

## **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.



Board of Trustees  
Sandra Kroll, Chrm.  
Shona Bradshaw  
Tom Burden  
Garrett Lacy

## Drummond Public Schools Districts 11 & 2

P.O. Box 349, 108 West Edwards  
Drummond, Montana 59832  
High School – 406-288-3281  
Elementary School – 406-288-3283  
Fax – 406-288-3299



Dean Phillips, Superintendent  
Toby Wetsch, Clerk  
Lisa Villa, Secretary

### Montana Advanced Opportunity Grant

#### Narrative:

Drummond Schools offers a variety of opportunities for its students, however, often the costs of those opportunities are passed to students and families. Unfortunately we are unable to fund many of the programs that we see are a huge benefit to our students. Below are three projects we feel would fit the funding guidelines of this grant opportunity.

#### Projects Impacted:

##### Remote Learning and Montana Digital Academy:

As many small schools in Montana, we rely on the MTDA to offer our students a variety of courses that we as a staff cannot. Such important courses as foreign languages, business courses, and other advanced courses. Many of our students take advantage of this opportunity, however, these courses are now not free. That cost is passed on to students and families. This would be an opportunity for the school to pay for these courses instead of students and families.

##### On-Site Drivers Education Program:

We have been unable to fund a drivers education program even though we are fortunate enough to have staff who are willing to and certified to teach this course due to expenses associated with the course. Typically we would have to charge in excess of \$350 per person to take this course. This grant would allow us to move this course to a free elective course taught within the school day. This alleviates not only the cost to the families, but also the hassles of transporting students to and from school outside of the school day.

##### Middle School STEM: First Lego League Challenge:

At Drummond School, we have begun a middle school STEM class utilizing the First Lego League content and curriculum. Along with the in class curriculum, the culminating activities for this course is a state wide competition. Again, due to budget constraints, this financial responsibility would fall on the families of those students who would want to participate and be able to afford to attend. We feel this grant opportunity would make this opportunity more equitable for all students as the cost would be covered by the school instead of the families.



# Red Lodge School District #1

Red Lodge High School ~ Red Lodge Elementary

## Strategic Plan AY 2022-23

**DISTRICT MISSION:** The mission of the Red Lodge Public Schools is to support and challenge all students to reach their maximum potential through a rigorous curriculum in a safe, nurturing, and orderly environment. We are committed to building positive relationships between students, staff, administration, and community in order to provide effective student achievement through high expectations and frequent assessment!

**RLHS VISION STATEMENT:** "PROVIDING MOUNTAINS OF OPPORTUNITY"

**RLHS VALUES:**

- **Learning – Supporting a learning environment that continuously motivates all students to excel.**
- **Relationships – Creating and maintaining meaningful relationships among students, teachers and community partners.**
- **Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment.**

- **Establishing High Academic Expectations Through Diverse Educational Experiences**
  - *The District employs a variety of strategies listed below that establish high academic expectations through diverse educational experiences for our students:*
    - Staff Professional Development
    - Alliance for Curriculum Enhancement
    - Multi-Tiered Systems of Support
    - Advanced Placement/Post-Secondary Dual Credit Opportunities
    - Job Shadow/School-to-Work/Internship Programs
    - Youth Transition Program
    - Youth Volunteer Program

- Emphasizing a Safe, Nurturing, and Orderly Learning Environment
  - *Listed below are strategies the district utilizes to emphasize a safe, nurturing, and orderly learning environment*
    - Path of the Ram - Montana Behavioral Initiative
    - Power Up/Speak Out Curriculum - Healthy Relationships
    - Bullying, Harassment, Intimidation, and Retaliation Reporting Systems
    - School Safety and Security Upgrades
    - Mental Health Curriculum Implementation
    - No Kid Hungry Program
  
- Cultivating Positive and Collaborative Relationships
  - *All illustration of cultivating positive and collaborative relationships is outlined below:*
    - Community Member/Student Mentorship Program
    - Membership in Civic/Community Organizations
    - Parent-Teacher Organization
    - New Teacher Induction Program
    - Community Youth Steering Committee
    - District Advisory Committee

## **Major Initiatives and Goals for the Red Lodge School District**

*While maintaining current programming, the Red Lodge School District has outlined a set of initiatives and goals, which provides a focal point for the district's strategic plan in the coming year(s):*

- **Advanced Opportunities: Career/Technical Education (CTE) Courses and Dual Credit/Advanced Placement Courses**
  - Career Ready-CTE courses are in concert with long term local and regional skilled labor needs and meet at least 90 percent of the non-degree career interests of students on an individual basis.
  - College Ready- dual credit and advanced placement opportunities with courses in language arts, mathematics, science, social studies, computer sciences, welding, and more!
  - Completion of a new Career & Technical Education Center including a three-bay automotive shop, an eight-booth welding shop, a dedicated woodworking and construction shop, a robotics lab, media room, and computer lab.
  - Work-Based Learning program for students interested in career exploration opportunities aligned with CTE Pathways
  - Annual CTE Career Fair featuring area businesses, business owners, and educational institutions offering advanced opportunities based on student interests.
  - School-sponsored College Visits for students to explore post-secondary options available in their areas of interest.
  - Middle school courses in Personal Life Skills and Career Exploration featuring classroom-career connection projects, guest speakers, business tours, job shadowing, and interest inventories with career exploration programs.
  
- **Recruitment and Retention Strategies for Highly Qualified Staff**
  - Expand opportunities and incentives for staff to gain credentialing for dual credit and advanced placement instruction
  - Partnership with MSU-Billings, as the closest state university in proximity, to expand dual-credit course offerings on the RLHS campus.
  - Encourage National Teacher Certification

## Student Growth and Achievement

**Goal One:** To ensure high levels of learning for all students the district will develop goals for student learning and will focus instructing and assessment on skills needed to be career and college ready.

Strategies	Committee Member	Resources	Time Frame
1. Identify and work with students who have significant learning loss due to COVID-19 - Assess students and analyze data - Develop Plans - Monitor progress and make adjustments	Austin Harrison Carly Begger	General Fund ESSER I, II, & III Federal Funds Grants	Fall 2021 and on-going
2. Promote and expand work study opportunities through Transformational Learning and Montana Advanced Opportunities. - Internships/Pre-apprenticeships - Experience opportunities	Austin Harrison Carly Begger	General Fund Montana Adv. Opp. ESSER I, II, & III Federal Funds Grants	Fall 2021 and on-going
3. Design a remote learning model to meet the needs of individual students. - Utilize Transformational Learning and Montana Advanced Opportunities to expand rigorous virtual learning opportunities not offered with in our district.	Austin Harrison Carly Begger	General Fund Montana Adv. Opp. ESSER I, II, & III Federal Funds Grants	Fall 2021 and on-going
4. Look into extended learning opportunities. - Design and implement extended learning opportunities - summer school, before/after school	Austin Harrison Carly Begger	General Fund Montana Adv. Opp. ESSER I, II, & III Federal Funds Grants	Fall 2021 and on-going

1 **Sweet Grass County High School**

2  
3 **INSTRUCTION**

2167

4  
5 Correspondence Courses

6  
7 The District will permit a student to enroll in an approved correspondence course from a school  
8 approved by the National University Extension Association or the Distance Education  
9 Accrediting Commission, in order that such student may include a greater variety of learning  
10 experiences within the student's educational program.

11  
12 Credit for correspondence courses may be granted, provided the following requirements are met:

- 13  
14 1. Prior permission has been granted by the principal;  
15  
16 2. The program fits the education plan submitted by the regularly enrolled student;  
17  
18 3. Credit is granted for the following approved schools:  
19  
20 a. Schools approved by the National University Extension Association or through  
21 one of the schools approved by the Distance Education Accrediting Commission;  
22  
23 b. Community colleges, vocational-technical institutes, four-(4)-year colleges and  
24 universities and state-approved private schools in the state of Montana; and  
25  
26 c. Other schools or institutions which are approved by the District after evaluation  
27 for a particular course offering.  
28

29 The District shall not be obligated to pay for a student's correspondence courses.  
30

31 The District will accept up to two (2) credits of correspondence coursework. No correspondence  
32 courses are allowed that serve to supplant required coursework at Sweet Grass Co High School.  
33 Correspondence coursework cannot be used to allow a student to graduate early from high  
34 school.  
35  
36  
37

38 Cross Reference: 2410 and 2410P High School Graduation Requirements

39  
40 Legal Reference: § 20-7-116, MCA Supervised correspondence study  
41 ARM 10.55.906 High School Credit  
42

43 Policy History:

44 Adopted on: 10/8/19

45 Reviewed on:

46 Revised on:

2  
3 **INSTRUCTION**

4 Distance, Online, and Technology-Delivered Learning

5 For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers  
6 are separated by time and/or location with synchronous or asynchronous content, instruction, and  
7 communication between student and teacher (e.g., correspondence courses, online learning,  
8 videoconferencing, streaming video).

9  
10 The District may receive and/or provide distance, online, and technology-delivered learning programs,  
11 provided the following requirements are met:

- 12
- 13 1. The distance, online, and technology-delivered learning programs and/or courses shall meet the
- 14 learner expectations adopted by the District and be aligned with state content and performance
- 15 standards.
- 16 2. The District shall provide a report to the Superintendent of Public Instruction, documenting how
- 17 it is meeting the needs of students under the accreditation standards, who are taking a majority of
- 18 courses during each grading period via distance, online, and/ or technology-delivered programs;
- 19 3. The District will provide qualified instructors and/or facilitators as described in ARM
- 20 10.55.907(3)(a)(b)(c);
- 21 4. The District will ensure that the distance, online, and technology-delivered learning facilitators
- 22 receive in-service training on technology-delivered instruction as described in ARM
- 23 10.55.907(3)(d); and
- 24 5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).
- 25

Up to a limit of three credits of distance learning courses may be granted towards graduation requirements, provided the following requirements are met:

1. Prior permission has been granted by the principal and the Differentiated Curriculum committee for each course.
2. The student is regularly enrolled at SGHS.
3. The course is needed: for credit retrieval, to replace a course that cannot fit into a student’s schedule, or in order that the student may experience a greater variety of learning opportunities.
4. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.
5. Courses must be offered by a regionally accredited school or organization.

26 The District will not be obligated to pay for a student’s distance learning courses.

27 The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant  
28 to 20-9-311(4)(d), MCA.

29  
30  
31  
32 Cross Reference: 2410 and 2410P High School Graduation Requirements  
33 2100 School Calendar and Year

34  
35 Legal Reference: § 20-9-311(4)(d), MCA Calculation of Average Number  
36 Belonging  
37 ARM 10.55.705 Administrative Personnel; Assignment of School  
38 Administrators/Principals

- 1 ARM 10.55.906 High School Credit
- 2 ARM 10.55.907 Distance, Online, and Technology Delivered Learning
- 3 Policy History:
- 4 Adopted on: 02/12/08
- 5 Reviewed on:
- 6 Revised on: 10/8/19

1 Sweet Grass County High School

2  
3 INSTRUCTION

2170

4  
5 Digital Academy Classes

6  
7 The District recognizes that the District and students may have a need for greater flexibility in  
8 the educational program due to funding, teacher availability, individual learning styles, health  
9 conditions, employment responsibilities, lack of success in traditional school environments or a  
10 desire for students to accelerate their learning and work at the college level before leaving high  
11 school. The District acknowledges that online learning solutions offered by the Montana Digital  
12 Academy (MTDA) may fulfill these needs.

13  
14 The Superintendent, and/or designees, shall be responsible for developing procedures for the  
15 online learning program that meet the District standards.

16  
17 Further, the online learning solutions providers ensure that:

- 18  
19 A. Online course providers are accredited by a nationally recognized accreditation  
20 program or agency *or are approved and endorsed by the Montana Office of*  
21 *Public Instruction.*  
22 B. Qualified district staff provides information and guidance to students and parents  
23 regarding the selection of appropriate online courses to meet their needs, as well  
24 as a suitable number of online courses in which a student may enroll.  
25 C. The curriculum requirements of the state and school district are met.  
26 D. All online courses taken by the students will be approved by the administration in  
27 advance of enrollment.  
28 E. All teacher-led online courses include licensed, highly qualified teachers.

29  
30 The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant  
31 to 20-9-311(4)(d), MCA.

32  
33 Cross Reference: 2100 School Calendar and Day

34  
35 Legal Reference: §20-7-1201, MCA Montana digital academy – purposes - governance  
36 §20-7-1202, MCA Funding – rulemaking authority

37  
38 Policy History:

39 Adopted on: 10/8/19

40 Reviewed on:

41 Revised on:

1 **Sweet Grass County High School**

2  
3 **INSTRUCTION**

2170P

4  
5 Digital Academy Classes

6  
7 The District will permit a student to enroll in Montana Digital Academy (MDA) classes in order  
8 that such student may include a greater variety of learning experiences within the student's  
9 educational program or enroll in a class for credit recovery.

10  
11 The District will allow students in grades 9-12 to enroll in the Montana Digital Academy  
12 program under the following conditions:

- 13  
14 1. The student must be an enrolled student in the District.
- 15  
16 2. A part-time student must be enrolled for a minimum of two courses. This can be a  
17 combination of one in-house class and one MTDA class, or two MTDA classes.
- 18  
19 3. For Montana High School Association eligibility, the student must be enrolled for, and pass,  
20 any combination of four courses.
- 21  
22 4. The student will have the option of taking the MTDA class(es) in the school building, during  
23 school time, or outside of the school building.
- 24  
25 5. Students who wish to take MTDA classes and participate in MHSA activities must follow all  
26 extra-curricular eligibility rules.
- 27  
28 6. Each spring the administration will present the MTDA course offerings to the Board for  
29 approval.
- 30  
31 7. The District will allow a student to enroll in a maximum of three (3) MTDA courses per  
32 semester.
- 33  
34 8. In order for a home school or private school student to participate in MHSA activities, the  
35 student must be enrolled in, and pass, four (4) classes per semester that are taught on campus  
36 from a highly qualified teacher.

37  
38  
39  
40 Policy History:

41 Adopted on: 10/8/19

42 Reviewed on:

43 Revised on:

1 **Sweet Grass County High School**

2  
3 **INSTRUCTION**

2600

4  
5 Work-Experience Program

6  
7 The Board recognizes that education should be making classroom experiences a meaningful  
8 process of learning about all practical aspects of life. The Board believes that the inclusion of  
9 career education in the basic curriculum will provide students with information about the many  
10 career opportunities available and will establish a relationship between what is taught in the  
11 classroom and the world of work.

12  
13 Students may submit a proposal for a tailored work-experience program that divides their time  
14 between instruction in school and specific learning at a job. Each proposed program will be  
15 planned by work-study coordinators and the employer (or employer groups) and shall be in  
16 accordance with state and federal laws and regulations governing employment of students under  
17 age 18. The work-experience coordinators will communicate with employers on a monthly basis  
18 and will visit work sites to determine if the placement is appropriate for student employment.

19  
20 The particular program designed for each student shall be set forth in a written contract approved  
21 by the student, his parents or guardians, the work-experience coordinator and the employer. This  
22 shall stipulate the terms of employment and the provision for academic credit.

23  
24 The work-experience coordinator shall make such arrangements as necessary with employers for  
25 evaluating the student's on-the-job performance and for keeping records of job attendance.

26  
27 The employer or supervisor shall complete District volunteer agreement form and satisfy a  
28 name-based and fingerprint criminal background check in accordance with District Policy 5120.  
29 The employee and District shall also complete workers compensation insurance and general  
30 liability insurance requirements in accordance with the attached procedure in a manner consistent  
31 with the work experience opportunity provided to student.

32  
33 Policy History:

34 Adopted on: 10/8/19

35 Reviewed on:

36 Revised on:

## **Advanced Opportunity Strategic Plan-Westby High School**

**Westby School District is looking for financial support from the Advanced Opportunity Grant in the amount of \$3500.00**

- **Grades 6-12**

**In addition to current initiatives, the Westby School District is committed to the following:**

1. Expand personalized learning opportunities to accelerate their career and college readiness, reduce the out-of-pocket costs for families and employers that take part in the work experience program by:
  - a. Developing an advanced opportunity plan for student in grades 6-12 that
    - i. Fosters pathways for career readiness and is supported by local businesses, family and teaching staff
    - ii. Includes online and work-based learning opportunities that will enhance person to person and virtual relationships.
2. Supporting advanced opportunities within our school by:
  - a. Providing effective professional development to assist employees in implementing and improving upon personalized learning opportunities.

### **Target Areas: Grades 9-12**

#### **Description of activity:**

It is Westby's School's goal to expand learning opportunities that help to personalize learning for our students. Elective courses would be added to provide students with the opportunity to earn technician certification that will accelerate their way into advanced certification post high school graduation.

#### **High School Target Specifics**

- Certification offerings
- Reduce parent out of pockets costs for participation and exams
- Digital platform support and development
- Professional development for CTE instructor

#### **Measureable Areas of Proficiency**

- Certification program completion of 80% or above for 50% students involved

# Ronan School District No. 30

## Strategic Plan 2022—2027



### *Mission Statement*

The Mission of the Ronan Public Schools, an educational system which values our multicultural heritage, is to provide an equitable learning opportunity in a safe environment for all students. The District families, community, and staff join as partners to educate and empower students for present and future individual achievement and contribution to their community and compete in a constantly changing global society.

### Goal: Enhanced Student Programming

Statement of Intended Outcome, Five Years: Ronan Public Schools has enhanced the educational opportunities and other programs and services to promote high student achievement, enforce positive social interactions and choices by students and prepare students for their futures.

#### Strategic Objectives - Two Year Plan:

- We will stress the importance of regular attendance to students and to parents/guardians.
- We will continually increase our graduation rates by providing K-12 students who are at-risk for dropping out of school greater assistance and enforcements.
- We will research and explore a multi-tiered diploma program to improve graduation and student success.
- We will provide students with a variety of opportunities to build on their skills and desired futures through enhanced:
  - Vocational classes, up-to-date technology, life/social skills courses, college prep courses and health education courses.
- We will continue to monitor and improve student performance.
- We will reduce class sizes to ensure a lower adult/student ratio.

*Believe, Achieve, Succeed*