

<b>District Name</b>	<b>Summary of Advanced Opportunities</b>
<b>Alberton K-12</b>	MT Digital Academy Courses, work-based learning opportunities, exam fees, STEM/CTE personalized outdoor programs
<b>Arlee Elementary</b>	Job shadowing, job-related (welding) certifications, offer mini-courses during lunch and after school.
<b>Arlee High School</b>	Job shadowing, job-related (welding) certifications, offer mini-courses during lunch and after school.
<b>Belgrade Elementary Schools</b>	Student career interests, increase club and organization participation
<b>Belgrade High School</b>	Advanced placement exams, student/club organization participation, mentorship and internships for students,
<b>Choteau Elementary</b>	Generate excitement for high school CTE programs and high school mentors
<b>Choteau HS</b>	Work-based experiences in the community, dual enrollment and AP courses, expand CTE courses, build business/education partnerships and mentorships, book study with local schools
<b>Conrad High School</b>	Trades Academy, plumbing, dental, electric, pharmaceutical, construction, and drone certifications
<b>Custer County High School</b>	Career pathway opportunities and partnerships, dual enrollment, First Aid, CNA, Odyssey, ServSafe, OSHA, ACT/SAT prep and assessments
<b>Darby K-12</b>	Partnerships with Bitterroot Community College, Jobs for Montana Graduates and dual enrollment, STEAM program (coding & computer drafting)
<b>East Helena K-12</b>	Dual enrollment through Helena College of Technology, College Board of Advanced Placement program,
<b>Fairfield Elementary School</b>	7-year plan to senior portfolios, learner outcomes for growing opportunities, cover work comp and liabilities for student and business partners, build education/industry partnerships
<b>Fairfield High School</b>	7-year plan to senior portfolios, CTE concentrator for applicable graduation diplomas, school-to-work

	apprenticeships, learner outcomes for growing opportunities, cover work comp and liabilities for student and business partners, build education/industry partnerships, increase dual enrollment and online opportunities
<b>Glendive Elementary</b>	STEAM exhibition nights, career exploration programs,
<b>Dawson County High School</b>	Dual enrollment, CTE credentialing, health professions pathways, HOSA group
<b>Grass Range Elementary School</b>	Experiential and hands on learning opportunities outside the classroom and in the community
<b>Grass Range High School</b>	Distance delivery courses, college tours
<b>Great Falls High Schools</b>	IT Program, internships and pre-apprenticeships, experiential learning opportunities, dual enrollment, PPE and materials for students involved in CTE and career pathways, state and national CTE conferences for teachers, career pathway certifications (welding, nursing, computers, automotive), workforce development program
<b>Hamilton K-12</b>	90 student internships in a variety of areas through community partnerships, dental, hospital and veterinary job shadowing opportunities, hosting Trades Skills Fair in March for all Bitterroot Valley students, address local employment needs and student skills through surveys.
<b>Havre Elementary</b>	Looking to expand programs and opportunities to 6-8 grades in Fall 2022
<b>Havre High Schools</b>	Work-based learning program, expand dual-enrollment offerings, expand CTE curriculum and credentialing, Teachers of Promise Pathway
<b>Helena High Schools</b>	Advanced placement exams, dual enrollment textbooks, reduce CTE course fees, student organization memberships, update career guidance tools and resources for students, welding, accounting nursing, and carpentry enhancements.
<b>Hot Springs K-12</b>	MT Digital Academy Courses, welding certifications, CNA certifications
<b>Lewistown Elementary Schools</b>	Job-shadowing, career exploration and awareness
<b>Fergus County High School</b>	Increased dual credit courses, job-shadowing and internship opportunities, Construction Academy, EMT Course, AP exam fees



<b>Livingston Elementary</b>	Work-based learning workshops, STEAM activities
<b>Park High School</b>	Dual enrollment, advanced placement and early college opportunities, CTE personalization, work-based learning opportunities, stackable credentialing
<b>Reed Point High School</b>	College credits, CTE programs focused on career/college readiness, funding for STOs, Vet Tech certifications, interest inventories
<b>St. Ignatius K-12</b>	Iron Worker program, materials, training
<b>St. Regis K-12</b>	Xello program for career exploration, alumni and community members mentorship program for students entering the workforce
<b>Superior K-12</b>	Millwright apprenticeship, AWS welding certifications, MT Department of Labor OSHA certifications, School-to-work program



## **OPI – Montana Advanced Opportunity Application** **Fiscal Year 2023**

**Application Window: Opens the 1st Monday of December (Dec. 6th) 2021 at 8am MST and closes the 2nd Monday in January (Jan. 10th) 2022 at 5pm MST**

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

1. The application is a fillable form that you can complete and download to your computer.
2. The application checklist must have all the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has two uploaded requirements: (a) the completed application checklist with your board chair's signature, and (b) your district's strategic plan as it refers to advanced opportunities.
5. The submission of the application will be a digital upload on the OPI Advanced Opportunities web page, using the submit button that you will see on the page by 8:00am MST on December 6th, 2021.
6. Districts with more than one LEA under a single governing board can submit a single combined application.

**Submitter Name:**

Jeff Crews

**Email:**

jcrews@alberton.k12.mt.us

**District Name:**

Alberton K-12 Schools

**LEA Name & Number:**

0577 Alberton K-12 Schools

**District Name:**

Make a Selection

**LEA Name & Number:**

Make a Selection

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

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

Andy Knapp

School District Board Chair Printed Name

School District Board Chair Signature

01/10/2022

Date



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.


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

SECTION 1 REQUIRED	
District name	Alberton School
LEA #	0577
Submitter's first and last name	Jeff Crews
Email	jcrews@alberton.k12.mt.us
Phone number	406-360-6340
Amount of funding received	\$5,102.55
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Montana Digital Academy Cost Coverage
Progress made	Alberton School plans to cover the cost of MTDA courses for our students as needed.
Measurable objective from your advanced opportunity plan	Work-Based Learning Opportunities
Progress made	We have supported one of our students with work release and have another student that is requesting the same. We are planning on covering the cost of our counselor to facilitate this process.
Measurable objective from your advanced opportunity plan	Exam Fees



<b>Progress made</b>	We have allocated monies to cover the cost of exam fees for students wishing to take the SAT, ACT, and other college/workforce admission tests.
<b>Measurable objective from your advanced opportunity plan</b>	STEM/CTE
<b>Progress made</b>	We have created an immersive field experience through our STEM class, implementing PBL. We are also building out the CTE program in order to help serve those students wishing to focus on a trade career.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	150 (K-12)
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	None at this time. We are working toward certification in our CTE classes and hope to have those in place beginning next year.
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	None at this time.
<b>Projected growth in the program</b>	As mentioned earlier we are hoping to grow our CTE program and offer more STEM options to our curriculum choices.
<b>Funding needs for next biennium</b>	5,102.55
<b>Summary of updates to your advanced opportunity plan.</b> For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	No updates at this time.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	19
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	As this grant was filled out by my predecessor, I am working to get a handle on this funding source. We hope to continue to support student dual credit costs as well as grow our

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

School District Board Chair Printed Name	Andy Knapp
School District Board Chair Signature	
Date of Signature	01/10/2022

	We have not expended any of the funds for this grant at this time.
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**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***





## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.


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

SECTION 1 REQUIRED	
District name	Arlee Junior High
LEA #	24-0474
Submitter's first and last name	Lonnie Morin
Email	lmorin@arleeschools.org
Phone number	406-726-3216
Amount of funding received	3,311.66
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Set up an offer at least 10 students with opportunities to job shadow and/or intern on Fridays or weekends
Progress made	Steering Committee has been established and provided at least 10 students with opportunities to intern with local businesses
Measurable objective from your advanced opportunity plan	Build at least one mini-course to be taught after school or during lunch
Progress made	Mini courses are being finalized by staff and will be available for students in late January
Measurable objective from your advanced opportunity plan	Provide at 10 students with opportunities to achieve job related certifications



Progress made	Certifications for specific job opportunities, especially welding, have already begun. Students have been working towards the ability to become certified before they graduate.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	7-8: 76
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	None to date
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	None
Projected growth in the program	As new opportunities are made available in different areas, projected increase in the program is anticipated at 10% of student body
Funding needs for next biennium	NOne
Summary of updates to your advanced opportunity plan.  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Covid has caused our teachers to experience a high rate of stress and burnout. Changes to the plan include finding ways to make the steering committee available to meet via skype on Fridays or weekends as teachers are already serving students after school to address learning loss
Optional-Number of teachers involved in implementation of your advanced opportunity plan	4
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	

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

School District Board Chair Printed Name	Kris Gardner
School District Board Chair Signature	
Date of Signature	1-5-2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***



# Arlee Joint School District

## General Ledger - On Demand Report

Fiscal Year: 2021-2022

From Date:7/1/2021

To Date:12/31/2021

Account Mask: 129????????????162

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

129.377.1670.0300.00.162

\$3,311.66

\$0.00

\$0.00

\$3,311.66

\$0.00

\$3,311.66

JH Students Professional Training

100.00%

FUND: 129

\$3,311.66

\$0.00

\$0.00

\$3,311.66

\$0.00

\$3,311.66

# Arlee Joint School District

## General Ledger - On Demand Report

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

**Grand Total:**

\$3,311.66

\$0.00

\$0.00

\$3,311.66

\$0.00

\$3,311.66

End of Report

## Advanced Opportunity Plan

### *Introduction*

Arlee School District seeks to provide and improve existing opportunities for its students to learn about training and career opportunities. Our staff wants to see students find success after they leave our district, whether that's through postsecondary education, training programs, or work force entry.

### *Strategic Plan*

Needs: students have limited access to professional and training opportunities due to our rural location. Equitable exposure to role models and options is problematic in our district. Academic success is hit-and-miss, and some students are moderately prepared for next steps.

This strategic plan will address the following three areas: 1) access to professional and training opportunities 2) exposure to role models and options 3) academic preparation and assessment

### Access to professional and training opportunities

- Certification opportunities such as ServSafe, OSHA labor certification, and CPR/1st aid certification.
- Assistance in obtaining job shadowing and internship opportunities

### Exposure to role models and options

- Career exploration day for grades 6-8
- Mini-courses in high school/junior high school such as Youth Entrepreneurs Academy

### Academic preparation and assessment

- ACT prep course reimbursement

### *Development of JH/HS Steering Committee*

A steering committee made of junior high and high school teachers will build out the programming in the areas of offering mini-courses and providing assistance in obtaining job shadowing and internship opportunities.

### *Program Manager*

The grants manager will ensure that age-appropriate certification opportunities are offered, convene a steering committee and ensure the steering committee meets and develops programming, and notify parents of opportunities and reimbursed for certain expenses such as ACT prep courses.

**Measurable objectives**

<b>Objective</b>	<b>Who is Responsible</b>	<b>When</b>
Set up and offer at least 10 students with opportunities to job shadow and/or intern on Fridays or weekends	Steering Committee	By November 1 (beginning 2020)
Build at least one mini-course to be taught after school or during lunch	Steering Committee	By December 1 (beginning 2020)
Provide at least 10 students with opportunities to achieve job-related certifications	Program Manager	By February 1 (beginning 2021)
Provide all juniors (about 30 students) with the opportunity to receive ACT preparation	Program Manager	By March 1 (beginning 2021)
Provide all students grades 6-8 with a career exploration experience	Program Manager	By May 1 (beginning 2021)





## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

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SECTION 1 REQUIRED	
District name	Arlee High School
LEA #	24-0475
Submitter's first and last name	Lonnie Morin
Email	lmorin@arleeschools.org
Phone number	406-726-3216
Amount of funding received	\$11,272.30
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Set up an offer at least 10 students with opportunities to job shadow and/or intern on Fridays or weekends
Progress made	Steering Committee has been established and provided at least 10 students with opportunities to intern with local businesses
Measurable objective from your advanced opportunity plan	Build at least one mini-course to be taught after school or during lunch
Progress made	Mini courses are being finalized by staff and will be available for students in late January
Measurable objective from your advanced opportunity plan	Provide at 10 students with opportunities to achieve job related certifications



Progress made	Certifications for specific job opportunities, especially welding, have already begun. Students have been working towards the ability to become certified before they graduate.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	9-12: 146
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	None to date
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	None
Projected growth in the program	As new opportunities are made available in different areas, projected increase in the program is anticipated at 10% of student body
Funding needs for next biennium	None
Summary of updates to your advanced opportunity plan.  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Covid has caused our teachers to experience a high rate of stress and burnout. Changes to the plan include finding ways to make the steering committee available to meet via skype on Fridays or weekends as teachers are already serving students after school to address learning loss.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	4
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	

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

School District Board Chair Printed Name	Kris Gardner
School District Board Chair Signature	
Date of Signature	1-5-2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

# Arlee Joint School District

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

229.377.1000.0150.00.162

\$10,000.00

\$0.00

\$0.00

\$10,000.00

\$0.00

\$10,000.00

Steering Committee Stipends

100.00%

229.377.1000.0610.00.162

\$1,272.30

\$0.00

\$0.00

\$1,272.30

\$0.00

\$1,272.30

Supplies/cert costs for students

100.00%

FUND: 229

\$11,272.30

\$0.00

\$0.00

\$11,272.30

\$0.00

\$11,272.30



# Arlee Joint School District

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

**Grand Total:**

\$11,272.30

\$0.00

\$0.00

\$11,272.30

\$0.00

\$11,272.30

End of Report

## Advanced Opportunity Plan

### *Introduction*

Arlee School District seeks to provide and improve existing opportunities for its students to learn about training and career opportunities. Our staff wants to see students find success after they leave our district, whether that's through postsecondary education, training programs, or work force entry.

### *Strategic Plan*

Needs: students have limited access to professional and training opportunities due to our rural location. Equitable exposure to role models and options is problematic in our district. Academic success is hit-and-miss, and some students are moderately prepared for next steps.

This strategic plan will address the following three areas: 1) access to professional and training opportunities 2) exposure to role models and options 3) academic preparation and assessment

### Access to professional and training opportunities

- Certification opportunities such as ServSafe, OSHA labor certification, and CPR/1st aid certification.
- Assistance in obtaining job shadowing and internship opportunities

### Exposure to role models and options

- Career exploration day for grades 6-8
- Mini-courses in high school/junior high school such as Youth Entrepreneurs Academy

### Academic preparation and assessment

- ACT prep course reimbursement

### *Development of JH/HS Steering Committee*

A steering committee made of junior high and high school teachers will build out the programming in the areas of offering mini-courses and providing assistance in obtaining job shadowing and internship opportunities.

### *Program Manager*

The grants manager will ensure that age-appropriate certification opportunities are offered, convene a steering committee and ensure the steering committee meets and develops programming, and notify parents of opportunities and reimbursed for certain expenses such as ACT prep courses.

**Measurable objectives**

Objective	Who is Responsible	When
Set up and offer at least 10 students with opportunities to job shadow and/or intern on Fridays or weekends	Steering Committee	By November 1 (beginning 2020)
Build at least one mini-course to be taught after school or during lunch	Steering Committee	By December 1 (beginning 2020)
Provide at least 10 students with opportunities to achieve job-related certifications	Program Manager	By February 1 (beginning 2021)
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### SECTION 1 REQUIRED

District name	Belgrade School District 44
LEA #	Belgrade Elem 0368 Belgrade HS 0369
Submitter's first and last name	Jessica Christensen
Email	jchristensen@bsd44.org
Phone number	(406)924-2221
Amount of funding received	\$67,659.91

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

### SECTION 2 REQUIRED

Measurable objective from your advanced opportunity plan	Encourage the participation in clubs and professional organizations that extends the learning of the classroom and provides opportunities to apply these skills outside of the classroom.
Progress made	With COVID-19, we were not able to run clubs/activities like a typical year. We are back on track with this in the current school year.
Measurable objective from your advanced opportunity plan	Giving students the opportunity to challenge themselves by completing the Advanced Placement Exam at the end of the AP instructional year.

Progress made	We are on track to have these exams be paid for out of this grant to help our families with the cost and encourage all students to take the exam.
Measurable objective from your advanced opportunity plan	Involve students in mentorships and internships within the community to extend knowledge and skills and guide career choices.
Progress made	With COVID-19, we were not able to have students participate in these activities in the community. We are back on track with this in the current school year.
Measurable objective from your advanced opportunity plan	Reduce the out-of-pocket cost for families of students participating in extra-curricular activities.
Progress made	We are currently identifying those students who may not be participating, or participation is a financial struggle.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	Students in grade levels 6-12.
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	With COVID-19, we were not able to have students participate in the kinds of programs that would earn those credits, certificates, or credentials. We have plans for helping students in these areas in the coming fiscal year.
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	With COVID-19, we weren't able to get to the point where we would hear of any issues
Projected growth in the program	With the little we have been able to do because of COVID-19 we see a large projected growth.
Funding needs for next biennium	We would like to keep our funding the same.
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	COVID-19 has had a significant impact on how little we have been able to use these funds. We have made a plan of how to use this money to support our families and students.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	Enter Here
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Enter Here

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

School District Board Chair Printed Name	Doe Batey
School District Board Chair Signature	<i>Doe Batey</i>
Date of Signature	1-10-2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***





## **OPI – Montana Advanced Opportunity Application** **Fiscal Year 2023**

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1. The application is a fillable form that you can complete and download to your computer.
2. The application checklist must have all the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has two uploaded requirements: (a) the completed application checklist with your board chair's signature, and (b) your district's strategic plan as it refers to advanced opportunities.
5. The submission of the application will be a digital upload on the OPI Advanced Opportunities web page, using the submit button that you will see on the page by 8:00am MST on December 6th, 2021.
6. Districts with more than one LEA under a single governing board can submit a single combined application.

**Submitter Name:** Bo Bruinsma

**Email:** bruinsmab@billingssschools.org

District Name: Billings Elem

LEA Name & Number: 0965 Billings Elem

District Name: Billings H S

LEA Name & Number: 0966 Billings H S

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

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

Dr. Greta Besch Moen

School District Board Chair Printed Name

School District Board Chair Signature

1/10/2021

Date

## Billings Public Schools Advanced Opportunities Plan

### Overview

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

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

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

[See DOL Work-based Learning Playbook](#)

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

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

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

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

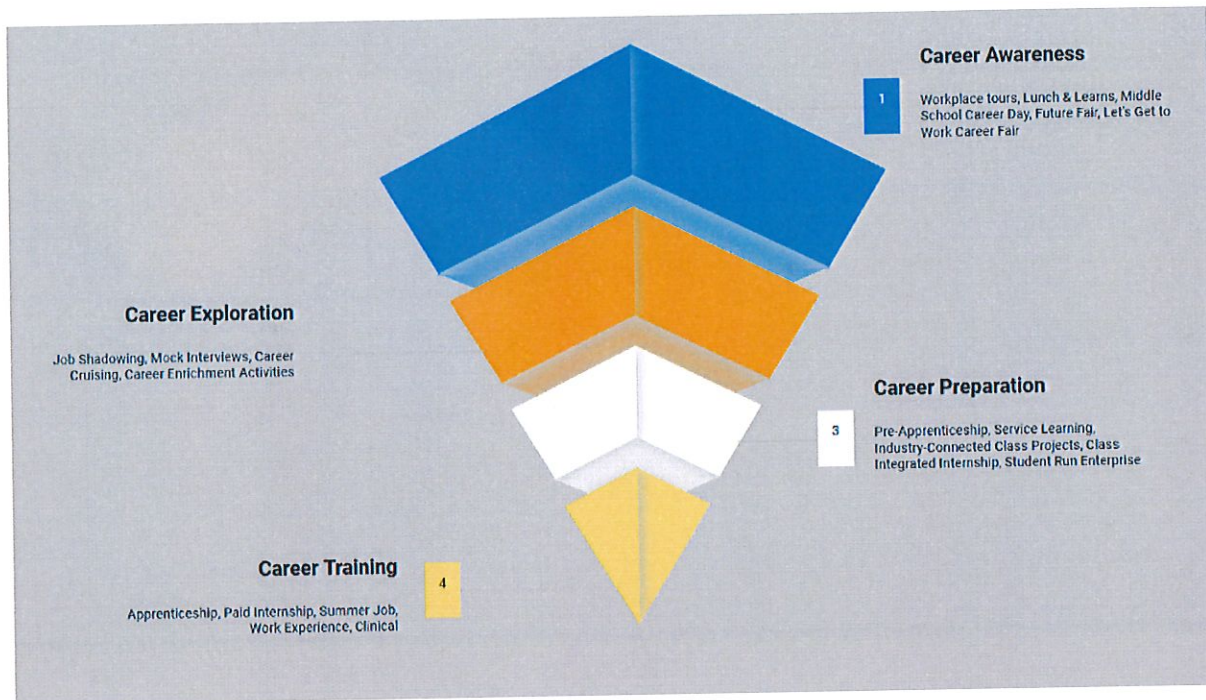
**Career Preparation** - Allows the student to start engaging with the career hands-on, whether in our own classrooms or out in business/industry in their area of interest

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



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

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



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

### Short Term Objectives (1-2 years)

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

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

### **Long Term Objectives (3-5 years)**



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



## MT Advanced Opportunity Grant ANNUAL REPORT ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

### SECTION 1 REQUIRED

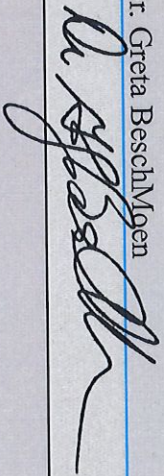
District name	Billings Public Schools
LEA #	0965
Submitter's first and last name	Bo Bruinsma
Email	bruinsmab@billingsschools.org
Phone number	(406) 281-5075
Amount of funding received	\$89,619.89
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
Measurable objective from your advanced opportunity plan	Create opportunities for our community and CTE partners to gain access to students regarding future advanced opportunities.
Progress made	- Increased business participation in our Xello career awareness program from 128 to 147



		<ul style="list-style-type: none"> <li>- Increased unique student logins of Grades 6-8 students accessing Xello career awareness program each month from September (274), October (783), November (921) in 2021</li> </ul>
<b>Measurable objective from your advanced opportunity plan</b>		Leverage Advanced Opportunity funding to reduce or eliminate out of pocket expenses for students and families in new or existing advanced opportunities within the SD2 system
<b>Progress made</b>		<ul style="list-style-type: none"> <li>- Funded Pre-ACT Aspire for SD2 8th graders that allows us to introduce the ACT and start student preparation for the exam before they reach high school. Due to general budget constraints, we would not be able to offer this test to our students without Advanced Opportunity funding</li> <li>- Funded</li> </ul>
<b>Measurable objective from your advanced opportunity plan</b>		Increase marketing of Career/CTE initiatives within SD2
<b>Progress made</b>		<ul style="list-style-type: none"> <li>- This year, we are working with a marketing firm to create videos and developed a website to attempt to reach more students, parents, and businesses regarding the career/CTE initiatives going on in our district</li> <li>- Most of the funding for marketing will come from other budgets, but having Advanced Opportunity funding will have both directly and indirectly help fund the creation of marketing tools for our district</li> </ul>
<b>Number of students served &amp; grade levels</b>		6th Grade - 333 7th Grade - 245 8th Grade - 1391 Total - 1969
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>		Students served #'s are also included in our budget. <ul style="list-style-type: none"> <li>- 1391 ACT Aspire exams</li> </ul>



Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	- 1,291 students grades 6-8 served by Xello career awareness program, an increase from 554 served at this same point last year
Projected growth in the program	Direct funding opportunities in the 60% category are very limited for K-8 students. We would be open to working with OPI and legislators The largest area of projected growth for the program lie in the following areas: - # of students served through Xello career awareness program. We continue to see increases in the number of students building career awareness and exploration through our Xello program in the upcoming spring semester.
Funding needs for next biennium	We are requesting the full funding amount again for the next biennium.
Summary of updates to your advanced opportunity plan.  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	We did not make any major updates in our Advanced Opportunity Plan other than updating language for parts of our plan that we accomplished in FY21 (for example, we created our process/criteria for applying and accessing for funds in FY21, and updated language to review those processes now that they are in place).
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Address to new careers/CTE website and videos: <a href="https://bilingsschoolscite.org/">https://bilingsschoolscite.org/</a>

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



Total Remaining as of January 10, 2022	
60% (a)	\$18,155.76
40% (b)	\$1,347.17
Total	\$19,502.93





## MT Advanced Opportunity Grant ANNUAL REPORT ~ Fiscal Year 2022

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### SECTION 1 REQUIRED

District name	Billings Public Schools
LEA #	0966
Submitter's first and last name	Bo Bruinsma
Email	bruinsmab@billingssschools.org
Phone number	(406) 281-5075
Amount of funding received	\$249,044.46
<b><i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i></b>	
Measurable objective from your advanced opportunity plan	Create opportunities for our community and CTE partners to gain access to students regarding future advanced opportunities
Progress made	<ul style="list-style-type: none"> <li>- Increased business participation in our Xello career awareness program from 128 to 147</li> <li>- Increased number of unique student logins for 9-12 students in Xello from this time last year (1264 so far, 927 last year at this time)</li> </ul>



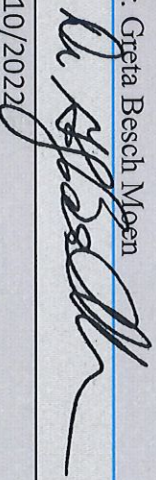
<b>Measurable objective from your advanced opportunity plan</b>	Leverage Advanced Opportunity funding to reduce or eliminate out of pocket expenses for students and families in new or existing advanced opportunities within the SD2 system
<b>Progress made</b>	<ul style="list-style-type: none"> <li>- Covered dual credit fees for all students that have already exhausted 1-2 Free dual credit scholarship (62 for Fall 2021)</li> <li>- Will cover all CTE credential/certificate fees embedded in SD2 classes that would have fallen upon families in past school years</li> <li>- On track to increase the number of students assisted financially through request for funding to cover costs or fees attached to pursuit of post-secondary education, jobs, or workplace experiences/internships</li> <li>- Funded every out-of-pocket fee submitted by a student or program thus far except one (a \$6000 request from one student)</li> </ul>
<b>Measurable objective from your advanced opportunity plan</b>	Increase the number of students participating in Workplace Experience/Internships for credit.
<b>Progress made</b>	<ul style="list-style-type: none"> <li>- Met with 64 students in FY22 so far inquiring about potential placement in workplace experiences/internships, which is on pace to increase from 92 all of FY21</li> <li>- Assessed current forms and process for placing students in the field and adjusted based on best practices</li> <li>- Increased the number of students participating in our Build Montana workplace experience from 6 last year to 9 this year</li> <li>- Had four students in the Fall and will have 17 students in the spring working in workplace experiences/internships for credit next semester</li> <li>- Met with 14 students thus far about general employment opportunities outside of school hours</li> </ul>
<b>Measurable objective from your advanced opportunity plan</b>	Increase marketing of Career/CTE initiatives within SD2
<b>Progress made</b>	<ul style="list-style-type: none"> <li>- This year, we are working with a marketing firm to create videos and developed a website to attempt to reach more</li> </ul>



	<p>students, parents, and businesses regarding the career/CTE initiatives going on in our district</p> <ul style="list-style-type: none"> <li>- Most of the funding for marketing will come from other budgets, but having Advanced Opportunity funding will have both directly and indirectly help fund the creation of marketing tools for our district</li> </ul>
Number of students served & grade levels	<p>Grade 9 - 510 Grade 10 - 193 Grade 11 - 244 Grade 12 - 317</p>
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	<p>Students served #'s are also included in our budget.</p> <ul style="list-style-type: none"> <li>- 1,264 students served by Xello career awareness program</li> <li>- 268 credits by 62 students with MSU-Billings/City College for Fall 2021 semester</li> <li>- 65 AP Exams for Fall semester</li> <li>- 15 HiSet exams for Fall semester (15 more pending for Spring)</li> <li>- 10 CNA Certifications for Fall 2021 (12 more pending for Spring)</li> <li>- 20 EMT Certifications (pending, year-long class)</li> <li>- 8 NCCER electrical credentials (pending)</li> <li>- 4 Scholarships to MedStart Career Camp</li> </ul>
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	<p>Due to the timing of this report, we have not included all of our numbers for these categories for the Spring 2022 semester, as we have not yet paid for any of them at the time of submission.</p> <p>As our Career/CTE programs grow, we will need to develop more stringent criteria and guidance for funding eligibility in our SD2 Advanced Opportunity Plan. Currently, we haven't run into issues of not being able to fund a request, but it is feasible over the next few</p>



	years that we could get there. We plan to assess and address this potential issue so we have them in place for FY23.
<b>Projected growth in the program</b>	<p>The largest areas of projected growth for the program lie in the following areas:</p> <ul style="list-style-type: none"> <li>- # of students served through Xello career awareness program - We continue to see increases in the number of students building career awareness and exploration through our Xello program in the upcoming spring semester.</li> <li>- Dual credit - We increase the # of students that received funding for dual credit from Fall 2020 to Fall 2021 and expect a similar increase from Spring to Spring.</li> <li>- # of requests and diversity of requests - We have seen an increase in the number and types of requests for funding. We hope to continue that trend.</li> </ul>
<b>Funding needs for next biennium</b>	We are requesting the full funding amount again for the next biennium.
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	We did not make any major updates in our Advanced Opportunity Plan other than updating language for parts of our plan that we accomplished in FY21 (for example, we created our process/criteria for applying and accessing for funds in FY21, and updated language to review those processes now that they are in place).
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	<p>Address to new careers/CTE website and videos:  <a href="https://billingsschoolscite.org/">https://billingsschoolscite.org/</a></p>

School District Board Chair Printed Name	Dr. Greta Besch Moen
School District Board Chair Signature	
Date of Signature	1/10/2022







## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

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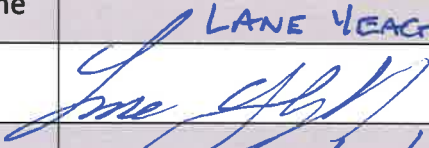
SECTION 1 REQUIRED	
District name	Choteau Public Schools
LEA #	0884
Submitter's first and last name	Chuck Gameon
Email	<a href="mailto:Chuck.gameon@choteauschools.net">Chuck.gameon@choteauschools.net</a>
Phone number	406-466-5303
Amount of funding received	\$9,801.95
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Build career-based pathways as options for students
Progress made	We started to explore work-based experiences for students. Right now, we have four students who go to businesses in our community for these experiences. We want this to be the foundation to build upon for the future.
Measurable objective from your advanced opportunity plan	Increase CTE courses by one in the first year
Progress made	We are still working on this. Our Family and Consumer Science teacher resigned during the spring of the 2020-2021 school year. We advertised for an applicant and never received any. We contacted the



	teacher who resigned and she was willing to come back for the 2021-2022 school year but only for half time. This has put an obstacle in the way of expanding in this area and we are hopeful we will receive an applicant for the next year. We are struggling to maintain the variety of CTE courses because of the teacher shortage.
<b>Measurable objective from your advanced opportunity plan</b>	<b>Increase the number of students enrolled in dual credit and AP courses</b>
<b>Progress made</b>	During the 2020-2021 school year, the number of students enrolled in dual credit courses was eleven and AP courses was six. The current numbers for students enrolled dual credit and AP courses for the 2021-2022 school year is eleven and 4 respectively. This is a slight decrease but we are seeing more diversity in the AP courses taken, from only 2 to 3 for this year.
<b>Measurable objective from your advanced opportunity plan</b>	<b>Establish relationships and agreements with at least three business in our community in the first year to provide career-path experiences for students</b>
<b>Progress made</b>	So far we were able to create a working relationship with 2 businesses in our community.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	We are focusing our efforts on the high school students at this point in time.
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	No credentials have been earned by students at this time. We are working on an informal basis with our business partners and will be creating a more formal program in the future.
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	None
<b>Projected growth in the program</b>	We are anticipating an increase in the number of students who are interested in pursuing work-based experiences in our school.
<b>Funding needs for next biennium</b>	We are not anticipating needing any additional funding at this point in time.
<b>Summary of updates to your advanced opportunity plan.</b> For example: changes due to Covid-19 and impacts/adjustments it had	The pandemic has created numerous hurdles to overcome on a daily basis, which takes time away from planning and working to initiate all we want for our Advanced Opportunities plan. We have not made any

on your initial plan	changes to the plan at this point in time.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	

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

School District Board Chair Printed Name	LANE YEAGER
School District Board Chair Signature	
Date of Signature	1/10/22

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

To this point in the 2021-2022 school year, we have not expended any dollars from the grant. The district is covering any costs associated with the students in the work-based experiences. Our plan is to expend funds in the near future on a publication, "Career and Technical Education Career Guide, 2021-2022 Edition" for students. We will be purchasing these as a group of schools in the area as the minimum order is rather large.

# Choteau Public Schools

## Strategic Plan

2020-2025

### Vision for the Future

- ◇ **Create a school community that values a variety of career fields and provides multiple opportunities for students to gain experiences and skills to help them choose a career path.**
- ◇ **Maintain high academic standards for all students so graduates of CHS continue to have multiple educational and career path options.**

### Strategic Areas of Focus

- Continue to provide high quality instruction for all students.
- Increase educational opportunities for all students aligned to our mission of a well-rounded education.
- Create individualized learning plans for students centered on their interests and goals.
- Create partnerships with business leaders in our community to facilitate career exploration and apprenticeship opportunities.
- To expand CTE opportunities for all students in grades 6-12.
- To expand dual-credit and advanced placement course options for our students.
- Provide opportunities for students to attain certification for CTE-related or health care fields during their time in our high school.

### Measurable Objectives

- Build career-based pathways as options for students
- Increase CTE courses by one in the first year
- Increase number of students enrolled in dual credit and AP courses
- Establish relationships and agreements with at least three business in our community in the first year to provide career-path experiences for students
- Plan and execute at least one professional development opportunity for staff on career-based experiences and college tract courses

## **Planning Horizons**

- Expand utilization of dual credit and AP courses
- Relationships with businesses and professionals in the community
- Offering credit for job-based experiences
- Students earning job-based certifications
- Increase technology-based courses or experiences for students
- Keeping CHS graduates in our community or having them return to Choteau
- Incorporate a business class into high school programming
- Students building contemporary career-based experiences in a variety of local or virtual environments
- Have a 100% graduation rate
- Expand vocational experiences
- Provide professional development opportunities for staff to facilitate expanded career-based experiences and college-tract courses





## Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

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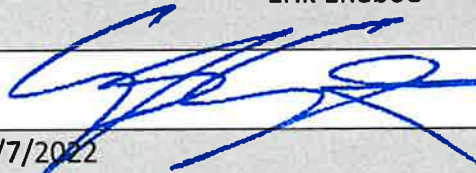
As a participating school district that has received funding through the Montana Advanced Opportunity Act (HB 387), the submission of this annual report along with your district's uploaded advanced opportunity plan are required to demonstrate continued qualification for funding. This completed document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

SECTION 1 REQUIRED	
District name	Conrad Elementary
LEA #	0674
Submitter's first and last name	Sean Beddow
Email	<a href="mailto:Sean.beddow@conradschools.org">Sean.beddow@conradschools.org</a>
Phone number	(406) 278-5521
Amount of funding received	\$2,730.96 (FY21), \$2,552.98 (FY22)
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Increase CTE offering for 7-8 grade including micro-certification options for individual students with a strong interest in pursuing CTE fields (i.e. drone pilot, coding)
Progress made	We have established a connection with a semi-local authorized instructor that is willing to provide the instruction to our students. We are planning on implementing this option into our JH classes and having it available as a micro-certification for any qualifying student.

	The actual start of the program has been delayed due to the Covid-19 pandemic.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	81 (7-8)
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	N/A
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	None reported
Projected growth in the program	N/A
Funding needs for next biennium	Undetermined
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	To say that there has been an impact on these and all programs with our schools is an understatement. While our pace of progress has undoubtedly been slowed, we feel that we have been able to continue forward with improving our transformational learning programs throughout the district. While most of our progress has been local due to the more restricting pandemic environments nationally compared to ours, we feel that this progress has been notable and has allowed us to continue to advance our learning programs. One of the undeniable positives that has surfaced due to the pandemic is the increase in available funding to our district. Additionally we received more time and money through our 21 <sup>st</sup> Century grant for our district. Through ESSER, ARP, 21 <sup>st</sup> Century, and other funding, we are in a situation where we are able to save our HB 387 funding due to its flexible nature. Even though we have not expended this funding during this fiscal year, we have very firm plans of utilization and continued development with this funding for our transformational learning

	programs. It has given our district, community, school board, and certification partners a strong confidence that these programs are not a flash in the pan situation and will have longevity that will not be hamstrung by funding anytime in the next several years.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	3
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	

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

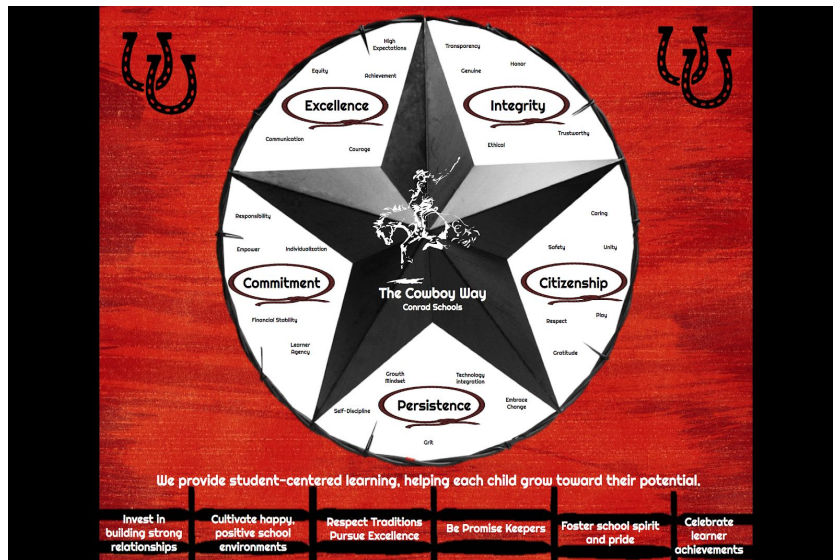
School District Board Chair Printed Name	Erik Eneboe
School District Board Chair Signature	
Date of Signature	1/7/2022

\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\* (please see Section 3 summary)



# 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 & Math groups for K-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
  - Moodle
  - 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...

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#### 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.

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





## Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.


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

SECTION 1 REQUIRED	
District name	Conrad High School
LEA #	0675
Submitter's first and last name	Sean Beddow
Email	<a href="mailto:Sean.beddow@conradschools.org">Sean.beddow@conradschools.org</a>
Phone number	(406)278-5521
Amount of funding received	\$8,237.94 (FY21), \$8,259.46 (FY22)
<i><b>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</b></i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Develop and improve the expectations, rigor, framework, and organization of our Trades Academy.
Progress made	We have continued developing and improving a Trades Academy policy handbook that helps to improve the quality, rigor, and synergy with Conrad Public School District and the surrounding community for the certification pathways offered. Along with this we have developed curricular requirements for students to achieve in order to be accepted

	into the Trades Academy that includes successfully completing our requirements of a sophomore in high school grade.
<b>Measurable objective from your advanced opportunity plan</b>	Increase Trades Academy certification pathways by 4 over the next 2 years.
<b>Progress made</b>	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.
<b>Measurable objective from your advanced opportunity plan</b>	Enter Here
<b>Progress made</b>	Enter Here
<b>Measurable objective from your advanced opportunity plan</b>	Enter Here
<b>Progress made</b>	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	140 (9-12)
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	N/A
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	None reported
<b>Projected growth in the program</b>	With the increase in age of successfully completing sophomore year to be eligible to enter the program, our growth has remained steady as we work those younger students already in the program. We anticipate an increase of approximately 6 students for the upcoming school year directly enrolled in a Trades certification program. As we increase our micro-certification pathways, we anticipate around a dozen that would be co-enrolled in our regular curriculum and the Trades Academy.
<b>Funding needs for next biennium</b>	Undetermined
<b>Summary of updates to your advanced opportunity plan.</b>	To say that there has been an impact on these and all programs with our schools is an understatement. While our pace of progress has

had on your initial plan	undoubtedly been slowed, we feel that we have been able to continue forward with improving our transformational learning programs throughout the district. While most of our progress has been local due to the more restricting pandemic environments nationally compared to ours, we feel that this progress has been notable and has allowed us to continue to advance our learning programs. One of the undeniable positives that has surfaced due to the pandemic is the increase in available funding to our district. Additionally we received more time and money through our 21 <sup>st</sup> Century grant for our district. Through ESSER, ARP, 21 <sup>st</sup> Century, and other funding, we are in a situation where we are able to save our HB 387 funding due to its flexible nature. Even though we have not expended this funding during this fiscal year, we have very firm plans of utilization and continued development with this funding for our transformational learning programs. It has given our district, community, school board, and certification partners a strong confidence that these programs are not a flash in the pan situation and will have longevity that will not be hamstrung by funding anytime in the next several years.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	3
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Enter Here

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

School District Board Chair Printed Name	Erik Eneboe
School District Board Chair Signature	
Date of Signature	1/7/2022

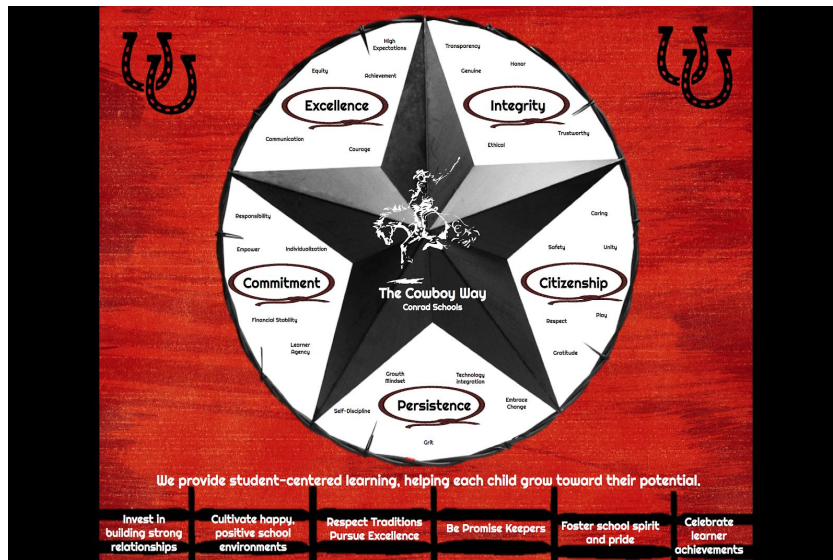


\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\* (please see Section 3 summary)



# 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 & Math groups for K-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
  - Moodle
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- Ten percent increase in concurrent enrollment participation
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- 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...

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  - Interviews and Conferences (taped, video, verbal, peer, group)
  - Portfolios (diaries, sketches, journals, digital files, notes)
  - Performance (role play, problem solving, debates, structured discussions, labs)
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  - 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.

Ascend Math

Star Reading

MAPS

Journey's Intervention Assessments for Progress Monitoring

AIMS WEB - M.Comp

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- 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

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



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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

SECTION 1 REQUIRED	
District name	Enter Here Custer County HS
LEA #	Enter Here 0192 Custer County HS
Submitter's first and last name	Enter Here Danielle Ray
Email	Enter Here dray@milescty.k12.mt.us
Phone number	Enter Here 406-234-4920 ext 303
Amount of funding received	Enter Here \$27,500.41
SECTION 2 REQUIRED	
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
Measurable objective from your advanced opportunity plan	Enter Here Increase the number of students participating in workplace experiences or earning college credit through our career pathways program for high school credit, as well as increased diversity of pathway opportunities each semester.
Progress made	Enter Here Our career pathway program enrollment fell slightly due to stricter vetting from the pathway committee. Our pathway committee decided on this to ensure better qualified pathway applicants to meet the needs of our community stakeholders. We went from 35 students last fall to 30 enrolled pathway students this fall. With another 11



Measurable objective from your advanced opportunity plan	students already signed up to take pathways this next spring, the career pathway program is going strong and growing. This is due to increased diversity of pathway opportunities offered, so even with stricter applicant vetting the career pathway program continues to grow.
Progress made	<p>Enter Here Increase the number of students taking college classes and receiving high school credit through our career pathway program.</p> <p>Enter Here Enter Here 9 of our our pathway students are currently taking classes out at the college. The majority of our students earning college credit are opting to take the dual enrollment classes offered at our high school, so they are still earning college credit without having to leave the building. We went from 35 pathway students last fall to 30 enrolled pathway students this fall due to stricter vetting. With another 11 students already signed up to take pathways this next spring, the career pathway program is going strong and growing.</p>
Measurable objective from your advanced opportunity plan	<p>Enter Here Increase the number of students taking dual enrollment classes and earning college credit while in high school.</p> <p>Enter Here Last school year we had 19 students take dual enrollment classes for college credit, with a total of 161 credits earned. This fall we have 34 students taking dual enrollment classes so the progress made is looking good, almost double. The total number of dual enrollment credits earned for this school year will not be available until the end of the school year, May 2022.</p>
Progress made	<p>Enter Here ACT prep/test, Odyssey classes, ServSafe, First Aid, OSHA and CNA certification programs are offered at no cost to our students. The head of our career pathway program from last school year moved so I do not have all of last years data.</p> <p>Enter Here ACT test prep was offered for free to all of our juniors, and the test was administered March 23<sup>rd</sup> to 125 juniors at no cost to them. Any high school student that wishes to take an elective high school class for credit or needs to do credit recovery can do so for free with our Odyssey Program. We currently have 7 students taking Odyssey classes. ServSafe, First Aid, OSHA and CNA classes will be offered</p>
Measurable objective from your advanced opportunity plan	
Progress made	

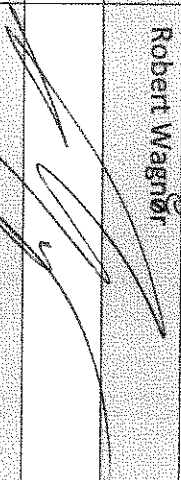
for free again this next spring when the instructors are available to teach the classes.

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

Number of students served & grade levels	<p>Enter Here Grade 9 - 130</p> <p>Grade 10 - 130</p> <p>Grade 11 - 126</p> <p>Grade 12 - 117</p>
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	<p>Enter Here N/A – This information will not be available until the end of the school year, May 2022.</p>
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	<p>Enter Here None at this time.</p>
Projected growth in the program	<p>Enter Here 20% growth is expected for our career pathways program for the spring semester. This is due to increased diversity of pathway opportunities for students.</p>
Funding needs for next biennium	<p>Enter Here Extend our current grant funds to end of FY23. We are in our first year of qualifying for the Advanced Opportunity Grant, and we will not know all of our expenses until the end of this school year.</p>
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	<p>Enter Here Our past career pathway coordinator who moved completed the last grant. I am now the new pathway coordinator working on this grant.</p>
Optional-Number of teachers involved in implementation of your advanced opportunity plan	<p>Enter Here 5</p>
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	<p>Enter Here Students involved in our career pathways have reported that their career pathway experience was the deciding factor in realizing what they want to pursue for their career. This semester we have students shadowing a speech pathologist, petroleum engineer, lawyers, appraisers/real estate agents, police officers, elementary teachers, secondary and special education teachers, dental hygienist, vets, automotive sales and repair businesses, and a farmer. Several students interested in running their own business one day are working with local business. Next semester for pathways we are adding</p>

pathway students who are going to be working in the medical field, with electricians, teachers, physical therapist, cosmetologist, learning how to run their own business, in broadcasting and others that are taking college classes at our local community college. Our high school students are taking advantage of free college classes at our local community college, and they also take advantage of our free dual enrollment classes offered at our high school. We have had seniors graduate with enough college credits earned to have their freshman year of college completed already at no cost to them.

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

School District Board Chair Printed Name	Robert Wagner
School District Board Chair Signature	
Date of Signature	Nov 16, 2021

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

Budget Report: Custer County District High School does not currently have a spending report available as our MT Advanced Opportunity Grant funds were mistakenly sent to Billings schools by mistake, so no money has been spent. \$10,000 will be applied towards pathway coordinator salary once the grant arrives, which will leave us with a remaining balance of \$17,500.41. The remainder of our grant spending from our district will not occur until this next spring. Instructor costs and class fees will not be paid out until the end of the school year, May 2022.

# **Annual Report**

Darby School

January 10<sup>th</sup>, 2022

Darby School was fortunate enough to receive funds to hire a career specialist who is responsible for helping all students in grades 7<sup>th</sup>-12<sup>th</sup> be exposed to a variety of career opportunities. It is part of our strategic plan to ensure that all students receive multiple Career Technical Education classes and are familiar with the current job market.

The career specialist is working hard to create advanced opportunities for our students by working with local businesses and organizations. The Bitterroot Community College, Jobs for Montana Graduates and Dual Credit classes are a few of the avenues that are the focus of our program currently.

COVID put the breaks to many of the goal areas that were trying to be achieved and this year has been a restart in many ways. As the new superintendent, it is my responsibility to review past practices and begin to move in a direction that offers students a personalized approach to education. There are many area of need but our current goal for this year and next are to create as many CTE pathways and Dual Credit opportunities as possible for our students. Additionally, we are working hard to include our parents in their child's education and creating was to interact with those parents at school. One of our scheduled family nights will focus on integrating parents in helping to develop their child's schedule for next year and understand their student's goal areas.

Darby School lacks advanced opportunities at the moment due to staff turnover and COVID-19 issues. Luckily our STEAM program has weathered the storm and has been a flag ship program for our students. Both the STEAM and technical career teacher have teamed to offer students a myriad of introductory



skills from coding to computer aided drafting. Students are introduced to many real world skills that are offered in the job market but more is needed in this area. It is our goal to begin students in coding at the younger grades so that they are able to operate our HAAS mill by the time they are upper classman in the high school.

In the future our students will graduate with a diploma and a certification of some kind before entering the job market. The advanced opportunities that we are working on currently will be continually developed this year so that we can evaluate and expand our program next year.



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	East Helena Public Schools
LEA #	1240
Submitter's first and last name	Dan Rispens
Email	drispens@ehps.k12.mt.us
Phone number	406-227-7700
Amount of funding received	\$27,473.55
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Expand Dual credit opportunities through partnership with Helena College of Technology.
Progress made	10 students enrolled
Measurable objective from your advanced opportunity plan	Expand Dual enrollment opportunities through partnership with Helena College of Technology.
Progress made	15 students enrolled in Dual enrollment classes.
Measurable objective from your advanced opportunity plan	Create opportunity for advancement and early college credit through the College Boards Advanced Placement Program.
Progress made	40 Students enrolled

Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	61 11 <sup>th</sup> grade students are being served by MTAO at EHHS.
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	25 11 <sup>th</sup> grade EHHS students are set to earn 75 college credits through dual credit and dual enrollment. 40 11 <sup>th</sup> AP students will have the opportunity to earn a possible 120 college credits when they take the AP exam in May.
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	No issues but we are seeking to find additional ways to expand MTAO to benefit student sinterested in Internships and apreticeships as we serve our first senior class next year.
Projected growth in the program	We anticipate the program will at least double the number of students served next year.
Funding needs for next biennium	At this time we are doing wella t the current funding level
Summary of updates to your advanced opportunity plan.  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	None at this time
Optional-Number of teachers involved in implementation of your advanced opportunity plan	5 on site staff as numerous MUS staff isntructors.
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	The pandemic caused HCT to transition most of thehir courses to fully digital online delivery which has opened up possibilities for EHHS students to select a variety of duel enrollment course and compelte them while at our school and be freed from scheduling conflicts or transportation concerns. Helena College has been a tremendous partner for us.

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

School District Board Chair Printed Name	Scott Walter
School District Board Chair Signature	

Date of Signature	January 7, 2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***



01/10/22  
10:12:34

EAST HELENA ELEMENTARY  
Detail Ledger Query  
For the Accounting Periods: 7/21 - 1/22

Page: 1 of 2  
Report ID: L091

Funds 129- 129

Fund/Account/ Doc/Line #	Description	Vendor	Acct. Period	Debit	Credit	Ending Balance
129 Flex Fund						
B 101	Cash					
RV 220035	1	TREAS0921 MT advanced Opp Grant	9/21	27,473.55		
RV 220035	2	TREAS0921 Transformational Learning	9/21	49,191.25		
RV 220086	1	TREAS1121 Nov Ed Improvment Pay	11/21	21.37		
SC 45903		MTDA Registrations	11/21		3,813.00	
		BETTERLESSON				
		Account/Source/Program-Function Total:	71,232.21 DB	76,686.17	3,813.00	144,105.38 DB
B 621	Accounts Payable					
CL 47127	1	PO:27525 MTDA Registrations	11/21		3,813.00	
SC 45903		MTDA Registrations	11/21	3,813.00		
CL 47260	1	PO:27111 Transformational Learning	1/22		4,720.00	
CL 47260	2	PO:27111 Transformational Learning	1/22		4,720.00	
CL 47260	3	PO:27111 Transformational Learning	1/22		4,720.00	
CL 47260	4	PO:27111 Transformational Learning	1/22		4,720.00	
CL 47260	5	PO:27111 Transformational Learning	1/22		4,720.00	
		Account/Source/Program-Function Total:		3,813.00	27,413.00	23,600.00 CR
B 953	Fund Balance - Reserve for Encumbrances					
PO 27525	1	MTDA Registrations	8/21		3,444.00	
CL 47127	1	PO:27525 MTDA Registrations	11/21	3,444.00		
		Account/Source/Program-Function Total:		3,444.00	3,444.00	
B 999	Prior Year PO Reserve					
CL 47260	1	PO:27111 Transformational Learning	1/22	4,720.00		
CL 47260	2	PO:27111 Transformational Learning	1/22	4,720.00		
CL 47260	3	PO:27111 Transformational Learning	1/22	4,720.00		
CL 47260	4	PO:27111 Transformational Learning	1/22	4,720.00		
CL 47260	5	PO:27111 Transformational Learning	1/22	4,720.00		
		Account/Source/Program-Function Total:	23,600.00 CR	23,600.00		
R 3445	School Block Grant - Flexibility Fund					
RV 220035	1	TREAS0921 MT advanced Opp Grant	9/21		27,473.55	
RV 220035	2	TREAS0921 Transformational Learning	9/21		49,191.25	
RV 220086	1	TREAS1121 Nov Ed Improvment Pay	11/21		21.37	

MTAO  
23,600.00 - Transformational Learning

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10:12:34

EAST HELENA ELEMENTARY  
Detail Ledger Query  
For the Accounting Periods: 7/21 - 1/22

Page: 2 of 2  
Report ID: L091

Funds 129- 129

Fund/Account/ Doc/Line #	Description	Vendor	Acct. Period	Debit	Credit	Ending Balance
129 Flex Fund						
R 3445	School Block Grant - Flexibility Fund					
Account/Source/Program-Function Total:					76,686.17	76,686.17 CR
240 East Helena School District #9						
E 100-1000	Regular Education Programs - Elementary/Secondary-Instruction					
320	Professional/Educational Services					
PO 27525 1	MTDA Registrations	MONTANA DIGITAL ACADEMY	8/21	3,444.00		
CL 47127 1	PO:27525 MTDA Registrations	MONTANA DIGITAL ACADEMY	11/21	3,813.00		
CL 47127 1	PO:27525 MTDA Registrations	MONTANA DIGITAL ACADEMY	11/21		3,444.00	
Object Total:				7,257.00	3,444.00	3,813.00 DB
Account/Source/Program-Function Total:				7,257.00	3,444.00	3,813.00 DB
Org Total				7,257.00	3,444.00	3,813.00 DB
Fund Total:				114,800.17	114,800.17	
Grand Total:				114,800.17	114,800.17	



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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

SECTION 1 REQUIRED	
District name	Fairfield Elementary and Fairfield High School
LEA #	0890, 0891
Submitter's first and last name	Dustin Gordon
Email	<a href="mailto:dgordon@fairfield.k12.mt.us">dgordon@fairfield.k12.mt.us</a>
Phone number	(406) 467-2528
Amount of funding received	\$1820.91 Elem & \$8537.60 HS
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	<b>Continue to develop Career Exploration Curriculum and Opportunities</b>
Progress made	<ul style="list-style-type: none"> <li>Develop a "7 Year Plan" that culminates in a senior portfolio. That plan starts in 7<sup>th</sup> Grade Careers and drives student scheduling and career opportunities through senior year into post high school.</li> <li>Data is kept for 1 years after HS and correlates to the MT Career Information System - MCIS</li> <li>Required Careers Classes for grades 7, 8, 9 and optional 12</li> <li>Established CTE Concentrator for Applicable Graduation Diplomas</li> <li>Develop Policy to Reflect new legislation and CTE Opportunity</li> </ul>

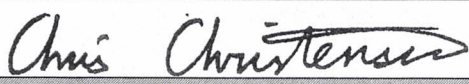


<b>Measurable objective from your advanced opportunity plan</b>	<b>Continue to develop and create opportunities through local community and CTE partners for career exploration and Apprenticeship</b>
<b>Progress made</b>	<ul style="list-style-type: none"> <li>• In conjunction with our Annual CTE Community Advisory Committee, we have established a connection and are developing a multiple “school to work” and “apprenticeship” opportunities with various local businesses and stakeholders.</li> <li>• Continue to Define Requirements and Learner Outcomes for our growing opportunities.</li> <li>• Ensure Work Comp and Liabilities are properly in place for both students and career partners</li> </ul>
<b>Measurable objective from your advanced opportunity plan</b>	<b>Utilize Advanced Opportunity Funding to reduce or eliminate expenses for students and families participating.</b>
<b>Progress made</b>	<ul style="list-style-type: none"> <li>• We have utilized these funds where applicable for tools and supplies related to Advanced Opportunity projects.</li> <li>• Apply and Secure other Resources to promote Adv Opp. (MCA Grant)</li> </ul>
<b>Measurable objective from your advanced opportunity plan</b>	<b>Establish an official School Liaison who will be the point of contact for the district and assist with administrative oversight and paperwork.</b>
<b>Progress made</b>	<ul style="list-style-type: none"> <li>• Working with a former CTE teacher who is interested in becoming our school liaison and assisting with various tasks to promote Advanced Opportunity.</li> <li>• Started to establish, supervise and properly document students involved in CTE/Advanced Opportunity.</li> </ul>
<b>Number of students served &amp; grade levels</b>	K-6: 161 7-8: 40 HS: 122 Total K-12: 323
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	None as we are still working on program development and have also utilized other funding sources for related expenditures. (EMT Cert)
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	None at this time.
<b>Projected growth in the program</b>	<ul style="list-style-type: none"> <li>• Establish official apprenticeship opportunities and define how those will be addressed in graduation credit(s).</li> </ul>



	<ul style="list-style-type: none"> <li>• Increase Dual Credit and Online Opportunities</li> </ul>
<b>Funding needs for next biennium</b>	Full Funding through established Quality Educator Payment
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	We did not utilize or promote school to work or apprenticeship opportunities due to covid last year, but did continue our community stakeholder discussions.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	Advanced Opportunity could involve any/all staff, but will particularly require the implementation assistance from the CTE staff and Guidance Counselor.
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	

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	
Date of Signature	1/7/22

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***



## **OPI – Montana Advanced Opportunity Application** **Fiscal Year 2023**

**Application Window: Opens the 1st Monday of December (Dec. 6th) 2021 at 8am MST and closes the 2nd Monday in January (Jan. 10th) 2022 at 5pm MST**

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

1. The application is a fillable form that you can complete and download to your computer.
2. The application checklist must have all the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has two uploaded requirements: (a) the completed application checklist with your board chair's signature, and (b) your district's strategic plan as it refers to advanced opportunities.
5. The submission of the application will be a digital upload on the OPI Advanced Opportunities web page, using the submit button that you will see on the page by 8:00am MST on December 6th, 2021.
6. Districts with more than one LEA under a single governing board can submit a single combined application.

**Submitter Name:**

Dustin Gordon

**Email:**

dgordon@fairfield.k12.mt.us

**District Name:**

Fairfield Elem

**LEA Name & Number:**

0890 Fairfield Elem

**District Name:**

Fairfield H S

**LEA Name & Number:**

0891 Fairfield H S

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

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

Chris Christensen

School District Board Chair Printed Name

*Chris Christensen*

School District Board Chair Signature

12/22/21

Date

01/07/22  
15:48:21

FAIRFIELD PUBLIC SCHOOLS  
Expenditure Detail with Pay Details  
For the Accounting Periods: 7/20 - 6/21

Page: 1 of 1  
Report ID: B180

Funds 229- 229, Projects 387- 387

Fund/Account/ Doc/Line #			Description	Invoice Invoice	Acct. Date	Per.	Vendor	Amount
229 FLEXIBILITY FUND								
E 390-2210 CTE-ST CAREER & TECH EDU-Improvement of Inst.								
582 TRAVEL OUT/DIST								
387 MT Advanced Opportunities								
CL 38895 2	Agriculture virtual training			103	04/05/21	5/21	103163 HIGHLAND COMMUNITY COLLEGE	500.00
Project Total:								500.00
Object Total:								500.00
Program-Function Total:								500.00
Fund Total:								500.00

\*\*\*If edits are made to Payroll JVs in Accounting, this report will display "Payroll JV edited" instead of employee detail.

01/10/22  
08:53:20

FAIRFIELD PUBLIC SCHOOLS  
Expenditure Detail with Pay Details  
For the Accounting Periods: 7/21 - 1/22

Page: 1 of 1  
Report ID: B180

Funds 229- 229, Projects 387- 387

Fund/Account/ Doc/Line #	Description	Invoice Invoice	Acct. Date	Per.	Vendor	Amount
229 FLEXIBILITY FUND						
E 100-1410 REG ED. PROGRAMS-Tech./Industrial Art						
610 SUPPLIES						
387 MT Advanced Opportunities						
CL 39250 1	MT Advanced Opp Grant-supplies	55248970	10/31/21	11/21	103044 BUILDERS FIRST SOURCE	1,605.17
Project Total:						1,605.17
Object Total:						1,605.17
Program-Function Total:						1,605.17
Fund Total:						1,605.17

\*\*\*If edits are made to Payroll JVs in Accounting, this report will display "Payroll JV edited" instead of employee detail.





# Advanced Opportunity

## 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 21<sup>st</sup> 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

## **Advanced Opportunity**

### **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**

<b>Strategy 1</b>	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.
<b>Strategy 2</b>	Staff members develop personalized mastery-based learning opportunities for all students. <ul style="list-style-type: none"><li>• K – 8 Development of Standards Based Report Cards</li><li>• 9-12 will explore Standards Based Grading to Compliment and Guide Traditional Grading</li></ul>
<b>Strategy 3</b>	Instruction is aligned to Montana core standards. <ul style="list-style-type: none"><li>• District wide “Planbook” Digital Lesson Plans Referencing Standards</li></ul>
<b>Strategy 4</b>	Student progress is monitored through district & state assessments. <ul style="list-style-type: none"><li>• Assessments will be reviewed and aligned to standards.</li></ul>
<b>Strategy 5</b>	Interventions are implemented to address students below standard. <ul style="list-style-type: none"><li>• “FLY” After school program</li><li>• RTI Assistance and intervention (Grades PK – 8)</li><li>• CARS – Content Area Reinforcement Strategies class (Grades &amp; - 12)</li></ul>
<b>Strategy 6</b>	7-12 Students will develop an 8 year plan. <ul style="list-style-type: none"><li>• 7-8 Students will take a required career planning course for 1 term/year</li><li>• 9<sup>th</sup> Grade Students will take a required careers and planning course for 1 semester.</li></ul>
<b>Strategy 7</b>	Schools create activities, events and training that promotes a trustful relationship between students and staff. <ul style="list-style-type: none"><li>• Wide variety of academic and co-curricular clubs</li></ul>
<b>Strategy 8</b>	Schools create e-portfolios for students that will demonstrate grade level exiting competencies. <ul style="list-style-type: none"><li>• Particularly in Career and Technical Education (CTE).</li></ul>
<b>Strategy 9</b>	All administrators and teachers/mentors continue to engage in professional development on the Danielson Framework for Teaching. <ul style="list-style-type: none"><li>• Golden Triangle Opportunities</li></ul>
<b>Strategy 10</b>	Teachers, mentors and administrators monitor student-learning data and adjust instruction to ensure mastery of standard. <ul style="list-style-type: none"><li>• Infinite Campus – IC</li><li>• Planbook: Aligned to MT Standards</li></ul>
<b>Strategy 11</b>	Teachers and administrators will create professional portfolios to monitor professional growth.



<b>Strategy 12</b>	<p>Staff, teachers, and students will use technology to perform and enhance education</p> <ul style="list-style-type: none"> <li>• ALL Students at Fairfield School will have a personal computer: 1 to 1 PK-12</li> <li>• All Staff Classrooms will be equipped with Smart Board Presenters and will have video capability</li> <li>• Professional development will be offered and promoted: Teach the Teacher</li> <li>• Blended Learning Models will be evident and promoted</li> </ul>
<b>Strategy 13</b>	<p>Administration will continue to develop and revise a District Technology Plan in collaboration with the staff and students.</p> <ul style="list-style-type: none"> <li>• Committee Input and Development</li> </ul>
<b>Strategy 14</b>	<p>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.</p>
<b>Strategy 15</b>	<p>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.</p>
<p><b>Accountability Reporting:</b></p> <ul style="list-style-type: none"> <li>➤ <b>MT Continuous School Improvement Plan (CSI).</b></li> <li>➤ <b>Student Input and Staff Participation in Montana Needs Assessment.</b></li> <li>➤ <b>Lesson Plans and Assessment will be reviewed and documented by Administration</b></li> <li>➤ <b>Assessment Teams will review and develop Webb's Depth of Knowledge for schoolwide implementation</b></li> <li>➤ <b>PIR Staff Development</b></li> </ul>	
<p><b>Indicators may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Curriculum frameworks aligned to district &amp; state core standards are used in the instructional planning cycle.</li> <li>• Standards Based Report Cards</li> <li>• Common assessments are used to drive instruction.</li> <li>• Assessment data is used during PLC/RTI meetings.</li> <li>• Assessment data establishes learning needs for the individual learning plans.</li> <li>• Shared instructional strategies address learning needs.</li> <li>• Formative assessments monitor student learning.</li> <li>• Summative assessments validate instruction.</li> <li>• Assessment data is used in PLC / RTI meetings and to inform students and parents regarding progress toward meeting standards.</li> <li>• Both Student and Teacher Portfolios</li> <li>• ½ -day Pre-Kindergarten is offered at the elementary school.</li> <li>• Decreased numbers of at-risk learners at all grade levels.</li> <li>• Increased K-12 intervention and enrichment; course enrollments and completion of advanced course work, including honors, advanced placement, and career and professional technical education.</li> <li>• Meeting student proficiency standards (AYP) on the state standardized assessments (SBAC and ACT)</li> </ul>	

## **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 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.*

### **Measurable Objective Strategies and Accountability**

<b>Strategy 1</b>	Course Offerings beyond traditional "On Campus" offerings <ul style="list-style-type: none"><li>• MTDA: Montana Digital Academy</li><li>• Duel Credit</li><li>• Ed Ready</li><li>• Edgenuity</li></ul>
<b>Strategy 2</b>	Internships and Certifications through local opportunity <ul style="list-style-type: none"><li>• School to Work Internships</li><li>• EMT / First Responder Certification</li><li>• AG and Business Opportunities: Farming, Welding, Repair, ...</li></ul>
<b>Strategy 3</b>	Robust Extra-Curricular and Co-Curricular Opportunities <ul style="list-style-type: none"><li>• Robotics</li><li>• FFA, FCLA, Skills USA, Spanish Club, Recycle Club, Computer Club, Esports..</li></ul>
<b>Strategy 4</b>	Explore the "Distance Learning" Option after the Pandemic as it applies to other

	<p>situations that might retain student enrollment but accommodate educational need to be off-campus.</p> <ul style="list-style-type: none"> <li>• Edgenuity</li> </ul>
<b>Strategy 5</b>	<p>Cooperative Agreements with other districts to provide opportunity</p> <ul style="list-style-type: none"> <li>• Multi-District Agreements to share resources</li> <li>• GFPS – Habitat for Humanity, others...</li> </ul>
<b>Strategy 6</b>	<p>Alternative Diplomas</p> <ul style="list-style-type: none"> <li>• Rigorous Core, College Prep Distinction</li> <li>• Career and Technical Concentrator Distinction</li> </ul>
<b>Strategy 7</b>	<p>Flexible Scheduling to accommodate unique situations for students and parents</p> <ul style="list-style-type: none"> <li>• Revise “Attendance Policy”</li> <li>• Application of Proficiency not tied to physical attendance</li> </ul>
<b>Strategy 8</b>	<p>Flexible Scheduling to accommodate unique STAFF needs</p> <ul style="list-style-type: none"> <li>• Experiment with Teaching from an Alternate Setting</li> </ul>
<p><b>Accountability Reporting:</b></p> <ul style="list-style-type: none"> <li>➤ <b>MT Continuous School Improvement Plan (CSI).</b></li> <li>➤ Annual Course Offerings List with Off-Campus Indicators</li> <li>➤ Administrative Reports to the School Board</li> </ul>	
<p><b>Indicators may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• School Schedule and Class Offerings</li> <li>• Dual Credit and Graduation Indicators</li> <li>• Internship and Certifications Listings</li> <li>• Collective Bargaining and MOU Language for Staff</li> <li>• Modified Block Scheduling</li> </ul>	

### ***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.

<b>GOAL 3: HEALTHY RESPONSIBLE STUDENTS</b> <i>Our schools are child-centered communities that promote healthy behaviors and responsible citizenship.</i>	
<b>Measurable Objective Strategies and Accountability</b>	
<b>Strategy 1</b>	Fairfield food service will follow the federal and state nutrition guidelines in preparing meals.
<b>Strategy 2</b>	The Fairfield School District will increase healthy snack choices for students. <ul style="list-style-type: none"> <li>• Including After School Program</li> <li>• Restrictions on Vending Machine Options &amp; Times</li> </ul>
<b>Strategy 3</b>	The Fairfield School District prioritize proactive approaches in behavior management through character education. <ul style="list-style-type: none"> <li>• Kelso's Choices</li> <li>• Power Up – Speak Out</li> <li>• Character Strong</li> </ul>
<b>Strategy 4</b>	The Fairfield School District regularly reviews security plans and procedures of all facilities and schools. <ul style="list-style-type: none"> <li>• New Camera System</li> <li>• Bus Cameras and New Seatbelts</li> <li>• School Safety Plan (Updated 2019) &amp; Teacher Flip Chart</li> </ul>
<b>Strategy 5</b>	Annual Review of Cyber Security and Acceptable Use Policy <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Media Applications</li> <li>• K – 8 Media/Library Digital Citizenship Lessons</li> </ul>
<b>Strategy 6</b>	Schools continue implementing anti-bullying/harassment plans. <ul style="list-style-type: none"> <li>• Kelso's Choices</li> <li>• Power Up – Speak Out</li> <li>• Character Strong</li> </ul>
<b>Strategy 7</b>	Fairfield School District continues to support intervention and prevention to further reduce substance abuse. <ul style="list-style-type: none"> <li>• Annual Various Speakers</li> <li>• Everfi</li> </ul>
<b>Strategy 8</b>	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**

<b>Strategy 1</b>	All school district employees promote positive and respectful interpersonal relationships with all patrons of the school district.
<b>Strategy 2</b>	All communication to parents and the community is easily accessible, timely, accurate and available in multiple mediums. <ul style="list-style-type: none"><li>• School Facebook</li><li>• School Website</li><li>• School Twitter</li><li>• Eaglestreaming</li></ul>
<b>Strategy 3</b>	Teachers deliver scheduled K-12 progress reports and report cards regularly to parents in a format that meets the needs of the family.
<b>Strategy 4</b>	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.
<b>Strategy 5</b>	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.

# Fairfield Public Schools

Fairfield High School  
P.O. Box 399  
13 7th Street  
Fairfield, MT 59436

Dustin Gordon, Superintendent  
Courtney Bake, K-12 Principal  
Ph: 406-467-2528 HS  
Ph: 406-467-2425 Elem  
Fax: 406-467-2554



Fairfield Elementary/JH  
P.O. Box 399  
13 7th Street  
Fairfield, MT 59436

Mike Schmidt, Athletic Director  
Loren Tacke, Admin. Asst./JH  
Ph: 406-467-2425  
Fax: 406-467-2554

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## Career and Technical Education

### CTE, Advanced Opportunity Advisory Committee

September 10<sup>th</sup>, 2021 @7:30am  
HS Industrial Arts Classroom

### Meeting Agenda

- 7:15am** Continental Breakfast Available  
**7:30am** Welcome and Introductions
- 7:35am** What is CTE?  
\*Students Involvement Update  
AG  
Industrial Arts  
Family Consumer Sci  
Duel Credit / Online  
Medical  
\*Facility Review  
\*CTE Concentrators  
Graduates: 2021 (1), 2020 (1), 2019 (3)  
\*Current Curriculum Offerings  
\*Specialized Certifications: Welding, EMT, other...  
\*Student Organizations: FFA, Skills USA, FCCLA
- 7:50am** Committee Input  
\*Emerging Technologies  
\*Business/Industry Shortages
- 8:00am** Vision and Goals  
1) Increase Work-Based Job Shadowing and Apprenticeships  
2) Create Academic Credit Policy and Practice  
\*CTE Concentrators and Job Opportunities  
3) Utilize Transformational Learning and Advanced Opportunities Grants
- 8:10am** Other Items...  
**8:15am** Adjournment

# **MONTANA ADVANCED OPPORTUNITIES**

## **Current K-12 Practices for Fairfield Public Schools**

### **COURSE WORK THROUGH DISTANCE LEARNING:**

Dual credit  
AP courses  
MTDA  
Ingenuity

### **CAREER EXPLORATION**

Jr. High Careers Class (7-8), Focus on Freshman (Career Exploration), Senior Prep  
K-6 - Career Explorations (Guidance Counselor)  
EMT/First Responder  
IT Apprenticeship  
Robotics  
Computer Programming – Coding Classes

### **CAREER AND TECHNICAL EDUCATION**

CTE courses:  
Building Trades, Manufacturing I, II, Advanced Manufacturing, Engineering Concepts, CAD I, II, III/IV, Community Building, Culinary I, II, Child Development, Life Skills, Adaptive Skills, Digital Design, Ag Welding/Mechanics, Ag I, II, III/IV, and Small Engines, First Responder, EMT

### **SCHOOL-TO-WORK AND APPRENTICESHIP OPPORTUNITIES**

Various Construction Opportunities  
Welding Apprenticeships  
Electrician Apprenticeship  
Telecommunications Apprenticeship  
Pilot License Ground School  
Concessions Managerial Work  
Food Service Opportunities  
Community service/social work  
Front Range Assisted Living Work  
Child Care Internship  
Windmill Maintenance and Engineering  
Frontier Family Practice - Medical Training and Nurse Shadowing  
Teacher Education  
Mountain View Co-op – Tire Shop/Mechanic  
Grain Elevator  
Student working with the local newspaper - Sun Times  
Agricultural opportunities...

### **CERTIFICATIONS FOR STUDENTS**

Food handler safety certificates - ServSafe certifications  
First Responder Certified through the First Responder Class  
EMT Certified through the EMT Class  
Exploring welding certification for our instructor to certify student welders  
Coding Opportunities





## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.


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

SECTION 1 REQUIRED	
District name	Fromberg
LEA #	0072
Submitter's first and last name	Teri Harris
Email	tharris@fromberg.k12.mt.us
Phone number	4066687755
Amount of funding received	\$4620
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Financially support dual enrollment expenses for students.
Progress made	Fromberg School pays for dual enrollment expenses for students.
Measurable objective from your advanced opportunity plan	Support Fromberg CTE Program expenses.
Progress made	All students 7-12 enrolled in vocational courses.
Measurable objective from your advanced opportunity plan	Support work study opportunities and partnerships.
Progress made	Students enrolled in work study.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here

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

Number of students served & grade levels	65 students 7-12
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	Communication, Vet Science,
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	N/A
Projected growth in the program	N/A
Funding needs for next biennium	\$5000
Summary of updates to your advanced opportunity plan.	N/A
For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	
Optional-Number of teachers involved in implementation of your advanced opportunity plan	
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	

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	
Date of Signature	January 7, 2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

## **Fromberg Public Schools Advanced Opportunities Plan**

Fromberg Public School will provide advanced opportunities to all students; both college and career bound.

Students will be provided opportunity for career awareness through workplace tours, guest speakers, career fairs, field trips, and CTE classes.

Students will be provided opportunity for career exploration through job shadowing, mock interviews, and CTE classes.

Students will be provided opportunity for Career Preparation through CTE class/industry –connected projects/certificates and work study.

Students will be provided Career Training and Placement through the work study program.



# **Advanced Opportunities**

## **21-22 Annual Report**

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





## Montana Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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

### SECTION 1 REQUIRED

District name	Dawson High School
LEA #	0207
Submitter's first and last name	Stephen Schreibeis and Spencer Johnson
Email	<a href="mailto:schreibeiss@glendiveschools.org">schreibeiss@glendiveschools.org</a> and <a href="mailto:johnsons@glendiveschools.org">johnsons@glendiveschools.org</a>
Phone number	406-377-5339 and 406-377-5379

Amount of funding received	\$18,696.68
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
<b>SECTION 2 REQUIRED</b>	
Measurable objective from your advanced opportunity plan	Develop multiple routes and awareness to career development opportunities
Progress made	<p>In our current year of the Advanced Opportunity grant, we have made strides in developing our high school culture and worked to develop health professions pathway. We are continuing to develop and launch a health professions pathway that includes dual enrollment courses like Anatomy and Physiology which then prepare students for a yearlong internship at our local hospital. Our teachers are going to trainings, adding CTE credentials, and being supported with their creativity.</p> <p>We then plan to expand this internship pathway model to include a number of criteria such as course requirements, involvement in school clubs and activities, internships, with incentives at each</p>

	step. We are interested in developing the pathways articulated in our advanced opportunities plan.
<b>Measurable objective from your advanced opportunity plan</b>	Five percent increase of dual enrollment participation compared to the previous year (total percentage)
<b>Progress made</b>	<p>Spring 20: 171 enrollments  Spring 21: 169 enrollments  Spring 22: 160 enrollments</p> <p>The decrease reflects a number of different factors including loss of student population as well as a loss of a dual credit class.</p>
<b>Measurable objective from your advanced opportunity plan</b>	Two percent Increase in our graduation rate compared to the previous year (total percentage)
<b>Progress made</b>	<p>Our graduation rate has gone down from 84% in 18-19 to 77% in 19-20. In 20-21, DCHS had a 74% rate. The current state of our plan involves building career pathways that are designed to put students in a cohort with a deliberate career path, course requirements, student involvement, and an exit internship or work experience piece. The initial step was a health professions internship but due to COVID, we had to put that on hold. DCHS has recruited an AmeriCorp Volunteer who is assisting with making new internships and developing CTE Pathways Materials. By building</p>

	<p>out this program, we believe we can focus on students who struggle with graduation requirements by helping them achieve stability and grow their self-efficacy towards their academics.</p>
<b>Measurable objective from your advanced opportunity plan</b>	Double the number of internships offered as the previous year
<b>Progress made</b>	<p>We had plans for a new internship program through our hospital which would increase our numbers from 0 to 6. Our biology teacher has started a HOSA club that is taking students on trips as well as after-school volunteer activities. As our pathways grow, this number should increase a great deal. Currently, we have a number of students in our Work Experience program. The program is staying stable at the moment but will grow as our opportunities open up.</p> <p><u>Work Experience Students</u>  Spring 20: 8  Spring 21: 8  Spring 22: 8</p>
<b>Measurable objective from your advanced opportunity plan</b>	Increase participation in student “advanced opportunity” activities by 10%.
<b>Progress made</b>	<p>Because of COVID, our program is still in its initial stages. No numbers to report.</p>




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

<b>Number of students served &amp; grade levels</b>	9 – 12 (200 students)
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	We have not had any expenditures using the grant at this point. Program is still in its initial stages. We have plans to spend all the money before May 2022.
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	No issues reported at this time.
<b>Projected growth in the program</b>	When the program gets underway, we want to make the funds as impactful as possible. Concerning growth, we would be focusing on increasing the participation rates as articulated in our goals as mentioned above. We would be increasing dual enrollment by 5%, increasing our graduation rate by 2%, double the number of internships, and increasing participation in advanced opportunities activities by 10%.
<b>Funding needs for next biennium</b>	Full funding based on quality educator payment.

<p><b>Summary of updates to your advanced opportunity plan.</b></p> <p>For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan</p>	<p>We have had to pause our initial plans for a program due to the COVID-19 pandemic. It has impacted a number of programs that we wanted to launch using this grant opportunity. Much of the development and launch planned for the start of the year was put on hold due to the crisis shifting our priorities.</p>
<p><b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b></p>	<p>26</p>
<p><b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b></p>	<p>Before we create our story, we are investigating all of the different opportunities we will be able to offer. We would like to include in this story pathways for health, welding, ag science, construction tech, and business. We have an incredible amount of activities and clubs for students to participate in that not only help them stay involved, but also allows them to give back to the community. A new addition for this year is an AmeriCorp volunteer that is assisting with our program. As we develop our pathways and processes, we will be looking to implement processes that increase positive student</p>

relationships with not only their peers and teachers, but with the community at large. We would aim to help these students see themselves as productive members of our community that would want to stay and find a career in the area.

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

School District Board Chair Printed Name	Michael Ziegler
School District Board Chair Signature	
Date of Signature	12/14/21



Montana Advanced Opportunity Grant  
ANNUAL REPORT TEMPLATE ~ Fiscal Year 2021

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

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

SECTION 1 REQUIRED	
District name	Glendive Elementary School District #1
LEA #	0206
Submitter's first and last name	Stephen Schreibeis
Email	schreibeiss@glendiveschools.org
Phone number	406-377-5339
Amount of funding received	\$7,150.17



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

**SECTION 2 REQUIRED**

Measurable objective from your advanced opportunity plan	Increase participation in student "advanced opportunity" activities by 10%.
Progress made	We have been trying to incorporate more STEAM activities in each grade level. We have had STEAM days and nights that we have done in the past. We have a night scheduled for our 6-8 grade students planned for the spring. We originally were going to do it in the fall, but we had to move it. We are also looking into Career exploration programs for our 6-8 grade students. We have not been able to spend the money yet, but have plans to spend all the money before May 2022.


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

Number of students served & grade levels	6 – 8 (282) 3 – 5 (257) K - 2 (none at this time)
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	N/A

<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	No issues reported at this time.
<b>Projected growth in the program</b>	We would like to expand this program K-8, but for right now we are focusing more on the 6-8 students and incorporating the 3-5 students.
<b>Funding needs for next biennium</b>	Full funding based on quality educator payment.
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	As stated above, COVID has changed what our initial plans were going to be with our K-8 students. We are still going to try and incorporate some activities, but it won't be to the extent that we were going to do before the pandemic hit. We are excited to be able to use this money to create excitement for STEAM in our students and get the students prepared for the pathways and internships that they will have the opportunity to have when they get to High School.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	14
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	Before we create our story, we are investigating all of the different opportunities we will be able to offer. We would like to merge our program to

match the outcomes the high school has to offer. In order to support those students, we would like to include foundational skills that help build on college and career readiness. As the high school continues to develop their pathways and processes, we will be looking to implement engaging activities and opportunities to increase positive student relationships with not only their peers and teachers, but with the community at large. The funds from this grant would go toward supporting students who may not have the same opportunities all students have to ensure they don't see poverty/lack of wealth as a hurdle to success.

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

School District Board Chair Printed Name	Michael Ziegler
School District Board Chair Signature	
Date of Signature	12/14/21

Total	DCHS	\$18,696.68	\$11,218.01 - Students/Parents	\$25,846.85
	ELEM	\$7,150.17	\$4,290.10 - Students/Parents	
DCHS				
<u>School</u>	<u>Quantity</u>	<u>Price</u>	<u>Item</u>	<u>Description</u>
DCHS	1	\$265.00	Student Fee	Driver's Ed Fee
Total		\$265.00		
Total Left		\$18,431.68		
ELEM				
<u>School</u>	<u>Quantity</u>	<u>Price</u>	<u>Item</u>	<u>Description</u>
WMS	1	\$1,500.00	STEM	STEM Parent Night
Total		\$1,500.00		
Total Left		\$5,650.17		
				**GPS will have the remaining money spent by the
				end of the 21-22 school year.





## **OPI – Montana Advanced Opportunity Application** **Fiscal Year 2023**

**Application Window: Opens the 1st Monday of December (Dec. 6th) 2021 at 8am MST and closes the 2nd Monday in January (Jan. 10th) 2022 at 5pm MST**

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

1. The application is a fillable form that you can complete and download to your computer.
2. The application checklist must have all the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has two uploaded requirements: (a) the completed application checklist with your board chair's signature, and (b) your district's strategic plan as it refers to advanced opportunities.
5. The submission of the application will be a digital upload on the OPI Advanced Opportunities web page, using the submit button that you will see on the page by 8:00am MST on December 6th, 2021.
6. Districts with more than one LEA under a single governing board can submit a single combined application.

**Submitter Name:**

Daniel Schrock

**Email:**

dschrock@grps.k12.mt.us

District Name: Grass Range Elem

LEA Name & Number: 0268 Grass Range Elem

District Name: Great Falls H S

LEA Name & Number: 0269 Grass Range H S

- ☒ The district's board of trustees shall submit an application that has been approved by motion of the board of trustees and signed by the board chair to the Board of Public Education, on a form provided by the Office of Public Instruction.
- ☒ Develop an advanced opportunity plan for each participating pupil.
- ☒ Include in your strategic plan: appropriate planning horizons for implementation, measurable objectives to ensure accountability, and planned strategies that:

- ☒ Develop a personalized, advanced opportunity plan for each participating pupil grades 6-12 that fosters student interest pathways for career and postsecondary opportunities that honors individual interests, passions, strengths, needs and culture and is supported through relationships among family, teachers, businesses, peers, post-secondary, and the larger community.
- ☒ Embed community-based, experiential, online and work-based learning opportunities and foster a learning environment that incorporates both virtual and face-to-face connections.
- ☒ Ensure equality of educational opportunity for all pupils of the district.

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

Justin Nelson

School District Board Chair Printed Name

School District Board Chair Signature

1/10/22

Date

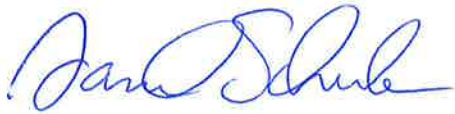
2/10/22

Grass Range School District Advanced Opportunity Aid Grant

The Advanced Opportunity Aid Grant to be distributed to both our high school and our elementary school will be allocated in the following manner. The high school's allocation of \$2,559.95 is to be spent in paying the following expenses of our families: dual credit fees and expenses, college application fees, and in taking our kids on college and trade school visits to schools within Montana in exploring post secondary educational opportunities.

Conversely, our elementary funds of \$835.02 will be allocated in providing extra learning opportunities for our PreK-6<sup>th</sup> grade students in the form of field trips and experiential, hands-on learning opportunities. This is an area that we have had to cut back in due to COVID. This is an area that we should improve upon in exposing our students to a well-rounded educational experience.

Respectfully,



Daniel Schrock

Grass Range School District

Superintendent



## Transformational Learning Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The window for submission opens Monday, December 6, 2021 at 8:00 a.m. MST. The annual report is due by 5:00 p.m. MST on Monday, January 10, 2022. Wait list position for any increase in FTE will be determined by a lottery system conducted through a neutral 3<sup>rd</sup> party. This is competitive with new district applicants.

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

SECTION 1 REQUIRED	
District name	Grass Range School
LEA #	0268.0269
Submitter's first and last name	Daniel Schrock
Email	Dschrock
Phone number	406 428-2341
Amount of funding received	\$3,394.97
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 access to distance delivery courses, college applications, and college tours in exposing our kids to enrichment opportunities at no cost to their families. On the elementary side; provide more field trips and experiential and hands-on learning opportunities.
Progress made	Minimal, COVID variants and travel have not presented us with the opportunity to take advantage of the funding. Additionally, I was not

	made aware that we have these funds to distribute until just recently.
Progress made	Minimal
Measurable objective for your transformational learning plan	Participation data
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 through a lottery system with first-time applications and annual reports requesting an expansion of a previously approved plan and contingent on the availability of funds within any appropriation of the legislature.*

Proposed increase of FTE 0.00

Proposed decrease in FTE 0.00

Rationale for changes in FTE

I don't feel comfortable stating that we need more money when we have not spent the funds currently due to travel restrictions and health considerations

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

Number of students served & grade levels (requested by the BPE) 87 PreK-12 students

Number of teachers included in plan implementation (requested by the BPE) 12

Summary of your uploaded strategic plan as it refers to transformational learning


To provide enrichment type opportunities for our PreK-12<sup>th</sup> grade 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

Covid has continually been a hurdle to overcome in making these opportunities available to our kids while not compromising anyone's health.

School District Board Chair Printed Name	Justin Nelson
School District Board Chair Signature	

Date of Signature

1/10/22

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

**\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\***



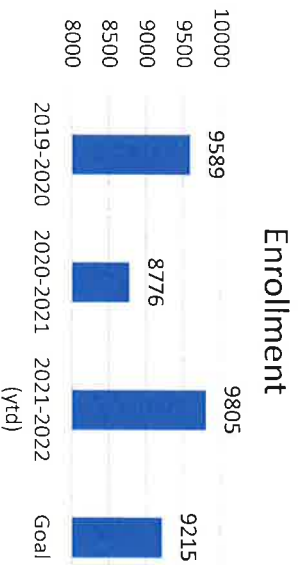


## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	Great Falls Public Schools
LEA #	0098 (Middle School) and 0099 (High School)
Submitter's first and last name	Heather Hoyer
Email	heather_hoyer@gfps.k12.mt.us
Phone number	(406) 268-6008
Amount of funding received	Middle School = \$56,272.88 and High School = \$143,1885.16
SECTION 2 REQUIRED	
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
Measurable objective from your advanced opportunity plan	<i>Great Falls Public Schools will increase the number of individual class enrollments in Career Technical Education (CTE) classes, grades 7-12, by 5% for the 2021-2022 school year. (In 2019-2020 we missed this goal)</i>
Progress made	1. In the fall of 2021, GFPS initiated a 7 <sup>th</sup> grade IT program, designed to provide 7 <sup>th</sup> grade students with a survey style course for all strands of the IT department, which students may experience in high school.



2021-2022 High School House; enrollment up to 44 students

Measurable objective from your advanced opportunity plan

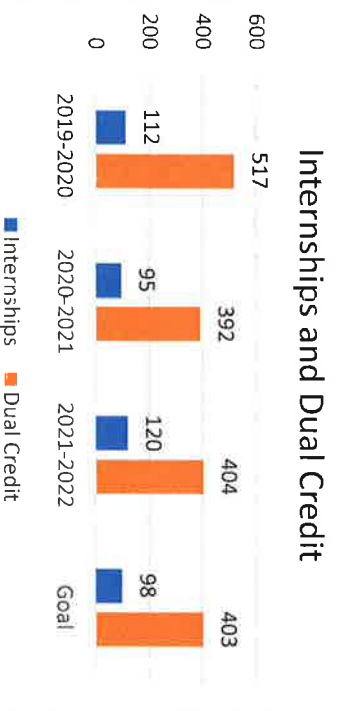
Progress made

2. Medical related absences with CTE instructors, in previously highly sought-after courses, resulted in a reduction in enrollment and engagement in courses. These courses registered a drop in class enrollment for the second year in the row, prior to the start of the year, when students found out classes would be taught by a guest instructor. Our district level Career Pathways Advisor, a certified teacher, was pulled from his district level responsibilities and utilized as a long-term substitute from August until the beginning of December. This impeded his ability to work with all secondary schools and recruit students into the broad spectrum of CTE courses we offer, as well as impacted his ability to quickly place internships/pre-apprenticeship students in relevant experiences.
3. Great Falls Public Schools registered 9805 individual class enrollments for the 2021-2022 school year, surpassing our goal of 9215 individual class enrollments
4. Expenses incurred by students taking these classes, to include lab fees, PPE and mileage, are refundable to families.

**This goal has been met and or exceeded.**

*Great Falls Public Schools will increase the number of students who move from benchmark or introductory CTE courses into internship and/or dual credit opportunities by 3% for the 2021-2022 school year. (In 2019-2020 we missed this goal)*

1. Great Falls Public Schools has 120 internships / pre-apprenticeships, up from 95 at this time last year. This is a 26.32% increase within the last calendar year. Providing rigorous, experiential opportunities is increasing the CTE educational experience.



	<p>2. This data does not include 22 students who took advantage of a summer Certified Nursing Assistant (CNA) program and received credit for this course on day one of the 2021-2022 school year. To date, 20 of the 22 students have successfully completed National Board testing for this certificate program. Great Falls Public Schools currently has 403 students enrolled in, and eligible for, dual credit within the CTE field, up from 392 at this time last year. Great Falls College – MSU and semester on-campus experiences for Paris Gibson Education Center will register additional students for semester 2. Currently, this is an increase of 2.8% increase within the last calendar year, but 0.02% below our goal of 3%. We are confident that these additional opportunities will increase second-semester class enrollments and help us meet and exceed our goal.</p> <p>4. Expenses incurred by students participating in experiential opportunities, to include medical testing (tetanus, flu shots), PPE and mileage, are refundable to families through this grant and/or are covered by Perkins funding.</p>
<b>Measurable objective from your advanced opportunity plan</b>	<p><b>This goal will be met and or exceeded.</b></p> <p><b>Great Falls Public Schools will increase opportunities for CTE teachers to attend advanced training opportunities for the 2021-2022 school year. (In 2019-2020 we missed this goal due to COVID training restrictions)</b></p>
<b>Progress made</b>	<p>It is the goal of Great Falls Public Schools to offer our CTE teachers high quality professional development opportunities that are directly linked to the content they teach.</p> <ol style="list-style-type: none"> <li>1. CTE teachers will attend State and the national ACTE conference this year.</li> <li>2. Content area teachers will receive focused professional development in specific areas of need (example: Family Consumer Sciences and Corel Draw professional development)</li> </ol>





<p>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</p>  <p>AWS student enrolled at PGEC. This student earned her GFC-MSU welding certificate last summer. She is a member of the class of 2022 and will be a welding intern next semester.</p>	<p>Great Falls Public Schools participated in the following opportunities for students, where students/families are eligible for reimbursement for credits, certifications, and/or credentials:</p> <ol style="list-style-type: none"> <li>1. AWS – American Welding Society (9 students currently enrolled in the credit program through GFC-MSU)</li> <li>2. ASE – Automotive Service Excellence; 11 students</li> <li>3. CNA – Certified Nursing Assistant; 22 students. Adding stackable credentials of Certified Medical Assistant, Pharmacy Technologist, Med Aide I/II, Aging Services and Paid Feeding Assistant in 2022.</li> <li>4. OSHA 10 – covers the cost of paying to certify the OSHA instructor who then certified the pre-apprenticeship students at the high school house project; 44 students.</li> <li>5. Serve Safe verification; 351 students</li> <li>6. Adobe Certification; this is completed at BPA nationals, due to COVID-19, this did not happen. The next opportunity for this verification will be in May of 2022.</li> <li>7. Microsoft Certification; this is completed at BPA nationals, due to COVID-19, this did not happen. The next opportunity for this certification will be in May of 2022.</li> </ol>
<p>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</p>	<p>Great Falls Public Schools has had no issues reported by pupils, parents, post-secondary institutions, etc. Our post-secondary institutions and community skilled trade partners are helping enhance and strengthen the opportunities for students via dual credit, internships and pre-apprenticeships.</p>
<p>Projected growth in the program</p>	<p>Our goal is to maintain a minimum of 3-5% growth per year in the areas of internships, pre-apprenticeships and dual credit opportunities.</p>
<p>Funding needs for next biennium</p>	<p>As the economic impact of COVID-19 continues to hit our community and families, the ability of GFPS to help offset expenses associated with CTE education is paramount to our reaching our goals. Mileage, dual credit expenses (students generally use 1-2-Free to offset semester 1 expenses), personal protective equipment, specialized tools and</p>




		materials, and assessments for certifications have yet to be turned in for semester 1. These opportunities allow students to experience CTE courses in a different capacity and to a different depth than a traditional classroom experience can provide.
<p><b>Summary of updates to your advanced opportunity plan.</b></p> <p>For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan</p>		<p>While COVID-19 brought challenges in the last calendar year, it has brought forth a renewed excitement in providing creative and high quality CTE experiences for students. Students, families, educators and our community partners are seeing the opportunities afforded to CTE students as necessary to a healthy and thriving community. Students, families and educators are able to focus on post-secondary opportunities that best fit the hopes, goals and dream of our students. The opportunities encompass a wide variety of interests and include the ability to seek dual credit, certificate, internship hours or pre-apprenticeship experiences. This year, our focus is in evaluating, adjusting and then enhancing CTE pathways to provide a greater experience for students and community partners. <b>(See attached model)</b></p>
<p><b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b></p>		<p>Great Falls Public School has 45 staff members, serving grades 7-12, that are directly involved in CTE instruction, with one district level employee devoted directly to CTE instructional support and opportunities.</p>
<p><b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b></p>		<p>Workforce development is critical to helping a community thrive. We are dedicated to re-writing the narrative that students involved in CTE courses are taking rigorous, advanced courses within in their field of study. Community partners, including dual credit providers and industry mentors, provide focused, "honors/advanced level" instruction as they prepare our students for their future. One of our advanced level courses is <i>High School House</i> (students pictured on the left, are signing pre-apprenticeship paperwork and listening to Great Falls Mayor Bob Kelly).</p> <p>"Mayor Bob Kelly spoke words of encouragement to these students, emphasizing the importance of what it means to have a hand in the high school program."</p>



*Wherever you go next whether it's college or working for some of these construction guys here today, the work you do is incredible. I want to thank you on behalf of the community. You may or may not remember this now, but in five or ten years from now, you're going to look back and know you were part of something meaningful in Great Falls."*

<https://www.nwgf.org/>

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

School District Board Chair Printed Name	Jeffrey Gray
School District Board Chair Signature	
Date of Signature	12/13/21

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***



# **Great Falls Public Schools, 2021**

## **Workforce Development**

Superintendent: Mr. Tom Moore

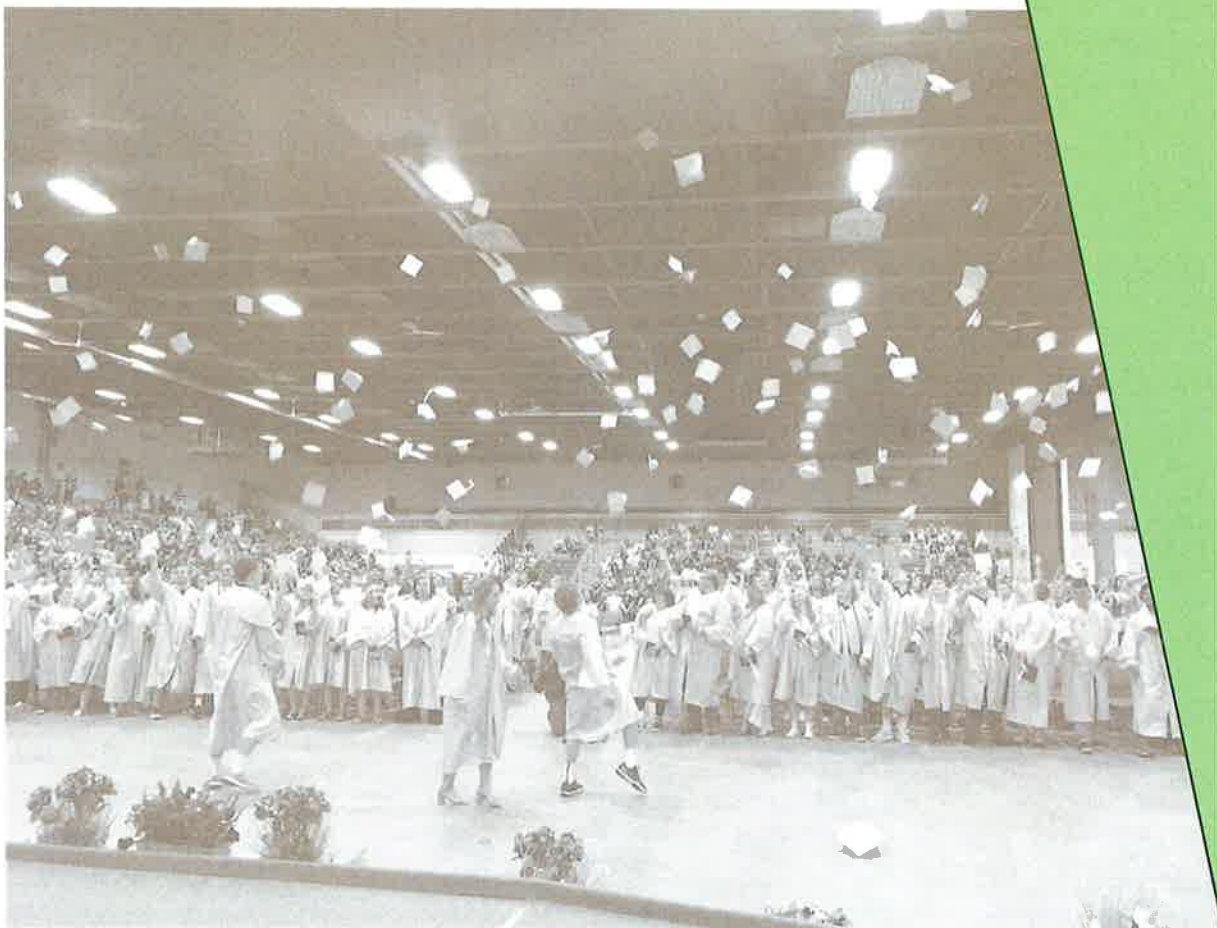
Assistant Superintendent, Secondary: Mrs. Heather Hoyer

Curriculum Coordinator: Mrs. Rebecca Frisbee

Career Pathways Advisor: Mr. Mark Yaeger



Transformational Learning links intentional instruction with learning targets and experiential opportunities. 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. When working in concert with the Montana Opportunities Act, GFPS, students, families and community partners can provide relevant experiences to students as they work toward post-high school goals. In short, Transformation Learning provides proficiency-based opportunities while Montana Advanced Opportunities removes the financial hardships that some families and schools face when thinking differently about how students learn and master content while on their path to achievement.



## Comprehensive High School Experience

The Great Falls comprehensive high school experience provides students with more than one curricula designed to emphasize academic achievement and preparation for post high school opportunities. Support is provided in a variety of means; academic, participation, preparation, and when needed, financial.

## Transformational Learning

Transformational Learning supports students through proficiency based opportunities, in areas that may or may not be found within the district, community or within the state. Students are allowed to explore and deeply delve into areas they are passionate about, earning high school credit as they prepare for their future.

## Montana Advanced Opportunities

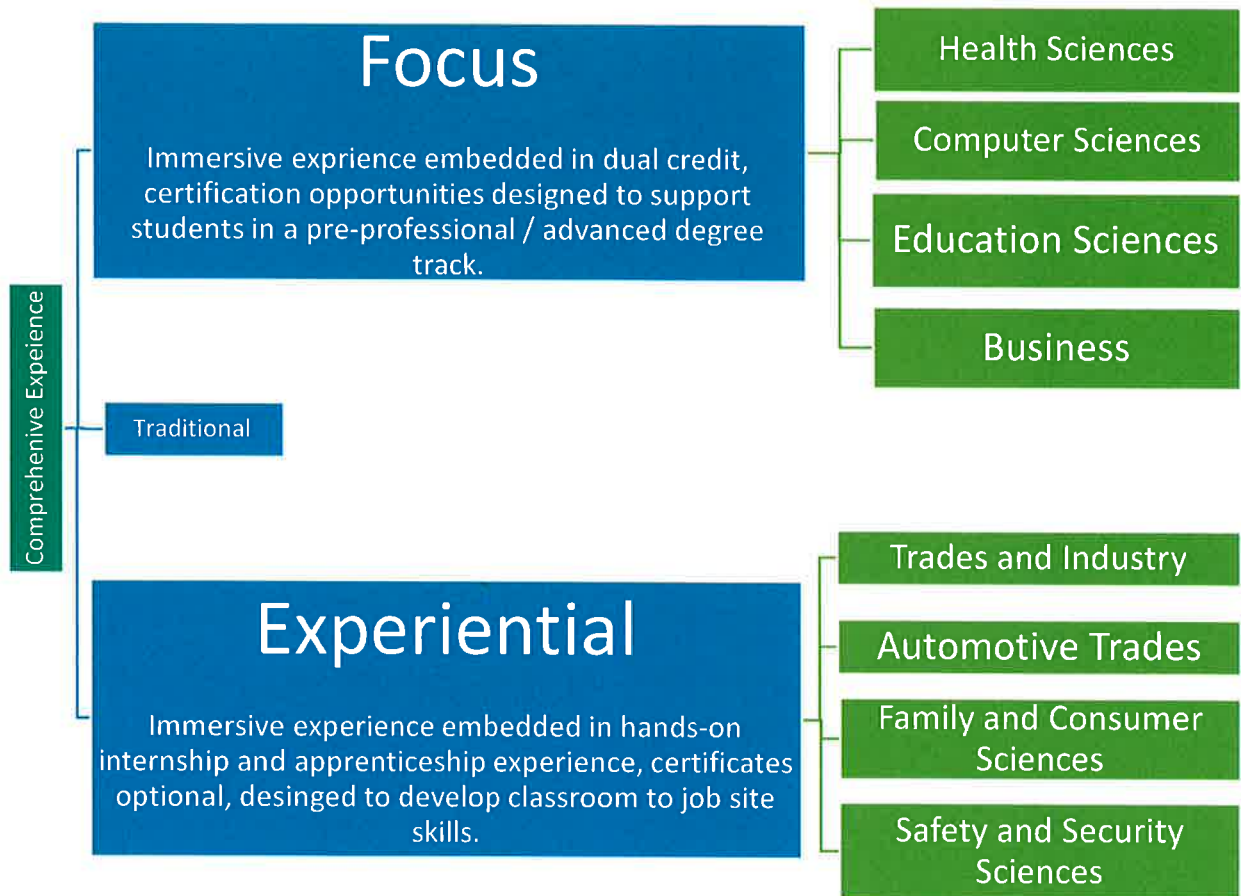
Designed to help students and families who have goals found within CTE opportunities. Immersive experiences embedded in dual credit, certification, internship or pre-apprenticeship opportunities are designed to support students in a pre-professional / advanced degree/ school-to-work track. Community partners play a vital role in the development and sustainability of these programs and help the district identify areas of industry needs/shortages.

Designed after the college/apprenticeship experience, the Great Falls Public Schools Focus Schema uses Transformational Learning to provide credit for:

- **Academic Dual Credit** opportunities that may be outside of the GFPS Dual Credit Matrix
  - Students, families and counselors explore opportunities that pre-exist in this approved plan. If support of the student's individualized plan is not embedded within pre-established opportunities, GFPS will work with students and families to find relevant and rigorous opportunities. High School credit is granted through Transformational Learning. Financial assistance may be provided by Transformational Learning and Montana Advanced Opportunities.
- **Experiential opportunities** as outlined in a student's *Transformational Learning Plan (TL Plans)*
  - Administration, families, students and supervisors participate in the development of TL Plans; where credit is granted, and grades are issued as skills are mastered. These plans are mindful of a student's abilities and maturity and are based on proficiency models.
  - Experiential opportunities may include paid internships.
  - Experiential opportunities may include dual credit or certificate opportunities.
  - TL Plans may be unique to an individual student or group of students.

Great Falls Public Schools is currently working to establish focus areas outside the established Comprehensive High School Experience. Focus advisory panels help develop current and future timelines and are comprised of GFPS leadership, collegiate and industry partners. Below are the 8 focus areas currently being developed.

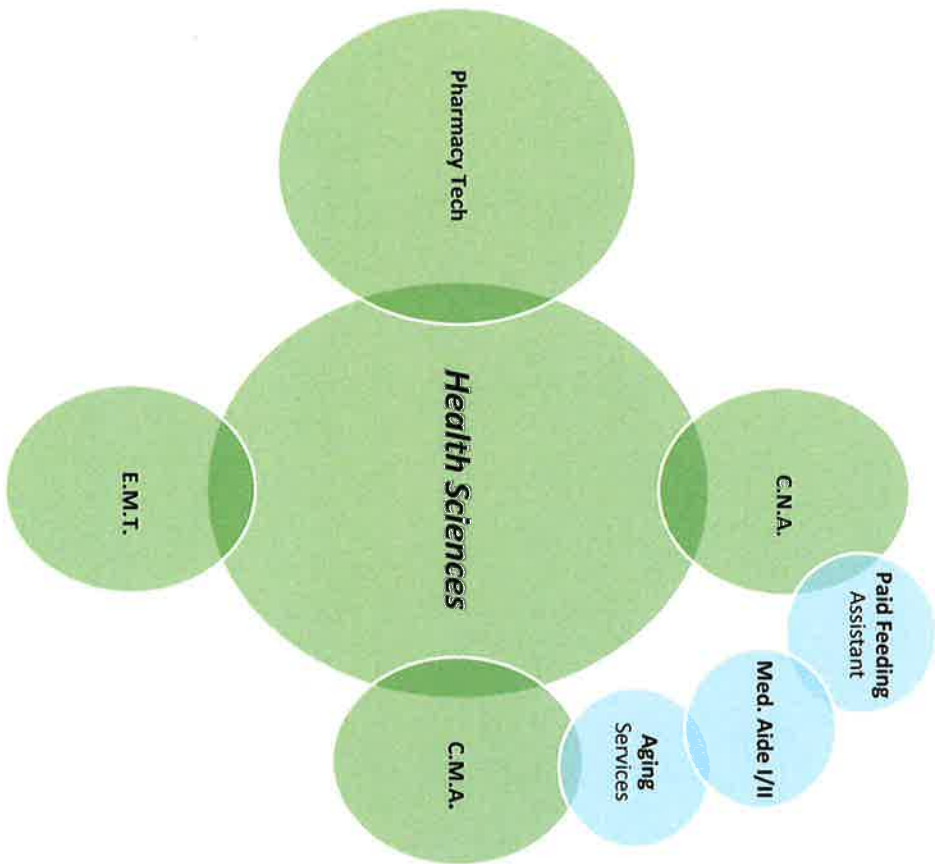




Students may flow back and forth between experiential and focus threads, as many branches overlap. Some areas link between experiential and focus (ex. Trades and Industry; welding)

Great Falls Public Schools is proud of the opportunities that it offers to students to explore their passions and goals in CTE courses, through classes or student organization experiences. The Career Technology Student Organizations sponsored by Great Falls Public Schools are:

Organization	Advisor	Description
<b>HOSA</b> 	Mrs. Christi Virts and Mrs. Amber Lloyd	<b><i>Health Occupations Students of America</i></b> "A national student organization recognized by the U.S. Department of Education and the Health Science Education Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HSE-HOSA Partnership" <a href="https://hosa.org/">https://hosa.org/</a>
<b>DECA</b> 	Mr. Travis Crawford and Mr. Scott Donisthorpe	<b><i>An Association of Marketing Students</i></b> – formerly Distributive Education Clubs of America. "DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe." <a href="https://www.deca.org/">https://www.deca.org/</a>
<b>BPA</b> 	Mrs. Tracy Milton and Mrs. Jessica Goosen	<b><i>Business Professionals of America</i></b> "Business Professionals of America is the leading CTSO (Career and Technical Student Organization) for students pursuing careers in business management, office administration, information technology and other related career fields." <a href="https://bpa.org/about-us/">https://bpa.org/about-us/</a>
<b>Skills USA</b> 	Mr. Ken Van Lieshout and Mr. Pete Pace	"A partnership of students, teachers and industry working together to ensure America has a skilled workforce." <a href="https://www.skillsusa.org/">https://www.skillsusa.org/</a>
<b>FCCLA</b> 	Mrs. Dani Stark and Mrs. Laurie Kessner	<b><i>Family, Career and Community Leaders of America</i></b> "Promote personal growth and leadership development through Family and Consumer Sciences education. Members make a difference in families, careers, and communities by addressing important personal, work and societal issues. Through participation in competitive events, becoming involved in community service opportunities, student leadership." <a href="https://fcclainc.org/">https://fcclainc.org/</a>



If applicable; State Pathway: HP

CTSO Affiliation: HOSA

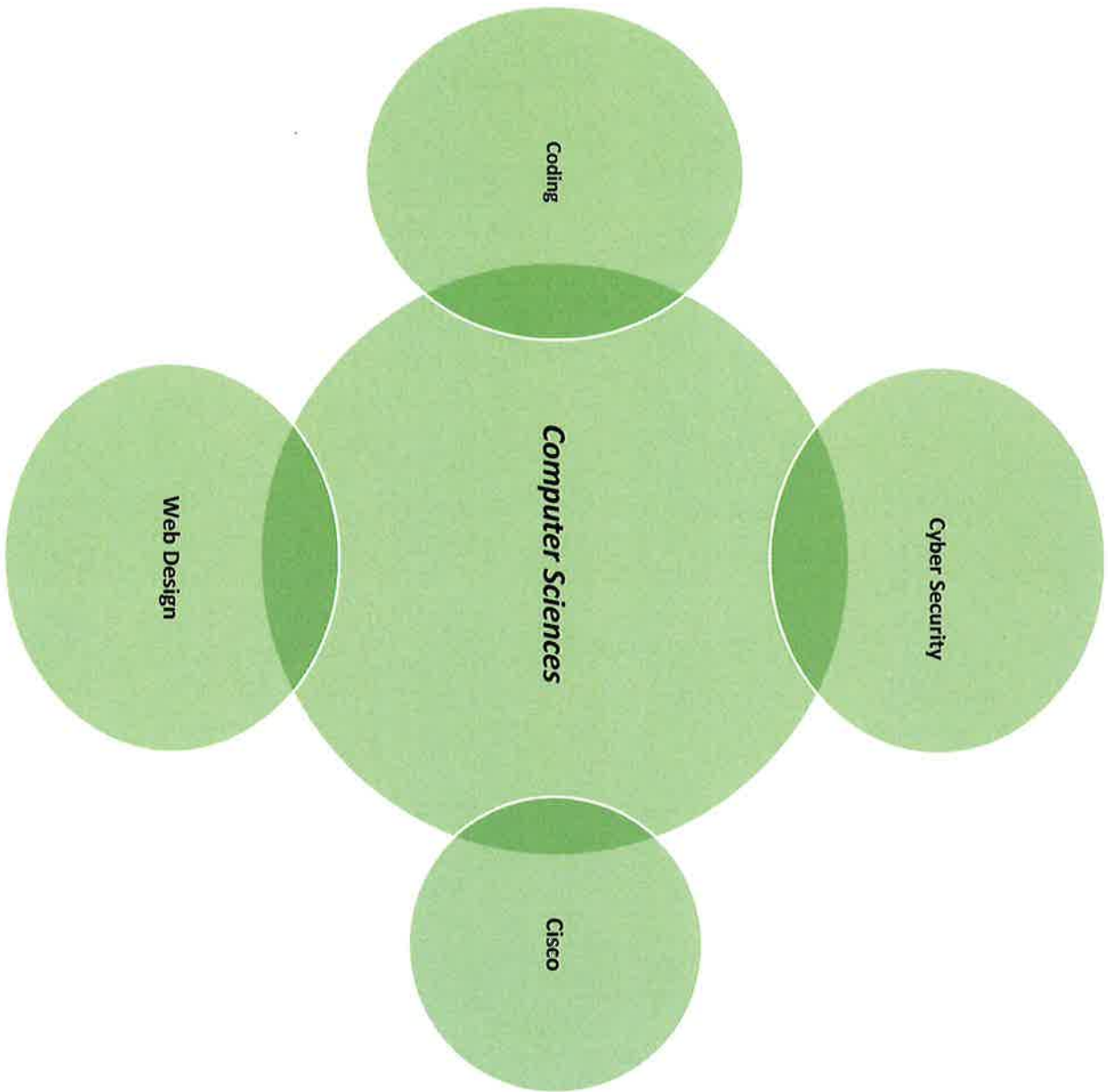
<b><i>Great Falls Public Schools; Health Sciences Focus</i></b>				
<b>Certificate / Degree / Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
Certified Nursing Assistant	Junior Year, summer Senior Year	Hybrid (GFPS and Skills Lab) or GFC-MSU 0.5-1 credit	GFPS Nurses, Benefis, GF Clinic, GFC-MSU, ** Touro College and University.	Benefis, Eldercare, GFPS, Clinic 1-4 credits
Certified Medical Assistant	Junior Year, summer Senior Year	GFPS (on-line) Benefis 0.5-1 credit	Benefis, GF Clinic, GFC-MSU, ** Touro College and University.	Benefis, Local Practices, Clinic, ** IFHC 1-4 credits
Paid Feeding Assistant	Post CNA/CMA	GFC-MSU On-Line 0.5-1 credit	GFC-MSU	Benefis, Eldercare, GFPS, Clinic 1-4 credits
Med. Aide I/II	Post CNA/CMA	GFC-MSU On-Line 0.5-1 credit	GFC-MSU	Benefis, Eldercare, GFPS, Clinic 1-4 credits
Aging Services	Post CNA/CMA	GFC-MSU On-Line 0.5-1 credit	GFC-MSU	Benefis, Eldercare, GFPS, Clinic 1-4 credits
Emergency Medical Technician	Senior Year	0.5-1 credit GFC-MSU	GFC-MSU	Benefis, Clinic, GF Emergency Services 1-4 credits
Pharmacy Technician	Senior Year	GFPS (on-line) Benefis 0.5-1 credit	Benefis	Benefis, Clinic, ** IFHC 1-4 credits

\*\* Prospective partner

The Great Falls Public School Health Sciences Focus provides an immersive experience embedded in dual credit and/or certification opportunities designed to support students in a pre-professional / advanced degree/ school-to-work track. Community Health Care partners play a vital role in the development and sustainability of these programs, providing low or no-cost options to GFPS students. Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

Vital GFPS staff/community points of contact: Christi Virts (CMR), Amber Lloyd (GFHS), Jody Hicks (PGEC), Tammy Hickey (CCRC, GFC-MSU), Erica Harp (Lead Nurse), Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Teresa O'Connell, (R.N. Benefis), Brad Garpestad (HR Benefis), Wayne Gillis (CEO, GF Clinic)





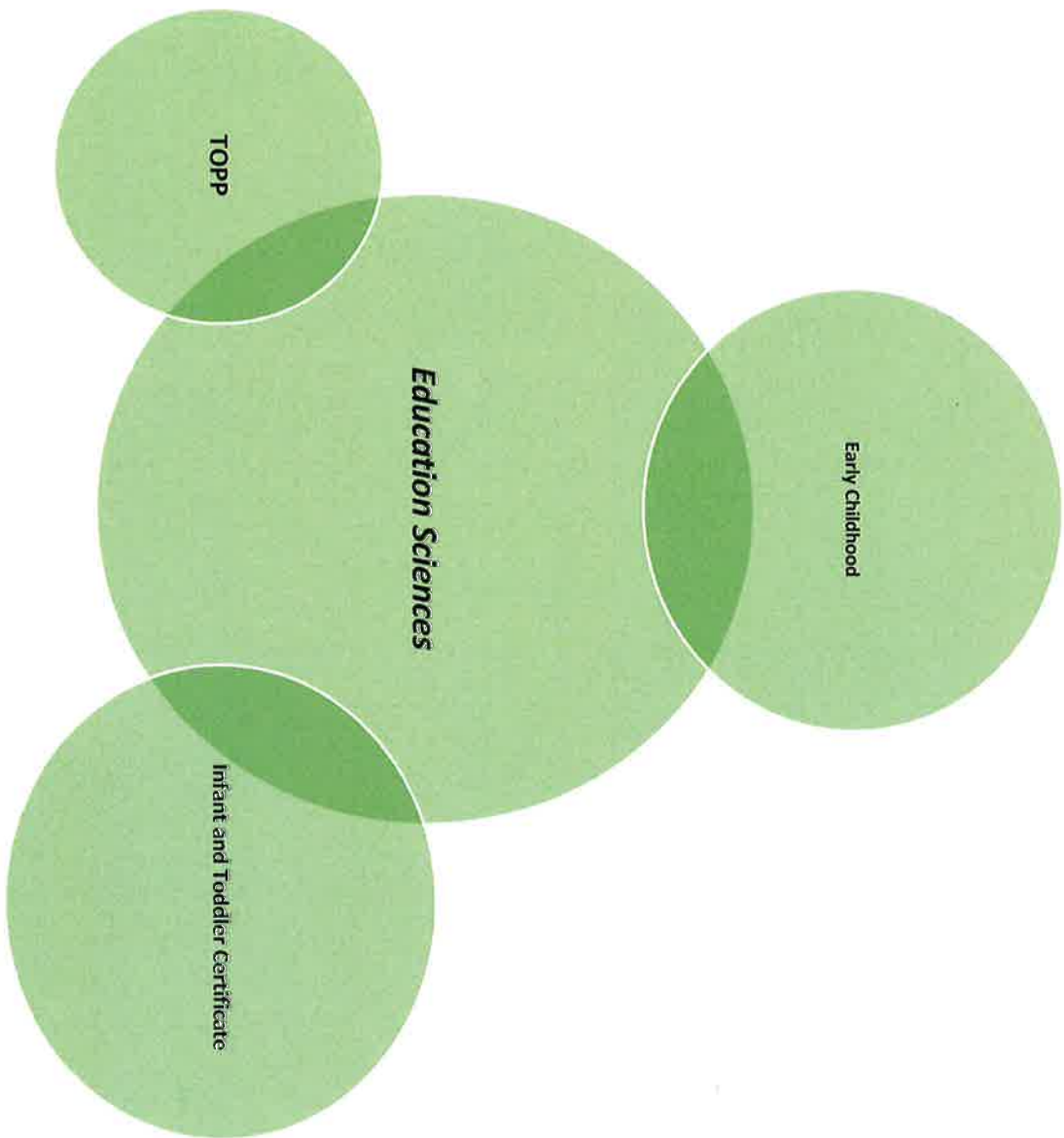
If applicable; State Pathway: STEM

Industry Affiliation: Northrop-Grumman

<b><i>Great Falls Public Schools; Computer Sciences Focus</i></b>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
Cybersecurity AAS Rollout 2022	Sophomore – Senior Year (to include capstone/internship)	GFPS and GFC-MSU 9 HS and 63 College Credits	GFC-MSU (8 Week Advantage)	Public and Private Industry
Coding Rollout 2023	Junior Year and Senior Year	In development	GFC-MSU	Public and Private Industry
Web Design Rollout 2024	Junior Year and Senior Year	In development	GFC-MSU	Public and Private Industry
Cisco Rollout 2025	Junior Year and Senior Year	In development	GFC-MSU	Public and Private Industry

The Great Falls Public School Computer Sciences Focus provides an immersive experience embedded in dual credit; associate degree opportunities designed to support students in a pre-professional / advanced degree track. Community Computer Science partners play a vital role in the development and sustainability of these programs, providing low-cost options to GFPS students. Using the “8 Week Advantage” offered by GFC-MSU, students can participate in quarterly dual credit opportunities. Incorporated within the schema are additional dual credit/AP level courses already offered through GFPS and GFC-MSU (math and English). Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

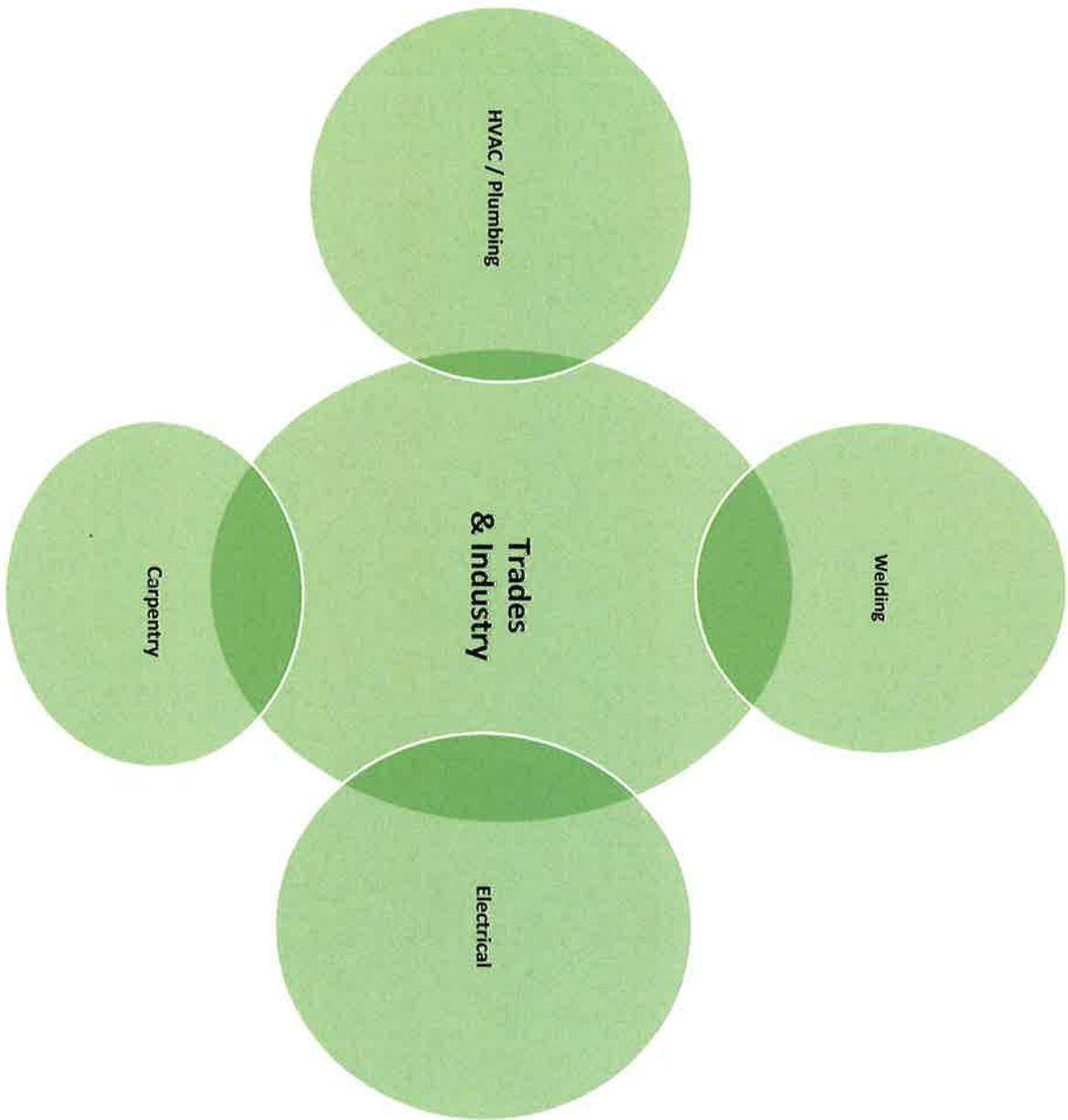
Vital GFPS staff/community points of contact: Stacey Dolderer (CMR/GFHS), Chris Mee (GFPS Lead Data Center), Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Shannon Marr (GFC-MSU) and Dr. Leann Frost (GFC-MSU)



<b><i>Great Falls Public Schools; Education Sciences Focus</i></b>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
Early Childhood <i>Certificate</i>	Junior to Senior Year (to include capstone/internship)	GFPS and UM Western - 12 high school and 30 college credits	UM Western, Family Connections, YPEC	Public and Private
Infant and Toddler <i>Certificate</i> Est. Rollout 2024	Junior Year and Senior Year	In development 4 high school and 16 college credits	UM Western, Family Connections, YPEC	Public and Private
TOPP (Teachers of Promise Pathways) Est. Rollout 2022	Junior Year and Senior Year	In development 13 high school and 32 college credits	GFC-MSU, MSU-N	Public and Private

The Great Falls Public School Education Sciences Focus provides an immersive experience embedded in dual credit and certificate opportunities designed to support students in a pre-professional / advanced degree / school-to-work track. Community Education Science partners play a vital role in the development and sustainability of these programs, providing low-cost options to GFPS students. Using on-line courses provided by collegiate partners and highly qualified GFPS staff, students can participate in dual credit opportunities. Incorporated within the schema are additional dual credit/AP level courses already offered through GFPS and dual credit partners (math, science, education, health and English). Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

Vital GFPS staff/community points of contact: Janice Sagen (PGEC), Joan Dailey (GFHS), Burke Allen (CMR), Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Deb Huestis (Family Connections), Dr. Curtis Smeeby (MSU-N), Dr. Leann Frost (GFC-MSU)

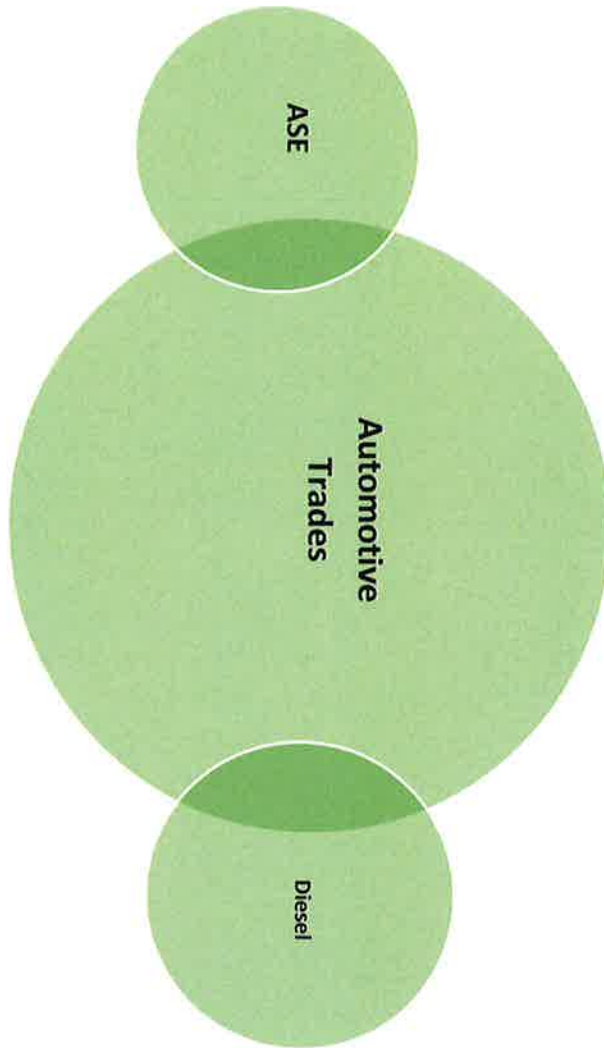




<b>Great Falls Public Schools; Trades &amp; Industry Focus</b>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
Welding <i>Certificate available</i>	Freshman through Senior Year	GFPS and GFC-MSU- 12 HS and 30 college credits	GFC-MSU, ADF, Sletten, FabFX, Anderson Steel	Industry, Private
Carpentry	Freshman through Senior Year	Pre-app and/or Internship <i>HS credits/ TL plan</i>	DOL, Sletten, Dick Anderson, GF Homebuilders, East West Construction, Talcott, Tabacco	Industry, Private
Electrical Rollout 2022	Freshman through Senior Year	Internship leading to Pre-Apprentice <i>HS credits/TL plan</i>	In development Enterprise Electric, Liberty Electric, Cascade Electric, Sletten	Industry, Private
HVAC/Plumbing Rollout 2023	Freshman through Senior Year	In development <i>HS credits/ TL plan</i>	Central Plumbing Heating & Excavation & others	Industry, Private

The Great Falls Public School Trades and Industry Focus provides an immersive experience embedded in experiential opportunities designed to support students in a certificate/ school-to-work track. Community Trades and Industry partners play a vital role in the development and sustainability of these programs, providing skill building and hands-on opportunities. Using courses and experiential options provided by collegiate partners, community partners and highly qualified GFPS staff, students can participate in multiple areas of interest and skill in levels that match their skill attainment and maturity. Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

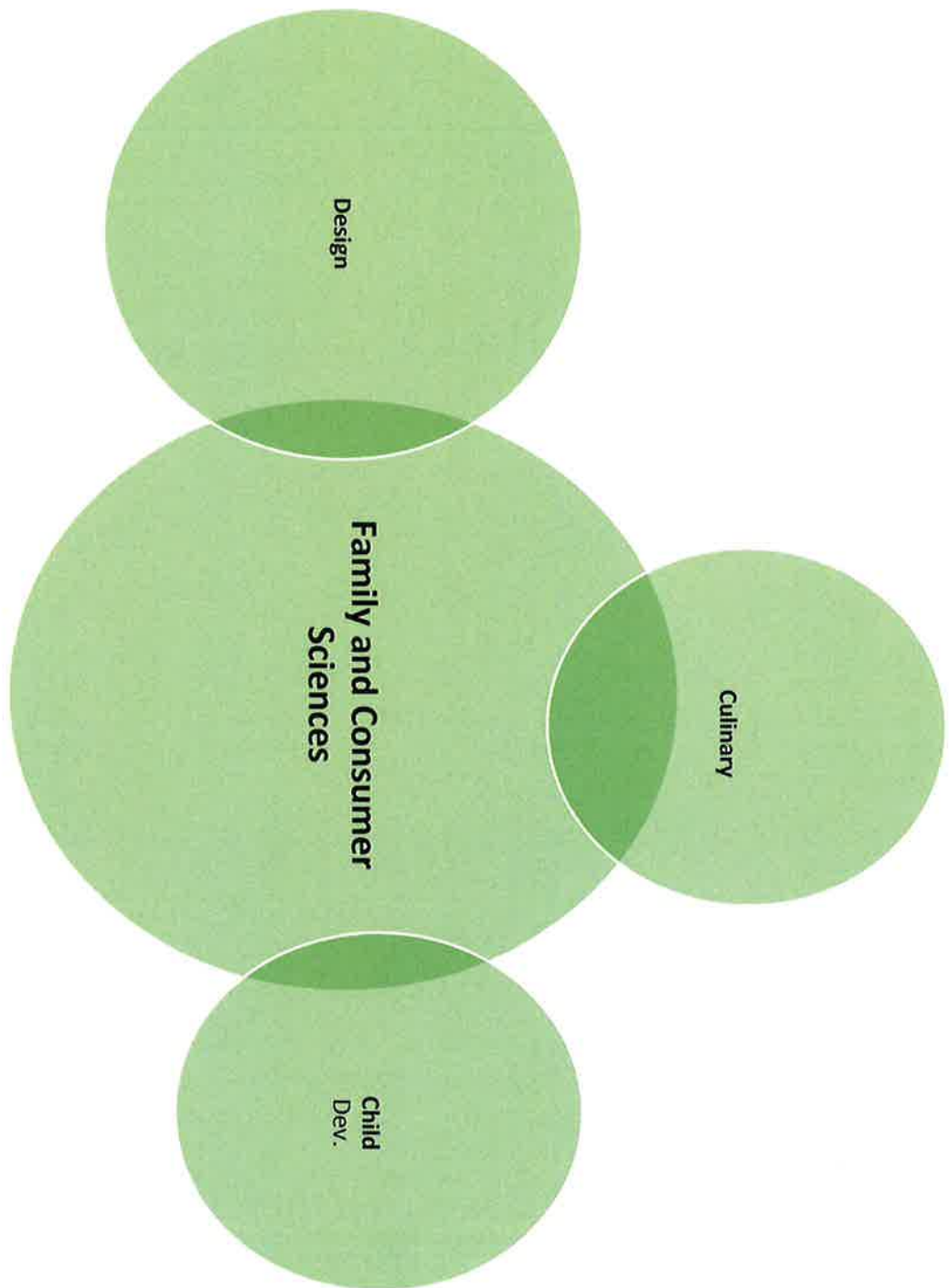
Vital GFPS staff/community points of contact: Pete Pace (HSH), Zane VanLieshout/Landon Stubbs (GFHS), Paul Hogan/Karl Berg (CMR), Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Community Partners



<b>Great Falls Public Schools; Automotive Trades Focus</b>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
ASE <i>Certificate available</i>	Junior and Senior Year	ASE national certification ready <i>HS credits depending on TL plan</i>	City Motors, Bison Ford, Lithia, & Caranahans.	Industry, Private
Auto	Junior and Senior	Pre-app and/or Internship <i>HS credits depending on TL plan</i>	City Motors, Bison Ford, Lithia & Carnahans	Industry, Private
Diesel  Rollout 2024	Senior Year (this is an additional emphasis to automotive skills classes)	Pre-app and/or Internship <i>HS credits depending on TL plan</i>	In development	Industry, Private

The Great Falls Public School Trades and Industry Focus provides an immersive experience embedded in experiential opportunities designed to support students in a certificate/ school-to-work track. Community Trades and Industry partners play a vital role in the development and sustainability of these programs, providing skill building and hands-on opportunities. Using courses, community partners and highly qualified GFPS staff, students can participate in multiple areas of interest and skill at levels that match their skill attainment and maturity. Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

Vital GFPS staff/community points of contact: Joe Wilkins (PGEC), Ken VanLieshout (GFHS), Shawn Kokut (CMR), Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Community Partner



If applicable; State Pathway: DCFC, HT

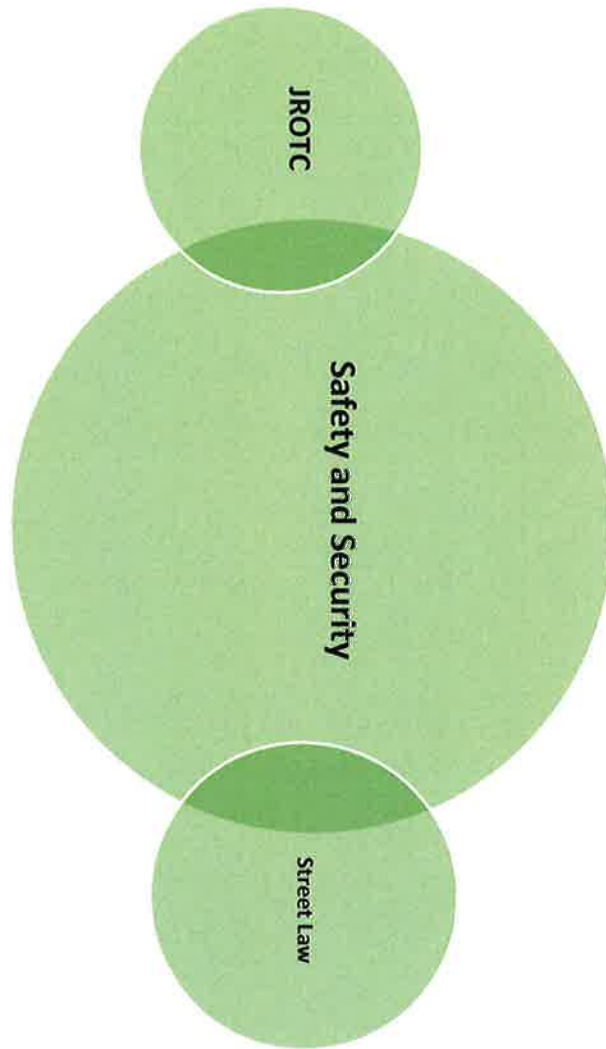
CTSO Affiliation: FCCLA

<b>Great Falls Public Schools; Family &amp; Consumer Sciences Focus</b>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
Culinary <i>(May include a cross to business)</i>	Sophomore, Junior, Senior Year	Gallatin College – MSU – 3 college credits Internships HS credits depending on TL plan	See Master List -	Industry, Private
Interior Design <i>(May include a cross to business)</i>	Junior and Senior	GFC-MSU – 3 college credits Internships HS credits depending on TL plan	See Master List	Industry, Private
Child Development **Education focus found in Education Sciences	Sophomore, Junior, and Senior Year	Internship HS credits depending on TL plan	See Master List	Industry, Private

The Great Falls Public School Family and Consumer Sciences Focus provides an immersive experience embedded in experiential opportunities designed to support students in a certificate/ school-to-work track. Community partners play a vital role in the development and sustainability of these programs, providing skill building and hands-on opportunities. Using courses, community partners and highly qualified GFPS staff, students can participate in multiple areas of interest and skill at levels that match their skill attainment and maturity. Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

Vital GFPS staff/community points of contact: Laurie Kessner (GFHS), Dani Starke (CMR), Janice Sagen (PGEC), Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Community Partners.





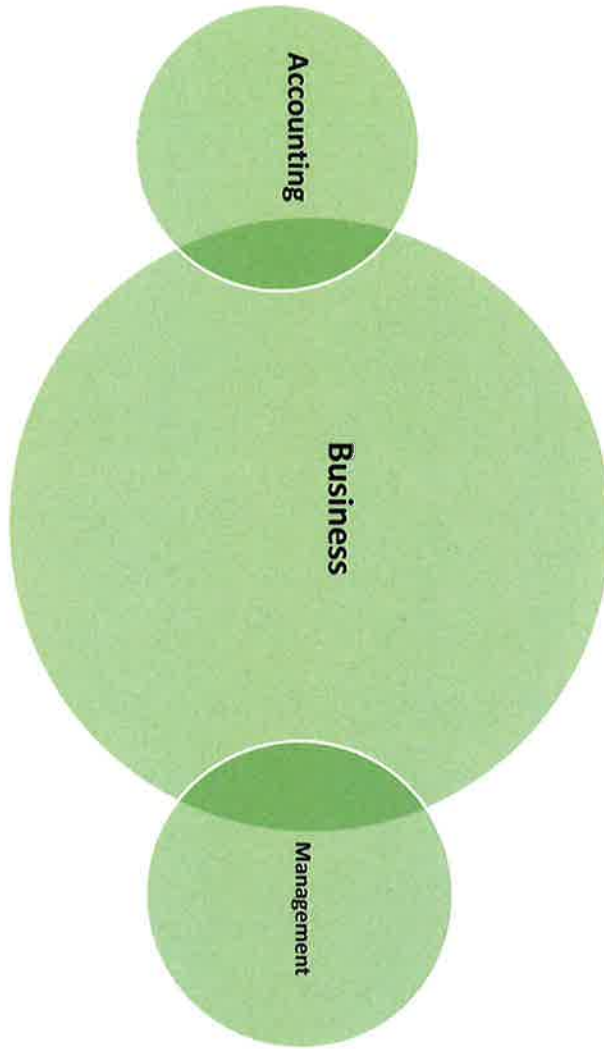
If applicable; State Pathway:

CTSO Affiliation: JROTC

<i>Great Falls Public Schools; Safety and Security Focus</i>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
JROTC	Freshman, Sophomore, Junior, Senior Year	GFPS JROTC Plan, 4 High School Credits **May include internship (in development)	MAFB, JROTC, Homeland Security	Military
Street Law  Dual Credit in Criminal Justice Available. (3-6 credits)  Dual Credit, goal 2025	Junior and Senior  18 Y.O. – Citizens' Academy	1 HS credit – Street Law  Internships HS credits depending on TL plan  Citizens' Academy – 1 TL credit (HS)	See Master List	Law Enforcement

The Great Falls Public School Safety and Security Sciences provides an immersive experience embedded in experiential opportunities designed to support students in a certificate/ school-to-work track. Community partners/first responders and the military play a vital role in the development and sustainability of these programs, providing skill building and hands-on opportunities. Using courses, community partners and highly qualified GFPS staff, students can participate in multiple areas of interest and skill at levels that match their skill attainment and maturity. Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

Vital GFPS staff/community points of contact: Greg Dart (CMR), Ed McNamee (GFHS), Brien Holbein (JROTC), Michael Wonch (JROTC), Lisa Sapp (MAFB liaison), GFPD, CCSO, Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Community Partners.



If applicable; State Pathway:

CTSO Affiliation: BPA, DECA

<b>Great Falls Public Schools; Business Focus</b>				
<b>Certificate / Degree/ Strand</b>	<b>Academic Year</b>	<b>Enrollment</b>	<b>Community Partner</b>	<b>Hiring Prospect</b>
Accounting	Freshman, Sophomore, Junior, Senior Year	GFPS JROTC Plan, 4 High School Credits **May include internship (in development)	MAFB, JROTC, Homeland Security	Military
Management  Dual Credit in Criminal Justice Available. (3-6 credits)  Dual Credit, goal 2025	Junior and Senior  18 Y.O. – Citizens' Academy	1 HS credit – Street Law  Internships HS credits depending on TL plan  Citizens' Academy – 1 TL credit (HS)	See Master List	Law Enforcement

The Great Falls Public School Safety and Security Sciences provides an immersive experience embedded in experiential opportunities designed to support students in a certificate/ school-to-work track. Community partners/first responders and the military play a vital role in the development and sustainability of these programs, providing skill building and hands-on opportunities. Using courses, community partners and highly qualified GFPS staff, students can participate in multiple areas of interest and skill at levels that match their skill attainment and maturity. Associated expenses reimbursements, including mileage (see GFPS mileage form available through finance offices), are available at schools through Montana Advanced Opportunities Act, Transformational Learning funds, and support from the GFPS Foundation.

Vital GFPS staff/community points of contact: Gregg Dart (CMR), Ed McNamee (GFHS), Brien Holbein (JROTC), Michael Wonch (JROTC), Lisa Sapp (MAFB liaison), GFPS, CCSO, Mark Yaeger (GFPS Career Pathways Advisor), Rebecca Frisbee (GFPS 7-12 Coordinator of Curriculum), Community Partners.

Accounting, banking, real estate,

## Great Falls School District No. 1 &amp; A

## General Ledger - On Demand Report

Fiscal Year: 2021-2022

From Date: 7/1/2021

To Date: 12/31/2021

Account Mask: ?????????????????

Account Type: All

☒ Print Detail
 ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

129.00.000.3770.000.777

(\$57,545.26)

(\$57,545.26)

(\$57,545.26)

\$0.00

\$0.00

\$0.00

RV - MT ADVANCED OPPORTUNITY AID

0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
21782591	0	0	Receipts 95 - 99

Name

Journal

Amount

Deposits

-\$57,545.26

Detail Total:

-\$57,545.26

129.00.970.0000.000.777

\$0.00

\$0.00

(\$34,696.15)

\$34,696.15

\$0.00

\$34,696.15

BS - MT ADVANCED OPPORTUNITY AID

0.00%

129.11.377.1000.610.777

\$0.00

\$2,988.14

\$2,988.14

(\$2,988.14)

\$0.00

(\$2,988.14)

MT ADVANCED OPPORTUNITY AID-SUPPLIES-EMS

0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
167034	51752	211605	AP POSTING
211703 101421	51874	211703	AP POSTING
211703 111421	51874	211703	AP POSTING
49763900000250	51970	211786	AP POSTING
68657788937	51770	211609	AP POSTING
875536497536	51766	211608	AP POSTING

Name

Journal

Amount

AMERICAN WOODCRAFTERS SUP.

Accounts Payable

\$109.85

ALBERTSONS/SAFEMAY

Accounts Payable

\$866.76

ALBERTSONS/SAFEMAY

Accounts Payable

\$1,052.76

TYPING.COM

Accounts Payable

\$381.60

AMAZON

Accounts Payable

\$251.16

AMAZON

Accounts Payable

\$244.02

Detail Total:

\$2,726.15

\$32,876.58

\$5,685.00

\$5,685.00

\$27,191.58

\$0.00

\$27,191.58

MT ADVANCED OPPORTUNITY AID-STUDENT SCHOLARSHIP-EM

82.71%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
COMP APP HERD	52462	212295	AP POSTING
FCS WILLIAMSON	52462	212295	AP POSTING
FIN LIT SWARTZ	52462	212295	AP POSTING
INDTECH	52462	212295	AP POSTING

Name

Journal

Amount

EAST MIDDLE SCHOOL

Accounts Payable

\$545.00

EAST MIDDLE SCHOOL

Accounts Payable

\$1,575.00

EAST MIDDLE SCHOOL

Accounts Payable

\$1,120.00

EAST MIDDLE SCHOOL

Accounts Payable

\$2,445.00

Detail Total:

\$5,685.00

129.12.377.1000.610.777

\$0.00

\$372.14

\$372.14

(\$372.14)

\$0.00

(\$372.14)

MT ADVANCED OPPORTUNITY AID-SUPPLIES-NMS

0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
39	0	0	GRAPHICS/PRINT CENTER CHARGES FOR JUL-21

Name

Journal

Amount

makayla\_aufderberg

Adjusting

\$372.14

Detail Total:

\$372.14

129.12.377.1000.870.777

\$30,877.04

\$11,535.00

\$11,535.00

\$19,342.04

\$0.00

\$19,342.04

MT ADVANCED OPPORTUNITY AID-STUDENT SCHOLARSHIP-NM

62.64%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
COMP APP SMITH	52431	212252	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$575.00
COMPUTER	51534	211375	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$570.00
CON SCI 093021	51534	211375	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$1,800.00
FCS MARTINEZ	52431	212252	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$1,695.00
FIN LIT 093021	51534	211375	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$600.00
FINANCE LIT	52431	212252	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$580.00

Printed: 12/21/2021

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Report: rptNewOnDemandGLRpt

2021.1.12

Page: 1



## Great Falls School District No. 1 &amp; A

## General Ledger - On Demand Report

Fiscal Year: 2021-2022

From Date: 7/1/2021

To Date: 12/31/2021

Account Mask: ??????????????

Account Type: All

☒ Print Detail ☐ Include PreEncumbrance

Account Number / Description

☐ Print accounts with zero balance☐ Include Inactive Accounts☐ Filter Encumbrance Detail by Date Range

Budget Balance

Budget Range To Date

YTD

Balance

Encumbrance % Remaining Bud

Transaction Detail (Standard)

129.12.377.1000.870.777

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
IND TECH	52431	212252	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$975.00
IND TECH	52431	212252	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$1,755.00
INDUSTRIAL	51534	211375	AP POSTING	NORTH MIDDLE SCHOOL	Accounts Payable	\$2,985.00
Detail Total:						\$11,535.00

129.99.377.1000.610.777

\$28,487.79

\$1,304.16

\$1,304.16

\$27,183.63

\$0.00

\$27,183.63

## MT ADVANCED OPPORTUNITY AID-SUPPLIES

95.42%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description	Name	Journal	Amount
21782628	0	0	Receipts 373 - 395		Deposits	-\$487.09
239	0	0	WH2174 replace funds	tara_Tylnski	Adjusting	\$1,313.45
449357597778	52059	211957	AP POSTING	AMAZON	Accounts Payable	\$163.67
73766985779	52059	211957	AP POSTING	AMAZON	Accounts Payable	\$314.13
Detail Total:						\$1,304.16

FUND: 129

\$34,696.15

(\$35,660.82)

(\$70,356.97)

\$105,053.12

\$0.00

\$105,053.12

## Great Falls School District No. 1 &amp; A

## General Ledger - On Demand Report

Fiscal Year: 2021-2022

From Date: 7/1/2021

To Date: 12/31/2021

Account Mask: ??????????????

Account Type: All

☒ Print Detail ☐ Include PreEncumbrance

Account Number / Description

☐ Print accounts with zero balance☐ Include Inactive Accounts☐ Filter Encumbrance Detail by Date Range

Budget Balance

229.00.000.3770.000.777

(\$145,315.96)

(\$145,315.96)

(\$145,315.96)

\$0.00

Balance

Encumbrance

% Remaining Bud

RV-MT ADVANCED OPPORTUNITY AID

0.00%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
21782591	0	0	Receipts 95 - 99

Name

Journal

Amount

Deposits

Detail Total:

229.00.970.0000.000.777

\$0.00

\$0.00

(\$66,411.32)

\$66,411.32

\$0.00

\$0.00

\$66,411.32

BS-MT ADVANCED OPPORTUNITY AID

0.00%

229.06.377.1000.870.777

\$59,261.60

\$24,671.77

\$24,671.77

\$34,589.83

\$0.00

\$34,589.83

MT ADVANCED OPPORTUNITY AID-STUDENT SCHOLARSHIP-GF

58.37%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
MAOA 2021	51572	211409	AP POSTING
REIMBURSEMENT	0	0	AP POSTING

Name

Journal

Amount

Accounts Payable

\$20,000.00

Accounts Payable

\$4,671.77

Detail Total:

\$24,671.77

229.07.377.1000.870.777

\$16,486.54

\$19,997.29

\$19,997.29

(\$3,510.75)

\$0.00

(\$3,510.75)

MT ADVANCED OPPORTUNITY AID-STUDENT SCHOLARSHIP-PG

-21.29%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
BUS IND STUDY	52461	212294	AP POSTING
CONS MECH	52461	212294	AP POSTING
FALL 2021	52151	211970	AP POSTING
FCS SAGEN	52461	212294	AP POSTING
JMG BESICH	52461	212294	AP POSTING
LYNX KORNIK	52461	212294	AP POSTING
R1090809	0	0	AP POSTING

Name

Journal

Amount

Accounts Payable

\$6,600.00

Accounts Payable

\$1,250.00

Accounts Payable

\$662.90

Accounts Payable

\$7,300.00

Accounts Payable

\$650.00

Accounts Payable

\$3,150.00

Accounts Payable

\$384.39

Detail Total:

\$19,997.29

229.08.377.1000.870.777

\$58,083.75

\$20,000.00

\$20,000.00

\$38,083.75

\$0.00

\$38,083.75

MT ADVANCED OPPORTUNITY AID-STUDENT SCHOLARSHIP-CM

65.57%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
MAOA 2021	51573	211408	AP POSTING

Name

Journal

Amount

Accounts Payable

\$20,000.00

Detail Total:

\$20,000.00

229.99.377.1000.610.777

\$78,672.39

\$1,545.61

\$1,545.61

\$77,126.78

\$0.00

\$77,126.78

MT ADVANCED OPPORTUNITY AID-SUPPLIES

98.04%

Transaction Detail (Standard)

Reference Number	Requisition Number	PO/Ship Number	Description
1817608	51750	211584	AP POSTING
1818679	51750	211584	AP POSTING
93804DEZ	51751	211585	AP POSTING

Name

Journal

Amount

Accounts Payable

\$461.18

Accounts Payable

\$522.00

Accounts Payable

\$562.43

Detail Total:

\$1,545.61

FUND: 229

\$67,188.32

(\$79,101.29)

(\$145,512.61)

\$212,700.93

\$0.00

\$212,700.93

Printed: 12/21/2021

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Report: rptNewOnDemandGLRpt

2021.1.12

Page:

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# Great Falls School District No. 1 & A

## General Ledger - On Demand Report

Fiscal Year: 2021-2022

From Date: 7/1/2021

To Date: 12/31/2021

Account Mask: ?????????????????

Account Type: All

☒ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining	Bud
Grand Total:	\$101,884.47	(\$114,762.11)	(\$215,869.58)	\$317,754.05	\$0.00		\$317,754.05

End of Report



# MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

## SECTION 1 REQUIRED

District name	Hamilton School District #3
LEA #	0735
Submitter's first and last name	Matt Watts
Email	<a href="mailto:wattsm@hsd3.org">wattsm@hsd3.org</a>
Phone number	(406) 361-0538
Amount of funding received	\$34,687.13

## *A report of progress toward measurable objectives in the school district's advanced opportunity plan.* SECTION 2 REQUIRED

Measurable objective from your advanced opportunity plan	MTAO Objective #1: Increase Community involvement with student internships and apprenticeships.
Progress made	<i>In the 2021-2022 school year, we have expanded to offer 90 internships to Hamilton High School students partnering with local businesses in the fields of veterinary science, education, tax services, real estate as well as trade skills such as electricians, construction, automotive repair and welding. We have enhanced our collaboration with Bitterroot College increasing dual enrollment opportunities while providing more direct pathways for students interested in local employment needs.</i>
Measurable objective from your advanced opportunity plan	MTAO Objective #2: Offer Meaningful workforce experiences to shape students' postsecondary decisions.
Progress made	<i>Our main partnership for workforce experiences is with Bitterroot Health (formerly Marcus Daly Memorial Hospital) offering our high school students exposure in the fields of radiology, nursing and other specialists/doctors based on student interest. Additionally, we provide shadowing opportunities with local dental and veterinary clinics. Each of these workforce experiences are connected with local businesses and individuals that coincide with employment gaps within our community. We are also hosting a Trade Skills Fair in March 2022 for all Bitterroot Valley high school</i>

	<i>students to learn about career opportunities in our community. Each of these opportunities are designed to build our students' awareness and understanding of their future options.</i>
<b>Measurable objective from your advanced opportunity plan</b>	MTAO Objective #3: Address local employment needs with specific internship promotions.
<b>Progress made</b>	<i>In conjunction with the lingering effects of the COVID pandemic and the increased demand for employees, local businesses have consulted with our College and Career Readiness Coordinator to help connect our students with local employment gaps. Our most recent connection provides students the chance to acquire knowledge and skills related to an automotive mechanic shop. We have had several internships turn into jobs or pre-apprenticeship programs for our students as the student seek to invest time and effort into their workplace experience. Utilizing MTAO funding, we plan to expand and strengthen our internship offerings to better support our community while preparing our students for post-secondary success. We will include in next year's Annual Report a detailed budget and summary of spending from the 2021-2022 school year as well as the beginning of the 2022-2023 school year.</i>
<b>Measurable objective from your advanced opportunity plan</b>	MTAO Objective #4: Conduct academic and workplace evaluation to validate the internship/apprenticeship experience.
<b>Progress made</b>	<i>We plan to conduct this evaluation at the end of the school year in May 2022. This will include debriefing local businesses associated with our internship program as well as student reflections on their internship experience.</i>

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


<b>Number of students served &amp; grade levels</b>	<i>In the 2021-2022 school year, we have students involved in over 90 internships and 3 work-study programs. Additionally, our College and Career Readiness Coordinator has helped more than 10 students find jobs in our community by connecting them with local employment needs that have been brought to the attention of the school. Our serving range spans 9<sup>th</sup>-12<sup>th</sup> grade.</i>
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	<i>N/A at this time.</i>
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	<i>No issues reported at this time.</i>
<b>Projected growth in the program</b>	<i>While we plan to initially support students involved directly with internships and apprenticeships already that demonstrate need, we projected expanded support to our entire student body as they approach us with needs for necessary equipment and resources with regards to workplace opportunities that are preparing them for post-secondary success. By School Year 2022-2023, we expect funding to be offered to our entire high school student body with the opportunity to request funds for their occupational and training needs.</i>
<b>Funding needs for next biennium</b>	<i>The annual funding received through House Bill 387 will allow us to sustain a position at our high school for a College and Career Readiness Coordinator connecting local businesses with interested Hamilton students. Continually receiving the full \$34,687.13 annually will allow us to fund this position while meeting a majority of our students' needs in preparing them for post-secondary success.</i>



<p><b>Summary of updates to your advanced opportunity plan.</b></p> <p>For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan</p>	<p>Our biggest update is that we have developed and approved a Fund Request form for students with our district's legal services to ensure we are abiding by the legislative bill's guidelines while also being equitable to our students. We are drafting our scoring rubric to ensure the funding is dispensed thoughtfully and intentionally. We expect the funding window to be accessible to students by the end of January 2022. We plan on beginning the requisition of funds directly with students involved in current internships and apprenticeships to ensure we have a well-organized system in place. With less COVID-related measures in effect, we are working more and more with connecting our community's businesses and trades with opportunities for our students.</p>
<p><b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b></p>	<p>We have 2 administrators and 3 high school staff involved in the implementation of our Advanced Opportunities plan.</p>
<p><b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b></p>	<p>We have a student who was undecided in her post-secondary plans and through our internship program she was able to experience various fields in the medical field. She was recently connected with an internship with a local veterinary clinic which reshaped her future career aspirations. Another student is completing an internship at a local auto body shop and was offered a job there as well. We have students who are on track for valedictorian and other students on the verge of dropping school. It is our Internship Program (as well as the supportive work from the Advanced Opportunities funding) that is helping these students connect their current efforts with their post-secondary plans. We are promoting Advanced Opportunities in our district as our comprehensive plan to prepare all of our students to achieve our district's mission which is: to develop productive, well-rounded American citizens who are motivated, self-confident and ready to pursue mastery of their chosen vocations.</p>

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

*Attached to this report you'll also find a copy of our Fund Request form.*

School District Board Chair Printed Name	Patrick Hanley
School District Board Chair Signature	
Date of Signature	1/10/2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

*Regarding fiscal year 2022 allocations, we plan to begin dispensing funds by the end of January 2022.*

## **Hamilton School District #3: Advanced Opportunity Strategic Plan**

**Goal:** Enhance career development opportunities within the school schedule that creates a smoother transition from high school to the workforce.

Create non-traditional educational opportunities for students that fosters student interest pathways for career and postsecondary opportunities that honors individual interests, passions, strengths, needs and culture and is supported through relationships among family, teachers, businesses, peers, post-secondary, and the larger community.

### **Implementation**

#### *Partnerships*

- Formalize relationships with community organizations and businesses to offer credit based apprenticeship and internship programs.
- Increase family and community involvement within the process of educating the students of our community to further develop confidence and trust in our school system.

#### *Student Participation*

- Survey existing student population, identify interests in applicable programs, and allow students to drive career development placement within the community by application process.
- Advertise and promote various career readiness learning opportunities within the community to ensure equality of educational opportunities for all pupils.
- Create an advanced opportunity plan (known as Individual Learning Plan) for each participating pupil to ensure personal interests and academic scheduling matches post-secondary ambitions.

### **Objectives to Ensure Accountability**

- Increase community involvement within student internships and apprenticeships.
- Students have meaningful workforce experiences to shape their postsecondary decisions
- Address local employment needs with specific internship promotions.
- Conduct academic and workplace evaluation to validate the internship/apprenticeship experience.

### **Strategies**

- Using the Individual Learning Plans (ILP) students will map out post secondary goals and pursue the most relevant credit-earning opportunities.
- Identify relevant courses aligned with graduation requirements and electives within the field of interest provided through the context of both virtual learning and face-to-face learning.
- Place students in the appropriate workplace internship/apprenticeship.
- Provide support for families of students with an ILP to aid in offsetting student expenses related to ILP implementation.

### **Outcome**

- Students will be prepared for post-secondary opportunities relevant to their interests, while also obtaining the necessary skills to graduate from high school.
- Students will be prepared to accomplish their desired post-secondary ambitions, but will also be equipped with the skills necessary to change career paths if so desired.

# HHS Advanced Opportunities Fund Request Form

Complete this form to request for money to support you in your Career and Technical Education endeavors. You will need to complete a separate form for each type of request needed.

**\* Required**

1. What type of assistance are you requesting? (Choose one per form) \*

*Mark only one oval.*

- ☐ Test/Exam/Dual Credit fees
- ☐ Necessary Workplace Attire/Equipment
- ☐ Reimbursement for fuel driving to/from Workplace opportunities
- ☐ Jobsite Training costs
- ☐ Other: \_\_\_\_\_

2. How much are you requesting for the item listed above? Please be as specific as possible with a total cost as well as "per item" cost if applicable. \*

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3. If this item is related to a specific employer or job, please list here. \*

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4. If this item will be used in an employment opportunity tied to an HHS internship or apprenticeship, please describe it here. \*

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5. How will these funds benefit your post-secondary success? \*

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### Thank you!

We will be in touch shortly with the results of your request. For certain items (fuel cost reimbursement) receipts made need to be submitted for final approval. Feel free to reach out to Matt Watts ([wattism@hscd3.org](mailto:wattism@hscd3.org) 406.361.0538) with any further questions.



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022


The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	Havey Public Schools
LEA #	0427: Havey Elementary, 0428: Havey High School
Submitter's first and last name	Craig Mueller
Email	<a href="mailto:muellerc@blueponyk12.com">muellerc@blueponyk12.com</a>
Phone number	4063958550
Amount of funding received	0427: \$9258.36, 0428: \$28,440.88
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Establish a work-based learning program at Havey High School
Progress made	Adoption of Policies 2600, 2600P and 2600F
Measurable objective from your advanced opportunity plan	Provide advanced opportunities by expanding dual-credit offerings at Havey High School
Progress made	Addition of CAPPI20 (Computer Applications I) to the offerings for students in the spring 2022, Student enrollment in work-based learning to occur in spring 2022.
Measurable objective from your advanced opportunity plan	Develop pathways with the Montana University System to foster college and career readiness in CTE



<b>Progress made</b>	Developing Welding and other CTE curriculum to propose as dual credit opportunities, Fall 2022
<b>Measurable objective from your advanced opportunity plan</b>	Support student interest in post-secondary programming that can address critical shortages in the community and state.
<b>Progress made</b>	Engaging in the Teachers of Promise Pathway with MSUN to encourage "grow your own" initiative within HPS to develop interest in education as a profession.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	525, Grades 9-12
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	Dual Credit Enrollment, planning to support learners engaged in work-based learning towards earning specific certifications (Spring 2022)
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	None
<b>Projected growth in the program</b>	Expansion to provide opportunities for 6-8 students in Spring 2022, Fall 2022.
<b>Funding needs for next biennium</b>	\$75,000
<b>Summary of updates to your advanced opportunity plan.</b> For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Revitalization of the district's alternative school program will be necessary as both FTE recinded their letters of intent to work as teachers for HPS.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	4.5- Program director/special education teacher, counselor, math FTE, ELA FTE, ½ admin
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	We understand the flexibilities the legislature is allowing schools at this pivotal time. We know that this is a time to capitalize on the changes in approaches to how we teach and learn, by focusing on the need for transformational learning and utilizing the forward-thinking nature of the advanced opportunities allowed.

School District Board Chair Printed Name	Dr. Curtis Smeby
School District Board Chair Signature	
Date of Signature	12/29/2021

12/03/21  
15:35:10

HAVRE PUBLIC SCHOOLS  
Expenditure Budget vs. Actual Query  
For the Accounting Period: 12 / 21

Page: 1 of 1  
Report ID: B100A

Projects 377- 377

Program-Function-Object	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% ( 50) Committed
129 FLEXIBILITY FUND						
100 SUPERINTENDENT - MUELLER						
300 VOCATIONAL						
377 MT Advanced Opportunity Aid						
2100 SUPPORT SERVICES - STUDENTS						
350-377 CONTRACTED SERVICE	0.00	0.00	9,258.63	9,258.63	9,258.63	0 %
MT Advanced Opportunity Aid						
Function Total:	0.00	0.00	9,258.63	9,258.63	9,258.63	0 %
Program Total:	0.00	0.00	9,258.63	9,258.63	9,258.63	0 %
Program Group Total:	0.00	0.00	9,258.63	9,258.63	9,258.63	0 %
Org Total:	0.00	0.00	9,258.63	9,258.63	9,258.63	0 %
Fund Total:	0.00	0.00	9,258.63	9,258.63	9,258.63	0 %
217 ADULT EDUCATION						
100 SUPERINTENDENT - MUELLER						
300 VOCATIONAL						
377 MT Advanced Opportunity Aid						
2100 SUPPORT SERVICES - STUDENTS						
350-377 CONTRACTED SERVICE	0.00	0.00	9,500.00	9,500.00	9,500.00	0 %
MT Advanced Opportunity Aid						
Function Total:	0.00	0.00	9,500.00	9,500.00	9,500.00	0 %
Program Total:	0.00	0.00	9,500.00	9,500.00	9,500.00	0 %
Program Group Total:	0.00	0.00	9,500.00	9,500.00	9,500.00	0 %
Org Total:	0.00	0.00	9,500.00	9,500.00	9,500.00	0 %
Fund Total:	0.00	0.00	9,500.00	9,500.00	9,500.00	0 %
229 FLEXIBILITY FUND						
100 SUPERINTENDENT - MUELLER						
300 VOCATIONAL						
377 MT Advanced Opportunity Aid						
2100 SUPPORT SERVICES - STUDENTS						
350-377 CONTRACTED SERVICE	0.00	0.00	28,440.88	28,440.88	28,440.88	0 %
MT Advanced Opportunity Aid						
Function Total:	0.00	0.00	28,440.88	28,440.88	28,440.88	0 %
Program Total:	0.00	0.00	28,440.88	28,440.88	28,440.88	0 %
Program Group Total:	0.00	0.00	28,440.88	28,440.88	28,440.88	0 %
Org Total:	0.00	0.00	28,440.88	28,440.88	28,440.88	0 %
Fund Total:	0.00	0.00	28,440.88	28,440.88	28,440.88	0 %
Grand Total:	0.00	0.00	47,199.51	47,199.51	47,199.51	0 %



## HAVRE PUBLIC SCHOOLS ADVANCED OPPORTUNITIES PLAN

Havre Public Schools is currently engaged in the process of developing a new strategic plan with the assistance of MTSBA. A portion of that strategic plan will be dedicated to the district's commitment to advanced opportunities for students in grades 6-12.

The grant requires a personalized plan for each student participating in grades 6-12 in advanced opportunities. The district's student information system (Infinite Campus) allows students to create an academic plan of study. This tool can be personalized by the student and reviewed with counselors, the academic advisor of the AOP, the administration, and parents. This personalized learning plan tracks student progress, attainment of credit, and student attendance. School officials have access to these tools and can direct students through pre-planning and goal-setting throughout the process. These personalized learning plans should be reviewed quarterly.

### DEVELOPMENT TIMELINE, INFORMATION

6/2021-8/2021:

Prepared and planned an Alternative School Program for 7-12 students, to be housed at HMS, took the following action steps:

- Reassigned teaching classrooms to allow for 4 dedicated classrooms at Havre Middle School
- Hired a part-time counselor for the Alternative Program to be split with HMS/HHS
- Reassigned a faculty member to serve as lead of the Alternative Program/Advanced Opportunity Program
- Hired a secondary endorsed ELA and secondary endorsed Math instructor for the AP/AOP.
- Discussed the following with the administrative team:
  - Teachers, FTE
  - Books/Curriculum
  - Planning Time to build a solid program
  - Funding for the program from the district/AO Grant
  - Materials for classroom instruction
  - Space to hold the classes
  - Administrative support

8/2021:

- Both full time teachers (ELA and Math) rescinded their offers to teach at HPS for the AP/AOP.
- Planning for beginning the implementation of the alternative program moved to Spring, 2022.
- Focus placed on establishing the work-based learning program to provide additional opportunities for students

12/14/2021: Adoption of policies, Discussion of the Advanced Opportunity Plan, including:

2600	Work Based Learning Program
2600P	Work Based Learning Program- Insurance
2600F	Work Based Learning Affiliation Agreement, Parent/Guardian consent for work based learning experience

- The Board recognizes that education should be making classroom experiences a meaningful process of learning about all practical aspects of life. The Board believes that the inclusion of career education in the basic curriculum will provide students with information about the many career opportunities available and will establish a relationship between what is taught in the classroom and the world of work.
- Work-based learning must provide all participating students with on-the-job experience and training along with career and complimentary vocational/technical classroom instruction to contribute to each student's employability. The students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability. Students enrolled in a work-based learning program must receive credit for related classroom instruction and on-the-job training. In the absence of a proficiency model, the time requirement for students in work-based learning must be converted and is equivalent to the time requirement for credit to be earned.
- Students may submit a proposal for a tailored Work Based Learning program that divides their time between instruction in school and specific learning at a job. Each proposed program will be planned by Work Based Learning coordinators and the employer (or employer groups) and shall be in accordance with state and federal laws and regulations governing employment of students under age 18. The Work Based Learning coordinators will communicate with employers on a monthly basis and will visit work sites to determine if the placement is appropriate for student employment.
- The particular program designed for each student shall be set forth in a written protocol approved by the student, his or her parents or guardians, the work-experience coordinator and the employer. This shall stipulate the terms of employment and the provision for academic credit.



- The Work Based Learning coordinator shall make such arrangements as necessary with employers for evaluating the student's on-the-job performance and for keeping records of job attendance.

1/2021

- Prior to the start of second semester, the Advanced Opportunities Program/Work-Based Learning Coordinator will meet with the curriculum director, high school and middle school administrative teams, high school and middle school select counselors, and identified faculty members to plan for placement of students to AS/AOP.
- Conversations continue to be established with community business and trade partners for student placement.
- Coordination with MSU-Northern through the career and technical education department at HHS will further enhance opportunities for students to engage in certification, dual-credit, and work-based learning placements.

## ADVANCED OPPORTUNITIES PROGRAM

Short Term Plans
Reestablish an Alternative Program for 7-12 students with personalized, transformational learning components
Enroll select students in the Work-Based Learning program (community-based, experiential, online and work-based learning opportunities that foster a learning environment that incorporates both virtual and face-to-face connections)
Support student learning and advancement with licensed educators and sustainable programming (ensuring equality of educational opportunity for each student in the district)

Long Range Plans
Continue to foster and support dual credit and dual enrollment options for students
Develop personalized learning plans for students participating in the Advanced Opportunities Program
Build existing pathways with the MUS to offer certification and licensure classes to students

Sustainability
Reallocation of the general fund to off-set costs of supporting individualized, personalized, and transformational learning (in accordance with board policy)
Apply for state and federal grant opportunities to support the Advanced Opportunities Program

## ALTERNATIVE SCHOOL PROGRAMMING

<p>Synchronous Learning: when students learn the same thing at the same time- online or offline.</p> <p>Students attend the AS for instruction face-to-face in classes offered by the program.</p> <p>Other coursework may be computer-based on district-determined platforms for learning.</p>	<p>Blended Learning: when students are engaged in remote (off-site) learning and attend school face to face.</p> <p>Students may take courses either on-site or off-site, with opportunities to complete elective courses on-site in curricular areas that are not conducive to off-site learning.</p> <p>Students will also have opportunities to engage in work-based learning.</p>	<p>Asynchronous Learning: when students learn the same thing at different times and from different places.</p> <p>Students are learning off-site, either with support of on-site teachers or through an approved learning platform.</p>
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## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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

SECTION 1 REQUIRED	
District name	Helena High School District
LEA #	0488
Submitter's first and last name	Rex Weltz
Email	rweltz@helenaschools.org
Phone number	(406) 324-2000
Amount of funding received	\$145,176.55
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	<p><b><u>Measurable Objective 1:</u></b> To reduce student /family out of pocket cost for advanced opportunities.</p> <ol style="list-style-type: none"> <li>Cover 50% of the cost of Advanced Placement Exams for Capital High School and Helena High School students. Initial Estimate to pay 50% of 1026 test for students allowing them to utilize the AP credit for college purposes. Budgeted amount \$51,300.</li> </ol>

	<p>2. Cover a portion of the cost of dual credit textbooks. Our intention is to utilize the budgeted \$13,814 to assist in keeping our dual credit course textbooks current as to align with college dual credit courses and to reduce textbook fees for students.</p> <p>3. Cover a portion of the cost of student course / class fees. The budgeted amount for this goal is \$21,386. Student fees for materials will be significantly reduced in the areas of Applied Design, Auto Tech, Building Trades, Ceramics, Design I &amp; II, Family Consumer Science, Fine Arts, Industrial Tech, Construction, Photography, Welding, Family &amp; Consumer Science, and other CTE / dual credit course areas.</p>
Progress made	<p><b><u>Progress made on Measurable Objective 1:</u></b></p> <p><u>Advanced Placement Test Cost Reduction</u>  So far, 764 from HHS and CHS student tests were discounted by 50% for Advanced Placement Test and potential credit use at the college level. Progress: So far, near to \$40,000 from the Advanced Opportunities grant will be used for the partial cost of Advanced Placement test. Saving the cost for college level credits for students (while in high school), and directly saving families \$40,000.</p> <p><u>Initial Round of Updating Dual Credit / Advance Opportunities Textbooks</u>  \$13,000 plus dollars utilized to purchase to updated industry relevant textbooks.  Updating textbooks to college level and industry standards has relevant connections for students. Areas of textbook updating include,</p>



	<p>Dual Credit Math, Carpentry, Cabinet Making, Experienced Wood Working, Welding, Accounting</p> <p><u>Course Fees and Material Fees for Students</u>          Helena is On-Track to spending \$21,386 in fees and materials for students in this school year of 2021-2022. Materials include steel for projects and machining, lumber, construction supplies, student technology, tools, culinary arts equipment, sports medicine training supplies, project lead the way materials.</p>
<b>Measurable objective from your advanced opportunity plan</b>	<p><b><u>Measurable Objective 2:</u></b>          To enhance and support career and technical program and class activities for students. Remaining portions of the grant will be used to purchase industry standard student training material and equipment and to pay for student organization memberships. The total of this measurable goal area is \$58, 776 and any unused funding from the first measurable objective.</p>
<b>Progress made</b>	<p><b><u>Progress made on Measurable Objective 2:</u></b></p> <p>Helena is On-Track to spending \$58,776 to enhance and support career and technical program and class activities for students in this school year of 2021-2022. Enhancements and Supports include Industry standard welding stations for students, authentic accounting simulations, updated to industry standard Carpentry tools, updated to industry standard equipment for Family and Consumer Sciences, updated to industry standard equipment for Certified Nursing Assistance Instruction along with industry standard and updated equipment in our Bio Medical Science project. Our plan is to also update our career guidance tools for students.</p>

<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	All 2469 students from the Helena High School District in grades 9, 10, 11, and 12 will benefit or have benefited from this grant. This grant helps us to upgrade our career guidance materials for each student. In addition to career guidance materials for each student, our students will have access to reduced costs for testing and materials associated with courses leading to certifications. Along with the testing and materials, these students will benefit from updated/ industry standard equipment.
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	<p>Over 800 Advanced Placement Exams (paid half the cost). Helena students typically pass AP classes at high rates resulting in college credit options. With Helena's high participation and success rate on AP tests we expect near to 800 student tests yielding credit options in colleges along with the high school credit earned.</p> <p>Helena students are enrolled in near to 1000 Dual Credit Courses with our dual credit partners across the state. We expect a super majority of students participating in the Dual credit options to earn college level and high school credit. Our grant team chose to update materials and equipment and textbooks for students enrolling in these courses.</p> <p>We have 41 students enrolled in the certification program Certified Nursing Assistants; this pathway has a high success rate for certification as well.</p>

<p><b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b></p>	<p>A pleasant surprise was the “reduced” cost for advanced placement testing. Parents were surprised by the reduced cost and wanted to make sure this was not “too good to be true.” Communication solved the brief worry.</p>
<p><b>Projected growth in the program</b></p>	<p>The Advanced Opportunities grant will continue to reduce students and family out of pocket cost for advanced opportunities. The grant will also continue to enhance and support the career and technical program class activities for students.</p> <p>Another component to “Forging a new Future” with the Advanced Opportunities grant is to expand apprenticeships and internships in career areas where our State Department of Labor has projected workforce needs.</p> <p>Covid-19 has impacted our abilities to facilitate apprenticeships and internships for students with business partners in our community.</p>
<p><b>Funding needs for next biennium</b></p>	<p>\$290,000. For the Helena High School district to continue with the Advanced Opportunities Grant, \$145,000 will be needed yearly to achieve the two measurable objectives.</p>
<p><b>Summary of updates to your advanced opportunity plan.</b></p> <p>For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan</p>	<p>This grant has helped to increase advanced opportunities and thus remove financial barriers for students. This has occurred and will continue in the areas of advanced placement testing, memberships to student organizations, utilizing trade and industry level equipment, utilizing trade and industry standard materials and current curricular resources that will substantially link the career world for students to their high school learning program.</p> <p>Covid-19 has negatively impacted our abilities to facilitate apprenticeships and internships for students with business partners in</p>

	<p>our community. Apprenticeship and internship opportunities for students will be a significant update area and focus for these grant funds in the future.</p> <p>The goal or revision is to continue linking opportunities and to also grow and link apprenticeships and internships.</p>
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	43 teachers involved
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	<p>Another component to “Forging a new Future” with the Advanced Opportunities grant is to expand apprenticeships and internships in career areas where our State Department of Labor has projected workforce needs.</p> <p>This grant has helped to increase advanced opportunities and thus remove financial barriers for students. This has occurred and will continue in the areas of advanced placement testing, memberships to student organizations, utilizing trade and industry level equipment, utilizing trade and industry standard materials and current curricular resources that will substantially link the career world for students to their high school learning program.</p> <p>Covid-19 has negatively impacted our abilities to facilitate apprenticeships and internships for students with business partners in our community. Apprenticeship and internship opportunities for students will be a significant update area and focus for these grant funds in the future.</p> <p>The goal or revision is to continue linking opportunities and to also grow and link apprenticeships and internships.</p>

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

### **Testimonials**

Helena High School District Parents have been “thrilled to receive news that AP testing fees were reduced in half..... the response of parents to receive a partial return on their investment was great to see.” They have been extremely appreciative of the benefit given directly to parents and students, thus enabling them to try more advanced opportunities.

Helena High School District Students have been greatly appreciative of industry standard classroom materials being purchased by the school for their students, rather than this to be paid by the student. The reduction of costs students and families have had to pay has in effect increase enrollment and opportunities for students in course areas linking directly to careers. These additional funds have assisted in removing potential barriers and increase enrollment in course pathways leading to certifications.

Helena High School Principal, Mr. Steve Thennis states the Advanced Opportunities grants has allowed us to: “update outdated materials, especially in CTE sections. Up – to – date technology, techniques, skills, increases competitiveness for college or career tracks immediately following high school..... In a global economy, high skill-level students/employees are desired. The more opportunities and state of the art equipment and training we can provide students, the more advantageous it is for the student to pursue career track courses.”

Capital High School Principal, Mr. Brett Zanto states: “A goal of Capital High School, as well as the Helena School District, is to support students to be college or career ready upon graduation from high school. Within the Career and Technical Education Department at Capital High, securing such funds will assist students in being able to use industry level equipment or to be able to reduce the course fees that are expected to be paid by students when taking such courses.” These grant funds will also advance opportunities for “students in a variety of ways. For example, steel will be purchased (under the equipment total) so that the welding instructors can redesign the welding tables in the welding booths. Such current tables were constructed in the 1990’s and welding students need to be familiar with current welding booth designs as they prepare for industry standard work environments.

As for materials requested, such funding will allow CTE staff to purchase materials for both future students/projects to decrease the course/materials fees associated with enrolling in such courses. We do not want to see course or material fees to be a reason for students to not take various CTE courses.

The skills students earn while taking CTE courses will pay dividends in the futures of our students. The funds from this grant will help to support CHS to continue offering quality, industry level training when preparing students to be college and/or career ready.”



Project for Alternative Learning Principal, Mr. Matt Carey states:” Our school is heavily reliant upon tactile and vocational learning. These funds will provide our students the ability to see immediate benefit through hands on learning and application of the traits and skills needed when they enter the workforce..... these funds to help students pay for dual credit courses with our local community college. 11% of our student body is planning to take dual credit courses. We anticipate using the funds to bring our students on field trips, pay for supplies and materials and purchase equipment.”

## Images

Bio Medical Science Photo: Helena High Students Conducting Diabetes Testing Lab



Bio Medical Science Photo: Helena High Students Conducting Blood Type Lab





Carpentry: Capital High Students Building wall sections



Carpentry: Capital High Students constructing sheds


Welding: Helena High Student Welding





Machining Student/Parent/Partnership Event: Evening meeting at CHS with businesses that partner in pathway opportunities for students completing certifications.



School District Board Chair Printed Name	Luke Muszkiewicz
School District Board Chair Signature	
Date of Signature	1/4/2022





## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	Hot Springs School District 14-J
LEA #	0815
Submitter's first and last name	Gerald Chouinard
Email	gchouinard@hotspringspride.com
Phone number	406-741-3285
Amount of funding received	\$6284.64
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Students will Enroll in and successfully complete Montana Digital Academy Courses that are not offered at Hot Springs High School.
Progress made	Five (5) students enrolled in Montana Digital Academy for Semester 1 of 2021-2022 School Year, and it is currently underway.
Measurable objective from your advanced opportunity plan	Students will receive Welding Certifications through dual enrollment in Hot Springs High School and Flathead Valley Community College.
Progress made	Five (5) students dual enrolled in Hot Springs High School and Flathead Valley Community College for Welding Certification Course Semester 1 of 2021-2022 School Year, and it is currently underway

Measurable objective from your advanced opportunity plan	Students will successfully complete a Certified Nurse's Assistant (CAN) Certification program at the Hot Springs Health and Rehabilitation Center.
Progress made	Not yet started.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	10 students, Grades 9 through 12
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	5 so far-Welding Courses that will count toward certificate for these 5 students.
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	Need to expand program. This will be done going forward.
Projected growth in the program	Certainly a growth of at least 30 percent by next school year.
Funding needs for next biennium	Same level of funding next year.
Summary of updates to your advanced opportunity plan.  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Changes in district leadership and lack of communication, as well as changes due to Covid-19 resulted in a somewhat lack of progress thus far, but such progress is expected to increase significantly as we complete the 2021-22 School Year and move into the 2022-23 School Year.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	Enter Here
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Enter Here

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

School District Board Chair Printed Name	Ricky Depoe
School District Board Chair Signature	
Date of Signature	

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

**Advanced Opportunities Grant**

<b>Parental/School Out-Of-Pocket</b>			
Dual Credit Welding Fees - 5 students	Fall 2021	5 \$ 250.00	\$ 1,250.00
	Spring 2022	5 \$ 250.00	\$ 1,250.00
MTDA Courses	Fall 2021	4 \$ 123.00	\$ 492.00
	Spring	4 \$ 123.00	\$ 492.00
Associated Course Supplies			\$ 817.00
MTDA Monitor		151 \$ 13.13	\$ 1,982.63

01/10/22

15:43:25

HOT SPRINGS PUBLIC SCHOOLS  
Expenditure Detail with Pay Details  
For the Accounting Periods: 7/21 - 1/22

Page: 1 of 1

Report ID: B180

Funds 229- 229

Fund/Account/ Doc/Line #		Description	Invoice Invoice	Acct. Date Per.	Vendor	Amount
229 HIGH SCHOOL FLEXIBILTY FUND						
E 377-1000 STATE ADVANCED OPPORTUNITY GRANT-General Education						
560 TUITION-IN STATE						
CL 18502 1		MTDA COURSE FEES	09/29/21	10/21	2404 MONTANA DIGITAL ACADEMY	492.00
Object Total:						492.00
Program-Function Total:						492.00
Fund Total:						492.00

\*\*\*If edits are made to Payroll JVs in Accounting, this report will display "Payroll JV edited" instead of employee detail.



FLATHEAD VALLEY COMMUNITY COLLEGE  
**BOOKSTORE****Checkout**[My Cart](#) » [Textbook Options](#) » [Shipping Info](#) » [Payment Info](#) » [Review Your Order](#) » [Receipt](#)**Thank You!**

An order confirmation has been sent to *your email address*. Please print this page for your records. If you have any questions regarding your order, email [fvcc-bookstore@fvcc.edu](mailto:fvcc-bookstore@fvcc.edu) or call 406-756-3814. Please include your order number (8297) in any correspondence.

PRINT RECEIPT**Your Receipt**

**Order Number:**  
8297  
**Order Date:**  
8/24/2021 1:27:58 PM

	Price	Qty	Total Price
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<b>Custom Writing 101 Textbook-Writing For Success</b> PREFER NEW, WRITING, 101W, 81 SKU: 10227091 ISBN: 0 Author(s): Mcclean Adapted By FVCC Copyright: 15 Edition: 03	\$11.50	1	\$11.50
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<b>You Are Not So Smart</b> PREFER NEW, WRITING, 101W, 81 SKU: 10276259 ISBN: 9781592407361 Author(s): Mcraney Copyright: 11	\$16.00	1	\$16.00
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<b>Purchase Subtotal</b>	<b>\$27.50</b>
<b>(UPS GROUND)</b>	<b>\$17.00</b>
<b>Tax</b>	<b>\$0.00</b>
<b>Purchase Total</b>	<b>\$44.50</b>

**Payment Info**

**Credit Card:**  
XXXX XXXX XXXX XXXX

**Billing Address:**  
Katelyn Christensen  
301 Broadway  
Hot Springs, MT 59845  
US

**Shipping Info**

**Shipping Method:**  
(UPS GROUND)

**Ship To:**  
Katelyn Christensen  
301 Broadway  
Hot Springs, MT 59845  
US



# Cost-Share Itemized Enrollment List

School Affiliation: Affiliation Name: Hot Springs K-12 Schs - Hot Springs High ... (1) ▼

MTDA Program: Term ▼

Date Range: Jul 1, 2021 - Sep 21, 2021 ▼

PO Number

Equals ▼

Enter a value

	First Name	Last Name <sup>2</sup> ▲	Enrolling Adult	Enrollment Date	Course Name	Term	PO # <sup>1</sup> ▲	Cost Share
1.	Elijah	Campbell	Viegut,Angie	Sep 13, 2021	English 1A Part 1 CR	Fall21-Spring22 HS CR Credit Recovery	117721	\$61.50
2.	Josie	Uski	Viegut,Angie	Aug 23, 2021	French I A	Fall 2021 Original Credit	147501499	\$123.00
3.	Austin	Campbell	Viegut,Angie	Aug 23, 2021	Montana History	Fall 2021 Original Credit	288805797	\$123.00
4.	Sydney	Viegut	Viegut,Angie	Aug 23, 2021	French I A	Fall 2021 Original Credit	723182226	\$123.00
5.	Dylan	Theademan	Viegut,Angie	Sep 9, 2021	English 1A Part 1 CR	Fall21-Spring22 HS CR Credit Recovery	761605315	\$61.50
6.	Austin	Smith	Viegut,Angie	Aug 23, 2021	Creative Writing	Fall 2021 Original Credit	786657487	\$123.00
7.	Jasen	Theademan	Viegut,Angie	Sep 2, 2021	American History B Part 1 CR	Fall21-Spring22 HS CR Credit Recovery	889695038	\$61.50

1 - 7 / 7 < >

## NOTES:

For the 21-22 school year Dual Credit and Short Courses (Orientations) do not have a cost-sharing fee.

Invoice Total

**\$738.00**

Montana Digital Academy  
PJW College of Education  
32 Campus Dr. - ED 365  
Missoula, Montana 59812  
Phone: 406-203-1812

Make all checks payable to Montana Digital Academy.  
If you have any questions concerning this invoice, contact  
support@montanadigitalacademy.org



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	Lewistown Public Schools
LEA #	0258 (Lewistown Junior High) & 0259 (Fergus High School)
Submitter's first and last name	Thom Peck
Email	Thom.peck@lewistown.k12.mt.us
Phone number	406 535-8777
Amount of funding received	\$6962.38 (LJH) and \$20,296.81 (FHS)
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Increase our number of Duel Credit Classes, especially in the CTE area.
Progress made	We have made significant progress by increasing our number of Duel Credit classes from two to eight classes, including Shop Safety and Welding.
Measurable objective from your advanced opportunity plan	Increase the number students taking and receiving Duel Credit or Advanced Placement (scoring a 3 or higher) classes.
Progress made	Our numbers in both our Duel Credit classes and AP Classes are up over 18%
Measurable objective from your advanced opportunity plan	Increase our Job Shadow and/or Internship opportunities for students.

<b>Progress made</b>	This is the first year that we are offering Job Shadow or Internship programs to regular education students, not just Special Education students. We will have specific numbers second semester.
<b>Measurable objective from your advanced opportunity plan</b>	Bring back our Construction Academy with a restructuring.
<b>Progress made</b>	This is still a work in progress.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	521, Grades 7-12
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	32 Duel Credits, 4 AP Classes where students can receive college credit, Job Shadow or Internship credetionals for high school students and junior high students. Our EMT classes allows for national EMT certification across the country.
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	No issues at this time.
<b>Projected growth in the program</b>	We plan to add Education 101, Earth Science and Spanish as a duel credit classes next year and our number of students should continue to grow.
<b>Funding needs for next biennium</b>	We believe the current funding levels are sufficient to maintain our program opportunities. The Construction Academy, once implemented, could drive up funding needs.
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	We believe our plan is right on schedule. Covid-19 did not alter our plan and we will develop more opportunities at junior high level (have already added an Ag Wood Shop Class) once the Bond Construction is completed, hopefully, in two years.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	11
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	Still in the beginning stages but we are very excited about our increase in student participation and opportunities.

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

School District Board Chair Printed Name	Jennifer Thompson
--	-------------------

School District Board Chair Signature	
Date of Signature	

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

Below is what we have spent through 12/31/21.

\$1,353 Digital Academy Student Fees - FHS

60% must be spent to address out-of-pocket costs for students.

AP Exam Student Fees - FHS

CTE Class Fees (FACS, IA, VoAg, Business, etc) - JHS and FHS

EMT Class Student Fees - FHS

Workforce Coordinator Wages (Lee Crouse 2022) – FHS

Montana Digital Academy Fees - FHS

Metal and Wood costs for student projects – FHS and LJH

Safety Goggles, Welding Gloves and Helmets – FHS and LJH

GIS Club and Samsung Solve for Tomorrow Competition costs - LJH

Science Olympiad Student Costs – LJH

Job Shadow Costs - FHS



Lewistown Public Schools – MT Advanced Opportunity  
(Through December 31, 2021 and Projected)

129	Flexibility Fund	
300	Vocational	
377	MT Advanced Opportunity Aid	
2100	Student Support Services	
	Digital Academy Student Fees – FHS	\$1853
	AP Exam Student Fees – FHS	\$2200
	EMT Class Student Fees	\$1800
	CTE Class Fees (FACS, IA, VoAg, Business, etc) – FHS	\$5800
1410		
730	Major Equipment – New (Welders)	\$5,000
229	Flexibility Fund	
300	Vocational	
377	MT Advance Opportunity Aid	
2100	Student Support Services - LJH	
	CTE Class Fees (FACS, IA, VoAg, Business, etc.) – LJH	\$2500
	GIS Club & Samsung Solve for Tomorrow costs – LJH	\$1000
	Science Olympiad Student Costs – LJH	\$1200
	Work Force Coordinator/Job Shadow Costs (Split 10/90 with LJH)	\$5000

\*60% must be spent to address out-of-pocket costs for students

## **Lewistown Public Schools MT Advance Opportunity Grant Strategic Plan**

**Goal:** Increase career, college and technical education opportunities Lewistown Public Schools Junior High and High Schools Students.

**Goal:** Reduce out-of-pocket expenses for families in support of students' post-secondary success.

**Goal:** Provide Community Partnerships to support students' post-secondary path to align with each student's interest, passions, strengths, needs and culture.

### **Objectives:**

- Increase our student enrollment in CTE courses, Dual Credit Classes and Advanced Placement Classes by 10%
- Increase the number of CTE courses, Dual Credit and Advanced Placement offerings in both Lewistown Junior High and Fergus High School
- Institute a revised Construction Academy program at Fergus High School.
- Increase our Job Shadow opportunities at Fergus High School that include all students.
- Expand our Community Partnerships to create Job Shadow and Internship opportunities for both Lewistown Junior High and Fergus High School students.
- Eliminate all financial burdens for students' families for career, college, and post-secondary opportunities.
- Provide ongoing professional development that includes OPI's Learning Hub offerings for all teachers at the Lewistown Junior High and Fergus High School

The School-to-Work Coordinator will evaluate and submit a yearly progress report to OPI and report to the School Board of Trustees in May and September of each year.



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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


SECTION 1 REQUIRED	
District name	Livingston Public Schools Districts 4 and 1
LEA #	0716
Submitter's first and last name	Todd Wester
Email	Todd.Wester@livingston.k12.mt.us
Phone number	406 223 6980
Amount of funding received	\$33,445.08 (\$8325.86 at middle school, \$25,119.22 at high school)
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Increase dual-credit, Advanced Placement, and Early College opportunity
Progress made	In our first year, paid tuition for one student to attend an MTDA AP original credit course; dual-credit courses are in planning phase; students are being made aware of and are participating in early college opportunity, e.g., via Farm to School internship, wherein a student can receive high school credit, college credit, a stipend, and stackable employability certificates such as safe serve.
Measurable objective from your advanced opportunity plan	Increase opportunity for work-based and vocational learning

<b>Progress made</b>	In our first year, Advanced Opportunity Funds have paid for middle school student travel to work-based learning workshops coordinated by Community School Collaborative. Grant Coordinator Todd Wester is working with state and local organizations and agencies to enhance work-based learning opportunity, including transition to proficiency-based courses that include credit for work experience. Several courses at the high school have incorporated entrepreneurship experience.
<b>Measurable objective from your advanced opportunity plan</b>	Establish more CTE pathways
<b>Progress made</b>	Discussions are ongoing regarding better continuity of experience from middle school to high school and potential pathways. LPS is participating in the CTE Advise study (though as a control group).
<b>Measurable objective from your advanced opportunity plan</b>	Increase participation in STEAM activities
<b>Progress made</b>	At the middle school, Community School Collaborative continues to expand offerings for students with STEAM-focused workshops. Teachers grades 6-12 are working to incorporate more hands-on, real-life experience in courses.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	Grades 6-12, approximately 700 students
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	Too early to have earned credits in our first year, but students are on track to earn AP credits and stackable employability certificates
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	We are gradually working through the change process with our staff and partners. We saw a need to enhance communication and having done so has helped. It has been challenging with COVID, but, all things considered, we have been able to schedule crucial conversations.
<b>Projected growth in the program</b>	Exponential growth is desired and possible!
<b>Funding needs for next biennium</b>	Currently, the annual funding we have been awarded should be adequate
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Our advanced opportunity plan continues to evolve, but the narrative we submitted with the application provides room for such evolution.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	Approximately 45

Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials

Our story is very new – we will have so much more to share next year.

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

School District Board Chair Printed Name	Ted Madden
School District Board Chair Signature	
Date of Signature	01/10/2022



# LIVINGSTON SCHOOL DISTRICT 4 & 1

## Grants Management Report

Fiscal Year: 2021-2022

Date Range: 07/01/2021 - 06/30/2022

Fund: \*

FUND: 129 ELEM FLEX FUND

ACCOUNT MASK: ?29.???.????.????.????.???

ACCOUNT TYPES: EXPENDITURE

FISCAL YEAR: Current & Prior Year

ACCOUNT	BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
129.04.100.2700.0118.000 SALARIES - BUS DRIVER	\$0.00	\$450.79	\$0.00	\$450.79	(\$450.79)

### Transaction Detail (Standard)

Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount
11/10/2021	0	0	0	Trip - Drive Time	Gentry, Jeffery A	Payroll	\$95.04
11/10/2021	0	0	0	Trip - Drive Time	Willyerd, James E	Payroll	\$137.28
11/10/2021	0	0	0	Trip - Layover Time	Gentry, Jeffery A	Payroll	\$16.34
12/10/2021	0	0	0	Trip - Drive Time	Willyerd, James E	Payroll	\$63.36
12/10/2021	0	0	0	Trip - Layover Time	Willyerd, James E	Payroll	\$39.21
01/10/2022	0	0	0	Trip - Drive Time	Gentry, Jeffery A	Payroll	\$89.76
01/10/2022	0	0	0	Trip - Layover Time	Gentry, Jeffery A	Payroll	\$9.80
Detail Total:							\$450.79
129.04.100.2700.0250.000 WORKERS COMP							\$24.11
							\$24.11
							(\$24.11)

### Transaction Detail (Standard)

Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount
11/10/2021	0	0	0	Workers Compensation - Hiç	Gentry, Jeffery A	Payroll Ded	\$6.00
11/10/2021	0	0	0	Workers Compensation - Hiç	Willyerd, James E	Payroll Ded	\$7.41
12/10/2021	0	0	0	Workers Compensation - Hiç	Willyerd, James E	Payroll Ded	\$5.33
01/10/2022	0	0	0	Workers Compensation - Hiç	Gentry, Jeffery A	Payroll Ded	\$5.37
Detail Total:							\$24.11
129.04.100.2700.0582.000 TRAVEL OUT OF DISTRICT							\$89.30
							\$89.30
							(\$89.30)

### Transaction Detail (Standard)

Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount
10/31/2021	0	0	0	October Fuel Reimburseme		Adjusting	\$62.07
11/30/2021	0	0	0	November Fuel Reimburse		Adjusting	\$8.80
12/01/2021	0	0	0	Taxable Meal Reimburseme	Gentry, Jeffery A	Payroll	\$8.50
12/31/2021	0	0	0	December 2021 Fuel Reimb		Adjusting	\$4.43
01/01/2022	0	0	0	Taxable Meal Reimburseme	Willyerd, James E	Payroll	\$8.50
Detail Total:							\$89.30

**GRAND TOTAL** \$0.00 \$564.20 \$0.00 \$564.20 (\$564.20)

FUND: 229 HS FLEX FUND

ACCOUNT MASK: ?29.???.????.????.????.???

ACCOUNT TYPES: EXPENDITURE

FISCAL YEAR: Current & Prior Year

ACCOUNT	BUDGET	EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT	BUDGET BALANCE
229.01.377.1000.0320.000 PROF./EDUCATIONAL SERVII	\$0.00	\$123.00	\$123.00	\$246.00	(\$246.00)

### Transaction Detail (Standard)

Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount
10/14/2021	Allen Kara	576	220463	AP POSTING	Montana Digital Academy	Accounts Payable	\$123.00
10/14/2021	Allen Kara	576	220463	Direct Voucher Posting	Montana Digital Academy	Accounts Payable	\$123.00
10/14/2021	Allen Kara	576	220463	REVERSE ENTRY NUMBEI	Montana Digital Academy	Accounts Payable	-\$123.00
Detail Total:							\$123.00

**GRAND TOTAL** \$0.00 \$123.00 \$123.00 \$246.00 (\$246.00)

End of Report

*“The Educational mission of the Livingston School District, in partnership with the community, is to provide the opportunity for all students to learn, in a safe environment, the knowledge, skills and attitudes needed in order to become life-long learners and contributing citizens in a diverse society.”*

The Livingston School District’s Plan for HB 387 Advanced Opportunity Act grant funding springs from the assumption that strong teacher-learner and school-family-community caregiver relationships form the essential underpinnings for student learning and success.

Measurable Goals:

- Increase dual-credit, Advanced Placement, and Early College opportunity
- Increase opportunity for work-based and vocational learning
- Establish more CTE pathways
- Increase participation in STEAM activities

The District is working to expand across the 6-12 grades a program already in place at Sleeping Giant Middle School which has heretofore been provided *pro bono* via the efforts of volunteers and fundraisers. The program is known as the, “Community-School Collaborative,” (CSC).

The CSC, organized as a 501C3 non-profit, is one of a number of Community Action Coalitions that formed after a wide-reaching community-wide effort launched by the schools aimed at Collective Impact. The goal of the work of each of the coalitions is principally to combine what were once disparate efforts at community improvement into consolidated, collaborative, coordinated efforts.

The organizers of the CSC effort include a minority representation of school personnel and a majority representation of individuals from community businesses, organizations and agencies. Students connect with CSC volunteers to explore content enriched by authentic experience in a wide variety of college, career and technical pursuits.

Expansion of the CSC design 6-12 would entail building on the exposure and enrichment opportunities of the students grades 6-8 to develop clear pathways toward careers and colleges in

grades 9-12, and reduction of barriers in terms of parent or guardian expenses to support students' post-secondary success. Additional career internship and externship, expansion of dual-credit opportunity, and co-located career opportunity are among the plans for advanced opportunity.

As exemplars:

- Dual-credit opportunity in High School Agriculture and Sustainable Food Systems and Agriculture courses at Montana State University might be established, with internship opportunity in local food systems production, preservation and preparation. Costs for courses, to record a credit, or to otherwise facilitate student participation would be supported.
- Career and Technical Education Opportunity in a tourism and travel industry pathway could be accomplished
- STEM opportunities, e.g., awareness and pathway opportunities in degree fields and careers in nano-technology, software development, and other emerging fields would be supported and funding for student participation, e.g., travel, supplies, credits, course fees would be made available
- Work opportunities in local wetland mitigation would be facilitated via science classes, with an eye toward college opportunity in related degree fields that can yield jobs back in the community
- Students in business classes would experience dual-credit opportunity in the business and marketing field, as well as career internship with local agencies

In sum, the District wishes to cement and to expand upon a highly-successful, collaborative program that links students with authentic college and career opportunity



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022


The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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

SECTION 1 REQUIRED	
District name	Missoula County Public Schools
LEA #	0583 Missoula Elem
Submitter's first and last name	Kasey Dirnberger & Elise Guest
Email	kldirnberger@mcpsmt.org
Phone number	406-728-2400 ext. 1094
Amount of funding received	\$43,305.24
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Strategic Plan – Missoula County Public Schools Each student has been provided with enhanced learning opportunities. <ul style="list-style-type: none"> <li>Students have opportunities for learning through before, after and summer programs, recreational programs, community partnerships and engagement experiences, apprenticeships, and other work-based opportunities.</li> </ul>

<b>Progress made</b>	With a focus on students having opportunities for learning through after school opportunities, Business Professionals of America continues to be implemented as a Career Technical Student Organization (CTSO) in all three middle schools. Advisors of these CTSO's are current teachers with an emphasis on CTE practices and pathways. Evidence of this implementation is confirmed with regular collaboration, planning, and coordinated implementation with the CTE Coordinator and BPA Advisors.
<b>Measurable objective from your advanced opportunity plan</b>	Strategic Plan – Missoula County Public Schools Each student has been provided with enhanced learning opportunities. <ul style="list-style-type: none"> <li>• Our students are provided with youth leadership opportunities</li> </ul>
<b>Progress made</b>	There are a number of leadership opportunities built into BPA, on a number of levels. (local, state, and national). Students have opportunities to participate in the Torch Award Program, where they can do activities that involve being a leader in a sport or other club, being an officer within BPA, and even serving as the chair of a committee.
<b>Measurable objective from your advanced opportunity plan</b>	Strategic Plan – Missoula County Public Schools Each student has been provided with enhanced learning opportunities.
<b>Progress made</b>	MCPS continues to have middle school Robotics teams which is led by middle school teachers. Approximately 30 students are enrolled in their perspective clubs. The culminating event of this extra-curricular is a state and regional competition.
<b>Measurable objective from your advanced opportunity plan</b>	Strategic Plan – Missoula County Public Schools Communications,connection to, and engagement with families and our communities are meaningful and effective.



Progress made	Advisory boards, parent volunteers,community partners, Career pathways MCIS. School board,PTA
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	<p>PLTW-Intro to Engineering Number of students: 557 Grade Levels: 6</p> <p>PLTW-Design &amp; Modeling, Medical Detectives Number of students: 604 Grade Levels: 7</p> <p>PLTW-Computer Science for Innovators and Makers,App Creators, Robotics Number of students: 466 Grade Levels: 8</p> <p>CTSO BPA Number of students: 12 Grade Levels: 6-8</p>  <p>BPA Students working on Project</p>

	<p>Extracurriculars (Robotics)  Number of students: 30  Grade Levels: 6-8</p> <p>Keyboarding  Number of Students: 700 seats  Grade Levels: 1<sup>st</sup>-8<sup>th</sup></p>
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	We do not offer these programs at the Elementary Level
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	N/A
<b>Projected growth in the program</b>	By end of school year, May 2022, we are hoping to expand Middle School CTSOs with the addition of HOSA. We are going to incorporate CTE standards down to the lower elementary if possible. With the help of the HB monies, we plan to support the development of early interest from elementary grade level students to ramp up into CTE specific pathways from middle to high school.
<b>Funding needs for next biennium</b>	Continued HB Funding. If we were to be able get an increase in the elementary allocation, there is a proposal to use increased FTE to rotate through all elementaries and provide Career and Technical Education-Keyboarding using the new Elementary CTE standard.
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Due to Covid-19 our plans for elementary implementation has been put on hold. Teachers are concentrating on accelerating learning in reading and math. We also are struggling to get coaches for our CTSO and extra-curricular clubs which is limiting our abilities to offer students experiences.
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	Number of Teachers: 10 Grade Levels: 1 <sup>st</sup> -8 <sup>th</sup>
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	Middle School BPA Students: "BPA is a fun way to learn new business skills" "It brings out new skills"

	"I have made a lot of new friends" "I am learning how to code a digital game and make my characters move" "It is a fun way to meet new people" "BPA challenges you and encourages you to try new things" "It gives you experiences in multiple areas that will help me success in high school"
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Charts, graphs, photographs, quotes, baseline data, etc. are encouraged inclusions in your annual report.

Budget	\$43,305.24	Budget	Spent	Remaining
<b>CTE</b>	<b>\$17,322.10</b>			
	CTE Coordinator (18%)	<b>\$16,132.32</b>	\$16,132.32	\$0.00
	Curriculum Dev.	<b>\$1,189.78</b>		
	9.9.2021		\$214.50	\$975.28
				\$975.28
<b>BPA</b>		<b>\$6,000.00</b>		
Advisor Stipend-CSP		<b>\$1,366.67</b>		\$4,633.33
Adviso Stipendr-MHMS		<b>\$1,366.67</b>		\$3,266.66
Advisor Stipend-WMS		<b>\$1,366.67</b>		\$1,899.99
Student Fees-WMS			\$300.00	\$1,599.99

Student Fees-CSP				\$1,599.99
Student Fees-MHMS				\$1,599.99
FLC-WMS			\$150.00	\$1,449.99
Student Fees-WMS			\$20.00	\$1,429.99
	Regionals-WMS		\$161.00	\$1,268.99
HOSA		<b>6,000</b>		
Advisor Stipend-CSP		\$1,366.67		\$4,633.33
Advisor Stipendr-MHMS		\$1,366.67		\$3,266.66
Advisor Stipend-WMS		\$1,366.67		\$1,899.99
<b>BPA Competitions</b>		\$2,000.00		
Region 2 Conference Washington				\$2,000.00
Region 2 Conference Meadow Hill				\$2,000.00
Region 2 Conference C.S. Porter				\$2,000.00
State Conference Washington				\$2,000.00
State Conference Meadow Hill				\$2,000.00
National Competition Porter				\$2,000.00
National Competition Washington				\$2,000.00
National Competition Meadow Hill				\$2,000.00
<b>PLTW</b>		\$3,000.00		\$3,000.00

				\$3,000.00
<b>Keyboarding</b>		\$2,983.14		
				\$2,983.14
				\$2,983.14
<b>STEM-Robotics</b>		\$6,000.00		
	Robot-CSP			\$6,000.00
	Robot-MHM			\$6,000.00
	Robot-WMS			\$6,000.00
		<b>\$51,505.26</b>	<b>\$16,977.82</b>	

School District Board Chair Printed Name	Diane R. Loungen
School District Board Chair Signature	D-R-L-
Date of Signature	12-13-21






## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021.

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

SECTION 1 REQUIRED	
District name	Missoula County Public Schools
LEA #	0584 Missoula HS
Submitter's first and last name	Kasey Dirnberger & Elise Guest
Email	kldirnberger@mcpsmt.org
Phone number	406-728-2400 ext. 1094
Amount of funding received	\$198,140.35
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Strategic Plan – Missoula County Public Schools Each student has been provided with enhanced learning opportunities. Students have opportunities for learning through before, after and summer programs, recreational programs, community partnerships and engagement experiences, apprenticeships, and other work-based opportunities.

<b>Progress made</b>	<p>With a focus on students having opportunities for learning through after school opportunities, Business Professionals of America continues to be implemented as a Career Technical Student Organization (CTSO) in all four high schools.</p> <p>HOSA continues to be implemented as a Career Technical Student Organization (CTSO) in three of our high schools.</p> <p>Skills USA will be implemented at as many high schools as we can start with this year. Currently Sentinel is in the initialization stage.</p> <p>Advisors of these CTSOs are current teachers with an emphasis on CTE practices and pathways. Evidence of this implementation is confirmed with regular collaboration, planning, and coordinated implementation with the CTE Coordinator and Advisors.</p>
<b>Measurable objective from your advanced opportunity plan</b>	<p>Strategic Plan – Missoula County Public Schools</p> <p>Each student has been provided with enhanced learning opportunities.</p> <p>Our students are provided with youth leadership opportunities.</p>
<b>Progress made</b>	<p>There are a number of leadership opportunities built into all of the CTSOs, on a number of levels. (local, state, and national). Students have opportunities to participate in competitions, team based activities. All the CTSOs have committees and leadership boards that students can be a participant.</p>
<b>Measurable objective from your advanced opportunity plan</b>	<p>Missoula County Public Schools</p> <p>Each student has been provided with enhanced learning opportunities.</p>
<b>Progress made</b>	<p>Educators Rising is being offered to all students at Sentinel High School.</p>

	<p>MCPS continues to have a Robotics team which is led by Industrial Education teachers.</p> <p>Computer Science Club that is led by a Business Education teacher.</p>
<b>Measurable objective from your advanced opportunity plan</b>	<p>Strategic Plan – Missoula County Public Schools</p> <p>Communications, connection to, and engagement with families and our communities are meaningful and effective.</p>
<b>Progress made</b>	<p>Advisory boards, parent volunteers, community partners, Career pathways MCIS. School board, PTA</p>
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	<p>CTSO Skills USA</p> <p>Number of students: Big Sky</p> <p>Grade Levels: 9-12</p> <p>CTSO Skills USA</p> <p>Number of students: 20-Sentinel</p> <p>Grade Levels: 9-12</p> <p>CTSO FFA</p> <p>Number of students: 27</p> <p>Grade Levels: 9-12</p>  <p>CTSO HOSA</p> <p>Number of students: 80</p> <p>Grade Levels: 9-12</p>



HOSA Students teaching

CTSO BPA

Number of students: 62

Grade Levels: 9-12

Extracurriculars (Computer Science Club)

Number of students: 15


Grade Levels: 9-12



High school students doing a project with the Elementary students

Extracurriculars (Robotics)

Number of students: 24

	<p>Grade Levels: 9-12</p>  <p>Robotics Team and a Robotics Competition</p> <p>Extracurriculars (Educators Rising)</p> <p>Number of Students: 18</p> <p>Grade Levels: 9-12</p>
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	<p>CNA cerification-4 Students participated, 2 completed the cerification</p> <p>Phlebotomy-3 students participated and w completed the certification</p> <p>OSHA-18 Students received their certification.</p> <p>Dual-Credits-1 students needed financial assistance due to have already used her credit for free credits.</p>
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	<p>There were some issues with the process for dual-credit reporting and payment system. We addressed the issue by taking payment directly to the University.</p>
<b>Projected growth in the program</b>	<p>As Covid subsides the expectation will be that a large jump in classes/certifications that will be offered in the coming years. This will</p>



	drastically influence the number of students taking dual-credit and certifications.
<b>Funding needs for next biennium</b>	Continued HB Funding. If we were to be able get an increase in the allocation, there is a proposal to use increased diverse FTE to increase nontraditional program concentrators.
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Much of our initial plans have been impacted by covid. We have had major set-backs in many areas due to students not being in school and the inability for students to be out in the community
<b>Optional-Number of teachers involved in implementation of your advanced opportunity plan</b>	Number of Teachers: 41 Grade Levels: 9-12
<b>Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials</b>	<p>"BPA is an educational club that has helped me thread leadership into multiple aspects of my life and has improved many skills such as communication and creative thinking."</p> <p>"The BPA club helps me educate myself on professionalism and business know-how. It is a lot of fun learning about the inner workings of businesses and competing to show my knowledge of business. BPA has helped my understanding of how to financially support and run a business or just myself. My freshman year I signed up for the event called financial math and analysis concepts and it taught me a lot of practical skills such as how interest, taxing, and pricing works in the both the business world and my everyday life. This year I am taking another BPA event called interview skills 1 and I look forward to learning about how to present my resume and myself when applying for a job or anything else in the future.</p> <p>"BPA has done wonders for me, along with others. I have gained confidence, a better understanding of office procedures, real job experience, and what to do in a serious job setting... all of which will benefit me and every student that participates in this club. As president of the Seeley Lake BPA club, I truly wish all students could participate</p>

in, what I like to call, an experience that will positively impact students' lives forever."

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

**Projected Budget including the carry-over funds from fiscal year 2021**

<b>Budget</b>	<b>\$248,164.28</b>			
<b>Indirect Costs</b>	<b>\$9,071.01</b>			
<b>CTE Costs</b>	<b>\$95,302.86</b>			
		<b>Budget</b>	<b>Spent</b>	<b>Remaining</b>
1.0 FTE CTE Coordinator (Split 10/90 with MS)		\$73,492.00	\$73,492.00	\$0.00
National/Montana ACTE		\$330.00	\$330.00	\$0.00
Zoom Account		\$1,000.00	\$155.52	\$844.48
Student Work Force Experiences-Software (Seemless)Subscription Cost		\$4,000.00		\$844.48
Curriculum/PD Materials		\$11,480.86		
			\$91.88	\$11,388.98
			\$100.88	\$11,288.10
PD Room Blue Tooth		\$430.00	\$430.00	\$10,858.10
Program Development-Curriculum Pay		\$5,000.00		\$10,858.10
IT&T Curriculum 11/3/21-8 people			\$572.00	\$10,286.10
Desk			\$35.97	\$10,250.13

<b>Parent offset Costs (\$142,954.29)</b>		\$95,732.86		
		<b>Budget</b>	<b>Spent</b>	<b>Remaining</b>
<b>FCS</b>				
FCS- Student Lab Fees	\$9,000.00			
Hellgate		\$3,000.00		\$9,000.00
Sentinel		\$3,000.00		\$9,000.00
Big Sky		\$3,000.00		\$9,000.00
<b>ED Rising</b>				
FCS-Educators Rising Student Association Fees	\$4,000.00			
Sentinel			\$100.00	\$3,900.00
<b>Health Science</b>				
HS Lab Fee	\$9,000.00			
Big Sky		\$3,000.00		
Hellgate		\$3,000.00		
Sentinel		\$3,000.00		
<b>HOSA</b>		\$12,000.00		
HS-HOSA Student Association Fees				
Big Sky			\$660.00	\$11,340.00
Hellgate State Officer			\$500.00	\$10,840.00

State Officer			\$20.00	\$10,820.00
Sentinel			\$460.00	\$10,360.00
Hellgate			\$600.00	\$9,760.00
				\$9,760.00
HS-HOSA State Competition Fees				\$9,760.00
Big Sky				\$9,760.00
Hellgate				\$9,760.00
Sentinel				\$9,760.00
Bus for State Conference		\$2,775.00		\$6,985.00
Team T-shirt				\$6,985.00
HS-HOSA National Competition Fees				\$6,985.00
Big Sky				\$6,985.00
Hellgate				\$6,985.00
Sentinel				\$6,985.00
HS-HOSA Conference				\$6,985.00
Big Sky				\$6,985.00
Hellgate				\$6,985.00
Sentinel				\$6,985.00
HS-HOSA Shirts				\$6,985.00
Hellgate			\$300.00	\$6,685.00
<b>AG Education</b>				
AG Lab Fee	\$3,000.00			

		\$3,000		
<b>FFA</b>				
Ag-FFA Student Association Fees	\$4,000.00			
Hotel-Conference			\$3,600.90	\$399.10
<b>Business</b>				
Business Lab Fee	\$12,000.00			\$12,000.00
Big Sky		\$3,000		\$12,000.00
Hellgate		\$3,000		\$12,000.00
Sentinel		\$3,000		\$12,000.00
Seeley		\$3,000		\$12,000.00
<b>BPA</b>	\$16,000.00			
Business-BPA Association Fees				
Big Sky			\$24.00	\$15,976.00
Hellgate			\$576.00	\$15,400.00
Big Sky			\$504.00	\$14,896.00
Sentinel			\$24.00	\$14,872.00
Sentinel			\$240.00	\$14,632.00
Sentinel			\$24.00	\$14,608.00
Seeley				\$14,608.00
Seeley			\$168.00	\$14,440.00
				\$14,440.00



Business-BPA-Conference Fees				\$14,440.00
Seeley			\$30.00	\$14,410.00
Seeley			\$10.00	\$14,400.00
Business-BPA Competition Fees				\$14,400.00
Big Sky				\$14,400.00
Hellgate Regionals			\$575.00	\$13,825.00
Hellgate FLC			\$150.00	\$13,675.00
Sentinel FLC			\$150.00	\$13,525.00
Seeley FLC			\$300.00	\$13,225.00
Big Sky FLC			\$300.00	\$12,925.00
Big Sky Nationals			\$40.00	\$12,885.00
Seeley-Regionals			\$40.00	\$12,845.00
Computer Science Club	\$4,000.00			
CS Registration Fee				
Sentinel			\$165.00	\$3,835.00
CS Contest				\$3,835.00
Sentinel			\$300.00	\$3,535.00
				\$3,535.00
<b>IT&amp;T</b>				
IT&T Lab Fees	\$10,000.00			
Big Sky		\$3,000.00		\$10,000.00
Hellgate		\$3,000.00		\$10,000.00

Sentinel		\$3,000.00		\$10,000.00
Seeley		\$1,000.00		\$10,000.00
Auto Lab Fee	\$3,000.00			
Sentinel		\$3,000.00		\$0.00
<b>Robotics</b>				
Robotics Student Association Fees/Competitions	\$12,000.00			\$12,000.00
Skills USA/TSA Student Association Fees	\$16,000.00			
Big Sky				\$16,000.00
Hellgate-Building Trades			\$100.00	\$15,900.00
Hellgate-Building STEM			\$50.00	\$15,850.00
Hellgate-Building Welding			\$100.00	\$15,750.00
Sentinel Auto			\$450.00	\$15,300.00
Sentinel			\$750.00	\$14,550.00
Seeley				\$14,550.00
Sentinel			\$25.00	\$14,525.00
<b>Dual Credit</b>	\$12,000.00			
Big Sky				
Hellgate				
Sentinel				

Seeley				
<b>Certification Fees</b>	<b>\$12,000.00</b>			
Big Sky-FCS-ServSafe		\$240.00		\$11,760.00
Hellgate				\$11,760.00
Sentinel-Certiport			\$3,000.00	\$8,760.00
Sentinel-TestOut			\$3,700.00	\$5,060.00
Seeley				
<b>Promotional-All CTE</b>	<b>\$1,954.29</b>			
<b>Field Trip Fees-All CTE</b>	<b>\$3,000.00</b>			
Hellgate IT&T-Manufacturing Day Costs			\$50.00	\$2,950.00
Hellgate Bus ofr Manufacturing Day			\$101.28	\$2,848.72
	<b>\$142,954.29</b>		\$19,903.43	

School District Board Chair Printed Name	Diane R. Loungen
School District Board Chair Signature	D-R-L -
Date of Signature	12-13-21

<b>2021 - 2022</b>					<b>allocation values</b>	<b>\$198,140.24</b>		
					Roll Over 2021	50,023.93		
Indirect Costs	5%	\$9,907.01	<b>\$238,257.15</b>			<b>\$248,164.17</b>		
Parent Offset Costs	60%	\$142,954.29						
CTE Costs	40%	\$95,302.86						
1.0 FTE CTE Coordinator (Split MS)	82%	\$89,624.00	\$73,491.68					
		With 3% taken out:	<b>\$238,257.15</b>					
<b>Parent Off-Set Costs</b>		<b>60%</b>	<b>\$142,954.29</b>					
FCS- Student Lab Fees (\$3,000 per program)		\$9,000.00	\$133,954.29					
FCS-Educators Rising Student Association Fees (\$4,000 per association)		\$12,000.00	\$121,954.29					
Health Science-HOSA Student Association Fees (\$4,000 per association)		\$12,000.00	\$109,954.29					
Health Science Lab Fee (\$3,000 per program)		\$9,000.00	\$100,954.29					
Ag-FFA Student Association Fees		\$4,000.00	\$96,954.29					
Ag Lab Fee (\$3,000 per program)		\$3,000.00	\$93,954.29					
Business-BPA Student Association Fees (\$4,000 per association)		\$16,000.00	\$77,954.29					
Business Lab Fee (\$3,000 per school)		\$12,000.00	\$65,954.29					
Robotics Student Association Fees (\$4,000 per association)		\$12,000.00	\$53,954.29					
IT&T-Skills USA/TSA Student Association Fees (\$4,000 per association)		\$16,000.00	\$37,954.29					
IT&T Lab Fees (\$3,000 per program)		\$12,000.00	\$25,954.29					
Dual Credit (\$3,000 per program)		\$12,000.00	\$13,954.29					
Certification fees (\$3,000 per program)		\$12,000.00	\$1,954.29					
Promotional-All CTSO		\$1,954.29	\$0.00					
<b>Total</b>		<b>\$142,954.29</b>						
<b>CTE Costs</b>		<b>40%</b>	<b>\$95,302.86</b>					
1.0 FTE CTE Coordinator (Split 10/90 with MS)	0.82	\$73,491.68	\$21,811.18					
Materials		\$1,656.18	\$20,155.00					
Montana ACTE		\$155.00	\$20,000.00					
National ACTE Membership		\$1,000.00	\$19,000.00					
Professional Conferences		\$6,000.00	\$13,000.00					
Student Work Force Experiences-Software (Seemless)		\$5,000.00	\$8,000.00					
Program Development-Curriculum Pay		\$8,000.00	\$0.00					
<b>Total</b>		<b>\$95,302.86</b>						



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

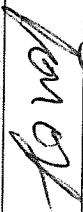
As a participating school district that has received funding through the Montana Advanced Opportunity Act (HB 387), the submission of this annual report along with your district's uploaded advanced opportunity plan are required to demonstrate continued qualification for funding. This completed document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

SECTION 1 REQUIRED	
District name	Reed Point School District 9-9
LEA #	0850
Submitter's first and last name	Heather Jarrett
Email	<a href="mailto:hjarrett@reedpoint.k12.mt.us">hjarrett@reedpoint.k12.mt.us</a>
Phone number	406 326 2245
Amount of funding received	\$658.33
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	60% of students in grades 6-12 will complete interest inventories as part of a college/career readiness component of their advanced opportunity educational plan
Progress made	75% of students completed an interest inventory as a portion of their advanced opportunity plan.
Measurable objective from your advanced opportunity plan	20% of Elementary/Junior High School students will work through course-work at a pace appropriate for their personal growth potentials, i.e. acceleration



Progress made	20% of Elementary/Junior High School students worked through course-work at a pace appropriate for their personal growth potentials, i.e. acceleration
Measurable objective from your advanced opportunity plan	30% of students will participate in a CTE/school sponsored group/forum of events with a focus on career and college readiness.
Progress made	33% of students are participating in a CTE/school sponsored group/forum of events with a focus on career and college readiness.
Measurable objective from your advanced opportunity plan	N/A
Progress made	N/A
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	12 students have been served to date in grades 6 <sup>th</sup> through 8 <sup>th</sup> .
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	Families have had dues paid on their behalf for FCCLA. Clothing required for attending FCCLA State and Districts meetings has been provided to students as needed.
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	No issues were reported yet in our first year of the programming.
Projected growth in the program	An increase of 10% of students participating in the program is projected.
Funding needs for next biennium	Equal or higher funding would be utilized to its fullest for our students.
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Two additional measurable goals specific to elementary have been added to our Advanced Opportunity Plan. They include: 60% of students in grades 6-9 will complete interest inventories as part of a college/career readiness component of their advanced opportunity educational plan and 30% of students will participate in a CTE/school sponsored group/forum of events with a focus on career and college readiness, i.e. FCCLA.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	6
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	As this is the first year of our award we do not yet have a story to tell or any testimonials.

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

School District Board Chair Printed Name	Jan O'H
School District Board Chair Signature	
Date of Signature	12-21-21

\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\*

# Reed Point Elementary

## MT Advanced Opportunities Grant

<129-XX-XXX-XXXX-XXX-377>

Account	Transaction Number	To Whom	Purpose	Amount	Date	Status
=====	=====	=====	=====	=====	=====	=====

GRAND TOTAL 0.00



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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### SECTION 1 REQUIRED

District name	Reed Point School District 9-9
LEA #	0851
Submitter's first and last name	Heather Jarrett
Email	hjarrett@reedpoint.k12.mt.us
Phone number	406.326.2245
Amount of funding received	\$3,359.01

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

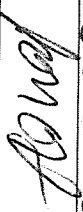
### SECTION 2 REQUIRED

Measurable objective from your advanced opportunity plan	Year one 50% of students will graduate with 10 college math credits and 3 college writing credits.
Progress made	60% of seniors are graduating with 12 or more college credits in math, college writing, science, and social sciences.
Measurable objective from your advanced opportunity plan	30% of students will participate in a CTE/school sponsored group/forum of events with a focus on career and college readiness.
Progress made	33% of our high school population are participating in CTE/school sponsored group/forum of events with a focus on career and college readiness.

Measurable objective from your advanced opportunity plan	Graduates who have not yet turned 19 years of age may return for a 5 <sup>th</sup> year of school that is focused on the acquisition of college credits or certificate program degree coursework.
Progress made	50% of prior year graduates returned for college coursework, potentially earning six or more college credits.
Measurable objective from your advanced opportunity plan	Assist parents, as needed, with expenses for college, career ready student organization(s) dues, dress/attire, expenses.
Progress made	Funding availability was shared with 100% of students participating in STO's, career and college readiness courses, organizations.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	22
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	7 math credits, 6 communication credits, 3-6 fine arts and humanities credits, 3-6 social sciences/history credits, 7 natural science credits, 3 multicultural/global perspective credits, 3 computer application credits, 2 courses towards a vet tech certification
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	N/A
Projected growth in the program	Junior and Senior students are working to achieve a certification of general studies as they graduate from high school with a total of 35 credits.
Funding needs for next biennium	Equal or higher funding would be utilized to its fullest for our students.
Summary of updates to your advanced opportunity plan.	N/A
For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	
Optional-Number of teachers involved in implementation of your advanced opportunity plan	6
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	As this is our first year being able to fund the program we are hoping to be able to tell our story next year including testimonials.

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



School District Board Chair Printed Name	Jon OH
School District Board Chair Signature	
Date of Signature	12-21-21

\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\*

**Reed Point High School**

**MT Advanced Opportunities Grant**

<229-XX-XXX-XXX-377>

Account	Transaction Number	To Whom	Purpose	Amount	Date	Status
229-100-1000-321-377	Claims Check	10530 FIB(PCARD1518MB)	online classes	1,516.32	12/21/2021	Written
229-377-1000-516-377	Claims Check	10497 FIB(PCARD7997TC1)	MSU NORTHERN FIELD T	379.52	11/16/2021	Returned
229-377-1000-610-377	Claims Check	10499 FIB(PCARD8999HJ)	REFRESHMENTS FOR FAF	51.95	11/16/2021	Returned
GRAND TOTAL				1,947.79		



## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	St. Ignatius School District #28
LEA #	0481
Submitter's first and last name	Jason Sargent
Email	<a href="mailto:jsargent@stignatiuschools.org">jsargent@stignatiuschools.org</a>
Phone number	406-396-7839
Amount of funding received	\$13,737.20
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Career and Technical Education will focus on the development of skills relevant for real life careers. CTE will be implemented cross-curricular, meaning all teachers will work to develop career ready tools students. The use of experiential learning will be used to increase our students' ability to work as a team, explore, investigate and discover solutions to real life issues. Education without boundaries and "LEARNING" as a focus for everything we do. We want students to become great at being "in" school, rather than being great "at" school. We want to

	transition away from the goal of compliance to the process and focus on the learning and skill building of the product. Let's focus on making students hungry for learning and excited for answers, not because they have to, but rather because they want to.
<b>Progress made</b>	Iron Worker Purchased and Set Up Cost Shared with District to purchase and the first 12 students are being exposed and learning the beginning phase I of Iron Worker Machine and Opportunities with Metals and Adv. Metals Course. I. Phase I: Purchase Iron Worker to add Opportunities for use and learning objectives related to CTE Iron Worker and Standards of Iron and Metal that we could not afford to increase exposure without the M.A.O.A.
<b>Measurable objective from your advanced opportunity plan</b>	Phase I Complete
<b>Progress made</b>	Iron Worker Purchased and Set Up –Hands on standards have begun this semester with 12 students in Metals and Adv. Metals Course of Study- CTE Education Plan
<b>Measurable objective from your advanced opportunity plan</b>	Enter Here
<b>Progress made</b>	Enter Here
<b>Measurable objective from your advanced opportunity plan</b>	Enter Here
<b>Progress made</b>	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	12 Students Grades 9-12 Metals and Adv. Metals Course
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	No credits Earned, this is the first semester this opportunity has been offered. We received the machine 1 <sup>st</sup> Quarter and Implemented 2 <sup>nd</sup> Quarter that is this time is midterm with no credits received.
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	No Problems Additional Parts were needed for attachments that the school funded with General Budget.
<b>Projected growth in the program</b>	12 Students Currently Enrolled and hopes to increase this number by each semester offering.
<b>Funding needs for next biennium</b>	None at this time we will apply for additional Advanced Opportunities Funds in the next Biennium to grow our CTE opportunities.



Summary of updates to your advanced opportunity plan.  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	Phase I Complete - CTE courses we need implemented at School District #28: Carpentry including Electrician, Plumbing, Cabinetry, HVAC Welding Engineering Mechanics including Tires / Small Engine / Aviation Mechanical and Pilot Culinary Arts, Hospitality and Tourism Intro Education / Health Human Performance Housing / Interior Design / Textiles Apparel and Retailing Food Science, Nutrition, Health Management and Wellness Early Childhood / Human Development Family Relations Personal Finance Computer Apps/Computer Programming / Coding Business Management, Accounting, Marketing, Web Design and Advertising, Entrepreneurship Graphic Design / Film / Editing / Photography STEAM: Coding, Drones, Music Design and Editing, Lego's, Robotics, Video C.N.A. Medical Prep Courses / E.M.T. Training ART / Graphic Design / Ceramics / Art Mediums Matching Student Interests Typing/Keyboarding Plan and LifeSkills Drivers Education (One quarter of each as a Freshman: Driver Ed, Auto, FCS/Nutrition, STEAM) Enrichment Activities to Expand our Career and College Readiness: • Career Class 8th Grade, with CTE state program for Career Building • Senior Project and 5 Year Plan, Portfolio • Link Crew, SSC, MBI, Student Council • Career Day, Real Life Fair, Job Shadow • College Visits • Gear Up, iGraduate, School to Work • Addition of at least one of these clubs: B.P.A., J.M.G., D.E.C.A. • As Many School and Outside Certifications as Possible • Pathways for Career Plans • Career Awareness of Current Career Needs that will be necessary for a Skillful Future Workforce • College Application Week – FAFSA Night “Our goal is to best prepare students for a successful future”
Optional-Number of teachers involved in implementation of your advanced opportunity plan	1 Teacher
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	Website: <a href="http://stignatiusschools.org">stignatiusschools.org</a>

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



School District Board Chair Printed Name	<i>Peter Matt</i>
School District Board Chair Signature	<i>Peter Matt</i>
Date of Signature	12-9-21

\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\*

12/09/21  
11:23:36

ST. IGNATIUS SCHOOLS  
Budget Detail Report  
For the Accounting Periods: 7/21 - 12/21

Page: 1 of 2  
Report ID: B160

Funds 229- 229

Fund/Account/ Doc/Line # Warrant	Description	Invoice	Invoice Date	End Month/ Amount	Year to Date Vendor	Budget	Available Appropriation
229 FLEX FUND 2003 / 2003 2 HIGH SCHOOL E 110-1410 Kindergarten-Industrial Arts 730 Major Equipment - New		/ /					
Object Total:				0.00*	0.00	0.00	0.00
Program-Function Total:				0.00	0.00	0.00	0.00
E 377-1410 ADVANCE OPPORTUNITIES-Industrial Arts 660 Minor Equipment-New		/ /					
Object Total:				0.00*	0.00	0.00	0.00
730 Major Equipment - New		/ /					
CL 943247 1 54913 66 ton Iron Worker		/ /		13,737.20	2375 NORCO INC		
PO 18457 1 66 ton Iron Worker		/ /		13,737.20	2375 NORCO INC		
Object Total:				0.00*	13,737.20	13,737.20	0.00
Program-Function Total:				0.00	13,737.20	13,737.20	0.00
Organization Total:					13,737.20	13,737.20	
Fund Total:				0.00	13,737.20	13,737.20	0.00

\* This total is not a total of the amount column. This total represents the dollars Committed (expended plus encumbered) during the the End Month selected, less the reversals for prior month encumbrances closed.

## **Career and Technical Education School District #28**

### **Advanced Opportunity Plan**

Career and Technical Education will focus on the development of skills relevant for real life careers. CTE will be implemented cross-curricular, meaning all teachers will work to develop career ready tools students. The use of experiential learning will be used to increase our students' ability to work as a team, explore, investigate and discover solutions to real life issues. Education without boundaries and "LEARNING" as a focus for everything we do. We want students to become great at being "in" school, rather than being great "at" school. We want to transition away from the goal of compliance to the process and focus on the learning and skill building of the product. Let's focus on making students hungry for learning and excited for answers, not because they have to, but rather because they want to.

CTE courses we need implemented at School District #28: Carpentry including Electrician, Plumbing, Cabinetry, HVAC Welding Engineering Mechanics including Tires / Small Engine / Aviation Mechanical and Pilot Culinary Arts, Hospitality and Tourism Intro Education / Health Human Performance Housing / Interior Design / Textiles Apparel and Retailing Food Science, Nutrition, Health Management and Wellness Early Childhood / Human Development Family Relations Personal Finance Computer Apps/Computer Programming / Coding Business Management, Accounting, Marketing, Web Design and Advertising, Entrepreneurship Graphic Design / Film / Editing / Photography STEAM: Coding, Drones, Music Design and Editing, Lego's, Robotics, Video C.N.A. Medical Prep Courses / E.M.T. Training ART / Graphic Design / Ceramics / Art Mediums Matching Student Interests Typing/Keyboarding Plan and LifeSkills Drivers Education (One quarter of each as a Freshman: Driver Ed, Auto, FCS/Nutrition, STEAM)

Enrichment Activities to Expand our Career and College Readiness:

- Career Class 8th Grade, with CTE state program for Career Building
- Senior Project and 5 Year Plan, Portfolio
- Link Crew, SSC, MBI, Student Council
- Career Day, Real Life Fair, Job Shadow
- College Visits
- Gear Up, iGraduate, School to Work
- Addition of at least one of these clubs: B.P.A., J.M.G., D.E.C.A.
- As Many School and Outside Certifications as Possible
- Pathways for Career Plans • Career Awareness of Current Career Needs that will be necessary for a Skillful Future Workforce
- College Application Week – FAFSA Night "Our goal is to best prepare students for a successful future"

Phase I

Career and Technical Education will focus on the development of skills relevant for real life careers. CTE will be implemented cross-curricular, meaning all teachers will work to develop career ready tools

students. The use of experiential learning will be used to increase our students' ability to work as a team, explore, investigate and discover solutions to real life issues. Education without boundaries and "LEARNING" as a focus for everything we do. We want students to become great at being "in" school, rather than being great "at" school. We want to transition away from the goal of compliance to the process and focus on the learning and skill building of the product. Let's focus on making students hungry for learning and excited for answers, not because they have to, but rather because they want to.

#### Phase I Purchase for Implementation:

- Iron Worker Purchased and Set Up Cost Shared with District to purchase and the first 12 students are being exposed and learning the beginning phase I of Iron Worker Machine and Opportunities with Metals and Adv. Metals Course. (Complete)
- Phase I: Purchase Iron Worker to add Opportunities for use and learning objectives related to CTE Iron Worker and Standards of Iron and Metal that we could not afford to increase exposure without the M.A.O.A. (Complete)
- Iron Worker Purchased and Set Up –Hands on standards have begun this semester with 12 students in Metals and Adv. Metals Course of Study- CTE Education Plan (Complete)

#### Phase II

Areas that will be expanded as part of CTE Advanced Opportunities in the areas of Business, FCS, Industrial Arts, STEAM:

- Flight Simulator
- Gaming
- Auto Mechanics





## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	St. Regis K-12 Public Schools
LEA #	0528
Submitter's first and last name	Derek Larson
Email	<a href="mailto:larsond@stregis.k12.mt.us">larsond@stregis.k12.mt.us</a>
Phone number	406-649-2311
Amount of funding received	5896.28
<i>A report of progress toward measurable objectives in the school district's advanced opportunity plan.</i>	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Enroll students in Xello program to help them explore their strengths and interests in career fields, as well as developing the steps toward that pathway in their personal portfolio that tracks them from K-12 <sup>th</sup> grade and beyond.
Progress made	Program is purchased, students have been onboarded. Administration has received training. Teachers and students receive training in January.
Measurable objective from your advanced opportunity plan	Purchase examples or demonstrations of success from past students in their profession or trade to connect current students to the academic and skill requirements of future career paths.

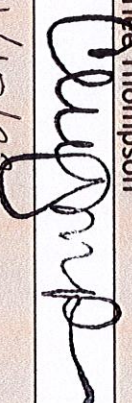


Progress made	Alumni connections are being traced and several examples of student success have been purchased or arranged including: fabrication of metal artwork and hype videos based on their creation arranged by alumni metal workers, arrangement of a cooking demonstration by an alumni chef, and further ideas with details still in the works.
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
Measurable objective from your advanced opportunity plan	Enter Here
Progress made	Enter Here
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
Number of students served & grade levels	195 students K-12
Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program	0 students have completed the training as it has just begun.
Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed	A couple students have participated in a demo and the program seems extremely beneficial on a number of different levels including: course planning, career exploration, tracking for college or trade school applications, and career pathway development.
Projected growth in the program	All students will participate in this program as it suits college-bound or trade-bound students alike.
Funding needs for next biennium	The program cost should remain consistent with rising costs but it may be necessary to help students with post-secondary costs or to provide training or internships in the local community. Paid internships would help students and parents focus on trade internships rather than summer or afterschool jobs in retail with little to no opportunity for future trade preparation.
Summary of updates to your advanced opportunity plan. For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	The plan began at the end of the 20-21 school year but was stalled due to heavy superintendent turnover. I have begun to restart the planning process. Community outreach has been completed on a small scale and will now proceed to large-scale input.
Optional-Number of teachers involved in implementation of your advanced opportunity plan	All teachers (20) will be involved to a lesser or greater degree, but the main facilitation will be done by the guidance counselor (1) and other



	teachers with specialized knowledge and/or skills of the different career paths.
Optional-A summary of the new story your district is telling around advanced opportunity plan and any testimonials	St. Regis School would like to heavily focus on and invest in our alumni from the past 5-15 years and highlight success stories in professions and trades. We are reaching out to past graduates for examples of their work to showcase and to spread the excitement about professions and trades that inspire and impassion St. Regis graduates. Through this focus on past students finding their way and excellent guidance tools easily accessible in school, we hope to encourage our students to think critically about their strengths, talents, and the direction they want to pursue with their education.

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

School District Board Chair Printed Name	Charles Thompson
School District Board Chair Signature	
Date of Signature	1/10/22

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***



Transformational Learning = \$28,347.50

MTAO = \$5,896.28

	Spent	Proposed 2022
Meeting Stipends	\$170.00	\$1,000.00
Benefits	\$30.13	\$1,000.00
Examples of Alumni Work	\$200.00	\$10,000.00
J&K Metalworks	\$200.00	
Alumni Workshops		\$10,000.00
Curriculum	\$4,525.00	\$4,525.00
Xello	\$4,525.00	\$4,525.00
Research		\$7,718.78
Polling		\$1,000.00
Community Activities		\$3,000.00
Supplies		\$3,718.78
Totals	\$4,925.13	\$34,243.78

Total Allocation = \$34,243.78



# St. Regis Public Schools' Strategic Planning Process 2015

## Overview

**The St. Regis Public School District (St. Regis 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, St. Regis 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 St. Regis Public Schools moves into the future. This strategic plan is intended to help St. Regis Public Schools in focusing its resources in a manner that will best benefit the children enrolled in St. Regis Public Schools.

The St. Regis Board of Trustees, Staff Leadership Team, and faculty 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, St. Regis Public Schools brought in Debra Silk and Joe Brott of the Montana School Boards School to help facilitate the strategic planning process.

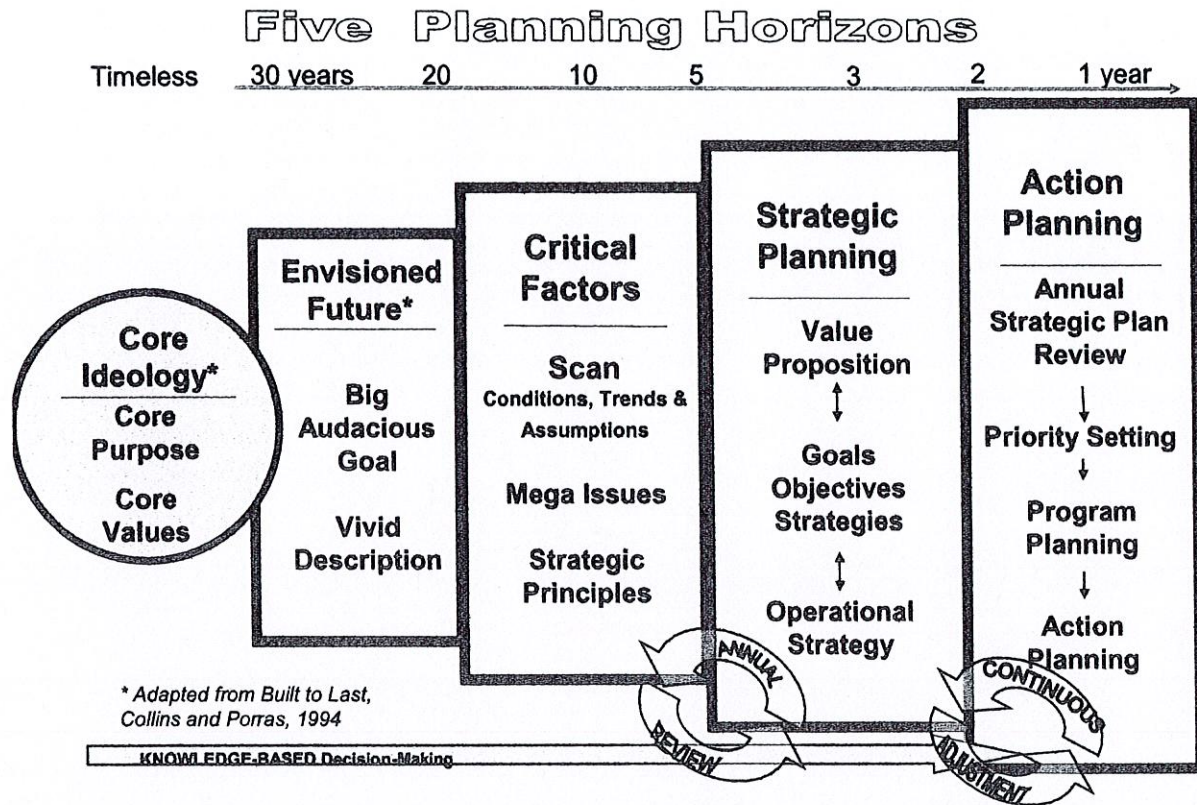
The St. Regis School District Board of Trustees initially adopted its new Strategic Plan in 2009. The Board and Staff Leadership Team has periodically updated the Strategic Plan with the last update being completed in March/April of 2015.

St. Regis Public Schools' Board, Staff Leadership Team, and faculty view 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 St. Regis Public Schools.

## Strategic Planning Framework

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





## Core Ideology of the St. Regis 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 of the St. Regis Public School District:

*St. Regis Public Schools, in partnership with the community, exists to provide rigorous, diverse, and individualized education programs to ensure that every student is confidently prepared for the future.*

### Core Values of the St. Regis Public School District



**Students First:** The interests and needs of students will always come first and all decisions will be premised on which is best for students.

**Tiger Pride-Students are proud of our School:** We are committed to ensuring that our students pride in school and community through high academic standards, extra-curricular activities and being civic minded.

**Rigorous-Excellence in Academics:** We are committed to ensuring that all students receive a rigorous, well-rounded, high quality education that confidently prepares students for their future.

**Effective-Highly Qualified and Committed Staff:** We are committed to recruiting, retaining and supporting highly qualified and committed staff that fully support our students and the mission of our District.

**Goal Driven-Continuous School Improvement:** We are committed to a rigorous path of continuous improvement through strategic planning and governance and knowledge-based decision making to meet the ongoing needs of our students, staff, parents and community.

**Integrity-Accountable, Transparent and Fiscally Responsible:** We believe that espousing to the highest level of integrity is vital to the success of our students and our school district. We are transparent and fiscally responsible in everything we do.

**Safe-Positive Learning Environment:** We firmly believe a safe, positive environment is the cornerstone for students to achieve their highest level of education. We are committed to ensuring that all students develop an acceptance of others regardless of differences.

## 20 Year Planning Horizon

### Envisioned Future of the St. Regis School District

#### Big Audacious Goal:

St. Regis is the school of choice. We have the highest of educational standards. The St. Regis community fully supports the school. Our students are confident in their abilities and capable of succeeding in their future.

#### A Vivid Description of the Desired Future:

- Our students excel because of our high expectations.



- Our class sizes fully support student achievement and an individualized approach to education.
- Every student has an individualized plan of education that addresses the needs and promotes the talents and aspirations of each student.
- Our educational programming supports students learning at their own pace.
- 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.
- 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 have high quality extra-curricular opportunities that instill a sense of pride in our students.
- We have a strong early childhood development program.
- Technology is innate in every aspect of our education programs and the operations of our schools.
- Our environment is one where openness, transparency and change are embraced.
- We have a progressive recruitment and retention program. We attract and retain only the very best. As a result of our efforts, our staff thrive in our school environment.
- We provide our staff with the flexibility and accommodate their requests to have their setting reflect an environment that stimulates teaching and learning and excites students in their learning.
- Our facilities fully support our initiatives.
- We have full parent integration and engagement. Parents want to be here and be involved. Parent involvement is valued and needed.

## **5-10 Year Planning Horizon**

### **Assumptions Regarding the Relevant Future for the St. Regis Public School District**

In order to make progress against the 20 year Envisioned Future, St. Regis 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 St. Regis 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 2015 Strategic Planning meeting, the St. Regis School Board, Staff Leadership Team, and faculty 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 St. Regis Public Schools' strategic plan.

## **Assumptions about the future**

### **Demographics**

- We anticipate that our population will increase, but the increase will primarily be people that are retirees who do not have children in our schools.
- We anticipate that our student enrollment will fluctuate based on local economic status.
- We anticipate that the St. Regis community will continue to be a desirable place to live.
- We anticipate an aging local population.
- We anticipate that we will always have a segment of our population that is at-risk and/or below the poverty levels.
- We anticipate that rural areas in Montana, like St. Regis, will likely be a desirable alternative to living in larger communities.

### **Business/Economic Climate**

- We anticipate that our local economy will continue to improve as the national economy improves.
- We anticipate that our timber and tourism industries will continue to be the primary source of employment.
- We anticipate little to no growth in government (e.g., USFS, Highways, County) and healthcare (e.g., Hospital) jobs.
- We anticipate the continued development of alternative energy sources.
- We anticipate that with enhanced connectivity (i.e. fiberoptics), more people will be working from home.
- We anticipate a continued high unemployment rate in our local community compared to the state of Montana and nationally.
- We anticipate that affordable housing will become more available.
- We anticipate continued growth in our tourism industry.

### **Legislation/Regulation**

- We anticipate that unfunded mandates will continue.
- We anticipate that health insurance regulations at the federal and/or state level will impact the district and the community.
- We anticipate the continued need for participation by local trustees in the legislative process.
- We anticipate that the privatization movement will continue in Montana and that there will be continued stresses on public funds.

### **Technology /Science**



- We anticipate that incorporating emerging technology will continue to be an issue for our District.
- We anticipate the continued need for technology and data in decision-making.
- We anticipate that technology will be embedded in all courses (Pre K-12).
- We anticipate that traditional teaching styles will continue to move towards a more facilitate approach, but that there will always be a need for high quality teachers.
- We anticipate a continued move towards project-based learning.
- We anticipate there will be a higher expectation of post-secondary skills of our students.
- We anticipate a continued need to integrate technology with other learned skills.
- We anticipate an increase in on-line opportunities for our students.
- We anticipate a continued move away from textbooks and towards e-books or web-based instruction.

### **Politics and Social Values**

- We anticipate that our teaching staff will have to continue teaching social skills to our students. We also anticipate that parents will continue to depend on the school district to teach social skills.
- We anticipate that parents will continue to expect the school to take on the responsibilities of parents in parenting their children.
- We anticipate that there will be a continued need to balance technology with the need for face-to-face social interaction and communication.
- We anticipate a continuation of ethical, value and character issues within the school and the community.

## **5-10 Year Planning Horizon**

### **Mega Issues facing the St. Regis 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 St. Regis 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.

Note: The questions are not necessarily arranged in priority order.

### **Mega-Issue Questions:**



1. Given the diverse demographic make up of our community, how do we increase our parent and community engagement?
2. What can we do to fully integrate technology into our classrooms without spending resources on equipment, tools and programs that quickly become obsolete as the latest and greatest technologies emerge?
3. How can we work with the community leaders to better promote the community of St. Regis to ensure economic stability in our local area and our District?
4. What can we do to overcome the barrier of having to teach acceptable social skills, ensuring that all students understand the necessity of treating others with respect, and celebrating (as opposed to criticizing) the diverse characteristics of others?

### **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 St. Regis 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. One Strategic Objective will be reviewed monthly for a report and discussion on progress in conjunction with established timelines. Strategic Objectives in their entirety are reviewed annually by the St. Regis School Board, Staff Leadership team and faculty.

## **Goals of the St. Regis Public School District**

### **Goal Area 1: Technology**

**Statement of Intended Outcome, Five years:** We have been strategic in our approach to integrating technology in the classroom to enhance student learning. As a result of our efforts, we have systems in place that provide students and staff with access to contemporary technologies while maximizing the resources we expend on technology.

#### **Strategic Objectives:**

1. We will continually make progress towards our 5 year technology plan by:
  - a. expanding and enhancing the use of technology in the classroom;
  - b. expanding and enhancing the use of technology in the overall operations of the District, including safety measures;
  - c. expanding the District's 1-to-1 technology device initiative;
  - d. increasing the District's bandwidth capabilities;
  - e. exploring, expanding and maximizing the use of web-based programs.
  - f. maximize the use of E-rate funds to upgrade technology and infrastructure that supports technology; and

### **Goal Area 2: Rigorous and Individualized Academic Opportunities**

**Statement of Intended Outcome, Five years:** The academic opportunities available to our students are vast, rigorous and individualized and are designed to meet the needs of each student, enhance the talents and aspirations of each student, and to enrich the overall educational experience for all of our students.

#### **Strategic Objectives:**

1. We will increase career readiness/vocational opportunities for students.
2. We will enhance college-readiness requirements/opportunities for students.
3. We will enhance hands-on, project-based, critical-thinking curriculum and opportunities for students.
4. We will enhance opportunities for high-ability students.
5. We will develop and enhance a K-12 cohesive writing curriculum.
6. We will utilize independent, outside assessments of the District's overall performance.
7. We will extend summer opportunities for students.
8. We will develop an individualized approach to education for each student.



### **Goal Area 3: Student growth and responsibility**

**Statement of Intended Outcome, Five Years:** We have successfully developed a culture where students take part in the development of their own education plans and take ownership of their successes and failures. As a result of this shift in culture, our students understand and appreciate the value of education and how that plays a vital part in their success in life.

#### **Strategic Objectives:**

1. We will enhance the tools available to students to celebrate their successes and to give them greater awareness of the importance of education.
2. We will increase the responsibilities of students to take part in the development and implementation of their own education plans.
3. We will increase our efforts and focus on providing a positive school climate that instills a sense of pride and belonging in all students.
4. We will enhance social/life skills through "Leader in Me" K-12 with an emphasis in grades K-6.
5. We will enhance and expand our high-quality, diverse extra-curricular programs available to students.

### **Goal Area 4: Community Involvement**

**Statement of Intended Outcome, Five Years:** Through our efforts, we have enhanced our relationship with the community and with the parents of our students through outreach initiatives and open communications. Our schools are inviting and are viewed as the center of our community. The level of volunteerism in our schools is at an all-time high.

#### **Strategic Objectives:**

1. We will increase parental information and awareness giving parents the tools to effectively advocate and be involving in their child's education.
2. We will enhance community outreach opportunities and opportunities for the community to come into our schools.
3. We will enhance our communication with the community by promoting the great work and success of our students.
4. We will increase the knowledge and understanding of the community on the District's needs and priorities.

### **Goal Area 5: Facilities**

**Statement of Intended Outcome, Five Years:** Through our planning process, we have adequately maintained and maximized our present facilities to enhance the educational environment for all students and ensure that the school is a safe and healthy learning environment.

#### **Strategic Objectives:**

1. We will continue implementation of the Facilities Plan developed by CTA and continue maximizing the use of available grant funds, including but not limited to:
  - Upgrading our safety and security measures



- Enhancing our flexible learning environments that promote student achievement and other opportunities for students;
  - Continuing our partnerships with other community organizations for outdoor activities; and
  - Making progress towards the construction of a new bus barn.
2. We will maximize opportunities for financial resources that put the least financial burden on local taxpayers.

### **Goal Area 6: Highly Effective and Committed Staff**

**Statement of Intended Outcome, Five Years:** We have successfully embarked on a program of recruiting and retaining highly effective and committed staff. As a result of our efforts, our staff are enthused and fully support our initiatives and are students are achieving at unprecedented levels.

#### **Strategic Objectives:**

1. We will increase professional development opportunities and training programs for staff, including but not limited to, training on the proficient use of technology to enhance student achievement.
2. We will increase incentives for the purpose of recruiting and retaining high quality staff that support our programs, services and opportunities for students.
3. We will increase the effective use of technology in the classroom that enhances student learning.
4. We will enhance opportunities for recognizing and celebrating outstanding performance and/or contributions of staff.
5. We will increase the Board's knowledge of what is happening in our schools by having staff periodically report to the Board on the progress that is being made on this Strategic Plan.

The Board, Staff Leadership Team and Staff will be developing action plans identifying the key activities/events, primary person(s) responsible for championing each activity/event identified and the timeline(s) for implementing and/or completing each activities/event.

## Meeting Notes

11/30/21

4-5pm

Music Room

Attendance: Tyler Cheesman, Charlee Thompson, Katie Benson, Kassie Perkins, Shaun Ball, Kianna Barnett, Derek Larson

### Polling for data:

1. Different groups that we want to poll: Business Owners, Parents, Students, Teachers, and Alumni
2. Fillers should mark all boxes that apply
3. Possible senior project for a student: help distribute and compile data, coordinate with parent liaison to reach out to stakeholders

### Showcases in the past:

1. Literacy showcase
2. Science fair
3. Egypt project
4. Concerts (ongoing)
5. Athletic events (ongoing)
6. Shop projects

### Ideas for the future:

1. Senior citizen Friday Breakfast at school
  - a. Rotating presentations
2. Senior citizen Thursday Dinner
  - a. Presentations

### Ensuring high quality education

How much is revealed through ACT and PSAT scores?

### Paying older students for services rendered

### Career Pathways Demonstrations

1. Purchasing products and demonstrations from past students
  - a. Two pieces ordered from J&K Metalworks (Kelsey Dellinger)
  - b. Other students?



## Meeting Notes

11/15/21

4-5pm

In attendance: Derek Larson, Shaun Ball, Katie Benson, Tyler Cheesman

Reviewed teddintersmith.com site and some of the resource videos posted there.

Specifically the Community Motivation piece. This is a piece that is a struggle for our community through many initiatives in the past and apparently, Alberton has struggled with this piece for this same program?

### Talking points

- Parents concerned about loss of academic focus in Alberton
  - How can we address soft skills without losing academic focus
- Xello would provide us with some of these focus points
  - Portfolio piece
    - Community service without increasing workload?
- Is Summit working? Prevailing opinion is no
  - We are still averaging about 50% student success upon exit, which is a bit better than ten years ago, but not much.
- Advertise what we are doing better.
  - Live court cases
  - Shop projects
  - Innovative Class Presentations
- Recruit teacher volunteers - paid for a couple hours out of grant to adjust lesson plans to incorporate innovative ideas. Report back to group and celebrate successes, not the teacher.
- Reminder that grant committee is paid for this time. Remember to fill out a sheet.





## MT Advanced Opportunity Grant ANNUAL REPORT TEMPLATE ~ Fiscal Year 2022

The annual report is due by 5:00 p.m. on January 10, 2022. The window for submission opens December 6, 2021 at 8 a.m. MST.

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

SECTION 1 REQUIRED	
District name	Superior School District #3
LEA	LE0579
Submitter's first and last name	Scott Kinney
Email	<a href="mailto:srkinney@ssd3.us">srkinney@ssd3.us</a>
Phone number	406-822-3600 x 201
Amount of funding received	\$8503.97
A report of progress toward measurable objectives in the school district's advanced opportunity plan.	
SECTION 2 REQUIRED	
Measurable objective from your advanced opportunity plan	Created a millwright apprenticeship program at IFG.
Progress made	Our first graduate from the program earned an IFG Trades Certificate and FVCC college credits.
Measurable objective from your advanced opportunity plan	Created a AWS welding certification w/program dual enrollment.
Progress made	16 students obtained their AWS professional welding certification.
Measurable objective from your advanced opportunity plan	Created a MT Dept of Labor - OSHA 10 certification course
Progress made	All Industrial Technology students graduate with an OSHA10 card.

<b>Measurable objective from your advanced opportunity plan</b>	Created new School-to-Work work study programming with local business per SSD# Policy 1005FE.
<b>Progress made</b>	This program begins January 24 <sup>th</sup> , second semester for juniors and seniors as a pilot program.
<b>SECTION 3 ADDITIONAL INFORMATION (Used to share progress with legislators)</b>	
<b>Number of students served &amp; grade levels</b>	56 students served in 2021 in grades 9-12. We have also been successful in recruiting female students into our Industrial Technology program.
<b>Number and type of credits, certifications, and/or credentials earned by pupils that have been paid for by the program</b>	FVCC college credit, OSHA10 certification, AWE certification
<b>Any issues as reported by pupils, parents, post-secondary institutes, etc. and how they were addressed</b>	Transportation to and from learning off campus learning opportunity. We entered into an agreement with students/parents to compensate for mileage. We will be using funds Advanced Opportunity funds to offset future tuition/program fees. We recently lost our Millwright Apprenticeship program this fall as the IFG mill closed. We are changing gears and have begun working with Mineral Community Hospital and the Mineral County Sheriffs' Department for school-to-work opportunities in health care, law enforcement, and EMS career fields. We are exploring adding a Transportation strand for students to obtain commercial drivers licenses.
<b>Projected growth in the program</b>	Our goal is to become a "junior college" of sorts in trades. All of our students will eventually have access to work/training opportunities to earn wages while earning credentials in fields of interest for OTJ work study opportunities in the "real" world of work.
<b>Funding needs for next biennium</b>	They will increase as will have more students participating past what up to now, has been a pilot program. It is hard to determine funding needs as we are currently building at least three new CTE stands.
<b>Summary of updates to your advanced opportunity plan.</b>  For example: changes due to Covid-19 and impacts/adjustments it had on your initial plan	As we remained in face-to-face in-person teaching for the past two years, we have had only a few instances where we had to adopt a distance learning option for students on a case-by-case basis. We have had to curtail class trips to educational institutions and official business visits for students pursuant to COVID restrictions.

### **Advanced Opportunities**

The Advanced Opportunities program provides Superior Public Schools an allocation of \$8,503.97 to use towards Advanced Opportunities in grades 7-12. The funds can be used for a variety of offerings:

#### **Overload Courses**

An overload course is a high school level course that is taken in excess of the student's regular school day. These courses are offered online, during the summertime, and before/after school. In the event that student incurs a cost for such courses the District will cover the fee upto \$300 for the course. Overload courses must be above and beyond the full course load (minimum of 12 credits) offered by the student's local school.

#### **Dual Credits**

Dual credit are courses taken by high school students that are transcribed on their high school and college transcripts. The Advanced Opportunities program can pay up to \$75 per credit. Dual Credit courses can be taken online, by virtual conferencing, or in some cases students can go directly to the college/university campus. Our current higher education partners, Flathead Valley Community College and the University of Montana - Missoula work with the District to provide seamless enrollment into classes.

#### **Exams**

Students can utilize Advanced Opportunities funds to pay for a variety of college-credit bearing or career-technical exams. These include Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), or Career & Technical Education (CTE) exams. The District currently provides the American Welding Society exam and the Montana Department of Labor OSHA 10 exam at no cost to students. Successful passage of these exams result in students obtaining certification cards providing immediate entry into the workforce.

#### **Workforce Training**

Students can utilize Advanced Opportunities funds to defray the cost for regionally approved workforce training courses at an Montana public college. View approved workforce training courses and see Mr. Quinlan for more details.

#### **Challenging Courses**

Superior School District provides options for students to challenge courses for credit. In most cases, this means that a student would request to challenge a course by taking an exam. If the student meets the level of mastery set by the local school board for a given set of standards, the school can grant the student a high school credit without requiring the student take the course per SSD3 Policy 1005FE.

Optional-Number of teachers involved in implementation of your advanced opportunity plan	Two classroom teachers (Business Education/CS) & Industrial Technology), one high school counselor and our special programs coordinator (GEAR-UP).
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Charts, graphs, photographs, quotes, baseline data, etc. are encouraged inclusions in your annual report.

School District Board Chair Printed Name	Michelle Parkin
School District Board Chair Signature	
Date of Signature	January 10, 2022

**\*\*\*Please provide your district's detailed budget for how fiscal year 2022 funds were spent.\*\*\***

# WORK STUDY CONTRACT - SUPERIOR HIGH SCHOOL

Student Name \_\_\_\_\_ Present Age \_\_\_\_\_  
Parent/guardian names (include 1st name) \_\_\_\_\_  
Address \_\_\_\_\_ Home phone \_\_\_\_\_  
Name of work site \_\_\_\_\_ Address \_\_\_\_\_  
Supervisor's Name: \_\_\_\_\_ Work phone no. \_\_\_\_\_  
Best time to call supervisor \_\_\_\_\_  
Class periods released from school: first semester \_\_\_\_\_ second semester \_\_\_\_\_  
Beginning work date \_\_\_\_\_ (no later than Monday, September 14th)  
Days you work (approximately) \_\_\_\_\_  
Work arrival time \_\_\_\_\_ Work departure time \_\_\_\_\_  
Approximate total hours you work per week \_\_\_\_\_ Earnings per hour \_\_\_\_\_  
Is this a job you plan to continue after graduation? Why? \_\_\_\_\_  
\_\_\_\_\_  
What are your plans after graduation? \_\_\_\_\_  
\_\_\_\_\_

**Enter your daily school schedule below for reference in contacting you. If this schedule changes at any time, please notify Mr. Labbe.**

	Class	Teacher	Room Number
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			
Period 6			
Period 7			
Period 8			

Please list any sports or extra-curricular activities you will be involved in this year. How will that affect your leaving school for Work Study?

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# WORK STUDY CONTRACT - SUPERIOR HIGH SCHOOL

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## Waiver and Release of Liability

Superior School District (the 'District') itself does not control the way in which the Work Study (WS) site is structured or operates. In granting academic credit for the WS program, the District affirms that, to the best of its knowledge and judgment, the experience is an appropriate curricular option for students and worthy of District credit but makes no assurances, expressed or implied, about any travel or working arrangements the student has made.

I understand that participation in a WS program may require off-campus locations. I hereby waive, release, and discharge any and all claims for damages resulting in personal injury, property damage, and death which I may have, or which hereafter accrue to me, against the District as a result of my participation in the WS program. This release is intended to discharge the District, its board members, officers, employees, volunteers and any agencies, from and against any and all liability arising out of or connected in any way with my participation in the WS program.

I understand that accidents and injuries can arise out of WS programs which may cause personal injury; knowing the risks, nevertheless, I hereby agree to assume those risks and to release and hold harmless all of the persons and agencies mentioned above who might otherwise be liable to me (or my heirs or assigns) for damages. It is the intention of both parties that the provisions of this statement be interpreted to impose on each party responsibility for their own negligence.

I understand that if I use my personal vehicle to participate in the WS program, the District has no liability for personal injury or property damage that may result from that use. I agree to rely solely on my personal vehicle insurance coverage.

I acknowledge that I am aware that the District does not provide liability insurance or workers compensation while placed at an organization other than the District.

I acknowledge that I have read and fully understand the 'Waiver and Release Liability' section of this contract.

I acknowledge that the reasons for my being requested to sign this Release have been fully explained to me and I understand them.

I am signing this Release of my own free will and have not been influenced or coerced by any representative or employee of the District or of the State.

*(Students under age eighteen (18) must have the signature of their parent or guardian.)*

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Student Signature

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Date

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Parent Signature

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Date

# WORK STUDY CONTRACT - SUPERIOR HIGH SCHOOL

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***As the student/learner in Superior Work Study (WS) program, I agree to:***

- Abide by the rules and policies of both the work site and Parkview's WS program
- Work diligently & cooperatively to perform well for work and Parkview Be honest at work and school, related to money, merchandise, time and effort
- Participate in the WS program not more than two class periods (one class period per semester or two class periods during one semester) during my senior year
- Submit completed contract form no later than Tuesday, September 16th. I understand I may not leave during school hours for WS until Mr. Labbe has approved my release.
- Work a minimum of two hours for every hour released from school per week
- Sign out daily in the front office by initialing the appropriate date in the WS binder.
- Maintain good attendance with no unexcused absences and not more than 7 excused absences per semester. These seven do not include exempt absences such as Dr. appointments/field trips. I understand my school and job attendance will be monitored.
- Not report to work if I am absent from school without permission from Mrs. Achterberg. If I am unable to make it to school, I am not eligible to go to work.
- Maintain grades of C- or better in all classes at each grading period including midterms.
- Maintain a schedule through the entire semester that meets Parkview's policy of having six classes per semester in addition to WS. Special accommodations may be made by the teacher for unique situations such as part-time college students or scheduling conflicts where no classes are available.
- Submit weekly work reports by 3:15 on the first school day of the next week.
- Submit a completed employer WS evaluation form to Mr. Labbe within two days of the end of each grading period.
- Recognize that my WS grade will consist of both employer and teacher evaluation based on participation, progress, portfolio, etc.
- Abide by the procedures and consequences of a probationary period if I do not maintain the guidelines above. During a probationary period, students may not leave school for five days and will report to study hall during regular WS hours. If a second infraction occurs, I will be removed from the WS program, placed in study hall/class and will earn an F grade for WS. Written appeals due to special circumstances may be considered by Mr. Labbe to avoid probation.
- Contact my WS teacher immediately if there is a significant problem, or change in employment hours, duties, etc.

***As a parent or guardian of a student/learner participating in the Work Study program, I agree to:***

- Thoroughly read this WS contract, indicating my approval through my signature below.
- Be responsible for transportation of my student to and from the work site.
- Assist the student by complying with the responsibilities of the WS program given above.
- Contact the Superior High School office prior to any absence to excuse the student from school.
- Parents may excuse an absence up to two days following the absence before that absence is considered unexcused in the WS program.
- Schedule appointments for the student outside of the school day to minimize absences.
- Assist in promoting the value of various experiences offered through the WS program and encourage cooperative participation by the student.

## WORK STUDY CONTRACT - SUPERIOR HIGH SCHOOL

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*As the work site employer/supervisor participating in Superior Work Study program, I agree to:*

- Cooperate with the school through proper instruction and supervision of the student.
- Provide work standards, hours and wage rates for the student that are the same as other beginning workers or any wage rate agreed to that is not in violation of state or federal statutes.
- Contact Superior Work Study coordinator/teacher, Mr. Labbe, as soon as possible of any unsatisfactory development to enable the school and the student to adjust and correct any matter that would improve student performance.
- Provide Superior High School Secretary, Ev Schultz, with a copy of your liability insurance policy.
- Read the responsibilities of this contract that the student agrees to, in order to help and encourage the student to complete those responsibilities to the best of their ability.

---

Supervisor Signature

Date

*As the teacher/coordinator for the Superior High School Work Study program, I agree to:*

- Grant one-half credit to the student upon acceptable performance and satisfactory compliance with this contract (one class period both semesters or two class periods one semester).
- Consult, as needed, with both the work site supervisor and the student in order to promote a successful WS experience and cooperatively evaluate student progress.
- Work with students through consultations and providing materials as needed to aid in the completion of the career portfolio project.

---

Superior Teacher Signature

Date

# OPI – Montana Advanced Opportunity Application

## Application Window: Anticipated to open the 1st Monday of December 2019 and close the 2nd Monday in January 2020

House Bill 387, passed in the 2019 Montana state legislative session provides state funding to school districts for expanding personalized learning opportunities for students to accelerate their career and college readiness and reduce out-of-pocket costs for families; empower students to actively engage in forming successful postsecondary pathways.

### Application Guidance:

1. The application is a fillable form that you can complete and download to your computer.
2. The application checklist must have all the boxes marked to be a complete application.
3. The application must be approved in a board meeting of your Trustees and signed by your board chair.
4. The application has one upload requirement: the completed application checklist with your board chair's signature.
5. The submission of the application will be a digital upload on the OPI Transformational Learning page, using the submit button.
6. Districts with more than one LEA under a single governing board, can submit a single combined application.

Submitter Name: Michelle Parkin

District Name: Superior K-12 Schools

LEA#: 0579

District Name: Make a Selection

LEA#: Make a Selection

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

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

Michelle Parkin

School District Board Chair Printed Name



School District Board Chair Signature

11/26/2019

Date



# Superior School District #3

# STRATEGIC PLAN

## 2019-2024

### Strategic Areas Of Focus

Through Innovation and entrepreneurship, Superior School District #3...

Supports Local Districts in their continuous effort to improve and deliver high quality education for all. Each child will develop CTE goals throughout their K-12 life.

Increases educational options & opportunities for all students and parents. Each child will have a personalized plan centered on interests and goals.

Expands partnerships with other educational institutions, businesses and organizations through apprenticeships, job shadowing and CIRT programs.

Models fiscal responsibility by aligning resources to strategic priority areas.

Creates a model work environment by identifying, developing, supporting and maintaining highly competent educational professionals.

## Mission

The Mission of the Superior School District #3 is to provide quality educational leadership, programs, services, and support to the children, school districts, and the diverse community that makes up Superior School District #3.

## Vision

Every student will have equitable access to high quality educational programs and be prepared for college and career success in a global economy. All school districts in Superior School District #3 will view SCCOE as an integral partner in improving public education. SSD3 will research and apply innovative 21st century practices; leverage community and business partnerships; inspire transformative leadership; and customize exemplary services to districts, school communities and students from early childhood through adult.

## Core Responsibilities

The Superior School District #3...

- Provides challenging, relevant, and high quality educational programs for students in County Office programs.
- Supports districts to accelerate achievement for all students.
- Collaborates with districts and OPI in response to current challenges and future trends in education.
- Increases parent, business, and community participation in schools and build public confidence and trust in public education.
- Maximizes resources to improve the quality, efficiency, and cost-effectiveness of school district and the County Office.





# SUPERIOR SCHOOL DISTRICT #3 BELIEF STATEMENTS

The following belief statements are offered to support our mission statement. All partners must work together for these beliefs to be realized.

## THINKING AND REASONING SKILLS

We believe:

- Students must learn to think critically and creatively to solve problems and complete tasks.
- Students must be able to gather and use information effectively to gain new information and knowledge.
- Students must be able to utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.

## COMMUNICATION SKILLS

We believe:

- Students must be able to communicate with clarity, purpose and understanding of audience.
- Students must be able to integrate the use of a variety of communication forms and use a wide range of communication skills.
- Students must be able to recognize, analyze and evaluate various forms of communication.

## INTERPERSONAL SKILLS

We believe:

- Students must be able to work with others in a variety of situations to set and achieve goals.
- Students must be able to manage and evaluate their behavior as group members.
- Students must learn skills needed to handle disagreement and conflict.
- Students must be self aware in identifying and realizing their and others' social/emotional needs.

## KNOWLEDGE AND LEARNING SKILLS

We believe:

- Students must make a commitment to creating quality work and strive for excellence.
- Students must be able to use a variety of learning strategies, personal skills, and time management skills to enhance learning.
- Students must be able to evaluate their learning for the purpose of improvement.
- Students must connect knowledge and experiences from different subject areas.
- Students must be able to use their knowledge to acquire new knowledge, develop new skills and expand understanding.

## RESPONSIBILITY AND RESPECT

We believe:

- Students must be provided a safe, nonviolent learning environment that is free from harassment and intimidation.
- Students must take responsibility for personal actions and act ethically.
- Students must learn to respect themselves and others.
- Students must learn to mutually respect authority figures in the school and society.
- Students must learn to demonstrate an understanding of and a responsibility for global and environmental issues.
- Students must act as socially responsible citizens in school, community, state and nation.

## MISSION STATEMENT

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

## VISION

**EVERYONE WORKING AND LEARNING TOGETHER FOR A SUPERIOR EDUCATION!**

## CORE RESPONSIBILITIES

### Superior School District #3

- Provides challenging, relevant, and high-quality educational programs for students.
- Supports educators to accelerate achievement for all students.
- Expand personalized learning opportunities through the use of technology, targeted intervention, project/product based learning and new software platforms.
- Provides for collaboration among staff, administration, trustees, and stakeholders to address current challenges and future trends in Education.
- Seeks to increase student, parent, business, and community participation in our schools and build confidence, trust and value in the educational program we provide to our students, parents and the community we serve.
- Maximizes resources to improve the quality, efficiency, and cost-effectiveness of educational offerings and programs in the District.
- Provides access to new, dynamic career pathways to guide students into training opportunities upon graduating high school.
- Provides access to training for all District staff to encourage personal mastery in the areas in which they serve students.

## PROGRAMMING

- MBI + RTI = MTSS
- 21CCLC → Title I Afterschool program
- GEAR UP academic tutoring a.m./p.m.
- iReady
- Dibels
- ACT prep
- CIRT/Apprenticeship
- CTE
- Acellus
- Montana Digital Academy



## THE OPI - TRANSFORMATIONAL LEARNING APPLICATION FISCAL YEAR 2020

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 two upload requirements: (a) your definition of proficiency, (b) the completed application checklist with your board chair's signature.
5. The submission of the application will be a digital upload at the OPI Transformational Learning Webpage, using the submit button that you will see on the page by 8:00am MST, on October 1.
6. Districts with more than one LEA under a single governing board, can submit a single combined application.

SUBMITTER NAME:

DISTRICT NAME:

LE Name & Number:

FTE dedicated to your district's transformational learning program:

2nd LE Name & Number:

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 a motion of the board of trustees, in a proper board meeting and signed by the board chair.

☒ Identify and submit the overall quality educator FTE participating in the transformational learning program as defined in (20-9-327 (3), MCA).

☒ Upload the district 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, grads, 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.

- ☒ Effective professional development to assist employees in transitioning to a transformational learning model
- ☒ 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 is affirmation that the required elements of HB 351 are part of the application's supporting documents.

**Michelle Parkin**

School District Board Chair Printed Name

\_\_\_\_\_  
School District Board Chair Signature

01/10/22  
07:59:47

SUPERIOR SCHOOL DISTRICT  
Detail Ledger Query  
For the Accounting Periods: 7/21 - 1/22

Page: 1 of 1  
Report ID: L091

Funds 229- 229

Fund/Account/ Doc/Line #		Description	Vendor	Acct. Period	Debit	Credit	Ending Balance
229 HS FLEX FUND							
B 101 CASH							
RV 4084	1	Interest on Investments		7/21	0.01		
RV 4102	1	Interest on Investment		8/21	0.02		
RV 4121	1	Interest on Investments		9/21	0.01		
RV 4121	2	State-Advanced Opportunity Aid		9/21	8,503.97		
RV 4139	1	Interest on Investment		10/21	4.51		
RV 4155	1	Interest on Investments		11/21	8.92		
Account/Source/Program-Function Total:					20.60 DB	8,517.44	8,538.04 DB
INTEREST ON INVESTMENTS							
R 1510							
RV 4084	1	Interest on Investments		7/21		0.01	
RV 4102	1	Interest on Investment		8/21		0.02	
RV 4121	1	Interest on Investments		9/21		0.01	
RV 4139	1	Interest on Investment		10/21		4.51	
RV 4155	1	Interest on Investments		11/21		8.92	
Account/Source/Program-Function Total:						13.47	13.47 CR
State- Advanced Opportunity Aid							
R 3770							
RV 4121	2	State-Advanced Opportunity Aid		9/21		8,503.97	
Account/Source/Program-Function Total:						8,503.97	8,503.97 CR
Fund Total:						8,517.44	
Grand Total:						8,517.44	



Elsie Arntzen, Superintendent  
PO Box 200901  
Helena, MT 59620-0901  
406.444.5643  
On 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 **A<sup>+</sup>**



March 9, 2021

Superior Public Schools  
Scott Kinney, Superintendent  
Box 400  
Superior, MT 59872

Dear Superintendent Kinney:

The purpose of this letter is to officially notify you of the results of the Montana Advanced Opportunities Act first-come, first-served application window that closed January 11, 2021.

The Board of Public Education, at their January 15, 2021 meeting, qualified all districts that submitted complete applications for Montana Advanced Opportunities Act (HB 387). **Congratulations on receiving funding to support your district's Advanced Opportunities plan for FY2022!** Your funding amount is \$8,503.97 based on 8.5% of your FY21 QE payment. These funds will be deposited in your district's flex fund prior to October 1, 2021.

Provided that the appropriations from the legislation continue, through current legislative sessions, all unfunded districts on the priority list, as well as newly-applying districts, should be funded for FY 2022. Your belief that Advanced Opportunities are valuable for Montana students, is applauded. The OPI has shared with the legislature's Education Interim Committee the enthusiasm that has been shown for these new funding sources by local school districts. Thank you!

If you have any questions regarding the process or the funding calculations, please contact our staff. Krystal Smith is our program manager and can be reached at [Krystal.smith@mt.gov](mailto:Krystal.smith@mt.gov) or (406)249-0758.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sharyl Allen".

Sharyl Allen, Deputy Superintendent