	
Measurable Objective Strategies and Accountability	
Strategy 1	Course Offerings beyond traditional "On Campus" offerings • MTDA: Montana Digital Academy • Duel Credit • Ed Ready • Edgenuity
Strategy 2	Internships and Certifications through local opportunity • School to Work Internships • EMT / First Responder Certification • AG and Business Opportunities: Farming, Welding, Repair, …
Strategy 3	Robust Extra-Curricular and Co-Curricular Opportunities • Robotics • FFA, FCLA, Skills USA, Spanish Club, Recycle Club, Computer Club, Esports..
Strategy 4	Explore the "Distance Learning" Option after the Pandemic as it applies to other

	situations that might retain student enrollment but accommodate educational need to be off-campus. • Edgenuity
Strategy 5	Cooperative Agreements with other districts to provide opportunity • Multi-District Agreements to share resources • GFPS – Habitat for Humanity, others…
Strategy 6	Alternative Diplomas • Rigorous Core, College Prep Distinction • Career and Technical Concentrator Distinction
Strategy 7	Flexible Scheduling to accommodate unique situations for students and parents • Revise "Attendance Policy" • Application of Proficiency not tied to physical attendance
Strategy 8	Flexible Scheduling to accommodate unique STAFF needs • Experiment with Teaching from an Alternate Setting
Accountability Reporting: ➢ **MT Continuous School Improvement Plan (CSI).** ➢ Annual Course Offerings List with Off-Campus Indicators ➢ Administrative Reports to the School Board	
Indicators may include but are not limited to: • School Schedule and Class Offerings • Duel Credit and Graduation Indicators • Internship and Certifications Listings • Collective Bargaining and MOU Language for Staff • Modified Block Scheduling	

GOAL 3: Healthy responsible students

Our schools are child-centered communities that promote healthy behaviors and responsible citizenship.

Objective 1

The Fairfield School District utilizes the national school nutritional standards to provide healthy food choices throughout the school day.

Objective 2

Schools will create an inviting, caring, respectful learning environment.

GOAL 3: HEALTHY RESPONSIBLE STUDENTS *Our schools are child-centered communities that promote healthy behaviors and responsible citizenship.*	
Measurable Objective Strategies and Accountability	
Strategy 1	Fairfield food service will follow the federal and state nutrition guidelines in preparing meals.
Strategy 2	The Fairfield School District will increase healthy snack choices for students. • Including After School Program • Restrictions on Vending Machine Options & Times
Strategy 3	The Fairfield School District prioritize proactive approaches in behavior management through character education. • Kelso's Choices • Power Up – Speak Out • Character Strong
Strategy 4	The Fairfield School District regularly reviews security plans and procedures of all facilities and schools. • New Camera System • Bus Cameras and New Seatbelts • School Safety Plan (Updated 2019) & Teacher Flip Chart
Strategy 5	Annual Review of Cyber Security and Acceptable Use Policy • 9th Grade Media Applications • K – 8 Media/Library Digital Citizenship Lessons
Strategy 6	Schools continue implementing anti-bullying/harassment plans. • Kelso's Choices • Power Up – Speak Out • Character Strong
Strategy 7	Fairfield School District continues to support intervention and prevention to further reduce substance abuse. • Annual Various Speakers • Everfi
Strategy 8	MT Jason Foundation: Staff Suicide Prevention Training

Accountability Reporting: ➢ Scheduled reports to the school board, utilize dashboards to provide students, parents and community the monthly cafeteria menu. ➢ Annual Food Service Audit ➢ Annual School Discipline Report - OPI
Indicators may include but are not limited to: • Monitoring of the Fairfield School District food service menu and meal planning by the State Department of Education Child Nutrition Department. • Fresh Fruits and Vegetable grant report. • Purchase of healthy snacks for the concession stand. • Student Surveys yearly regarding healthy choices. • All facilities and schools have up-to-date security plans and procedures in place. • Annual Parental / Student Signatures for Acceptable Use Policies • Regular review of district policies and procedures is undertaken to ensure support of student achievement. • Annual OPI Discipline Report • Safe Schools training. • Implementation of Suicide Prevention Training

GOAL 4: Community Engagement

All staff in the Fairfield School District are accountable for engaging its diverse community as partners to support and sustain our "Tradition of Excellence" to Education.

Objective 1

All Fairfield School District employees will engage the community and our stakeholders with respect and transparency.

Objective 2

Effective and consistent communication from the Board of Trustees, the Administration and the Staff through expanding sources for engagement.

GOAL 4: COMMUNITY ENGAGEMENT

All staff in the Wilder School District is accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Measurable Objective Strategies and Accountability

Strategy 1	All school district employees promote positive and respectful interpersonal relationships with all patrons of the school district.
Strategy 2	All communication to parents and the community is easily accessible, timely, accurate and available in multiple mediums. • School Facebook • School Website • School Twitter • Eaglestreaming
Strategy 3	Teachers deliver scheduled K-12 progress reports and report cards regularly to parents in a format that meets the needs of the family.
Strategy 4	The superintendent or designee encourages investments and partnerships with government, businesses, and community organizations to promote school-to-work opportunities, scholarships, academic awards, and financial resources to address school and program needs.
Strategy 5	The Fairfield School District will maintain the district website with up to date information that supports the patrons and community inquiries about the operations, budget and activities of the district.

Accountability Reporting:

Reports to the school board the number of parent and community partnerships that have been developed in the district and in schools, that support student achievement, including volunteers, school-to-work opportunities, scholarships, academic awards, and a web access counter.

Indicators may include but are not limited to:

- Professional development is delivered to all staff to increase cultural awareness and enhance cultural competence in a customer service environment.
- Communication by schools and district through multiple mediums and predominant languages meet the specific needs of families.
- School-to-work opportunities, scholarships, academic awards, and resources from our community are increased to support student achievement and success.
- Parent perceptual survey data continues to monitor progress toward positive engagement, that includes the district website, with our patrons.
- Parent survey that provides feedback on the effective practices of school/parent communication.

OPI – Transformational Learning 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, download and save to your computer.
2. The application checklist must have all of 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 three upload requirements: (a) the completed application checklist with your board chair's signature, (b) your definition of proficiency, and (c) your district's strategic plan as it refers to transformational learning.
5. The submission of the application will be a digital upload on the OPI Transformational Learning 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 number under a single governing board can submit a single combined application.

Submitter Name: Dustin Gordon

District Name: Fairfield Elem Email: dgordon@fairfield.k12.mt.us

LEA Name & Number: 0890 Fairfield Elem

FTE dedicated to your district's transformational learning program: 13

2nd LEA Name & Number: 0891 Fairfield H S - Fairfield

FTE dedicated to your 2nd district's transformational learning program: 9

☑ The Local Education Agency (LEA) name and number(s) has been entered above. 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 presiding officer.

☑ Identify the number of FTE educators meeting the criteria of 20-9-327(3) who will participate in the district's transformational learning program.

☑ Upload the district's definition of proficiency as outlined in 20-9-311(4)(d). **The definition must not require seat time as a condition or other element of determining proficiency.** The definition must be incorporated in the district's policies and must be used for determining content and course mastery and other progress, promotion from grade to grade, grades, and graduation for pupils enrolled in the district's transformational learning program. (If your definition varies between your elementary and high school district, include both and clearly define what district the definition supports.)

☑ Include in your district's strategic plan, your transformational learning plan with appropriate planning horizons for implementation. For example, the eligibility plan, measurable objectives and planned strategies that lead to:

- ☑ A transformational learning plan for each participating student that honors individual interests, passions, strengths, needs and culture. The plan shall be rooted in relationships with teachers, family, peers, and community members.
- ☑ Embedded community-based, experiential, online and work-based learning opportunities that incorporate blended learning.

- [x] Effective professional development to assist employees in transitioning to a transformational learning model.
- [x] Equality of educational opportunity for participation by 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 attached documents are affirmation that the required elements of HB 351 are part of the application's supporting documents.

Mr. Chris Christensen

School District Board Chair Printed Name

Chris Christensen

School District Board Chair Signature

12/14/2020

Date

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Fromberg School District #6
LEA #	0072
Submitter's first and last name	Teri Harris
Email	tharris@fromberg.k12.mt.us
Phone number	406-668-7755
Amount of funding received	$3275.00
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Fromberg School will offer work study opportunities.
Progress made	Work study was provided.
Measurable objective for your transformational learning plan	Fromberg School will offer post-secondary opportunities.
Progress made	Students enrolled in college courses online.
Measurable objective for your transformational learning plan	Fromberg School will offer MTDA courses as electives.
Progress made	Students enrolled in individual interest courses online.
Measurable objective for your transformational learning plan	Fromberg School will offer independent learning electives.
Progress made	Independent courses for Ag, Art, Music, CSP offered.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual	

reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	50 students in Grades 9-12
Number of teachers included in plan implementation (requested by the BOPE)	4
Summary of your uploaded strategic plan as it refers to transformational learning	Fromberg School will develop a personalized, advanced opportunity plan for each participating pupil that fosters student interest. The program will embed community based, experiential, online and work based learning opportunities.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Fromberg School has been offering these opportunities for nine years.
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	None. We are in full in person school.

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

School District Board Chair Printed Name	Kristin Bauwens
School District Board Chair Signature	Kristin R Bauwens
Date of Signature	January 8, 2021

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Frontier School
LEA #	0774
Submitter's first and last name	Darla Warrior
Email	frontierschool@yahoo.com
Phone number	406-653-2501
Amount of funding received	$1359.13
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	The self selected 7th and 8th grade students will be involved in creation of film and/or drama physically.
Progress made	The 7th and 8th grade students who chose to have "film" elective, have worked remotely on individual small films in areas of their interest.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0
Proposed decrease in FTE	0

Rationale for changes in FTE	None
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	Eight students have worked in film.
Number of teachers included in plan implementation (requested by the BOPE)	One teacher was involved in the incorporation of Film.
Summary of your uploaded strategic plan as it refers to transformational learning	Self Selected elective courses are offered to 7th and 8th grade students to allow for exploration of unusual areas in our K-8 school .
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	The learning style for the drama had to be changed to "film" because of the distance learning we have had to do off and on this school year.

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

School District Board Chair Printed Name	Therese Long
School District Board Chair Signature	Therese Long
Date of Signature	1/11/21

Transformational Learning

20-21 Annual Report

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

Transformational Learning Grant
ANNUAL REPORT ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District Name	Dawson High School
LEA #	0207
Submitter's first and last name	Stephen Schreibeis
Email	schreibeiss@glendiveschools.org
Phone Number	406-377-5339
Amount of funding received	$ 42,756.25
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable Objective for your Transformational Learning Plan	**Reduce Problem Behaviors** • GPS will reduce bullying by five percentage points each year by training all students and staff in conflict resolution and coping skills with the Golden Rule Ambassadors curriculum, Squabbles (roleplaying game for students), and specific training and evaluation from Jeff Veley, as measured by annual Youth Risk Behavior Survey (YRBS) results and the GPS Resiliency Test. • GPS will reduce disruptive behavior by 10% each year by training staff and providing technical assistance for building MTSS Teams, as measured by the number of documented Disorderly Conduct, Insubordination, Fighting, and Physical Altercation events.

Progress Made	**Golden Rule Ambassadors and Squabbles** Last year we started to roll out the Golden Rule Ambassadors curriculum and Squabbles. We were able to have Jeff Veley (Social Aggression and Resiliency expert) here 4 days to help train students and staff on a variety of different things. Because of COVID, we weren't able to get too far with our implementation. This school year, we have continued to get our staff trained, and also have continued with the Golden Rule Ambassadors. It is not as successful as we would have liked as it hasn't been until recently that we have been able to mix students. We will continue to get all staff trained in Squabbles and provide resources and training to all of our students, staff, and parents. We are very passionate about this and feel it is the foundation to anything we do with Transformational Learning. **MTSS** Currently, DCHS is not a part of MTSS. Our plan was to send a team to the Summer Institute to start looking at starting it in the school this year. Because of COVID, the team was not able to make it there. We are planning on starting the team and sending them to the Summer Institute to start the process this summer. We believe in this program and know that it will be one of our foundational pieces to moving our district to achieve our vision with transformational learning.
Measurable Objective for your Transformational Learning Plan	**Improve Student Behavioral Health** ● GPS will reduce the percentage of students (9-12) reporting serious depression and having had serious thoughts of suicide to below state average by the end of the five-year period by training three staff members to be Link CrewCoordinators and implementing the Link Crew program, as measured by YRBS results and the GPS Resiliency Test. ● GPS will increase student resiliency by five percentage points each year by implementing a building-specific social-emotional curriculum and the Campus Peace-Building Initiative as measured by the GPS Resiliency Test.
Progress Made	**Link Crew** Last year we picked the staff that would run the Link Crew program and signed up for the training. Unfortunately, the training got canceled because of COVID. The teachers did not get trained but we are planning on sending them to the virtual training this year. Link Crew has changed how they do things due to COVID. It is not as good of a

	program, but it is still very good. We wanted to have this in place this year, but we will just have to wait until next year. **Campus Peace-Building Initiative and Resiliency Test** We started the Campus Peace-Building Initiative last year, but are still gathering data and developing the document. We hoped to have had it done last year, but with COVID, we had to put it on hold. We recently finished our GPS Resiliency Test that will be used as a baseline for our students. **SEL Committee** We also have instituted an SEL committee which we will be looking at all progress in these areas, updating our community on what we are doing in our schools, creating resources for students, staff, and parents, and reviewing SEL curriculums to implement next school year. Jeff Veley will be our SEL Coordinator to run the committee and spearhead all of these areas. We are excited for what this committee will do for our students here at GPS.
Measurable Objective for your Transformational Learning Plan	**Improve School Climate** ● GPS will reduce the number of students who report not going to school because they feel unsafe by three percentage points per year by training all staff on the ALICE online training program and Safe School Library allowing them to train all students, as measured by YRBS results. ● GPS will reduce teacher turnover by at least 5% each year by providing enhanced support for new teachers by implementing a mentoring/coaching program, as measured by FTE teacher reports.
Progress Made	**ALICE and Safe Schools** Last year we purchased the ALICE online training program and additional courses in the Safe School's platform. We have trained about 60% of our staff currently in ALICE and will have the rest trained soon. We planned to have all staff trained at the beginning of the year, but our plans were put on hold for a while because of COVID. We are now back on track and will have 100% trained soon. We have been working through the Safe Schools Library and have been training staff with it. **Teacher Mentoring/Coaching Program**

	We started our new Mentoring/Coaching Program with our new teachers this year. It was a little different than we envisioned because of COVID, but we were still able to do it. We are currently working with Jimmy Casas, author of the book Culturize, and his team to revamp our program so that we can expand it to all teachers.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed Increase in FTE	0.00
Proposed Decrease in FTE	0.00
Rationale for Changes in FTE	N/A
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	DCHS - 320 students 9-12
Number of teachers included in plan implementation (requested by the BOPE)	28
Summary of your uploaded strategic plan as it refers to transformational learning	We have combined our Transformational Learning Plan with our Strategic Plan this year. Last year, we created a Strategic Plan (Short) that consisted of our Transformational Learning Plan. We have not added that into our Strategic Plan in the appropriate sections. Our goal is to create a school environment where every student has an ILP (Individual Learning Plan) and is working towards their interests and strengths. This will be a 5-10 year process to complete, but it will be very beneficial for all students here at Glendive Public Schools. Our district is starting to build the foundation so that we can sustain and provide fidelity to the process throughout our district. We hope that we will be able to create an environment that students will combine online individualized learning for DOK1 (Recall) and have the students come to school for the DOK 2 - DOK 4 Project based learning. We feel this will provide the

	environment to best help our students be competitive in today's rapidly changing environment where students are having to compete against AI, Robotics, VR, AR, etc. We will promote in our students the areas that will be most important in their success: being creative, collaborating, being adaptable, and being able to connect. GPS Strategic Plan (Updated 12/2020)
Optional: A summary of the New Story your district is telling around transformational learning and any testimonials	Video From Superintendent Schreibeis
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Please see video above

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	Kris Mothershead
Date of Signature	1/11/21

Transformational Learning Grant
ANNUAL REPORT ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District Name	Glendive Elem #1
LEA #	0206
Submitter's first and last name	Stephen Schreibeis
Email	schreibeiss@glendiveschools.org
Phone Number	406-377-5339
Amount of funding received	$110,531.25
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable Objective for your Transformational Learning Plan	**Reduce Problem Behaviors** • GPS will reduce bullying by five percentage points each year by training all students and staff in conflict resolution and coping skills with the Golden Rule Ambassadors curriculum, Squabbles (roleplaying game for students), and specific training and evaluation from Jeff Veley, as measured by annual Youth Risk Behavior Survey (YRBS) results, the GPS Resiliency Test, School Voice Survey, or building MTSS survey. • GPS will reduce disruptive behavior by 10% each year by training staff and providing technical assistance for building MTSS Teams, as measured by the number of documented Disorderly Conduct, Insubordination, Fighting, and Physical Altercation events.

Progress Made	**Golden Rule Ambassadors and Squabbles** Last year we started to roll out the Golden Rule Ambassadors curriculum and Squabbles. We were able to have Jeff Veley (Social Aggression and Resiliency expert) here 4 days to help train students and staff on a variety of different things. Because of COVID, we weren't able to get too far with our implementation. This school year, we have continued to get our staff trained, and also have continued with the Golden Rule Ambassadors. It is not as successful as we would have liked as it hasn't been until recently that we have been able to mix students. We will continue to get all staff trained in Squabbles and provide resources and training to all of our students, staff, and parents. We are very passionate about this and feel it is the foundation to anything we do with Transformational Learning. **MTSS** We currently have three schools implementing MTSS, 6-8 (new last year), 3-5 (5th year), K-2 (6th year - 2 years ago won Gold Award in MBI). We have sent all schools that have MTSS (K-2, 3-5, and 6-8) school to multiple (Tier I, Tier II, and Tier III) training based on their level of implementation. Our plan was to send all of these teams to the Summer Institute to continue their implementation last summer. Unfortunately, we were not able to do so because of COVID. We are planning on sending all teams to the Summer Institute this summer. We believe in this program and know that it will be one of our foundational pieces to moving our district to achieve our vision with transformational learning.
Measurable Objective for your Transformational Learning Plan	**Improve Student Behavioral Health** • GPS will reduce the percentage of students (6-8) reporting serious depression and having had serious thoughts of suicide to below state average by the end of the five-year period by training three staff members to be Web Coordinators at the Middle School and implementing the Web program, as measured by YRBS results, School Voice Survey, or building MTSS survey. • GPS will increase student resiliency by five percentage points each year by implementing a building-specific social-emotional curriculum and the Campus Peace-Building Initiative as measured by the GPS Resiliency Test.

Progress Made	**WEB** Last year we picked the staff that would run the WEB program and we were lucky to be able to have got them trained before the pandemic hit. This allowed us to be able to run a modified program this year. COVID has made it tough to fully implement as a lot of the program has to do with building relationships in a way that takes people out of their comfort zones. Because of the protocols we have in place, we have had to do the program mostly virtually. We are happy that we were able to implement the program, but we are excited to hopefully run the full program next year. **Campus Peace-Building Initiative and Resiliency Test** We started the Campus Peace-Building Initiative last year, but are still gathering data and developing the document. We hoped to have had it done last year, but with COVID, we had to put it on hold. We recently finished our GPS Resiliency Test that will be used as a baseline for our students. **SEL Committee** We also have instituted an SEL committee which we will be looking at all progress in these areas, updating our community on what we are doing in our schools, creating resources for students, staff, and parents, and reviewing SEL curriculums to implement next school year. Jeff Veley will be our SEL Coordinator to run the committee and spearhead all of these areas. We are excited for what this committee will do for our students here at GPS.
Measurable Objective for your Transformational Learning Plan	**Improve School Climate** ● GPS will reduce the number of students who report not going to school because they feel unsafe by three percentage points per year by training all staff on the ALICE online training program and Safe School Library allowing them to train all students, as measured by YRBS results, School Voice Survey, or building MTSS survey. ● GPS will reduce teacher turnover by at least 5% each year by providing enhanced support for new teachers by implementing a mentoring/coaching program, as measured by FTE teacher reports.
Progress Made	**ALICE and Safe Schools** Last year we purchased the ALICE online training program and additional courses in the Safe School's platform. We have trained about 60% of our staff currently in ALICE and will have the rest trained soon. We planned to have all staff trained at the

	beginning of the year, but our plans were put on hold for a while because of COVID. We are now back on track and will have 100% trained soon. We have been working through the Safe Schools Library and have been training staff with it. **Teacher Mentoring/Coaching Program** We started our new Mentoring/Coaching Program with our new teachers this year. It was a little different than we envisioned because of COVID, but we were still able to do it. We are currently working with Jimmy Casas, author of the book Culturize, and his team to revamp our program so that we can expand it to all teachers.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed Increase in FTE	0.00
Proposed Decrease in FTE	0.00
Rationale for Changes in FTE	N/A
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	WMS - 275 students 6-8 LES - 240 students 3-5 JES - 264 students K-2
Number of teachers included in plan implementation (requested by the BOPE)	67
Summary of your uploaded strategic plan as it refers to transformational learning	We have combined our Transformational Learning Plan with our Strategic Plan this year. Last year, we created a Strategic Plan (Short) that consisted of our Transformational Learning Plan. We have not added that into our Strategic Plan in the appropriate sections. Our goal is to create a school environment where every student has an ILP (Individual Learning Plan) and is working towards their interests and strengths. This will be a 5-10 year process to complete, but it will be very beneficial for

	all students here at Glendive Public Schools. Our district is starting to build the foundation so that we can sustain and provide fidelity to the process throughout our district. We hope that we will be able to create an environment that students will combine online individualized learning for DOK1 (Recall) and have the students come to school for the DOK 2 - DOK 4 Project based learning. We feel this will provide the environment to best help our students be competitive in today's rapidly changing environment where students are having to compete against AI, Robotics, VR, AR, etc. We will promote in our students the areas that will be most important in their success: being creative, collaborating, being adaptable, and being able to connect. GPS Strategic Plan (Updated 12/2020)
Optional: A summary of the New Story your district is telling around transformational learning and any testimonials	Video From Superintendent Schreibeis
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Please see video above

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	Kris Mothershead
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.

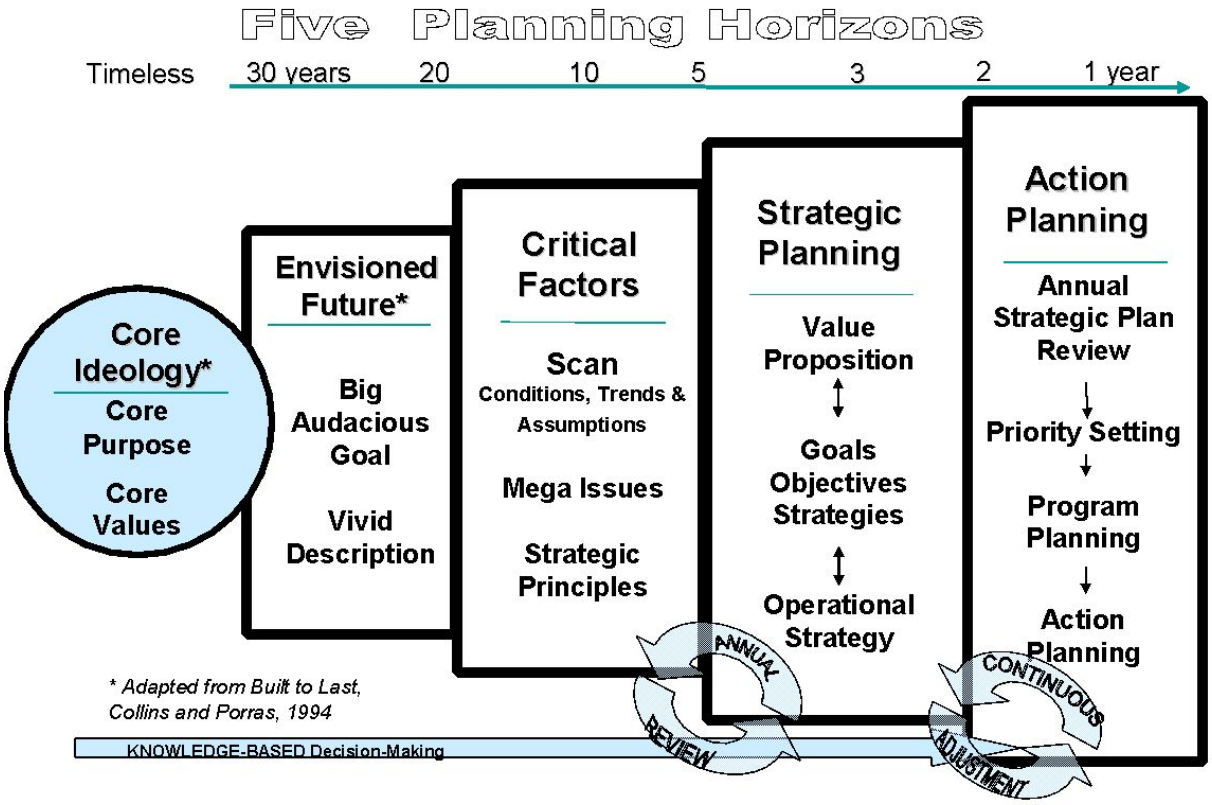
The Glendive Board of Trustees and Staff Leadership Team view the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Nor is it intended as the end of a conversation, but rather as the beginning of one – a conversation 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 a 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

<u>Demographics</u>

- 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
   - 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?
   - How do we plan for the increased financial burden on our school system as a result of unfunded educational mandates?
   - How do we address the increasing cost of providing health insurance to our employees with the impact of the Affordable Care Act?
   - 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

Proficiency-Based ANB

It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing proficiency-based ANB.

K-2

The District may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the standard based grading scale. The ANB of a pupil who demonstrates proficiency in any content/subject matter will be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

Performance Indicator Scale	
Exceeds: Progress in performance indicator exceeds current grade level expectations, working on or above grade level expectations	4
Proficient: Progress in performance indicator meets current grade level expectations	3
Developing: Progress in performance indicator is approaching current grade level expectations	2
Emerging: Progress in performance indicator is below grade level expectations, working on below grade level expectations	1
Not taught this quarter	NT
Not enough evidence	NE
Not Assessed	NA

3-12

The District may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by a 60% on their final grade given to them by their classroom teacher. The ANB of a pupil who demonstrates proficiency in any content/subject matter will be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

Legal Reference:	20-1-301, MCA	School fiscal year
	20-9-311(4)(a)(b)(d), MCA	Calculation of average number belonging (ANB) – 3-year averaging
	20-3-324, MCA	Powers and duties
	10.55.906 ARM	High School Credit

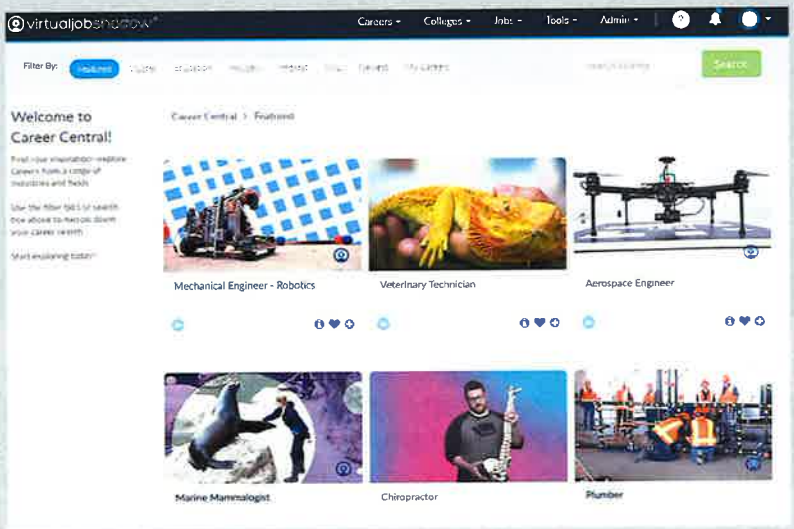
Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

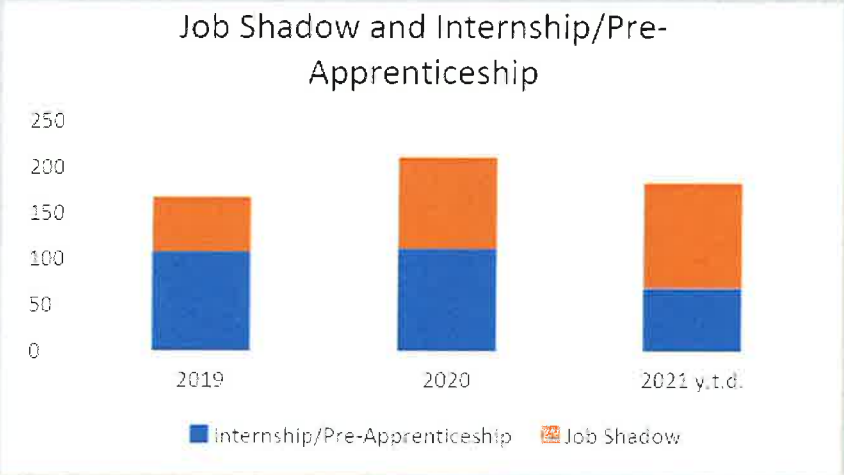
SECTION 1 REQUIRED	
District name	Great Falls Public Schools
LEA #	0099
Submitter's first and last name	Heather Hoyer
Email	heather_hoyer@gfps.k12.mt.us
Phone number	(406) 268-6008
Amount of funding received	$106,473.50
A report of progress toward measurable objectives under the school district's transformational learning plan.	
Measurable objective for your transformational learning plan	Upon completion of the 2020-20201 grant cycle, GFPS leaders will work to establish additional dual credit opportunities.
Progress made	GFPS leaders worked with collegiate partners at GFCMSU to: • Establish practices that allow students to pursue any GFCMSU course for dual credit as long as the student meets college/course entrance criteria and the course aligns with their future plans as established in the student's transformational learning plan. **Completed for second semester 2020-2021.**

	• Allow students to take advantage of GFCMSU's "8 Week Advantage" courses for dual credit. This opportunity will modify the time, pace and place of the educational plan for each student, making their dual credit opportunities more flexible. **Completed for second semester 2020-2021.**
Measurable objective for your transformational learning plan	Upon completion of the 2020-2021 summer semester, GFPS will offer job shadow credit opportunities that meet the standards for job shadows set by GFPS, be they virtual or face-to-face, which meet safety guidelines for COVID 19.

Progress made
 
 	
	GFPS purchased *VirtualJobShadow* that offers virtual job shadow experiences in:
	• 17 job clusters pathways,
	• over 100 job shadow opportunities which have 5-20 sessions each,
	• journaling and quizzes for understanding, with scores given to teachers,
	• GFPS leaders will create a Screencastify to provide PD for teachers to use this program with student both in face-to-face and remote instruction,
	• as of December, 2020, GFPS students have completed 29 job shadows to date (journaling and quizzes included) with a goal of assigning this to:
	  o Students who cannot complete traditional job shadows due to COVID 19 keeping them from the occupation site.
	  o Students who are being isolated because of COVID-19 due to quarantine or contact tracing.

GFPS Career Pathways Advisor (1) and Secondary Instructional Coaches (4) rolled this programming out to all staff members in December of 2020 and worked to help teachers implement this into lesson plans starting the second semester of 2020-2021. This tool will be integral to teachers as they assist in student career/interest exploration as they:

1. Move, district-wide, to temporary remote learning.
2. Serve students who are excluded from face-to-face instruction due to quarantine or contact-tracing.



Traditional, face-to-face, job shadows and internships continue today when the mentor and school determine that the experience can be done safely for students. Great Falls Public Schools currently has two FTE out on FMLA due to COVID related reasons. These absences have negatively impacted two curricular areas that traditionally are high in experiential opportunities. The 2021 numbers reflected are for semester 1, year to date, and will be updated at the end of the year.

Internships / Pre-apprenticeships: 67
Face-to-Face Job Shadows: 85
Virtual Job Shadows: 29

Measurable objective for your transformational learning plan

Upon completion of the 2020-2021 school year, Great Falls Public Schools will be able to document and give innovative examples of how students are transforming public education opportunities with Great Falls Public Schools.

Examples below:

Progress made	Stories:
	Student currently studying at the Vaganova Academy in St. Petersburg, Russia. This student is a resident of Great Falls. The Academy does not offer high school diplomas (or equivalent) options for this student. Using Transformational Learning and a plan, he, his family, counselors and teachers are providing ultimate remote learning options to keep him moving towards a diploma. Teachers and counselors work with the expectations of the Russian government (example: some of our English novels are banned in Russia, so we elect different novels. US History, also not approved by the Russian Government, was quickly completed when he returned home in June through August, due to COVID). In addition, they work with the 8 hours of ballet he studies and performs for 7 days a week to fulfill his PE and fine arts electives. The Russian language is not offered in Great Falls but Transformational Learning was used to create an elective opportunity, with the summative assessment being given by a local Russian speaking citizen. He is currently on track to graduate with a cumulative GPA that would place him on the honor roll. When he returned home during the summer of 2020, he met (safely) with his remote teachers to thank them for helping him follow his dream of being a *Principal Dancer/Ballerino.* Transformational Learning funds are used to develop new materials and provide facilitation of the plan beyond the traditional school year. Photo Credit: Family of Student

	There are times when a student wants to pursue job shadows or internships in non-CTE coursework (seen here is a photo of a senior student and mentor, prior to COVID). Transformational Learning is used to provide credit for non-CTE job shadows and internships just as we do for CTE related fields. Transformational Learning funds are used to help fund extra teacher time for facilitating non-CTE job shadows and provide substitutes so teachers can go to the work site to support students (not currently possible). Photo Credit: Becky Nelson
Measurable objective for your transformational learning plan	Great Falls Public Schools will seek financial support to families and students supported by a Transformational Learning Plan, where paying for classes and supplies is a barrier to the experience.
Progress made	• Strengthen understanding of 1-2-Free Experience • Continue to work with the Great Falls Public Schools Foundation to help support families, financially • Strengthen understanding of Montana Advanced Opportunity Act Funding. Dovetail this funding mechanism into Transformational Learning where possible. • Set aside $40,000 for learning/experience scholarships to help students and families with Transformation Learning Expenses such as on-line courses, webcams for interactive learning, Dual Credit expenses, assessments/criteria required by the Transformational Learning Plan, and Internship/Apprenticeship experiences not covered by MAOA funds.

The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	N/A
Number of students served & grade levels (requested by the BOPE)	Grade 9: 108 Grade 10: 99 Grade 11: 128 Grade 12: 141
Number of teachers included in plan implementation (requested by the BOPE)	65
Summary of your uploaded strategic plan as it refers to transformational learning	Great Falls Public Schools utilizes a three "Design Principle" approach to Transformational Learning, which is aligned to district goals. Our current practices are reflective of the design principles: • Design Principle 1: Students Advance based on Mastery not Seat Time - to include job shadows, job internships, dual credit, innovative education, and transitional opportunities. • Design Principle 2: Clear Learning Objectives are Grounded in Standards and Job Skill Expectations which Empower Students and Inform Parents / Guardians / Employers – to include setting of clear goals and objectives, designing meaningful experiences, bridging the gap using documented plans. • Design Principle 3: Assessment Allows Teachers and Students to be Responsive to Learning - to include responsive assessment and pacing.

	Budget expenditures and allocations directly align to these Design Principles that dovetail with district goals in purpose, pedagogy and structure. In addition, practices are central to our collectively developed universal definition: *"Transformational Learning links intentional instruction with learning targets. It gives an accurate measure of the student's ability and allows for supervisors, teachers, students and families to see the progression of skill attainment and growth. "*
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	See above
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	The processes and protocols surrounding COVID-19 have created challenges in learning settings that are experiential, like Transformational Learning. 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.

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

School District Board Chair Printed Name	JAN CAHILL
School District Board Chair Signature	Jan Cahill
Date of Signature	12-14-2020

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

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

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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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- Highly skilled and committed personnel are our greatest asset.
- All students will graduate college, career and citizenship ready.

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.

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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

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:

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- Dedication to acknowledging, affirming & including diversity enriches the educational experiences for all.

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 or 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

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

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- 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: Challenges

- **Distance Learning**
- **Physical distancing**
- **Catch up to level**
- **Getting <u>all</u> 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**

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Libby Public Schools District #4
LEA #	
Submitter's first and last name	Ron Goodman
Email	goodmanrw@libbyschools.org
Phone number	406-293-8811
Amount of funding received	$60,000
A report of progress toward measurable objectives under the school district's transformational learning plan.	
Measurable objective for your transformational learning plan	33.5 FTE Libby Elementary School will have systems in place that follow the Montana MTSS guidelines. Libby Elementary will have five percent or less of the student body considered Tier 3 by their behavioral data. Libby Elementary will also deliver high quality behavior interventions that will increase desired behaviors as measured by Check in Check out data.
Progress made	Libby Elementary has formed a Tier 3 team that identifies students in need of behavior interventions, monitors the behavioral progress of students. This team meets monthly to monitor progress and adjust

	behavior plans as needed. This year, as of December, there are 30 students that display Tier 3 behaviors. This is slightly less than the five percent goal. Of these 30 students, XXX are meeting or exceeding their behavioral goals. Libby Elementary School supports the MTSS process with professional development provided by Side by Side Consulting.
Measurable objective for your transformational learning plan	2 FTE - Libby Public Schools has an alternative school setting for student that are behind in their needed credits and desire to graduate. Students are able to work at their own pace and receive credit when they have completed the work required. In addition to completing work for proficiency, we understand that the ability to read is foundational. Students that are behind in reading skills, will participate in research based reading interventions. Students will receive credit for completion of the information and not by the time spent in a seat.
Progress made	To date we have tested all students for placement in the Rewards program. Twelve of the thirteen students are more than two grade levels behind. Professional development as well as instructional coaching is taking place. Student instruction is now underway and winter benchmark testing will take place at the end of January.
Measurable objective for your transformational learning plan	1.2 FTE - Libby Public Schools is providing welding instruction that will allow students to receive an American Welding Society certificate. Almost all of the students that take part in the classes will pass the welding test. Our goal is to increase the number of students that will leave Libby Middle High with a certificate that helps in their chosen career path.
Progress made	Over the past six years there have been forty-five students that have earned the certification. This year there are twenty-five students that are enrolled and on track to earn their American Welding Certificate.
Measurable objective for your transformational learning plan	Enter Here
Progress made	Enter Here

The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual

reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	NA
Number of students served & grade levels (requested by the BOPE)	There will be 618 students that will be served at Libby Elementary School. The tier 3 systems and training not only benefits students with behavioral challenges, the the training and system serves all students. Emotionally safe environments will benefit all students. First, by reducing conflict within the school environment, but also by providing all students with emotional support when needed. There are 13 students that are served at the alternative school. There are 25 students that are served by the welding program. There is a total of 656 students served in the three projects.
Number of teachers included in plan implementation (requested by the BOPE)	There are 33.5 teachers that are involved in the MTSS behavior program at Libby Elementary School. There are two teachers included in the implementation at the alternative school. There are 1.2 teachers included in the implementation of the welding program at Libby Middle High School. The total number of teachers included in the implementation is 36.8.
Summary of your uploaded strategic plan as it refers to transformational learning	Libby Public School's Vision: Empower all staff and students to adapt, persevere and thrive in tomorrow's world. This means that we want students to have choices and options when they leave Libby Public

	Schools. All of the projects supported by this grant play a critical role in the lives of our students. Starting with the behavioral and emotional supports at Libby Elementary School, we know that students cannot learn when their behavior is in the way of learning. We also know that a safe and civil school environment is necessary for all students to learn. This portion of the grant support is critical for all students. As we move into the alternative school. We represent a small but an important portion of our school. These students are casualties of society. Many are without family and other supports that ensure a child's success. By allowing proficiency based credit recovery to be teamed with learning, students will gain in skills while achieving a diploma from Libby High School. Lastly, the welding program has benefited 45 students over the past six years. There are currently 25 students taking the certification classes. We are proud to have an increase in students taking these courses and passing. The welding represents a marketable skill that is immediate upon passing. Ours students understand the value to them and the ability to make choices in their lives. In conclusion, Libby Public School does strive to empower our staff and students. We appreciate the flexibility of this grant and the opportunities that have been provided to our students. Thank you for the support of students in Libby and across the State.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	There have been two students return to Libby Middle Highschool with success stories. The first is a female student that received her AWS certification. She was hired to weld on the new Raider Stadium. This student was able to share her success and the excitement of welding on a high profile building. Another student that received his AWS

	certification has started his own welding business. He was able to share how he purchased a welding truck and how he has made progress in his own business.
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	There has been very little impact due to Covid 19.

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

School District Board Chair Printed Name	
School District Board Chair Signature	
Date of Signature	

Libby School District

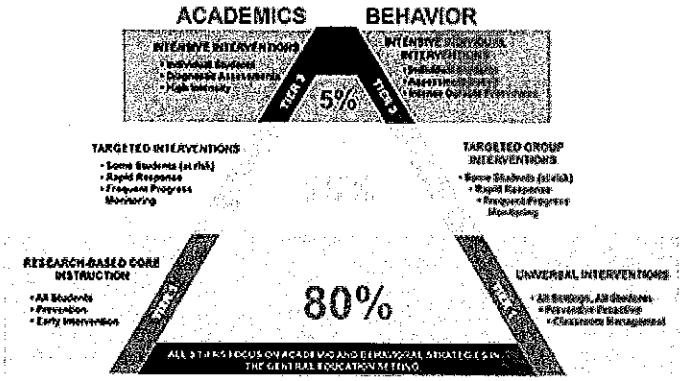
Multi-Tiered System of Supports (MTSS)

Introduction

MTSS is a framework for school improvement that focuses on system level change across the classroom, school, and district to provide all students with the best opportunities to maximize achievement, both academically and behaviorally. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and continually checking fidelity of interventions. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

MTSS is a systemic approach:

- Tier I: All students will be part of strong initial instruction.
- Tier II: Even with strong initial instruction, some students will need targeted support to be successful.
- Tier III: Even with strong initial instruction and targeted support, a few students will need intensive support to be successful.



Montana MTSS Essentials Overview

Team-Based Leadership

A team approach helps to distribute the workload among multiple individuals and facilitates collaboration and communication. Teams (district, building, and educator) that collaborate and communicate contribute to the alignment and cohesion across the multiple levels of the system. The alignment and cohesion of leadership teams allows for a systematic approach to data-based problem solving and keeps the focus on improved outcomes for all students.

Consensus & Commitment

Collective responsibility for ensuring growth and success for all learners is assumed by each person within the school system, therefore key stakeholders (e.g., superintendent, principals, teachers, instructional support personnel, etc.) must arrive at consensus regarding the importance of adopting the MTSS framework and commit to the principles and practices that guide implementation. To achieve this, faculty and staff must first have a working knowledge and understanding of the core principles of MTSS.

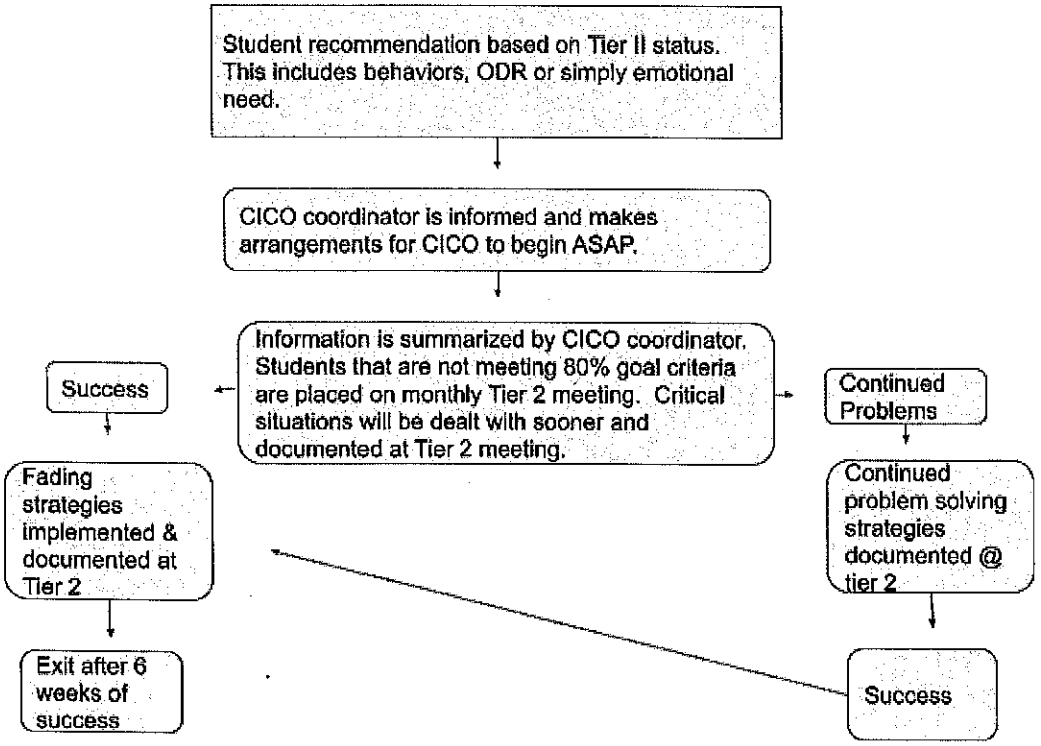
CICO @ Libby Elementary School

Check-In Check-Out (CICO) is a Tier II, group-oriented intervention, designed for students whose behaviors are unresponsive to Tier 1 practices and systems. These are not in immediate need of individualized interventions to function in school.

Because CICO is a standardized intervention it is efficient in practice and effective when implemented well. Advantages to CICO include: quick implementation, data for future problem solving, parental involvement, increased opportunity for skill building, connected to Tier 1 efforts and evidenced success at LES and through research. CICO may also be used for Tier 3 students as part of their plan. CICO may be individualized to meet the needs of Tier 3 students.

Critical features of CICO:

- Increased positive adult contact
- Embedded social skills training
- Consistent with school-wide behavioral goals (ROAR)
- Increased feedback on behavior
- Rapid access to intervention
- CICO is not a tool for punishment!



#1 CICO ROUTINE FOR FACILITATOR

- Be available between 8:00 and 8:15
- Facilitator will find student if he/she does not show up
- Go through agreed upon CICO routine (There are a few similar to one below)
    - On a scale of 1-5 how are you?
    - Because?
    - What do you need?
    - How can I help you?
- Pick up sheet between 3:00 and 3:15 from student
- Find and follow up with student if they do not deliver sheet.
- Review the day and discuss goals for following day.
    - What do you need to accomplish your goal?
    - What would that look like?
- Document score on data sheet
- Send CICO home with student as per plan.
- Be prepared to foster a strong relationship with CICO student

#2 CICO ROUTINE FOR TEACHERS AND PARAS

- Be prepared to give contingent and noncontingent praise for student on CICO
- Be prepared to fluently correct student
- Follow 0, 1, or 2 guidelines
    - 0 = 4 or more redirects
    - 1 = 2 - 3 redirects
    - 2 = 0 - 1 redirects
- Consequences given if needed for behavior through typical refocus and referral process.

#3 CICO ROUTINE FOR COORDINATOR

- Collects data from facilitators
- Reports data to Tier 2 team
- Understands and help maintain fidelity to tier 2 CICO
- Answers questions that facilitators might have
- Ensures facilitators have materials for CICO process
- In consultation with staff and student identify target behavior goals within each ROAR principle
- Keeps a roster of students on CICO
- Helps implement problem solving strategies from teams
- Notify Parents
- Problem solves with Staff

#4 REINFORCEMENT ROUTINE FOR SYSTEM

(develop reinforcement inventory)

- Time with adult
- Celebratory phone call to adult
- Visit office
- Tangible reward
- Interest inventory

#5 STUDENT IDENTIFICATION ROUTINE

- CICO is most appropriate for students who are considered "at risk" for developing serious behavior problems. It is important to identify students that have not yet reached chronic levels. Students will be referred for CICO through Tier 2 team, or through administration. All CICO students will be set up by CICO coordinator.

CICO - Yes	CICO - No
❑ Engages in problem behavior throughout the day in multiple settings ❑ Exhibits mild acting out behaviors such as talking out, off task, or out of seat. ❑ Problem behavior is not related to trying to escape difficult academic work. ❑ Problem is not maintained by adult attention and/or the student finds adult attention reinforcing.	❑ Engages in problem behavior during one class or only in unstructured settings (playground, hallways, lunchroom, bus area). ❑ Exhibit serious or violent behavior such as extreme noncompliance, aggression to self or others. ❑ Problem behaviors mainly occur when student is trying to escape difficult task or a curriculum that is not at student level. ❑ Problem behavior is maintained by escape and does not find adult attention reinforcing.

- Decision rules for identification - <u>must meet at least 1 of the following:</u>

❑ ODRs (3 major)
❑ Significant change in home environment
❑ Missed 20% or more of school days
❑ In school detentions assigned
❑ Student consistently misses 5 or more minutes of instruction due to behavior
❑ Student homework or classwork is consistently late or incomplete

#6 CICO Review Routine

- Use CICO for at least 2 weeks before reevaluating at Tier 2 meeting
- Reduce goal to allow for success
- Add or change intervention if not responding
- Individualize
- Assess whether the facilitator is a good fit for the student
- Document minor changes on point sheet
- Document major changes at Tier 2 meeting

 # 7 CICO Exit Plan

When students have consistently reached 80% or higher on their CICO sheets for six weeks, students should be considered for first a "fading" plan and then exit. It is the goal of CICO to

teach student self monitoring strategies and independence. Exiting a CICO plan is the ultimate goal. Both fading and exiting should include Tier 2 team input and parental input.

- Fading should be considered when a student no longer meets the identification criteria
  - Student may begin CICO without a sheet
  - Student may fill out the CICO and consult with facilitator
  - Student may fill out the CICO on a weekly basis
- Exit from CICO after successful fading

Example

REWARDS Plus © 2017 and 2019
Progress Monitoring Assessment Form
(Science and Social Studies)

Teacher [redacted] Program [redacted] Block [redacted] Time 10:42 – 11:30

Unit check ups covering the content of the lessons are provided after Lessons 5, 10, 15, 19, and 25. These assessments can be accessed and printed out at https://rewards.voyagersopris.com. In preparation for taking these Check-ups, Review Sheets for reviewing prefixes and suffixes can also be found at this same website. Students can also study the Spelling Words and the Vocabulary Logs at the back of the *Student Book*.

For each lesson, indicate **decoding multisyllabic words** by recording the number of correct responses (Part 1 ___/25); indicate **academic vocabulary** by recording the number of correct responses (Part 2 ____/30); indicate **meanings of prefixes and suffixes** by recording the number of correct responses (Part 3 ____/30); indicate **spelling** by recording the number of correct responses (Part 4 ____/15) and **bonus** words (___/5). Then, write total score (____/100). Fluency timings are given on Lessons 21-25-indicate words-correct-per-minute (WCPM ____) for these lessons.

Student Name	U1 L5 Check Up	U2 L10 Check Up	U3 L15 Check Up	U4 L19 Check Up	U5 L20-21 Fluency Timing	U5 22-23 Fluency Timing	U5 L24-25 Fluency Timing	U5 L25 Check Up
[redacted]	Part 1 20 /25 Part 2 18 /30 Part 3 24 /30 Part 4 10 /15 Bonus 2 /5 Total 74 /100	Part 1 16 /25 Part 2 15 /30 Part 3 22 /30 Part 4 8 /15 Bonus 1 /5 Total 64 /100	Part 1 ____ /25 Part 2 ____ /30 Part 3 ____ /30 Part 4 ____ /15 Bonus ____ /5 Total ____ /100	Part 1 ____ /25 Part 2 ____ /30 Part 3 ____ /30 Part 4 ____ /15 Bonus ____ /5 Total ____ /100	(Lesson 20) WCPM ____ (Lesson 21) WCPM ____	(Lesson 22) WCPM ____ (Lesson 23) WCPM ____	(Lesson 24) WCPM ____ (Lesson 25) WCPM ____	Part 1 ____ /25 Part 2 ____ /30 Part 3 ____ /30 Part 4 ____ /15 Bonus ____ /5 Total ____ /100
[redacted]	Part 1 24 /25 Part 2 26 /30 Part 3 30 /30 Part 4 12 /15 Bonus 4 /5 Total 98 /100	Part 1 23 /25 Part 2 20 /30 Part 3 28 /30 Part 4 10 /15 Bonus 3 /5 Total 90 /100	Part 1 ____ /25 Part 2 ____ /30 Part 3 ____ /30 Part 4 ____ /15 Bonus ____ /5 Total ____ /100	Part 1 ____ /25 Part 2 ____ /30 Part 3 ____ /30 Part 4 ____ /15 Bonus ____ /5 Total ____ /100	(Lesson 20) WCPM ____ (Lesson 21) WCPM ____	(Lesson 22) WCPM ____ (Lesson 23) WCPM ____	(Lesson 24) WCPM ____ (Lesson 25) WCPM ____	Part 1 ____ /25 Part 2 ____ /30 Part 3 ____ /30 Part 4 ____ /15 Bonus ____ /5 Total ____ /100

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Lockwood School District
LEA #	1241
Submitter's first and last name	Don Christman
Email	christmand@lockwoodschool.org
Phone number	406-252-6022 ext 4503
Amount of funding received	$156,643.25
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	95 staff members will be trained to create and Increase 1) The learning environments with flexible learning spaces, student-centered displays and routine/procedures to support independent work.
Progress made	October 1, 2020 – ongoing. All instructional staff have been
Measurable objective for your transformational learning plan	2) Focus on student growth in both our high performing and applied behavior classrooms where students exceed proficiency standards at the end of each school year.
Progress made	Progress monitoring is now in place in all grades PK – 10. Teachers and students are now linking projects and assignments to the Proficiency Rubric outlined in the grant documents. Emphasis is also being placed on career paths for those students in the secondary settings.
Measurable objective for your transformational learning plan	3) A continued focus on serving students who qualify for the gifted and talented program each year through

	development of personal pathways that provide student-centered options, or choices, for how to learn while keeping them accountable for their learning.
Progress made	AP classrooms are now established in grades 1 – 10.
Measurable objective for your transformational learning plan	4) Student ownership and agency as evidenced by students engating in goal setting, progress monitoring and reflection.
Progress made	Students are engaged in goal setting and active participation in growth as measured by district and state assessments along with monthly progress monitoring for identified areas of concern.

Charts, graphs, and program descriptions are attached.

School District Board Chair Printed Name	Timothy S Sather
School District Board Chair Signature	
Date of Signature	18 Dec 2020

Lockwood School District #26
1932 US Highway 87 East
Lockwood, MT 59101

Lockwood School District #26
Transformational Learning
Strategic Plan

The opportunity to participate in the Transformational Learning Grant provides Lockwood School District educators with a framework that helps students to understand the relevance of, and develop strategies for, ideas such as self-directed, experiential, practical, and applied learning.

It supports the transition of students from being dependent on and acceptant of knowledge delivered by their teacher, to becoming critically engaged, reflective and independent as learners. For example, while our students often expect and demand definitive answers to questions they have about their subject, Lockwood Schools believes the development of an independent mind equips a student for engaging with higher-level knowledge; knowledge which is often complex, uncertain and inconvenient.

Through addressing the need for Transformational Learning in our current programming we hope to provide opportunities for our students in our Gifted and Talented Programs as well as our Applied Behavior Analysis Programs. Our district recognizes the significance of diversity and differentiation in the classroom, and the need to not only teach content, but develop the students' awareness of their frames of reference and how these can become obstacles to successful learning. Students will be encouraged to use critical thinking to check the accuracy of their underlying assumptions and beliefs about the world.

Teachers in the proposed programs will be offered the opportunity to engage students as active learners, which is key to transformational learning. Class or small-group discussions built around real-world problems that encourage students to apply their learning and synthesize and empathize with ideas will be incredibly helpful for engaging students as problem solvers.

Students will require some guidance during this work, so transformational teachers will engage in modeling and facilitation to allow student input and creativity while also keeping students engaged in a carefully crafted lesson that guides them toward a larger learning objective.

Modeling will consist of the same skills teachers expect of their students:

- Analysis
- Synthesis
- Interpretation
- Connection

The ultimate goal will be for students to build connections between classroom skills and their own universe, which means they are more likely to remember the content they have discussed.

Program Objectives – Year 1

45 staff members will be trained to create or increase:

Learning environments with flexible learning spaces, student-created displays and routine/procedures to support independent work.

Focus on student growth in both our high performing and applied behavior classrooms where students exceed proficiency standards at the end of each school year.

A continued focus on serving students who qualify for the gifted and talented program each year through development of personal pathways that provide student-created options, or choices, for how to learn while keeping them accountable for their learning.

Student ownership and agency as evidenced by students engaging in goal setting, progress monitoring and reflection.

Implementation Approach:

Continue Gifted and Talented Programing while introducing transformational learning strategies to classes district wide and introduce our Applied Behavior Analysis classrooms to the transformational learning process with the intent to:

Discover students' prior knowledge and experience of the content they are about to learn and meeting them where they are;

Guiding students to make healthy academic decisions;

Developing learning communities that celebrate the individuality and contributions of each student; and

Consolidating forms of student learning data so that they are useful for planning for personalized instruction.

Additionally, these transformational learning designs will allow for greater interactions throughout the learning process between students and teachers,

students and other students, students and increased content resources and pathways, students to outside resources (experts, courses, community resources, etc.), which occur at any time and place, and provide greater access to data/information about real time proficiency levels for students, teachers, parents and administrators.

Proficiency Measurements

EK - Grade 5:

The definition for each achievement level was developed by a broadly representative panel of teachers and education specialists. grade-specific and subject specific definitions are available in each subject on Rubicon Atlas. For policy purposes definitions of the levels are:

Students in Grades K – 5 are scored using P Scales associated with power standards taught during each trimester.

P-Scale

- *Novice*—This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Nearing Proficient—Student is beginning to show ability to master parts of introduced competency*
- *Proficient*—This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced*—This higher level signifies superior performance.

Middle School:

G.P.A. is calculated in the following manner: Letter Grade Grade Point Equivalent A 4, F 0. Add up the total GPA points for your child's quarter grades and divide by the number of classes. Most students will divide by the number 7, but a student who has been assigned as a student aide will divide by 6. No grades are given for student aide positions.

Lockwood School District #26
1932 US Highway 87 East
Lockwood, MT 59101

High School:

G.P.A. (grade point average) A G.P.A. is calculated in the following manner:

Letter Grade

Non-Weighted	A 4	Weighted Grade Value	A 5
	B 3		B 4
	C 2		C 3
	D 1		D2
		F 0	

Add up the total GPA points for your child's quarter grades and divide by the number of classes. Most students will divide by the number 7, but a student who has been assigned as a student aide will divide by 6. No grades are given for student aide positions.

Better Lessons – Coaching that is classroom-embedded, learn by doing professional development.

100% of staff have been introduced to Better Lessons through access to a personal one-on-one instructional coach or through the summer institute to prepare for more meaningful Distance Learning as we face the COVID 19 pandemic head on.

Students are excited about learning, tackling real-world challenges, collaborating and discussing respectfully, owning their progress – these are some of the hallmarks of a learner-centered classroom. And creating this kind of environment is a complex skill that teachers can work on for their entire careers.

BetterLesson coaches are master educators with expertise in adult learning. They model the "learner-centered" approach by creating a safe space where teachers and educators can focus on the exact areas where they need to grow, to create engaging, student-centered classrooms.

Our tailored approach begins with the educator. Teachers work one-on-one with expert coaches to identify goals, implement and test strategies, and reflect on results. Coaches, acting as thought partners, challenge teachers to take risks and measure student impact using a continuous feedback loop that sustains changes in mindset and practice long after coaching is over.

Teachers receive one-on-one guidance from the best instructional coaches in the field. Coaches help teachers identify goals and implement high-quality, research-based instructional strategies.

Educators implement instructional strategies and work to master skills to create a more learner-centered practice, developing students that are self-directed, goal-oriented problem solvers and life-long learners.

Teachers feel supported in trying new things that they wouldn't have tried without BetterLesson's support. Teachers are more thoughtful due to the reflection built into the cycle. And, our veteran teachers really appreciate it as they are often the ones providing support to others.

About BetterLesson

Founded in 2009, BetterLesson's mission is to empower schools, districts, and educational networks and systems to develop and retain innovative, student-centered teachers, instructional coaches, and leaders. BetterLesson's leading-edge professional development methodologysupports thousands of K-12 educators to design and implement student-centered learning
strategies that solve their most pressing challenges and enhance student and teacher

engagement, achievement, and joy in the classroom.

Our personalized professional learning model is informed by years of rigorous investigation, analysis, and codification. A host of prominent national organizations incorporate our research and thought leadership into their resources and tools.

Our experienced team is united by a vision of catalyzing and scaling technology-enabled, personalized learning for all students. BetterLesson has partnered with hundreds of schools, school districts, foundations, non-profit organizations, and state departments of education to build the capacity of more than thousands of teachers and leaders across North America.

PROFESSIONAL LEARNING DOMAINS ADDRESSED IN INSTRUCTIONAL COACHING:

Instructional Leadership

Instructional leaders are crucial for teacher growth and student achievement. Whether starting a new initiative or just scaling best practices, effective leaders communicate a clear vision, guide teams, and coach staff.

Leading Through Change

Lead the improvement of teaching, learning, and overall school climate to enhance student achievement and success

Instructional Coaching

Provide teachers with personalized coaching cycles that support them to grow and develop their teaching practice

Collaborative Professional Learning

Develop a collaborative professional culture to support student-centered teaching and learning

Student Engagement

When students are engaged, learning flourishes. Teachers can create vibrant classrooms by giving students choice and voice, fostering collaboration, and personalizing learning with the help of data.

Classroom Culture and Design

Develop a collaborative classroom culture in which all students feel safe, respected, and empowered to drive their own learning

Formative Assessment and Feedback

Provide students with multiple opportunities to demonstrate their understanding, track their progress, and guide their future learning

Student Ownership and Agency

Build opportunities and systems that empower students to take ownership and agency over their learning process

Responsive and Inclusive Practices

To thrive in school and beyond, students must feel valued. Teachers create inclusive and responsive classrooms when they adapt to students' needs, build social-emotional skills, and honor diverse perspectives.

Meeting the Needs of All Learners

Support students' diverse strengths and needs so they can grow and thrive in their learning environments

Social-Emotional Learning

Prepare students with the self-awareness, relational, and decision-making skills needed to succeed in school and in life

Culturally Responsive Teaching and Learning

Ensure students from all cultures and perspectives have full and equitable access to learning

Innovative Models

With new technology and instructional models, teachers can transform the student learning experience to make it data-driven, personalized, and continuously relevant.

Blended Classroom Design

Leverage technology tools and strategies in the classroom to support personalized pathways for learning

Mastery-Based Progressions

Create personalized learning paths that allow students to progress toward goals and demonstrate mastery in flexible formats

Project-Based Learning

Engage students in real-world, inquiry-based tasks to develop deep content knowledge, critical thinking, and communication skills

Curriculum and Academic Content

When teachers effectively shift to more rigorous, student-centered curriculum, they can transform classrooms into engaging, productive, and joyful learning spaces.

Curriculum Implementation

Implement a new curriculum strategically to support rigorous student-centered learning

Student-Centered Math

Create engaging mathematics classrooms where students discuss frequently, problem-solve creatively, and think critically

Student-Centered Literacy

Develop students' literacy skills by supporting student ownership of evidence-based reading, writing, speaking, and listening

Distance Learning Workshops for Teachers and Leaders

Specifications

- Each session is 2 hours long and can be offered at multiple times and/or simultaneously to multiple cohorts of educators.
- Each session occurs via the Zoom videoconferencing platform.
- Sessions are designed for up to 20 participants.
- Sessions are designed to occur in any order. BetterLesson team members are available to help our partners design a customized progression that makes sense for each partner.
- All sessions can be usefully combined with 1:1 coaching to support implementation.

Session A: Organizing with a Tool: Setting up a Space for Students to Learn

- In this session, we build participants' awareness of the importance of developing an organization system for students to access resources and tasks and dig into shared examples, including using an LMS to leveraging a choice-based structure.
- We will ask participants to think about the degree to which their organization systems from in-person learning can be replicated at distance.
- Participants start to build their own strategic plans for what is most important to them and their students in this area.

Session B: Structuring Your Time: Setting up a Cadence for Learning

- In this session, we build participants' awareness of different ways to approach the cadence of students' needs and learning opportunities.
- Using examples and scenarios to explore possibilities, we introduce the ideas of "synchronous" and "asynchronous" learning, and participants think about key benchmarks of learning in their own time structures.
- Participants compare which aspects of their own schedules from in-person learning will change and remain consistent.
- Participants start to build their own strategic plans for what is most important to them and their students in this area.

Session C: Developing Tasks: Setting up Ways for Students to Learn

- In this session, we build participants' awareness of the manyn approaches to asynchronous learning tasks.
- Participants will see examples of asynchronous learning and imagine converting daily in-person tasks to distance learning learning tasks.
- We will ask participants to take an in-person task and convert it to a distance-learning format.
- Participants start to build their own strategic plans for what is most important to them and their students in this area.

Session D: Leveraging Videoconferencing and Other Real-Time Tools to Make Synchronous Learning Sessions More Engaging

- In this session, we build participants' awareness of the pros and cons of synchronous learning and the ways in which office hours, video conferencing, and dedicated real-time communication sessions can enhance distance learning and that ensure students have the support they need to be successful.
- We will develop participants' awareness of tools that can support the creation of highly engaging synchronous sessions.

Session E: Self-Paced Learning Pathways: Guiding Students through Tasks

- In this session, participants will experience self-paced learning for themselves and have an opportunity to think about how the creation of a "learning pathway" can support students as they work towards mastery over time.
- This session will also highlight the challenges of self-paced pathways, and how benchmarking and controlling the amount of time students are learning in a self-paced way can help.

Session F: Collaboration and Communication Systems: Developing Shared Places

- In this session, we build participants' awareness of how we can enhance students' experience of distance learning by

  developing systems of collaboration and communication.
- We will explore ideas such as back-channeling, tutor spaces, consultancies that can help to build community, strengthen
  relationships, and reduce isolation.

Session G: Student- Centered Culture: Building a Strong Learning Community at a Distance

- In this session, we build participants' awareness of how we can create a safe, inclusive learning community in a distance learning context.
- We will explore how to integrate systems for establishing norms for working online, asking for support, and expressing yourself into students' daily learning experiences.
- We will review the elements of developmentally appropriate and pro-social learning culture in both synchronous and asynchronous learning.

Session H: Making Distance Learning More Equitable

- In this session, we build participants' awareness of the need to evaluate constantly our distance learning courses in terms of equity in both synchronous and asynchronous

learning spaces.

- This session will support us to look at examples of distance courses and think about the experiences of students, especially those who need additional support or who will not have the same access as others, in order to audit and make positive changes.

Session I: Distance Learning in a Hurry: Making a Quick Shift

- Distance Learning is increasingly used as a contingency plan to support sudden school closures, absences, and other situations where students may lose learning time.
- This session provides a safe space for participants to talk through their challenges and get coaching around how to leverage existing resources and their existing teaching materials to support a rapid shift to distance learning.
- Participants leverage BetterLesson's Guide to Getting Started with Distance Learning to explore solutions to their challenges.

Session J: Leading through Change: Improving Your Distance Learning Plans

- Instructional leaders support their school communities to make the shift towards distance learning. In this session we will explore how school and system leaders can best support their teachers and students to be successful in this environment and how they can assess progress and make a plan for ongoing support.
- This session will help leaders to brainstorm early questions around improvement of their systems and their virtual professional development offerings in order to improve their distance learning.
- This session gives school and district leaders a space to learn some best practices about this modality and share ideas with each other.
- Participants will use a strategic planning process to narrow some of their ideas to concrete next steps.

Session K: Meeting the Needs of All Learners: Scaffolds and Access in a Distance Learning Context

- Distance learning represents a significant challenge when it comes to supporting all learners to be successful.
- In this session, we explore how distance learning can map to the principles of Universal Design and how we can leverage concepts like scaffolding, equity, and targeted support to meet the needs of all learners.
- Participants will begin to create a plan for supporting special needs students and English learners to get the support they need in this modality.

Session L: Engaging Caretakers and Families as Key Partners in Distance Learning

- As educators, we can always improve a student's learning experience by working closely

with their loved ones. In a distance learning situation, this collaboration is more important than ever.

- In this session we will explore approaches for creating two-way communication between teachers and families in ways that are responsive to each student's unique context.

Session M: Authentic Assessment and Feedback at a Distance

- In distance learning, ensuring that teachers identify gaps in students' understanding and that students get timely feedback on their progress are key to students' success.
- Assessing student learning at a distance needs to be approached carefully to ensure that students remain motivated and that assigned tasks are equitable.
- This session will explore strategies for providing feedback and assessing student progress authentically.

Session N: SEL and Trauma-Informed Best Practices in the Wake of the COVID-19 Crisis

- Trauma-informed and SEL best practices and are the cornerstones of fostering a responsive, student-centered teaching and learning environment.
- As a result of the COVID-19 epidemic and subsequent disruptions to our routines, our economy, and our relationships, individuals, families, and communities are undergoing challenging times in unprecedented ways. Educators need to be supported with adequate training and resources in order to learn new skills and concepts to meet the social and emotional needs of their students.
- Teachers and administrators have also experienced trauma and have self-care needs that need to be recognized in order for them to create the caring adult community students and families will need them to be over the next several months.
- In this session, participants will build their knowledge and skills regarding SEL and trauma-informed best practices in order to provide students with a safe and responsive learning environment, avoid "triggers", and tend to their own emotional wellbeing.

Professional Development and Curriculum Studies

Michael McKnight: Creating Resilient Environments in our Classrooms and Schools- Safety, Connections, Coping Skills for all students

Michael McKnight is currently an educational specialist for the New Jersey Department of Education working in the Cape May County Office. Michael works closely with the 16 school districts in the county and is involved with a wide range of school district issues.

Prior to joining the department of education Michael had 24 years experience in schools. He was a special education teacher for 13 years working and learning with emotionally and behaviorally troubled adolescents. He taught in 3 states: Pennsylvania, Arizona & New Jersey.

Michael also was an administrator at Atlantic County Special Services School District for 10 years and was responsible for the programming for troubled students, ages 5 thru 21 years, removed from the local school district.

Michael has a passion for creating and supporting Reclaiming Environments for "at-risk" children and youth as well as the adults who serve them. He currently provides professional development to schools. His current focus is joining with schools to create school level "Resiliency Teams" with a focus on school districts working with children and youth who carry into school toxic levels of stress. The resiliency teams are designed to turnkey training in schools and move them toward becoming trauma responsive.

Michael is a senior trainer for the Life Space Crisis Intervention (LSCI) Institute. LSCI is an advanced therapeutic strategy for helping challenging students. He has been involved with program and staff development for over 30 years.

Michael along with his colleague and friend, Dr. Lori Desautels, is the coauthor of 2 books: ***Unwritten- The Story of A Living System*** about school transformation and their most recent work, ***Eyes Are Never Quiet- Listening Beneath the Behaviors of Our Most Troubled Students*** to be published January 2019.

Michael is also an adjunct professor at Stockton University teaching *Inclusive Learning in Education.* He views himself, not as an expert, but as a learner and a teacher who has always enjoyed building strength based cultures with others.

Dr. Laurie Barron – Evergreen, MT – Online Learning

Dr. Laurie Barron is in her twenty-third year in education, serving as a high school English teacher, a middle school assistant principal, and nine years as a middle school principal. Since 2013, she has served as the superintendent of the Evergreen School District in Kalispell, Montana. Barron holds a BSEd in English Education from the University of Georgia, an MEd in Supervision and Administration from the University of West Georgia, and an EdS and EdD in Educational Leadership from the University of Sarasota. She also studied abroad at Oxford University. She holds National Superintendent Certification through AASA, is a National Board Certified Teacher, was honored as Teacher of the Year and STAR Teacher, and is the 2013 NASSP/MetLife National Middle School Principal of the Year. Barron co-authored Middle School: A Place to Belong and Become (2017) and What Parents Need to Know about Common Core and Other College- and Career-Ready Standards (2015) as well as numerous education

articles. Barron is a national speaker who provides motivation and professional learning to teachers and administrators through promoting student engagement and voice, shared leadership, data-driven decision making, standards-based assessment, and inclusive teaching and learning environments. Most importantly, Barron believes that building relationships with staff and students while celebrating what staff and students do right is the key to success in any school

Building Bridges Phase 1 – (16 teachers attended)

Building Bridges 1: 16 Participants
Participants will take a broad dive into standards-based instruction including developing a deep understanding of their standards, crafting a plan for yearlong implementation, and understanding the brain science behind effective unit design. Blending time between masterfully crafted professional learning with Dr. Alcock, material review, and self-paced work sessions, participants come away inspired and prepared to implement meaningful change in their classrooms.

Building Bridges Phase 2 – (4 teachers attended)

Participants practice the art of crafting meaningful and aligned standards based assessment to match unit design and build on prior knowledge of standards based instruction. They will upgrade units by building a new knowledge of the content genre upgrades that make instruction meaningful to learners including topic, theme, problem, issue, and case studies. This process is designed to build relevant and authentic opportunities for learners to demonstrate understanding of the standards. Further, participants will learn how to deepen learning opportunities for students through depth of knowledge, application, and transfer.
Building Bridges Phase 3 – teachers attended)

Participants will focus on the two types of assessment including evidence of curriculum which provides learners with relevant and authentic opportunities to demonstrate their learning. This assessment type is designed with one of the following intents: to bring joy, be a real way to make money, or to serve the community. The second type of assessment is evidence of instruction. The goal of this assessment type is to prepare students to be able to self motivate, self-assess, and self navigate their learning; this type of assessment truly puts students in charge of their learning. Again, weaving brain science throughout each learning session, Dr. Alcock teaches participants how to truly engage learners in the assessment process.

As president of Learning Systems Associates, **Dr. Marie Alcock** serves as a national and international education consultant. Her work focuses on the areas of curriculum, instruction, and assessment design. She has spent the last twenty-five years working in public and private education as a teacher, administrator, and public advocate. Her focus has been working with schools to improve student motivation and literacy development through digital tools, game

design and Questing. Alcock is also the founder of Tomorrow's Education Network - a nonprofit dedicated to promoting student literacy, President of Elite Classrooms - a company working to design and provide safe, efficient, and effective contemporary learning environments, and Founder of CES:LINK - a comprehensive education system unifying school databases to streamline information and improve decision-making and planning for school systems.

Dr. Alcock is a co-author, with Allison Zmuda and Michael Fisher, of the book, *The Quest for Learning: How to Maximize Student Engagement* published by Solution Tree in Oct. 2017. She is also co-author, with Dr. Heidi Hayes Jacobs, of: *Bold Moves for Schools, How We Create Remarkable Learning Environments* published by ASCD in Feb. 2017. She has coauthored with Dr. Bena Kallick, A Virtual Continuum for Thinking Interdependently in Costa, A and O'Leary, P (Eds.) *The Power of the Social Brain: Teaching, Learning and Using Interdependent Thinking,* published by Teachers College Press in 2013. She is also a co-author with Dr. Heidi Hayes Jacobs, Dr. Debbie Sullivan, and Dr. Ann Johnson, of the Live Planner Book, *Mapping to the CORE: Integrating the Common Core Standards with Your Local School Curriculum,* published by Solution Tree in 2012.

Additional publications include Gaming in the Classroom, and co-author credit with Bill Sheskey for Classroom Websites in Jacobs, H (Eds.) *Mastering Digital Literacy*, both published by Solution Tree in October of 2013.

Marie has written a number of papers and articles about student mobility, innovative models of education, curriculum mapping, gaming in education, leadership, and organizational change.

Relationships, Leadership and Partnerships – Administrative Professional Development Training

Meet Randy

Randy Russell, a known and celebrated speaker, author, superintendent, coach, and teacher for the past 30+ years discovered through his career that success is not only a mindset, but a well-planned road map. Working with thousands of kids and adults alike, he has uncovered the keys to achieving success - in school, a career, and for a full life!

His Belief

Randy believes there is greatness inside everyone, sometimes you just need guidance on what to focus on. That is why he has created 5-step action plan, written a life-changing book, and offers ongoing speaking and workshops to enable each of us the ability to navigate success a little better.

Administrator Professional Development Focus:

August 12, January 19, June 11

Career Pathways and Credentialing
Middle school and high school administrators have set a goal to research and develop credentialing opportunities for students to provide opportunities for students to gain hands on experiences throughout their education. Credentials can be both external like CPR, First Aide, Food Safety, and internal certifications like researching, presenting, etc. These credentials help build qualified candidates to enter either college or the workforce and serve as a way for students to build resumes. After 4-5 external and internal credentials are identified for each course, course names will be updated to reflect credentialing and career pathways.

Portrait of a Graduate
Administrators districtwide agreed to undergo a process of developing a Portrait of a Graduate.

"Every school system is unique, but they are connected by a shared aspiration: that all students have an educational experience preparing them to be effective lifelong learners and contributors.
Now more than ever, that experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills our young people need to thrive in this complex, rapidly changing world.
Many school systems across the country have engaged their larger community in developing a Portrait of a Graduate, a collective vision that articulates the community's aspirations for all students.
Locally developed, but globally positioned, the Portrait of a Graduate serves as a North Star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders" https://portraitofagraduate.org/

Instructional Coach and Outside Consultant – Impact: 100% of instructional staff have monthly contact with our instructional coach and outside consultant during walkthroughs, observations and informational meetings along with Professional Development.

The Role of our Instructional Coach

Resource Provider As a resource provider, the coach assists teachers with materials, tools, information, etc. to support classroom instruction. The resources provided could be links from the Internet, materials shared from other teachers, wonderful research/articles that are relevant to teacher practices or ideas shared from other colleagues. Oftentimes, providing these resources help coaches cross the "threshold" into classrooms.

Data Coach Coaches are the liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. As a data coach, the coach organizes and analyzes a school's data, facilitating conversations among the faculty. The coach supports teachers and administrators in using data to improve instruction on all levels.

Curriculum Specialist
The coach supports teachers by helping with the "what" of teaching. He/she helps teachers use the national, state and district curriculum standards to plan instruction and assessment. The coach collaborates and supports teachers in using the curriculum to analyze students' strengths and target areas for improvement. Coaches need to understand how each curriculum is structured, i.e., thematic approaches, etc., and validate the content teachers' expertise. The coach "taps" into the content expertise of the classroom teacher.

Instructional Specialist The coach supports teachers by helping with the "how" of teaching. He/she collaborates with teachers in designing instruction to meet the needs of all students. Multiple instructional strategies/processes are shared with teachers. The coach also coordinates with other specialists in the school to provide a seamless approach to the educational processes in the school, supporting the idea that literacy is a process, not content. The coach must maintain confidentiality and be responsive to the "territorial" limitations of teachers' classrooms.

Mentor As a mentor, the coach is a critical friend supporting all teachers, novice and experienced. He/she provides guidance and structure where needed, encouraging relationship building among colleagues. A mentor focuses on teachers' strengths, collaborating and discussing common issues of concern and is a shoulder to bounce off ideas and concerns.

Classroom Supporter As a classroom supporter, a coach is a co-planner, a co-teacher and a feedback provider. The role is varied including co-planning units of study, providing over the shoulder coaching, participating in co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments, co-creating classroom management techniques which support instruction and facilitating after visitation discussions. The coach helps facilitate discussions resulting in the collaborative, reflective, accountable, self-evaluative and participative practices that support the educational processes of all students and teachers.

Learning Facilitator As a learning facilitator, a coach helps coordinate and facilitate learning experiences for school staff. A coach engages teachers in inquiry, collaborates with teachers to determine areas of need and together they design ways to address the issues of concern. Coaches coordinate cross department classroom visitations, organize professional learning communities within and among schools, help manage study groups, design professional development opportunities, arrange lesson study groups, discuss case studies and examine student work. A coach helps provide opportunities for professional growth on all levels.

School Leader A coach as a school leader assists and serves on leadership teams within the

school. He/she helps bridge the gaps between and among school programs, remaining focused on the school goals. The coach helps align individual goals and school goals in a non-evaluative way. The coach is not an administrator, a district overseer nor a classroom peer. **Catalyst for Change** A coach models and facilitates continuous improvement on the classroom and school levels. On many occasions, he/she challenges the status quo, asks questions and facilitates difficult conversations helping to shape the culture of the school. As a catalyst for change, the coach must motivate the teachers and encourage them to "step out of the box," reinforcing their learning's with support. A coach helps teachers retain what they learn through practice and helps teachers transfer/synthesize their learning by co-planning ways to use the information in new settings.

Learner

In the role of learner, the coach models continuous learning. The coach takes initiative and pursues her/his own learning that focuses on her/his work, her/his own need, and the field of education. Coaches reach out to create learning communities both within and outside the school. The coach, as learner, uses reflection on and of practice, is aware of the needs of the adult learner, understands the learning process, provides opportunities for proactive support, and leads others as they journey toward changing their knowledge, attitudes, skills, aspirations, and behaviors. The coach is a thought leader in the school.

The Role of our Instructional Consultant

Frank Smith serves as an educational consultant in the areas of effective instructional delivery and classroom management. He has assisted in the creation of professional development materials and presentations on the effective implementation and delivery of instruction. He regularly works with teachers and site administrators as a national consultant and supports numerous districts in the United States.

Prior to these positions, Frank was a general education teacher at the elementary level. After obtaining his special education certification, Frank taught special needs students in self-contained classrooms. He has served as Director of Elementary Instruction and as a reading consultant for numerous elementary and secondary school sites.

Frank has presented internationally on numerous research-proven instructional programs and conducted professional development related to topics such as vocabulary development, Response to Intervention, strategies for supporting reading in the content areas, and effective strategies for promoting active engagement. As part of his work in these areas, he regularly presents demonstration lessons using research-proven teaching strategies. In addition, Frank has worked with many teachers and schools to develop classroom management skills and strategies.

•••**AREAS OF EXPERTISE**

Frank believes that carefully planned and delivered systematic, explicit instruction is the hallmark of effective educational practices for at-risk learners. Using his experience in teaching both regular and special education students, he has focused his efforts on helping teachers develop the skills necessary to delivery research-proven instruction, particularly as it relates to the most fragile learners. Frank's areas of instructional emphasis include literacy, student engagement, differentiated instruction, explicit instruction, academic vocabulary development and classroom management.

Progress Monitoring

aimswebPlus™ is an online assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for all students in Kindergarten through Grade 8 (Users can roster Pre-K and High school (9-12) and test off level as well). aimswebPlus uses two types of measures: curriculum-based measures (CBMs)—brief, timed measures of fluency on essential basic skills—and standards-based assessments (SBAs), which are comprehensive measures aligned to current learning standards. By combining these two types of measures, aimswebPlus provides the data that schools need for program planning and evaluation and for tiered assessment (multi-tiered system of supports [MTSS], also known as response to intervention [RTI]). Furthermore, aimswebPlus data provides teachers with the information needed to differentiate instruction and determine who will benefit from intensive intervention. aimswebPlus also provides a Lexile® equivalency for reading and a Quantile® equivalency for math. Reports can be generated at the individual, classroom, school, and district levels in the aimswebPlus online system. aimswebPlus is used for benchmarking, universal screening, diagnosing strengths and weaknesses in Reading and Math, and for progress monitoring.

Aimsweb Progress Monitoring YELLOW PLAN

	Tier 1	Tier 2	Tier 3
Lockwood Primary	Benchmark Periods	Monthly	Monthly

Lockwood Intermediate	Quarterly	Monthly	Every 2 weeks
Eileen Johnson Middle School	1 time between benchmark periods	Monthly	Monthly
Lockwood High School	Benchmark Periods	Monthly	Monthly

Number of students assessed Fall Benchmark Period

School	Total	Tier 1	Tier 2	Tier 3
Primary PreK-2	293	59	44	190
Intermediate 3-5	339	148	81	110
Middle School 6-8	404	215	66	123
High School 9-10	203	99	51	53
	1,239	521	242	476

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Plentywood Schools
LEA #	0828 Plentywood K-12 Schools
Submitter's first and last name	Dr. Amanda L. Simonson
Email	Simonsonam@plentywood.k12.mt.us
Phone number	(406) 765-1803
Amount of funding received	$ 52,400
A report of progress toward measurable objectives under the school district's transformational learning plan.	
SECTION 2 REQUIRED	
Measurable objective for your transformational learning plan	Increase college and career opportunities for high school students
Progress made	Developing
Measurable objective for your transformational learning plan	Increase certification pathways and/or opportunities for students enrolled in CTE courses
Progress made	Developing
Measurable objective for your transformational learning plan	Increase student enrollment in internships, apprenticeships, work-study, dual enrollment, and career exploration opportunities
Progress made	Developing

The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	1.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Increase FTE to provide transformational learning opportunities for students
SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)	
Number of students served & grade levels (requested by the BOPE)	110 students (9-12th Grade)
Number of teachers included in plan implementation (requested by the BOPE)	12
Summary of your uploaded strategic plan as it refers to transformational learning	The school district will increase relevant learning opportunities by providing educational options for college and/or career readiness.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	We will share our transformational learning information after implementation.
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	N/A

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

School District Board Chair Printed Name	Chris Wiens
School District Board Chair Signature	[illegible]
Date of Signature	12/7/2020

PLENTYWOOD SCHOOLS

100 EAST LAUREL AVENUE
PLENTYWOOD, MONTANA 59254

Phone # (406) 765-1803
Fax # (406) 765-1195
Website: plentywood.k12.mt.us

Mr. Robert Pedersen/Superintendent/K-4 Principal
Dr. Amanda L. Simonson, MS/HS Principal

Strategic Plan 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 the 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.
- All students will graduate college, career, and citizenship ready.

Key Results:

1. **The District will develop clear goals for students learning and will focus instruction and assessment on the knowledge and essential skills required for college and/or career readiness.**
    a. Promote best practice instructional and intervention strategies for Montana Content Standards (MCS)
        i. Design an instructional framework that is District-wide that can encompass individual content area instructional frameworks
        ii. Develop well designed monitoring and assessment methods/techniques

2. **Analyze and identify the academic impacts of remote learning on student achievement.**
    a. Develop and implement plans to address the intervention and remediation of students who have been adversely impacted.

3. **Refine and implement robust teaching, learning, and assessment platforms for in person or remote learning.**

4. **Continue to support focused professional development for staff to integrate best practices, to include technology, to drive desired educational outcomes, in person or remote learning.**

5. **The District will increase relevant learning opportunities by providing educational options for college and/or career readiness:**

    a. Implement HB351 Transformational Learning
    b. Continue to develop additional internships, apprenticeships, and work study opportunities
    c. Increase dual enrollment opportunities
    d. Support and enhance CTE pathways
    e. Explore additional project-based learning opportunities
    f. Demonstrate impact
        i. Documentation
        ii. Collect and analyze data (long and short term)
    g. Provide ongoing professional development

OPI – Transformational Learning 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, download and save to your computer.
2. The application checklist must have all of 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 three upload requirements: (a) the completed application checklist with your board chair's signature, (b) your definition of proficiency, and (c) your district's strategic plan as it refers to transformational learning.
5. The submission of the application will be a digital upload on the OPI Transformational Learning 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 number under a single governing board can submit a single combined application.

Submitter Name: Amanda L. Simonson

District Name: Plentywood K-12 Schools Email: simonsonam@plentywood.k12.m

LEA Name & Number: 0828 Plentywood K-12 Schools

FTE dedicated to your district's transformational learning program: 20

2nd LEA Name & Number: Make a Selection

FTE dedicated to your 2nd district's transformational learning program:

☑ The Local Education Agency (LEA) name and number(s) has been entered above. 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 presiding officer.

☑ Identify the number of FTE educators meeting the criteria of 20-9-327(3) who will participate in the district's transformational learning program.

☑ Upload the district's definition of proficiency as outlined in 20-9-311(4)(d). **The definition must not require seat time as a condition or other element of determining proficiency.** The definition must be incorporated in the district's policies and must be used for determining content and course mastery and other progress, promotion from grade to grade, grades, and graduation for pupils enrolled in the district's transformational learning program. (If your definition varies between your elementary and high school district, include both and clearly define what district the definition supports.)

☑ Include in your district's strategic plan, your transformational learning plan with appropriate planning horizons for implementation. For example, the eligibility plan, measurable objectives and planned strategies that lead to:

- ☑ A transformational learning plan for each participating student that honors individual interests, passions, strengths, needs and culture. The plan shall be rooted in relationships with teachers, family, peers, and community members.
- ☑ Embedded community-based, experiential, online and work-based learning opportunities that incorporate blended learning.

- [x] Effective professional development to assist employees in transitioning to a transformational learning model.
- [x] Equality of educational opportunity for participation by 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 attached documents are affirmation that the required elements of HB 351 are part of the application's supporting documents.

Chris Wiens

School District Board Chair Printed Name

School District Board Chair Signature

12/7/2020

Date

Transformational Learning Grant
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

The window for submission opens December 7, 2020 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. on January 11, 2021. Any increase in FTE is on a first-come, first-served priority with new applications and will be placed on the ranking list in order of receiving this application.

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

SECTION 1 REQUIRED	
District name	Plevna School District #55
LEA #	#0256
Submitter's first and last name	Nick Schumacher
Email	nschumacher@plevna.k12.mt.us
Phone number	406-772-5666
Amount of funding received	$6,140
A report of progress toward measurable objectives under the school district's transformational learning plan.	
Measurable objective for your transformational learning plan	The Measurable Objective for the Plevna School District's Transformational Learning Plan is based on a student's personal growth as indicated on state, district, and classroom assessments. Many classroom assessments are competency-based on identified grade-level standards.
Progress made	Due to the restrictions put in place by COVID-19, our classroom teachers have been unable to use the Transformational Learning Program for most students. During FY2020, 64% of the Students at the Plevna School District participated in the Transformational

	Learning Program, 91% of all students participating in the program experienced the necessary growth in the target area. This year, fewer than 10% of our student body have been able to participate in the Transformational Learning Program. Fortunately, 100% of students participating in FY 2021 have experienced adequate growth in their targeted area.
The school district shall include any decrease or requested increase in the number of participating FTE for adjustments to its funding. Any increase in funding must be determined in the order of data received among first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.	
Proposed increase in FTE	0.00
Proposed decrease in FTE	0.00
Rationale for changes in FTE	Enter Here
Number of students served & grade levels (requested by the BOPE)	This school year, 9 (nine) of our students have used the Transformational Learning Program. 2 Freshman - 2 Sophomores - 3 5th graders - 1 - Kindergarten and 1 - 3rd-grade student.
Number of teachers included in plan implementation (requested by the BOPE)	7 teachers are used for the implementation of this program.
Summary of your uploaded strategic plan as it refers to transformational learning	Our current strategic plan is a work in progress. two of the largest topics of discussion are that of the depth of our CTE programs AND the level to which we will incorporate transformational learning into "regular" classroom instruction.
Optional: A summary of the new story your district is telling around transformational learning and any testimonials	Enter Here
Optional: Changes due to Covid-19 and impacts/adjustments it had on your initial plan	Covid-19 caused our Transformational learning plan to be turned on its head. The Plevna School District has been able to maintain on-site instruction during SY2020-21. Our ability to remain on-site is largely due to the mobility restrictions we have put in place for our students. Students are encouraged to remain in cohort groups throughout the school day. The Cohort grouping has allowed sections of students to become quarantined without the need to quarantine large grades or

	sections of our schools. Unfortunately, one of the primary aspects of our transformational learning program is the ability for kids to move from classroom to classroom to receive the individual attention necessary for success in this program.

School District Board Chair Printed Name	Scott Rieger
School District Board Chair Signature	
Date of Signature	1/6/2021

Plevna School District #55

327 North Main, Plevna, MT 59344 Nick Schumacher, Superintendent

Business Office: (406) 772-5666 Website: www.plevnacougars.com

DRAFT - STRATEGIC PLAN - DRAFT

Plevna School District #55

Overview

The Plevna School District is working to create a plan for the education of our youth. As part of this process, the district is determining the most effective and efficient systems designed to meet the needs of our students, families, and community.

The purpose of the Plevna School District Strategic Plan is to serve as an instrument to align priorities and guide the decision-making process. The Strategic Plan is intended to function as an elastic and flexible document rather than a rigid set of directions or procedures. At any time, the Board of Trustees can amend, augment, or revise the District's Strategic Plan. Our Strategic Plan is an ongoing process within the school system. At no time is the Strategic Plan considered "complete" rather, the Plan should serve to increase the conversation about education in our community.

Mission Statement:

The Plevna School, in conjunction with parents, students, and community, is committed to providing an education that empowers students to reach their fullest potential and to become lifelong learners for the benefit of our ever-changing society.

Belief Statement:

Students are valued individuals who have the opportunity to develop emotionally, socially, intellectually, and physically.

Goals:

- Provide the safest learning environment possible to promote optimum health and well-being.
- Develop skills for life-long learning and growth through planning logically, thinking critically, and coping with change and advancing technologies by using a variety of resources.
- Increase students' achievement by addressing learning styles through teaching methods that incorporate new strategies and technologies.
- Explore career opportunities and capabilities.
- Make the school an essential part of the community by providing a means to enhance community participation.
- Develop and apply standards for character that stress responsible choices based on the understanding of the consequences of their actions.

Plevna School District #55

Core Value Statement:

(what is important to us as a school district?)

The Core Values of Plevna School District are:

Learning -

Transformational Learning -

Quality Instruction -

Pride -

Respect -

Financial Stewardship -

Energy Efficiencies -

Community Engagement -

Cultural Awareness -

Family -

Personal Growth / Professional Development -

??? -

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Plevna School District.

In order to make progress against our long-term goals, we must constantly anticipate strategic factors that are likely to affect and influence the educational climate of our school community. The process of examining and building foresight will help the District continually recalibrate future needs.

Demographics

- We expect all thirteen class sizes to stabilize at approximately 10-12 students per class.
- The school will remain as the largest employer in the community.
- The economy, specifically oil and gas prices, will drive many of the current realities for our families. (housing, jobs, socio-economic related issues)
- The community of Plevna will maintain its current population.
- The number of single-parent households and non-parent caregivers will increase.
- Free and reduced lunch will remain around 25% of the student population

Local Business/Economic Climate

- The taxable valuation will continue to increase in Fallon County and within the school district.
- We do not expect any growth in local small businesses.
- The economy, specifically oil and gas prices, will drive many of the current realities for our families. (housing, jobs, socio-economic related issues)

Legislation/Regulation

- Federal funding and oversight will become more clear following the November Elections.
- State funding -- not optimistic in terms of having the state adequately funding schools.
- Private / Non-Public schools will receive increasing amounts of public school funding.
- Certification for Vocational Pathways will extend into junior colleges and tech schools. Transformational Learning will continue to become more prevalent in the state of Montana.

Plevna School District #55

School Finance

- The district anticipates a dip in oil and gas revenues which might last several years.
- We anticipate that the Change in net position will remain negative until oil and gas revenues increase.
- The district anticipates it will be difficult to receive additional revenue from the State of Montana for the next biennium.

Technology

- The use of educational technologies should be a specific and intentional integration of content in the classroom.
- The district will remain a 1 to 1 school district.
- The district will teach students the responsible use of technologies rather than prohibit the use of technology.
- We need to provide more adult education on technology.

Instruction

- The District anticipates the gradual transition from standardized teaching and learning on a Carnegie Unit Model towards a transformational learning model.
- The district transformational learning model will be designed on a competency-based framework where students work to attain a standard of competence or growth.
- Resources will be allocated to the transformational learning model of pupil instruction.

Goal Setting Framework:

Statement of Intended Outcome - how will we know when we have met this goal?

Current Condition - Where is the district in the process of meeting this goal?

Next Steps - What is the next step or threshold towards meeting our goal?

Timeline - What time thresholds do we impose to reach this Goal and each milestone?

Data - What data will be collected to ensure we have met our goal? From where will each data point be collected?

Obstacles - What stands in our way of reaching our goals.

Plevna School District #55

Goal 1: Provide the safest learning environment possible to promote optimum health and well-being.

Statement of Intended Outcome - how will we know when we have met this goal?

First, we need to identify what safety means to us...What health and well-being mean to us.

There are many ways we can quantify safety. Student/Family survey, Frequency of accident reports, Social-Emotional work. Bullying.

Current Condition - Where is the district in the process of meeting this goal?

- There is no definition of the safest learning environment, and optimum health and well-being.
- The district does not have data on the safest learning environment.
-
-

Next Steps - What is the next step or threshold towards meeting our goal?

- We need to define what the safest learning environment looks like.

Timeline - What time thresholds do we impose to reach this Goal and each milestone?

- This goal will be reviewed on an annual basis during the January meeting of the BOT.

Data - What data will be collected to ensure we have met our goal? From where will each data point be collected?

- At this time, we are unsure what data can be or needs to be collected.

Obstacles - What stands in our way of reaching our goals.

- We do not have definitions or data points established for this goal.
- Student safety is currently Very high at the Plevna School District. There is little room for improvement.

Goal 2: Develop skills for life-long learning and growth through planning logically, thinking critically, and coping with change and advancing technologies by using a variety of resources.

Statement of Intended Outcome - how will we know when we have met this goal?

- Intended outcome is unclear at this time.

Current Condition - Where is the district in the process of meeting this goal?

- The district has no way to quantify the goals or define the indices for each parameter.

Next Steps - What is the next step or threshold towards meeting our goal?

- The district needs to re-evaluate the wording of this goal to align with the parameters of the goal setting and continual improvement process.

Timeline - What time thresholds do we impose to reach this Goal and each milestone?

- The district should re-evaluate the wording of this goal prior to the start of the 2021-22 school year.

Data - What data will be collected to ensure we have met our goal? From where will each data point be collected?

- There are, at this point, no data points identified.

Obstacles - What stands in our way of reaching our goals.

- Zero of the existing district trustees were on the BOT when this goal was created.
- The goal is not aligned with the goal setting or continual improvement process.

Plevna School District #55

Goal #3 - Increase students' achievement by addressing learning styles through teaching methods that incorporate new strategies and technologies.

Statement of Intended Outcome - how will we know when we have met this goal?

- We need to identify and define what constitutes "students' achievement".

Current Condition - Where is the district in the process of meeting this goal?

- We need to define students' achievement.
- We need to identify instruments that will be used to measure students' achievement.
- We need to define "learning styles"
- We need to identify instructional strategies and technologies that are currently in use by the district.

Next Steps - What is the next step or threshold towards meeting our goal?

- We need to identify and define what constitutes "Students' Achievement."

Timeline - What time thresholds do we impose to reach this Goal and each milestone?

- We will want to better articulate Goal #3 prior to the start of the 2021-22 School Year.

Data - What data will be collected to ensure we have met our goal? From where will each data point be collected?

- This will be identified upon completion of the "next step."

Obstacles - What stands in our way of reaching our goals.

- The structure of this goal is not aligned with the goal setting or continual improvement process.
- We need to identify and define many components of this goal prior to moving forward.

Statement of Intended Outcome - how will we know when we have met this goal?

Current Condition - Where is the district in the process of meeting this goal?

Next Steps - What is the next step or threshold towards meeting our goal?

Timeline - What time thresholds do we impose to reach this Goal and each milestone?

Data - What data will be collected to ensure we have met our goal? From where will each data point be collected?

Obstacles - What stands in our way of reaching our goals.

Statement of Intended Outcome - how will we know when we have met this goal?

Current Condition - Where is the district in the process of meeting this goal?

Plevna School District #55

Next Steps - What is the next step or threshold towards meeting our goal?

Timeline - What time thresholds do we impose to reach this Goal and each milestone?

Data - What data will be collected to ensure we have met our goal? From where will each data point be collected?

Obstacles - What stands in our way of reaching our goals.

Transformational Learning
FY2021 Annual Reports

Funded District	Summary of Annual Report
Belgrade HS	-standards-based learning, along with professional development -John Deere Academy -digital learning experiences -community career explorations
Belgrade Elementary	-standards-based learning -PLC for professional collaboration
Belt Elementary	-personalized, self-paced reading program for students identified with special needs -promoting interventions to maximize learning through relevant learning experiences
Belt HS	-offering personal learning courses
Bigfork HS	-establish a standards-based curriculum and instruction plan -provide a tiered intervention system -extension opportunities -contracted services with School Services of Montana
Bigfork Elementary	-establish a standards-based curriculum and instruction plan -provide a tiered intervention system -extension opportunities -contracted services with School Services of Montana
Billings Elementary	-train 157 teachers in the framework for visible learning research -focus on student growth of higher-performing students utilizing transformational learning practices -maintain serving gifted and talented program -train 157 teachers in
Billings HS	the framework for visible learning research -focus on student growth of higher-performing students utilizing transformational learning practices
Conrad Elementary	-self-paced curriculum -PLC development to meet each student's needs -daily interventions -extension days -accelerated reading and math groups
Conrad HS	-increase Trades Academy participation -increase blended learning rigor and pacing expectations -dual enrollment, internships, career exploration and "on the job training" participation

Elder Grove K-8	-develop an understanding and framework for using proficiency scales -increase technology so all students have access to Chromebooks for self-paced learning -implement proficiency scales as a method of measuring student achievement
Evergreen K-8	-PLCs for grouping strategies and summative assessments -rubric, portfolio, digital, project-based, student choice assessment building and offerings -professional and peer mentoring -coaching for ALL: district-wide instructional coaching -Better Lessons Design Studio -Provided teacher-requested personalized-learning tools
Fairfield Elementary	-professional learning communities to plan, monitor and adjust instruction -standards-based grading -distance and recovering learning opportunities for students -development of an alternative diploma -provided healthy “grab and go” nutrition options -flexible schooling through online and community courses and classrooms
Fairfield HS	-professional learning communities to plan, monitor and adjust instruction -standards-based grading -distance and recovering learning opportunities for students -development of an alternative diploma -provided healthy “grab and go” nutrition options -flexible schooling through online and community courses and classrooms
Fromberg K-12	-work-study opportunities -post-secondary opportunities through dual-enrollment -MTDA courses offered as electives -independent learning electives for Ag, Art, Music and CSP
Frontier Elementary	-film creation as a student-choice option
Glendive HS	-bullying and disruptive behavior reduction through training of the Golden Rule ambassadors curriculum -social-emotional training for staff and students -Campus Peace-building initiative -ALICE training
Great Falls HS	-dual credit opportunities through partnership with GFCMSU -purchased Virtual Job Shadow curriculum -On-line curriculum for student learning outside the school buildings

	-Utilize “design principle” where students advance based on mastery not seat time, establish clear learning objectives grounded in standards and job/skill expectations, and students are responsible for learning
Libby K-12	-behavioral interventions -systems that follow MTSS guidelines -alternative school setting for students in need of credit requirements -reading interventions -welding instruction with certification in American Welding Society
Lockwood K-12	-teacher training in flexible learning spaces, student-centered displays and routine/procedures to support independent work -focus on student growth in both high performing and applied behavior classrooms -gifted and talented support to develop personal pathways and student-centered options -student ownership through goal-setting, progress monitoring and reflection
Plentywood K-12	-increased career and college opportunities for students -develop new CTE pathways -increased student enrollment in internships, apprenticeships, work-study, dual enrollment, and career explorations
Plevna K-12	-personalized learning options and programs to meet student-choice needs