

Transformational Learning Phase II Grants

The packet below is quite large. You can also access the information through the online google drive at: <https://drive.google.com/drive/folders/1WUDOLqHJ-U7cx8kH18F35ILSTwFd6bwq?usp=sharing>

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Montana Transformational Learning Grant

Phase II Grant Application Form

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- District Name: Billings Public Schools
- Contact Person: Kim Anthony
- Title: Executive Director of School Leadership
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- Phone Number: 406-281-5144
- Mailing Address: 415 North 30th Billings, MT 59101

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- Describe specific strategies or initiatives your district has implemented.
- Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).
- Attach supporting documents and letters of support if relevant.

Section 1: Evidence of Progress Made

-Describe specific strategies or initiatives your district has implemented.

Utilizing the funding from the first Transformational Learning grant, Billings Public Schools started on a journey to study the Visible Learning research of John Hattie. Visible Learning is an evidence-based approach to teaching developed by education researcher John Hattie. At its core, the idea is simple: learning should be visible—not just to teachers, but to students themselves. This means students must know what they are learning, how to go about learning it, and how to measure their progress along the way. Hattie's work shifts the focus from simply delivering content to evaluating the impact of teaching on student achievement. Visible learning allows students to see where they are with their learning and what steps they need to take in their own learning to be proficient. Visible Learning provides the research evidence and high-impact practices that can make proficiency-based and transformational learning truly effective. Hattie's work supports personalized, student-centered learning, but with the critical condition that teaching and interventions be based on what works.

At the heart of BPS's innovation is the districtwide adoption of Teacher Clarity as a transformational practice. Teacher Clarity is more than a strategy; it is a cultural shift that ensures every student knows *what* they are learning, *why* it matters, and *how* they will demonstrate mastery. John Hattie's Visible Learning meta-analysis identifies Teacher Clarity as having an effect size of 0.85—well above the 0.40 threshold that represents a year's worth of growth—making it one of the most powerful, evidence-based influences on student achievement. By embedding Teacher Clarity across all grade levels and training both teachers and administrators, Billings Public Schools is working to create a sustainable system of practice that directly supports proficiency-based learning. This clarity empowers students to set their own goals, monitor progress, and engage in feedback cycles that strengthen ownership of learning. For educators, it creates consistency, alignment, and focus across classrooms

and Professional Learning Communities, ensuring that instructional practices are both innovative and grounded in research-based strategies that drive measurable improvement.

One component of Visible Learning now being utilized in all schools is the explicit use of learning intentions and success criteria, a core of Teacher Clarity. Teachers must know precisely what students should learn, know, and be able to do before planning instruction or assessments, and they make these pathways transparent for students. This ensures that classroom activities align directly with learning goals, building coherence and transparency across the system. At the same time, schools are beginning to embed learning dispositions aligned with the Graduate Profile, shifting the definition of a “good student” from one who is compliant to one who is resilient, inquisitive, and reflective. To scale and sustain this work, Billings Public Schools is working towards getting teachers and administrators certified in Teacher Clarity, empowering them to train their own staff in these high-impact practices. We are approaching Teacher Clarity, not as a program, but as a districtwide innovation embedded into the culture of teaching and learning.

The Phase 1 Transformational Learning Grant investments have enabled Billings Public Schools to transition from programmatic interventions to a district-wide cultural shift in teaching and learning. By aligning Visible Learning with the Graduate Profile, Billings Public Schools is developing a holistic, proficiency-based system that is both evidence-driven and student-centered. This foundation ensures that transformational learning is sustainable, scalable, and yields measurable improvements in student readiness for college, career, and life.

-Include data or evidence of the impact the district strategies or initiatives (participation rates, pilot programs, student outcomes, professional development)

Certifications:

In July 2025, four Cohort 1 schools from Billings Public Schools were internationally recognized and certified by John Hattie at the annual Visible Learning Conference. The four Billings Public Schools awarded this prestigious recognition are 4 of 68 schools worldwide, and 4 of 45 schools in the United States. To be considered, each school submitted a comprehensive case study outlining its Visible Learning journey, supported by extensive data on student achievement and adult learning. Castle Rock, Lewis and Clark, and Will James were honored with the Associate Level Award, while Billings Senior High received the Partner Level Award—one of the highest distinctions given. The Visible Learning School Awards celebrate both progress and achievement in systematically embedding Visible Learning principles throughout a school. This distinction underscores our schools' ongoing commitment to evaluating their impact and continuously improving student outcomes.

The case study from Billings Senior High School, which earned the Partner Level Award, is attached for your review.

Professional Development:

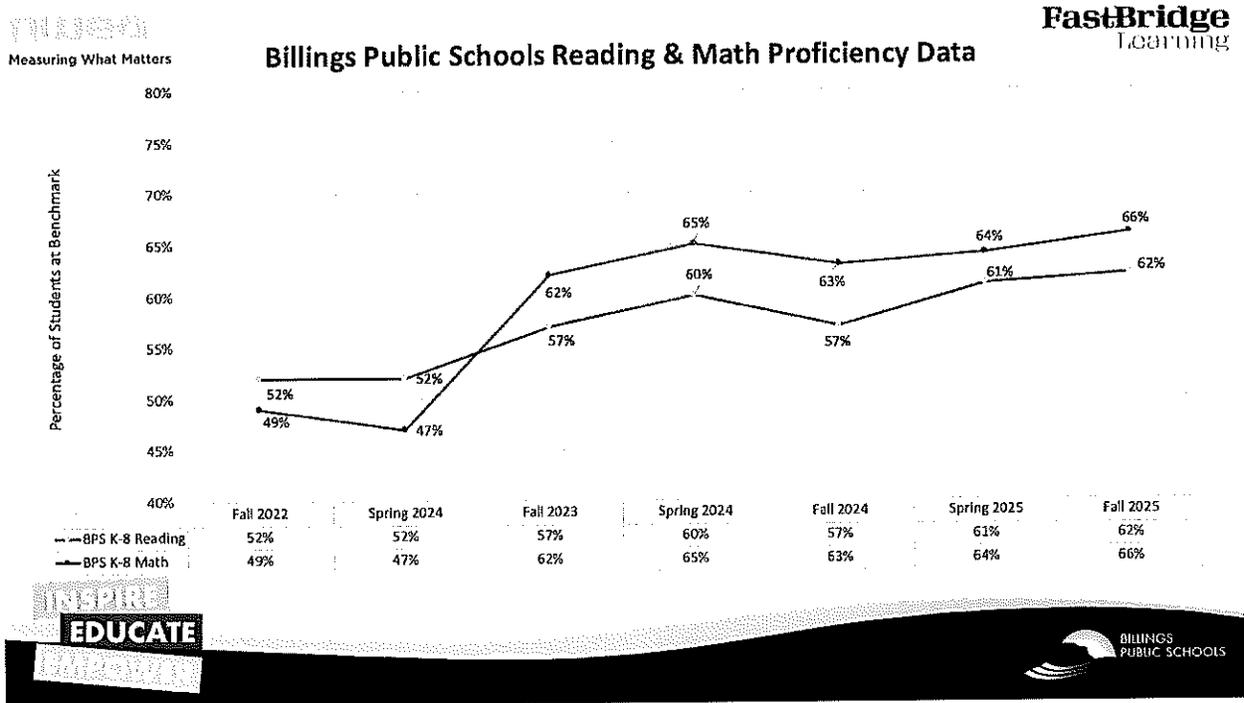
At the core of Visible Learning are Teacher Clarity and clearly defined Success Criteria. Over 1,000 teachers across the district have participated in various levels of Teacher Clarity training. Currently, approximately 40 teachers and administrators are certified in Teacher Clarity and serve as in-district facilitators to support ongoing training. However, we recognize that single-event professional development is insufficient to change instructional practice. As such, Billings Public Schools is working to develop

a strategic, multi-year plan for professional learning in all core components of Visible Learning. Instructional coaches play a vital role in this work. They continue to model effective practices and coach teachers on implementing Visible Learning strategies across content areas. To further support staff, we are building a robust bank of professional resources, including:

- Presentation materials for staff meetings
- Discussion-ready articles
- Examples of Learning Intentions and Success Criteria
- Videos showcasing our teachers applying Visible Learning strategies in their classrooms

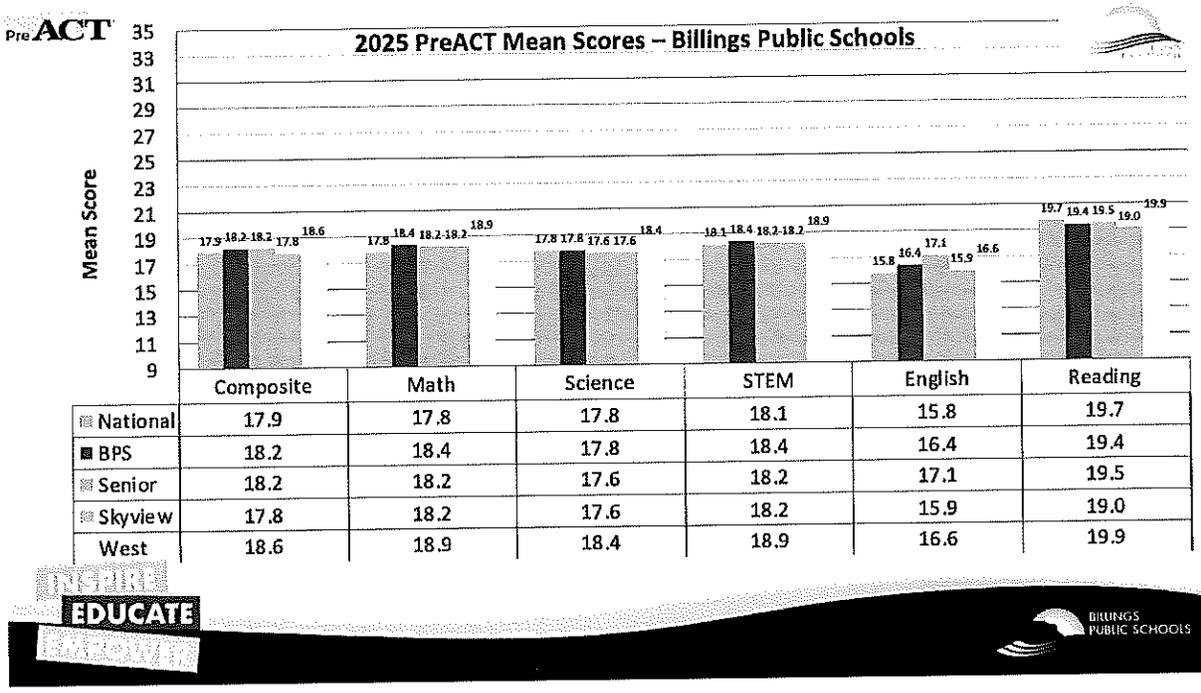
Attached is the standard presentation shared across all buildings during the opening days of the school year, as well as a list and description of professional learning that occurred during the Transformational Learning Grant Phase 1.

Student Outcomes

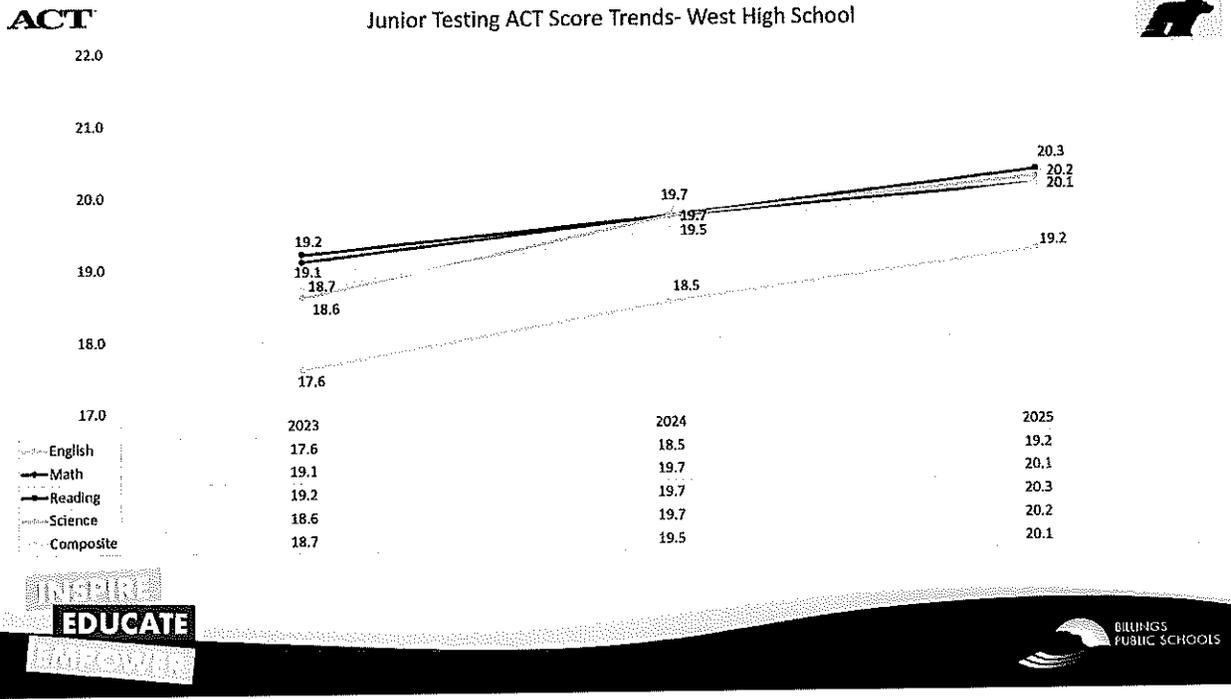


Over the course of the past three years, Billings Public Schools has shown consistent and steady improvement in its Elementary and Middle School student achievement data. From the fall of 2022 to the fall of 2025, the percentage of students meeting the proficiency benchmark in reading and math has increased by 10 and 16 percent respectively.

Billings Public Schools Transformational Learning Phase 2 Application



Tenth-grade students in Billings Public Schools outperformed the nation on five of the six domains on the PreACT.



Juniors at Billings West High School have shown consistent and steady growth in all areas of the ACT exam.

School Capability Assessment:

To establish baseline data and monitor progress, five schools have completed two cycles of the School Capability Assessment (SCA). This annual process involves a certified Visible Learning consultant visiting each school to collect and analyze capability data aligned with the Visible Learning framework. The consultant interviews both students and staff and asks questions like, “What are your learning(teaching), “How do you know if you/they have learned it?”, and “What are the characteristics of a good learner?”

The resulting SCA Report provides each school with actionable insights and supports strategic planning around key areas for growth. While this process has proven highly effective in participating schools, our goal is to expand participation so that more schools can benefit from this structured, data-informed approach to school improvement.

Please see the attachments of the School-Capability results from three schools.

Stakeholder Engagement:

Visible Learning has become a key focus during school visits conducted by district administrators, School Board trustees, and the superintendent. Trustees are encouraged to observe evidence of Learning Intentions and Success Criteria during classroom walkthroughs. Superintendent and principal conversations center around task analysis, student engagement, and high-impact teaching strategies observed during visits. This is also a focus of administrators during their daily instructional walk-throughs. Billings Public Schools is also using Visible Learning through our progress reports given to parents at the elementary level. Student progress is communicated through standards-based grading, which aligns directly with learning intentions and success criteria. As a result, students are able to clearly articulate where they are in their learning and identify the specific

skills needed to advance to the next level. At the middle and high school levels, while progress is still reported using a traditional grading scale, students are increasingly using learning intentions and success criteria to describe their learning journey. This allows parents to better understand their child's growth along a continuum of learning, rather than viewing progress through grades alone. Several schools have started utilizing student-led conferences where the students guide their parents through the progress along the learning continuum. This collaborative, transparent approach fosters stronger partnerships between home and school and ensures that all stakeholders remain informed, aligned, and actively engaged in supporting student learning through Visible Learning practices. However, we have more work to do in this area.

-Attach supporting documentation and letter of support if relevant (See *attached letters of support*)

Here are a few quotes from teachers & administrators.

"Visible learning has provided a platform for me to evaluate my instruction and lesson validity on a daily or even class-to-class basis. A focused learning intention helps me pinpoint the purpose and direction of my lesson. While the success criteria gives me a step-by-step plan to help the student see their role in the learning process. Being a part of my visible learning team has been a valuable experience, especially, in a time in my career where looking at learning and role of the learner through a new lens has been refreshing and inspiring." Erin Curnow, English, Will James Middle School

"A beautiful process that unfolds in education is when practices have been established for a few years, and an opportunity arises to revise it. At the start of the school year, we were able to meet with our team of teachers and revisit our Learner Dispositions. With the assistance of "Developing Visible Learners", collaborative teams were able to distinguish their own set

of learner dispositions with definitions. At our next whole group meeting, each team will share their dispositions, and we will tally common language seen among the groups to update our current ones. Watching this process unfold from where our teachers were in the beginning of our Visible Learning journey to where they are now is absolutely rewarding."

Becky Carlson, Administrator, Will James Middle School

"As a teacher in only my 4th year, visible learning has not so much transformed my practices, but shaped them from the foundation. For me, Learning Intentions and Success Criteria are the perfect starting point for every lesson; they keep me focused on what is most important for my students. From there, the effect size helps me to determine which methods are best to deliver the content.

As for my students, I've found the levels of engagement to be revolutionary. So many educators teach kids how to participate, but stop there. Daily discussion of strategies to invest in or drive learning has helped me increase challenge in my classroom. My freshmen have already begun to leave behind some learned helplessness, and my AP students can proceed with more confidence and less fear of risk.

Visible Learning ultimately helps my students and me remember the "why" of anything we're doing, and gives us tools for the "how." McKenzie Watterson, English, Senior High School

"I have been asked to explain how Visible Learning has affected me as a classroom educator. I am delighted to share this with anyone and everyone. I have been teaching for 31 years now in a public high school. I truly believe that Visible Learning has been the most effective teaching strategy I have ever implemented. The first selling point for me was that it is the students' learning that is the most important for all I do, starting with lesson planning. The major transformation started with the whole concept of creating my lessons with the three points: what do they need to learn, how will I teach it, and how will I know they learned it? Following that, making my Learning Intention and Success Criteria visible on the board and referring to it throughout my lessons has shown my students that the

learning is for them. My students know the review for their test on the first day of the unit, thanks to my Success Criteria. Next, being trained on feedback was amazing. I love to ask students how they felt the lesson went, what could be added, what could be removed, and if they had anything to add. Again, Visible Learning is about making sure everyone involved is aware of the purpose of what we are doing today. If you can't answer the three main questions, then why are you teaching that? If you are not open to discussion and feedback, my only question to you would be WHY NOT?" Catherine Blee, Science, Senior High School

Visible learning practices provide the vital link between the static, sometimes hopeful idea of a lesson plan and the movement and action of that idea carried out in the classroom. Whereas a lesson plan may take the form of a list, a roadmap, or an outline, visible learning is the way that roadmap connects with the actual student in the room rather than the conceptual student in a lesson plan book. While a plan is simply a landmark, visible learning techniques are specific goals based on those landmarks.

As a teacher, I can say that I have become a much better teacher because of the manner in which I use Learning Intentions and Success Criteria. Though my use of these tools was awkward at best when we first started to employ the tactic, I now rely on the LISC to help me find the pathway to success for students. Whereas at one time I wrote down Learning Intentions because it was an expectation, I now find additional ways to use the concept: I hand out broad stroke Learning Intentions at the beginning of units, and continually refer to those as we check for understanding which culminates in a unit assessment. I am a better teacher because of my belief and commitment to using visible learning tools. Greg Walter, English, Senior High School

Visible learning has increased student engagement in my high school classroom by emphasizing teacher clarity and student self-evaluation of success criteria. Students are provided all the success criteria and learning intentions at the beginning of each unit and those same success criteria

and learning intentions are referenced on every assignment and assessment. As students progress through a unit and practice specific success criteria, they are provided with opportunities to self-evaluate their current level of learning and identify the next steps in their learning process. Jennifer Biersdorf, Science, Senior High School

Section 2: Description of continued progress and cost estimates

-Describe key activities, goals, and timelines for Phase II

Given the size of Billings Public Schools, the implementation of professional learning has been phased over several years. We initially began with a cohort of middle and high schools and have gradually expanded participation throughout the grant period. Phase 1 of the grant allowed us to provide foundational Visible Learning training through certification programs. However, not all schools have been able to complete the full Visible Learning sequence, which is essential for achieving a comprehensive transformation. Research indicates that when evidence-based practices are implemented with sufficient frequency, intensity, and duration, their impact is significantly enhanced. While we are beginning to observe positive outcomes, additional funding and time are required to fully realize the benefits of this initiative.

Goal 1: Continue the Visible Learning Sequence with the remaining schools. Research demonstrates that professional learning has an effect size of 0.44. Currently, approximately 15 schools have not yet completed the professional learning sequence established in Phase 1. Our priority is to empower teachers to complete the Visible Learning Certifications so they can guide their colleagues in deeper learning and facilitate targeted Visible Learning experiences for all staff. In addition, BPS is developing a districtwide Visible Learning Certification Pathway, which will provide a structured, research-aligned progression of coursework and applied practices. This pathway will lead to certification in key Visible Learning

principles, including teacher clarity, feedback, and high-yield instructional strategies. The program will be designed to align with adult education frameworks, ensuring flexible access, credential recognition, and integration with Montana OPI renewal units, graduate profile competencies, and OPI Trade hours.

Goal 2: Conduct School-Capability assessments for additional schools. These assessments provide baseline data to accurately reflect each school's strengths and areas for growth across Visible Learning strands, such as research-based teaching strategies, effective feedback, and learner characteristics. The resulting reports will guide district-level planning and support schools in using the findings to inform their school improvement plans.

Goal 3: Cultivate a culture of feedback for both students and staff and transition grading practices toward proficiency-based models. Hattie's research demonstrates that feedback has an effect size of 0.51. Our current system emphasizes grading over feedback, focusing primarily on performance outcomes rather than the learning process. Feedback, by contrast, provides detailed, actionable guidance that encourages self-reflection and identifies next steps for improvement. As highlighted in *Grading Visible Learners* by Dave Nagel and Bruce Potter, the value lies not in the grade itself, but in the feedback accompanying it, which directly impacts ongoing learning. Through this grant, BPS will collaborate with Nagel and Potter to implement standardized, proficiency-based practices. Additionally, the district is emphasizing effective feedback for instructional staff by adopting the Danielson Framework for Teaching 2022, which strongly correlates with Visible Learning principles and teacher clarity. Teacher input has been central to this process, reflecting a commitment to embedding Visible Learning practices into the culture of instruction across the district.

Goal 4: Align Visible Learning with the work of Professional Learning Communities (PLCs). Billings Public Schools has utilized the PLC model for several years; however, increasing its effectiveness requires intentionality and a focus on building collective teacher efficacy, which has an effect size

of 1.34. To achieve this, external consultants will conduct individual PLC audits as part of the School Capability Assessment for each school. These audits will provide critical data on the effectiveness of current PLC practices and guide the alignment of professional learning with Visible Learning principles.

John Hattie's research provides a strong foundation for enhancing PLCs by identifying practices with the greatest impact on student achievement and aligning them with collaborative educator processes. Visible Learning emphasizes understanding one's impact, which complements the continuous improvement cycle central to effective PLCs. In practice, this means educators collaboratively analyzing student data, defining clear learning intentions, and determining the most effective instructional strategies. By focusing discussions on what students have learned rather than merely what was taught, PLCs foster reflection, shared accountability, and continuous improvement.

Additionally, Visible Learning strengthens PLCs by establishing feedback loops for both teachers and students, creating a culture of trust, professional dialogue, and peer observation. This approach transforms PLCs from routine meetings into dynamic communities of practice dedicated to improving student learning. Following the completion of audits, consultants will meet virtually each month with principals to plan next steps, align professional learning, and celebrate successes.

Goal 5: Align Visible Learning with the BPS Graduate Profile.

Billings Public Schools is committed to clearly connecting Visible Learning practices to the BPS Graduate Profile, demonstrating for students, staff, families, and the community how these approaches support the district's vision for student success. Hattie's research-based framework aligns closely with the Graduate Profile, providing strategies that help students achieve academic readiness, social and emotional intelligence, resilience, and community engagement.

Visible Learning equips educators to focus on practices that maximize impact, such as teacher clarity, feedback, and high-yield instructional

strategies. When integrated with the Graduate Profile, these practices provide a clear, evidence-based pathway for ensuring that students are prepared for lifelong learning, demonstrate social-emotional skills, develop strong character, and become engaged, productive citizens. By making these connections visible to all stakeholders, BPS fosters a shared understanding of the skills and competencies students need to thrive in school, work, and life.

-Explain how your staff, students, families, school board, and community will be engaged

Billings Public Schools recognizes that transforming learning through John Hattie's *Visible Learning* framework requires a shared commitment from all stakeholders. As the district continues to expand professional learning opportunities and complete the Visible Learning sequence across all schools, engagement from staff, students, families, the school board, and the broader community will be essential to ensure meaningful and lasting impact.

Teachers and administrators will continue to lead this transformation through ongoing professional learning, certification pathways, and school capability assessments. These efforts will build collective teacher efficacy, strengthen Professional Learning Communities (PLCs), and embed research-based strategies such as teacher clarity and effective feedback into everyday practice. Principals and instructional coaches will collaborate with consultants and district leaders to analyze progress, align goals, and celebrate growth, creating a culture of shared accountability and continual improvement.

Students will be at the center of the Visible Learning process by engaging in classrooms that prioritize feedback, goal setting, and metacognition. They will learn to see themselves as active participants in their own learning—understanding what success looks like, where they are in their learning, and what steps they need to take next. As grading practices

evolve toward proficiency-based feedback, students will experience greater ownership, reflection, and motivation to improve.

Families will be informed and included through clear communication about how Visible Learning practices—such as feedback and proficiency-based grading—enhance student learning and growth. Parent nights, newsletters, and school communication platforms will help families understand new learning expectations and provide them with strategies to support learning at home.

The Billings Public School Board will play a key role in sustaining this work by monitoring outcomes, supporting funding initiatives, and championing policies that align with Visible Learning principles and the Graduate Profile. Ongoing updates and data from capability assessments and PLC audits will ensure the board has a clear view of progress toward district goals.

The Billings community will be engaged through the Billings Public School Graduate Profile, which connects Visible Learning principles to workforce readiness, adaptability, and community-minded citizenship. This partnership reinforces the shared goal of preparing students to be resilient, engaged, and productive members of society. Through intentional collaboration, transparent communication, and shared ownership, every stakeholder will play a vital role in realizing Billings Public School's vision of making learning visible and preparing all graduates for success in school, work, and life.

Provide estimated costs for each major activity

Planned Activities & Estimated Costs

Activity	Description	Estimated Cost
Professional Learning	Ongoing workshops & coaching for teachers & administrators	<i>\$508,770</i> 30 teachers attending Teacher Clarity and PLC Certification course \$148,770 50 days of consultant work \$360,000
School-Capability Assessments & PLC Audits	Collect and analyze baseline school capability data compared to the Visible Learning systems, principles, and practices.	<i>\$84,000</i> A consultant will conduct audits in 28 school buildings and assist in creating strategic plans.
Substitutes Costs	\$150 per day for training during the school day	<i>\$97,500</i> 650 substitute teachers for various trainings
Personnel Costs	Compensate staff for after-school hours for training & resource creation	<i>\$96,800</i> 55 teachers at \$44 for 40 hours
		<i>\$787,070</i>

Here is an example of specific, professional learning opportunities to meet the goals of the grant

Illustrated Guide to Teacher Clarity Institute

Spend a full day exploring the power of teacher clarity through the Teacher Clarity Illustrated Guide. This institute provides an in-depth, hands-on learning experience designed to help educators refine how they communicate learning intentions, success criteria, and assessments. Participants will engage in interactive modeling, practice, and collaboration to design clarity-driven lessons that foster greater student ownership and achievement.

Virtual \$299.00

Book \$40.00

Teacher Clarity Playbook Certification

This two-day certification is designed to equip you with the knowledge and techniques that will enable you to deliver effective Teacher Clarity Playbook trainings in your school system.

Virtual \$2250.00

Book \$40.00

PLC+ certification

The PLC+ Certification is designed to equip participants with the knowledge and techniques needed to support delivery of PLC+ professional learning in their schools. As a result of PLC+ certification, participants will be prepared to support and lead teams in engaging in collegial inquiry where members share knowledge, observe one another, analyze evidence of student learning, and capitalize and celebrate the collective expertise that exists with the team.

Virtual \$2250.00

Book PLC+ \$40.00

Book PLC+: A Playbook for Instructional Leaders \$40.00

The Center for Collaborative Expertise (CCE) Consultants & Trainers-Dave Nagel and Bruce Potter \$7,200 per day for both, which includes all travel costs. *Attached are their biographies.*

Our consultants possess deep expertise in research-driven practices, equity-centered leadership, instructional improvement, and systems-level transformation. We are committed to creating professional learning experiences that are practical, personalized, and designed for lasting impact—ensuring every educator can meet the evolving needs of today’s learners. We recognize the transformative work underway in Billings and are eager to contribute to that momentum. We welcome the opportunity to partner with you in cultivating instructional excellence that empowers educators and uplifts every student. The Center for Collaborative Expertise (CCE) delivers focused, research-driven professional development designed to empower educators and drive meaningful change. CCE enhances existing school practices by implementing:

- Instructional Coaching to build teacher and leader effectiveness
- Professional Learning Community (PLC) Implementation to foster collaboration and improve results
- Student Engagement Strategies to increase motivation and participation
- High-Yield Instructional Practices to support learning at surface, deep, and transfer levels
- Effective Grading and Feedback to strengthen student understanding and growth
- Applying Visible Learning Research to ensure evidence-based, high-impact teaching

Impact on student learning and achievement.

CCE supports schools and districts by:

- Assessing needs with leaders to set clear goals
- Collaborating to design strategies aligned to priorities
- Implementing through coaching, workshops, and actionable feedback

Collaborative Expertise Team Audit:

An audit of Professional Learning Communities (PLCs) evaluates the effectiveness of educator collaboration. This process identifies strengths, weaknesses, and areas for improvement within the existing professional development framework based on the Collaborative Expertise Teams (CETeams) model. Focusing on collective teacher efficacy, the audit emphasizes the crucial role of collaboration in enhancing student achievement. The audit will assess the current PLC structure's ability to promote continuous professional development and adaptability. It will evaluate whether collaboration is effectively linked to instructional practices, ensuring all PLC members feel ownership and engagement. By examining relational trust and psychological safety within teams, the audit will reveal the effectiveness of communication and conflict resolution, supporting educators' collaborative efforts to improve student outcomes. A key focus is evaluating the structure of PLC meetings. Meetings should align with student learning needs and adult learning principles, featuring clear, student-centered agendas to ensure productive discussions. Facilitators must engage educators through collaborative inquiry and peer feedback, reflecting on past lessons to connect new strategies to instructional contexts. Integrating data discussions enables targeted interventions, while follow-up mechanisms ensure accountability and sharing of successes or challenges, enhancing the overall effectiveness of PLCs.

Key Focus Areas for the Audit

Evaluation of Collaborative Practices: Assess how effectively current PLCs integrate collaborative methods that promote continuous professional development and shared instructional responsibilities.

Trust and Openness: Review relational trust and psychological safety among team members, highlighting areas where communication can be enhanced and conflicts resolved constructively.

Norms and Accountability: Check for authentic norms related to participation, accountability, and conflict resolution integral to a high-functioning PLC.

Leadership Effectiveness: Analyze leadership roles in supporting team cohesion around shared goals and maintaining student success focus.

Scaling Expertise: Examine strategies for enabling isolated teacher excellence to be shared school-wide, ensuring collaborative learning and sharing of best practices among all educators. The evidence gathered from the audit will offer key insights into the current PLC practices, guiding feedback and actionable next steps. By assessing collaborative methods, trust, norms, leadership, and strategies for scaling expertise, the audit will pinpoint strengths and areas for growth. This thorough evaluation will equip teams to implement best practices and foster a culture of continuous improvement, ultimately enhancing engagement and student success throughout the school.

Conclusion:

Billings Public Schools is deeply committed to sustaining and expanding the transformational work that began under Phase I of the Transformational Learning Grant. Through continued investment in Visible Learning, Teacher Clarity, and collective efficacy, we are ensuring that instructional practices across the district are research-based, student-centered, and measurable in their impact. Phase II will allow us to complete the professional learning sequence, strengthen our Professional Learning Communities, and align all aspects of teaching and learning with our Graduate Profile. This work represents more than professional development—it is a cultural transformation that empowers teachers, engages students, and connects our community in the shared mission of preparing every graduate for success in college, career, and life. With continued support, Billings Public Schools will solidify a legacy of excellence built on evidence, clarity, and visible impact for every learner.



Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Erwin Garcia

Superintendent Signature: [Handwritten Signature]

Date: 10-20-25

School Board Chair Name: Jennifer Hoffman

School Board Chair Signature: [Handwritten Signature]

Date: 10/20/2025

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.

Billings Senior High School



April 1, 2025

Submission to become a Visible Learning
(Associate) and Partner Level School

Date of Application:	21 March 2025		
School Name:	Billings Senior High School		
Address:	425 Grand Avenue Billings, MT 59101		
Application Prepared By:	Shaundel Krumheuer Shelli Strouf	Role/Title:	Tech Coach/School Librarian Principal
Email:	krumheuers@billingssschools.org stroufm@billingssschools.org	Phone:	406.281.5417
Award Level Applying For:	<input checked="" type="checkbox"/> Associate School <input checked="" type="checkbox"/> Partner School <input type="checkbox"/> Certified School		
Select all Visible Learning^{plus} professional learning that you have undertaken with Corwin:			
<input checked="" type="checkbox"/> Foundation Day (2020-2021→Virtual) <input checked="" type="checkbox"/> Evidence into Action 1 (2020-2021→Virtual) <input checked="" type="checkbox"/> Evidence into Action 2 (2020-2021→Virtual) <input checked="" type="checkbox"/> Evidence into Action 3 (2022-2023→Onsite) <input checked="" type="checkbox"/> Impact Coach 1 (2020-2021→Virtual) <input checked="" type="checkbox"/> Success Criteria Playbook (2024-2025) <input checked="" type="checkbox"/> The Visible Teacher <input checked="" type="checkbox"/> Teacher Clarity Playbook		<input checked="" type="checkbox"/> Building & Developing Visible Learners (2021-2022→Onsite) <input checked="" type="checkbox"/> Feedback That Makes Learning Visible (2022-2023→Onsite) <input checked="" type="checkbox"/> How Students Learn (2022-2023→Onsite) <input checked="" type="checkbox"/> Visible Learning into Action for Teachers 1 <input checked="" type="checkbox"/> Visible Learning into Action for Teachers 2	
Other (please list): SCAs: <input checked="" type="checkbox"/> Ray Smith (Virtual) Fall 2020 <input checked="" type="checkbox"/> Dave Nagel (Onsite) Spring 2022 Institutes: <input checked="" type="checkbox"/> Success Criteria Certification (Virtual) 2021 <input checked="" type="checkbox"/> Teacher Clarity Certification (San Diego) 2022 <input checked="" type="checkbox"/> AVL 2022 (Denver) <input checked="" type="checkbox"/> AVL 2023 (Orlando) <input checked="" type="checkbox"/> AVL 2024 (San Diego) <input checked="" type="checkbox"/> Teacher Clarity Certification (Billings, virtual) Oct 2024 <input checked="" type="checkbox"/> AVL 2025 (Las Vegas) *planning to attend Additional Training & Work with Dave Nagel: <input checked="" type="checkbox"/> 2020-2021 (Virtual): 2 Implementation Days (Focusing on Clarity—as a modified VLAT) <input checked="" type="checkbox"/> June 2021: District-Wide PD: Custom Foundation Day (Additional Staff Attended) <input checked="" type="checkbox"/> August 2021: District-Wide Custom Foundation Day/Building Visible Learners <input checked="" type="checkbox"/> 2021-2022 (Onsite): October: <ul style="list-style-type: none"> ○ Building Visible Learners ○ Learning Walks Castle Rock —Custom VLAT 2 <input checked="" type="checkbox"/> 2021-2022 (Onsite): December: <ul style="list-style-type: none"> ○ Impact Series Feedback 			

- Learning Walks Senior High Middle School—Custom VLAT 2
- ✓ 2021-2022 (Onsite): 2 Full Implementation Days How Students Learn Part 1 (Will-Skill-Thrill)
- ✓ 2022-2023 (Onsite): 2 Days—How Students Learn Part 1 (S-D-T Strategies)
- ✓ 2022-2023 (Onsite): October:
 - Custom EIA 3
 - Learnings Walks @ Will James Middle School
- ✓ 2022-2023 (Onsite): December:
 - Visible Teacher
 - Learning Walks Castle Rock Middle School
- ✓ 2022-2023 (Onsite): 2 Days Custom work—Implementation and Effective Grading Visible Learners
- ✓ 2022-2023 (Onsite): 2 Days Custom VL—Deep Dive into Four Levels of Clarity
- ✓ June 2023: District-Wide PD—Custom VL
- ✓ 2023-2024 Spring (Onsite): Site Visit—Billings Senior High School
- ✓ 2023-2024 (Onsite): Custom VL:
 - Aligning Grading and Feedback (Custom EIA 4)
 - Learning Walks—Senior High
- ✓ August 2024: Custom Leading Teacher Clarity—District & Building Leaders
- ✓ 2024-2025 (Onsite): Custom Grading Visible Learners
- ✓ 2024-2025 (Onsite): Custom Grading Visible Learners—Generative Learning Experiences
- ✓ 2024-2025 (Onsite): Custom VL Review & Deep Dive into Effective Assessment

School Matrix Results:

We have completed 2:
[Year 2 Senior EIA Stage 2 School Matrix](#)
[Year 3 Senior EIA Stage 2 School Matrix](#)

Case Studies:

[BSH Case Studies](#)

School Visit Details:

Details of any schools you have hosted, including month and year, number of attendees, where they were from, and any key learnings and reflections.

Senior High has hosted a variety of learning walks with other Billings Public School (BPS) Visible Learning cohort members and within our own staff. These walks are used to gather data, influence upcoming PD, and inspire reflection on classroom practices.

- BPS Cohort Learning Walks
 - December 7, 2021:
 - [Schedule](#)
 - [Template for Observations](#)
 - January 21, 2024
- Learning Walks (within building)
 - Beginning in 2021, these happen a minimum of 2x each year. Faculty are asked to visit 3-4 rooms and challenged to look at classrooms outside of their own content areas.
 - Looking for specific evidence (LISC, Feedback, etc)
 - [Sample Learning Walk recording sheet](#)
- Admin Walk Throughs
 - These happen a minimum of 4x each year for every classroom at Senior High (over 100 teachers)

- Looking for specific evidence of LISC, feedback, collaborative learning, etc
- [Admin Walk Through Cards](#)
- [Admin Walk Through Details](#)

School Capability Assessment:

School Capability Assessments document the beginning of our Visible Learning and the growth shown.

Fall 2020:

- [BSH School Mindframes Survey](#) (Fall 2020)
- [Leadership/School Matrix](#) (December 2020)
- [SCA Report](#) (Feb 2021)

Spring 2022:

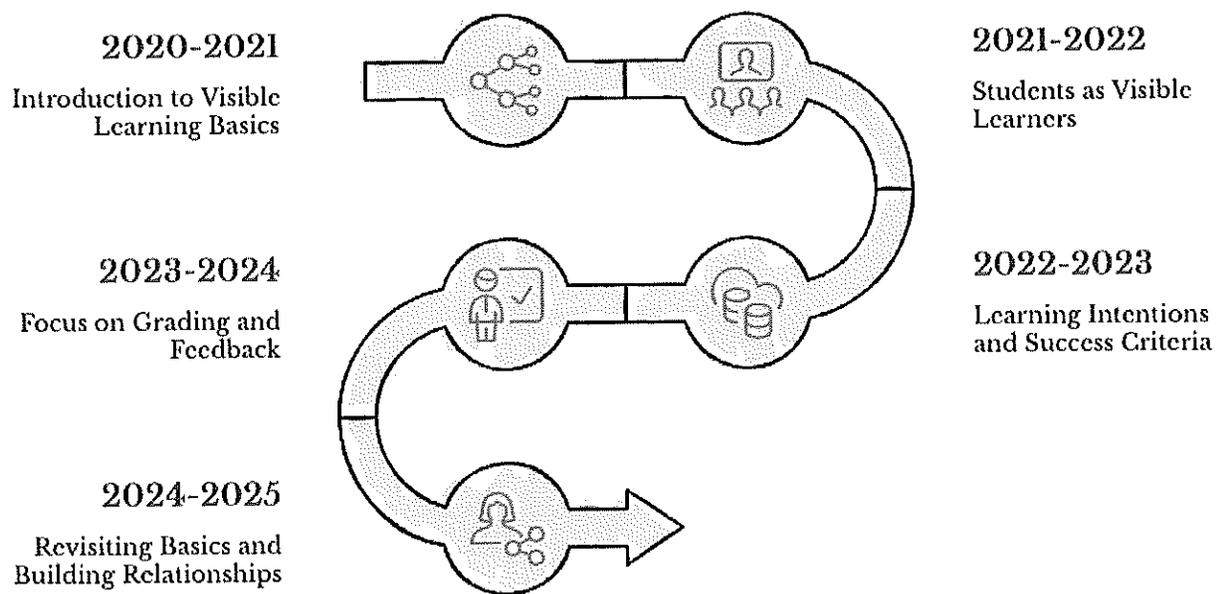
- [BSH VL+-SCA→ Faculty Survey](#)
- [Senior High SCA](#) (May 2022)

When, how, and why your school began engaging with Visible Learning principles and practices:

At Billings Senior High (BSH), we began our Visible Learning Journey in the fall of 2020 as a selected part of a district grant. Mere days before our school year began, we also found that we would be implementing a block schedule, as a result of COVID, so teachers were feeling overwhelmed, to say the least. Prior to 2020, our staff had begun to study John Hattie's work, especially in the area of teacher impact and looking at effect sizes. Additionally, we had already successfully implemented PLC, with BSH leading our district in this area, and the grant team was excited to add in Visible Learning as a way to help our students grow as learners. While there was, as always, some hesitation around "adding another thing," we were quickly able to tie our Visible Learning work with our PLCs. The ACT is one of our benchmark tools for the district and state and we had been really working hard to raise our test scores, but could not seem to get over the hump to see statistical growth. Because of all of this, BSH staff were optimistic about the opportunity to be a part of the grant, improve teaching and learning at Senior High, and empower our students.

Since 2020, we have focused on a few key areas of Visible Learning throughout our school. We began by agreeing on dispositions we wanted to see in all of our students; how could we expect our students to know what a learner looks like if the staff cannot explain it? We started within each department, but soon realized that it would be more effective to focus on school-wide dispositions. Additionally, we began to delve deep into Learning Intentions and Success Criteria. From creating and writing to utilizing LISC in every classroom, BSH has spent a good deal of quality time ensuring that each of our teachers understand and feel confident using LISC every day in their classrooms.

BSH Progression through Visible Learning



BSH Visible Learning Progression Timeline:

- August 2018: began learning about high impact strategies/effect sizes.
 - Shared in PLCs with staff & started examining current instructional practices in terms of Hattie's research on effect sizes
 - Created a school bank of active learning strategies teachers can use
 - At this point, BSH staff continues to study the effect sizes of different practices, but we are not a part of Visible Learning.
- 2020-2021:
 - Began our official Visible Learning training as part of the first BPS cohort. In the fall, our virtual PD included: Foundation Day, Evidence into Action 1 & 2, and Impact Coach with Ray Smith. We had a team of ten teachers and administrators in our leadership group and then this team took this information back to the whole staff at our monthly PLC meetings.
 - We created "What does it mean to be a learner at Senior High?" video #1...and it was enlightening, and also expected. We predicted that the student responses would largely be behaviors, but seeing and hearing it on video was eye-opening. At this time, we tried to take giant bites of Visible Learning and implement them immediately.
 - After our first SCA (Virtual) with Ray Smith, the BSH VL leadership team sat down to narrow our focus to help ensure success. Instead of focusing on everything we were learning in Visible Learning at once, we found it more effective to focus on desired student learning dispositions and effective feedback.
- 2021-2022:
 - During the summer of 2021, staff outside of our Visible Learning leadership team were able to attend district-wide training (Foundation Day in June and Building Visible Learners in August). It was helpful for more of our staff to have the same baseline training (and hear from an expert outside of our BSH PD group) as we move

forward in our VL journey.

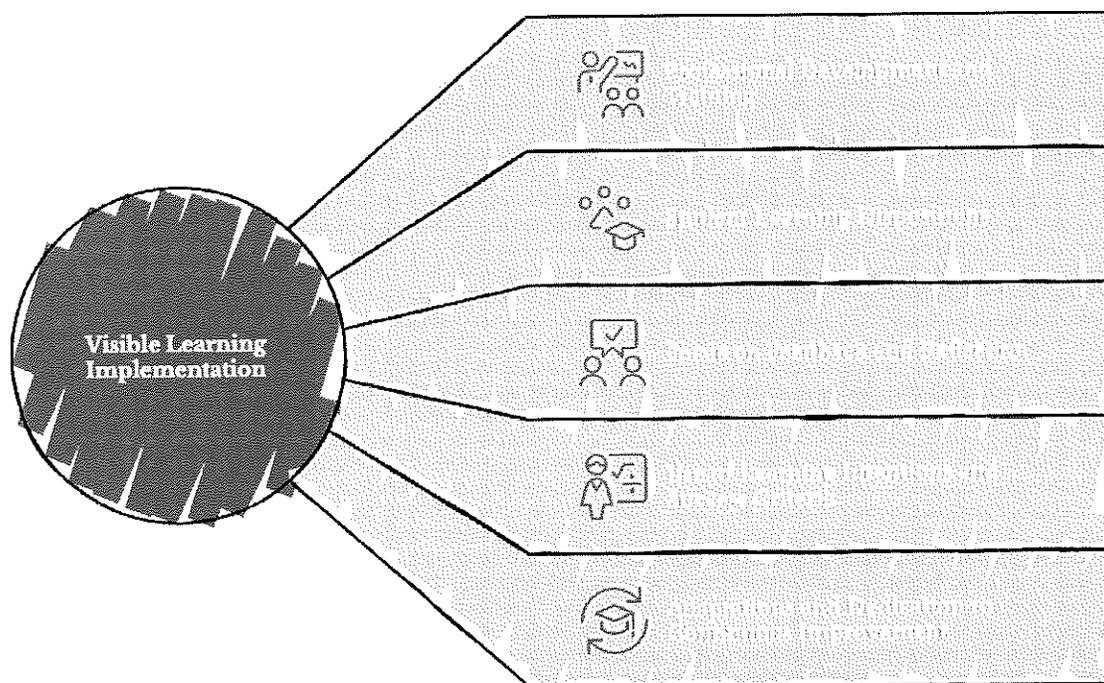
- The work this year really focused on helping our students become visible learners. We kept our narrower focus (as a result of our first SCA) and really tried to hone in on our Learning Intentions and Success Criteria.
- In February, a team of 8 Senior High faculty traveled to San Diego for Teacher Clarity Certification and school visits. They were able to bring back knowledge from both the training and observational information from their visits.
- Near the end of the year, we also created our second "Learner at Senior High" video and while there were still a few students who based learning around compliance and behaviors, the majority of those interviewed responded in ways that showcased our efforts with VL.
- 2022-2023:
 - A team of eight Senior High faculty and administration attend AVL in Denver. This was our first AVL and we were able to attend with other members of the BPS cohort.
 - We hosted our first learning walks in December of 2022 with other schools in the BPS cohort. While we had previously had our staff do learning walks within our own walls, outside feedback was helpful in our journey. We were also able to visit Castle Rock, a middle school in our cohort, in the fall.
 - Our focus in our work with Dave Nagel this year was based on using our Learning Intentions and Success Criteria to drive quality feedback and grading. While teachers for the most part were "buying in" to Visible Learning, questions remained on what grades look like, especially considering our drive to omit non-content influences on grades (ie: late work, missing work, and other behavioral items that often sneak into our gradebooks).
 - We recorded our third "What Makes a Learner at Senior High" video and our results showed a bit of a backslide to more compliance-based answers. (Because we recorded this so late in the year we didn't show it to our staff until the fall.) While this was disappointing, it also gave us a new focus for the next school year.
- 2023-2024
 - Shelli Strouf becomes the Principal of Bronc Nation. She has been an administrator at BSH for nearly 20 years, so the change of leadership does not dismantle our progress. Ms. Strouf has been the lead on PD at Senior for most of her tenure, so our momentum continues to carry forward.
 - A team of BSH teachers and admin attended AVL in Orlando, Fl.
 - Our focus for this school year was not only in posting Learning Intentions and Success Criteria, but really using them. Prior, we spent more time ensuring that LISC were posted, but not as much time examining how teachers and students interacted with them. Our PD was spent crafting LISC that allow students to truly see where they are in their learning journeys, thereby enabling them to drive their learning. Additionally, teachers used the LISC to inform not only their instruction, but their assessment of student work as well.
- 2024-2025:
 - We took a team of 10 to San Diego for AVL 2024 and two members, Shaundel

Krumheuer and Shelli Strouf, presented our high school's Visible Learning journey thus far. After attending AVL in San Diego, we purchased *The Illustrated Guide to Visible Learning: An Introduction to What Works Best in Schools* to use as a book study for this school year. Since we have had a significant amount of staff turnover, we found it important to ensure that everyone has the same background in VL. This has been a good teaching tool for our new staff and a back-to-basics review for Bronc Nation veterans.

- In the fall, a team of BSH faculty attended the Teacher Clarity training virtually with our BPS cohort. Our cohort work with Dave Nagel has been more focus on assessment and grading visible learners.
- Along with our focus on Visible Learning basics, this year we have focused on building relationships with our students. We understand that without a connection at BSH, learning will not be at a peak, so we have made a commitment to eliminate our “ghosts”. This year we have worked on Connection Circles in all of our classrooms, which is a district directive that we have embraced in Bronc Nation.

What key things have you done over the past few years as you have been implementing Visible Learning:

Unpacking Visible Learning Implementation



The Visible Learning journey at BSH reflects a commitment to enhancing student learning through structured professional development, collaborative training, and a focus on effective feedback and assessment practices. Throughout the process of implementing Visible Learning, BSH has made it a point to focus on the following key areas:

- Professional Development and Training:

- Initiation of Visible Learning training as part of the BPS cohort. (Including work with Ray Smith, Dave Nagel, and within our own staff.)
- Participation in various professional development sessions, including Foundation Day, Success Criteria Certification, and Teacher Clarity Certification.
- Specific PD at BSH driven by evidence such as staff surveys, "Learner at Senior High" videos, learning walks, and more.
- Student Learning Dispositions:
 - Focus on desired student learning dispositions and effective feedback mechanisms. Initially, we had each department find two-three dispositions to focus on, and we found we had too many things going on! As a faculty, we narrowed our list down and then focused on just a few:
 - Self-Motivating
 - Persisting
 - Communicating
 - Reflecting
 - In 2024, our district's directive focused on branding each building with distinct vision statements. Over the past two years, we've evolved our vision from "Believe, Belong, Become" to "Bronc Nation: Achieving Excellence Together." This shift has clarified the behaviors and actions we aspire to see at Senior High.
- Focus on Feedback and Reflection:
 - Collaboration with experts like Ray Smith and Dave Nagel to drive quality feedback and grading practices.
 - This includes ongoing discussions about the implications of grading practices, particularly in relation to non-content influences.
 - BSH has established a culture of feedback in a variety of ways:
 - Implementation of learning walks (external, internal, & admin) to gain feedback and insights in our classrooms.
 - Teachers have focused on increasing feedback to students throughout the teaching process. This looks like one-on-one conversations, mini-check points in a project/unit, utilizing LISC, and more. We are also working to ensure that reflection becomes a part of our students' learning. As more teachers are allowing remediation to show learning, they are also implementing reflection pieces so that students can understand where they are in their learning journey and what they need to accomplish to move forward.
 - Many teachers have adopted Teacher Report Cards in which our students can supply feedback for our own reflection and improvement.
- Relentless Focus on the Use of Learning Intentions and Success Criteria (LISC):
 - Shift from merely posting LISC to actively using them to guide student learning and assessment.
 - Exploration of how LISC can dictate assessment practices and enhance student ownership of their learning journey.
 - Focus on Teacher Clarity to ensure that both teachers and students understand the learning objectives.

- Adaptation and Continuous Improvement:
 - Response to challenges, such as backslides in student responses regarding compliance and behaviors, by refining focus areas for future growth.
 - Commitment to maintaining momentum through leadership changes and staff turnover.
 - Utilization of resources, such as book studies, to ensure all staff members are aligned with Visible Learning principles.

What do you think the overall impact has been and how do you know this (evidence upon which you are drawing to support your impact statements)?

The impact of our Visible Learning work at Senior High has been transformative in the way we teach and our students learn.

- The use of Learning Intentions and Success Criteria is universal in all 100+ classrooms.
 - Teachers use LISC to drive their lessons, grading, and feedback.
 - Students are speaking the common language of LISC, as well.
- Despite implementing PLC work over 10 years ago, there was still an energy of “private contractors” in the building.
 - While staff worked together on unit plans, common formative assessments, and proficiency scales, the expectations from classroom to classroom still varied (even within the same subject).
 - The focus on LISC has led to far more teamwork and unity in our building. Additionally, there is far less “teacher shopping” by students as they receive their schedules.
 - While there is autonomy in the art of teaching, the expectations and methods in which students demonstrate their competence has been streamlined.
 - PLC work is more clearly defined with the use of LISC.
- The culture of feedback has been established.
 - Because students know what they are learning and how they will demonstrate it, they are able to assess their own progress.
 - The approach to assignments and assessments at BSHS has evolved. Students now have the opportunity to remediate projects, assignments, and assessments to demonstrate their understanding, which has elevated the level of rigor and challenge in our classrooms. Initially, some teachers were concerned that students might exploit remediation by previewing assessments, but this concern has proven unfounded. Instead, teachers have focused on designing tasks that challenge students from the outset, ensuring that support and opportunities for growth are readily available for those who need it.
 - Reflection is integral to feedback at BSH, involving both teachers and students. This practice helps teachers identify necessary adaptations to better serve our student population. Simultaneously, students can critically assess their progress and modify their learning strategies accordingly.

Prior to the fall of 2020 when BSH joined the BPS Visible Learning cohort, we did not have a focus on student learning. Instead, our focus during PLC and PD was on teaching. While we were using Hattie's research on best practices and effect sizes, our efforts did not include a vision for developing students as capable, visible learners. When students were asked "What makes a good learner at Senior High," the responses were largely behavioral and compliance-based.

SCA 1: The Visible Learner → "What makes a good learner at Senior High?"

24/40 Students: Adverbs to define "good learner"	16/40 Students: behaviorally-oriented ideas
<ul style="list-style-type: none"> o Pays attention or listens to the teacher o Applies themselves to the best of their abilities o Is productive and organized o Uses their time wisely o Asks questions if they don't understand o Uses the advice of teachers o Teaches what you are learning to other people o Takes notes and tries to understand o Constantly interacting with the teacher o Being able to retain information and link that to other subjects...It's [about] connecting ideas 	<ul style="list-style-type: none"> o Not spacing out o Don't have your cell phone out o Don't talk to students when the teacher is talking o Speak when spoken to o Comes to school every day o Raising your hands o Being respectful

Early in the fall of 2020, faculty and staff at Senior High decided to focus on dispositions that we thought our learners should possess. Initially, we asked each department to select two to focus on, but we soon realized that we were bombarding our students; we had 21 dispositions which was far too many! Not only that, each department was defining dispositions in different ways (ie: "perseveres" was being emphasized in Biology, Algebra 2, and Credit Recovery with three different descriptions of what that would look like.

- October 2020 PD: Basics of VL, Student Responses ("What does it mean to be a learner at Senior High?" Mentimeter), & Dispositions
- Department Dispositions (we had 21!)

We narrowed our focus to four dispositions: Self-Motivating, Persisting, Communicating, and Reflecting and came up with common definitions for them. It was our goal to utilize these dispositions to help shift our students' mindsets from that behavioral response when describing a good learner at BSH...to empower them to view learning as beyond simply complying.

BSH Dispositions for Success



Reflecting

Willingness to analyze, learn, and grow.
A commitment to continuous improvement



Communicating

Listen actively
Ask questions
Advocate clearly & concisely



Persisting

Commitment to achieving a goal
Drives through challenges and setbacks



Self-Motivating

Initiates and sustains personal drive
Proactive approach to tasks and opportunities

Know Thy Impact

Prior to our work with Visible Learning, teachers in BPS dedicated considerable time and effort to developing critical concepts in each discipline, then building proficiency scales, unit plans, and common assessments. For a number of years, our central offices pulled teachers from all curricular areas to hone these items into a bank for district-wide use; however, despite the work put in to standardize teaching across the district, there was a lack of a unified vision among teachers instructing the same levels and subjects. This resulted in teachers and students who were left uncertain about what proficiency entailed and how to achieve it. To put it bluntly, teachers were walking the walk, but only on the surface level. We lacked regular inquiry into the impact we have on the learning of our students, we were not evaluating and/or adjusting our practices.

- 100% of our teachers were using assessments in the classroom
- Less than 50% used practices where students reflected on their learning

We had PD on the importance of reflection in the classroom and encouraged our teachers to have a system they use where students reflect on their learning and consider the learner dispositions we focused on. Often, this comes after a culminating assessment, but more and more frequently has begun happening throughout a unit. We teach students how to collect, analyze, and use the results of an assessment, and to identify their next goals and/or learning steps.

- Sample Reflection: Honors Earth Science
- Sample Reflection: English Writing
- Sample Reflection: Anatomy

Perhaps the greatest change we have seen is the change from teachers operating as “independent contractors” in our building to a culture of true collaboration and sharing.

Visible Teaching and Leading

While BSH began the Visible Learning process with strong aspirations in the Visible Teaching and Leading strand, we were lacking any concentrated practices around feedback and reflection. We had a detailed document, our Educational Platform, that we discussed each fall, but our SCA showed us that we had yet “to identify a clear picture of the quality teacher practices that are expectations of all teachers rather than permitting teachers to opt in to some practices but opt out of others”. We had a list of teacher expectations, but only about half were directly related to quality instructional practices; we had the foundation, but needed to strengthen it..

📖 Curriculum & Planning

- 📄 Use guaranteed and viable curriculum across all subjects
- 📏 Align lessons with Montana Standards & district critical concepts
- 🗨️ Design lessons around the 4 Guiding Questions

👥 Collaboration & Data Use

- 🗨️ PLCs collaborate to improve student achievement
- 📊 Use common formative assessment data to guide instruction

🎯 Instructional Practices

- 🗨️ Focus on high-leverage strategies, especially DOK Level 4
- 🗨️ Apply our reading & writing strategies and protocols
- 🗨️ Set challenging learner goals and provide timely, effective feedback
- 🗨️ Use standards-based lesson planning

💻 Technology & Assessment

- 🌐 Use technology to enhance instruction
- 🗨️ Implement research-based grading and homework practices

Based on this SCA, we needed to take a deep-dive into Teacher Clarity, specifically in Learning Intentions and Success Criteria and effective feedback. At the start of our VL journey, about 65% of our teachers believed that they were making the Learning Intentions and Success Criteria clear to their students, however we lacked continuity with them (some teachers using LISC, some using “I Can” statements, some posting tasks) and were often merely posting and reading LISC only at the beginning of the lesson. Because of this, a focus on Teacher Clarity has emerged as a unifying principle at Senior High. We needed to ensure that our learners were able to understand what they have to do to achieve success. We focused on enabling our students to:

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

We established the school-wide expectation that all teachers will clearly display and communicate the LISC, providing clarity for teachers and helping students learn to monitor their own progress and identify their next steps in learning. In our classrooms, PLCs, and PD, we make it a point to clearly define our Learning Intentions and Success Criteria, ensuring that our focus is shared. Our aim is to not just communicate the LISC, but to foster a clear understanding of the learning process, allowing teachers to make necessary adjustments to their instruction, and empowering students to self-assess their progress and determine their subsequent learning steps.

- Samples of LISC in an English classroom

Another key piece we were missing was feedback, from teachers *and* from students. We spent a significant amount of our PLC time on what is now a pillar of Bronc Nation. Not only did we focus on feedback, we also made sure that we incorporated reflection as a regular practice (again, for students and teachers).

- Sample reflection questions used with students for retakes/remediation
- Sample Teacher Report Card to help teachers reflect on their practices

To gauge our work in Teacher Clarity, learning walks and admin walkthroughs with immediate feedback have emerged as a powerful lever for instructional excellence at Senior High. These brief yet purposeful visits focus on what students are learning, why that learning matters, and how they will know they've succeeded...all of which must be visible in the learning environment. Feedback is based not only on classroom observations, but also on conversations or surveys with students, who articulate their learning goals, the purpose behind them, and the learner dispositions they are developing to advance their learning. This intentional focus on Clarity has transformed our classrooms. Student engagement and ownership have noticeably increased, as learners now grasp the relevance of their work and how to track their own progress. Simultaneously, teachers have become more empowered and precise in their planning—selecting resources and designing instruction that directly supports mastery of priority standards. This clarity-driven approach has elevated both teaching and learning across our school.

Effective Feedback

As discussed before, cultivating a culture of feedback and reflection at BSH has become a staple in our VL journey. Our goal of creating a safe and supportive environment rooted in trust, where every member of our community (students, teachers, and staff) feels valued and respected is a longstanding tradition of Senior High. While this has been inherent in the Bronc Nation community, our SCA showed us that feedback from students was not a regular part of our community. Students were unable to identify times when they had been asked for feedback on the quality of teaching at Senior High. We continue to work to build trust, creating an environment where feedback is viewed as a means for improvement, not a criticism.

From the teacher's point of view, feedback is not merely a tool for assessment; it is an essential component of professional development and instructional refinement. At BSH, we encourage teachers to engage in regular feedback loops, both giving and receiving insights on teaching practices. This process involves learning walks, collaborative planning sessions, and feedback from students. Teachers are empowered to reflect on their instructional strategies, analyze student

outcomes, and adjust their approaches based on the feedback received. This culture of openness fosters a sense of shared responsibility for student success and enhances the overall teaching experience.

For students, feedback is a critical element of their learning journey. At BSH, we emphasize the importance of student voice in the feedback process. Students are encouraged to provide input on their learning experiences, share their thoughts on instructional methods, and express their needs for support. This reciprocal exchange not only empowers students but also helps teachers tailor their instruction to meet diverse learning styles. By actively participating in feedback discussions, students develop a deeper understanding of their own learning processes and become more engaged in their educational journey.

The reciprocal nature of feedback at BSH strengthens instructional practices and enhances student learning. Teachers and students engage in ongoing dialogues about progress, challenges, and successes. This shared accountability fosters deeper relationships, as both parties work collaboratively towards common goals. The feedback process is designed to be constructive and supportive, focusing on growth rather than criticism. By creating a culture where feedback is valued and acted upon, we are committed to making BSH the most desirable place to work and learn.

- A&P Point Board Example: This is a primary feedback device, all units are gamified and points are earned as students demonstrate understanding of material. This allows immediate feedback prior to posting grades in PowerSchool. Students have code names and points are updated daily. Every unit point total can be adjusted and changed throughout the semester as learning is demonstrated.

Visible Learning School (Aligned Systems and Processes)

At Senior High, our collective focus on Teacher Clarity, LISC, feedback, and dispositions has transformed our work and the culture of Bronc Nation. Every decision we make, be it PD, classroom practices, PLC, or even hallway conversations are intentionally connected to our shared focus on making BSH the most desirable place to be.

We have built a community where trust is strong, leading to open and honest conversations about learning. We share a common language with Visible Learning, which has created coherence and Clarity; we are united in our drive to create great learners that extend beyond the walls of high school. We are deliberate in our practices and have been able to enhance our school community, creating an environment where students and staff thrive. As we continue to embrace our commitment to excellence, we are excited to see the lasting impact of our efforts on the future of Bronc Nation.

Additional Information You Would Like to Share:

The integration of Visible Learning into our practices at Senior High has significantly transformed our educational environment, fostering a culture of collaboration and continuous improvement among both staff and students. By emphasizing the importance of evidence-based teaching

strategies, we have seen notable advancements in student engagement and academic performance. Our teachers have embraced the principles of Visible Learning, utilizing feedback and assessment data to tailor their instruction to meet the diverse needs of our learners. As a result, we have accomplished a marked increase in student achievement, with many students demonstrating growth in their critical thinking and problem-solving skills.

Looking ahead, our future goals include further embedding Visible Learning principles into our curriculum and professional development programs. We aim to enhance our focus on student agency, encouraging learners to take ownership of their educational journeys. Additionally, we plan to implement more robust systems for tracking and analyzing student progress, ensuring that our instructional practices remain responsive and effective. As we prepare to apply for the Visible Learning School Award, we will highlight our commitment to fostering a learning community that values transparency, collaboration, and evidence-based practices, showcasing the positive impact these initiatives have had on our students' success.

Selected BSH PLC Presentations

Measures of Growth (numeric data we can use to assess our progress...reasons to celebrate our hard work!)

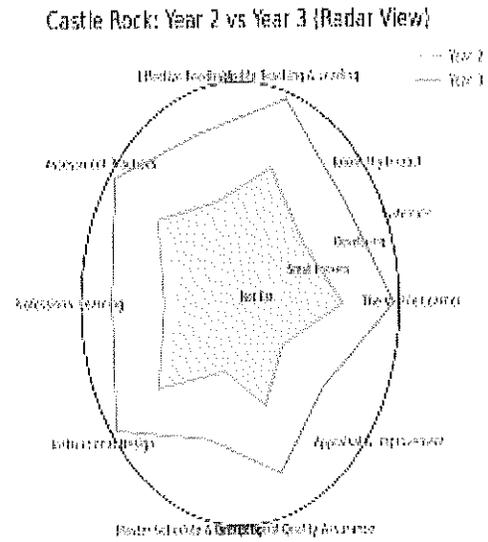
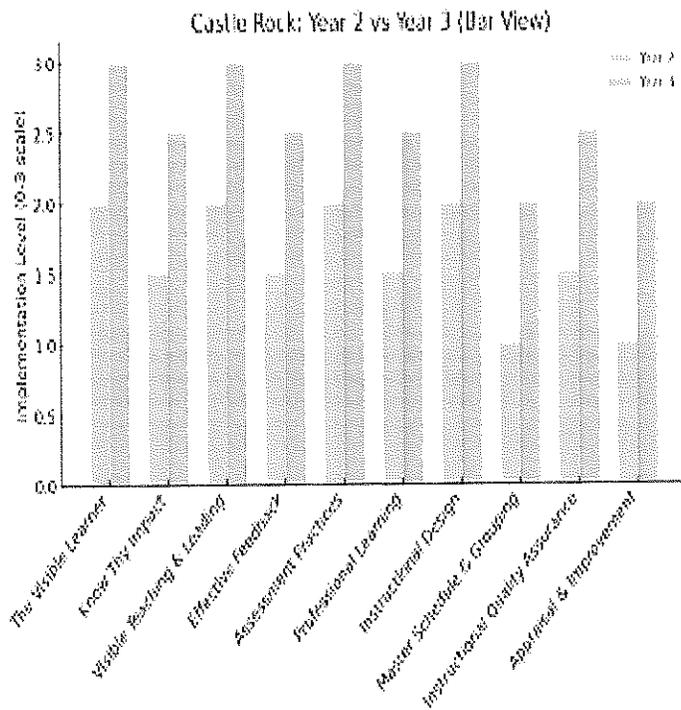
Testimonial Videos:

- Adam (English): the impact of LISC & Feedback
- Blee (Earth Science): LISC
- Emily (FCS): LISC (not just task-oriented)
- Greg (English): impact of VL on teaching
- TJ (Physics): VL=overhaul of teaching
- SpEd Dept Video (they had a discussion during a PLC on how VL has changed their teaching & decided to create a collective video to share what they've gained)

Castle Rock Middle School

Visible Learning Implementation Impact Report

This report summarizes the implementation impact of the Visible Learningplus® framework at Castle Rock Middle School. It compares growth from **Year 2** to **Year 3** across the Stage 2 School Matrix strands. The charts below highlight progress in embedding core practices into the culture, teaching, and leadership systems of the school.



Key Findings: Overall Growth: Castle Rock showed consistent advancement from developing practices (Year 2) toward systematic embedding (Year 3). **The Visible Learner:** More students can articulate their learning goals and understand what success looks like. **Know Thy Impact:** Data practices matured, with staff increasingly using evidence to guide instruction and address achievement concerns collectively. **Effective Feedback:** Feedback became more timely and trusted, promoting a stronger culture of continuous improvement. **Professional Learning:** Teacher collaboration and data-informed professional learning grew, strengthening overall instructional quality.

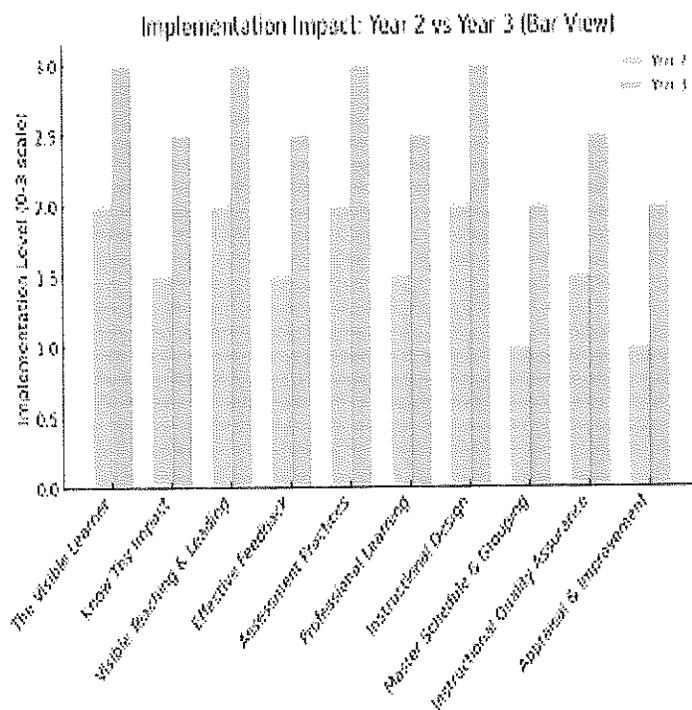
Conclusion:

Castle Rock Middle School has made clear progress between Year 2 and Year 3 in implementing the Visible Learning framework. The school has built stronger systems of feedback, collaboration, and evidence-driven practice, supporting sustained student learning growth.

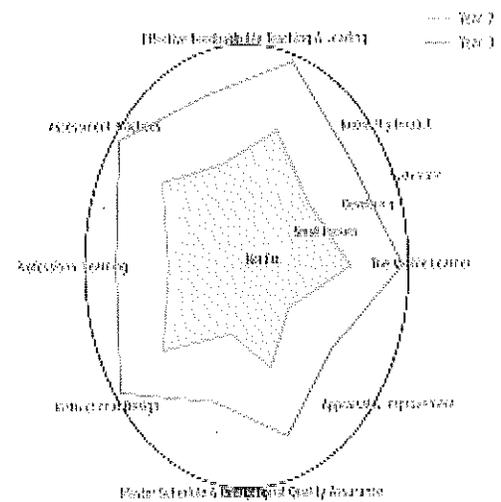
Lewis & Clark Middle School

Visible Learning Implementation Impact Report

This report summarizes the implementation impact of the Visible Learningplus® framework at Lewis & Clark Middle School. It compares growth from **Year 2** to **Year 3** across the Stage 2 School Matrix strands. The charts below highlight progress in embedding core practices into the culture, teaching, and leadership systems of the school.



Implementation Profile: Year 2 vs Year 3 (Radar View)



Key Findings: Overall Growth: Lewis & Clark advanced from developing practices in Year 2 toward systematic embedding in Year 3. **The Visible Learner:** Students became increasingly capable of describing their learning and taking ownership. **Know Thy Impact:** Data-driven practices improved, with stronger team accountability for student progress. **Effective Feedback:** Greater relational trust allowed for more open, actionable feedback between teachers and students. **Professional Learning:** Teacher collaboration and focus on impact grew significantly, enhancing instructional consistency.

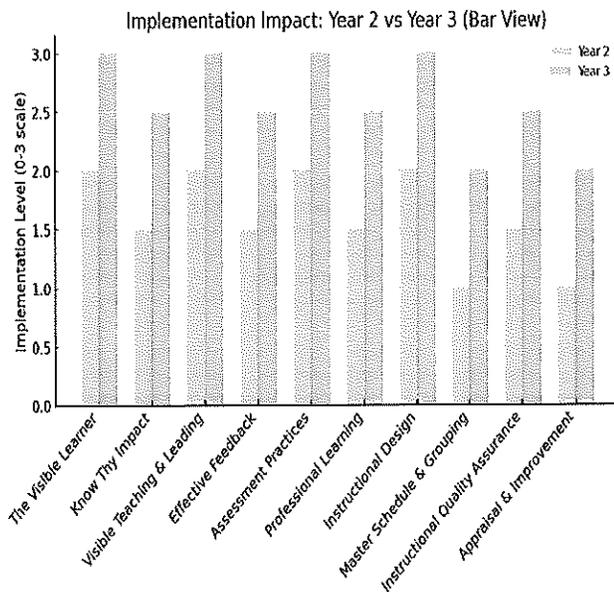
Conclusion:

Lewis & Clark Middle School has demonstrated measurable progress between Year 2 and Year 3 in implementing the Visible Learning framework. The school's culture of learning, feedback, and evidence-based practice continues to strengthen, laying the foundation for sustained student achievement gains.

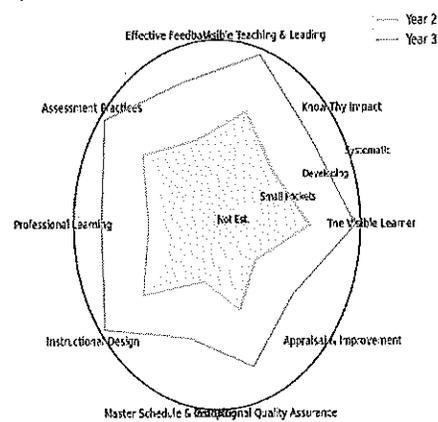
Will James Middle School

Visible Learning Implementation Impact Report

This report summarizes the implementation impact of the Visible Learningplus® framework at Will James Middle School. It compares growth from **Year 2** to **Year 3** across the Stage 2 School Matrix strands. The charts below highlight progress in embedding core practices into the culture, teaching, and leadership systems of the school.



Implementation Profile: Year 2 vs Year 3 (Radar View)



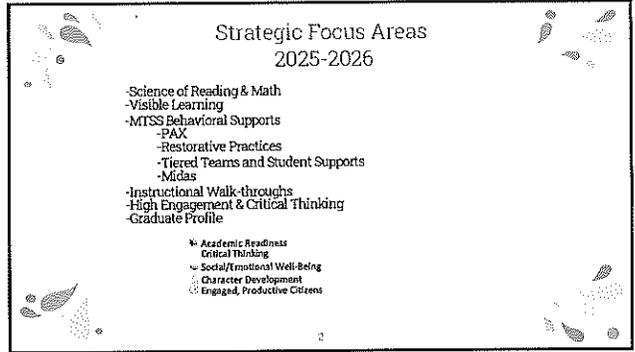
Key Findings: Overall Growth: Clear progress from developing (Year 2) toward systematic embedding (Year 3) across all strands. **The Visible Learner:** Students increasingly articulate learning goals and see themselves as capable learners. **Know Thy Impact:** Data use and collective responsibility improved, leading to more consistent monitoring of student progress. **Effective Feedback:** Feedback culture became stronger, with greater student voice and more timely instructional adjustments. **Professional Learning:** Systems increasingly aligned with impact evidence, allowing teachers to problem-solve collaboratively.

Conclusion:

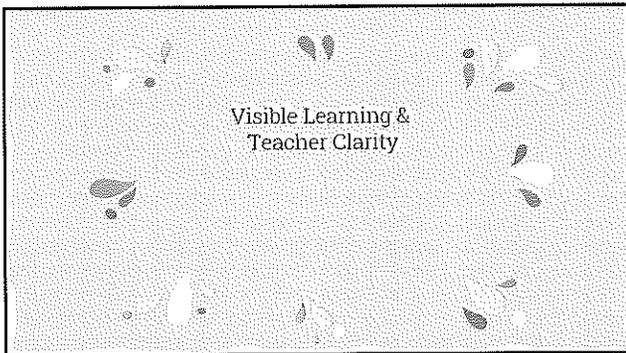
Will James has demonstrated significant progress between Year 2 and Year 3 in implementing the Visible Learning framework. The school is building a strong foundation of assessment-capable learners, evidence-driven practice, and collaborative expertise that supports sustainable improvement.



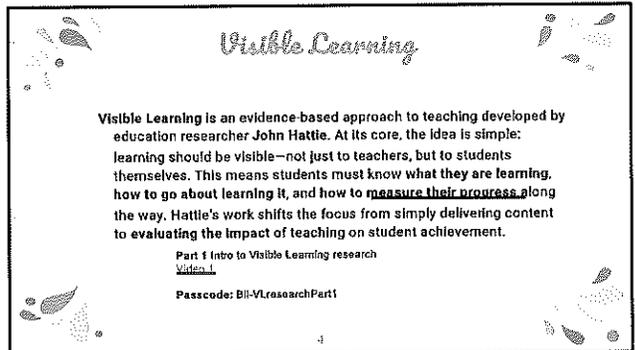
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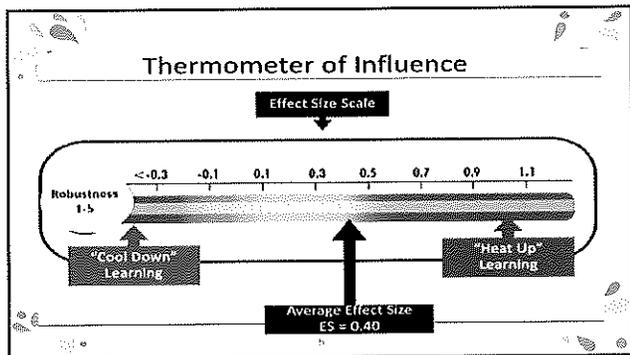
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5

Pause and Ponder: What are some reflections to this overview of the Visible Learning research? The Visible Learning® research base comprises 25 years, over 2,100 meta-analyses, 132,000 studies involving more than 300 million students around the world.

The average effect size of everything we do in schools is 0.4, which represents an (average) year's growth per year of schooling for a student. Factors above 0.4 show to have a greater positive potential effect on student learning.

Influence	Guess Effect Size	Actual Effect Size
Collective Teacher Efficacy		
Teacher Clarity		
Classroom Discussion		
Response to Intervention		
Cooperative Learning		
One-to-One Tutorials		
Lectures		

6

Visible Learning

The Visible Learning model places strong emphasis on:

- Setting clear learning intentions and success criteria
- Using feedback and assessment to guide progress
- Encouraging learners to take ownership of their learning journey

Teachers are not just facilitators—they are activators of learning who monitor progress, adapt instruction, and make teaching decisions based on real-time evidence of what's working.

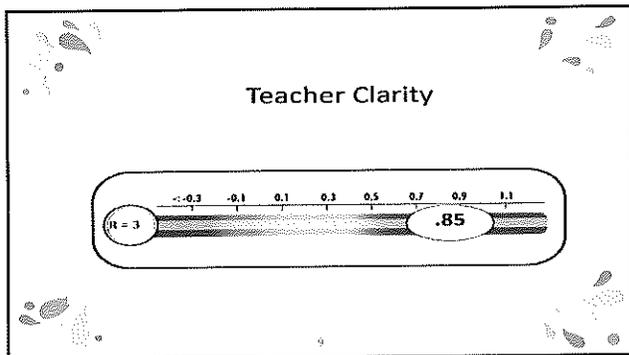
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Teacher Clarity

Teacher clarity means an educator has absolute clarity about what students are to learn, know, and be able to do for an upcoming instructional focus before they plan any instruction and assessments.

Teacher clarity involves the teacher knowing where he or she is going with the lesson and ensuring that the students know where they are going. *These pathways must be transparent for the student.*

8



9

Learning Intentions

Learning intentions describe what it is that we want students to know, understand and be able to do. They answer the question, "Where am I going?"

10

Learning Intentions

What: What the students are learning. "We are learning..." This comes directly from the priority standard that is being taught.

Why: This is the purpose for why this is important to the student-why should our students be motivated to engage in this work.

How: This is how the teacher and students will know they have been successful. These are listed in scaffolded "I can" statements.

11

Students need to be explicitly taught the learning intentions and success criteria. Teachers need to share the learning intentions with students, so they understand them and what success looks like. This is more than students chanting the learning intentions at the start of the lesson, but a deeper understanding of what is desired, what success will look like, and how the tasks relate to the intention.

Hattie, Visible Learning for Teachers 2012

12

Success Criteria

Answer the question, "How do we know we have arrived?"

They summarize the key things students need to focus on to achieve the learning intentions.

They include specific action verbs such as summarize, solve, and define.

13

13

Visible Learners

Visible learners are the students who can:

- Set learning goals
- Express what they are learning;
- Describe the next steps in their learning;
- Know what to do when they are stuck;
- See mistakes as opportunities for additional learning;
- Take feedback and use it to enhance learning

14

14

Visible Teachers

- continually gain professional learning and evaluate their own performance;
- consider themselves as 'change agents'; who is responsible for the change and improved learning process in the students;
- reflect upon how their practices may affect student learning outcomes;
- Regularly take feedback about themselves and their ways of teaching;
- Use assessments as tools for the development of students to learn about their teaching practices;
- Challenge their students regularly and do not frequently use the expression 'do your';
- Ensure that their 80% of the class time is spent in classroom discourse;
- Build rapport and trust in students so that the students would not hesitate to ask for help and feel free to take risks with their learning.

15

15

Surface Learning

Surface learning does not mean superficial learning. Rather, surface learning is a time when students initially are exposed to concepts, skills, and strategies. Surface learning is critical because it provides a foundation on which to build as students are asked to think more deeply.

Some examples of instructional strategies:

- Jigsaw method (1.2)
- Integrating prior knowledge (0.93)
- Summarization (0.79)
- Direct instruction (0.6)

16

16

Deep Learning

We define deep learning as a period when students consolidate their understanding and apply and extend some surface learning knowledge to support deeper conceptual understanding ... We think of this as a 'sweet spot' that will often take up more instructional time, but can be accomplished only when students have the requisite knowledge to go deeper.

Some examples of instructional strategies:

- Organizing and transforming notes (0.85)
- Class discussion (.82)
- Reciprocal teaching (.74)
- Concept mapping (.64)

17

17

Transfer learning [is] the point at which students take their consolidated knowledge and skills and apply what they know to new scenarios and different contexts. It is also a time when students are able to think metacognitively, reflecting on their own learning and understanding.

Some examples of instructional strategies:

- Identifying similarities and differences (1.32)
- Synthesizing information across texts(.63)
- Transforming conceptual knowledge (.85)

18

18

*Thanks and we hope
you have an amazing
year!*

19

19

Timeline of Professional Learning for Transformational Learning Phase 1

2020–2021 (Foundation Year) Both summer and during the school year for four middle schools and two high schools

- **Foundation Days, Evidence into Action Days 1-3**

This series is designed to help you understand the Visible Learning research, acquire a common language of learning, and develop a cycle of inquiry and knowledge-building into your school professional learning process. You will learn focus your time, energy, and resources on the practices that have the greatest impact on your students' learning. During this series of professional learning sessions, you will engage with the high-impact practices from the Visible Learning research and learn how to collect evidence of the extent to which these practices are present in your school or classroom. Then, you'll collect data from your school or classroom for 60 days and create an action plan for your first impact cycle.

- **Impact Coaching 1**

Impact Coaches will build a strong foundation of knowledge and understanding of John Hattie's research and the principles of Visible Learning and teaching. They will then learn to work collaboratively with school and system leaders in order to establish and implement plans to collect, collate, and analyze evidence to inform the school's Visible Learning action plan.

- **School Capability Assessment**

This assessment is administered prior to your school embarking on your Visible Learning Journey and then each year during your Visible Learning engagement. During this in-school visit, your consultant will work with you to:

- Establish a baseline showing the extent to which your school exhibits the markers of a Visible Learning school.
- Determine the pervasiveness high-impact practices are present in your school.
- Work with a Certified Visible Learning+ consultant who will work with you to collect school data and to write an unbiased baseline report to help you track progress and measure growth.

- **Success Criteria Certification**

To capitalize on the potential impact of teacher clarity on student learning, we must develop and share high-quality success criteria that define what success looks like for each and every learner in our schools and classrooms. In this webinar series, we will move beyond just learning intentions and take a deep-dive into how best to support the development and implementation of high-quality success criteria. We'll also explore how teacher clarity ensures teaching that is organized and intentional with transparent expectations.

Success Criteria for the series:

- I can explain the role of learning intentions and success criteria in ensuring teacher clarity.
- I can compare and contrast the different ways of creating and sharing success criteria with my students.
- I can describe the relationship between different types of learning and different ways of sharing success.

- I can utilize the components of teacher clarity to ensure equity of access and opportunity to rigorous learning experiences for ALL of my students.

 - Additional Training:
 - 2 Virtual Implementation Days (Clarity focus)
 - June PD: Custom Foundation Day (extra staff)
 - August PD: Foundation Day/Building Visible Learners
-

2021–2022 (Building Visible Learners). This section was for the schools that started the previous year. The rest of the middle schools and high schools start on the Year 1 journey listed above.

- **Building & Developing Visible Learners**

This day introduces you to the power of making learning visible in your classroom and will help you develop assessment-capable learners. It is about seeing learning through the eyes of students so that they can answer the questions: Where am I going? How am I going? Where to next? These questions are the foundation for developing assessment-capable learners.

- **Teacher Clarity Certification**

The Teacher Clarity Certification is designed to equip educators and instructional leaders with the knowledge, tools, and facilitation strategies needed to develop and lead Teacher Clarity Playbook

trainings within their school systems. Over two days, participants will explore core concepts of Teacher Clarity (organization, explanation, guided practice, and assessment) through interactive and practical learning. Grounded in research identifying Teacher Clarity as one of the most impactful influences on student achievement, the certification includes time for participants to create, share, and analyze systems for clarity in their own schools and districts. In addition to tools and resources shared during the training, participants will receive continued support with research-based practices throughout the three-year certification period. By the end of the certification, teachers and leaders will be equipped to support colleagues in implementing high-impact practices that improve student learning and instructional alignment.

How Leadership Works: A monthly book study for administrators

How Leadership Works: A Playbook for Instructional Leaders walks educators through the processes of clarifying, articulating, and actualizing instructional leadership goals to deliver on the promise of equity and excellence for all. Grounded in Visible Learning® research, the exercises in this easy-to-use playbook illuminate the essential mindframes necessary for effective instructional leadership and prompt veteran, new, and aspiring educators to identify challenges and determine next steps. It includes:

- Ten essential mindframes for leaders, together with the leadership practices that illustrate each mindframe in action
- Teaching practices, such as teacher clarity or student engagement in learning, that support teachers in delivering quality instruction, along with tools to document the impact of those practices on learning
- Strategies for leading learning, including establishing school culture, utilizing feedback, and supporting professional learning communities as a pathway to building collective teacher efficacy.

- Tools for applying the principles of change, conducting an initiative inventory, and implementing and de-implementing initiatives

Exercise-by-exercise, educators and front office staff will deepen their knowledge, frame their priorities and practices, and gain new tools for supporting the instructional focus and initiatives designed to support learning at your school.

- **SCA's Spring 2022**

- **Additional Training:**

- Onsite October: Building Visible Learners + Learning Walks
Castle Rock
- Onsite December: Impact Series Feedback + Learning Walks
Senior HS and MS
- 2 Full Implementation Days: How Students Learn Pt 1
(Will-Skill-Thrill)

2022–2023 (Deepening Practice) New schools start on Part 1, Year 2 schools take Part 2, and Year 3 school take Part 3.

How Feedback Works

Feedback can significantly influence outcomes, demonstrated by an effect size of 0.62. However, to fully leverage this influence, we must look beyond simply assigning scores or grades. Often, the

focus is on the provision of feedback, while the essential processes of receiving and utilizing it in future teaching and learning methods are overlooked. The professional learning workshop, based on the book, **How Feedback Works** by John Almarode, Douglas Fisher, and Nancy Frey, covers the vast research around feedback from both the giver's and receiver's viewpoints. Together, participants will investigate the traits of effective feedback, understand how to foster and sustain an environment rich in feedback, and then utilize this feedback to dictate subsequent actions in both classroom and school contexts.

How Learning Works

Grounded in the Visible Learning research and instructional practices, the How Learning Works workshop supports your school or district in discovering how learning works and translating that understanding into potential for enhancing and accelerating learning. Presenting the research so that it's easily accessible, the workshop helps you make connections between the learning process and classroom practices that enhance and accelerate your students' learning.

These promising principles and practices spur learners to see themselves as their own teachers. Based on key concepts from *How Learning Works: A Playbook*, developed by John Almarode, Doug Fisher, and Nancy Fisher, you'll put the learnings into practice, develop a shared language around implementing the science of learning, and build collective efficacy among your colleagues and students.

Mindframes for Visible Learning

10 Mindframes for Visible Learning revisits the ten behaviors or "mindframes" that teachers need to adopt to maximize student success. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. The ten mindframes include:

- thinking of and evaluating your impact on students' learning
- the importance of assessment and feedback to inform teachers
- working collaboratively and the sense of community
- the notion that learning needs to be challenging and errors seen as opportunities to learn
- engaging in dialogue and the correct balance between talking and listening
- conveying the success criteria to learners
- building positive relationships

Additional Training:

- Oct: Custom EIA 3 + Learning Walks @ Will James MS
 - Dec: Visible Teacher + Learning Walks Castle Rock MS
 - 2 Days Implementation & Grading Visible Learners
 - 2 Days Custom VL—Deep Dive Four Levels of Clarity
 - June 2023 District PD: Custom VL
-



Billings Public Schools
415 North 30th Street
Billings, Montana 59101-1298
Phone: (406) 281-5069

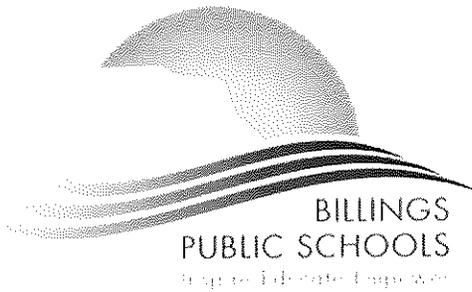
To Whom It May Concern,

I have been asked to explain how Visible Learning has affected me as a classroom educator. I am delighted to share this with anyone and everyone. I have been teaching for 31 years now in a public high school. I truly believe that Visible Learning has been the most effective teaching strategy I have ever implemented. The first selling point for me was that it is the students' learning that is the most important for all I do, starting with lesson planning. The major transformation started with the whole concept of creating my lessons with the three points: what do they need to learn, how will I teach it, and how will I know they learned it? Following that, making my Learning Intention and Success Criteria visible on the board and referring to it throughout my lessons has shown my students that the learning is for them. My students know the review for their test on the first day of the unit, thanks to my Success Criteria. Next, being trained on feedback was amazing. I love to ask students how they felt the lesson went, what could be added, what could be removed and if they had anything to add. Again, Visible Learning is about making sure everyone involved is aware of the purpose for what we are doing today. If you can't answer the three main questions, then why are you teaching that? If you are not open for discussion and feedback, my only question to you would be WHY NOT?

Sincerely,

Catherine Blee

Catherine Blee
Science Teacher - Senior High



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Phone: (406) 281-5069

To Whom It May Concern,

The implementation of John Hattie's Visible Learning in our high school has had a strong positive impact on both teaching and learning. By focusing on strategies that have been proven through research to have the highest effect sizes on student achievement, teachers are able to plan lessons more intentionally and provide feedback that truly drives student growth. Students are encouraged to become active participants in their learning, setting goals, monitoring their progress, and reflecting on their growth. This shift has helped create a school culture where learning is visible and measurable for everyone, leading to higher engagement and more consistent academic success.

In addition, the emphasis on teacher clarity, collective efficacy, and student voice has strengthened our school community. Teachers collaborate more effectively, using data and evidence-based practices to guide instruction and interventions. Students benefit from clear expectations and consistent support, which builds confidence and fosters a growth mindset. Over time, this approach has not only improved academic outcomes but also helped develop stronger relationships between teachers and students. Overall, the use of Visible Learning has provided our high school with a focused, research-backed framework that continues to raise achievement and empower both educators and learners.

Sincerely,

Shelli Strouf

Shelli Strouf
Senior High Principal



Billings Public Schools
415 North 30th Street
Billings, Montana 59101-1298
Phone: (406) 281-5065 Fax: (406) 281-6186

To Whom It May Concern,

It is with great enthusiasm that I provide testimony in support of Billings Public Schools' request for funding for the second phase of the Transformational Grant. The work made possible by the first phase of this grant has been nothing short of transformational for our educators, classrooms, and most importantly, our students. At the heart of this transformation has been the district-wide implementation of Visible Learning.

Before Visible Learning, our schools often used varied terminology and frameworks to describe teaching and learning. This lack of alignment made it challenging to build momentum and consistency across classrooms and grade levels. Through the adoption of Visible Learning, we now share a common language of learning that connects teachers, students, and leaders. Phrases such as learning intentions, success criteria, and impact are now embedded in daily practice, creating clarity for learners and coherence for educators. This shared language has elevated expectations across the district and ensured that everyone—from the classroom teacher to the district office—can speak meaningfully about what effective learning looks like.

Our Professional Learning Communities (PLCs) have also been re-energized through Visible Learning. Previously, PLC conversations often focused on logistics, pacing, or isolated instructional strategies. Now, these communities engage in deeper, evidence-based dialogue centered on the impact of teaching on student learning. Educators collaboratively analyze evidence, set measurable goals, and monitor progress with a sharper focus on what truly accelerates achievement. Visible Learning has provided the framework to ensure our PLCs are not just meetings, but powerful spaces for collective efficacy, continuous improvement, and shared responsibility for student success.

In our classrooms, the changes are tangible. Students now have greater clarity about what they are learning and why it matters. Teachers consistently provide success criteria, empowering students to take ownership of their progress and engage in self-assessment. Educators report that instruction is more intentional, assessment is more meaningful, and the culture of learning is more engaging and student-centered. The shift from teaching to learning has become a reality in our district.

The progress we have made under the first phase of the grant has laid a strong foundation. Yet, we recognize that true transformation requires sustained effort. The second phase of this grant will allow us to deepen implementation, expand professional development, and ensure that Visible Learning practices become embedded across all schools and grade levels. This continued investment is critical to achieving our long-term vision of high-impact learning for every student.

On behalf of Billings Public Schools, I request your full consideration of our funding proposal for the next phase. The investment you make today will continue to yield lasting returns in the form of improved teaching, stronger collaboration, and most importantly, higher levels of student success.

Sincerely,

O'Shean Moran

Director of Professional Learning

Billings Public Schools

Dave Nagel's summary of accomplishments for Billings Public Schools-October 2025

A Summary of The Impact of Deep Implementation of Visible Learning: Empowering Billing Public Schools Educators and Students

Beginning in fall 2020, Billings Public Schools (BPS) initiated a transformative journey to enhance academic achievement through the implementation of Visible Learning principles. This effort aligns with recent state legislative initiatives promoting personalized learning and innovative educational practices. By prioritizing transparency in learning for both students and educators, the district aims to elevate instructional practices and empower all participants in the learning process.

BPS's approach to Visible Learning commenced with a comprehensive assessment of instructional practices across six secondary schools, gathering input from educators and administrators via surveys on student development as visible learners, feedback perceptions, and relational trust among staff.

Leadership teams from these schools participated in Visible Learning professional development, leading to constructive discussions that identified strengths and improvement areas for BPS. This initiative fostered a readiness to change where necessary while monitoring how adult actions impact student outcomes. There was a strong desire to incorporate proficiency-based and transformational learning principles highlighted in state legislation, aiming to create a robust framework of adaptable, high-yield classroom strategies to help every student reach their educational potential.

At the heart of this initiative is teacher empowerment through professional development focused on high-leverage instructional strategies. Recognizing that teachers are crucial to academic success, BPS has invested in ongoing workshops, coaching, and collaborative planning to equip educators with tools that promote student engagement and mastery of concepts over rote memorization.

One of the essential components of the visible learning framework is the emphasis on student agency—an aspect that resonates with the concept of transformational learning as articulated in the new state guidelines. In classrooms throughout BPS, students are encouraged to become *visible learners* who actively drive their own learning experiences. This is reflected in practices such as goal setting, self-assessment, and peer feedback, which foster a culture of accountability and collaboration. By empowering students to take ownership of their learning journeys, teachers are not only

enhancing academic performance but also developing essential skills for lifelong learning.

Moreover, the district has prioritized the establishment of supportive leadership structures to sustain this transformative work. Leadership teams have been trained to foster a culture of collaboration, ensuring that all stakeholders—teachers, administrators, parents, and community members—are engaged in the learning process. This holistic approach aligns with the state’s dedication to inclusivity and equality of educational opportunity. By providing educators with the necessary support and resources, leaders can effectively facilitate the ongoing development of instructional practices that are responsive to the needs of all students.

The implementation of visible learning strategies has not been without its challenges. Transitioning toward a model that values ongoing assessment, and adaptability requires patience and commitment from all involved. However, the results have been promising. Data collected from various measures indicate significant increases in student achievement and engagement across multiple grade levels and subject areas. The district’s emphasis on measurable objectives, as mandated by the state, has enabled teams to track progress and continuously refine their practices, making data-driven decisions that enhance instructional effectiveness.

In addition, Billings Public Schools has embraced community-based partnerships that further enrich the learning experience. This aligns with Hattie’s *Visible Learning Mindframe—Having a Shared Language of Learning for all School Stakeholders*. By embedding experiential and work-based learning opportunities, the district has expanded the definition of learning beyond the classroom walls. This approach not only engages students in authentic learning experiences but also connects them with local resources and expertise, reinforcing the idea that education is a community endeavor.

Ultimately, the journey towards deep implementation of visible learning in Billings exemplifies the transformative potential of focused change in educational landscapes. Through a concerted effort to enhance instructional practices, support educators, and empower students, the district is not only meeting but exceeding its commitment to the goals outlined in state legislation. This initiative serves as a model for other districts seeking to embrace innovative educational practices that cultivate an environment where every learner thrives. As BPS continues to advance its vision, it remains dedicated to nurturing a community of learners equipped to meet the challenges of the future with confidence and resilience.

In conclusion, the story of Billings Public Schools reflects a deep commitment to educational excellence and the belief that every student deserves an opportunity to succeed. By rooting its efforts in the principles of visible learning and aligning with state

priorities, the district is paving the way for a new era in education—one that is inclusive, innovative, and infinitely empowering for both students and educators.

The following four Billings Public Schools have been recognized at *Visible Learning* Model Schools.

Senior High (*Visible Learning Partner Level School*): Fostering a Culture of Learning

Senior High in Billings is an example so many other large comprehensive high schools should visit to see what can happen when there is a relentless focus on results, high expectations for evidence-based practices, and a culture for feedback and high levels of relational trust. Sheli Strof, the principal since 2023, with the help of her leadership team, has cultivated a vibrant culture of learning that empowers both educators and students. Central to this transformation is a deep commitment to teacher clarity, meaningful feedback, and the integration of student voice in all aspects of the learning process. This collaborative environment encourages open communication and strengthens the relationships between adults and students, resulting in an engaging and supportive educational experience.

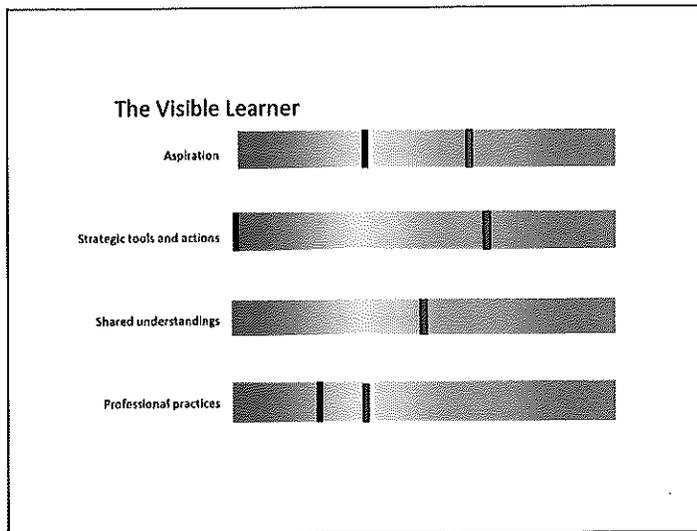
Actions:

- All classrooms are equipped with clearly defined learning intentions, ensuring that students understand the goals of each lesson
- Teachers engage in regular feedback loops, providing constructive growth-producing feedback for areas of need as well as authentic recognition of effective actions that are showing to positively improve student progress and achievement.
- Student voice is actively sought through surveys and discussions, allowing learners to express their needs and preferences, which informs instructional strategies.

Impact:

Students report feeling more empowered in their learning, with a clear understanding of expectations leading to greater motivation and engagement. A significant number of students can articulate what they are learning and how they will be successful over the past 3 years.

The following chart shows the progress Senior High made from their first school capability assessment in fall of 2020 to their second one in May of 2022 related to how they were developing visible



Teachers feel increased safety in their classrooms, resulting in a willingness to take instructional risks and innovate their teaching practices. ***As of spring of 2023, over 80% of staff responded; agree or strongly agree to the statement, “Our teachers are prepared to take risks and ask for help.”*** This was up from 74% in the fall of 2020

The culture of learning fosters a positive school climate, where collaboration among staff and students thrives, ultimately enhancing overall academic achievement.

Through these intentional strategies, Senior High is setting the standard for what a supportive and effective learning environment can—and should—look like.

Castle Rock Middle School: Building a Collaborative Learning Environment

Castle Rock Middle School has successfully fostered a collaborative learning environment that emphasizes teacher clarity, student voice, and effective instructional practices. Through strategic initiatives, the school has created a culture where learning is prioritized, and all members of the community are engaged in the educational process.

Actions:

- Teachers clearly outline learning objectives and criteria for success in every lesson, allowing students to navigate their learning paths with confidence.
- By April 2024, all classrooms will have learning intentions and success criteria posted and/or accessible and shared with students

- The school leadership noted that they *'were close on this measure and continued to focus here during the 2024-2025 school year.'* There is rarely a classroom where LI and SC are not present
- By April 2025, the quality of learning intentions and success criteria will consistently increase as measured by walk-through and learning walk data. Have learning intentions and success criteria posted and/or accessible and shared with students: The following is an example of how LI and SC were monitored for presence as well as quality:

Learning Intentions Present	LI is aligned to and focuses on skills and concepts in standard	Success Criteria Present	SC Tightly Aligned to LI and Focus on application of skills
88% of core classrooms are presenting Learning Intentions daily.	84% of core classrooms' Learning Intentions are aligned to standards.	82% of core classrooms are presenting Success Criteria daily.	80% of core classrooms have Learning Intentions that focus on applying skills rather than tasks.

- The school has made a tremendous effort to empower students to become visible Learners
- All teachers support and encourage goal-setting and reflection so students take ownership of their learning.
- Teaching students to use learning progressions and understand what success looks like.
- Implementing strategies that develop a growth mindset and resilience in learning.
- Implementation of our Learning Dispositions: EAGLES

- E: Engaged
- A: Accountable
- G: Grit
- L: Lifelong Learner
- E: Evaluate
- S: Self-Advocate

E ngaged
A ccountable
G rit
L ife-long learner
E valuate
S elf-advocate

- Regular professional development sessions focus on effective feedback strategies, enhancing communication between teachers and students
- Student input is valued through forums that allow them to voice their perspectives on school initiatives and classroom practices.

Impact:

- Students express greater ownership of their learning, feeling empowered by clear expectations and active participation.
- A strong sense of community among educators fosters a willingness to innovate and collaborate, ultimately enhancing instructional effectiveness.
- Increased student engagement has led to improved academic outcomes across multiple subjects, creating a positive ripple effect in the school climate.

Lewis and Clark Middle School: Empowering Student Learning

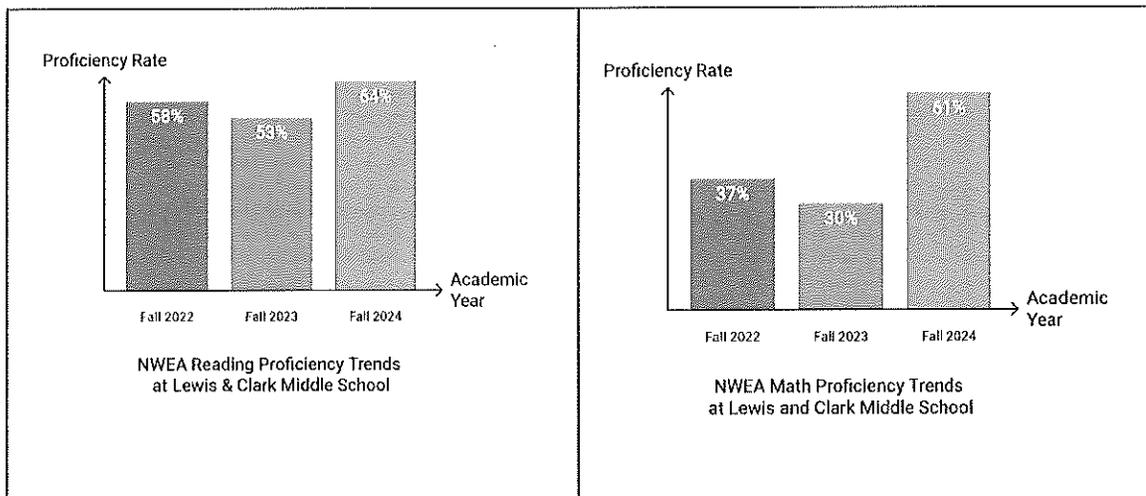
At Lewis and Clark Middle School, a commitment to fostering a strong learning culture has transformed the student and staff experience. The focus on teacher clarity and inclusive practices has not only improved instructional quality but has also strengthened the bonds between educators and learners.

Actions:

- Learning intentions are prominently displayed during lessons, ensuring transparency and clarity for students regarding their educational goals.
- Continuous feedback from students regarding their learning experiences informs instructional adjustments, making the educational process more responsive.
- Professional learning communities enable teachers to collaborate, share best practices, and provide mutual support.

Impact:

- Students report feeling more confident about their learning journeys, knowing precisely what is expected of them in their academic pursuits.
- Teachers have noticed an increase in willingness to experiment with new strategies, resulting in more dynamic and effective teaching practices.
- The enhanced collaboration among faculty has led to a more cohesive educational environment, positively influencing student achievement and morale.
- Enhanced academic improvement in reading and math as measured by NWEA results.

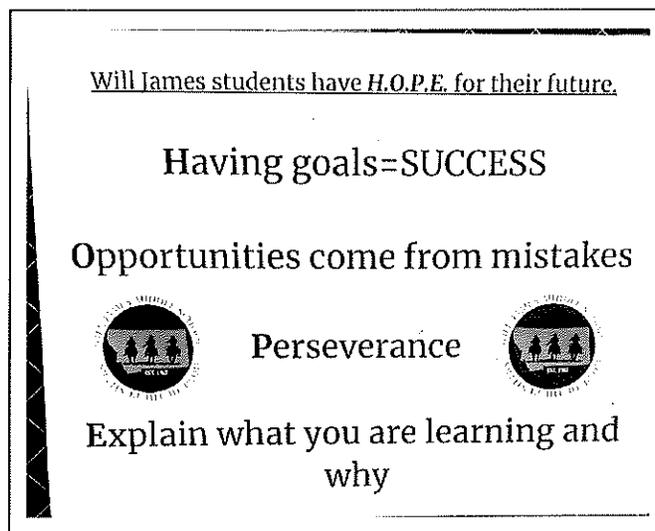


Will James Middle School: A Remarkable Transformation

Since the arrival of Becky Carlson as principal in 2021 which coincided with their focus and implementation of Visible Learning, Will James Middle School has undergone a remarkable transformation. Initially, staff cohesion was lacking, and buy-in for change was minimal. However, in just 12 to 18 months, the school has made significant strides in establishing a culture of effective learning and collaboration.

Actions:

- The new leadership implemented clear learning intentions and success criteria across all classes, promoting transparency in the learning process.
- Professional development focused on fostering a growth mindset among teachers encouraged risk-taking and innovation in instructional practices.
- A focus on growth producing feedback where students take ownership of their learning as well as support their peers and view peers as a resource for learning
 - Will James Middle School Grading Practices TAG Strategy
- Staff inclusive meetings and feedback sessions have built stronger relationships among faculty, fostering a sense of unity and shared purpose.
- An intentional focus on ensuring all students have a mental model for how they view themselves as learners



Impact:

- Students have reported feeling empowered and better aware of expectations, leading to a marked increase in classroom engagement and motivation.
- The cohesive staff environment has resulted in teachers feeling more supported and open to collaboration, positively influencing overall instructional quality.
- The commitment to improving practices has translated into significant gains in student performance, reflecting the school's dedication to fostering a positive learning culture.

As of fall 2025, the momentum for visible learning practices in Billings has reached an exciting peak, with all elementary schools and remaining secondary schools eagerly participating in professional development focused on these transformative strategies. The success stories emerging from schools like Senior High, Castle Rock, Lewis and Clark, and Will James have ignited enthusiasm throughout the district, prompting other schools to jump on board and seek similar growth opportunities.

This widespread engagement underscores the importance of a cohesive approach to learning, where the principles of visibility, clarity, and student empowerment are embraced by educators and students alike. The positive impacts observed—ranging from increased student ownership in their learning to enhanced staff collaboration—have sparked a collective desire for further support and development. Schools are clamoring for more resources, guidance, and training to sustain this transformative journey.

The availability of funding, particularly through state initiatives aimed at supporting personalized and transformational learning, has played a pivotal role in facilitating this progress. In an era where educational equity and quality are paramount, securing resources to invest in professional development is crucial. It not only equips teachers with effective instructional strategies but also cultivates an environment where students can thrive, driving academic achievement and fostering a culture of lifelong learning.

As the district continues to strengthen its commitment to visible learning, the shared vision for educational excellence remains clear: by empowering teachers and students, and by leveraging available funding for ongoing professional development, Billings Public Schools is poised to create lasting change that benefits the entire community. The journey is just beginning, and the future looks promising as more schools join in this vital initiative to elevate teaching and learning across the district.

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

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

Consultant Information

Dave Nagel Biography

Dave Nagel has been a professional developer and educational consultant both nationally and internationally since 2003, and has done so as his primary job in education since 2008. Prior was a middle and high school science teacher and administrator in a large district in Indianapolis. As a school leader at Ben Davis High School (enrollment 3000 students) Dave was instrumental in developing a focused plan for differentiated goals for students based on specific proficiency measures which supported the school in improving its graduation rate 14% in just over 4 years.

Dave's primary areas of expertise are in the areas of effective teacher and leader collaboration, assessment and feedback, and specifically effective grading actions both at the school and classroom level. He has been working specifically with Professor John Hattie's Visible Learning research since 2011 that is a driving force for all of his work with teachers, coaches, and administrators. He has authored 5 books previous to this one, including four within the *PLC+ series of publications* (Corwin).

Published multiple times in various publications such as *Principal Leadership* and *Educational Leadership*, Dave has also presented at various national conferences.. Dave is an independent consultant for Corwin Press and is the owner of NZJ Learning LLC (named after his three boys) and the Founder of The Center for Collaborative Expertise.

Bruce Potter Biography

Bruce Potter is a school administrator with over 30 years experience. Bruce began his career as a classroom teacher and has held leadership roles at the building level as a principal and at the district level as a superintendent for 11 years. In 2013 he secured special legislation which was signed into law by the Governor of New York to open a public school for at-risk and special education students who were identified by their home districts as future high school dropouts. Over a 6 year period, they achieved a graduation rate of 80%. In his current role he is leading his district's certification as a Visible Learning school through the implementation of effective PLC's. Over the course of his career he has shared his district's successes at several national conferences. Bruce is an independent consultant for Corwin Press and is co-founder of the Center for Collaborative Expertise

Executive Summary: Danielson Framework (2022) and Visible Learning Crosswalk

This one-page guide provides school leaders with a high-level overview of how the **2022 Danielson Framework for Teaching** aligns with John Hattie's **Visible Learning** research. It highlights where the framework's domains and components connect with high-impact practices supported by evidence.

Domain 1: Planning and Preparation

- **Danielson Focus:** Content knowledge, student understanding, outcomes, and assessment.
 - **Visible Learning Connection:** Teacher clarity (d=0.75), prior knowledge (d=0.93), formative assessment (d=0.77).
 - **Key Idea:** Clear goals and aligned assessments ensure students know what they are learning and how success will be measured.
-

Domain 2: Learning Environments

- **Danielson Focus:** Respect, belonging, culture, and positive behavior.
 - **Visible Learning Connection:** Classroom climate (d=0.56), teacher–student relationships (d=0.52), collective teacher efficacy (d=1.57).
 - **Key Idea:** Strong relationships and a culture of high expectations drive student engagement and resilience.
-

Domain 3: Learning Experiences

- **Danielson Focus:** Clarity, questioning, engagement, assessment for learning.
 - **Visible Learning Connection:** Classroom discussion (d=0.82), feedback (d=0.70), self-reported grades (d=1.33).
 - **Key Idea:** Students learn best when they actively engage in meaningful tasks, reflect on their progress, and receive timely feedback.
-

Domain 4: Principled Teaching

- **Danielson Focus:** Reflection, collaboration, professional growth, ethics.
- **Visible Learning Connection:** Teacher estimates of achievement (d=1.29), teacher credibility (d=0.90), and professional learning communities (d=0.40).

- **Key Idea:** Teachers who reflect on their impact, collaborate with peers, and act ethically become powerful agents of change.
-

Bottom Line

The Danielson Framework provides **structure and vision**, while Visible Learning provides **evidence of impact**. Together, they guide educators to: - Set clear and rigorous goals. - Build affirming, high-expectation environments. - Engage students through discussion, feedback, and reflection. - Commit to continuous professional and ethical growth.

When combined, Danielson and Visible Learning create a roadmap for high-quality teaching that maximizes student success.



Montana Transformational Learning Grant Phase II Grant Application Form

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- District Name: Bozeman Public Schools
- Contact Person: Casey Bertram
- Title: Superintendent
- Email: casey.bertram@bsd7.org
- Phone Number: 406-600-2281
- Mailing Address: 404 W. Main St. Bozeman, MT 59715

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- Describe specific strategies or initiatives your district has implemented.
- Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).
- Attach supporting documents and letters of support if relevant.



Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Casey Bertram

Superintendent Signature: [Handwritten Signature]

Date: 10/22/2025

School Board Chair Name: Kevin Black

School Board Chair Signature: [Handwritten Signature]

Date: 10/21/2025

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.



Bozeman Public Schools
Phase II Transformational Learning Grant Application
Section 1: Summary and Evidence of Current Progress

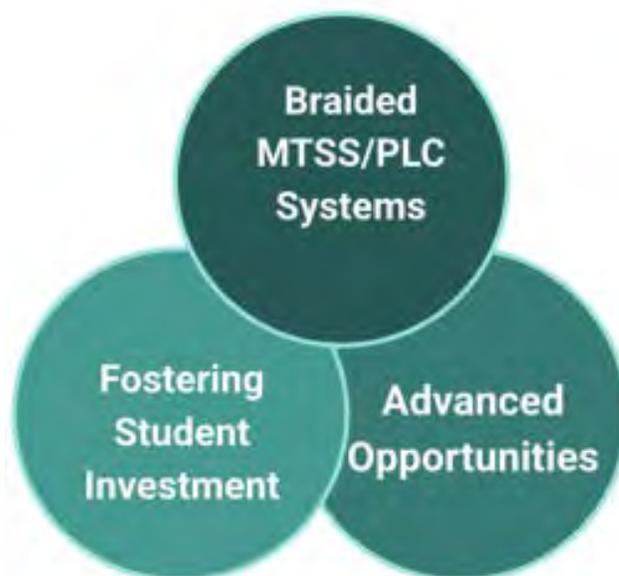
Section 1: Evidence of Progress Made

Introduction

Greetings Phase II Transformational Learning Grant Committee,

Bozeman Public Schools is pleased to share our journey in ensuring high-level learning for all students, consistent with our mission, and closely tied to the legislature's intent for transformational and proficiency-based learning. From the outset of the application process, we focused on practices that would result in identifiable **evidence of student learning, sustainability, and scalability**. If selected for Phase II, we take our responsibility to serve as mentors and guides to the rest of the state very seriously. Therefore, the practices we outline in our application all include evidence-based practices that are replicable in school districts of all sizes, have staying power after the grant funds stop flowing, and have demonstrated significant results in increased levels of student learning. We believe novel, innovative and creative ideas that meet the legislative definitions for transformational learning and proficiency-based learning, but have not resulted in significant increases in student learning, are not worth pursuing or replicating, and we trust your selection committee believes this also. One only needs to look at the most recent publicly available student achievement data for MT to see that we must not lose sight of student learning through this selection process. As a state, we can and must do better by the students and families we collectively serve.

Bozeman Public Schools, over the past five years, has relentlessly pursued the implementation of braided multi-tiered systems of support (MTSS) and professional learning communities (PLCs) to fundamentally change how we approach teaching and learning, thus ensuring a student-by-student, essential standard-by-essential standard approach that has yielded dramatic results. In addition, we have recently coupled the braided MTSS/PLC systems with a focus on fostering student investment, and an expanded focus on advanced opportunities to begin the creation of flexible pathways and learning opportunities tailored to the individual needs, strengths, and interests of students. That three-part model diagrammed below is the basis for our application in Section 2.



Section 1: Evidence of Progress Made Continued

Background

The current, small transformational learning grant in place in Bozeman is tied to the world language program that is fully proficiency-based across grades 6-12. While that program has been operating for years, it has only been within the past five years that the District has gone all in on braided MTSS/PLC systems as an evidence-based, highly replicable, and proven model to increase student proficiency and attend to the individual needs of all learners across all content areas and grade bands.

The term PLC is overused and is often defined as a meeting, a program, a curriculum, an event, a group, or a book study. It is none of those things. In the context of professional learning communities as an evidence-based practice, PLC is defined as *an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.* <https://www.allthingsplc.info>

The evidence basis and support for PLCs is vast and is summarized [HERE](#).

The three big ideas of a PLC are summarized below:

1. *A Focus on Learning* - We accept learning as the fundamental purpose of school and therefore are willing to examine all practices in light of their impact on learning.
2. *A Collaborative Culture* - We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through the development of collaborative teams.
3. *A Focus on Results* - We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information to promote continuous improvement.

Four critical questions guide the work of collaborative teacher teams in a PLC model:

1. What do we want students to know and be able to do? (Essential Standards)
2. How will we know if each student has learned it? (Common Assessments)
3. How will we respond when some students do not learn it? (Interventions)
4. How will we extend learning for students who have demonstrated proficiency (Extensions)

In a traditional school model, targeted instruction and time are constants, which result in student learning being the variable. Consistent with proficiency-based learning and a braided MTSS/PLC approach, targeted instruction and time are variable based upon individual student needs, which in turn makes learning the constant.

Timeline and Evidence of Success

2018

In 2018, current BSD7 Superintendent Casey Bertram served as the principal of Hawthorne Elementary School in Bozeman. Casey and his school team worked tirelessly to implement a site-based braided MTSS/PLC system that yielded positive results and international accolades. Hawthorne Elementary became the only MT school at the time recognized as a Model PLC at Work by Solution Tree. The criteria for selection include all of the following:

- Demonstrate a commitment to the PLC at Work process
- Implement the concepts for at least three years
- Present clear evidence of improved student learning

- Explain the culture, practices, and structures of the school or district, and submit it for consideration to the PLC Review Committee using our online submission process
- Update school or district information and submit it for review through the website, every three years, to show your data continues to meet the criteria of the PLC at Work process

2019-2020

Hawthorne's accomplishments set in motion a focused effort at the K-5 level within Bozeman Public Schools to implement braided MTSS/PLC systems. During the 2019-2020 school year, the District, in collaboration with the local teacher's union, secured a large NEA grant to hire facilitators and reimagine the school day at the K-5 level. The result of the grant work included 1) consistent school schedules that provided both individual teacher planning time and collaborative planning time, 2) consistent time blocks for core instruction and intervention/extension time embedded in the school day, and 3) a focused [professional development plan](#) to support educators in implementing the braided MTSS/PLC model.

2020-2021

During the course of the 2020-2021 school year, Casey Bertram began serving as the Superintendent of Bozeman Public Schools. Bozeman Public Schools has used a long range strategic planning process (LRSP) since 2007. The LRSP in Bozeman is built using a consensus process that includes stakeholder engagement, including staff, students, parents, trustees, administration, and community partner organizations. Once arriving at the central office, Superintendent Bertram doubled down on the LRSP process and began hyper-focusing on the District's measurable goals. The District pursued increased transparency and accountability related to the goals. Two significant changes ensure that braided MTSS/PLC systems are "cemented" in the foundation of the District. First, the Board of Trustees approved a specific LRSP measurable goal tied to MTSS/PLC implementation. That goal's timeline was adjusted based upon recent implementation efforts at the high school level and now reads, "*By spring of 2028, all BSD7 schools PK-12 will have fully implemented PLCs in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.*" For an overview of the current LRSP plan, click [HERE](#). Second, the Board of Trustees adopted a non-required policy, and associated decision-making filter tied to student success that puts the District on the hook for meeting the individual needs of students ([Policy 3610/P](#)).

2022-2023

During the 2022-2023 school year, three additional BSD7 elementary schools were awarded Model PLC at Work accolades by showing three years of increased student achievement data and implementing an evidence-based braided MTSS/PLC system: Longfellow Elementary, Emily Dickinson Elementary, and Irving Elementary. Those three schools joined Hawthorne Elementary as the only Montana schools with the prestigious Model PLC at Work distinction.

At the same time, the District was facing a significant general fund budget deficit and worked through a community stakeholder consensus process to balance the budget. Due to the PLC goal being cemented in the foundation of the District, the budget reduction process also ensured that changes to the master schedules at the middle and high school would also result in 1) dedicated teacher collaboration time in the master schedule, and 2) systematic intervention/extension time (MTSS) in the master schedule. The middle school moved forward with an A/B block schedule with built-in teacher collaboration and intervention/extension time beginning fall 2023. The high school consensus process also arrived at an A/B block schedule with built-in collaboration and intervention/extension time beginning fall 2024.

2023-2024

A key to the success of the Model PLC at Work schools in the District was focused professional development for the building leader and leadership team. Leadership expert John Maxwell often states, "*Leadership is the lid in any organization.*" The District has taken that quote to heart and has focused on building the capacity of not only the building leaders, but also the leadership teams/guiding coalitions at each school site.

Sending teams to conferences and bringing in professional consultants is effective, but also a significant strain on the budget. The District studied the effectiveness of coaching models (see below) and chose to invest in its own to provide direct coaching and support at the remaining schools working to achieve Model PLC at Work status. Sarah Hays, Emily Dickinson Principal, was selected by Solution Tree to become a trained associate working with schools across the country. Sarah joined Superintendent Betram with that expertise and training, and, beginning in the 2023-2024 school year, moved out of a building leadership role and into a full-time PLC Admin Coach role. The District transparently communicated to Sarah and the community the role would be funded for two years to help build momentum and directly support the District's PLC goal.

Meta-analysis of training components for teachers (Joyce & Showers, 2002)			
Component	Can show knowledge	Can show skill	Uses in classroom
Theory & discussion	10 %	5 %	0 %
+demonstration by trainer	30 %	20 %	0 %
+role-play with feedback	60 %	60 %	5 %
+coaching in classroom	95 %	95 %	95 %

During the 2023-2024 school year, Sarah supported elementary and middle schools within the District. Meadowlark Elementary was selected as a Promising Practices PLC at Work site during the 2023-2024 school year. Promising Practices schools are similar to Model PLC at Work schools but only have evidence of one or two years of improved student learning.

During the 2023-2024 school year, the District brought together community stakeholders to formally update and revise the District's Long Range Strategic Plan (LRSP). During the process the District's mission, vision, core values, goal areas, and measurable goals were updated. In addition, the revised LRSP included the adoption of the District's Profile of a Graduate, see below. The BSD7 Profile of a Graduate is an important piece of the puzzle as it pertains to preparing students who are college and career ready.

For a complete picture of the robust stakeholder engagement process used to update the District's LRSP process click [HERE](#). The process included comprehensive needs assessment surveys, a community consensus process, community feedback sessions, and culminated in Board of Trustees action.



2024-2025

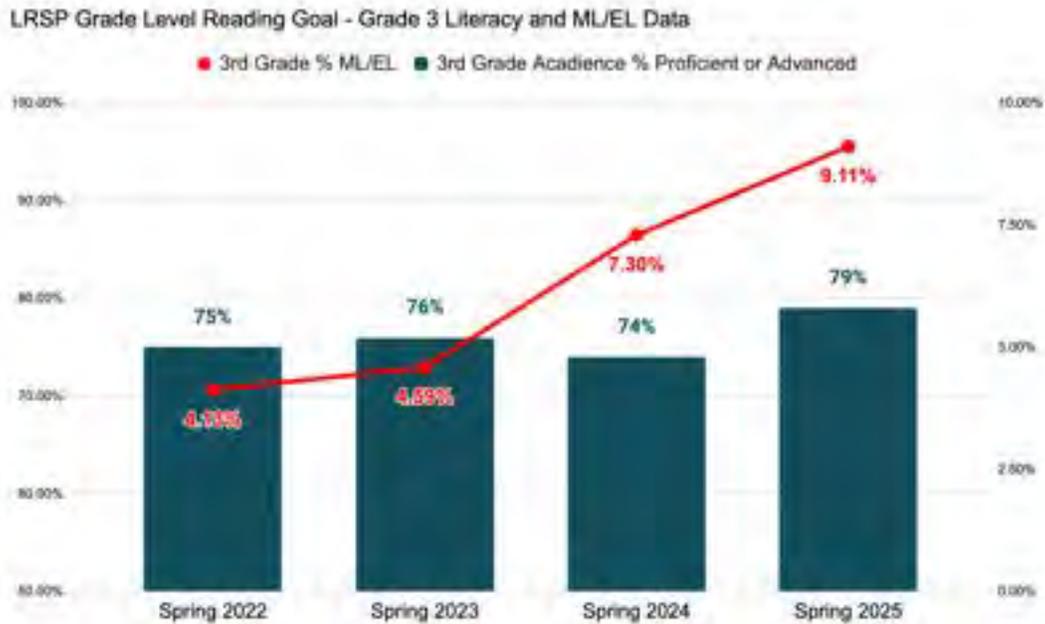
2024-2025 marked a monumental change within Bozeman Public Schools. The high school master schedule was completely reimaged to include weekly teacher collaboration time, as well as a built-in flexible intervention/extension period four days a week consistent with braided MTSS/PLC systems implementation. It is important to note that one might expect an implementation dip in student achievement data during such a significant change process at the high school. Just the opposite occurred. In fact, the preliminary ACT ELA data for 2024-2025 at BHS/GHS combined were the highest achievement data on record since the adoption of the ACT as the state assessment (2024-2025 ACT ELA % Proficient = 78%).

Bozeman Public Schools historically has had high-quality CTE courses across a variety of career pathways. A missing component was a “connector” to tie the coursework and pathways in the middle and high schools to local industry for internships, apprenticeships, and workplace learning opportunities. Through the Advanced Opportunities grant, the District was able to hire a full-time Career Outreach Coordinator, Karl Schwartz. Karl hit the ground running and developed a construction academy program that launched in fall 2025. The construction academy brought together a variety of local industry partners to build construction job sites at both high schools, as well as fully outfitting the program with start-up materials and tools. The construction academy will be self-sustaining by selling the sheds they build each semester. The long-term vision for the program is to have the academy engaged in building affordable housing for teachers/staff.

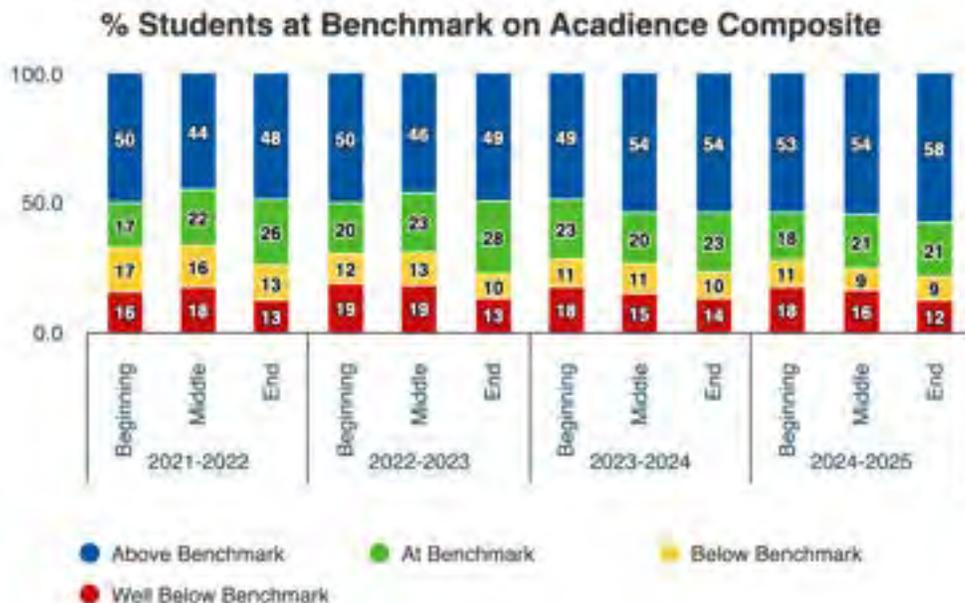
The District’s Profile of a Graduate serves as a measurable indicator of student success in the workplace learning opportunities. During the 2024-2025 school year, the District began working on the continuum of K-12 “essential standards” tied to the Profile of a Graduate. That piece of the puzzle is essential moving forward as it will provide an objective measurement of student “durable skills” and how those skills are impacted by workplace learning opportunities. Future work in this area includes the build-out of assessments tied to the Profile of a Graduate essential standards to ensure a consistent avenue to measure the durable skills students are learning in their courses and workplace learning experiences.

During the 2024-2025 school year, Sarah Hays worked diligently to provide year-long focused professional development to the administrative team, as well as direct leadership, leadership team, and collaborative teacher coaching at the elementary and middle school level.

Post-Covid, Bozeman Public Schools have seen a significant increase in multilingual English learners (ML/EL) tied to the construction and tourism industry in Bozeman/Big Sky. The focused work on braided MTSS/PLC systems has resulted in unprecedented achievement levels in literacy, where the District not only buffered the increase in ML/EL learners, but saw substantial increases in student achievement, thus signaling a closing of the achievement gap.



The data below is a summary of the percent of students at or above benchmark for literacy achievement. The graph includes the four Model PLC at Work Schools in Bozeman (Hawthorne Elementary, Longfellow Elementary, Irving Elementary, and Emily Dickinson Elementary). The graph includes a compilation of all grades tested using the Acadience assessment (K-5). What you can see is consistent fall to spring gains in the number of proficient students each year, and an overall increase in year-end proficiency over time (End of Year 2022 = 74% Proficient or Advanced, End of Year 2025 = 79% Proficient or Advanced).



2025-2026

During the 2025-2026 school year, Whittier Elementary was honored with Promising Practices PLC at Work designation by showing two years of increased student achievement data. Whittier joins five other elementary schools in Bozeman with that third-party acknowledgement of high quality braided MTSS/PLC systems resulting in increased student achievement.



To view all of the schools and districts that have received accolades for implementing braided MTSS/PLC systems and have shown year-over-year student achievement gains, click [HERE](#). It is important to note that schools must update their evidence on a periodic basis, and failure to show continued year-over-year gains in student learning removes the school/district from the list.

During the 2025-2026 school year, Career Outreach Coordinator Karl Schwartz moved his attention from the construction academy launch to building out other pathways for workplace learning opportunities. One important project he is currently working on is a District recruitment tool aimed at building a pipeline for future educators. [TEACH Bozeman](#) will launch this winter and will provide opportunities for students to work as paraprofessionals in our elementary schools, take dual-credit and dual enrollment courses in a pre-education pathway, and apply for scholarships that are focused on graduating seniors pursuing a career in public education. As mentioned previously, the District is moving through a stakeholder process to identify the measurable K-12 articulation of essential standards tied to the Profile of a Graduate. That work will wrap up spring 2025 with a recommendation to the Board of Trustees to approve the K-12 Profile of a Graduate essential standards. Future work includes building out assessment tools to measure individual student proficiency of the essential standards.

For a complete picture of the District's focused efforts on LRSP goals, as well as detailed year-by-year evidence of progress toward the measurable goals see the links below:

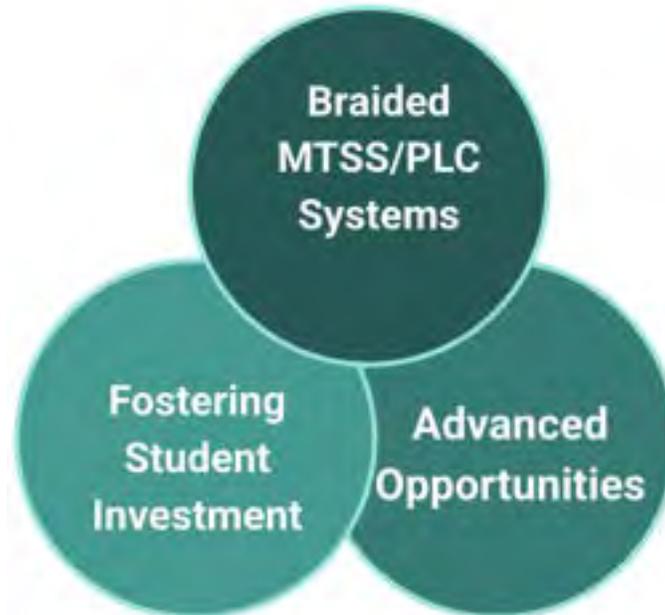
- [Bozeman Public Schools 2021-2022 LRSP Annual Report](#)
- [Bozeman Public Schools 2021-2022 LRSP Five Year Plan](#)
- [Bozeman Public Schools 2022-2023 LRSP Annual Report](#)
- [Bozeman Public Schools 2022-2023 LRSP Five Year Plan](#)
- [Bozeman Public Schools 2023-2024 LRSP Annual Report](#)
- [Bozeman Public Schools 2023-2024 LRSP Five Year Plan](#)
- [Bozeman Public Schools 2024-2025 LRSP Annual Report](#)
- [Bozeman Public Schools 2024-2025 LRSP Five Year Plan](#)



Bozeman Public Schools
Phase II Transformational Learning Grant Application
Section 2: Description of Continued Progress and Cost Estimates

Section 2: Description of Continued Progress and Cost Estimates

As mentioned in the introduction, Bozeman Public Schools is actively pursuing three interrelated endeavors, all aimed at meeting the individual needs of all students and closely tied to the District's mission of ensuring high-level learning for all students. Those three areas and associated action plans are detailed below:



Braided MTSS/PLC Systems - The focus for this area is to build on the momentum gained across the District in implementing braided MTSS/PLC systems that close achievement gaps and ensure high-level learning for all students. As discussed in Section 1, all schools within the District now have dedicated teacher collaboration time built into the master schedule, as well as dedicated intervention/extension periods. These structures help support a proficiency-based learning model where teams of educators collaboratively ask and answer four critical questions for individual students and groups of students:

1. What do we want students to know and be able to do? (Essential Standards)
2. How will we know if each student has learned it? (Common Assessments)
3. How will we respond when some students do not learn it? (Interventions)
4. How will we extend learning for students who have demonstrated proficiency (Extensions)

PLC Admin Coach Sarah Hays has provided focused professional development and coaching via an in-house model to help cement [MTSS/PLC culture](#) and systems across the district. Part of the planned activities for the Phase II Transformation Learning Grant is to extend Sarah's coaching role an additional two years, 2026-2027 and 2027-2028. Sarah is building the skills and abilities of our leaders and site-based leadership teams to stand on their own and implement scalable and sustainable systems that are producing profound proficiency-based results for students. Braided MTSS/PLC systems are evidence-based practices that are scalable and sustainable across school systems of all sizes. The Bozeman model of in-house professional development allows a district to leverage the successes of its leaders and leadership teams to support other schools and leaders. This type of coaching model is cost-effective and efficient.

Fostering Student Investment - [Taking Action \(2025\)](#) provides a roadmap for braided MTSS/PLC implementation and is summarized [HERE](#). One key aspect of that roadmap is *Fostering Student Investment*, which is aimed at students owning and directing their own learning and learning paths. That concept is vitally important in the legislature's definitions of transformational and proficiency-based learning. PLC Admin Coach Sarah Hays is providing year-long professional development for our leaders on the evidence-based practices that increase student ownership and agency of their learning. In addition, the District Long Range Strategic Plan (LRSP) site-based implementation framework includes a section focused on each site setting goals and building an action plan tied to fostering student investment. Details Below:

Baseline Data - What does student investment look like at your site? What evidence do you see of student ownership of the following three indicators:

1. *Where am I going? What am I learning?*
2. *Where am I now? What have I learned? What do I still need to learn?*
3. *How do I close the gap? What will I do next to learn?*

Measurable Goal/s based upon your evidence above:

Detailed action plan designed to meet or exceed the measurable goal/s:

As noted in the link above, there are a variety of “essential actions” that are key to implementing high-quality braided MTSS/PLC systems. Bozeman Public Schools has put a great deal of emphasis on leadership development and building systems. Those two levers help ensure scalability and sustainability over time. Among the list of “essential actions” the District is putting significant emphasis on *Fostering Student Investment*. Too often we see situations where school simply happens to students, and we wonder why they are disengaged and not taking ownership of their learning. Providing focused professional development around student ownership of learning targets, agency in how students meet and show proficiency of those targets, and helping students to partner with their educators to close learning gaps or extend their learning is a key to our Phase II Transformational Learning Grant.

Advanced Opportunities - As mentioned previously, the District has in place a Career Outreach Coordinator, Karl Schwartz, to serve as the connector between the District's CTE courses and industry workplace learning opportunities. Over the past two years of focused work on building pathways, it has been interesting to note that many students are reluctant to go “all in” and pursue a particular career pathway. The District has learned from Kalispell Public Schools the value of shorter “internships” that are paid or unpaid where students can spend a shorter amount of time (6-8 weeks) doing internships in a variety of local industries, businesses, and organizations. The District hypothesizes that students who have the opportunity for multiple internship opportunities in their early high school career may be more apt to then pursue a career pathway in an area they are really excited about. The District intends to use a portion of the Phase II Transformational Learning Grant to hire a 1.0 certified position focused on connecting students to internship opportunities in the community. Those internship hours would likely be paired with some classroom time focused on career readiness skills (resume building, interview skills, etc.) Additionally, this position would help to build and embed industry certifications within courses inside and outside of the CTE classrooms in support of the “Future Ready” component of the STARS Act.

From the perspective of the Chamber of Commerce and our broader community, partnerships between local high schools and area businesses create a powerful bridge between education and the workforce. These 6–8 week internship opportunities—whether paid or unpaid—allow students to explore career pathways, gain valuable real-world experience, and develop the professional skills that will serve them well beyond graduation. At the same time, local businesses and organizations benefit by connecting with the next generation of talent, helping shape a workforce that understands and values our community's unique economic landscape. This collaboration strengthens local ties, fosters innovation, and ensures that students see firsthand the many ways they can build meaningful, successful lives right here in our community. See letter of endorsement from the Bozeman Area Chamber of Commerce at the conclusion of our application packet.

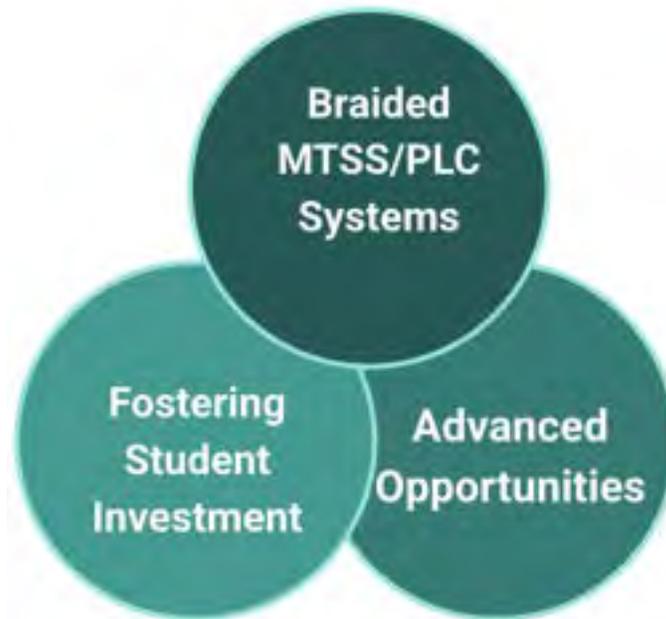
Additionally, the District hypothesizes that students who take advantage of workplace learning opportunities via internships, pathways, apprenticeships, etc., will show increased levels of proficiency on the Profile of a Graduate essential standards. **A reminder that the focus of all student opportunities should be high-level learning.** A portion of the Phase II Transformational Learning Grant will be

used to convene internal and external stakeholders with the goal of identifying or building an assessment suite to objectively measure student proficiency toward the Profile of a Graduate K-12 essential standards.

Sustainability is a key component of BSD7's grant application. The District anticipates the Phase II Transformational Learning Grant will serve as a bridge in funding, providing a 1.0 FTE Workplace Internship Coordinator for two years. Beginning fiscal year 2028, the District anticipates sustaining the 1.0 FTE via the "Future Ready Payment" in HB252 - Stars Act. Workplace internships are a scalable model that can fit the variety of urban and rural school settings and communities in Montana.

Building off work being done during the 2025-2026 school year to formally identify K-12 essential standards tied to the BSD7 Profile of a Graduate, the next step in the process is to build objective assessment tools to measure proficiency related to the essential standards. This portion of grant funds would be used to convene stakeholders to identify/build a K-12 assessment suite for the Profile of a Graduate "Durable Skills." The budget would include release time for staff, supplies, and facilitation. While assessments need to be updated as essential standards are tweaked over time, this build out of the BSD7 Profile of a Graduate assessment suite is primarily a one-time cost that works well with time-bound grant funds.

In conclusion, we are confident that we have articulated a vision for the Phase II Transformational Learning Grant that weaves together evidence-based practices to transform a learning environment consistent with the legislative intent for transformational learning and proficiency-based learning. And as reiterated throughout this application, we are confident that the path we are forging is replicable and scalable across Montana's diverse school communities, and will result in increased levels of student learning. We greatly appreciate your consideration of our application.



Planned Activities & Estimated Costs

Activity	Description	Estimated Cost
1.0 FTE Professional Learning Communities (PLC) Admin Coach	Sarah Hays (BSD7 Certified Administrator and Solution Tree PLC at Work Associate) would continue to support the District via in-house focused professional learning and leadership coaching for two additional years. The foundational and cultural change brought about by Sarah’s role over a four-year period will create a self-sustaining braided MTSS/PLC culture within the District.	<p>2026-2027 \$136,000</p> <p>2027-2028 \$138,000</p> <p>Based upon BSD7 Leadership Compensation Plan (Policy 6143) 1.35 position factor, 204 work days, anticipated 3% inflationary increase for 2027-2028</p>
1.0 Workplace Internship Coordinator	The District would hire a 1.0 Certified teacher as a Workplace Internship Coordinator. The position would focus on building paid and unpaid 6-8 week student internship opportunities with local industries, businesses, and organizations. Those internship hours would likely be paired with some classroom time focused on career readiness skills (resume building, interview skills, etc.) Additionally, this position would help to build and embed industry certifications within courses inside and outside of the CTE classrooms. Following a two-year grant-funded period, the District anticipates using the “Future Ready Payment” in the STARS Act as a sustainable funding source moving forward.	<p>2026-2027 Bridge Funding \$77,000</p> <p>2027-2028 Bridge Funding \$79,310</p> <p>Based upon BSD7 certified staff average salary and anticipated 3% inflationary increase for 2027-2028.</p>
Profile of a Graduate “Durable Skills” Assessment Development	Building off work being done during the 2025-2026 school year to formally identify K-12 essential standards tied to the BSD7 Profile of a Graduate, the next step in the process is to build objective assessment tools to measure proficiency related to the essential standards. This portion of grant funds would be used to convene stakeholders to identify/build a K-12 assessment suite for the Profile of a Graduate “Durable Skills.” The budget would include release time for staff, supplies, and facilitation.	<p>2026 - 2027 \$25,000</p> <p>5 Days of Stakeholder Engagement Assessment Identifying/Building 30 staff sub release days X 5 days X \$150 per day = \$22,500</p> <p>Supplies = \$2,500</p> <p>2027 - 2028 \$0</p>

Total Estimated Phase II Budget: \$455,310 Total

2026-2027 Request: \$ 238,000

2027-2028 Request: \$ 217,310

Section 3: District Assurances

By submitting this application, the district assures it will:

- (a) Further develop district-wide implementation of transformational and proficiencybased learning as defined in MCA 20-7-1601.
- (b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- (c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- (d) Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.

October 20, 2025

Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Subject: Letter of Support for Funding of Workplace Internship Coordinator Position

Dear Montana OPI Phase II, Transformational Learning Grant Committee,

On behalf of the Bozeman Area Chamber of Commerce Board of Directors, representing a broad spectrum of local businesses and organizations, I am writing to enthusiastically endorse the funding request for a dedicated Workplace Internship Coordinator position within Bozeman Public Schools (BSD7). This role is a vital next step in building a robust, responsive talent pipeline that directly benefits our students, our employers, and the economic vitality of the entire Bozeman community.

The Chamber is committed to continuing a strong public-private partnership with Bozeman Public Schools, and we see the proposed Internship Coordinator as the critical piece needed to scale up meaningful career-connected learning.

We strongly support the District's commitment to the *BSD7 Profile of a Graduate*, particularly its focus on durable skills such as communication & collaboration, critical thinking & problem solving, and resilience & adaptability. We recognize that these are the essential competencies our members demand in entry-level employees. The only way to truly build and measure proficiency in these skills is through authentic, real-world application.

By creating structured, short-term (6-8 week) paid and unpaid internships across diverse local industries, the Workplace Internship Coordinator will provide the scaffolding necessary for students to practice, refine, and be assessed on these durable skills in a professional environment. This hands-on model transforms theoretical knowledge into actionable workplace readiness.

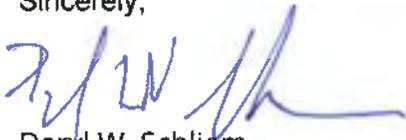
The success of the District's current Career Outreach Coordinator, Karl Schwartz, serves as powerful proof of concept for this model. Mr. Schwartz has masterfully acted as the critical "connector," successfully building bridges between high school CTE coursework and essential workplace learning. The launch of the Construction Academy at both Bozeman high schools this fall is a prime example of this success, built through significant public-private partnership and targeted private fundraising. The Academy demonstrates how BSD7 can effectively leverage industry needs to create sustainable, high-impact programs.

This internship model creates powerful synergies for both our employer base and the student population:

- For Students: They gain crucial exposure to potential careers, develop confidence, and build the durable skills outlined in the Profile of a Graduate, allowing them to make informed decisions about post-secondary pathways.
- For Employers: Businesses gain early, valuable access to the next generation of local talent. Internships act as a low-risk, extended interview process, allowing companies to identify and nurture future employees who are already integrated into the community and possess the relevant durable skills. This helps stabilize and grow the local workforce.

The Bozeman Area Chamber of Commerce fully supports the funding of the Workplace Internship Coordinator position as a necessary investment in our community's future workforce. We look forward to continuing our partnership with Bozeman Public Schools to ensure this initiative is a resounding success.

Sincerely,



Daryl W. Schliem
CEO

Bozeman Area Chamber of Commerce

dschliem@bozemanchamber.com | 406-922-0448 direct

FRENCHTOWN SCHOOL DISTRICT #40

FRENCHTOWN, MONTANA, USA



Montana Transformational Learning Grant

Phase II Grant Application Form

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

District Name: Frenchtown School District #40

Contact Person: Les Meyer

Title: Superintendent

Email: lesmeyer@ftbroncs.org

Phone Number: 406-626-2600

Mailing Address: PO Box 117, Frenchtown, MT 59834

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

SPECIFIC STRATEGIES AND INITIATIVES IMPLEMENTED - PHASE 1

GRADES 2-8

Since 2022, the Frenchtown School District has engaged in a comprehensive curriculum review cycle across English/Language Arts, Math, Social Studies, Science, and Digital Literacy/Computer Science. This review ensures proficiency-based lessons and aligned assessments across all content areas. Building upon this foundation, the district launched its Transformational Learning Programs to enhance student engagement and achievement through experiential learning. [FTSD Curriculum](#)

Key initiatives include:

- Art Program for Transformational Learning (Grades K–8): Provides 15 standards-aligned visual arts sessions annually for over 700 students, integrating creativity, critical thinking, and cross-curricular learning.
- Makerspace Program (K-12): Operates in both the K-5 and 6-12 libraries, offering eight documented STEM-focused activities per year through robotics, coding, and engineering projects.
- Enrichment Program (Grades 2-8): Serves approximately 70 high-achieving students annually with differentiated instruction to extend learning beyond the core curriculum.
- LEGO Robotics Program (Grades 4-8): Supports three competitive robotics teams engaging 25+ students in engineering design, coding, and teamwork aligned with national competitions.

Together, these initiatives provide equitable access to high-quality, hands-on experiences that integrate the arts, STEM, and enrichment learning.

SPECIFIC STRATEGIES AND INITIATIVES IMPLEMENTED- PHASE 1

Grades 9-12

Key 9-12 Initiatives Include:

Personalized learning opportunities have grown for each student through dual credit and Advanced Placement courses. The Frenchtown School District applied for and received a public charter school called the Bronc Fast Track Public Charter School through a partnership with Missoula College at the University of Montana, providing high school students an opportunity to graduate with a University of Montana certificate in general education concurrently with their high school diploma. This program is designed for college-bound students. Please click this link: [Bronc Fast Track](#)

We have implemented several new initiatives to expand hands-on, technology-driven learning opportunities for students. A dedicated Makerspace has been established within the high school, serving as a cross-curricular hub that integrates creativity, design, and applied technology across STEAM disciplines. The space is equipped with a Rayjet 50 laser cutter and engraving machine for large-scale projects, multiple 3D printers, and a Cricut machine, allowing students to bring their ideas to life through practical, project-based experiences.

In addition, we have developed a new Podcast Center featuring state-of-the-art recording and editing equipment. This addition supports authentic student voice and storytelling while fostering communication, collaboration, and digital media skills. The center has also inspired the creation of a new student club, Frenchtown: Last Best Stories, which provides a platform for students to share meaningful stories from their community and beyond.

IMPACT OF FTSD STRATEGIES/INITIATIVES- PHASE 1

Grades 2-8

Evidence of impact is demonstrated through strong participation rates, documented program delivery, and student engagement data:

- **Art Program:** Serves 700+ students annually on an A/B week rotation, ensuring each class receives 15 art sessions. Attendance data confirms consistent participation across all K-8 classrooms.
- **Makerspace:** Provides 8 structured activities per year K–8, promoting innovation, collaboration, and equitable access to hands-on STEM experiences.
- **Enrichment Program:** Supports 70 students performing in the 80th percentile or above, focusing on academic growth and creativity.
- **LEGO Robotics:** Engages 25+ students annually on competitive teams that develop coding and problem-solving skills.

IMPACT OF FTSD STRATEGIES/INITIATIVES- PHASE 1

Grades 9-12

- Bronc Fast Track Public Charter School: 72 students - grades 10-12
- 23 students successfully completed the Bronc Fast Track Charter School Program in 2025
- Earning their General Studies Certificate through the University of Montana
- Earning 30 college credits while still in high school
- Montana Digital Academy course offerings are available to all high school students

STUDENT OUTCOMES- PHASE 1

Grades 2-8

(ESSA Report Card)

- 3 year average Frenchtown Math scores = 39.3% proficient and above vs state averages = 36.3%
- 3 year average Frenchtown Reading scores = 49.2% proficient and above vs state averages = 46%
- 3 year average Frenchtown Science scores = 41.2% proficient and above vs state average = 31.2%

STUDENT OUTCOMES- PHASE 1

Grades 9-12

(ESSA Report Card)

- 3 year average Frenchtown Graduation Rates = 98% vs state graduation rate = 85.3%
 - FTSD Strategic Plan Accreditation Goal - 95% Graduation Rate
- 23 students earned a *minimum* of 30 college credits while still in high school

STAKEHOLDER ENGAGEMENT- PHASE 1

Grades 2-8

- Walk Through Wednesdays - K-5 Building - Wednesday - 10/29/25 9:00 am-10:00 am
- Community cross-over activity - [FTSD Strategic Plan](#)
- Two Title Meetings/year - FTSD serves pizza and has a family night
- Community-wide newsletter
- Open House
- Tuesday Envelopes - K-5
- Family Survey - [Survey Results](#)
- Infinite Campus emails and information
- [Notice of Educational Opportunities](#)
- Weekly email updates - grades 6-8

Student Engagements

1. Active Participation in Learning Programs

Students engage hands-on in Art, Makerspace, Enrichment, and Lego Robotics, developing creativity, critical thinking, problem-solving, and collaboration skills. Participation includes 15 art sessions per year, 8 makerspace activities, enrichment opportunities for 70 students, and robotics team involvement for 25+ students.

2. Skill Development Across Disciplines

Through these programs, students cultivate both academic and technical competencies, including drawing, painting, sculpture, coding, robotics, and STEM problem-solving. They also build social-emotional skills and self-directed learning habits.

3. Opportunities for Leadership and Collaboration

In Makerspace and Lego Robotics, students work in teams, take ownership of projects, and engage in design thinking challenges, fostering teamwork and leadership abilities.

4. Access to Equitable Learning Experiences

All students in Grades 2–8 have structured, scheduled access to programs that are intentionally designed to be inclusive, ensuring equitable participation regardless of grade level, academic background, or classroom schedule.

5. Exposure to Real-World Applications

Programs like Makerspace and Lego Robotics connect classroom learning to real-world STEM challenges and creative problem-solving, giving students practical experiences that inspire future academic and career interests.

Parent Engagements 2nd through 8th Grade:

1. Awareness of Program Offerings

Parents are informed about available opportunities, including Art, Makerspace, Enrichment, and Lego

Robotics, allowing them to encourage participation and support student involvement.

2. **Support of Extracurricular Learning**

Parents may support students' continued engagement by attending robotics competitions, Makerspace showcases, and student exhibitions, reinforcing the value of hands-on, experiential learning.

3. **Communication About Student Progress**

Parents receive updates through program tracking (e.g., art sessions completed, enrichment participation, makerspace activities) and may provide feedback or guidance that informs student growth.

4. **Opportunities for Volunteer or Advocacy Roles**

Parents can engage as volunteers or advocates for program expansion, helping maintain resources, fundraising, or supporting school initiatives that enhance access to these transformative learning experiences.

5. **Connection to Academic and Social Development**

Through these programs, parents witness students' development of critical thinking, creativity, collaboration, and problem-solving skills, reinforcing trust in the district's commitment to holistic education.

STAKEHOLDER ENGAGEMENT- PHASE 1

Grades 9-12

Walk Through Wednesdays - 6-12 Building - Wednesday - 11/12/25 9:00 am-10:00 am

Community cross-over activity - [FTSD Strategic Plan](#)

Open House

Parent Teacher Conferences

College Week and Jobs for Montana Graduates (JMG)

FAFSA Night

6-12 Career Fair - hosted by FTSD - January

Bronc Fast Track Information Night

Highway Cleanup

Community Movie Night

Senior Citizen Luncheon

Newsletter

Website/Social Media

Family Survey - [Survey Results](#)

Infinite Campus emails and information

[Notice of Educational Opportunities](#)

PROFESSIONAL DEVELOPMENT- PHASE 1

Grades 2-8

Professional Development Team

Policy 5121-Applicability of Personnel Policies and Professional Development

Frenchtown School District hosts professional development days for neighboring school districts and brings in notable speakers such as: Devin Seibold, Kim Strobel, Ruby Payne, Aric Bostic, Jimmy Casas, Adam Welcome.

In 2023 - Math teachers attended the Mid-School Math National Conference.

In November of 2025, Science teachers will attend the National Science Conference (NSTA)

Professional development (PD) for Grades 2-8 educators focuses on equipping teachers with the tools and instructional strategies necessary to sustain and enhance Transformational Learning.

Key PD components include:

- **STEM Integration Workshops:** Supporting teachers in embedding hands-on Makerspace and Robotics experiences into daily instruction.
- **Differentiated Instruction & Enrichment Seminars (NSTA Conference):** Guiding staff in identifying and supporting students performing in the 80th percentile or above through targeted enrichment opportunities through STEM instruction at the National Science Conference.
- **Technology and Digital Literacy PD:** Ensuring all teachers can effectively use robotics, coding software, and digital creation tools to enhance instruction. This can be through local conferences and the state lego robotics tournament.

PROFESSIONAL DEVELOPMENT- PHASE 1

Grades 9-12

Professional Development Team

Policy 5121-Applicability of Personnel Policies and Professional Development

Frenchtown School District hosts professional development days for neighboring school districts and brings in notable speakers such as: Devin Seibold, Kim Strobel, Ruby Payne, Aric Bostic, Jimmy Casas, Adam Welcome.

CTE Staff attended the Consortium for School Networking (CoSn) Education Conference.

CTE Staff attended the Montana Council for Economic Education Teacher Training.

In November of 2025, Science teachers will attend the National Science Conference (NSTA).

Phase II - Section 2: Description of Continued Progress

GRADES 2-8

FTSD Strategic Plan - As a result of community cross-over activity nine (9) priorities were identified for the Frenchtown School District. Priorities 3 and 4 state the following respectively: (pg. 12)

Priority 3: Goal Option-Alternative Funding: *Explore and Identify alternative funding sources to include an alumni fund, grants, and other potential funding sources.*

Priority 4: Goal Option-Programs and Curriculum: *Create rigorous systems of curriculum that advance CTE and SLP programs, and in support of post secondary career pathways.*

Phase II (2025–2026) will focus on sustainability, expansion, and deeper integration of the district's Transformational Learning Programs:

- Quarter 1 (Aug–Oct 2026):
 - Launch of three LEGO Robotics programs.
 - Continuing A/B art schedule ensures every K–5 classroom is rostered for 15 annual sessions.
 - Implement 8 documented Makerspace activities with librarian oversight.
 - Quarter 2 (Nov 2026–Jan 2027):
 - Host a family Title I night and Science Palooza to showcase programs.
 - Quarter 3 (2026-2027 all year):
 - Continue enrichment instruction for 70 identified students.
 - Collect teacher feedback from professional development sessions to inform future training. (Through our PD committee Meetings)
 - Quarter 4 (May–June 2026):
 - Evaluate participation data and student outcomes across all programs.
 - Present progress to the school board and community through newsletters and Board Reports.
- Goals:
- Maintain participation benchmarks (700+ Art, 70 Enrichment, 25 Robotics, 8 Makerspace activities).
 - Deepen teacher capacity through ongoing professional development.
 - Strengthen offerings at Frenchtown School District through Transformational Learning.

GRADES 9-12

FTSD Strategic Plan - As a result of community cross-over activity nine (9) priorities were identified for the Frenchtown School District. Priorities 3 and 4 state the following respectively: (pg. 12)

Priority 3: Goal Option-Alternative Funding: *Explore and Identify alternative funding sources to include an alumni fund, grants, and other potential funding sources.*

Priority 4: Goal Option-Programs and Curriculum: *Create rigorous systems of curriculum that advance CTE and SLP programs, and in support of post secondary career pathways.*

Phase II (2025–2026) will focus on sustainability, expansion, and deeper integration of the district's Transformational Learning Programs:

Currently, Frenchtown High School is working to create a program similar for Career and Technical Education (CTE) as the Bronc Fast Track Public Charter School called the Bronc Trades Track. Frenchtown High School offers an array of Career and Technical Education **Notice of Educational Opportunities** courses for students and they will be able to earn the Trades Certificate of Technical Studies (CTS).

Below is the outline of the proposal between Frenchtown High School and Missoula College:

CERTIFICATES & PRE-APPRENTICESHIPS

TRADES

BUILDING CONSTRUCTION BASICS C.T.S

Get job-site ready while still in high school! The Trades Certificate of Technical Studies (CTS) gives you the skills you need for entry-level jobs in the construction industry. You'll learn how to stay safe on the job site, read blueprints, and build the employability skills that employers look for. Plus, you can choose electives to explore different areas of construction and discover the career path that's right for you.

Total Credits: 16-20

Course Requirements include:

- OSH 130: Intro to Trades (JSR)
- M 105: Contemporary Math or Higher (M 115, M121, M151, etc...)
- WRIT 101: College Writing
- COMX 102: Interpersonal Skills in the Workplace or higher (COMX 111A, COMX 115S, etc...)

2 of the following elective options

- CSTN 147: Residential Blue Print Reading (highly encouraged)
- CSTN 120: Carpentry Basics & Rough Framing
- CSTN 180: Residential Building Codes & Inspection
- DDSN 113A: Technical Drafting
- DDSN 114: Intro to AutoCAD
- DDSN 166: Revit I

WELDING BASICS C.T.S.

Start building your future in welding! The Trades Certificate of Technical Studies (CTS) in Welding is designed to prepare you for entry-level welding jobs. You'll learn the basics of welding theory, practice hands-on skills, and develop the employability skills that set you up for success—whether you go straight into the workplace or continue your education in advanced welding or related fields.

Total Credits: 16-20

Course Requirements include:

- WLDG 110: Welding Theory I
- M 105: Contemporary Math or Higher (M 115, M121, M151, etc...)
- WRIT 101: College Writing
- COMX 102: Interpersonal Skills in the Workplace or higher (COMX 111A, COMX 115S, etc...)

2 of the following elective options

- WLDG 111: Welding Theory I Practical (highly encouraged)
- WLDG 117: Blueprint Reading & Welding Symbols
- WLDG 185: Welding Qualification Test Prep
- DDSN 113A: Technical Drafting
- DDSN 114: Intro to AutoCAD
- DDSN 166: Revit I
- OSH 130: Intro to Trades (JSR)

Through programs like the Bronc Fast Track, where students can earn college credit, and the proposed Bronc Trades Track, designed to promote and build technical skills for post-secondary opportunities and readiness upon graduation, Frenchtown School District is creating unique pathways that prepare students for success beyond graduation. These opportunities exemplify our mission for students to **Learn Today** so they can **Lead Tomorrow**.

PHASE II - STAKEHOLDER ENGAGEMENT

Grades 2-8

Frenchtown School District Accreditation Goal #3: *The Frenchtown School District will increase awareness of student programs and opportunities* - [FTSD Strategic Plan](#) (pg. 13) [Notice of Educational Opportunities](#)

- Staff: Teachers, librarians, and coaches collaborate to design and implement standards-based, hands-on learning experiences. Professional development ensures staff have the skills to sustain these programs.
- Students: Engage directly in Art, Makerspace, Enrichment, and Robotics programs-developing creativity, problem-solving, and collaboration through structured participation opportunities.
- Families: Stay informed and involved through Title Nights, Walk-Through Wednesdays, family surveys, open houses, and district newsletters. Families also support learning by attending robotics competitions and art showcases.
- School Board: Receives regular updates and data presentations on participation, outcomes, and funding impacts; provides governance and budget approval for program sustainability.
- Community: Engaged through the district's Strategic Plan activities, and community newsletters,

Through these coordinated efforts, the district fosters a culture of shared responsibility and engagement, ensuring long-term success of its Transformational Learning initiatives.

PHASE II - STAKEHOLDER ENGAGEMENT

Grades 9-12

Frenchtown School District Accreditation Goal #3: *The Frenchtown School District will increase awareness of student programs and opportunities* - [FTSD Strategic Plan](#) (pg. 13) [Notice of Educational Opportunities](#)

Frenchtown High School is committed to engaging staff, students, families, the school board, and the community in the development and growth of our Career and Technical Education (CTE) program. Staff members are directly involved in the design and implementation of coursework aligned with the Trades Certificate of Technical Studies (CTS), ensuring that curriculum meets both academic standards and workforce needs. Professional collaboration between academic and CTE teachers will continue to strengthen the integration of technical skills across disciplines.

Students will play an active role through project-based learning opportunities, participation in career exploration events, and partnerships with local industry professionals. Families will be engaged through open houses, parent nights, and ongoing communication about how CTE coursework connects to real-world careers and post-secondary pathways.

The Frenchtown School Board has made CTE expansion one of its top strategic goals and will remain actively involved in oversight, resource allocation, and advocacy for program sustainability. Community and industry partners are vital to this work—they will provide mentorship, internship opportunities, and input on emerging workforce trends to ensure our programs remain relevant and rigorous.

Through this shared effort, Frenchtown High School aims to build a comprehensive CTE program that connects students to meaningful career pathways while strengthening ties between the school and the broader community.

PHASE II - COST ESTIMATES

Grades 2-8

Art Program:

Program Staffing and Compensation

Funding from this grant will directly support teacher salaries, benefits, and workman's compensation. The average annual salary for the Art Instructor is \$51,000. This compensation package ensures the district remains competitive in retaining and attracting highly qualified art educators. This dollar amount includes benefits and workman's compensation. **Request = \$51,000**

Makerspace Funding K-8:

Staffing and Funding Request

To effectively manage and expand the program, this grant will fund staffing support at 0.4 FTE Librarian dedicated to overseeing the makerspaces on both the North and South Campuses. The requested \$25,000 will cover the portion of salary and benefits for this position. The librarian will coordinate activities, provide instructional support, maintain materials and equipment, and collaborate with classroom teachers to integrate makerspace opportunities into core academic areas. **Request = \$25,000**

Enrichment Program:

Program Staffing and Compensation

Funding from this grant will directly support teacher salaries, benefits, and workman's compensation. The average annual salary for the Enrichment Instructor is \$75,000. This compensation package ensures the district remains competitive in retaining and attracting highly qualified art educators. This dollar amount includes benefits and workman's compensation. **Request = \$75,000**

Lego Robotics:

To ensure the continued success and sustainability of the program, funding is requested to support the following:

1. Coaching Stipends:
Compensation for three team coaches who will lead practices, coordinate competitions, and mentor students through the design and coding process. **Request = \$4,500**
2. Robot Supplies and Equipment:
Purchase and replacement of robotics kits, motors, sensors, tablets, competition mats, and team materials necessary for building, programming, and testing robots. **Request = \$10,000**

Grades 2-8: Total Per Year: \$165,500.00

PHASE II - COST ESTIMATES

Grades 9-12

With the expansion of dual credit offerings to a broader student population, instructional capacity must be increased to maintain access to entry-level CTE courses. The estimated cost for one full-time equivalent (1.0 FTE) position is **\$57,515**.

The estimated cost per course is \$381 per student. With a maximum enrollment of 30 students completing all 6 courses required for the Trades Certificate of Technical Studies (CTS), the total instructional cost would be approximately \$2,286 per student (30 students × \$2,286). **Request = \$68,580**

In addition to instructional costs, the program will require funding for materials, consumables, and equipment upgrades to support hands-on learning in trades-based coursework. Estimated supplemental expenses include:

- Welding supplies (rods, gas, filler wire, safety gear): **Request = \$7,000 annually**
- Tools and equipment maintenance/replacement: **Request = \$5,000 annually**
- Upgrades to welders, plasma cutters, and ventilation systems: **Request = \$15,000 (initial investment)**
- Project materials for construction, mechanics, and fabrication courses: **Request = \$6,000 annually**
- Instructional resources, certifications, and software: **Request = \$2,000 annually**

Estimated Total Program Cost (Year 1):

Approximate costs including course fees, materials, staffing, and equipment upgrades = \$161,095

This investment would establish a high-quality, sustainable CTE pathway that aligns with Frenchtown High School's strategic goal of expanding rigorous, career-focused learning opportunities for all students.

Total District Request = \$326,595

The Frenchtown School District respectfully asks the selection committee to view this proposal as an investment in sustaining and expanding the opportunities that define our students' educational journey. With these funds, we can continue engaging learners at every level—building the bridge from elementary readiness to high school achievement, and from high school to college and career success—opportunities that will be difficult to maintain without this essential support.





Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Les Meyer

Superintendent Signature: _____

Date: October 31, 2025

School Board Chair Name: Debbie Lester

School Board Chair Signature: _____

Date: October 31, 2025

Attachments Checklist

- ✓ Summary and evidence of current progress
- ✓ Narrative of Phase II district-wide implementation
- ✓ Budget chart including activities, descriptions, and pricing
- ✓ Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.

Hamilton School District Transformational Learning Phase II Grant Application

- **District Name: Hamilton School District # 3**
- **Contact Person: Ryan Wells**
- **Title: Bitterroot Polytech Lead**
- **Email: wells@hsd3.org**
- **Phone Number: (406) 363-2280**
- **Mailing Address: 217 Daly Avenue Hamilton, Montana 59840**

Hamilton School District Transformational Learning Phase II Grant Application

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- **Describe specific strategies or initiatives your district has implemented.**
- **Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).**
- **Attach supporting documents and letters of support if relevant.**

- **Describe specific strategies or initiatives your district has implemented.**

Across Hamilton School District we have utilized a skills based approach to assess standards and learning across the curriculum. From our early literacy program through high school, our goal has been to provide academic experiences that help students build skills and demonstrate growth with the end result being a tailored academic experience that prepares students for postsecondary success.

Early Literacy is a program started at Hamilton School District during the 2020-2021 school year that offers Kindergarten programming to 4-year-olds and 5-year-olds. Each classroom has 13-16 students with a certified teacher and paraeducator. The curriculum covered includes a subset of Montana Core Standards from Kindergarten for English Language Arts and Mathematics along with social development and early learning skills.

At the elementary school (K-4), our team has made huge strides in the implementation of transformational, proficiency based learning. A clear system is in place to ensure standards are tied to grades on the report card, assessment tools are universally developed and used to gauge student learning and growth, and an intervention tracking system is in place to ensure students are getting the appropriate support and coaching, no matter their skill level and need.

Students transition from 4th to 5th grade and get a year of hybrid elementary/middle school learning at Hamilton Middle School. The majority of their day is spent with one teacher in a self-contained classroom for core subjects, but they have the opportunity to select 4 elective classes to support their own interests. This schedule allows them to experience "the best of both worlds" as they move from elementary to full-fledged middle school students. In grades 6-8, we are most proud of giving life and practical application to our purpose by investing in innovations and opportunities for students to both be supported academically in core classes and to pursue their own futures through a comprehensive variety of electives ranging from music to arts to

CTE. Further, we have implemented multiple options to allow students to develop an education pathway that supports their individual needs.

Once students transition to high school, we pride ourselves in the many post-secondary and career preparation opportunities that exist. Student agency becomes the emphasis of transformational learning at the high school level as students define what opportunities, courses and pathways best suit their postsecondary goals. Seniors cap off their high school experience with a capstone project that asks them to explore an area of interest or passion that is relevant to their future personal and professional ambitions. The goal of the majority of opportunities at the high school level is to help students save time and money as they enter adulthood with a sense of confidence about how they will fit into and contribute to the communities they reside in.

Pre-Kindergarten (Washington School)

Beginning in 2020, students entering Kindergarten at Daly Elementary were assessed using the Phelps Kindergarten Readiness Scale. The Phelps Scale provides a brief screening process for assessing academic readiness and identifying developmental delays in young children. It includes three domains: verbal processing, perceptual processing, and visual processing. These raw scores are summed for a Total Readiness score as a standard score and percentile.

Northwest Evaluation Association Measure of Academic Progress - The NWEA MAP Test is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level - precisely measuring progress and growth for each individual student.

Pre-K as a Successful Early Intervention:

Interviews conducted with Kindergarten teachers at Hamilton School District about the differences between early literacy and non-early literacy students demonstrate students who attend the early literacy are better prepared for kindergarten and the elementary school learning environment.

Analysis:

Students that attended HSD's Early Literacy Program scored on average 15 percentile points higher than students that did not attend Early Literacy. This includes students who attended private preschool programs, Head Start, day care, etc. This difference is statistically significant with a p-value of 0.001 and has a Cohen's d effect size of 0.55. This can be interpreted as the difference between students that go to early K not due to chance, but that a difference exists in these populations. Students that attended Early K on average performed ½ of a standard deviation above their peers that did not attend Early K.

There is a high correlation between the Phelps Readiness Scale and NWEA MAP Test. That is, students' scores on the kindergarten readiness assessment is a reliable predictor of their scores on NWEA MAP. The difference between students that attended Early K and those who did not remained consistent through Fall, Winter, and Spring MAP assessment data. Although the difference decreased to 11 percentile points for reading, it remained above 13 percentile points for math.

This trend continues when using the Acadience assessment at Daly. Kindergarten teachers at Daly have also reported students are ready for school and understand how to navigate a

classroom better than peers that did not attend Early Literacy. At the Early Literacy program teachers are using standards based grading. They grade on 10 reading, 10 writing and 10 math standards from kindergarten. Socially, they grade on readiness skills for school that include social emotional concepts. This program prepares students well for the transition to the elementary setting.

Elementary School (Daly Elementary)

At Daly Elementary School, an ongoing effort has been underway to close the gap in student achievement by utilizing a consistent skills based approach that assesses student learning and growth at regular intervals throughout the school year. As a result, a school wide intervention, tracking and referral system has been developed to better support student learning and keep students at or above benchmark in some of the most formative years in education.

To close the gap in math and reading, we created a strategy that involved the following:

- 1.) We hired an instructional coach to help us build and sustain a system that was responsive to student's needs in terms of math and reading instruction.
- 2.) We hired a math consultant, Sheryl Hobbs, to do on-going professional development over the course of the 21-22 school year. 7 separate times during the year, Hobbs came to teach us:
 - a. How to develop that deep number sense
 - b. Highest yielding strategies
 - c. Focus Standards per grade level
 - d. Common assessment and scoring strategies
 - e. Coaching for our math coach

With common understanding, we adopted a new math curriculum, Bridges, and we are closing the gap. (Please See Elementary Supporting Documents #1)

- 3.) We hired a reading consultant group, Side by Side Consulting, to do on-going professional development over the course of the 23-24 school year. 8 separate times during the year we engaged in professional development that targeted:
 - a. Introduction to the Science of Reading & Dyslexia
 - b. Phonemic Awareness as an Essential Foundation
 - c. Letter Knowledge and Alphabetic Principle
 - d. Beginning and Advanced Phonics
 - e. Decoding and Orthographic Mapping of Irregular Words
 - f. Sentence Writing
 - g. Instruction for Text Fluency & the role of Morphology
 - h. MTSS and Differentiated Lesson Planning
 - i. Explicit and Systematic Routines built into our current reading curriculum, Wonders.

We have added robust phonics routines to our reading curriculum, Wonders, and are seeing improvements in our students' reading scores as well. (Please see Elementary Supporting Documents #2-3)

We implemented WIN (What I Need) for all students K-4. Each day, students go to their WIN group where they receive additional instruction at their skill level.

Some students receive deeper grade level instruction, some get true extensions, and others receive interventions. To make grade groups as small as possible, all grade level teachers, Title I teachers, gifted and talented teachers, special education teachers, and classified staff participate in pushing WIN. Twice weekly, the instruction is focused on math and three times each week it is focused on ELA. Additionally, our two Title I teachers pull tier two and three students for additional interventions throughout the week. (Please see Elementary Supporting Documents #4-5)

- 4.) We created a MTSS “tracking” system that involves doing a Math Screener and an Acadience Reading assessment each trimester as a “benchmark” assessment and again monthly as a progress monitoring. At monthly grade level meetings, our coach helps grade levels identify what skills students are doing well with and which ones need to be revisited. We also use this information to adjust our WIN groups with the help of our interventionists as needed. Additionally, this system has given us a much more systematic way of identifying students that may be in need of special education services in the area of math and reading and/or written expression. (Please see Elementary Supporting Documents #6)

Assessment:

Elementary grade level teams created a rubric for each standard K-2 being assessed on the report card. Staff determined what proficiency looked like for each standard and created rubrics working backwards. Each trimester has specific standards and rubrics according to what the students should be capable of at that point in the school year for each standard. This has been implemented in K-2 and we are in the process of developing and implementing this model in grades 3-4. Student behavior standards have also been developed and are reported separately. (Please see Elementary Supporting Documents #7-9)

Interventions:

Student progress and proficiency is reported to parents after the first benchmark assessment is completed in September. All parents of students who did not meet benchmark receive a phone call notifying them their student may be off track. In October, families whose students are back on track receive a letter notifying them their student is now testing at benchmark. Families of students who are still not testing at benchmark are notified and Student Assistance Team (SAT) meetings are scheduled for late October to offer further support and targeted intervention during WIN periods. Benchmarks are tested each September, December and May. (Please see Elementary Supporting Documents #10-11)

Citizenship:

All students and staff are sorted into houses—teams that work together across grade levels to earn points while learning our core values through the Daly Dozen. Houses create meaningful relationships and a tight-knit community where students and staff support one another emotionally, socially, and academically. Each house forms a family that roots for one another to be successful and promotes healthy competition as we work toward common goals. (Please see Elementary Supporting Document #12)

Middle School (Hamilton Middle School/Bitterroot Polytech)

At Hamilton Middle School, adapting instruction to meet the needs of students is a primary focus. A purpose statement and focus standards are defined and a school wide team is working towards addressing content standards and success criteria (ie. define what grades mean using proficiency based language. Tools and rubrics are in place to define proficiency in math and ELA. (Please see Middle School Supporting Documents for Purpose Statement and examples of focus standards, learning targets, and rubrics Samples #1-9).

Assessment:

IXL Universal Screener is used as both a universal assessment tool and a MT standards-aligned skill development tool. The Universal Screener is administered to all students grades 5-8, the IXL Real-Time Diagnostic is used by teachers to provide insights regarding students' proficiency levels compared to grade-level standards, and the Schoolwide Snapshot is used to capture data for benchmark growth. These assessments are nationally normed, aligned to MT content standards, and are used to inform both classroom teaching and intervention opportunities for students.

The program is extensively used in 7th and 8th grade math classrooms and is in the early implementation phases of our 5th and 6th grades as we have transitioned from NWEA MAP. A district-wide writing assessment is given twice annually to all 7th grade students and scored using a district developed writing rubric aligned with the high school rubrics and state standards. Advanced math assessment is used to determine placement in 8th grade math classes. (Please see Middle School Supporting Documents for Assessment Samples #10-11 and #14)

Interventions:

Assessment data is used for a range of interventions and to determine placement in the following opportunities:

Scholarly habits: A study skills, notetaking, self-advocacy, and organization elective course that can be taken at all grade levels. Students can be placed or self-select this class. This course is available every quarter for all students and can be repeated.

Power classes: IXL and classroom data are used to determine placement in this full class period integrated into student schedules, where small groups of students receive targeted support in math and ELA. Students can exit based on demonstration of skill and growth, meeting goals determined by their achievement level and demonstrated through progress monitoring and assessment opportunities.

I-Stand: This is a 1:1 and small-group tutoring opportunity based on student need. Intervention occurs during the scheduled class period and subject matter the student has an identified need for support. Students are identified through a variety of means, including grades, classroom performance, attendance, and behavioral data.

Brone after school help (BASH): This after school tutoring program is free, open to all and taught by a certified teacher.

Taking Care of Business (TCB): This school-wide needs-based intervention allows teachers to claim students that they need to work with based on data (grades, assessments, behavior etc.). Students who are not required to meet with a teacher select from academic and enrichment options during this regularly scheduled time.

Bitterroot Polytech- Center for Alternative Learning and Intervention (CALI; grades 7-8): Alternative pathways to learning outside of the mainstream program are utilized. Students engage in a variety of coursework, both online and through traditional book work. CALI simultaneously provides academic instruction and mental health services to students in a self-contained classroom setting. CALI classroom sizes are small, allowing deeper and more trusting connections to be developed with peers and adults. As a result of these connections, attendance rates and academic proficiency increases, social and emotional skills improve, and qualified professionals provide consistent, proactive mental health services. CALI students get the support needed to more successfully matriculate back into a more traditional high school setting and graduate on time. By the end of the school year, each student will have an ILP that can function as a living document that grows with them from year to year.

Citizenship:

HMS has adopted a profile of a learner to promote non-academic qualities such as citizenship, work ethic, curiosity, independence, agency, and sense of accomplishment. Students who meet these criteria receive special recognition at promotion. The student council promotes positive attendance trends by incentivizing and rewarding students for positive attendance habits by grade level and Builders Club focuses on community service and outreach. A recently added Leadership class teaches students the qualities of being a positive leader, culminating with a class-determined service project each quarter. (Please see Middle School Supporting Documents for HMS Future Ready Skills Sample #2)

Additionally, MTSS teams develop incentives, supports, and interventions as needed for both groups of students as well as individuals. Systems such as Check-in/Check-out, Break Cards (similar to a punch card), and regulation wheels are utilized with individual students to help them develop the skills to successfully meet citizenship expectations. (Please see Middle School Supporting Documents for sample break cards and CICO form Samples #12-13)

High School (Hamilton High School/Bitterroot Polytech)

As students define their post-secondary goals and pursue the pathways most relevant to their future ambitions, we begin to emphasize rubrics with proficiency based language as a tool to inform skill development and future readiness. Rubrics are aligned, and are under development, to assess student learning on summative assessments across the curriculum. Our English department has aligned rubrics for narrative, argumentative and expository writing across grades 7-12. We see this as a road map for implementation of standards based rubrics with consistent proficiency based language at the secondary level in all subject matter. (Please see High School Supporting Documents Rubrics Sample #1)

The following outline the many transformational learning opportunities that currently exist for high school students:

*Indicates opportunities that are funded fully or partially through Montana Advanced Opportunity grant specifically designed to offset traditional out of pocket expenses normally incurred by students and families.

***College bound students:**

Dual enrollment students are given the opportunity to take courses that help them meet high school and college graduation requirements. High school students have 26 different **in person** dual enrollment courses offered to choose from. Depending on student scheduling and needs, we also allow students to take any dual enrollment course offered through Montana Digital Academy. With the Advanced Opportunities Grant, students who choose to take dual enrollment through HSD3 have their dual enrollment fees reduced by half. If students wish to, they can organize their schedule in a way that allows them to take those in person and online classes through UM Bitterroot and the University of Montana. Most recently, we have implemented a pathway towards a general education certification that allows students to complete 30 or more college credits prior to high school graduation. If they complete the requirements of UM general education certification, they will also be eligible to apply for this certificate after graduation. (Please see High School Supporting Documents for Dual Enrollment and General Education Certification Pathways Sample #2)

***Advanced Placement:**

We also have a robust offering of Advanced Placement classes that allow students to take additional college level classes and earn college credit if they earn a passing score on the AP exam (summative proficiency exams). HSD3 students have access to 12 in person AP courses as well as all the AP offering Montana Digital Academy Offers online. Depending on the student schedule and their test scores, they are able to count some AP classes towards the dual enrollment general education certification through UM. (Please see High School Supporting Documents for AP Course Offerings Sample # 3)

***Career and Workforce Development:**

We have a thriving internship program within our high school with over 30 students each semester completing a work based learning internship experience. If applicable and desirable for both the business and the student, an apprenticeship or employment opportunity may follow the work based learning experience. In a program we hope serves as a model for future partnerships, students engage in a work based learning internship with DJ's Electric in which they are developing skills that will be applicable if they choose to pursue apprenticeship in the future. At the conclusion of last school year, DJ's hired three graduating seniors (two from HHS and one from the Bitterroot Polytech) and hired them full time. All three students have been enrolled formally in the electrician apprenticeship program with the state. The hours they earned and documented during their time in high school will now count towards the 8,000 on the job training hours required during the state approved apprenticeship process. We hope to expand this

model and develop a fleet of work based learning partnerships that students can choose from as they progress from middle school through high school. (Please see High School Supporting Documents for Internship and Work Release Sample #4)

***Certifications:**

We are proud of our course offerings that allow students to earn industry recognized certifications and credentials. Certification opportunities are made available to students in a variety of ways, both in person and in a hybrid online/in-person model. Our main certification partner is University of Montana Bitterroot where we have had students enrolled in, and who have completed CDL training, CNA training and phlebotomy certificate programs. We also support students enrolled with online provider ed2go and UM Bitterroot to add additional fundamental and advanced training certificate opportunities such as pharmacy technician training. Currently we have one student enrolled in this program. We are hoping to help this student secure a paid internship her final semester of high school by collaborating with the UM office of Health Research and Partnership. We are actively developing a teacher apprenticeship program where students are eligible to earn a SPED tech certification. We hope to start high school students in a pre-apprenticeship training program that would lead to employment as a para-educator in the district after graduation. The program will allow students to enroll in a teacher training program. We are piloting this program with two high school juniors this school year (one HHS and one Bitterroot Polytech). Students can also enroll in a drone flight school program on the high school campus, where they can earn their FAA Drone License. (Please see High School Supporting Documents for Certifications Sample # 5)

New opportunities we are advertising for this year include CMA certification and a cybersecurity certification pathway that offers students the opportunity to earn a certificate of technical studies in cybersecurity. The pathway also prepares students for the CompTIA Certification.

Career and Technical Education Pathways:

Our CTE curriculum allows students to explore and learn skills applicable to employment in their chosen fields. These pathways prepare students for work based learning placements during their junior and senior years if they wish to pursue them.

Design and Construction:

Intro to Industrial Technology Education, Woods 1, Woods 2, Construction Trades and Safety (dual enrollment), CAD 1

Welding and Fabrication:

Intro to Industrial Technology Education, CAD 1, Welding 1, Welding 2, Welding Theory (dual enrollment)

Family and Consumer Science:

Foods 1, Culinary Arts, Textiles, Advanced Culinary Arts, Child Development

Career and Technical Education:

Joy and Beauty of Computing, Website Development, Public Relations, Social Media

Business Management:

Marketing, Personal Finance, Intro Business, Career Exploration, Social Media

Health Professions:

Principles of Biomedical Science (PLTW), Human Body Systems (PLTW), Medical Interventions (PLTW), Sports Medicine

Arts, AV Technology and Communications

Joy and Beauty of Computing, Social Media, Website Development, Intro to Radio, Intro to Film, Marketing, Drone Flight School

Human Services:

Career Exploration, Leadership, Child Development, Culinary Arts, Advanced Culinary Arts
(Please see High School Supporting Documents for Pathways Sample # 6)

Interventions:

We 2.5 high school academic interventionists (2 at HHS and .5 at Bitterroot Polytech). These interventionists offer students targeted support based on identified skill deficits according to data collected (grades, assignment reports, MAP/ACT testing) with an emphasis on ELA, math, science and social studies. At HHS students with identified needs are placed in study hall with the interventionists. Students can also elect to take a study hall with interventionists if they determine they need the support. At the Bitterroot Polytech, the interventionist floats from student to student to support learning and skill development as needed.

Intervention team meetings are held twice monthly in grade level teams to discuss student performance, data and needs. We discuss student highlights, students of concern and determine what each student needs and then focus on an intervention in the area Relationship, Responsibility and Regulation (the 3 R's).

Assessments:

The high school team monitors and tracks student growth and progress using MAP testing for ELA and math and ACT data for all juniors each school year. Growth is tracked over the course of the year and this data drives student placement and curriculum offered. (Please see High School Supporting Documents for ACT and MAP Data Sample #7)

Bitterroot Polytech Alternative Learning Center (ALC; grades 9-12)

Students have specifically tailored academic **individual learning plans (ILP's)** that allow them to take one to two courses at a time. Long and short term goals have been established with students in an effort to craft a learning plan that meets their current learning preferences and strengths, while also considering their unique goals and interests. Students engage in a variety of coursework, both online and through traditional book work to earn the required credits for graduation. Certified teachers are assigned to the school for all subjects and students have regular access to these teachers for 1:1 support when needed. The pacing of the curriculum and scheduled classes depends on the student's individual learning plan and credit needs. The vast

majority of students also have a work release in their schedule to gain real world working experience.

***Online Courses:**

By partnering with both Montana Digital Academy and Edmentum, students are provided with online learning courses that allow for flexibility in scheduling. This model optimizes opportunities for students to participate in curriculum on their schedule, not the traditional school calendar.

- **Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).**

Participation Rates	<p>Elementary</p> <ul style="list-style-type: none"> ● WIN - 100% participation in intervention, on grade level support, or extensions. ● House System 100% student participation ● Student Assistant Team Meetings <ul style="list-style-type: none"> ○ Approximately 5% of student population participate each trimester ● Spectra <ul style="list-style-type: none"> ○ Approximately 5% of our students participate in gifted education outside of WIN <p>Middle School</p> <ul style="list-style-type: none"> ● Intervention Classes <ul style="list-style-type: none"> ○ Scholarly habits: classes of 12-15 students each quarter for each grades level, 6-8 ○ Power classes: classes of 6-10 students for FLA and Math for all grades ○ I-Stand: up to 15 students per quarter at any given time Enrollment is fluid based on student need ● TCB: 100% student participation ● CALL: student enrollment of up to 10 students at any given time per year ● Spectra: 7 - 10% of students per quarter, grades 6-8 ● Advanced Math: 21% of students grades 6-8 <p>High School:</p> <ul style="list-style-type: none"> ● Dual Enrollment-26 in-person courses offered on campus; final enrollment dependent on student registration with UM- projected to be 250+ ● AP Classes- 13 courses; 101 students enrolled in one or more courses; 191 exams ordered ● Remote Learning- 58 students taking a total of 158 online classes <ul style="list-style-type: none"> ○ 25 students taking one online course ○ 7 students taking two online courses ○ 9 students taking 3 online courses ○ 4 students taking 4 online courses
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	<ul style="list-style-type: none"> ○ 2 students taking 5 online courses ○ 11 students taking 6 online courses <p>*MTDA accounts for almost all of these enrollments. We do have one student enrolled in one EdOptions course at this time and two middle school students enrolled in Edmentum courses supervised by Danny Mitchell in the CALI classroom.</p> <ul style="list-style-type: none"> ● Work Based Learning- 84 students with one or more work based learning courses scheduled <ul style="list-style-type: none"> ○ Work Release: 21 students ○ Internship: 36 students ● Certifications <ul style="list-style-type: none"> ○ CNA training- 2 at HHS; 1 at Bitterroot Polytech ○ Teacher Pre-Apprenticeship 1 at HHS; 1 at Bitterroot Polytech ○ Pharmacy Technician Training 1 at HHS ○ Gen Education Certification TBD- anticipated 30+ per year starting with class of 2027 ○ FAA Drone License- 22 at HHS ○ CDL- TBD (second semester opportunity for senior aged 18 and older)
<p>Pilot Programs</p>	<p>Elementary:</p> <ul style="list-style-type: none"> ● 95% Group Core Phonics Program is being piloted in one classroom per grade level, adding a strong phonics and phonemic awareness component to our basal reading program, Wonders. ● During our math adoption in 2021, 3 programs were piloted by K-5 teachers before adopting the program Bridges. <p>Middle School</p> <ul style="list-style-type: none"> ● IXL ELA and math assessment tool ● REWARDS and Math 180 intervention programs ● 8th grade ELA piloting full standards based grading and reporting <p>High School</p> <ul style="list-style-type: none"> ● Teacher Pre-Apprenticeship Pathway- We are actively developing a teacher apprenticeship program where we hope to start high school students in a pre-apprenticeship training program that would lead to employment as a para-educator in the district after graduation. The program will allow students to enroll in a teacher training program. ● Individual Learning Plans-With the implementation of a pathway and career exploration course during high school, students will look at crafting their own ILP's. By piloting a process in which students can create their own ILP with the support of an instructor, this model may serve as the most realistic way to accomplish the goal of having every HHS/Polytech student on an ILP. ● Pre-Apprenticeship Pathways- We are actively working towards creating certified pre-apprenticeship certification standards with the department of Labor and Industry in using the curriculum and courses from our CTE pathways on campus. ● HiSet Options- We are considering piloting the HiSet Options program with 1-2 students in our Bitterroot Polytech ALC. We will pursue this option

	<p>only if it is deemed impossible for a student to make-up the credits required for graduation using our traditional ALC curriculum.</p>
Student Outcomes	<p>Elementary</p> <ul style="list-style-type: none"> ● See Elementary Supporting Documents <p>Middle School</p> <ul style="list-style-type: none"> ● See Middle School Supporting Documents <p>High School</p> <ul style="list-style-type: none"> ● See High School Supporting Documents
Stakeholder Engagement	<p>Elementary</p> <ul style="list-style-type: none"> ● Family Engagement Efforts <ul style="list-style-type: none"> ○ Mustang Meetups-Monthly Family Engagement Activities ○ Meet & Greets (Before the beginning of the school year) ○ Parent Teacher Conferences ○ Benchmark Phone Calls ○ SAT Meetings ○ Positive Phone Calls & Postcards monthly <p>Middle School</p> <ul style="list-style-type: none"> ● Parent Teacher Conferences ● Friends for Hamilton Schools ● Weekly Grade Level Newsletters ● High Honor Roll Breakfast ● Weekly positive cards and calls ● Beginning of the year open house and orientation for 5th and 6th grades ● Opportunities for parents and community to serve as guest speakers, field trip chaperones, and volunteers in the classroom <p>High School</p> <ul style="list-style-type: none"> ● Freshman and New Student BBQ ● Freshman Academy ● Dual Enrollment Student/Parent Information Meeting ● Staff meetings ● Intervention meetings ● Weekly positive cards and calls
Professional Development	<p>Elementary</p> <ul style="list-style-type: none"> ● Full school year collaboration with Side by Side Consulting (reading) ● Full school year collaboration with Sheryl Hobbs (math) ● Step Up to Writing Training ● Training to read Acadience data and Universal Number Sense Screener data <p>Middle School</p> <ul style="list-style-type: none"> ● Professional development sessions have focused on identifying focus standards, learning targets, and success criteria for each subject and grade level. (See Middle School supporting documents) ● Vertical alignment of curriculum to standards, both within HMS and with other district schools. ● Content and grade level teams have begun the work to elucidate proficiency-based language within the traditional grading scale. ● Development of standards for non-academic skills that are crucial to success, creating opportunities and rubrics for students to demonstrate.

	<p>High School</p> <ul style="list-style-type: none"> • Participation in The Root to Rise Collective, a cross-sector group dedicated to addressing the Bitterroot Valley’s unique workforce challenges through innovative, community-driven solutions. • Perkins Regional CLNA Meeting • District Writing Assessment Rubric Calibration <p>District</p> <ul style="list-style-type: none"> • Rick Wormeli - Standards Based Grading-Scheduled for August 2026 • Alternative PIR Days each August (See Appendix for District PD Schedule and PD Course Descriptions)
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See Appendix for attached letters of support from University of Montana Bitterroot, DJ’s Electric, Montana Digital Academy and all supporting documents referenced throughout section 1.

Section 2: Description of Continued Progress and Cost Estimates

Provide a detailed narrative of how your district plans to continue progress toward district-wide implementation of transformational and proficiency-based learning. Then use the chart below, or a similar chart, to outline the following information.

- Describe key activities, goals, and timelines for Phase II.
- Explain how your staff, students, families, school board, and community will be engaged.
- Provide estimated costs for each major activity.

The district plans to continue progress towards district-wide implementation of transformational and proficiency-based learning by focusing on proficiency-based learning and assessment with an emphasis on empowering students to take ownership of their learning outcomes by giving them choices across the curriculum that lead to relevant post-secondary career and education pathways.

Key Areas for Continued Progress

Proficiency Based Grading and Standards Expansion:

Using content standards and success criteria, Hamilton School District will use proficiency based language to define what each letter grade means as it relates to student development, achievement and skill acquisition. Proficiency based rubrics will be developed for summative assessments across the curriculum K-12 and standards for science and social studies will be added to the standards based reporting for grades K-5 (ELA and math standards based reporting has already been implemented K-5).

Addressing Challenges:

- **Professional Development-** Training, planning time and resources will need to be allocated to better help staff understand, develop and implement proficiency based grading rubrics and standards based report cards. Critical to this project will be time spent researching and planning what the most relevant and appropriate use of proficiency based grading at each grade level is. We are very aware that most post-secondary schools and employers are more familiar with the traditional grading system. We want to ensure our students are meeting and receiving feedback according to professional standards and language, but we also want to ensure our high school transcripts maintain documentation of the post-secondary institutions and opportunities require/prefer.
- **Systemic Barriers-** The pull of tradition and addressing community expectations regarding the way things were vs. the way things are will need to be addressed by engaging and including community stakeholders in our efforts to implement proficiency learning across the district. Staff will also need time to learn about, process, and implement these major changes while also managing busy student schedules and a robust school activities calendar.
- **Artificial Intelligence-** Partner with Montana Digital Academy to leverage AI tools that support staff as they strive to use our assessments and data to differentiate instruction. With all the tools we possess to assess learning, AI can serve as a major time saver for staff as they determine which standards and skills students need to focus on for continued learning and growth. Determining how to leverage and access this amazing tool for differentiation and instruction, while also protecting student privacy and data will be critical. Montana Digital Academy has expressed a willingness to support HSD3 in our innovative effort to transform student learning using AI.

Work Based Learning (WBL):

Continue to expand WBL opportunities beyond internship and work-release to direct career pathways with career credentials.

- Leverage flexible scheduling that exists through Bitterroot Polytech Alternative Learning Center and online learning options to allow for unique WBL opportunities in embedded credential earning programs.
- Continue to develop and formalize relationships with industry partners and business owners that lead to job interviews or pre-apprenticeships upon completion of the WBL program (e.g. DJ's Electric).
- Develop CTE pre-apprenticeship standards with The Department of Labor and Industry and collaborate with local businesses to ensure high school CTE curriculum aligns with industry training needs.
- Develop tailored training plans with employers that specify and document proficiency standards and attainment of skills required in a given trade or profession. Include universal soft skill expectations and prioritize development of these skills prior to WBL

placements by embedding opportunities for practice in existing curriculum throughout the high school schedule.

Engagement Efforts

Families and Community:

Defining what proficiency based learning is and why the school district has decided to prioritize implementation of proficiency based learning district wide is critical. This will occur with continued letters, phone calls and social media posts detailing information about the different facets of our transformational learning model. We will also develop resources and pages on our district website that outline opportunities and programs, specifically those that lead to post-secondary enrollment and employment, supported by our advanced opportunities grant designed to offset traditional out of pocket expenses for HSD3 families.

Staff:

Staff will be engaged through professional development geared toward developing proficiency based grading and assessment. Dedicated time for K-12 alignment will be scheduled to alleviate gaps in transitions, especially during key transition years such as elementary to middle school, middle school to high school and high school to adulthood.

Students:

Student agency will be prioritized by using assessment data to set goals and inform individual learning plans that are tailored to specify goals and action items according to student interests, passions, and post-secondary ambitions.

School Board:

The school board is committed to improved academic achievement and providing students with opportunities that are tailored to their personal interests. They will remain engaged and provide recommendations related to the implementation of transformational learning.

Activities and Estimated Costs

Activity	Goal	Timeline	Cost
PD on Proficiency Grading, Alignment of Standards and Assessments, and Rubric Development	Develop a clear and common understanding of proficiency based grading, and align proficiencies K-12 to alleviate transition gaps. <ul style="list-style-type: none"> ● Create a proficiency based learning team with representatives from all schools. ● Send these teams to at least one 	Fall 2026-Fall 2028	\$225,000

	<p>national conference.</p> <ul style="list-style-type: none"> ● Continue to bring in consultants for internal PD. ● Allow time for PBL team to provide PD to all staff during PD days and summer breaks. ● Develop and finalize common rubrics for ELA, math, social studies and science. ● Develop success criteria for grading across each building in the district and implement a common assessment tool K-12 that tracks and monitors student growth. ● Define when existing staff is doing work towards PBL implementation outside of the scope of their assigned duties and pay them for their work. <p>Elementary:</p> <ul style="list-style-type: none"> ● K-2 uses proficiency based reporting. ● Continue to develop proficiency based reporting in grades 3-4. ● Create rubrics for each priority standard each semester. ● Align assessments to measure each specific standard. ● Develop characteristics of a successful learner (behavior and citizenship). <p>Middle School:</p> <ul style="list-style-type: none"> ● Create rubrics for each priority standard each semester. ● Align assessments to measure each specific standard. ● Develop characteristics of a successful learner (behavior and citizenship). ● Develop proficiency based reporting across all grades. <p>High School:</p> <ul style="list-style-type: none"> ● Align rubrics and proficiency language so it is consistent across the curriculum 9-12. ● Develop characteristics of a successful employee and create an employability certificate for students who demonstrate these character traits over the course of their high school career 		
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<p>Community Communication Strategy</p>	<p>Develop a webpage on the district website that:</p> <ul style="list-style-type: none"> ● Explains what proficiency based learning is and why the district is implementing it. ● Outline and explain the different proficiency based learning opportunities, programs and certifications. <p>Host regular pathway parent information sessions to provide updates about transformational and proficiency based learning efforts and programs across all grade levels and schools.</p>	<p>Fall 2026-Spring 2027</p>	<p>\$5,000</p>
<p>Work-Based Learning Career and Credential Pathway Development</p>	<p>Continue to integrate high-demand career credentials and certifications into the curriculum based on student ILP's, goals and local job markets.</p> <ul style="list-style-type: none"> ● Develop a universal tool that allows implementation of ILP's. ● Expand partnerships with local employers/organizations and develop proficiency based learning rubrics for assessing WBL competencies. ● Hire a Proficiency based Learning and Advanced Opportunity Career Counselor. 	<p>Fall 2025-Ongoing</p>	<p>\$100,000</p>
<p>Post-Secondary Pathway Credit Earning and Certification Development</p>	<p>Continue to integrate post-secondary credit earning opportunities through dual-enrollment and Advanced Placement classes.</p> <ul style="list-style-type: none"> ● Finalize pathway for the UM General Education Certification. ● Expand dual-enrollment certification pathways to specific career fields by partnering with UM, UM Bitterroot, Missoula College and other Montana Universities. ● Pay Dual Enrollment and AP teachers a stipend for offering these courses 	<p>Fall 2025-Ongoing</p>	<p>\$20,000</p>
<p>Artificial Intelligence Curriculum Resource Exploration</p>	<p>Engage in a consulting partnership with Montana Digital Academy to research and pilot AI tools that support differentiated instruction based on student assessment data.</p>	<p>Fall 2025-Spring 2028</p>	<p>\$20,000</p>

Hire Additional Staff to Coordinate Work-Based Learning and Intervention Programs	Determine which areas of our proficiency based learning model will require additional staff. <ul style="list-style-type: none"> Hire additional staff for the implementation and development of work based learning and academic intervention. 	Spring 2026-Spring 2028	\$100,000
Supplies, Curriculum, Resources and Projects	Budget for new supplies, equipment, student resources, and building projects/modifications required to appropriately accommodate proficiency based learning activities.	Fall 2025-Spring 2028	\$30,000
Total Estimated Phase II Budget		Spring 2026-Fall 2028	\$500,000

It is important to note that Advanced Opportunity funding will also be used to support Transformational Learning Opportunities by offsetting traditional out of pocket expenses incurred by HSD3 families in an effort to make opportunities that were not traditionally available through public school more accessible to our students and families.

Section 3: District Assurances By submitting this application, the district assures it will:

- (a) Further develop district-wide implementation of transformational and proficiency based learning as defined in MCA 20-7-1601.
- (b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- (c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- (d) Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.

Authorized Signatures I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: DAVE THENLIS
Superintendent Signature: [Signature] Date: 10/28/25
School Board Chair Name: PATRICK HANLEY
School Board Chair Signature: [Signature] Date: 10/28/25

Appendix



October 14, 2025

To the Transformational Learning Phase II Grant Review Committee,

We are writing this letter in strong support of the Hamilton School District Phase II Grant Application for Transformational Learning. As a partner with the University of Montana (UM), specifically involved in dual enrollment, Work Based Learning and pre-apprenticeship pathway development, we can attest to HSD3's commitment to creating genuine post-secondary success opportunities for their students.

The district currently offers students the chance to take nearly 30 different in-person dual enrollment courses and is actively pursuing a pathway toward a General Education Certification that would allow students to complete 30 or more college credits before graduating high school. UM is committed to helping HSD3 finalize this pathway and expand dual-enrollment certification pathways to specific career fields by partnering with UM, UM Bitterroot, and Missoula College.

In addition to college credit, HSD3 is focused on Career and Workforce Development, which aligns with our mission to prepare students for the Montana workforce. We are proud to partner with HSD3 as they work to integrate high-demand career credentials and certifications into their curriculum. Notably, we have supported HSD3 students in our CNA, CDL, and phlebotomy certificate programs. This semester, we are in the process of helping the HSD3 team support students who wish to earn their SPED Technician certification through OPI.

We are eager to continue our deep collaboration with Hamilton School District as they move into Phase II. Their efforts are critical for empowering students to take ownership of their learning outcomes and connecting them directly to relevant post-secondary education and career pathways. We fully endorse this application and believe this grant will significantly advance these crucial initiatives.

Sincerely,

KL Berger

UM-Bitterroot Director

Lily Apedaile

UM Office of Health Research & Partnership Director



P.O. Box 18, Hamilton, MT 59840
406-363-1972 - Phone
406-363-1973 - Fax

October 15, 2025

To the Transformational Learning Phase II Grant Review Committee,

I am writing this letter in strong support of the Hamilton School District Phase II Grant Application for Transformational Learning. As the Vice President of DJ's Electric in Hamilton, MT, a local business partner engaged in the district's work-based learning program, I have direct experience with the impact of their career-focused initiatives.

Hamilton School District is already an invaluable partner in preparing high school students for skilled trades like ours. Our collaboration with them is an excellent model for connecting high school students to real-world career opportunities. Through the work-based learning program, students get firsthand experience exploring a career field of interest and develop necessary skills that align with industry training needs.

Last school year, we hosted five students from the Hamilton School District. This collaboration led directly to employment for the three graduating seniors. All three of students are now employed by DJ's and enrolled in the state-approved electrician apprenticeship program. The on-the-job training hours they earned and documented while in high school count towards the 8,000 training hours required for their state apprenticeship requirements.

We are eager to continue our partnership with HSD3 and support their efforts as they strive to formalize and scale work-based learning opportunities with additional businesses in the Bitterroot Valley. We Strongly support the Hamilton School District's application for this grant and believe their Phase II plan will significantly benefit both their students and the Bitterroot Valley workforce.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Harmess".

Stephen Harmess, Vice President
DJ's Electric



October 24, 2025

To whom it may concern:

It is my pleasure to write a letter of support on behalf of the Montana Digital Academy to express our strong endorsement for the Hamilton School District's Phase II application for the Transformational Learning Grant under the Montana Office of Public Instruction. This grant offers a crucial opportunity for the district to advance its commitment to proficiency-based and personalized learning, and MTDA is proud to be a partner in that process.

Their narrative and ultimate logic model present a clear and compelling vision: to meet students where they are, honor their strengths, needs, and interests, and empower them with agency over what, how, when, and where they learn. That vision strongly aligns with the state's definition of transformational learning as "a flexible system of pupil-centered learning ... designed to meet the Montana Constitutional mandate of 'fully develop[ing] the educational potential of each person.'"

From MTDA's perspective, our collaboration with Hamilton has already produced meaningful progress in two of the core priorities of this work:

1. **Proficiency-based learning.** With many Hamilton students participating in MTDA courses and resources, they are creating new opportunities for students to demonstrate their skills in ways that go beyond traditional classroom time. District students are utilizing asynchronous and blended models, accessing coursework that allows them to progress based on mastery rather than just the amount of time spent in class.
2. **Personalized learning experiences.** Hamilton's willingness to integrate MTDA's digital offerings into the district's ecosystem has expanded options for students to pursue their individual learning paths. Whether a student is seeking acceleration, remediation, or alternative routes, the partnership offers a way for differentiated engagement that honors their unique interests and goals.

Since MTDA's Frontier Learning Lab started on July 1, 2025, MTDA has worked with Hamilton's district as an early adopter in recognizing that artificial intelligence and other advanced technologies are key to achieving Montana's transformational learning project's ultimate goals. Our staff has been actively collaborating with their faculty and

Jason Neiffer, Ed.D., Executive Director

32 Campus Drive

Phyllis J. Washington College of Education 365

Missoula, Montana 59812

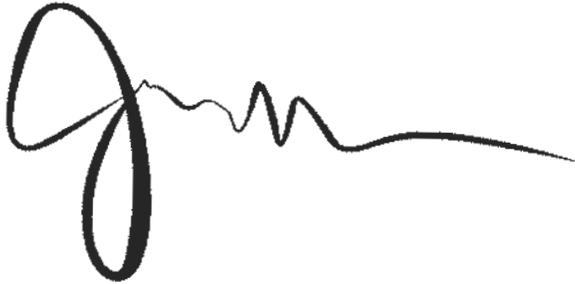
jneiffer@mtda.org • 406-203-2812 • 406-201-1815 (Fax)

<http://www.montanadigitalacademy.org>

administration on using AI ethically and effectively to provide more personalized student experiences.

Given this foundation, I believe Hamilton is well-positioned to take full advantage of Phase II of the Transformational Learning Grant, which emphasizes deepening district-wide implementation, refining systems of student agency, and sustaining innovation over time. We are eager to deepen our work with Hamilton Public Schools!

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Jason P. Neiffer'. The signature is fluid and cursive, starting with a large loop on the left and ending with a long, horizontal tail on the right.

Jason P. Neiffer

Time AM	Tuesday August 12 AM	Wednesday August 13 AM	Thursday August 14 AM	Friday August 15 AM
8:30-11:30 AM	Breakfast 8:00-8:30 New Teacher Orientation Hamilton High School Facilitator: Tom Redmon 8:30-9:00 Admin Introductions 9:00-11:30 Safety Training I Love You Foundation Run, Lock, Fight Facilitator: Dan Kimzey	New Teacher Orientation Work in Buildings Facilitator: Building Specific 8:30 - 11:30 AM HHS: Kiah Nisly	District Breakfast and Welcome Back 7:45-8:30 Breakfast 8:30-9:00 - Dave Thennis (introductions) 9:00-Go to buildings (Staff Meetings & Building Agendas)	Daly & Washington Staff Check Building Agenda 8:30-10:00- AI Training Location: PAC For: HMS Staff 10:00-11:30 - AI Training Location: PAC For: HHS & HMS Staff
Time PM 12:30-3:30	Tuesday August 12 PM New Teachers Computers Emails Hamilton Specific information	Wednesday August 13 PM New Teacher Work in Buildings	Thursday August 14 PM Daly and Washington Check Building Agenda 12:30-3:00 Trauma Informed Practices for All District Paraprofessionals Location: HHS Study Hall Room Facilitator: Brooke Hathaway	Friday August 15 PM Washington Staff Check Building Agenda 12:00-2:00 Daly - Dream Box Training -All K-4 teachers, Special Education Teachers, Interventionists/Spectra, Paraprofessionals, Facilitator -Tim Johnson 2:00-3:30 Daly Rooms Training & WIN Planning -- All Certified Staff Facilitators: Dowd & Holland 2:00-3:30 Daly- Paraprofessional Training/WIN Facilitator: Tom Redmon

12:30-3:30			<p>1:30-2:30 - Middle School iXL training Facilitator: IXL Rep</p>	<p>12:30 - 2:00 Middle School IC and Rooms Training 2:00 - 3:30 HMS work in building</p>
12:30-3:30			<p>12:30-2:00 AI Training Location: PAC For HHS and outside schools</p> <p>2:15-3:45 AI Training Location: PAC For HHS and outside Schools</p>	<p>12:00 - 1:00 PM HHS IC and Rooms Training 1:00 - 3:30 PM HHS work in building</p>

Keep scrolling for alternative days!

ALTERNATIVE DAYS - AUGUST 18 AND 19

<p>Safe Schools</p> <ul style="list-style-type: none">❖ Safe schools will be available every AM and PM session❖ The link is in your email <p>**** You can only sign up for 1 safe school time</p> <p>**** You will get 3 hours credit</p>	<p><u>First Aid/CPR - Google link to sign up</u></p> <ul style="list-style-type: none">❖ CPR and First Aid class is done part online (1.5-2 hours) and part in person (<u>held at Washington</u>)❖ Once you sign up for a time through the <u>Google form</u> in your email you will receive an email with a code from Marissa Williams school nurse to do the online portion❖ <u>You MUST complete the online portion prior to the in-person skills check class at Washington</u>❖ CPR and First Aid classes will be held at the following times Monday and Tuesday at Washington:<ul style="list-style-type: none">➢ 8:30-10:30➢ 10:30-12:30➢ 1:30-3:30❖ You can only sign up for 1 skills check session❖ There are only 12 spaces available per session if you do not get a space more will be available in September for PIR time❖ Please CHECK your email for a <u>Google form</u> to sign up for a skills check session <p>*** You will get 3 hours credit for First Aid/CPR</p>
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Keep scrolling for alternative days!

[Alternative Days Course Description](#)

YOU MUST SIGN AN ATTENDANCE SHEET FOR EACH OF THESE SESSIONS IN ORDER TO GET CREDIT!

TU MUST SIGN AN ATTENDANCE SHEET FOR EACH OF THESE SESSIONS IN ORDER TO GET CREDIT!

Time AM	Monday August 18	Tuesday August 19	Wednesday August 20	Thursday August 21	Friday August 22
8:30-10:00	<p>Professional Ethics Can sign up for 2 - 90 minute sessions Location: PAC For: Anyone Facilitator: Kristen Hattiestad, Chirstine Lewanski</p>	<p>CPI Training Refresher - ALL DAY Location: Washington For: SPED Staff (teachers and paras) Facilitator: Mel Davis, Debbie Ashmore</p>			
10:00-11:30 AM	<p>Well Being for Educators Can sign up for 2 - 90 minute sessions Location: High School (Rm. 205/208) For: Anyone Facilitator: Olive Branch Counseling</p>	<p>Useable Crafty Tools Half Day Location: High School (Rm. 205/208) For: Anyone Facilitator: Jen Carmody</p>			
	<p>8:30-10:00 Department Curriculum Collaboration Can sign up for 2 - 90 minute sessions For: HHS School Facilitator - Lewis and Dondero</p>	<p>Building Development Half Day Location: HHS School For: HHS Staff Only One Session Facilitator - Lewis and Dondero</p>	<p>First Day of School for grades: 9, 12, 5-8</p>	<p>Grades in School: 9-12 5-8</p>	<p>Grades in School: 9-12 5-8 4th grade</p>
	<p>10:00-11:30 Department Curriculum Collaboration Can sign up for 2 - 90 minute sessions For: HHS School Facilitator - Lewis and Dondero</p>	<p>Coaches Education Half Day Facilitator: Travis Blome</p>			
	<p>HMS Vertical Alignment and Content Collaboration Can sign up for 2 - 90 minute sessions Location: HMS For: HMS Staff Facilitator: Gray and Lant</p>	<p>Grade Level/Specialists Curriculum Collaboration Location: Daly For: Daly Staff Facilitators: Dowd & Holland</p>			
	<p>YOU MUST SIGN AN ATTENDANCE SHEET FOR EACH OF THESE SESSIONS IN ORDER TO GET CREDIT!</p>	<p>Building Development: Location: Washington For: Washington Staff Facilitators: Hansmann</p>			

Reminders: Sign up in the [PD portal](#) to receive OPI Credits

YOU MUST SIGN IN TO EACH OF THESE SESSIONS FOR ATTENDANCE IN ORDER TO GET CREDIT!

Time PM	Monday August 18	Tuesday August 19	Wednesday August 20	Thursday August 21	Friday August 22
12:30-3:30 PM	<p>Building Development - Location: Middle School For: HMS Staff Facilitator - Gray and Lant</p>	<p>CPI Training - ALL DAY Location: Washington For: SPED Staff (teachers and paras) Facilitator: Mei Davis, Debbie Ashmore</p>			
	<p>12:30-2:00 Reading Workshop Location: High School (Rm. 211) For: HMS and HHS staff Facilitator: Mel Konen Kristen Hattlestad</p>	<p>Grade Level Curriculum Collaboration Location: Middle School For: HMS Staff Facilitator - Gray and Lant</p>			
	<p>2:00-3:30 Classroom Behavior Management - Scenarios Location: High School (Rm. 109) For: Anyone Facilitator: Kiah Nisly Seeley Mickelson</p>	<p>Building Development Half Day Location: HHS School For: HHS Staff Only One Session Facilitator - Lewis and Dondero</p>			
	<p>12:30-2:00 Math Fluency for Elementary Teachers For: Daly Staff Location: Daly Lunchroom Facilitator: Tom Redmon</p>	<p>Building Development: Half Day Location: Washington For: Washington Staff Facilitators: Hansmann</p>	<p>First Day of School for grades: 9, 12, 5-8</p>	<p>Grades in School: 9-12 5-8</p>	<p>Grades in School: 9-12 5-8 4th grade</p>
	<p>2:00-3:30 MAST Training Location: Daly For: Grades 3-4 & Case Managers Location: Daly Cafeteria Facilitator: Holland</p>	<p>Building Development: Half Day Location: Daly For: Daly Staff Facilitators: Dowd & Holland</p>			
	<p>2:00-3:30 Building Literacy Block to Support Early Literacy Skills For: Grades K-1 Location: Daly Library Facilitator: Dowd</p>	<p>Department Curriculum Collaboration</p>			

12:30-3:30 PM	<p>12:30-2:00 Collaboration Can sign up for two 90 minute sessions of this For: HHS School Facilitator - Lewis and Dondero</p>		
	<p>Department Curriculum Collaboration 2:00-3:30 Can sign up for two 90 minute sessions of this For: HHS School Facilitator - Lewis and Dondero</p>	<p>YOU MUST SIGN AN ATTENDANCE SHEET FOR EACH OF THESE SESSIONS IN ORDER TO GET CREDIT!</p>	
	<p>Reminders: Sign up in the PD portal to receive OPI Credits</p>	<p>YOU MUST SIGN AN ATTENDANCE SHEET FOR EACH OF THESE SESSIONS IN ORDER TO GET CREDIT!</p>	

YOU MUST SIGN AN ATTENDANCE SHEET FOR EACH OF THESE SESSIONS IN ORDER TO GET CREDIT!

[First Aid/CPR - Google link to sign up](#)

- ❖ Safe schools will be available every AM and PM session
- ❖ The link is in your email

**** You can only sign up for 1 safe school time

**** You will get 3 hours credit

- ❖ CPR and First Aid class is done part online (1.5-2 hours) and part in person ([held at Washington](#))
- ❖ Once you sign up for a time through the [Google form](#) in your email you will receive an email with a code from Marissa Williams school nurse to do the online portion
- ❖ **You MUST complete the online portion prior to the in-person skills check class at Washington**
- ❖ CPR and First Aid classes will be held at the following times Monday and Tuesday at Washington:
 - > 8:30-10:30
 - > 10:30-12:30
 - > 1:30-3:30
- ❖ You can only sign up for 1 skills check session
- ❖ There are only 12 spaces available per session if you do not get a space more will be available in September for PIR time
- ❖ Please CHECK your email for a [Google form](#) to sign up for a skills check session

*** You will get 3 hours credit for First Aid/CPR

Course Name: Professional Ethics (90 min)
Facilitators: Kristen Hattlestad and Christine Lewanski
Location: PAC

Description: Professionalism in the classroom involves content area knowledge, communication, and sometimes confusion on what teachers should and should not say or do. This course will provide practical information on the do's and don'ts for your classroom and will cover topics including personal and student boundaries, parent communication, politics, religion, social media, and more. Bring your questions and possible scenarios for discussion. This course is open to all staff.

Course Name: Teaching Standards: using crafty tools to help students grow their skills! (.5 day)
Facilitators: Jen Carmody, Lindsay Janes, Kelli Hollingsworth, Amanda Kirkbride, Lilly Schoenleben, Ashley Johnson
Location: HHS Room 205/208

Description: Come with your own MT State Standard you would like to focus on, and we will curtail teaching strategies to help your students achieve new, measurable skills. We will revisit ideals of pedagogy and how to make student achievement practical, attainable, and interesting for all.

Course Name: Reading Workshop (6-12) (90 min)
Facilitators: Kristen Hattlestad and Mel Konen
Location: HHS Room 211

Description: Help your students improve their reading skills. No matter your department, grade level, or subject area, students need to read every day. This workshop will provide you with practical tips, tricks, and strategies to help teach your students vocabulary, close reading, summarizing, and following written directions. Bring an example of reading material from your classroom to use during the workshop. This course is open to all levels and content areas.

Course Name: Classroom Behavior Management (90 min)
Facilitators: Kiah Nisly, Seeley Mickelson
Location: HHS Room 109

Description: This is a course designed to mimic real scenarios teachers face in the classroom. From basic confrontations to more intense behaviors, this class will provide you with strategies on how to solve and de-escalate situations you encounter. Teachers will have the opportunity to see case studies played out in a classroom setting. In addition to this, there will be a Q and A session with a panel of veteran teachers where attendees can ask questions about classroom management.

Course Name: *EFT Wellness Workshop for Educators: Tools for Emotional Resilience and Balance* (90 min)

Facilitator: Shylah Poling from Triple R Tapping, LLC

Location: HHS Room 205/208

Description: Teaching is one of the most rewarding—and demanding—professions. This interactive workshop is designed specifically for educators seeking effective tools to manage stress, build emotional resilience, and foster a sense of well-being both in and out of the classroom.

Participants will be introduced to **Emotional Freedom Techniques (EFT)**, also known as “tapping”—a powerful, evidence-based mind-body approach that combines elements of cognitive therapy and acupressure. Through guided practice and supportive discussion, educators will learn how to apply EFT to reduce anxiety, release emotional blocks, and enhance clarity and focus.

In this workshop, participants will:

- Understand the science and principles behind EFT and its benefits for emotional regulation
- Learn how to apply EFT in real-time to manage classroom stress and personal challenges
- Explore strategies for integrating mindfulness and tapping into daily routines
- Create a personalized wellness plan to support ongoing self-care and resilience

Who should attend: K–12 teachers, school counselors, administrators, and education support staff interested in holistic, accessible strategies to improve emotional health and workplace well-being.

No prior experience with EFT is necessary. Come as you are—leave feeling lighter, more grounded, and empowered with practical tools for emotional wellness.

**Of note, it would be beneficial for everyone attending to bring water and have a small notebook and pen to write with.

Course Name: **Math Fluency for Elementary Teachers** (90 min)

Facilitator: Tom Redmon

Location: Daly Lunchroom

Description: This course is designed to support elementary educators in developing effective strategies to enhance students’ mathematical fluency. Through a reflective analysis of last year’s number sense screeners, participants will identify common areas of struggle and explore targeted instructional approaches to build foundational skills. Emphasis will be placed on fostering number sense, promoting flexible thinking, and implementing engaging, research-based practices that support fluency in addition, subtraction, multiplication, and division. Teachers will leave with practical tools and strategies to help all learners achieve confidence and competence in math.

Course Name: MAST Training for 3rd & 4th Grade Teachers & Case Managers (90 min)
Facilitator: Scott Holland
Location: Daly Lunchroom

Description: This training equips educators with the tools and knowledge needed to successfully administer the MAST assessment. Participants will complete the required OPI training, collaborate to create a year-long assessment schedule, and engage in meaningful discussions about their role in fostering a supportive and effective testing environment. The session emphasizes preparation, planning, and the importance of setting the stage for student success throughout the assessment process.

Course Name: Building Literacy Block to Support Early Literacy Skills (K-2)(90 min)
Facilitator: Ericka Dowd
Location: Daly Library

Description: This course is designed to help educators create and refine a structured literacy block that supports the development of early literacy skills. Participants will explore key components of effective literacy instruction—including phonemic awareness, phonics, vocabulary, fluency, and comprehension—and work together with other educators to create and refine a cohesive daily/weekly routine.

Course Name: Grade Level/Specialist Curriculum Collaboration (½ Day)
Facilitators: Ericka Dowd & Scott Holland
Location: Daly Classrooms

Description: This collaborative session provides dedicated time for grade-level teams and specialists to align curriculum, share instructional strategies, and plan cohesive learning experiences. Participants will work together to review standards and map out units. The focus will be on fostering collaboration, supporting student learning, and building a unified approach to curriculum implementation throughout the school year.

Course Name: Building Development (½ Day)
Facilitators: Ericka Dowd & Scott Holland
Location: Daly Classrooms

Description: This course is designed to help educators begin the school year with thoughtful planning and support. The first focus will be on analyzing last year's student data to create targeted WIN (What I Need) groups for the beginning of the year. The second focus will center on identifying and addressing the individual needs of teachers—whether instructional or organizational, —to ensure a confident and successful launch to the school year. Participants will leave with clear plans and personalized strategies to support both their students and themselves.

Course Name: HMS Vertical Alignment and Content Collaboration
Facilitators: Andrea Gray & Nate Lant
Location: HMS classrooms

Description: Designed to provide collaboration time in content areas for the purpose of seamlessly aligning curriculum through the grade levels, participants will develop and/or refine focus standards, learning targets, and success criteria.

Course Name: Grade Level Curriculum Collaboration
Facilitators: Andrea Gray & Nate Lant
Location: HMS classrooms

Description: This session is designed to provide time for teams to focus on grade-level expectations for academic and behavioral classroom standards.

Course Name: HMS Building Development
Facilitators: Andrea Gray & Nate Lant
Location: HMS classrooms

Description: This course is designed to focus on addressing teachers' individual classroom needs, both instructional and organizational, providing a successful launch to the school year for both students and teachers. Additionally, grade level teachers will engage students and families of 5th and 6th grade students to ensure a smooth transition into new grade-level expectations.

Course Name: Building Development (½ Day)
Facilitators: Wendy Hansmann
Location: Washington Classrooms

Description: This course is designed to help educators begin the school year with thoughtful planning and support. The focus will center on identifying and addressing the individual needs of teachers—whether instructional or organizational, —to ensure a confident and successful launch to the school year. Participants will leave with clear plans and personalized strategies to support both their students and themselves.

Course Name: CPI (Whole Day)
Facilitators: Debbie Ashmore and Mel Davis
Location: Washington

Description: The [Crisis Prevention Institute \(CPI\)](#) offers training programs designed to equip individuals with the skills to recognize, prevent, and respond to crisis situations, with a focus on nonviolent techniques. These programs, including the core [Nonviolent Crisis Intervention® training](#), emphasize verbal de-escalation and, when necessary, safe physical interventions.

Elementary Supporting Documents

Math PD Agenda with Sheryl Hobbs

Activity Date	Activity Description
Summer 2021	Trauma Task Force-Book Study-Relationship Responsibility, and Regulation by Souers and Hall
8/12-13/21	Mentor/Mentee Teacher Orientation
8/16/21 AM	WIN (What I Need) Intervention & Extensions development and planning
8/16/21 PM	Curriculum & Standards Alignment
8/17/21	MTSS/House Development & Planning
8/18/21 AM	Teaming with Sheryl Hobb-Asses Math Instructional Needs
8/19/21	Math Instructional Development with Sheryl Hobbs
9/23-24/21	Math Instructional Development with Sheryl Hobbs
11/4-5/21	Math Instructional Development with Sheryl Hobbs
1/13-14/22	Math Instructional Development with Sheryl Hobbs
2/24-25/22	Math Instructional Development with Sheryl Hobbs
3/17-18/22	Math Instructional Development with Sheryl Hobbs
5/20/22	Teaming developing Class Placements for 2022-23

Science of Reading Agenda with Side by Side



PROFESSIONAL DEVELOPMENT

All PreK-8 ELA Staff

Prek-2 ELA Staff

3-8 ELA Staff

August 17, 2023 On-Site Full Day Training

Prek-8 8:00-3:30 (1 hour lunch. Time determined by trainer.)

Introduction to Science of Reading and Dyslexia, with Phonology and Origins of English
What type of classroom instruction benefits beginning readers and/or struggling readers the most? This session will focus on the latest research on the science of teaching reading, including: (1) the components of reading identified by the National Reading Panel, (2) the Simple View of Reading and how it connects to Scarborough's Reading Rope, and (3) marrying the Science of Reading to the Science of Instruction, with a specific focus on opportunities to respond. Time will also be spent on phonology and spelling in order to build understanding of literacy foundations, as well as establish aligned literacy routines for preK-8. Participants will walk away with a new understanding of what it takes to be a proficient reader and new teaching techniques to add to their "teaching toolbox."

September 25, 2023 On-Site 2 Hour Sessions

Prek-2 Session: Phonemic Awareness as an Essential Foundation: 8:00-10:00

3-8 Session: Phonemic Awareness and Beginning Phonics as an Essential Foundation: 10:30-12:30

October 9, 2023 Virtual 2 Hour Session

Prek-2 Session: Letter Knowledge and the Alphabetic Principle 3:45-5:45

October 16, 2023 Virtual 2 Hour Session

3-8 Session: Advanced Phonics: Syllable Types and Developing Efficient Decoding for Multisyllabic Words 3:45-5:45

October 23, 2023 Virtual 2 Hour Session

Prek-2 Session: Beginning Phonics: Developing Efficient Decoding for Single Syllable Words 3:45-5:45

October 30, 2023 Virtual 2 Hour Session

3-8 Session: Spelling Instruction That Sticks: Spelling Mapping and Sorting for Multisyllabic Words 3:45-5:45

November 3, 2023 On-Site 2 Hour Sessions

Prek-2 Session: The What and Why of Decodable Text and Irregular Words 8:00-10:00

3-8 Session: Word Selection and Explicit Teaching of Specific Vocabulary Words 10:30-12:30

December 4, 2023 Virtual 2 Hour Session

Prek-2: Spelling Instruction That Sticks: Word Work for Improving Student Spelling 3:45-5:45

December 11, 2023 Virtual 2 Hour Session

3-8 Session: Sentence Writing as an Essential Building Block 3:45-5:45

January 22, 2024 On-Site Full Day Training

Prek-8 8:00-3:30 (1 hour lunch. Time determined by trainer.)

Instruction for Text Fluency

The Role of Morphology in Reading and Spelling

February 16, 2024 On-Site

Prek-8 4 Hour Session 8:00-12:00

Using Literacy Assessment to Diagnose Student Need(s)

MTSS and Differentiated Lesson Planning with Language-Based Learning Difficulties

March 8, 2023: If you attended all 3 virtual sessions outside of contracted hours, you will have this day off without students and work.

Sample Phonics Routine Cards

Routine #1 Onset-Rime Blending

1. Say: *You're going to put together the first sound and the end part of a word to make a whole word. I'll tap the marker as I say the parts. When I slide my finger above the marker, you say the word.*
2. Tap cap of whiteboard marker. Say: /k/
3. Tap white part of marker. Say: /an/
4. Point to cap. Say: **Word?**
5. Slide finger above marker from left to right from student perspective to signal students to respond (cat).

Corrective Feedback

Use same signaling as above. Say: **My turn. Listen as I blend the parts. /k/. /an/. Can.** Then, ask students to blend the parts with you. Next, ask students to blend the parts independently.

Routine Cards

Explicit Literacy Routines to
Enhance & Intensify Instruction for
McGraw-Hill
Reading Wonders Program

Developed by
Side-by-Side Educational Consulting
sidebysideconsulting.com



Routine #10

Multisyllabic Word Blending Spelling-Focused

1. Print the word on the board. Point under the target spelling in the first syllable and say: **Sound?** Tap under the spelling to signal students to say the sound.
2. Point to the beginning of the syllable and say: **Syllable?** Scoop your finger under the syllable as students blend the syllable.
3. Point to the target spelling in the next syllable and say: **Sound?** Tap under the spelling to signal students to say the sound.
4. Point to the beginning of the syllable and say: **Syllable?** Scoop your finger under the syllable as students blend the syllable.
5. Repeat steps 3-4 for any remaining syllables in the word.
6. Once the whole word is written, blend the whole word. Point to the beginning of the word and say: **Blend.** Scoop your finger under each syllable as students blend.
7. Finally, point again to the beginning of the word and say: **What word?** Sweep your finger quickly under the entire word as students say the word.

Corrective Feedback

Use same signaling as above. For sound errors, immediately point to the target spelling in the syllable and say the correct sound. Then, ask students to say the sound independently. For syllable errors, immediately point to the target sound, say the sound, and then blend the syllable. Then, ask students to say the target sound and blend the syllable independently. For whole word errors, model reading the word, syllable by syllable, and then have students read the word syllable by syllable independently.

Developed by Side-by-Side Educational Consulting

Routine #11

Irregular Word Introduction (Heart Words)

1. Say: **Today we have a new heart word.**
 2. Display the irregular word or write the word on the board. Point to the word. Say: **This word is said. What word?** (said) Slide your finger quickly under word as students say the word.
 3. Say: **First in the air. Say and count the sounds in said.** Hold up one finger in a left-to-right progression from student perspective as students say each sound in the word. (/s/ /e/ /d/)
 4. Ask: **How many sounds did you count?** (3) **How many boxes will we need?** (3) Draw three Elkonin sound boxes from left to right underneath the word, saying each sound as you draw each box: /s/ /e/ /d/.
- Note: As you move through each sound-spelling correspondence in the word, address the regular sound-spelling correspondences first. Then, address the irregular, or "heart" sound-spellings last.
5. Point to the first box. Say: **The first sound in said is /s/. The sound /s/ is spelled with s. What spelling?** (s) Write the letter s in the first box.
 6. Point to the last box. Say: **The last sound in said is /d/. The sound /d/ is spelled with d. What spelling?** (d) Write the letter d in the last box.
 7. Point to the middle box. Say: **The middle sound in said is /e/. The sound /e/ is spelled with ai. What spelling?** (ai) Write the letters ai together in the middle box.
 8. Point to the irregular sound-spelling ai. Say: **The sound /e/ in said is not spelled with the letter e. This is the tricky part we must know by heart.** Draw a heart above the ai spelling.
 9. Say: **Say the sounds again for said.** Tap under each spelling s-ai-d to signal students to say the sounds /s/ /e/ /d/. Then ask: **What word?** Quickly slide your finger under the word as students say the word (said).
 10. Point to the spelling ai. Say: **Remember, the sound /e/ in the word said is not spelled with the letter e. What spelling instead?** (ai) **Yes, ai. That is the tricky part we have to learn by heart. The other parts of the word you can use your phonics skills to help you.**
 11. Repeat steps 2-9 to introduce any remaining new irregular words.

Note: To review any previously taught high frequency words that are not yet automatic for students, review using steps 6-8, read/spell/read.

Corrective Feedback

If a student or students misidentify a word, point to the word and say: **Stop. The word is ____.** **What word?** (students respond) **Spell it.** Point to each letter as students spell the word. **What word?** (students respond)

Routine #18

Vocabulary

Specific Word Instruction

1. Introduce the Word
Write the word on the board. Say: *The word is unison. What word?* (unison)
2. Provide a Student-Friendly Definition
Say: *Unison means to do something all together or at the same time. When we do something all together or at the same time, we are doing it in...* (unison)
3. Illustrate the Word with Examples (and Non-Examples)
Say: *You just answered all together at the same time. Your response was in...* (unison). *When we sing a song together in a choir, we are singing in...* (unison). *A group of soldiers march in...* (unison). *However, if there is a soldier who is not marching at the same beat or speed—he is NOT in unison with the group.*
4. Check Students' Understanding
Choose one of the following examples to check students' understanding:
 - Ask a deep processing question. Say: *How does answering a question in unison in class give everyone a chance to practice the answer?*
 - Provide examples/non examples. Say: *If what I say is an example of unison, give me a thumbs up and say "unison!" If not, put your thumb behind your back and say nothing. Ready? Saying the Pledge of Allegiance as a class...Each student taking a turn to one at a time to work a math problem on the board...Listening to the band play... an audience clapping their hands after a performance...*
 - Provide a sentence starter. Say: *Tell your partner something in the school day that you do in unison with others. Start your sentence by saying, "I _____ in unison."* Once students have shared, they can expand their sentences by adding information addressing with whom or how.

Routine #19

Vocabulary

Independent Word Learning Strategy (WACK-the-Word)

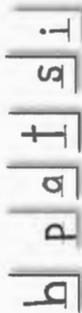
Read the sentence containing the vocabulary word. WACK-the-Word to determine the meaning of the word in context.

- 1) **Look for Word Structure** within the unfamiliar word.
Try to break the word into parts.
 - Look at the prefix. What does it mean?
 - Look at the suffix. What does it mean?
 - Look at the root word. What does it mean?
 - Put the parts together. What does the whole word mean?
- 2) **Look for Apposition** to see if the word is followed by the definition (often set off by commas.)
- 3) **Look for Context Clues** in the words, phrases, and sentence surrounding the unfamiliar word.
- 4) Use any background **Knowledge** you might have about the word.
- 5) **Predict the Word's Meaning** Using steps 1, 2, 3, and 4.
- 6) **Try Out the Meaning in the Original Sentence** to check whether or not it makes sense.
- 7) When necessary, use the glossary and/or dictionary, to clarify and expand meaning.

Routine #12

Word Chaining

1. Say: **Today we will be building words using the spellings we have learned.** Direct students to write the spellings needed for the day on their letter strip. Then, direct students to cut out the cards and line them up in a row. Note: If students need additional scaffolding, have them color code vowels in red and consonants in black. Example:



- Encoding Focus:**
2. Say: **The word is sat.** Ask: **What word?** (students respond) If needed, use the word in a sentence.
 3. Say: **Say the sounds in sat.** As you say each sound, pull down the card that represents that sound. Students say /s/ and pull down the letter s, then say /a/ and pull down the letter a, and then say /t/ and pull down the letter t.
 4. Now, point to the beginning of the word and blend the sounds together. What word? Students slide their finger under the word as they say the word (sat).
 5. We are going to build a new word. Remember, for each word that we build, only ONE spelling will change.
 6. Change sat to say pat. Remind students they will not start all over to build the word, but instead trade out one card for another, replacing the s card with the p card. If students need additional support or scaffolding with this concept, complete step 6a below.
 - a. Say each sound in pat. As you say each sound, point under each spelling in the old word sat. This will help you to know what spelling will change. Have students point to each spelling in sat as they say the sounds in the word pat (/p/ /a/ /t/). Note the /s/ at the beginning changed to /p/. That is the card that needs to change.
 7. Now, put your finger at the beginning and blend the sounds together. What word? Students slide their finger under the word as they say the word (pat)

Decoding Focus:

8. Say: **Let's build a new word.** This time, I'll tell you what card to change.
9. Change the a in pat to an i. Students trade the a card for the i card.
10. Put your finger at the beginning and blend the sounds together. What word? Students slide their finger under the word as they say the word (pit)
11. Change the p in pit to an s. Students trade the p card for the s card.
12. Put your finger at the beginning and blend the sounds together. What word? Students slide their finger under the word as they say the word (sit)
13. Continue process, shifting back-and-forth between an encoding and decoding focus, until all words have been built.

Routine #13

Spelling Dictation

1. Say: **The word is ____.** Use the word in a sentence.
2. Ask: **What word?** (students respond)
3. Say: **Fist in the air. Say and count the sounds in ____.** Students say each sound in the word, holding up a finger for each sound.
4. Ask: **How many sounds did you count?** (students respond) **How many sound-spelling cards will you use?** (students respond) Note: The number of sounds (phonemes) and number of sound-spelling cards that will be used should match.
5. Ask: **What's the first sound in ____?** (students respond)
6. Ask: **What card?** Point to sound/spelling card as students name the card picture.
7. Ask: **What spelling?** Point to spelling on card as students say spelling.
8. Say: **Write it.** Student write spelling on paper or white board.
9. Repeat steps 5-7 as outlined until the entire word has been spelled.
10. Say: **Everyone, spell the word ____.** As students spell the word, write the word on the board.
11. Ask students to compare their spelling with yours on the board.
12. After giving students an opportunity to make corrections, say: **Let's say and spell the word one more time.** Have students say the word and spell it aloud.

Corrective Feedback

If students incorrectly identify a sound, say: **My turn. Listen and watch my mouth. The sound is ____.** What sound? (students respond) Then complete steps 7-8 as outlined.

If students incorrectly identify a spelling, point to the spelling on the large sound-spelling card and say: **My turn. The spelling is ____.** What spelling? (students respond) Yes, ____.
Make sure that is what you have written on your paper.

Sample of Standards breakdown for WIN - Proficiency Levels

STUDENT	1.OA.A (#1)	1.OA.C (#2)	1.OA.D (#2)	1.OA.6 (#3)	1.NBT.A (#4 A-C)	1.NBT.C (#4 A/B)	1.NBT.B (#5+#6)	1.NBT.C (#7)	1.NBT.C/4 (#8)
	1	7	7	14	14	9	7	2	6
	2	3	3	2	14	9	7	4	8
	0	1	1	2	7	3	0	0	1
	1	2	5	5	14	9	6	4	6
	2	2	2	6	12	8	5	3	8
	1	2	2	7	13	8	3	4	9
	2	5	5	6	15	10	7	4	5
	2	5	5	5	14	10	5	4	6
	2	5	5	5	15	10	6	4	5
	2	4	4	4	14	10	4	4	7
	1	4	4	5	15	10	7	4	6
	2	1	1	7	9	4	5	4	4
	2	4	4	7	15	10	6	4	7
	1	5	5	4	9	4	5	4	9
	2	5	5	4	15	10	6	4	7
	2	6	6	6	15	10	7	4	7
	0	2	2	7	15	10	6	4	4
	1	3	3	6	14	9	6	4	9
	0	0	0	0	0	0	0	0	0
	0	2	2	5	15	10	7	3	6
Green= benchmark									
Yellow= strategic support needed									
Red= intensive support needed									

WIN and Progress Monitoring Calendar for 2025-2026

August

- USNS Math Screeners

September

- Acadience Benchmarking Sept. 2-5
- PD Day September 22
- No WIN September 23 for CPI training
- WIN Starts the week of September 22 or before
- Progress Monitoring Week of September 29 - October 3
- No WIN September 29 and 30

October

- Progress Monitoring Week of September 29 - October 3
- No WIN September 29 and 30
- PM complete by Friday, Oct. 3
- Team Data Meetings Week of October 6-10
- No School for MFPE October 16-17

November

- Progress Monitoring Week of November 3-6
- No WIN November 3 and 4
- PM complete by Thursday, November 6
- PD Day and Team Data Meetings November 7
- P/T Conferences November 18 and 20
- Thanksgiving Break November 26-28

December

- No December Progress Monitoring
- Benchmarking Week of December 8-12 (No WIN)
- Team Data Meetings Week of December 8-12 (No WIN)
- Winter Break December 22-January 2

January

- Progress Monitoring January 12-15
- No WIN Jan. 12 and 13
- PM complete by Thursday, January 15
- PD Day and Team Data Meetings January 16
- No School (MLK) - January 19
-

February

- Progress Monitoring Week of February 2-6
- No WIN February 2 and 3
- PM complete by Friday, February 6
- PD Day February 13
- No School Presidents Day Feb. 16

March

- Progress Monitoring Week of March 2-6
- No WIN March 2 and 3
- PM complete by Friday, March 6
- P/T Conferences March 10 and 12
- PD Day and Team Data Meetings March 13
- Spring Break March 30-April 3

April

- Progress Monitoring Week of April 13-17
- No WIN April 13 and 14
- PM complete by Friday, April 17
- PD Day and Team Data Meetings April 20

May

- Last Day of WIN Friday, May 8
- Spring Benchmarking Week of May 11-14

Other No WIN Days

Note: These are days where WIN will NOT be held. All other days we will plan to run WIN. If something comes up (field trips, events, limited personnel), please connect with Tiffany and Tom as soon as possible so we can keep all WIN teachers in the loop, and we'll do the same.

No WIN - Halloween Friday, October 31

No WIN- Valentine's parties and 100th Day Thursday, February 12

Sample MTSS Tracker - Math

AA	AB	AC	AD	AE	AF	AQ	AR	BC	BD	BO	BP
			PM Status	IEP	WIN Group	Fall Benchmark	Parent Contact	PM (F)	Parent Contact	PM (Fa)	Parent Contact
							September	October	October	November	November
			▼		1	16	yes 2/22	21			
			▼	M, R, W	1	12	yes	21			
			▼	M, R, W	1	12		10			
			▼		2	19	yes	26			
			▼	M, R, S	2	18	yes	24			
			▼		2	22		26			
			▼		2	23		29			
			▼		2	23	yes	29			
			▼		2	16	yes	17			
			▼		2	19	yes	28			
			▼		4	20	yes 2/22	26			
			▼		2	20	yes 2/22	27			
			▼		3	24	yes 2/22	27			
			▼		3	24		25			
			▼	R, SEB	3	23		29			
			▼		3	25		30			
			▼		1	24	yes	23			
			▼		3	24	yes	29			
			▼		3	25	yes				
			▼		4	24	yes 2/22	30			
			▼		4	24	vm	28			
			▼		4	24		28			
			▼		4	24		30			
			▼		4	24	yes	28			

Sample MTSS Tracker - Reading

AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP
First Name	Last Name	Teacher	PM S	IEP	WIN Group	LNF	PSF	NWF CLS	NWF WWR	Parent Contri	LNF	PSF	NWF CI	NWF WWR	Parent Contri
September															
October															
			SH, SEB, S		6	3	2	0	0	0 NA	33	31	13		1
					2	30	40	5	0	yes 2/22	30		18		0
					3	21	35	5	0	yes 2/22	32	22	21		0
					3	22	45	18	0	yes 2/22	40		22		2
					3	29	56	13	2	yes 2/22	35		28		0
			S		6	37	50	26	1	yes 2/22			28		2
			S		5	40	54	24	1	yes 2/22			31		8
					5	39	55	11	0	yes 2/22			35		9
					8	38	43	28	1						
					6	37	55	31	5						
					8	25	44	31	6	NA	48				
					8	39	45	31	7						
					5	50	58	33	4						
					8	28	49	39	2	NA	50				
					8	56	47	51	11						
					10	87	63	72	14						
					9	62	45	75	22						
					10	68	48	78	22						

Trimester 3 Proficiency Scale
First Grade Sample

MATH (Math 1 pager)

#1

1.OA.A

- Model and solve addition and subtraction word problems within 20 using objects, drawings, and equations.

Possibility for comment if they can do this with unknowns in all positions

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	0pts	1pt	2pts	

#2

1.OA.3 Assessment: #2 on U2 Assessment

- Understand the relationship between addition and subtraction
 - Includes the understanding that changing the order of numbers does not change the answer. (ex. $3+8=11$ is known, then $8+3=11$ is also known)

1.OA.D (8)

- Determine the unknown number in an addition or subtraction equation when two out of three numbers are given
 - (ex: $8+ _ = 11$, $_ + 3 = 11$, $8+3= _$)

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	3pts and below	4 pts	5 or more pts	<i>n/a</i>

#3

1.OA.6

- Adds and subtracts fluently within 10

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	4pts and below	5 pts	6 or more pts	

#4

Counting Sequence (1NBT.A)

- Reads, writes and orders numerals to 120
- Counts forward and backward from any given number

Place Value (+)/(-) (1NBT.C) (10+10-)

- Fluently finds 10 more or 10 less than of a given number

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3 1NBT.A a-c	10 pts and below	11-12 pts	13 or more pts	
1NBT.C part a+b	6 pts and belows	7-8 pts	9 or more pts	

#5 and #6

Place Value (1NBT.B)

- Understands that two digit numbers are made up of of 10's and 1'

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	4 pts or below	5 pts	6 or more pts	

#7

Place Value (+)/(-) (1NBT.C)

- Use symbols $>$, $<$, $=$ to compare numbers

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	2pts or below	3pts	4pts or more	

#8

Place Value (+)/(-) (1NBT.C/4)

- Uses place value to add one and two digit numbers

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	5pts or below	6pts-7pts	8 pts or more	

#9

Measuring Nonstandard (1.MD.A)

- Order and compare length using nonstandard units of measurements

Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	2pts and below	3 pts	4 pts or more	

READING

Phonological Awareness (RF.1.2a-d)

- Identifies and produces words, syllables and individual sound

Assessment	Well Below	Approaching	Grade Level	Above
Bridge the Gap whole Trimester 3	25 and below	26-37pts	38pts or more	N/a

Phonics and Word Recognition (RF1.3 a-g)

- Recognize and read grade-appropriate high frequency words.

Assessment	Well Below	Approaching	Grade Level	Above
Wonders HF Unit Assessments (Unit 4 and Unit 5) Trimester 3	35 and below words correct	36-53 words correct	54 or more words correct	N/A

Fluency (RF.1.4a-c)

- Reads grade level text orally with accuracy, appropriate rate, and expression

Assessment	Well Below	Approaching	Grade Level	Above
Acadience Trimester 3	31 or less words correct with less than 82% accuracy	32 words correct with 82% accuracy	47 words correct with 90% accuracy	67 + words correct with 97% or above accuracy

Reading Literature (RL.1)

- Average out students reading comprehension scores from U4-U5
- Or use just one 1: 69% and below 2: 70%89% 3: 90%

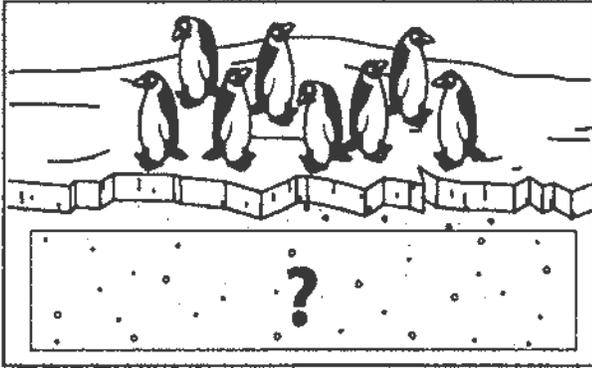
Assessment	Well Below	Approaching	Grade Level	Above
Trimester 3	27pts and below	28-35 points	36 points or above	N/A

Trimester 3 Assessment

1. For each story problem below:

- Read the problem and look at the picture.
- Use numbers, pictures, or words to help solve the problem.
- Write the answer on the line.

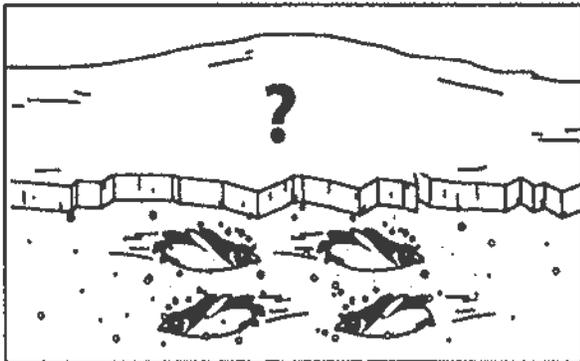
a



There were 12 penguins on the ice. Some of them jumped into the water. Now there are only 8 penguins on the ice. How many penguins jumped into the water?

_____ penguins jumped into the water.

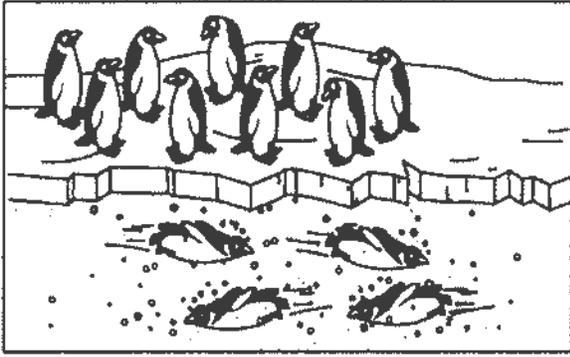
b



There are 13 penguins. Four of them are swimming, and the rest are hiding behind the hill. How many penguins are hiding behind the hill?

There are _____ penguins hiding behind the hill.

C



There are 9 penguins standing on the ice, and 4 penguins swimming in the water. How many more penguins are standing on the ice than swimming in the water?

There are _____ more penguins standing on the ice than swimming in the water.

2.

- a** Ten penguins are on the ice. Four more penguins join them. How many penguins in all?

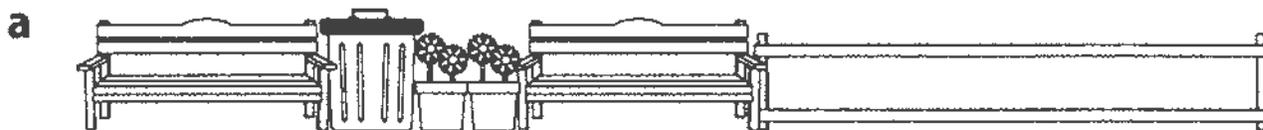
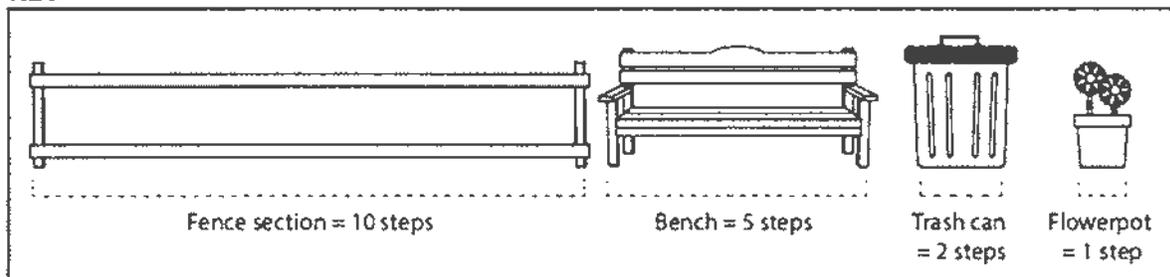
There are _____ penguins in all.

b Seven penguins are swimming. How many more penguins to make 10?

It takes _____ more penguins to make 10.

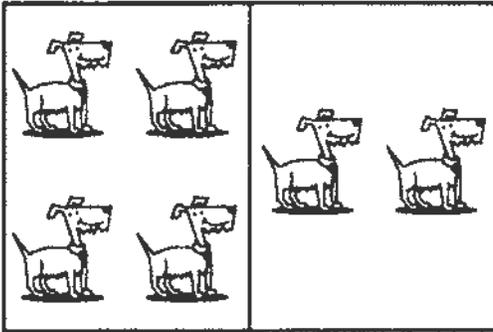
3. Write and solve an addition equation to find out how long each path section is. Use the key to help. (Hint: You don't have to add the numbers in order.)

KEY



1. Complete the fact family for the double-flap card shown. Then write a story problem to match one of the equations.

a.



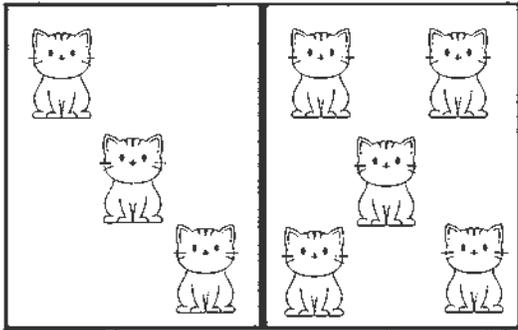
$4 + 2 = \square$

$2 + \square = 6$

$6 - 4 = \square$

$6 - \square = 4$

b.



$3 + 5 = \square$

$5 + \square = 8$

$8 - 5 = \square$

$8 - \square = 3$

Challenge

Interview

Q: Create a fact family with the numbers 2,5 and 7

$\square + \square = \square$

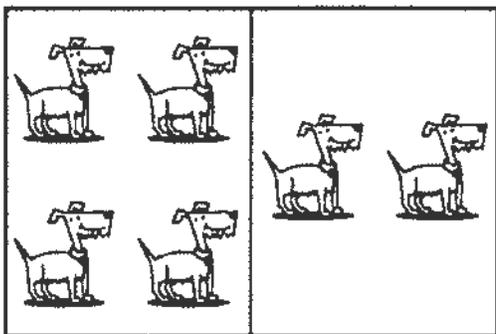
$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

1. Complete the fact family for the double-flap card shown. Then write a story problem to match one of the equations.

a.



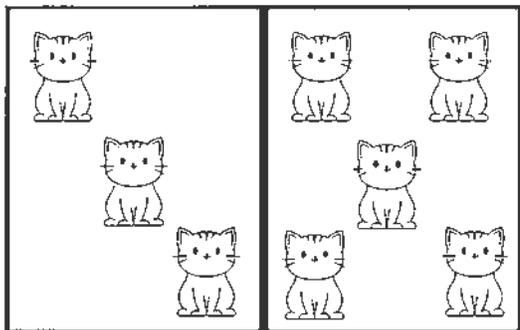
$4 + 2 = \square$

$2 + \square = 6$

$6 - 4 = \square$

$6 - \square = 4$

b.



$3 + 5 = \square$

$5 + \square = 8$

$8 - 3 = \square$

$8 - \square = 5$

2. Create a fact family with the numbers 2, 5 and 7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

3. Jack put 7 bugs in a jar. Some of them got away. Now there are only 3 bugs left in the jar. How many bugs got away? Use numbers, pictures, or words to solve the problem. Write the answer on the line.

_____ bugs got away.

4. Subtract.

$10 - 2 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

5. Subtract.

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

6. Add.

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

7. Subtract.

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

Name: _____

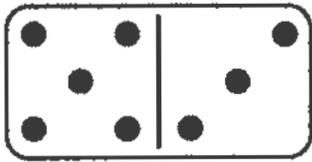
1.OA.C (5)

1.



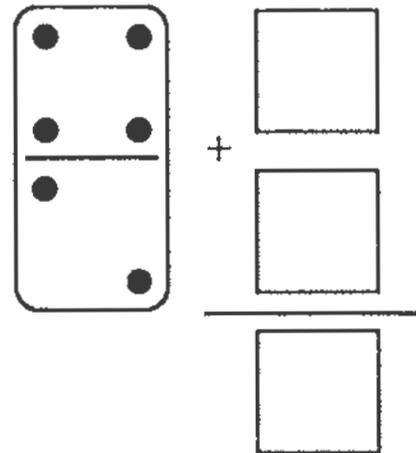
2. Write and solve an addition combination to match each of the dominoes below.

a



$$\square + \square = \square$$

b



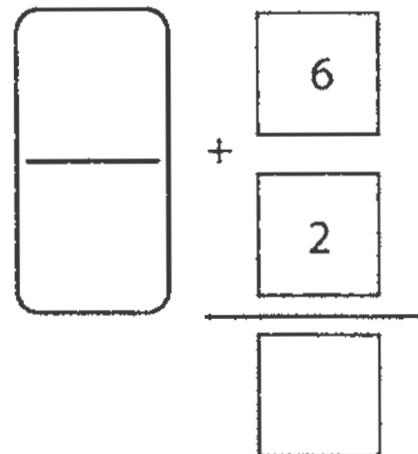
3. Draw dots on the dominoes below and solve the addition combinations.

a



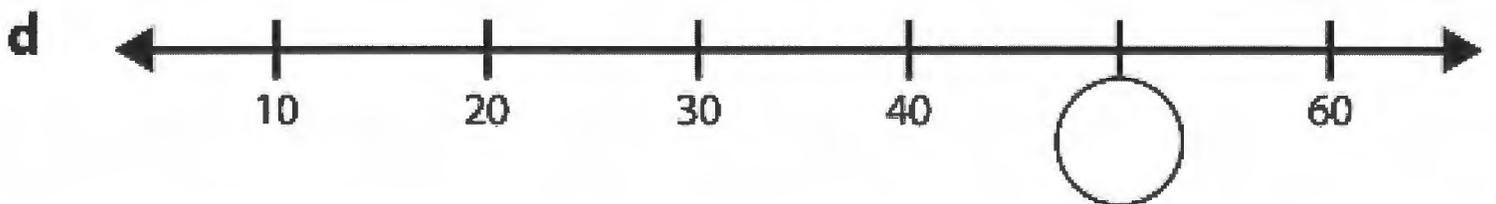
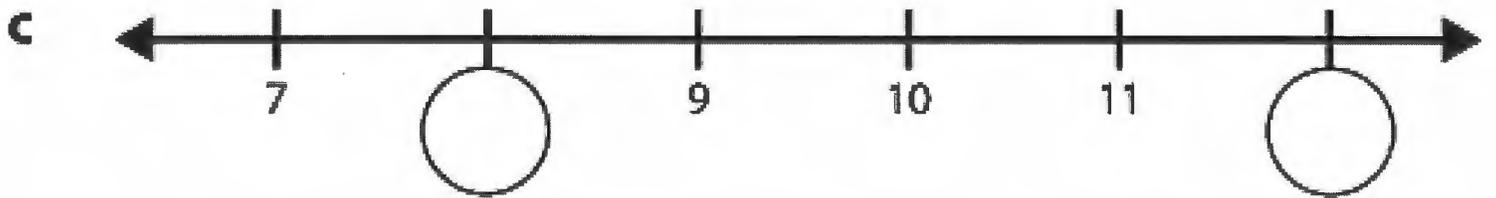
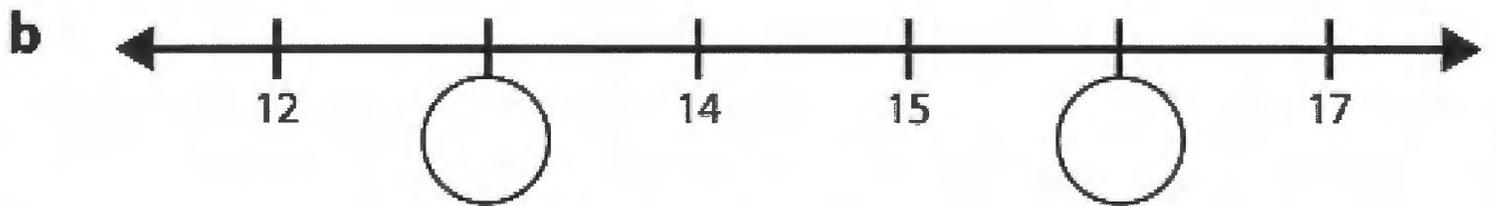
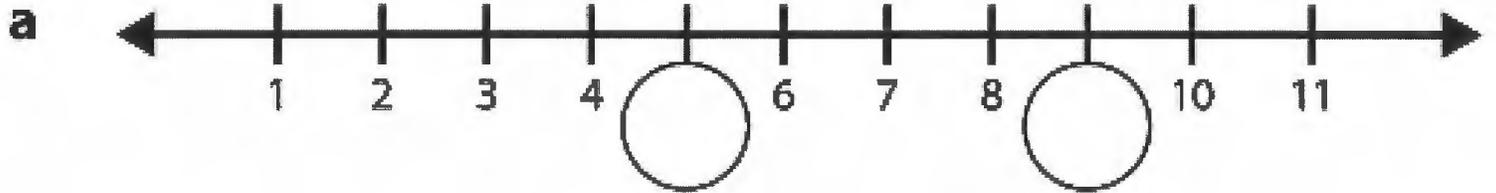
$$\begin{array}{|c|} \hline 3 \\ \hline \end{array} + \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \square$$

b



Item 3: Number Sequences

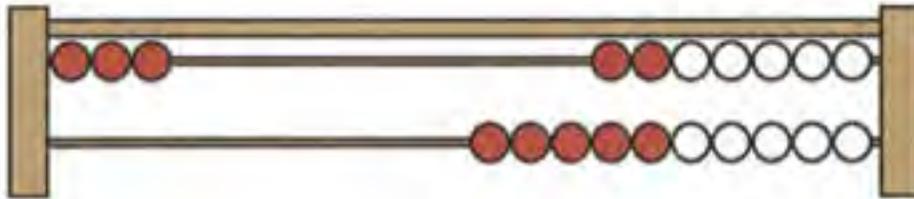
Study each number line carefully. Fill in the missing numbers.



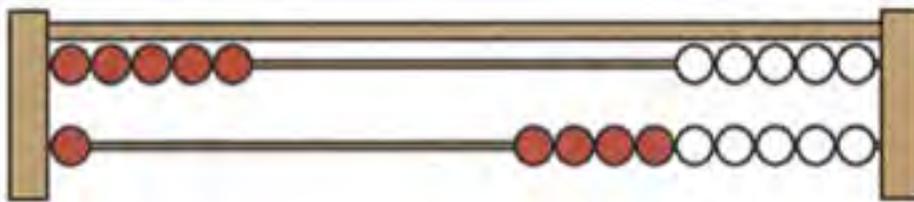
Conduct the checkpoint assessment.

- Show each of the bead arrangements pictured here for about two seconds each.
- After you show each, give students plenty of time to draw what they saw before moving on to the next combination.

» Problem 1: 3 beads (3 on top, 0 on the bottom)



» Problem 2: 6 beads (5 on top, 1 on the bottom)



» Problem 3: 10 beads (5 on top, 5 on the bottom)



» Problem 4: 9 beads (5 on top, 4 on the bottom)



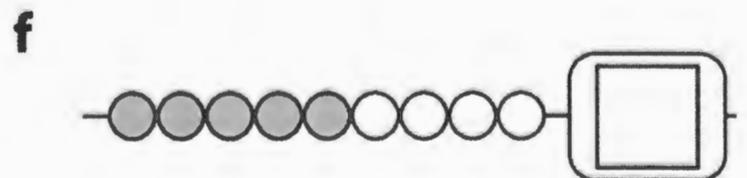
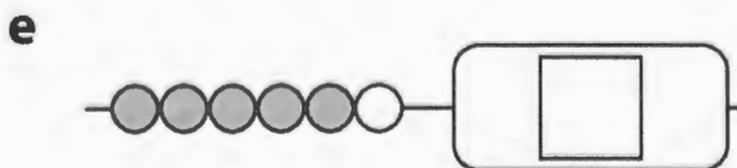
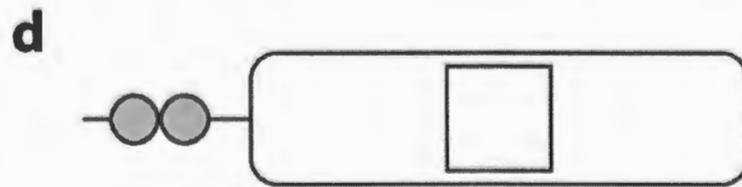
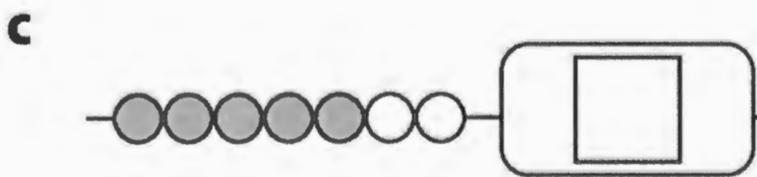
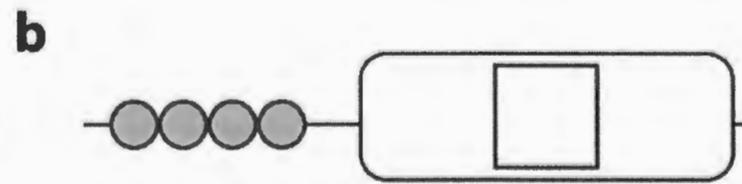
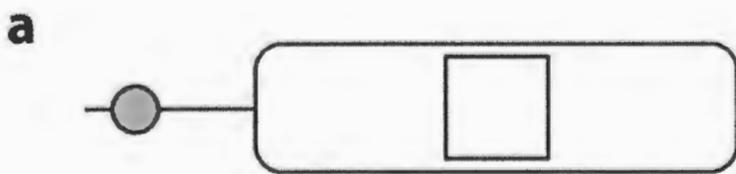
Name: _____

1.OA.D (8)

1 Write the number that shows how many beads are hidden on the top row of the number rack.

a	b	c	d	e
----------	----------	----------	----------	----------

1 Here is the top row of a number rack with 10 beads, but some of them are hidden behind a screen. Write a number in the box to show how many beads are hidden.



Administer each problem, 1a–e.

- a) Slide 5 beads out from under the cloth; leave 5 hidden.
- b) Slide 8 beads out from under the cloth; leave 2 hidden.
- c) Slide 6 beads out from under the cloth; leave 4 hidden.
- d) Slide 7 beads out from under the cloth; leave 3 hidden.
- e) Slide 3 beads out from under the cloth; leave 7 hidden.
- » Slide all of the beads back under the cloth between each problem.
- » This item is not timed in any way. Give students enough time to determine how many beads are showing and figure out how many are hidden under the cloth. Ask students to lay their pencils down between each problem so you can see that they're ready to move on to the next.

1. Count backward by 10s to fill in the missing numbers.

a 98, 88, _____, 68, _____, 48, 38, 28, _____, 8

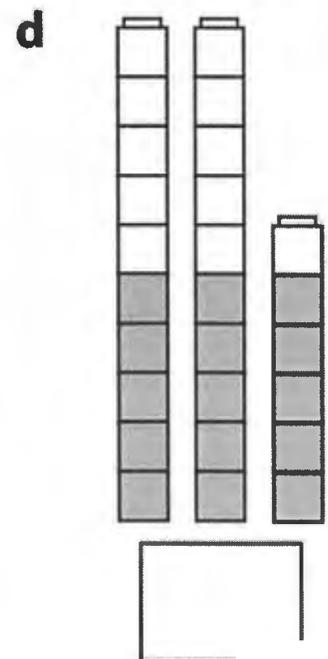
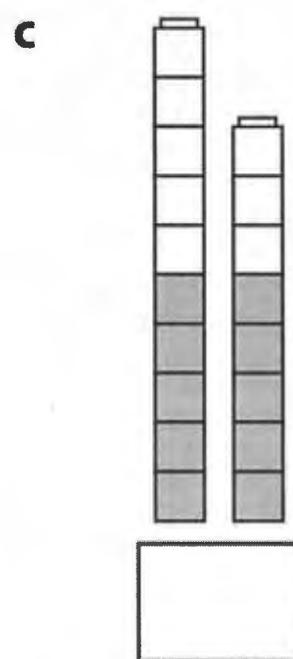
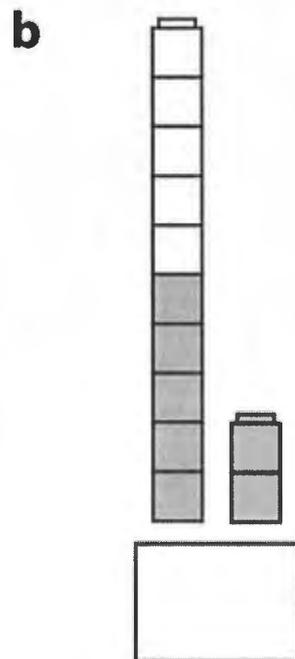
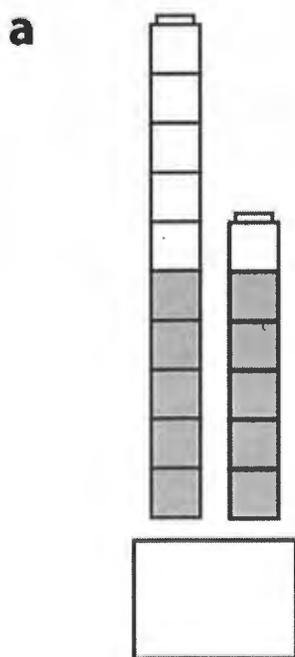
b 86, _____, _____, 56, _____, 36, 26, 16, _____

2. Count forward by 10s to fill in the missing numbers.

a 4, 14, _____, 34, _____, _____, 64, 74, 84, _____, 104

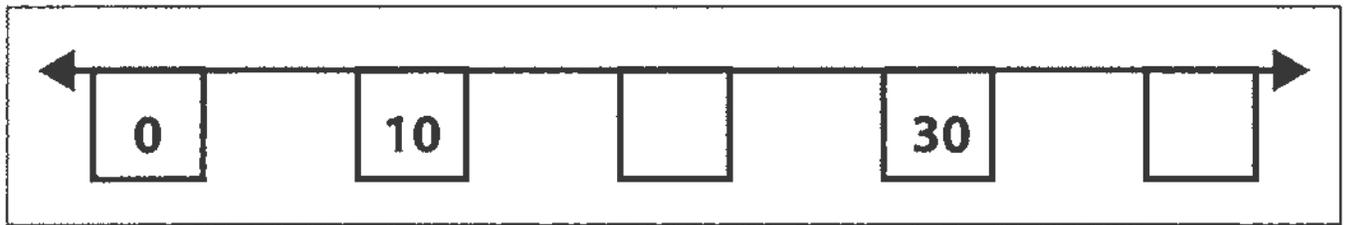
b 7, _____, 27, 37, _____, 57, _____, 77, 87, _____, 107

3. Write a number in each box to show how many Unifix cubes are above it

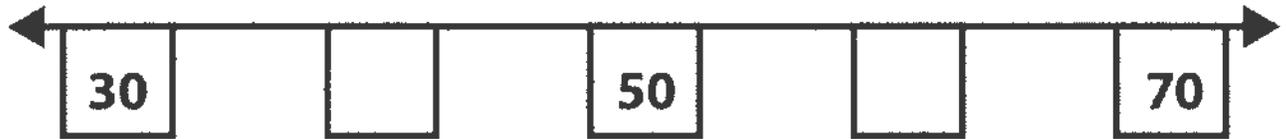


4. Fill in the missing numbers on these number lines.

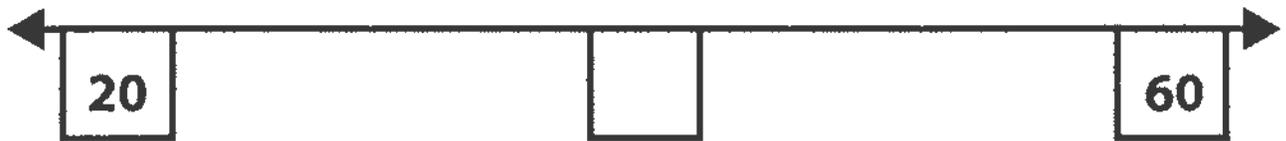
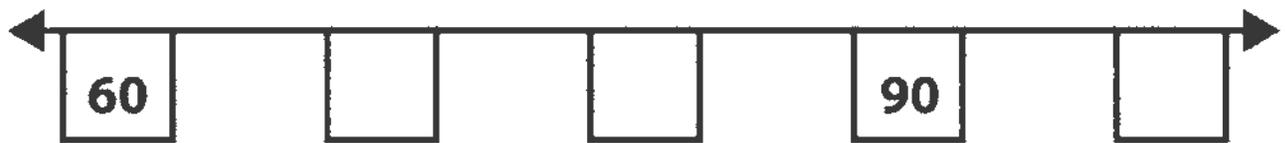
Practice



a



b



5. Count by 1s to fill in the missing numbers.

Practice

3, 4, _____, 6, 7, 8, _____, 10, _____

a 15, _____, 17, 18, _____, _____, 21, 22, _____

b 37, 38, _____, _____, _____, 42, 43, _____

c 98, 99, _____, _____, 102, 103, 104, _____, 106, 107, _____

d 110, _____, 112, 113, _____, 115, 116, _____, 118, 119, _____

Name: _____

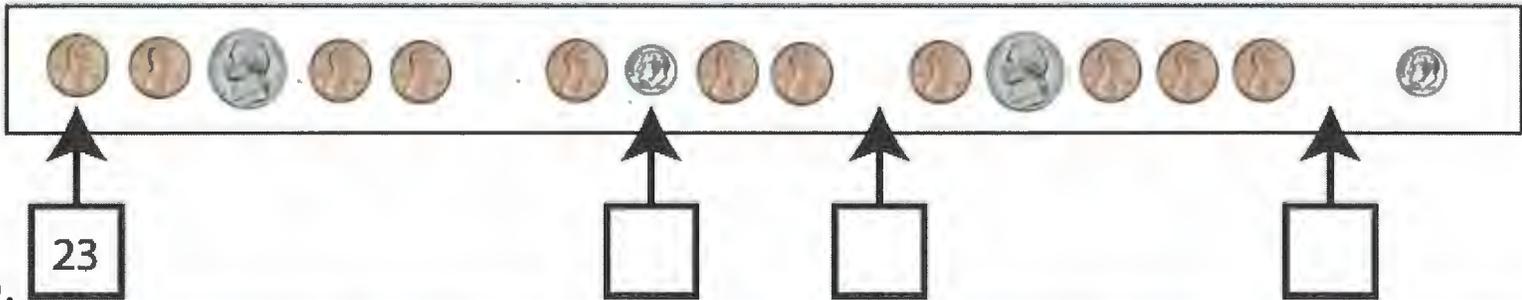
1NBT.A

1 Write the number that belongs in each empty box. Use the clues on the paths to help.

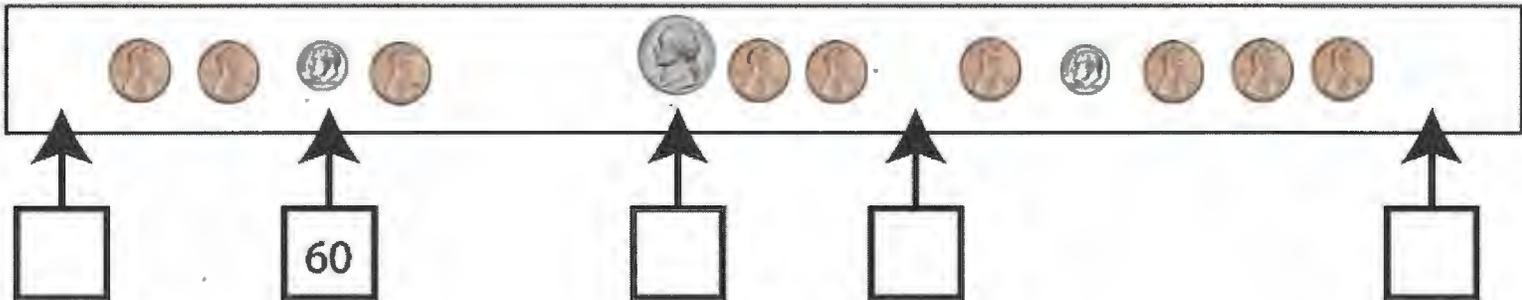
KEY

-  Penny every 1 step
-  Nickel every 5 steps
-  Dime every 10 steps

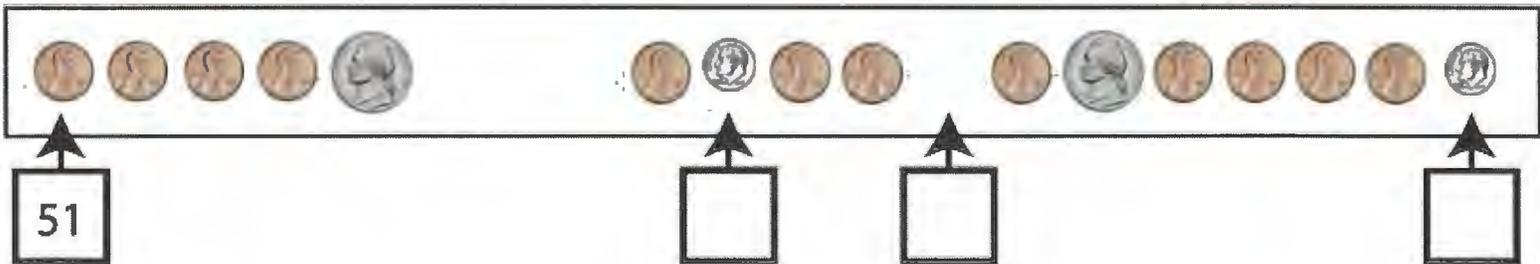
a.



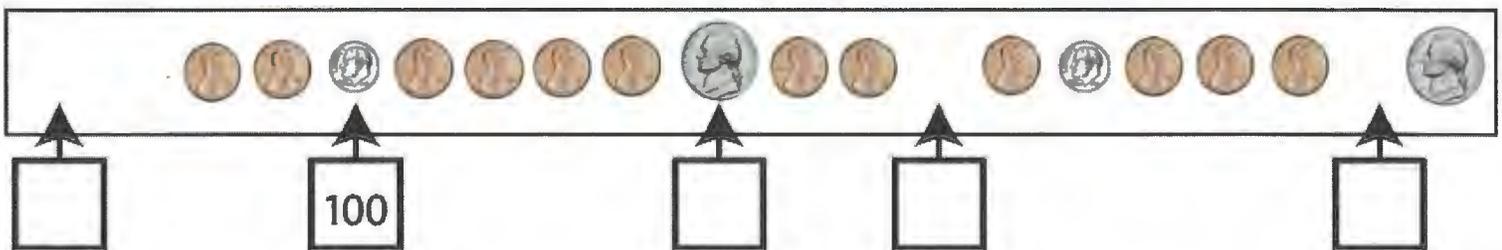
b.



c.



d.



- 2 Write the letters to show what belongs in each empty circle - a dime, a nickel, or a penny.

What belongs in each circle?
D = dime N = nickel P = penny

101

- 3 Maria made a paper glider. She flew it three times. Arrows A, B, and C on the Unifix cube runway below show where her glider landed each time. Write the number to tell where each arrow is.



- a Arrow A is pointing to cube _____.
- b Arrow B is pointing to cube _____.
- c Arrow C is pointing to cube _____.

Name:

1NBT.C

Name:

1NBT.C

Sample Proficiency-Based Report card

ATTENDANCE			
Term	T1	T2	T3
Days Present	48.7	50.1	50.9
Days Absent	3.3	2.87	3.15
Periods Tardy	2	3	0

Academic Performance Level for Elementary Rubric					
Name	Advanced	Proficient	Nearing Proficient	Novice	Taught but not Assessed
Score	4	3	2	1	X

1ST GRADE STANDARDS			
	Term		
	T1	T2	T3
ENGLISH & LANGUAGE ARTS			
READING FOUNDATIONAL SKILLS			
Identifies and produces words, syllables, and individual sounds	3	3	3
<i>Term 2 Comments: We have been focusing on finding the beginning, middle, and ending sounds in words. We have also been segmenting words and breaking words into syllables.</i>			
Uses phonetic strategies to read new words	3	3	3
<i>Term 1 Comments: Working on whole word reading. Term 2 Comments: We worked on blends and digraphs</i>			
Recognizes and reads grade-appropriate high frequency words	3	3	3
<i>Term 1 Comments: Can recognize and read start smart and unit 1 words. Term 2 Comments: This trimester we covered words in unit 2 and 3.</i>			
Reads grade level text orally with accuracy, appropriate rate, and expression		2	3
<i>Term 2 Comments: Making a lot of growth with reading fluency. Term 3 Comments: The end of the year goal is 47 words per minute. He read 59.</i>			
READING LITERATURE & INFORMATIONAL TEXT			
Comprehends what is read	3	2	3
<i>Term 2 Comments: Working on reading a grade level text independently and comprehending what was read. Term 3 Comments: Keep working on comprehension</i>			
LANGUAGE & WRITING			
Writes in complete sentences with capitalization and ending punctuation	2	3	3
<i>Term 1 Comments: Working on capitalization.</i>			
Uses accurate spelling of grade level words	2	3	2
<i>Term 1 Comments: We focused on short /a/, /o/, /i/, and /e/. We also learned about /ck/, l blends, r blends, and the flsz rule. Term 2 Comments: We covered the bossy e rule, soft c, soft g, /oo/, short vowels, digraphs, and ending blends. Term 3 Comments: Can spell words using sound spellings that were taught this school year</i>			
Writes on topic in logical sequence	2	3	3
<i>Term 1 Comments: We focused on personal narrative writing and informative writing. Term 2 Comments: This trimester we worked on informative writing and opinion writing.</i>			

1ST GRADE STANDARDS			
	Term		
	T1	T2	T3
<i>Term 3 Comments: This year we worked on informative writing, opinion writing, and personal narratives.</i>			
MATH			
NUMBERS & OPERATIONS IN BASE 10			
Reads, writes, and orders numerals to 120	2	3	3
<i>Term 1 Comments: Counting to 120. Writing to 99. By the end of first grade the goal is counting and writing to 120.</i>			
Counts forward and backward from any given number		3	3
Understands that two digit numbers are made up of tens and ones		3	3
Uses >, <, = to compare numbers	3	3	3
Uses place value to add one and two digit numbers		X	3
<i>Term 2 Comments: Taught but not assessed</i>			
Fluently finds 10 more or 10 less than a given number		3	3
<i>Term 3 Comments: Keep practicing this skill at home. Just start at any number and ask what is ten less or ten more.</i>			
OPERATIONS & ALGEBRAIC THINKING			
Uses strategies to add and subtract within 20	3	3	3
<i>Term 1 Comments: We worked on the count on strategy, number rack, draw a picture, and the number line. Term 2 Comments: We practice this skill everyday during our math talk.</i>			
Understands the relationship between addition and subtraction	3	3	3
<i>Term 1 Comments: We worked on fact families and applying that knowledge to different equations.</i>			
Adds and subtracts fluently within 10	2	3	3
<i>Term 1 Comments: Working on subtraction Term 3 Comments: Made so much growth this year!</i>			
Determines the unknown number in an addition and subtraction equation when two out of three numbers are given.		3	3
<i>Term 2 Comments: We have been working on finding different parts of addition and subtraction problems.</i>			

1ST GRADE STANDARDS			
	Term		
	T1	T2	T3
Models and solves addition and subtraction word problems within 20 using objects, drawings, and equations			X
<i>Term 3 Comments: Taught but not assessed</i>			
MEASUREMENT & DATA/GEOMETRY			
Orders and compares length using nonstandard units of measurement	X	X	
<i>Term 2 Comments: taught but not assessed</i>			
SCIENCE			
Demonstrates effort in Science	3	X	X
<i>Term 2 Comments: Taught but not assessed</i>			
<i>Term 3 Comments: Taught but not assessed.</i>			
SOCIAL STUDIES			
Demonstrates effort in Social Studies	3	X	X
<i>Term 2 Comments: Taught but not assessed</i>			
<i>Term 3 Comments: Taught but not assessed</i>			
CITIZENSHIP			
Works cooperatively with peers and adults	3	3	3
Shows respect towards peers & property	3	3	3
<i>Term 1 Comments: Respects peers and takes care of the classroom.</i>			
<i>Term 3 Comments: Always respectful and kind</i>			
Listens and follows directions	3	3	3
<i>Term 1 Comments: Amazing to have in class</i>			
Manages time and materials appropriately	3	3	3
<i>Term 1 Comments: Completes work in a timely manner and keeps materials organized</i>			
<i>Term 3 Comments: Stays organized in class and completes work in a timely manner.</i>			
Works independently	3	3	3
<i>Term 1 Comments: Does a great job working independently</i>			
COMMENTS			
Trimester 1			
<i>Term 1 Comments: It is so wonderful having him in class this year. He is hardworking, kind, positive, and very respectful. I'm so proud of all the growth he has made and I can't wait to see what he will accomplish next.</i>			
Trimester 2			
<i>Term 2 Comments: _____ has made so much growth this trimester in reading. He is kind, helpful, and a hard worker. Keep reading!</i>			
Trimester 3			
<i>Term 3 Comments: Your teacher for next year will be Mrs. Belanger. Have a great summer!</i>			
SPECIALS			
Art			
<i>Term 1 Comments: We started off the year with projects that helped us build the necessary skills to grow and expand our artistic abilities; working hard on hand-eye coordination, cutting, and color theory. We dived into a world of independent art and explored our creativity through self-led projects.</i>			
<i>Term 2 Comments: Our little artists have been working hard this winter developing and mastering skills such as; cutting, line work, and color theory. The month of January we dived deep into Art History expanding our knowledge on actual artists, different types of art and how to incorporate them into our work. The 1st grade has been studying Pablo Picasso and testing out cubism.</i>			
<i>Term 3 Comments: Our tiny artists have been exploring the world of art and learning about real life artists. This has been a lot of fun watching them recreate these masterpieces with their own flare. We will end the year immersing ourselves in creative freedom and independence. Have a fantastic summer!</i>			
Counseling			
<i>Term 1 Comments: For the first trimester we worked on understanding school-wide expectations, how our brain works to recognize and manage emotions, skills for learning (listening, focusing attention, following directions, self-talk for learning, being assertive), identifying feelings, and recognizing bullying.</i>			
<i>Term 2 Comments: For the second trimester we worked on empathy (understanding how others feel, handling accidents, understanding others may have different feelings about the same thing, and showing care and concern), emotion management (identifying feelings, managing strong feelings, and calming skills), reporting and refusing bullying, and problem solving.</i>			

1ST GRADE STANDARDS			
	Term		
	T1	T2	T3
<i>Term 3 Comments: For the third trimester we continued working on problem-solving (fair ways to play, inviting to join in, and handling name-calling), making and keeping friends, bullying bystander power, personal safety (car, bike, weapon, fire, water, animal, and walking safety), and touching safety (identify unsafe touch, do not keep secrets about touching, and the touching rule).</i>			
Health/Physical Education			
<i>Term 1 Comments: Throughout this trimester, students have been working hard to learn and demonstrating the 8 Locomotor Movement Skills (some of the basic ways we move our bodies from place to place). Using these skills with stop and start signals, tempos, directions and a good imagination—you can play just about anything! Students also had a throwing and catching unit where they worked with various implements to throw, catch and roll to themselves and with partners. Finally, students were able to put these skills together in station groups.</i>			
<i>Term 2 Comments: We opened up our jump rope unit a couple weeks ago! Students have been working to jump the rope in a non dynamic environment. During stations its been really fun to see students making safe choices with the equipment and using their communication skills to share space and equipment. Lastly, through this trimester we have been working on hand dribbling and shooting at a target.</i>			
<i>Term 3 Comments: Games, Games, Games!! Students have grown so much throughout the year in both their understanding of personal space and their ability to listen and demonstrate directions. As a result, we have been able to explore different warm up and skill reinforcement games. Dribbling and controlling a ball with our feet was super fun and new to some students. This was a great year! May you have a wonderful, active summer!</i>			
Information/Library Media			
<i>Term 1 Comments: First grade library has been focused on being independent library learners, selecting good fit books, and answering and asking key details about the story. Students have been working on using inferring to "read between the lines" and in the process we've read some new and classic children's stories. First graders love stories with humor and are eager to laugh with the stories.</i>			
<i>Term 2 Comments: First grade has been focusing on asking questions that wonder about the world and beginning to explore ways to answer them. We've listened to different stories from varying genres and worked to identify key details. The first grader's inquisitive questions and joyful learning make library a lively and enjoyable place to learn.</i>			
<i>Term 3 Comments: Thank you for a wonderful year of library! First grade finished the year by focusing on listening respectfully, broadening perspectives, and offering opinions in group discussions. Remember to turn in all library books and continue to read over the summer!</i>			
Music			
<i>Term 1 Comments: In Music, we have been working on steady beat and rhythm, as well as learning performance skills. We also have been preparing for the Veteran's Assembly, and our Holiday Concert which will be on December 11th.</i>			
<i>Term 2 Comments: In Music, we have been working on singing songs and playing different percussion instruments to work on rhythm. We have also been using our whole bodies and other tools like shakers and scarves to explore music.</i>			
<i>Term 3 Comments: In Music, we have been working on exploring different instruments and using body percussion to work on rhythm. We have also been using musical tools such as parachutes, stretchy bands, and ribbons to explore different types of songs.</i>			
Technology			
<i>Term 1 Comments: For the first trimester of Technology we review, what is technology? Remembering that technology is any tool that helps us solve a problem, from pencils to computers. Next we review that people who design and create things to solve problems are engineers. First graders practice their engineering skills and the steps in the engineering process by trying to solve their own problem. How do I keep a Lego Minifigure safe and get it to stay within the wind tunnel?</i>			
<i>Term 2 Comments: This trimester we focused on coding. In Kindergarten students are introduced to the idea of coding and learn what a programmer and coding are, as well as sequencing. We reinforce these concepts and build upon them by introducing terms such as bug and debugging. Just like Kindergarten we spend a lot of time sequencing both offline and online and using robots.</i>			
<i>Term 3 Comments: To finish off the school year and prepare for Second Grade, First Graders learn how to log into a Chromebook. They start this process in Kindergarten and are able to master it in First. Once all students are able to log into a Chromebook they are introduced to Google Drive. In Google Drive they learn how to create a Google Drawing file and start playing with the different</i>			

Sample Parent Letter - Progress Successful

To the family of _____,

I hope this letter finds you well. I am pleased to share an update on your student's academic progress.

We have recently completed our progress monitoring and I am happy to report that your student is performing at grade level. This means that their current skills and knowledge are meeting the expected standards for their grade.

While your student is doing well, there are always opportunities to continue building on their strengths and further develop their skills. We will continue to provide a challenging and supportive environment to help them grow and achieve their full potential. I look forward to talking with you at parent teacher conferences.

We value your partnership in your student's education and look forward to continuing our work together. Thank you for your continued support and involvement in your student's education.

Sincerely,

Sample Parent Letter - Progress Successful

To the family of _____,

I hope this letter finds you well. I am writing to provide you with an update of your student's academic progress.

While your student has made some progress, their performance is still below the benchmark for their grade level. I understand this may be concerning, and I want to assure you that we are dedicated to supporting them in reaching their full potential.

At Daly, we understand that every student learns differently, and it is our goal to tailor our approach to meet your student's individual needs. I will continue to monitor their progress closely and adjust our strategies as needed.

At parent teacher conferences next month, we can discuss their progress in more detail and I will answer any questions you may have. In the meantime, don't hesitate to reach out.

I value your partnership in your student's education and look forward to continuing our work together. Thank you for your continued support and involvement in your student's education.

Sincerely,

Daly Elementary House System



Teaching and learning through joyful experiences,
meaningful effort, and purposeful relationships.

Our Vision

We are creating a school community where every student is celebrated for academic excellence, respect, cooperation, teamwork, and accountability. Our House system brings this vision to life by fostering belonging, positive character development, and school-wide unity.

What is the House System?

All students and staff are sorted into houses—cross-grade teams that earn points while learning our core values through the Daly Dozen. Houses create meaningful relationships and a tight-knit community where students and staff support one another emotionally, socially, and academically through healthy competition and common goals.

Our Foundation: The Daly Dozen

The Daly Dozen guides positive behaviors and character development through:

- **Clear Expectations:** Safe, Respectful, Responsible, Ready to Learn
- **Consistent Teaching:** Daly Dozen lessons during House Meetings
- **Positive Reinforcement:** House Points (Daly Dollars) that celebrate appropriate behaviors
- **Tiered Support:** Individualized assistance for students with unique needs
- **Family Communication:** Positive phone calls and regular updates

The Power of Connection

In their house, students build relationships across all grade levels. We encourage housemates to support one another, creating a community where every member belongs, contributes, and thrives.

"Houses create families within a family, helping shy or lonely students feel part of something. Struggling students have support when needed. It's a great system that can change dynamics and culture for the better!"

~ Russell Staff

Daly's Six Houses:

- **House Equus** - House of Empathy (Black)
- **House Cavall** - House of Courage (Light Grey)
- **House Arklys** - House of Ambition (Red)
- **House Ziemel** - House of Zealous (Dark Grey)
- **House Ihhashi** - House of Integrity (White)
- **House Farasi** - House of Friendship (Maroon)

Who Is in a House?:

Every student and staff member will be sorted into one of the six houses and remain in that house throughout their time at Daly. This includes all certified and classified staff, with two exceptions: Mrs. Dowd and Mr. Holland belong to all houses, and classified staff may be reassigned based on the students they support

New Students:

New students will be assigned to a house during enrollment. Teachers and support staff will see the student's house assignment in the New Student Email.

Daly Dozen

1: Build Relationships

- Make eye contact when someone is speaking
- Shake hands and repeat names when meeting new people
- Greet teachers in the hall by name

2: Be A Good Sport

- Congratulate the winner or those who do well
- Don't brag when you win or show anger when you lose

3: Be A Leader

- Respect others' comments, opinions, and ideas
- Report bullying and stand up for what you believe in

4: Have Good Manners

- Say thank you when given something
- Don't insult gifts or givers
- Take only your fair share of food
- Don't ask for rewards

5: Be A Good Citizen

- Follow all classroom rules and protocols, even with substitutes
- Stay organized
- Remain quiet during assemblies

6: Clean Up After Yourself

- Keep yourself and bathrooms clean
- Dispose of your own trash

7: Be Courteous

- Pick up dropped items nearby
- Hold doors for others
- Say "excuse me" when bumped, even if not your fault

8: We Are Part of a Community

- Enter public buildings quietly on field trips
- Compliment places you visit
- Thank everyone when returning from trips

9: Have a Growth Mindset

- Learn from mistakes and move on
- Always give your best effort

10: Practice Good Habits

- Make swift, quiet, orderly transitions
- Walk in line with arms at your sides
- Never cut in line

11: Positive Attitude

- Be positive and enjoy life
- Live without regrets

12: Be YOU!

- Always be honest
- Seize the day
- Be the best person you can be

Math Student Outcomes

Universal Number Sense Screener Data K-4		
Grade	Spring 21-22	Spring 24-25
Kindergarten	56%	70%
First Grade	67%	72%
2nd Grade	39%	55%
3rd Grade	16%	27%
4th Grade	23%	48%

These numbers show the percentage of Students Scoring Proficient or Advanced on the Universal Number Sense Screener from 2021-22 school year through the 2024-25 school year.

* Our current 4th graders are the first class to have used our new curriculum from Kindergarten through 4th grade, with teachers who received professional development around current best practices.

Reading Student Outcomes

Acadience Learning Data K-4		
Grade	Spring 22-23	Spring 24-25
Kindergarten	58%	66%
First Grade	48%	60%
2nd Grade	58%	66%
3rd Grade	53%	52%
4th Grade	65%	57%

*These numbers show the percentage of Students Scoring Proficient or Advanced on the Acadience Assessment from 2022-23 through 2024-25.

*Our current 2nd graders are the first class taught by Science of Reading-trained teachers throughout their elementary years, starting in Kindergarten.

Middle School
Supporting Documents

HMS Purpose

Our purpose as Hamilton Middle School educators is to:

- **Create a positive and supportive *learning* environment**
- **Develop a solid base of social and academic skills such that students are proficient at grade-level standards, demonstrate academic perseverance, and leave our halls ready to transition to high school**
- **Teach students to be good humans who are empathetic and purposeful, well-rounded contributors to society**
- **Foster life-long learners who are critical thinkers, creative problem solvers, and efficient, effective communicators**
- **Model and promote healthy lifestyles**
- **Enrich lives and meet the needs of the community**

Broncs Take on the World

Skills ALL Broncs need to succeed:

- Grit and resilience
- Critical thinking
- Organization
- Collaboration
- Problem-solving
- Perseverance (learning from mistakes)
- Time management and punctuality
- Responsibility and accountability
- Creativity
- Leadership
- Integrity
- Meeting and exceeding expectations
- Collaboration
- Respect (for others and self)
- Transferability (of skills *and* knowledge)
- Sense of curiosity
- Self-advocacy
- Reflection
- Contribution (to family, school, community)
- Empathy and kindness
- Conscientiousness
- Writing clearly; reading for fun
- Effective studying
- Working knowledge of academic content areas
- Public Speaking (discuss, debate, participate, present)

5th Grade Focus Standards

English Language Arts

RL 5.1 RI 5.1	Quote accurately from a text.
RF5.4	Read fluently and understand the text.
W5.4	Write clearly and coherently, appropriate to purpose and audience
W5.7	Research information from several sources.
SL5.4	Report on a topic with logical ideas, facts, and details. Speak clearly at an understandable pace.
L5.1	Understand and use correct grammar including prepositions, conjunctions, and interjections when writing and speaking
L5.2	Use correct capitalization, punctuation, and spelling when writing.
L5.4	Determine the meaning of a word using context clues, Greek & Latin affixes and roots, or reference materials.
L5.5	Understand figurative language: similes, metaphors, idioms, adages, proverbs.

Mathematics

5.NBT.b.7	Multiply and divide multi-digit numbers to the hundredths place.
5.OA.a.2	Write and solve numerical expressions using the order of operations.
5.NBT.a.1	Understand that place value is 10X larger than the place to the right and 1/10 as large as the place to the left.
5.NBT.a.3	Read, write, and compare decimals to the thousandths place.
5.NF.4.a. 7	Use equivalent fractions to add and subtract fractions and mixed numbers with unlike denominators. Use understanding of fractions to decide if answers are reasonable.
5.MD.3	Define and understand perimeter, area, and volume.
5.G.3	Understand that all two-dimensional figures within a category share the same attributes.

Grade 5 Science Rubric

- **A - Exceeds Expectations**
- **B - Meets Expectations**
- **C - Approaching Expectations**
- **D - Below Expectations**

5-PS-1: Use models and graphs to describe the physical world in terms of heating and cooling and creating new substances

Level 4 – Exceeds Expectations:

The student creates detailed and accurate models and graphs that clearly represent the effects of heating and cooling on matter. They confidently explain both physical and chemical changes using scientific vocabulary, and connect these changes to real-world examples.

Level 3 – Meets Expectations:

The student accurately uses models and graphs to show how heating and cooling can change matter. They can describe the difference between physical and chemical changes and provide relevant examples.

Level 2 – Approaching Expectations:

The student attempts to use models or graphs but may include incomplete or partially accurate information. Their explanations of changes in matter are general and may lack clarity or specific scientific terms.

Level 1 – Needs Support:

The student provides little or incorrect information in their models or graphs. Their explanation shows misunderstanding or confusion about the effects of heating and cooling on matter.

5-PS-2: Understanding gravity and how it relates to the mass of an object

Level 4 – Exceeds Expectations:

The student provides a detailed explanation of gravity and its relationship to mass, using real-world examples and scientific language. They may design or analyze models or experiments to deepen their understanding.

Level 3 – Meets Expectations:

The student clearly explains the relationship between gravity and mass and uses accurate examples to demonstrate their understanding.

Level 2 – Approaching Expectations:

The student shows partial understanding of gravity and mass. Their explanation may be vague or contain minor errors, and examples may not fully support their ideas.

Level 1 – Needs Support:

The student gives a limited or incorrect explanation of gravity and mass and does not show understanding of how the two are related.

5-LS-2: Design a model to describe the relationships between water, plant, and animal cycles on Earth

Level 4 – Exceeds Expectations:

The student designs a highly detailed and accurate model that shows how water, plant, and animal cycles are connected. Their explanation clearly describes interdependence using scientific vocabulary.

Level 3 – Meets Expectations:

The student creates a model that accurately shows the relationships between water, plant, and animal cycles. They can explain how these systems interact in a clear and organized way.

Level 2 – Approaching Expectations:

The student's model includes some correct elements but lacks detail or clarity. Their explanation may be general or missing key ideas about how cycles are connected.

Level 1 – Needs Support:

The student provides an incomplete or inaccurate model and shows limited understanding of water, plant, and animal cycle relationships.

5-ESS-1: Use data to explain the relative distance of planets in relation to the sun and how patterns of night and day change with the seasons

Level 4 – Exceeds Expectations:

The student uses data accurately to create a model of planetary distances and clearly explains how Earth's rotation and revolution affect day, night, and seasonal patterns. Their explanation demonstrates strong understanding and uses precise vocabulary.

Level 3 – Meets Expectations:

The student uses data to describe the relative distances of planets from the sun and explains how day/night and seasons are affected by Earth's movement in space.

Level 2 – Approaching Expectations:

The student attempts to use data but includes inaccuracies. Their explanation of night/day or seasonal changes may be unclear or incomplete.

Level 1 – Needs Support:

The student provides limited or incorrect information and shows confusion about planetary distance, day/night, or seasonal changes.

5-ESS-2: Develop a model, describe, and graph the Earth's spheres and distribution of water

Level 4 – Exceeds Expectations:

The student creates a detailed and accurate model of Earth's spheres and includes a clear, well-labeled graph showing water distribution. They explain interactions between spheres and use appropriate terminology.

Level 3 – Meets Expectations:

The student models Earth's spheres correctly and includes a graph showing basic water distribution. They can describe how Earth's systems connect and interact.

Level 2 – Approaching Expectations:

The student creates a basic or partially correct model. Their graph may be missing elements or lack clarity, and their explanation of Earth's spheres is limited.

Level 1 – Needs Support:

The student provides minimal or incorrect information. Their model and graph are unclear or missing, and they show little understanding of Earth's systems.

5-ETS-1: Define a need and design a solution while using the scientific method. Carry out controlled tests and describe your findings

Level 4 – Exceeds Expectations:

The student identifies a real-world problem and designs a thoughtful, creative solution. They carry out controlled experiments with clear procedures, collect data accurately, and explain their findings with strong analysis and reflection.

Level 3 – Meets Expectations:

The student identifies a need, proposes a logical solution, and follows the scientific method to test their idea. They explain the steps taken and describe their results.

Level 2 – Approaching Expectations:

The student attempts to define a problem and design a solution but may not clearly follow the scientific method. Their test and explanation may lack organization or detail.

Level 1 – Needs Support:

The student struggles to identify a problem or design a solution. Their process is unclear or incomplete, and they provide little or no explanation of their findings.

Timeline Grading Rubric

	Excellent 7	Good 5	Satisfactory 3	Needs Improvement 1
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
Documentation of Events	The timeline contains all 13 significant events. This includes date and description.	The timeline contains at least 9-12 significant events. This includes date and description.	The timeline contains at least 5-8 significant events. This includes date and description.	The timeline contains less than 5 significant events. This includes date and description.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for the events that were reported on the timeline.
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	At least 9-12 of the dates are accurate or sequences are in the proper order.	At least 5-8 of the dates are accurate or sequences are in the proper order.	Less than 5 of the dates are accurate or sequences are in the proper order.
Sentence Fluency	Events are clearly described using accurate and vivid language	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate.	Events are described using vague language or inaccurate information.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.
Style & Organization	The timeline was set up to cover the relevant time period. It contains appropriate yearly gradations of set intervals	The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals.	The timeline was set up to cover most of the relevant time period. It contains appropriate yearly gradations.	The time period covered was in appropriate. Yearly divisions were not uniform.
Mechanics	Punctuation, spelling, and capitalization were checked and are correct throughout.	Punctuation, spelling, and capitalization were checked and are mostly correct.	Punctuation, spelling, and capitalization are somewhat correct and may or may not have been checked.	There are many punctuation, spelling, and capitalization errors.

Theater Performance Grading Rubric

Criteria	Mastery Level 5	Mastery Level 4	Mastery Level 3	Mastery Level 2	Mastery Level 1
Memorization	All of the lines were memorized.	Almost all (or most) of the lines were memorized.	There was some stumbling for the lines.	Fewer than half the lines were memorized.	The actor carried the script and read the notes.
Volume	Could be heard for the entire scene.	Could be heard for almost all of the scene, but some lines were mumbled.	Volume was a problem for much of the time.	Could be heard rarely but the overall presentation was inaudible.	Could not be heard.
Articulation	All words clearly articulated and thus clearly understood.	Most words clearly articulated but there were a few moments that were unclear.	Some of the words were clearly articulated and clearly understood.	The articulation was unclear for most of the scene.	Not understandable because of the articulation.
Clarity of Dramatization	The character's wants and needs were clear.	Most of the character's wants and needs were clear.	Some of the character's wants and needs were evident.	Hardly any of the character's wants and needs were clear.	The character seemed to be without wants and needs.
Movement	Use appropriate movements and gestures.	Used mostly appropriate movements and gestures.	Used some appropriate movements and gestures.	Used inappropriate movements and gestures.	Used no or minimal movement.
Character Development	Created a fully developed character and remained within that character for the full scene.	Created a developed character and acted within that character for the full scene.	Developed a character but did not stay within its confines for the full scene.	There was little character development.	There was little evidence of creating a character.

Name: _____

Class Period: _____

Narrative Writing Checklist

	Structure	Not Yet	Starting To	Yes!
Overall	I wrote a true story from my own life that is a small moment (10-30 minutes of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a story beginning using one of the four strategies I learned in class: action, dialogue, description, or inner thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I gave the reader a sense of closure by showing how the conflict was resolved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	The plot moves forward in an effective way, creating tension and interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I developed the action to convey the big ideas, emotions, and character development in my story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I developed the dialogue/inner thinking to convey the big ideas, emotions, and character development in my story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I developed the description to convey the big ideas, emotions, and character development in my story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Conventions			
Spelling	I used spellcheck to check for correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I punctuated dialogue sections accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AI Interview Project Rubric

CRITERIA	4 - Excellent	3 - Good	2 - Satisfactory	1 - No Effort
Author Research (Part 1)	Thorough, accurate research completed. Shows deep understanding of the author's background, themes, and influences. Clearly supports thoughtful interview preparation.	Accurate research completed. Demonstrates a good understanding of the author's background and themes. Some evidence of preparation for the interview.	Basic research completed. Shows limited understanding of the author's background, themes, and influences.	Minimal or inaccurate research. Lacks details on the author's background or themes.
Plot Diagram (Part 1)	All required parts of the plot diagram are accurately completed, and they show critical thinking	All required parts of the plot diagram are accurately completed	Some parts of the plot diagram are left blank and/or they are not filled in accurately	Many parts of the plot diagram are left blank and/or are incorrect
Question Design (Part 1)	10 or more thoughtful, relevant questions prepared. Questions cover character motivation, plot, themes, and author's purpose in depth, showing insight and critical thinking.	10 relevant questions prepared. Covers character motivation, plot, and themes with some insight and critical thinking.	5-7 questions prepared with basic relevance to the author and novel. Limited depth or variety in topics covered.	Fewer than 5 questions prepared or questions are not relevant to the author or novel.
Engagement in Interview (Part 2)	Engaged thoughtfully with Gemini "author," asking follow-up questions based on responses. Shows focus and enthusiasm throughout.	Engaged well, asking some follow-up questions. Stayed focused on the author's career and novel.	Limited engagement, with few follow-up questions. Some focus but lacks engagement with key details of the author or novel.	Little or no engagement. Lacks follow-up questions and focus. Interview does not reflect effort or understanding of the author.
Post-Interview Reflection (Part 2)	Insightful reflection showing deep analysis of interview realism, accuracy, and learning outcomes. Identifies specific points and ideas for improvement or future interest.	Thoughtful reflection showing good analysis. Addresses realism, accuracy, and learning outcomes with some suggestions for improvement or future interest.	Basic reflection covers some key points, but lacks depth in analyzing realism, accuracy, or learning outcomes.	Minimal or no reflection. Little analysis or insight into the experience, realism, or accuracy of the interview.

Student Language

1. Define what a ratio and a rate is and then use ratios and rates along with multiplication and division to solve problems.
2. Define a percent as a rate out of 100 and then use that rate to find the percent of a number. Find out what the whole is when given the part and the percent.
3. Divide a fraction by a fraction using visual models and equations to solve problems.
4. Understand that positive and negative numbers can describe quantities that are opposite in direction or value (temperature/credit/debit) and use them to represent quantities in real-world situations; locate these positive and negative numbers on a number line.
5. Label and define all the parts of an algebraic expression and an algebraic equation. Write an expression or equation to represent a real-world or mathematical problem.
6. Solve one-step equations that have one variable by applying addition/subtraction/multiplication/division to both sides of the equation.
7. Find the area of a variety of triangles and other shapes by arranging them into rectangles or breaking them apart into other shapes.

IXL-LevelUp-Diagnostic-Results-Hamilton-Middle-School-teacher-2025-10-21

Teacher	Student count	Overall math - Above grade	Overall math - On grade
Debbie Ashmore	32	0	4
Amy Atkinson	40	6	10
Joe Byrne	47	8	11
Adam Genovese	12	0	0
Kiersten Gramps	43	0	2
Jordan Harrison	101	13	18
Kelli Hollingsworth	34	2	9
Ashley Johnson	122	23	17
Amanda Kirkbride	22	5	5
Alivia Milyko	101	13	18
Danny Mitchell	7	0	0
Deanna Navarro	18	0	2
Katie Neal	20	5	3
Laurie Osborne	94	24	17

Overall math - Below grade	Overall math - Far below grade	Overall math - Incomplete
6	22	0
18	5	1
20	6	2
0	11	1
5	36	0
18	52	0
11	12	0
21	61	0
4	7	1
18	52	0
0	7	0
1	14	1
6	6	0
30	23	0

Measurement and Data - Above grade	Measurement and Data - On grade
0	2
9	11
11	13
0	0
0	0
0	0
3	7
0	0
6	6
0	0
0	0
0	0
5	4
0	0

Measurement and Data - Below grade	Measurement and Data - Far below grade
1	11
15	4
16	5
0	5
0	0
0	0
14	10
0	0
3	6
0	0
0	0
0	0
4	7
0	0

IXL-LevelUp-Diagnostic-Results-Hamilton-Middle-School-2025-10-21 (1)

ID	File	Teacher(s)	Grade	Date of completion	Language
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Deanna Navarro	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Danny Mitchell	8	(09/10/2025)	English
		Kiersten Gramps, Jordan Harrison, Lindsay Parker	8	(09/12/2025)	English
		Kiersten Gramps, Jordan Harrison, Lindsay Parker	8	(09/15/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Adam Genovese	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Kiersten Gramps, Jordan Harrison, Lindsay Parker	8	(09/12/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Danny Mitchell	8	(10/14/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Deanna Navarro, Lindsay Parker	8	(09/19/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Danny Mitchell	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Kiersten Gramps, Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/12/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English
		Jordan Harrison, Lindsay Parker	8	(09/10/2025)	English

Overall ELA score	Overall ELA tier	Overall reading score	Overall reading scale score	Overall reading tier
730	Below grade	830	265.95	Above grade
265	Far below grade	330	215.16	Far below grade
1040	Above grade	1060	279.31	Above grade
220	Far below grade	120	180.12	Far below grade
705	Below grade	630	248.71	Far below grade
775	On grade	760	259.97	On grade
715	Below grade	650	250.78	Far below grade
1070	Above grade	1040	278.17	Above grade
40	Far below grade	40	136.14	Far below grade
905	Above grade	990	275.55	Above grade
875	Above grade	770	261.02	On grade
1080	Above grade	1,100	286.89	Above grade
710	Below grade	710	256.04	Below grade
680	Below grade	560	242.2	Far below grade
840	Above grade	660	251.38	Below grade
910	Above grade	890	270.04	Above grade
535	Far below grade	580	244.21	Far below grade
550	Far below grade	360	218.88	Far below grade
780	On grade	780	261.53	On grade
755	Below grade	810	264.14	On grade
885	Above grade	780	262.05	On grade
985	Above grade	990	275.44	Above grade
835	Above grade	720	256.54	Below grade
1,100	Above grade	1,100	303.82	Above grade
410	Far below grade	310	213.36	Far below grade
1,100	Above grade	1,100	291.37	Above grade
1,100	Above grade	1,100	282.92	Above grade
1045	Above grade	990	275.43	Above grade
490	Far below grade	420	227.53	Far below grade
825	On grade	710	255.58	Below grade
400	Far below grade	320	213.75	Far below grade
755	Below grade	840	266.54	Above grade
745	Below grade	680	253.7	Below grade
885	Above grade	890	270.16	Above grade
520	Far below grade	500	236.62	Far below grade
950	Above grade	870	268.66	Above grade

1,100	Above grade	1,100	300.53	Above grade
1030	Above grade	960	273.86	Above grade
1,100	Above grade	1,100	286.55	Above grade
615	Far below grade	600	246.06	Far below grade
1,100	Above grade	1,100	288.06	Above grade
535	Far below grade	550	241.2	Far below grade
765	On grade	820	265.29	On grade
130	Far below grade	130	184.48	Far below grade
620	Far below grade	700	255.21	Below grade
630	Far below grade	550	241.94	Far below grade
660	Below grade	630	248.73	Far below grade
860	Above grade	790	262.36	On grade
940	Above grade	990	275.19	Above grade
80	Far below grade	80	166.91	Far below grade
535	Far below grade	480	234.99	Far below grade
825	On grade	800	263.3	On grade
1,100	Above grade	1,100	335.11	Above grade
900	Above grade	870	269.09	Above grade
1015	Above grade	960	274.03	Above grade
370	Far below grade	340	215.49	Far below grade
885	Above grade	680	253.26	Below grade
805	On grade	720	256.31	Below grade
715	Below grade	580	244.28	Far below grade
570	Far below grade	630	248.42	Far below grade
855	Above grade	920	271.48	Above grade
720	Below grade	540	240.98	Far below grade
545	Far below grade	520	238.64	Far below grade
690	Below grade	740	258.13	Below grade
1080	Above grade	1,100	287.49	Above grade
1,100	Above grade	1,100	302.32	Above grade
650	Far below grade	580	244.44	Far below grade
--	--	--	--	--
605	Far below grade	440	230.48	Far below grade
--	--	--	--	--
710	Below grade	820	264.84	On grade
375	Far below grade	360	217.51	Far below grade
960	Above grade	990	275.42	Above grade
580	Far below grade	490	235.21	Far below grade

Overall writing & language score	Overall writing & language scale score	Overall writing & language tier
	630	202.98 Far below grade
<200		144.3 Far below grade
	1020	236.75 Above grade
	320	162.22 Far below grade
	780	216.84 On grade
	790	217.4 On grade
	780	216.2 On grade
	1,100	248.28 Above grade
<200		121.05 Far below grade
	820	219.67 On grade
	980	233.56 Above grade
	1060	240.8 Above grade
	710	210.31 Below grade
	800	217.96 On grade
	1020	236.65 Above grade
	930	229.49 Above grade
	490	187.38 Far below grade
	740	213.25 Below grade
	780	216.6 On grade
	700	209.49 Below grade
	990	234.18 Above grade
	980	233.38 Above grade
	950	230.66 Above grade
	1,100	253.94 Above grade
	510	188.64 Far below grade
	1,100	247.34 Above grade
	1,100	255.43 Above grade
	1,100	245.8 Above grade
	560	194.55 Far below grade
	940	229.9 Above grade
	480	185.35 Far below grade
	670	207.12 Below grade
	810	219.33 On grade
	880	225.43 Above grade
	540	192.85 Far below grade
	1030	237.91 Above grade

Reading: Informational Text score	Reading: Informational Text tier	Reading: Literature score
800	On grade	860
300	Far below grade	350
1010	Above grade	1,100
110	Far below grade	130
570	Far below grade	680
670	Below grade	870
620	Far below grade	680
1070	Above grade	1010
<100	Far below grade	<100
950	Above grade	1050
760	On grade	780
1,100	Above grade	1,100
660	Below grade	780
530	Far below grade	580
630	Far below grade	690
850	Above grade	940
590	Far below grade	570
360	Far below grade	370
750	Below grade	810
850	Above grade	770
760	On grade	800
1000	Above grade	990
700	Below grade	730
1,100	Above grade	1,100
320	Far below grade	310
1,100	Above grade	1,100
1,100	Above grade	1,100
1000	Above grade	980
430	Far below grade	420
670	Below grade	740
300	Far below grade	330
870	Above grade	820
690	Below grade	680
870	Above grade	920
460	Far below grade	540
910	Above grade	830

Reading: Literature tier	Language score	Language tier	Writing score	Writing tier
Above grade	620	Far below grade	650	Far below grade
Far below grade	250	Far below grade	<200	Far below grade
Above grade	1010	Above grade	1020	Above grade
Far below grade	310	Far below grade	340	Far below grade
Below grade	770	On grade	800	On grade
Above grade	740	Below grade	870	Above grade
Below grade	770	On grade	790	On grade
Above grade	1,100	Above grade	1,100	Above grade
Far below grade	<200	Far below grade	<200	Far below grade
Above grade	860	Above grade	760	On grade
On grade	950	Above grade	1010	Above grade
Above grade	1070	Above grade	1050	Above grade
On grade	650	Far below grade	800	On grade
Far below grade	770	On grade	820	On grade
Below grade	1010	Above grade	1020	Above grade
Above grade	950	Above grade	910	Above grade
Far below grade	500	Far below grade	490	Far below grade
Far below grade	720	Below grade	760	On grade
On grade	810	On grade	740	Below grade
On grade	690	Below grade	720	Below grade
On grade	970	Above grade	1000	Above grade
Above grade	970	Above grade	980	Above grade
Below grade	950	Above grade	940	Above grade
Above grade	1,100	Above grade	1,100	Above grade
Far below grade	520	Far below grade	490	Far below grade
Above grade	1,100	Above grade	1,100	Above grade
Above grade	1,100	Above grade	1,100	Above grade
Above grade	1,100	Above grade	1,100	Above grade
Far below grade	570	Far below grade	540	Far below grade
Below grade	900	Above grade	980	Above grade
Far below grade	490	Far below grade	460	Far below grade
On grade	690	Below grade	650	Far below grade
Below grade	830	Above grade	800	On grade
Above grade	860	Above grade	910	Above grade
Far below grade	540	Far below grade	540	Far below grade
Above grade	980	Above grade	1080	Above grade

DAILY BREAKS

Turn in card at end of day. Unused breaks build points. Lost card = no breaks.

NAME:

DATE:



5

5

TEACHER INITIALS & TIME

DAILY BREAKS

Turn in card at end of day. Unused breaks build points. Lost card = no breaks.

NAME:

DATE:



5

5

TEACHER INITIALS & TIME

DAILY BREAKS

Turn in card at end of day. Unused breaks build points. Lost card = no breaks.

NAME:

DATE:



5

5

TEACHER INITIALS & TIME

DAILY BREAKS

Turn in card at end of day. Unused breaks build points. Lost card = no breaks.

NAME:

DATE:



5

5

TEACHER INITIALS & TIME

RULES

- PICK UP YOUR CARD EVERY MORNING FROM THE OFFICE
- LOST CARD = NO BREAKS
- TURN YOUR CARD IN AT THE END OF THE DAY
- BREAKS CAN BE WITH LANT, SCHOOL COUNSELOR, OR MS ANNA & MANDY
- 1,000 SAVED POINTS FROM ALL STUDENTS = PARTY!

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- 1,000 SAVED POINTS FROM ALL STUDENTS = PARTY!



Check-In, Check-Up, Check-Out

Name: _____

Date: _____

Today's Goal: _____

I'm Working Towards: _____

Check-In:

Pen/Pencil _____

Paper _____

Planner _____

Mentor's Initials _____

Expectations	Block 1	Block 2	Block 3	Block 4	Block 5
1) Remaining in class *May use break punch card without penalty, see below*	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
2) Appropriate Interactions with peers / Not Disruptive of others	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3) No missing work	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3.) Daily assignments are complete	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total					
Teacher & Student Initials					
AWESOMENESS! Please comment on successes here!					

Daily Point Total: _____ / Points Possible _____ = _____ %

KEY:

2 = Consistently met expectations

1 = Partially met expectations

0 = Did not meet expectations at all

Check-Out:

Form Copied _____

% Calculated _____

Planner/Homework _____

Student Signature: _____

Allowed Breaks

may use during any block

Teacher/location and Time on break ->

5 min

5 min

5 min

10 min

15 min

Current levels (Aug 21, 2025 - Oct 20, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall ELA levels



Reading



Writing & Language



Grade 5



Reading Foundational Skills



Reading Informational Text



Reading Literature



Writing & Language Language



Writing & Language Writing



Current levels (Aug 21, 2025 - Oct 20, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall ELA levels



Reading



Writing & Language



Grade 6



Reading | Informational Text



Reading | Literature



Writing & Language | Language



Writing & Language | Writing



Current levels (Aug 21, 2025 - Oct 20, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall ELA levels



Reading



Writing & Language



Grade 7



Reading | Informational Text



Reading | Literature



Writing & Language | Language



Writing & Language | Writing



Current levels (Aug 21, 2025 - Oct 20, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall ELA levels



Reading



Writing & Language



Grade 8



Reading | Informational Text



Reading | Literature



Writing & Language | Language



Writing & Language | Writing





Hamilton K-12 Schools

ELA, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: 323

- Novice
19 Students (19%)
- Partially Proficient
21 Students (21%)
- Proficient
43 Students (42%)
- Advanced
19 Students (19%)

Organization	Average Scale Score
Montana	315

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	52
Informational Text Reading Comprehension	56

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Hamilton Middle School	102		19 (19%)	21 (21%)	43 (42%)	19 (19%)	323

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	105		22 (21%)	21 (20%)	62 (59%)
Literary Testlet, Beginning of Year	105		29 (28%)	31 (30%)	45 (43%)
Informational Testlet, Middle of Year	105		15 (14%)	30 (29%)	60 (57%)
Literary Testlet, Middle of Year	105		25 (24%)	32 (30%)	48 (46%)



Hamilton K-12 Schools

ELA, 5th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	103		21 (20%)	30 (29%)	52 (50%)
Literary Testlet, End of Year	103		19 (18%)	29 (28%)	55 (53%)

Performance Task

Performance Task Score



Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	104	52 (50%)	33 (32%)	18 (17%)	1 (1%)
Written Expression - Purpose / Development	104	71 (68%)	27 (26%)	6 (6%)	0 (0%)
Knowledge of Language and Conventions	104	40 (38%)	37 (36%)	27 (26%)	



Hamilton K-12 Schools

ELA, 6th Through-Year Assessment

Achievement Summary



Average Scale Score: 319

- Novice
18 Students (14%)
- Partially Proficient
31 Students (25%)
- Proficient
61 Students (49%)
- Advanced
15 Students (12%)

Organization	Average Scale Score
Montana	309

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	51
Informational Text Reading Comprehension	52

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Hamilton Middle School	125		18 (14%)	31 (25%)	61 (49%)	15 (12%)	319

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	126		26 (21%)	51 (40%)	49 (39%)
Literary Testlet, Beginning of Year	126		30 (24%)	31 (25%)	65 (52%)
Informational Testlet, Middle of Year	128		17 (13%)	30 (23%)	81 (63%)
Literary Testlet, Middle of Year	128		23 (18%)	40 (31%)	65 (51%)



Hamilton K-12 Schools

ELA, 6th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	126		16 (13%)	49 (39%)	61 (48%)
Literary Testlet, End of Year	126		18 (14%)	25 (20%)	83 (66%)

Performance Task

Performance Task Score



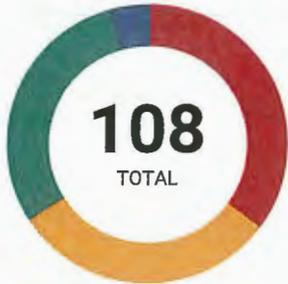
Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	127	30 (24%)	50 (39%)	38 (30%)	9 (7%)
Written Expression - Purpose / Development	127	57 (45%)	55 (43%)	13 (10%)	2 (2%)
Knowledge of Language and Conventions	127	26 (20%)	63 (50%)	38 (30%)	



Hamilton K-12 Schools

ELA, 7th Through-Year Assessment

Achievement Summary



Average Scale Score: 306

- Novice
38 Students (35%)
- Partially Proficient
33 Students (31%)
- Proficient
32 Students (30%)
- Advanced
5 Students (5%)

Organization	Average Scale Score
Montana	312

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	44
Informational Text Reading Comprehension	48

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Bitterroot Polytech 7-8	4		2 (50%)	2 (50%)	0 (0%)	0 (0%)	282
Hamilton Middle School	104		36 (35%)	31 (30%)	32 (31%)	5 (5%)	307

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	111		29 (26%)	33 (30%)	49 (44%)
Literary Testlet, Beginning of Year	111		47 (42%)	37 (33%)	27 (24%)
Informational Testlet, Middle of Year	109		37 (34%)	42 (39%)	30 (28%)



Hamilton K-12 Schools

ELA, 7th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Literary Testlet, Middle of Year	109		46 (42%)	34 (31%)	29 (27%)
Informational Testlet, End of Year	110		46 (42%)	32 (29%)	32 (29%)
Literary Testlet, End of Year	110		46 (42%)	42 (38%)	22 (20%)

Performance Task

Dimensions	Total Students	Performance Task Score			
		0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	107	69 (64%)	29 (27%)	9 (8%)	0 (0%)
Written Expression - Purpose / Development	107	93 (87%)	14 (13%)	0 (0%)	0 (0%)
Knowledge of Language and Conventions	107	52 (49%)	45 (42%)	10 (9%)	0 (0%)



Hamilton K-12 Schools

ELA, 8th Through-Year Assessment

Achievement Summary



Average Scale Score: 304

- Novice
52 Students (39%)
- Partially Proficient
42 Students (31%)
- Proficient
37 Students (27%)
- Advanced
4 Students (3%)

Organization	Average Scale Score
Montana	311

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	44
Informational Text Reading Comprehension	46

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Bitterroot Polytech 7-8	10		5 (50%)	3 (30%)	2 (20%)	0 (0%)	289
Hamilton Middle School	125		47 (38%)	39 (31%)	35 (28%)	4 (3%)	305

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	133		43 (32%)	32 (24%)	58 (44%)
Literary Testlet, Beginning of Year	134		60 (45%)	27 (20%)	47 (35%)
Informational Testlet, Middle of Year	136		52 (38%)	38 (28%)	46 (34%)



Hamilton K-12 Schools

ELA, 8th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Literary Testlet, Middle of Year	136		51 (38%)	36 (26%)	49 (36%)
Informational Testlet, End of Year	136		54 (40%)	46 (34%)	36 (26%)
Literary Testlet, End of Year	136		54 (40%)	41 (30%)	41 (30%)

Performance Task

Performance Task Score



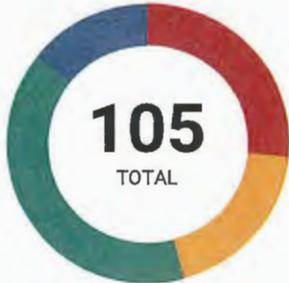
Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	135	83 (61%)	39 (29%)	12 (9%)	1 (1%)
Written Expression - Purpose / Development	135	106 (79%)	25 (19%)	4 (3%)	0 (0%)
Knowledge of Language and Conventions	135	58 (43%)	61 (45%)	16 (12%)	



Hamilton K-12 Schools

ELA, 4th Through-Year Assessment

Achievement Summary



Average Scale Score: 315

- Novice
28 Students (27%)
- Partially Proficient
20 Students (19%)
- Proficient
42 Students (40%)
- Advanced
15 Students (14%)

Organization	Average Scale Score
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Montana	312
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Reading Comprehension Results	Average Scale Score
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Literary Text Reading Comprehension	49
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Informational Text Reading Comprehension	52
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School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Daly School	105		28 (27%)	20 (19%)	42 (40%)	15 (14%)	315

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	108		25 (23%)	30 (28%)	53 (49%)
Literary Testlet, Beginning of Year	108		31 (29%)	32 (30%)	45 (42%)
Informational Testlet, Middle of Year	105		27 (26%)	40 (38%)	38 (36%)
Literary Testlet, Middle of Year	105		25 (24%)	28 (27%)	52 (50%)



Hamilton K-12 Schools

ELA, 4th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	106		28 (26%)	29 (27%)	49 (46%)
Literary Testlet, End of Year	106		26 (25%)	31 (29%)	49 (46%)

Performance Task

Performance Task Score

0 1.4

8

Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	105	69 (66%)	28 (27%)	7 (7%)	1 (1%)
Written Expression - Purpose / Development	105	69 (66%)	32 (30%)	4 (4%)	0 (0%)
Knowledge of Language and Conventions	105	52 (50%)	41 (39%)	12 (11%)	

2025 Fall Math (Sep 17, 2025 - Oct 3, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall math levels



Grade 5



Measurement and Data



Number and Operations in Base Ten



Operations and Algebraic Thinking



Geometry



Number and Operations-Fractions



2025 Fall Math (Sep 17, 2025 - Oct 3, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall math levels



24 (22%) 17 (16%) 30 (28%) 37 (34%) 1 (1%)

Grade 6



Geometry



Ratios and Proportional Relationships



Expressions and Equations



The Number System



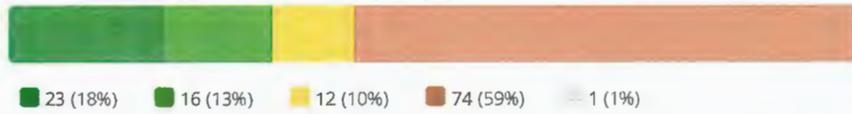
Statistics and Probability



2025 Fall Math (Sep 17, 2025 - Oct 3, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall math levels



Grade 7



Geometry



Ratios and Proportional Relationships



Expressions and Equations



The Number System



Statistics and Probability



2025 Fall Math (Sep 17, 2025 - Oct 3, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall math levels



13 (11%) 18 (16%) 18 (16%) 66 (57%) 1 (1%)

Grade 8



Geometry



Expressions and Equations



The Number System



Statistics and Probability



Functions

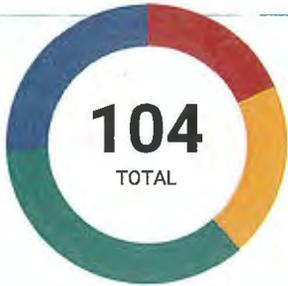




Hamilton K-12 Schools

Math, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: 319

- Novice
19 Students (18%)
- Partially Proficient
21 Students (20%)
- Proficient
37 Students (36%)
- Advanced
27 Students (26%)

Organization	Average Scale Score
Montana	306

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Hamilton Middle School	104		19 (18%)	21 (20%)	37 (36%)	27 (26%)	319

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Numerical Expressions (5.OA.1, 5.OA.2)	106		23 (22%)	34 (32%)	49 (46%)
Place Value and Powers of Ten (5.NBT.1, 5.NBT.2)	106		17 (16%)	27 (25%)	62 (58%)
Represent and Compare Decimals (5.NBT.3, 5.NBT.4)	104		22 (21%)	24 (23%)	58 (56%)
Multiply and Divide Whole Numbers (5.NBT.5, 5.NBT.6)	106		34 (32%)	13 (12%)	59 (56%)



Hamilton K-12 Schools

Math, 5th Through-Year Assessment

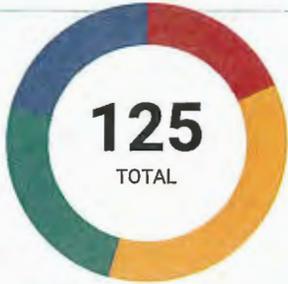
Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Operations with Decimals 5.NBT.7	104		34 (33%)	33 (32%)	37 (36%)
Add and Subtract Fractions 5.MD.2 5.NF.1 5.NF.2	106		18 (17%)	25 (24%)	63 (59%)
Multiply Fractions 5.NF.4 5.NF.5 5.NF.6	106		13 (12%)	12 (11%)	81 (76%)
Division with Fractions 5.NF.3 5.NF.7	106		22 (21%)	20 (19%)	64 (60%)
Unit Cubes and Cubic Units 5.MD.3 5.MD.4 5.MD.5	106		19 (18%)	28 (26%)	59 (56%)
Solve Volume Problems 5.MD.5	106		30 (28%)	30 (28%)	46 (43%)
Understand the First Quadrant 5.G.1 5.G.2 5.OA.3	104		22 (21%)	29 (28%)	53 (51%)
Attributes of Geometric Figures 5.G.3 5.G.4	104		24 (23%)	19 (18%)	61 (59%)



Hamilton K-12 Schools

Math, 6th Through-Year Assessment

Achievement Summary



Average Scale Score: 316

- Novice
23 Students (18%)
- Partially Proficient
45 Students (36%)
- Proficient
31 Students (25%)
- Advanced
26 Students (21%)

Organization

Montana

Average Scale Score

307

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Hamilton Middle School	125		23 (18%)	45 (36%)	31 (25%)	26 (21%)	316

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Concepts of Ratios and Unit Rates (6.RP.2) (6.RP.3)	126		53 (42%)	49 (39%)	24 (19%)
Percents and Measurement Conversions (6.RP.3)	129		28 (22%)	23 (18%)	78 (60%)
Divide Fractions (6.NS.1)	127		32 (25%)	40 (31%)	55 (43%)
Computational Fluency (6.NS.2) (6.NS.3)	128		31 (24%)	45 (35%)	52 (41%)



Hamilton K-12 Schools

Math, 6th Through-Year Assessment

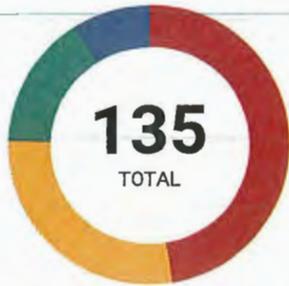
Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Rational Numbers and Absolute Value (6.NS.5) (6.NS.6) (6.NS.7)	125		15 (12%)	47 (38%)	63 (50%)
Algebraic Expressions and Exponents (6.EE.1) (6.EE.2)	128		23 (18%)	60 (47%)	45 (35%)
Equivalent Expressions (6.EE.3) (6.EE.4)	128		26 (20%)	23 (18%)	79 (62%)
Variables in Expressions and Equations (6.EE.5) (6.EE.6) (6.EE.7) (6.EE.9)	128		33 (26%)	63 (49%)	32 (25%)
Write and Interpret Inequalities (6.EE.5) (6.EE.8)	127		28 (22%)	28 (22%)	71 (56%)
Solve Problems with Area and Volume (6.G.1) (6.G.2) (6.G.4)	127		15 (12%)	27 (21%)	85 (67%)
The Coordinate Plane (6.G.3) (6.NS.6) (6.NS.8)	127		14 (11%)	20 (16%)	93 (73%)
Concepts of Statistics (6.SP.1) (6.SP.2) (6.SP.4) (6.SP.5)	127		28 (22%)	32 (25%)	67 (53%)



Hamilton K-12 Schools

Math, 8th Through-Year Assessment

Achievement Summary



Average Scale Score: 303

- Novice
64 Students (47%)
- Partially Proficient
38 Students (28%)
- Proficient
21 Students (16%)
- Advanced
12 Students (9%)

Organization	Average Scale Score
Montana	309

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Bitterroot Polytech 7-8	10		10 (100%)	0 (0%)	0 (0%)	0 (0%)	275
Hamilton Middle School	125		54 (43%)	38 (30%)	21 (17%)	12 (10%)	305

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Understand and Use Irrational Numbers (8.EE.2, 8.NS.1, 8.NS.2)	136		69 (51%)	26 (19%)	41 (30%)
Exponent Rules and Scientific Notation (8.EE.1, 8.EE.3, 8.EE.4)	137		28 (20%)	62 (45%)	47 (34%)
Understand Functions (8.F.1, 8.F.5)	136		85 (63%)	22 (16%)	29 (21%)



Hamilton K-12 Schools

Math, 8th Through-Year Assessment

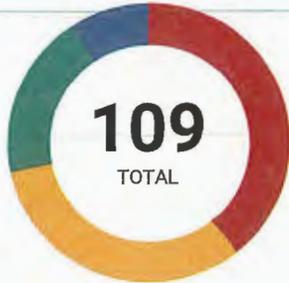
Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Compare and Interpret Functions (8.F.2) (8.F.3)	136		50 (37%)	47 (35%)	39 (29%)
Construct Functions (8.F.4)	133		16 (12%)	70 (53%)	47 (35%)
Linear Equations in One Variable (8.EE.7)	133		3 (2%)	29 (22%)	101 (76%)
Proportional Relationships and Lines (8.EE.5) (8.EE.6)	136		31 (23%)	61 (45%)	44 (32%)
Systems of Equations (8.EE.8)	136		31 (23%)	47 (35%)	58 (43%)
Pythagorean Theorem (8.G.6) (8.G.7) (8.G.8)	136		50 (37%)	39 (29%)	47 (35%)
Geometric Transformations (8.G.1) (8.G.2) (8.G.3)	135		29 (21%)	39 (29%)	67 (50%)
Similarity and Congruence (8.G.4) (8.G.5)	133		44 (33%)	53 (40%)	36 (27%)
Bivariate Data (8.SP.1) (8.SP.2) (8.SP.3) (8.SP.4)	136		47 (35%)	59 (43%)	30 (22%)



Hamilton K-12 Schools

Math, 7th Through-Year Assessment

Achievement Summary



Average Scale Score: 304

- Novice
43 Students (39%)
- Partially Proficient
35 Students (32%)
- Proficient
21 Students (19%)
- Advanced
10 Students (9%)

Organization

Montana

Average Scale Score

309

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Bitterroot Polytech 7-8	4		4 (100%)	0 (0%)	0 (0%)	0 (0%)	279
Hamilton Middle School	105		39 (37%)	35 (33%)	21 (20%)	10 (10%)	305

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Ratios and Proportional Relationships (7.RP.1, 7.RP.2)	111		16 (14%)	25 (23%)	70 (63%)
Solve Problems with Ratio and Proportion (7.G.1, 7.RP.3)	111		17 (15%)	29 (26%)	65 (59%)
Add and Subtract Rational Numbers (7.NS.1)	111		32 (29%)	43 (39%)	36 (32%)



Hamilton K-12 Schools

Math, 7th Through-Year Assessment

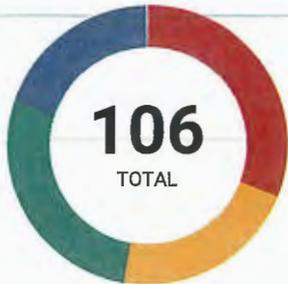
Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Multiply and Divide Rational Numbers (7.NS.2)	111		53 (48%)	45 (41%)	13 (12%)
Expressions with Rational Numbers (7.EE.1) (7.EE.2)	109		73 (67%)	15 (14%)	21 (19%)
Solving Equations (7.EE.4)	109		32 (29%)	38 (35%)	39 (36%)
Solving Inequalities (7.EE.4)	108		27 (25%)	53 (49%)	28 (26%)
Solve Problems with Rational Numbers (7.EE.3) (7.NS.3)	108		29 (27%)	24 (22%)	55 (51%)
Angle Relationships and Triangles (7.G.2) (7.G.5)	110		20 (18%)	39 (35%)	51 (46%)
Solve Problems with Geometric Figures (7.G.4) (7.G.6)	110		16 (15%)	50 (45%)	44 (40%)
Measures of Center and Variability (7.SP.1) (7.SP.2) (7.SP.3) (7.SP.4)	109		31 (28%)	40 (37%)	38 (35%)
Probability (7.SP.6) (7.SP.7) (7.SP.8)	109		35 (32%)	51 (47%)	23 (21%)



Hamilton K-12 Schools

Math, 4th Through-Year Assessment

Achievement Summary



Average Scale Score: 315

- Novice
33 Students (31%)
- Partially Proficient
23 Students (22%)
- Proficient
29 Students (27%)
- Advanced
21 Students (20%)

Organization

Montana

Average Scale Score

308

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Daly School	106		33 (31%)	23 (22%)	29 (27%)	21 (20%)	315

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Place Value in the Base Ten System (4.NBT.1, 4.NBT.2, 4.NBT.3)	105		20 (19%)	35 (33%)	50 (48%)
Addition and Subtraction Algorithms (4.NBT.4)	105		39 (37%)	39 (37%)	27 (26%)
Extend Concepts of Multiplication (4.OA.1, 4.OA.2, 4.OA.4)	108		30 (28%)	27 (25%)	51 (47%)
Multi-Digit Multiplication (4.NBT.5)	108		44 (41%)	44 (41%)	20 (19%)



Hamilton K-12 Schools

Math, 4th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Multi-Digit Division 4.NBT.6	106		20 (19%)	46 (43%)	40 (38%)
Real-World Problems and Patterns 4.OA.3 4.OA.5	105		27 (26%)	26 (25%)	52 (50%)
Compare and Find Equivalent Fractions 4.NF.1 4.NF.2	106		22 (21%)	29 (27%)	55 (52%)
Add and Subtract Fractions 4.MD.4 4.NF.3	105		45 (43%)	31 (30%)	29 (28%)
Multiply Fractions 4.NF.4	105		30 (29%)	45 (43%)	30 (29%)
Decimal Fractions 4.NF.5 4.NF.6 4.NF.7	106		28 (26%)	20 (19%)	58 (55%)
Solve Measurement Problems 4.MD.1 4.MD.2 4.MD.3	106		16 (15%)	22 (21%)	68 (64%)
Angles and Geometry 4.G.2 4.G.3 4.MD.5 4.MD.6 4.MD.C	106		14 (13%)	38 (36%)	54 (51%)

High School Supporting Documents

Math Sample - Statistics

Final Project Rubric

	4 = Complete	3 = Substantial	2 = Developing	1 = Minimal
Introduction	<ul style="list-style-type: none"> Describes the context of the research Has clearly stated question of interest Clearly defines the parameter of interest and states correct hypotheses for tests Question of interest is appropriate difficulty 	<ul style="list-style-type: none"> Introduces the context of the research and has a specific question of interest Has correct parameter/hypotheses OR has appropriate difficulty 	<ul style="list-style-type: none"> Introduces the context of the research OR has a specific question of interest 	<ul style="list-style-type: none"> Briefly describes the context of the research
Data Collection	<ul style="list-style-type: none"> Method of data collection is clearly described Includes appropriate randomization Describes efforts to reduce bias, variability, confounding Quality of data collected is appropriate 	<ul style="list-style-type: none"> Method of data collection is clearly described Some effort is made to incorporate principles of good data collection Quality of data collected is appropriate 	<ul style="list-style-type: none"> Method of data collection is described Some effort is made to incorporate principles of good data collection 	<ul style="list-style-type: none"> Some evidence of data collection
Graphs and Summary Statistics	<ul style="list-style-type: none"> Appropriate graphs are included Graphs are neat, clearly labeled and easy to compare Appropriate summary statistics are included Summary statistics are discussed and correctly interpreted 	<ul style="list-style-type: none"> Appropriate graphs are included Graphs are neat, clearly labeled and easy to compare Appropriate summary statistics are included 	<ul style="list-style-type: none"> Graphs and summary statistics are included and labeled 	<ul style="list-style-type: none"> Graphs and summary statistics are included
Analysis	<ul style="list-style-type: none"> Correct inference procedure is chosen Use of inference procedure is justified Test statistic/P-value or confidence interval is calculated correctly P-value or confidence interval is interpreted correctly 	<ul style="list-style-type: none"> Correct inference procedure is chosen Test statistic/P-value or confidence interval is calculated correctly Lacks justification, lacks interpretation, or makes a calculation error 	<ul style="list-style-type: none"> Correct inference procedure is chosen Test statistic/P-value or confidence interval is not calculated correctly 	<ul style="list-style-type: none"> Inference procedure is attempted
Conclusions	<ul style="list-style-type: none"> Uses P-value/confidence interval to correctly answer question of interest Discusses what inferences are appropriate based on study design Shows good evidence of critical reflection (discusses possible errors, limitations, etc.) 	<ul style="list-style-type: none"> Makes a correct conclusion Discusses what inferences are appropriate Show some evidence of critical reflection 	<ul style="list-style-type: none"> Makes a partially correct conclusion (such as accepting null) Shows some evidence of critical reflection 	<ul style="list-style-type: none"> Makes a conclusion

Poster Score = Rubric Score x 4

Overall Presentation/Communication	<ul style="list-style-type: none"> Clear, holistic understanding of the project Poster is well organized, neat and easy to read Statistical vocabulary is used correctly Poster is visually appealing 	<ul style="list-style-type: none"> Clear, holistic understanding of the project Poster is unorganized Statistical vocabulary is used correctly 	<ul style="list-style-type: none"> Poster is not well done or communication is poor 	<ul style="list-style-type: none"> Communication and organization are very poor
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Presentation Score = Rubric Score x 5

Final Score = Poster Score + Presentation Score

Spanish Sample

Rúbrica – Cuento (Preterito vs Imperfecto)

Categoría	0-1	2-3	4-5
Contenido	Le falta información y vocabulario	Tiene un cuento, pero necesita más vocabulario nuevo de Avancemos 3	Escribe un cuento con rica variedad de vocabulario y todas las partes de un cuento.
Comunicación	El escribir es desorganizado y difícil entender/seguir.	El escribir está organizado al punto de se puede entender/seguir, pero le faltan transiciones	El escribir está bien organizado y es fácil entender/seguir.
Exactitud	Hay muchos errores con los tiempos verbales y el escribir	Hay algunos errores con los tiempos verbales y el escribir	Hay pocos errores con los tiempos verbales y el escribir.
Vocabulario	Utiliza 0-6 expresiones/palabras nuevas de las unidades 1-3	Utiliza 7-10 expresiones/palabras nuevas de las unidades 1-3	Utiliza 10 + expresiones/palabras nuevas de las unidades 1-3 de Avancemos 3
Tareas	El/la estudiante no completó/terminó las tareas asignadas por la fecha límite	El/la estudiante completó las tareas, pero no todas a tiempo.	El/la estudiante completó todas las tareas a tiempo y muy bien.

Rúbrica – Reel/Video (Imperativo)

Categoría	0-1	2-3	4-5
Contenido 1	El estudiante no escribe la receta (con ingredientes y pasos) no la entrega el 24 de mayo .	El estudiante escribe la receta (con ingredientes y pasos), pero no es muy claro. La entrega el 24 de mayo .	El estudiante escribe la receta (con ingredientes y pasos) y la entrega el 24 de mayo .
Contenido 2	El video no está hecho bien y el audio es muy difícil entender. El estudiante no sabe bien lo que debe decir para explicar la receta.	El video está hecho bien con audio, pero poca claridad. Se puede entender lo que dice el estudiante, pero falta interés y parece robótico.	El video está hecho muy bien con buen audio y claridad. Se puede entender lo que dice el estudiante fácilmente y es entretenido (entertaining) con comentarios y humor.
Vocabulario	Utiliza 0-6 expresiones/palabras nuevas de las unidades 1-3	Utiliza 7-10 expresiones/palabras nuevas de las unidades 1-3	Utiliza 10 + expresiones/palabras nuevas de las unidades 1-3
Gramática	No utiliza mandatos correctamente. Es evidente que necesitan mucho más práctica.	Utiliza mandatos bien. Puede esforzarse un poco más con la gramática.	Utiliza mandatos correctos muy bien y con fluidez. Es evidente que saben hacer mandatos
Tareas	El/la estudiante no completó/terminó las tareas asignadas por la fecha límite	El/la estudiante completó las tareas, pero no todas a tiempo.	El/la estudiante completó todas las tareas a tiempo y muy bien.

Rúbrica – Volante/PowerPoint (Subjuntivo, futuro)

Categoría	0-1	2-3	4-5
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Contenido 1 (El volante)	El estudiante diseña el volante, pero falta creatividad y no está completo. No tiene suficientes sugerencias.	El estudiante diseña el volante en <i>canva</i> (o algo parecido) y sale bien. Tiene algunas sugerencias buenas y la entrega el 24 de mayo .	El estudiante diseña el volante en <i>canva</i> (o algo parecido) y sale muy creativa. Tiene 8+ sugerencias buenas y la entrega el 24 de mayo .
Contenido 2 (El PowerPoint/ Google Slides)	La presentación contiene algunos slides, pero hay una falta de enfoco y no sabemos totalmente el problema, la solución y como podemos seguir.	La presentación contiene algunos slides que presentan un problema de la escuela, la solución, quién va a beneficiar, y cómo seguiremos con la solución en el futuro.	La presentación contiene 6-10 slides que presentan un problema de la escuela, la solución, quién va a beneficiar, y cómo seguiremos con la solución en el futuro. La presentación explora todo y es muy creativo.
Vocabulario	Utiliza 0-6 expresiones/palabras nuevas de las unidades 1-3	Utiliza 7-10 expresiones/palabras nuevas de las unidades 1-3	Utiliza 10 + expresiones/palabras nuevas de las unidades 1-3
Gramática	No utiliza mandatos correctamente, pronombres y palabras + -. Es evidente que necesitan mucho más práctica.	Utiliza mandatos correctos, pronombres y palabras + - bien. Puede esforzarse un poco más con la gramática.	Utiliza mandatos formales, pronombres y palabras + - muy bien y con fluidez. Es evidente que han practicado.
Tareas	El/la estudiante no completó/terminó las tareas asignadas por la fecha límite	El/la estudiante completó las tareas, pero no todas a tiempo.	El/la estudiante completó todas las tareas a tiempo y muy bien.

Senior Capstone Project Grading Rubric

English (Seniors)

	5-Proficient	4-Developing	3-Exploring
Organization	My purpose and project are clear. My introduction grabs your attention. The body addresses my reasons behind the project, roadblocks encountered, and what I learned from the process. My conclusion summarizes and brings closure to my speech.	My purpose and project may not be clear. I include some information on my reasons, roadblocks, and what I learned. My conclusion may not bring closure to the presentation	I did not have an obvious purpose or project and my ideas were scattered. I forgot my introduction, body, or conclusion.
Content	I clearly stated my topic and explained and connected the information connected to the topic. I have more than enough information, facts, and examples, which support my project. My content thoroughly explains the project, process, and my growth with the project.	I stated my topic and explained some of the information connected to the topic. I have some information, facts, and examples, which support my project. My content adequately explains the project, process, and my growth with the project.	I vaguely stated my topic and had some information connected to the topic. I have little information, facts, and examples, which support my project. I do not explain the project, process, or growth.
Language	I used appropriate vocabulary and terms in my speech. I defined any terms which my audience might not know. I spoke with excellent grammar and word usage. I used clear, vibrant words to explain and describe my information. I chose words that were descriptive, exciting, and fun.	I used adequate vocabulary and terms in my speech. I did not define terms which my audience might not know. My grammar and word usage was adequate. I used some clear, vibrant words, but also used some generic, non-descriptive words. My words were not always exciting.	My vocabulary and use of terms was poor. I did not define terms which my audience might not know. I had a lot of grammatical and word usage errors. I used a few clear, vibrant words, but used more generic, non-descriptive words. My words were somewhat boring.
Voice	My voice was clear and loud enough for everyone to hear. I enunciated my words and pronounced everything well. I used a variety of speeds in my speech. I spoke with enthusiasm and confidence.	My voice was loud enough to be heard. I enunciated and pronounced most words correctly. I had some speed variety in my speech. I was somewhat enthusiastic.	My voice was difficult to hear. I mumbled and had trouble pronouncing words. I spoke at the same rate. I showed little enthusiasm for my speech.
Overall Presentation, Effectiveness, and Effort	I glanced at the screen once or twice. I was enthusiastic and kept my audience's attention. I presented new or interesting information to my audience and achieved my purpose. I used my preparation time wisely and it showed.	I glanced at the screen frequently. I kept my audience's attention. I presented information to my audience and achieved my purpose. I may not have used my preparation time as well as I could have.	I looked at the screen for most of the presentation. I had no eye contact, paced a lot, and looked nervous and scared. I presented some information but it was not necessarily related to my topic. It seems I did not use my preparation time well.

Time: _____

Montana ELA Content Standard	Description of Standard	Standard Met
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<input type="checkbox"/> YES <input type="checkbox"/> NO
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<input type="checkbox"/> YES <input type="checkbox"/> NO
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<input type="checkbox"/> YES <input type="checkbox"/> NO

Student Name: _____

Presentation: _____/25

Time: _____/10

Standards: _____/15

Total: _____/50 x 3 = _____/150

English - Sample

Persuasive Speech--International Issue

Name: _____	Date: _____
Class: Speech & Communications	

	5-Proficient	3-Developing	1-Exploring
Organization	My thesis is clear, and my ideas relate and connect to that thesis. My introduction grabs your attention. The body presents credible information. My conclusion summarizes and brings closure to my speech.	I have a thesis, but my ideas do not necessarily relate to it. I have an adequate introduction, body, and conclusion.	I did not have an obvious thesis and my ideas were scattered. I forgot my introduction, body, or conclusion.
Content	I clearly stated my topic and explained and connected the information connected to the topic. I have more than enough information, facts, and examples, which support my thesis. I have quotes or statistics to help support my thesis. I demonstrate a thorough understanding of my information and supporting details.	I stated my topic and explained some of the information connected to the topic. I have some information, facts, and examples, which support my thesis. I might not have quotes or statistics to help support my thesis. I demonstrate an understanding of my information and supporting details.	I vaguely stated my topic and had some information connected to the topic. I have little information, facts, and examples, which support my thesis. I do not have quotes or statistics to help support my thesis.
Language	I used appropriate vocabulary and terms in my speech. I defined any terms which my audience might not know. I spoke with excellent grammar and word usage. I used clear, vibrant words to explain and describe my information. I chose words that were descriptive, exciting, and fun.	I used adequate vocabulary and terms in my speech. I did not define terms which my audience might not know. My grammar and word usage was adequate. I used some clear, vibrant words, but also used some generic, non-descriptive words. My words were not always exciting.	My vocabulary and use of terms was poor. I did not define terms which my audience might not know. I had a lot of grammatical and word usage errors. I used a few clear, vibrant words, but used more generic, non-descriptive words. My words were somewhat boring.
Voice	My voice was clear and loud enough for everyone to hear. I enunciated my words and pronounced everything well. I used a variety of speeds in my speech. I spoke with enthusiasm and confidence.	My voice was loud enough to be heard. I enunciated and pronounced most words correctly. I had some speed variety in my speech. I was somewhat enthusiastic.	My voice difficult to hear. I mumbled and had trouble pronouncing words. I spoke at the same rate. I showed little enthusiasm for my speech.
Non-Verbal Language	I glanced at my notecards once or twice. I engaged the audience through consistent eye contact and appropriate gestures. I did not pace or use my "tell" signs while giving my speech. I looked confident and at ease.	I glanced at my notecards frequently. I had some eye contact with my audience but also looked at other things in the room. I paced some and had excessive gestures. I looked somewhat confident and at ease.	I relied on my notecards. I had no eye contact with my audience. I paced a lot and had excessive gestures. I looked nervous and scared.
Overall Effectiveness	I was enthusiastic and kept my audience's attention. I presented new or interesting information to my audience and achieved my purpose. I used my preparation time wisely and it showed.	I kept my audience's attention. I presented information to my audience and achieved my purpose. I wasted some of my preparation time but used most of it well.	I did not keep my audience's attention. I presented some information but it was not necessarily related to my topic. I spent most of my preparation time talking or goofing off.

English - Sample

Information Speech Rubric

Name: _____	Teacher: Kristen Hatttledstad
	Class: Speech & Communications

	5-Proficient	3-Developing	1-Exploring
Organization	My thesis is clear, and my ideas relate and connect to that thesis. My introduction grabs your attention. The body presents credible information. My conclusion summarizes and brings closure to my speech.	I have a thesis, but my ideas do not necessarily relate to it. I have an adequate introduction, body, and conclusion.	I did not have an obvious thesis and my ideas were scattered. I forgot my introduction, body, or conclusion.
Content	I clearly stated my topic and explained and connected the information connected to the topic. I have more than enough information, facts, and examples, which support my thesis. I have quotes or statistics to help support my thesis. I demonstrate a thorough understanding of information and supporting details.	I stated my topic and explained some of the information connected to the topic. I have some information, facts, and examples, which support my thesis. I might not have quotes or statistics to help support my thesis. I demonstrate an understanding of my information and supporting details.	I vaguely stated my topic and had some information connected to the topic. I have little information, facts, and examples, which support my thesis. I do not have quotes or statistics to help support my thesis.
Language	I used appropriate vocabulary and terms in my speech. I defined any terms which my audience might not know. I spoke with excellent grammar and word usage. I used clear, vibrant words to explain and describe my information. I chose words that were descriptive, exciting, and fun.	I used adequate vocabulary and terms in my speech. I did not define terms which my audience might not know. My grammar and word usage was adequate. I used some clear, vibrant words, but also used some generic, non-descriptive words. My words were not always exciting.	My vocabulary and use of terms was poor. I did not define terms which my audience might not know. I had a lot of grammatical and word usage errors. I used a few clear, vibrant words, but used more generic, non-descriptive words. My words were somewhat boring.
Voice	My voice was clear and loud enough for everyone to hear. I enunciated my words and pronounced everything well. I used a variety of speeds in my speech. I spoke with enthusiasm and confidence.	My voice was loud enough to be heard. I enunciated and pronounced most words correctly. I had some speed variety in my speech. I was somewhat enthusiastic.	My voice difficult to hear. I mumbled and had trouble pronouncing words. I spoke at the same rate. I showed little enthusiasm for my speech.
Non-Verbal Language	I glanced at my notecards once or twice. I engaged the audience through consistent eye contact and appropriate gestures. I did not pace or use my "tell" signs while giving my speech. I looked confident and at ease.	I glanced at my notecards frequently. I had some eye contact with my audience but also looked at other things in the room. I paced some and had excessive gestures. I looked somewhat confident and at ease.	I relied on my notecards. I had no eye contact with my audience. I paced a lot and had excessive gestures. I looked nervous and scared.
Overall Effectiveness	I was enthusiastic and kept my audience's attention. I presented new or interesting information to my audience and achieved my purpose. I used my preparation time wisely and it showed.	I kept my audience's attention. I presented information to my audience and achieved my purpose. I wasted some of my preparation time but used most of it well.	I did not keep my audience's attention. I presented some information but it was not necessarily related to my topic. I spent most of my preparation time talking or goofing off.

English - Sample

Community Proposal Assessment Rubric

	Above Standard-5	At Standard-3	Below Standard-1	Totals
Focus	<ul style="list-style-type: none"> Thesis is stated in the introduction, asserts a compelling proposal for the ongoing community issue, and establishes a clear direction for the essay. All text contributes to the focus. 	<ul style="list-style-type: none"> Thesis is stated in the introduction, indicates a proposal for the community issue, and establishes some direction for the essay. One or two places in the essay stray from the focus. 	<ul style="list-style-type: none"> Thesis is stated in the essay; however, it may not indicate a clear proposal for the ongoing issue or establish a direction for the essay. Thesis does not indicate a proposal and fails to establish a direction for the essay. Thesis is not directly stated and there is no clear description that indicates a proposal or establishes a direction for the essay. 	
Support	<ul style="list-style-type: none"> The essay supports the solution with specific, relevant, and sufficient reasons and evidence. It also provides complete evidence of feasibility. The essay fairly and completely anticipates objections, questions, and counter proposals. It also fairly and completely rejects alternative proposals. All of the source support is sufficient, credible, and properly cited. 	<ul style="list-style-type: none"> The essay supports the solution with mostly clear and sufficient reasons and evidence. It provides most of the evidence of feasibility. The solution is supported but the reasons and evidence are not specific, clear, or sufficient. The essay provides some evidence of feasibility. The essay anticipates most objections, questions, and counter proposals, but it does not fairly or completely reject alternative proposals. Most of the source support is sufficient, credible, and properly cited. 	<ul style="list-style-type: none"> The essay does not support the solution with relevant reasons and evidence. An insufficient number of sources are integrated, and there may be significant questions about the credibility or documentation of those sources. The essay fails to anticipate most objections, questions, or counter proposals. It does not reject alternative proposals. The essay does not anticipate any objections, questions, or counter proposals. No support given. No sources are incorporated or acknowledged within the essay. 	
Organization	<ul style="list-style-type: none"> Organization shows a logical progression and is appropriate. The writer uses effective transitions and cueing devices. The topic sentences are clear. The paragraphs are coherent, unified, and effectively developed. 	<ul style="list-style-type: none"> The organization is uneven or illogical. Some transitions and cueing devices may be ineffective. Some of the topic sentences may be vague. Some of the paragraphs may be incoherent or underdeveloped. 	<ul style="list-style-type: none"> The organization is confusing. The writer does not use transitions or cueing devices to move between points. Few or ineffective topic sentences are used. The paragraphs are incoherent or underdeveloped. 	
Purpose and audience	<ul style="list-style-type: none"> The purpose is clear, well-controlled, and very effective for the audience. The essay is appropriately complex for a college-level audience. Audience able to read the text with ease. The tone is appropriate and consistent. 	<ul style="list-style-type: none"> The purpose is mostly clear, appropriate, and effective for the audience. The essay attempts appropriate complexity for a college-level audience. The audience is generally able to read the text with ease. The tone is mostly appropriate, consistent. 	<ul style="list-style-type: none"> The purpose is unclear and ineffective. The essay is too simplistic for a college-level audience. The audience is unable to read the text with ease. The tone is inappropriate or inconsistent. 	
Conventions	<ul style="list-style-type: none"> Errors in grammar usage and mechanics are not readily detectable. The writer is able to manipulate conventions for stylistic effect. Sentences are complex and effective. No patterns of error. 	<ul style="list-style-type: none"> A few errors in grammar usage and mechanics may occur, but do not distract the reader. Writing conventions require minimal polishing and editing. Some of the sentences are simplistic and repetitive. 	<ul style="list-style-type: none"> Errors in grammar usage and mechanics occur with more frequency and may distract the reader. Writing conventions require moderate to extensive editing. Sentence structure is often simplistic and repetitive. 	

Name: _____

Score: / 25 x 2 = / 50

Rough

Final

English - Sample Argumentative Oral Presentation Rubric

Category	10	8	6	4
Introduction Thesis Purpose	Introduction is exceptionally creative and original. Demonstrates ingenuity. Audience is clearly aware of purpose/thesis with outstanding presentation of argument.	Introduction grabs the attention of the audience creatively with originality. Speaker clearly stated purpose/thesis of speech; informed audience of specific argument.	Introduction fails to creatively and originally grab audience attention. Purpose/thesis stated, but lacks clarity. Argument needs specificity.	Introduction lacking or barely present. Purpose/thesis is vague or not present. Argument is unclear.
Information Opposing View	Supporting information included and explained thoroughly. Opposing viewpoints presented; concession or refutation of opposing viewpoints are persuasive and effective.	Supporting information included and minimally explained. Opposing viewpoints were presented in speech and were conceded or refuted with evidence.	Some supporting information. Some explanation. Opposing viewpoint presented, but refutation or concession lacks grounding.	Little supporting information with little explanation. Lacks clearly refuted or conceded opposing viewpoint (s).
Language	Vocabulary was appropriate for audience with specific adjectives, action verbs, and analysis. Language was formally precise and specific.	Language was precise, specific and concrete. Vocabulary was appropriate to the audience. Avoided slang or euphemisms.	Vocabulary contained slang and/or euphemisms. Vocabulary too colloquial for formal speech.	Vocabulary inappropriate; overuse of slang and colloquial language.
Visual Support	Visual presentation cleverly reinforced key points of argument. Presentation was creative and clearly representative of themes and message.	Visuals and/or sound was used effectively to reinforce key points in the message. Presentation had clear connection to theme and argument.	Visual presentation lacked effort; presentation was unclear and difficult to discern its relation to theme.	Visual representation lacked effort; presentation unrelated to theme and key points.
Speaking Skills	Poised delivery; confidently delivers presentation with appropriate facial expressions, gestures and movements. Unnatural pauses and filler expressions (eg. Umm, like, ya know, etc.) absent; preparation obvious.	Argument delivered effectively with confidence. Facial expressions, gestures and movements were natural. Poised; limited unnatural pauses and filler expressions (eg. Umm, like, ya know, etc.)	Overuse of filler expressions; poise and confidence wavered at times. Facial expressions, gestures and movements were at times unnatural.	Lacked poise and confidence. Overuse of filler expressions; stiff and unnatural facial and body language.

Name: _____

Score: ____/50

English - Sample

Exploratory Essay Assessment Rubric

	Above Standard	At Standard	Below Standard	Totals
Focus	<ul style="list-style-type: none"> The essay is clearly focused around an engaging, inquiry-based exploration of a specific community issue. All text contributes to the focus. 	<ul style="list-style-type: none"> The essay is focused around an inquiry-based exploration, but it may not be engaging or assert a specific community issue. One or two places in the essay stray from the focus. 	<ul style="list-style-type: none"> There is no clear line of inquiry or specific community issue. The focus is too broad or confusing. The writer may indicate a focus, but it does not unify the essay. The support often strays from the focus. 	
Support	<ul style="list-style-type: none"> The exploration is primarily supported by challenging and varied research questions, including one causal question, about a specific community issue. The exploration is relevant, sufficient, and includes possible answers to all of the research questions. The support integrates thoughtful assessment of possible answers and sources. The support uses the minimum required, relevant, and credible sources, including local ones. The writer fully documents the exploration in relevant and sufficient ways. 	<ul style="list-style-type: none"> The exploration is based on inquiry about a specific issue, but the questions may not be challenging or varied, or be based on an exploratory question. The exploration may not be completely relevant or sufficient or include possible answers to all of the questions. The support may not integrate thoughtful assessment of possible answers and sources. The support may not include the minimum sources, or the sources are not credible or relevant or local. The writer does not fully document the exploration in relevant and sufficient ways. 	<ul style="list-style-type: none"> The exploration is not based on inquiry. The exploration is not about a specific community issue. The exploration is not relevant or sufficient. The support does not include assessment of answers and sources. The support does not include sources or not enough of them. The sources are not relevant or credible. The writer does not document the exploration. 	
Organization	<ul style="list-style-type: none"> Organization shows a logical progression and is appropriate. The writer uses effective transitions and cueing devices. The topic sentences are clear. The paragraphs are coherent, unified, and effectively developed. 	<ul style="list-style-type: none"> The organization is uneven or illogical. Some transitions and cueing devices may be ineffective. Some of the topic sentences may be vague. Some of the paragraphs may be incoherent or underdeveloped. 	<ul style="list-style-type: none"> The organization is confusing. The writer does not use transitions or cueing devices to move between points. Few or ineffective topic sentences are used. The paragraphs are incoherent or underdeveloped. 	
Purpose and audience	<ul style="list-style-type: none"> The purpose is clear, well-controlled, and very effective for the audience. The essay is appropriately complex for a college-level audience. Audience able to read the text with ease. The tone is appropriate and consistent. 	<ul style="list-style-type: none"> The purpose is mostly clear, appropriate, and effective for the audience. The essay attempts appropriate complexity for a college-level audience. The audience is generally able to read the text with ease. The tone is mostly appropriate, consistent. A few errors in grammar usage and mechanics may occur, but do not distract the reader. Writing conventions require minimal polishing and editing. Some of the sentences are simplistic and repetitive. 	<ul style="list-style-type: none"> The purpose is unclear and ineffective. The essay is too simplistic for a college-level audience. The audience is unable to read the text with ease. The tone is inappropriate or inconsistent. 	
Conventions	<ul style="list-style-type: none"> Errors in grammar usage and mechanics are not readily detectable. The writer is able to manipulate conventions for stylistic effect. Sentences are complex and effective. No patterns of error. 	<ul style="list-style-type: none"> Errors in grammar usage and mechanics occur with more frequency and may distract the reader. Writing conventions require moderate to extensive editing. Sentence structure is often simplistic and repetitive. 	<ul style="list-style-type: none"> Errors in grammar usage and mechanics occur with more frequency and may distract the reader. Writing conventions require moderate to extensive editing. Sentence structure is often simplistic and repetitive. 	

US History - Sample

Trait	1	2	3-4	5	Points
Content <i>Did the presentation have valuable material?</i>	Presentation contained little to no valuable material	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a suitable amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	Out of 10
Collaboration <i>Did everyone contribute to the presentation? Did everyone seem well versed in the material?</i>	Teammates didn't work together. It seems as though only a few people worked on the presentation	Teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	Teammates worked from others' ideas most of the time. And it seems like all did some work, but some people are carrying the presentation.	Teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation	Out of 5 Honest - SELF SCORE
Organization <i>Was the presentation well organized and easy to follow?</i>	Presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation	Presentation had organizing ideas but could have been much stronger with better preparation.	Presentation was well organized, well prepared and easy to follow.	Out of 5
Presentation <i>Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed?</i>	Presenters were unconfident and showed little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence/ preparedness they showed but had some strong moments.	Presenters were occasionally confident with their presentation however, it was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	Out of 5

Name: _____

Period: _____

Overall Presentation Grade (from rubric) 25 points.

_____ /25

Problem 1.3.1 Personalized Plans

Care and Rehabilitation Plan Rubric

Component		Approaching Goal	Goal	Above Goal
Cohort Patient Chart	Patient Goals		Outlines the patient's needs and desired improvements to their quality of life.	
	Care and Rehabilitation Plan		Identifies range-of-motion and other data to use to track patient progress.	
			Explains therapy expectations including: <ul style="list-style-type: none"> • Frequency of sessions • Frequency of at-home exercise • Overall duration of therapy Summary of short- and long-term expectations	
			Identifies other specialists and describes their role in the patient's care.	
			Identifies two to three other strategies or interventions for the patient.	

Component	Approaching Goal	Goal	Above Goal
Video for the Patient	Video length	Video is no longer than five minutes.	
Description of Condition		Uses terms and language accessible to the patient and their caregivers.	
		Uses proper names of bones, muscles, and tissues impacted.	
		Uses Maniken, diagrams, and other images to explain the conditions.	
Exercise Plan		Identifies, demonstrates, and explains at least three exercises that address the patient's condition.	
		Explains each exercise and includes: <ul style="list-style-type: none"> • Target goals. • Number of reps or sets the patient should complete. • Appropriate modifications for patient success. 	
		Uses Maniken and the appropriate regional and directional terms to explain the condition and muscular and skeletal impacts for the chosen exercises.	

Health 2- 2024-25
 Infectious Disease Class Presentation: 85 Points possible
 Open notes test over all presentations: 100 points

Name: _____ Period: _____

MANDATORY WORK CITED PAGE TYPED AND TURNED IN BEFORE PRESENTATION to Mrs. Fett No works cited = No presentation= 0/85pts
 Min. of 4 RELIABLE sources, 1 non-internet, correct MLA citation (alphabetical order, hanging indent, etc.) **1st draft of works cited due 3/17 or 3/18 at end of class**

1. NAME OF DISEASE: clearly announced to class? _____ Which infectious agent causes this disease? _____	0 1 0 1 2 3
2. AUDIENCE ENGAGEMENT: Ask a question about your disease or state an interesting fact or tell a story..... Hook your audience with an interesting question, fact or picture at the beginning. Teach the facts in an interesting way. Summarize at the end. Total time ~ 5 minutes. Hook: _____	0 1 2 3 4 5
3. VISUAL AID: ~8-10 pictures. Poster, PowerPoint, video, interpretative dance, Prezi, combination of media, etc. Pictures only. <u>Very little to no text</u> _____ A variety of pictures- maps, graphs, cartoons, symptoms, medicines, etc. _____	0 1 2 3 4 5 0 1 2 3 4 5
** Each graphic is given credit as class views each. Example: Photo by CDC 2014 or Map by WHO 2018 _____	0 1 2 3 4 5
4. OCCURANCE: Where in the world does this disease <u>most commonly</u> occur? _____ If it is worldwide, which regions/populations of the world have the most cases per year? _____	0 1 2 3 4

What are the current trends? Is it infecting more/fewer people now than in the past? WHY? _____ _____ because _____	0 1 2
5. TRANSMISSION: What is the most common way to "catch" this disease? _____ Describe <u>other</u> ways that people may "catch" this disease. _____ Are there other hosts or vectors involved? _____	0 1 2 3 4 5 6 7 8
6. SYMPTOMS: What are 4-5 of the <u>most common</u> symptoms of this disease? Be specific. _____ What would a doctor look for to diagnose you with this disease? _____	0 1 2 3 4 5

How long after exposure to the disease do the symptoms usually appear? (Incubation period) _____	0 1 2
7. BASIC REPRODUCTION NUMBER (Ro) and CASE FATALITY RATE (CFR) _____	0 1 2 3 4 5 6
8. PATHOGENESIS: What <u>causes</u> the symptoms? Describe how it interacts with the cells/tissues of the body. _____ Can it be deadly? If so, how does it kill? How long does it take you to recover? _____	0 1 2 3 4 5 0 1 2 3
9. HISTORY: When was it first discovered or written about? Or which scientist made a significant discovery regarding this disease? Or describe any historical impact this disease has had. _____	0 1 2 3 4 5
10. TREATMENT: (given AFTER symptoms show up) What are the names of the treatments/medicines for this disease? Be specific! How successful are these treatments? _____	0 1 2 3 4 5

What is the <u>price per dose</u> or for 1 full treatment? Be specific. _____ Based on the price, are the treatments/medicines affordable in developing nations? _____	0 1 2 3 4 5
11. PREVENTION: (happens BEFORE symptoms show up) Explain at least 4 ways to protect yourself from getting this disease. _____ Is there an effective vaccine? _____	0 1 2 3 4 0 1 2

What actions are being taken to reduce the number of cases of this disease worldwide? Research on this disease? Health education about this disease? Any charities or government programs to address this disease? _____	0 1 2 3 4 5

TOTAL POINTS EARNED: _____ / 85 POINTS

Physical Science - Sample

Rube Goldberg Project Rubric

Standard	4 - Advanced	3 - Proficient (Meets Standard)	2 - Developing	1 - Beginning
<p>MT Standard HS-PS3-3: Energy Conversion <i>(Design, build, and refine a device that works within given constraints to convert one form of energy into another.)</i></p>	<p>Analyzes the entire system, quantifying or insightfully describing where energy is lost to heat (friction) and sound, and explains how this impacts the efficiency of each step.</p>	<p>Identifies and clearly explains multiple, distinct energy conversions throughout the machine (e.g., gravitational potential energy to kinetic, kinetic to sound, elastic to kinetic).</p>	<p>Identifies some energy conversions but explanations may be basic, incomplete, or contain minor inaccuracies.</p>	<p>Identifies few or no energy conversions, or explanations are largely inaccurate.</p>
<p>MT Standard HS-PS3-2: Types of Energy <i>(Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy of motion and energy associated with position.)</i></p>	<p>Explains with precision how the interplay between potential energy (due to position, like a ball at the top of a ramp) and kinetic energy (energy of motion) drives the machine from one step to the next.</p>	<p>Correctly identifies the primary forms of energy present at each step (e.g., potential, kinetic) and accurately describes how they relate to the object's position and motion.</p>	<p>Identifies the type of energy at some steps but may confuse potential and kinetic energy or provide an unclear explanation of their relationship.</p>	<p>Incorrectly identifies the primary forms of energy or cannot explain the relationship between an object's position, motion, and energy.</p>

<p>MT Standard HS-ETS1-2: Engineering Design (<i>Design a solution to a complex problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</i>)</p>	<p>Documents the iterative design process, providing clear evidence of multiple tests and refinements. Explains <i>why</i> specific changes were made to solve problems (e.g., adjusting angles, changing mass) to improve reliability.</p>	<p>Provides a clear plan/sketch and can describe the process of building and testing the machine. Explains at least one significant problem encountered and the solution that was engineered to fix it.</p>	<p>Presents a plan for the machine but provides a limited explanation of the testing or problem-solving process. The final machine may be unreliable.</p>	<p>The plan is unclear or the final machine does not reflect a coherent design process. Cannot explain how problems were addressed.</p>
<p>Science & Engineering Practice: Communicating Information (<i>Communicate scientific and technical information about a proposed object, tool, process, or system.</i>)</p>	<p>Communicates the machine's function with a highly detailed, step-by-step analysis using precise scientific vocabulary (e.g., momentum, velocity, simple machines, force).</p>	<p>Clearly communicates the cause-and-effect sequence of the machine. Correctly identifies and explains the scientific principles (e.g., gravity, chain reaction) that make each step work.</p>	<p>Describes the sequence of events but provides a limited or basic explanation of the underlying scientific principles.</p>	<p>Description of the machine's function is unclear, and the explanation of scientific principles is inaccurate or missing.</p>

HSD3 Argument Essay Rubric

	Exceptional 5	Advanced 4	Proficient 3	Developing 2	Inadequate 1
Ideas The essay introduces a clear, arguable claim (thesis) that remains the focus of the paper.	The essay poses and maintains a compelling claim that is clear, purposeful and academically mature. <input type="checkbox"/>	The essay poses and maintains a clear, interesting and purposeful claim. <input type="checkbox"/>	The essay poses and maintains a claim. <input type="checkbox"/>	The essay poses a claim but often lacks focus. <input type="checkbox"/>	The essay fails to state a claim and/or lacks any sustained focus. <input type="checkbox"/>
Organization The essay skillfully orients reader to topic(s) and uses structure (paragraphing) with transitions to provide logical progression.	The essay is unified, logical and cohesive, with original transitions and linking phrases. <input type="checkbox"/>	The essay is unified and logical, with effective transitions and/or linking phrases. <input type="checkbox"/>	The essay is logical with occasional transitions between ideas. <input type="checkbox"/>	The essay lacks consistent unity and logical order and may not have transitions. <input type="checkbox"/>	The essay lacks unity, logic and order. <input type="checkbox"/>
Development The essay provides sufficient data with credible support for the claim (thesis).	The essay provides relevant, unique and compelling information to support all claims and develops potential counter-arguments. <input type="checkbox"/>	The essay provides clear, interesting, relevant information, to support all claims and address potential counter-arguments. <input type="checkbox"/>	The essay provides relevant information to support all claims, and it acknowledges potential counter-arguments. <input type="checkbox"/>	The essay provides inadequate or irrelevant information in an attempt to support claims, without reference to counter-arguments. <input type="checkbox"/>	The essay lacks relevant information and does not support a claim. <input type="checkbox"/>
Language The essay displays a strong command of language, with precise word choice and varied sentence structures.	The essay is marked by elegant fluency and strong, academically mature word choice. <input type="checkbox"/>	The essay has clear, fluent sentences enhanced by effective word choice. <input type="checkbox"/>	The essay contains complete sentences and appropriate word choice. <input type="checkbox"/>	The essay is missing consistent sentence structures and word usage is weak, repetitive or incorrect. <input type="checkbox"/>	The essay is difficult to follow due to distracting, incorrect usage of sentences and words. <input type="checkbox"/>
Conventions The essay demonstrates an obvious command of Standard American English including citations for sources.	The essay displays intentional, stylistic grammar with correct punctuation, citations and spelling. <input type="checkbox"/>	The essay displays consistent and correct grammar, punctuation, citations and spelling. <input type="checkbox"/>	The essay displays generally correct grammar, punctuation, citations and spelling. <input type="checkbox"/>	The essay contains distracting mistakes in grammar, punctuation, citations and spelling. <input type="checkbox"/>	The punctuation, grammar and spelling mistakes change or obscure the intended meaning. Citations are missing or incorrect. <input type="checkbox"/>

Essay Holistic Score: _____

Score Conversion Chart

Holistic Score	Percentage	Sample Gradebook Score (x out of 25)
5.0	100	24-25
4.5	92	22-23
4.0	84	20-21
3.5	76	19
3.0	72	17-18
2.5	64	16
2.0	60	15
1.5	56	14
1.0	52	13
0.5	48	1-12

Evaluator Comments:

HSD3 Expository Essay Rubric

	Exceptional 5	Advanced 4	Proficient 3	Developing 2	Inadequate 1
Ideas The essay introduces a clear position (thesis) that remains the focus of the paper.	The ideas presented in the essay are original, creative and impressive in addressing the prompt. <input type="checkbox"/>	The ideas in the essay are clear and often insightful while addressing the prompt. <input type="checkbox"/>	The essay clearly and consistently addresses the prompt. <input type="checkbox"/>	Ideas in the essay attempt to address the prompt, but they lack focus and clarity. <input type="checkbox"/>	The essays fail to address the prompt, and the ideas are frequently irrelevant. <input type="checkbox"/>
Organization The essay skillfully orients reader to topic(s) and uses structure (paragraphing) with transitions to provide logical progression.	The essay is unified, logical and cohesive, with original transitions and linking phrases. <input type="checkbox"/>	The essay is unified and logical, with effective transitions and/or linking phrases. <input type="checkbox"/>	The essay is logical with occasional transitions between ideas. <input type="checkbox"/>	The essay lacks consistent unity and logic in order and may not have transitions. <input type="checkbox"/>	The essay lacks unity, logic and order. <input type="checkbox"/>
Development The essay provides numerous examples and support for the position (thesis).	The essay contains thoughtful examples that clearly enhance and articulate the writer's position. <input type="checkbox"/>	The essay contains original examples that support and develop the writer's position. <input type="checkbox"/>	The essay contains examples that support the writer's position. <input type="checkbox"/>	The essay contains a few relevant or accurate examples of support. <input type="checkbox"/>	The essay provides no relevant examples of support. <input type="checkbox"/>
Language The essay displays a strong command of language, with precise word choice and varied sentence structures.	The essay is marked by elegant fluency and strong, academically mature word choice. <input type="checkbox"/>	The essay has clear, fluent sentences enhanced by effective word choice. <input type="checkbox"/>	The essay contains complete sentences and appropriate word choice. <input type="checkbox"/>	The essay is missing consistent sentence structures and word usage is weak, repetitive, or incorrect. <input type="checkbox"/>	The essay is difficult to follow due to distracting, incorrect usage of sentences and words. <input type="checkbox"/>
Conventions The essay demonstrates an obvious command of Standard American English including citations (if required).	The essay displays intentional, stylistic grammar with correct punctuation, citations (if required) and spelling. <input type="checkbox"/>	The essay displays consistent and correct grammar, punctuation, citations (if required) and spelling. <input type="checkbox"/>	The essay displays generally correct grammar, punctuation, citations and spelling. <input type="checkbox"/>	The essay contains distracting mistakes in grammar, punctuation, citations (if required) and spelling. <input type="checkbox"/>	The punctuation, grammar, and spelling mistakes change or obscure the intended meaning. Citations (if required) are missing or incorrect. <input type="checkbox"/>

Essay Holistic Score: _____

Score Conversion Chart

Holistic Score	Percentage	Sample Gradebook Score (x out of 25)
5.0	100	24-25
4.5	92	22-23
4.0	84	20-21
3.5	76	19
3.0	72	17-18
2.5	64	16
2.0	60	15
1.5	56	14
1.0	52	13
0.5	48	1-12

Evaluator Comments:

HSD3 Narrative Essay Rubric

	Exceptional 5	Advanced 4	Proficient 3	Developing 2	Inadequate 1
Ideas The essay introduces a clear theme or themes that remain/s the focus of the paper.	The ideas presented in the essay are original, creative and impressive in addressing the prompt. <input type="checkbox"/>	The ideas in the essay are clear and often insightful while addressing the prompt. <input type="checkbox"/>	The essay clearly and consistently addresses the prompt. <input type="checkbox"/>	Ideas in the essay attempt to address the prompt, but they lack focus and clarity. <input type="checkbox"/>	The essay fails to address the prompt, and the ideas are frequently irrelevant. <input type="checkbox"/>
Organization The essay skillfully orients reader to topic(s) using narrative techniques such as exposition, rising action, climax, falling action and resolution	The essay is logical and cohesive, with original transitions and linking phrases. <input type="checkbox"/>	The essay is unified and logical, with effective transitions and/or linking phrases between the order of events. <input type="checkbox"/>	The essay is logical with occasional transitions between ideas that creates logic without a list. <input type="checkbox"/>	The essay lacks consistent unity and logic in order and may not have transitions. It resembles more of a list of events <input type="checkbox"/>	The essay lacks unity, logic and order. <input type="checkbox"/>
Development The essay provides numerous narrative techniques (such as dialogue or figurative language) with descriptive writing and support for the theme/s.	The essay contains thoughtful examples with mature descriptors that clearly enhance and articulate the writer's theme. <input type="checkbox"/>	The essay contains original examples that support and develop the writer's that enhance the writer's theme. <input type="checkbox"/>	The essay contains examples that support and make the theme clear. <input type="checkbox"/>	The essay contains a few relevant or accurate examples of support with little or no connotation of a theme. <input type="checkbox"/>	The essay provides no relevant examples of support for a theme. <input type="checkbox"/>
Language The essay displays a strong command of language, with precise word choice and varied sentence structures with unique, individual style.	The essay is marked by elegant fluency and strong, academically mature word choice. <input type="checkbox"/>	The essay has clear, fluent sentences enhanced by effective word choice. <input type="checkbox"/>	The essay contains complete sentences and appropriate word choice. <input type="checkbox"/>	The essay is missing consistent sentence structures and word usage is weak, repetitive, or incorrect. <input type="checkbox"/>	The essay is difficult to follow due to distracting, incorrect usage of sentences and words. <input type="checkbox"/>
Conventions The essay demonstrates an obvious command of Standard American English including citations (if required).	The essay displays intentional, stylistic grammar with correct punctuation, citations (if required) and spelling. <input type="checkbox"/>	The essay displays consistent and correct grammar, punctuation, citations (if required) and spelling. <input type="checkbox"/>	The essay displays generally correct grammar, punctuation, citations and spelling. <input type="checkbox"/>	The essay contains distracting mistakes in grammar, punctuation, citations (if required) and spelling. <input type="checkbox"/>	The punctuation, grammar, and spelling mistakes change or obscure the intended meaning. Citations (if required) are missing or incorrect. <input type="checkbox"/>

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Essay Holistic Score: _____

Score Conversion Chart

Holistic Score	Percentage	Sample Gradebook Score (x out of 25)
5.0	100	24-25
4.5	92	22-23
4.0	84	20-21
3.5	76	19
3.0	72	17-18
2.5	64	16
2.0	60	15
1.5	56	14
1.0	52	13
0.5	48	1-12

Evaluator Comments:

UM GERs		Credit	AP and PLTW Class, Score Needed, Equivalent UM Course
Natural Science (N), 6 credits One class must have lab (NL)	Classes with Labs	9	AP Biology 4+ = BIOB 160/161(N) and BIOB 170/171(NL) No additional Natural Science classes required. (Ruffatto)
		4	AP Biology, 3 = BIOB Lower Division Elective (NL) AND another Natural Science (Ruffatto)
		3	AP Physics I, 3+ = PHSX 205/206(NL) College Physics I Lecture & Lab AND another Natural Science (V. Haflich)
	Classes without Labs	4	CHMY 121(N) Intro to General Chemistry AND another Natural Science with Lab (Ruffatto)
		3	AP Chemistry, 3 = CHMY Lower Division Elective (N) AND another Natural Science with Lab (Ruffatto)
		3	AP Chemistry, 4+ = CHMY 121(N) Intro to General Chemistry AND another Natural Science with Lab (Ruffatto)
		6	AP Environmental Science, 3 = ENSC Lower Division Elective (N) AND another Natural Science with Lab (Antonoli)
6	AP Environmental Science, 4+ = ENSC 105(N) Environmental Science AND another Natural Science with Lab (Antonoli)		
Social Sciences (S), 3 credits		3	AP US Government & Politics, 3+ = PSCI 210(SY) Intro to American Government (Nisly) Can be taken as both dual-enrollment and/or AP.
Historical Studies (H), 3 credits		6	AP US History, 3+ = HSTA Lower Division Elective (HY) (Kimzey)
		3	JRNL 100(HY) Journalism & American Society (Stewart)
		3	NASX 235(HX) Written & Oral Traditions of Native Americans
Democracy & Citizenship (Y), 3 credits		6	AP US Government & Politics, 3+ = PSCI 210(SY) Intro to American Government
		3	JRNL 100(HY) Journalism & American Society (Stewart)
Mathematics, 3 credits		3	AP Statistics, 3+ = STAT 216 Intro to Statistics (Livesay) Can be taken as both dual-enrollment and/or AP.
		3	M 115 Probability & Linear Math (B. Fett)
		3	M 121 College Algebra (Livesay)
		4	M 151 Precalculus (B. Fett)
		4	M 162 Applied Calculus (B. Fett) Can be taken as both dual-enrollment and/or AP.
		4	STAT 216 Intro to Statistics (Livesay)
Introductory College Writing		6	AP English Language & Composition, 3 = WRIT 101 (Carmody)
		3	DC WRIT 101 College Writing I (Hattlestad)
Expressive Arts, 3 credits		3	COMX 111(A) Intro to Public Speaking (Gulman)
		3	JRNL 140(A) Intro Radio/Audio Storytelling (Stewart)
Intermediate Writing		6	AP Literature & Composition, 4+ = LIT110 (LWAC)
		3	NASX 235(HX) Written & Oral Traditions of Native Americans (Carmody)
		3	WRIT 121 Technical Writing (Hattlestad)
Literary & Artistic Studies (L), 3 credits		6	AP Literature & Composition, 3 = Lower Division Literature Elective (L)
		6	AP Literature & Composition, 4+ = LIT 110L (LWac)
		3	Film 103(L) Intro to Film (Stewart)
Ethical & Human Values (E), 3 credits		3	BGEN 220(E) Business Ethics & Social Responsibility
			PLTW Medical Interventions, 390+ = AHMS 270E Intro to Medical Ethics and BIOH 113 Human Form and Function II
Cultural & International Diversity (X), 3 credits		3	NASX 235(HX) Written & Oral Traditions of Native Americans (Carmody)

**UM GERs permit "double-dipping" of courses but MUS Core does not (EXCEPT Native American content course).

Electives

- 3 PLTW Human Body Systems, 350+ = BIOH 112 Human Form and Function I
- 8 AP Spanish Lang & Culture, 3+ = SPNS 101/102 Elementary Spanish I and II
- 3 PLTW Principles of Biomedical Science = AHMS 144 Medical Terminology
- 3 CSCI 105 Joy & Beauty of Computing
- 3 OSHA 130 Intro to Trades

CTS Pre-Health Professions	Credit	Recommended class/options for Hamilton High School
AHMS 144 Medical Terminology	3	PLTW
AHMS 129 Intro to Health Professions	2	PLTW
BIOH 104N/105N Basic Human Biology Lecture and Lab	4	PLTW BIOH 112/113
M 105 or Higher	3-4	M115: M121:
PSYX 100S	3	Online Early College Option
WRIT 101 College Writing I	3	concurrent enrollment

Hamilton High School AP Course Offering 2025-2026

AP 2-D Art and Design

AP Biology

AP Calculus AB

AP Drawing

AP English Language and Composition

AP English Literature and Composition

AP Environmental Science

AP Physics 1

AP Psychology

AP Spanish Language and Culture

AP Statistics

AP United States Government and Politics

AP United States History

HAMILTON HIGH SCHOOL APPLICATION & AGREEMENT FOR WORK RELEASE

I, _____ request a Work Release period for the current semester of Hamilton High School ("HHS"). I understand that a Work Release period is a privileged and may be revoked by HHS Administration pursuant to the terms set forth in this Application & Agreement.

SECTION I Definition of Work Release. Work Release is special opportunity for senior students¹ to have the ability to pursue a real life, off-campus employment experience and training. Seniors who are granted a Work Release period have the following expectations which must be met:

- Work Release employers must be located within Ravalli County and close enough to HHS so that the Work Release student can work at least one (1) hour during the Work Release period.
- Work Release students must leave campus during their Work Release period unless prior approval from the Work Release Coordinator has been obtained.
- Work Release students must schedule a check-in and meet with the Work Release Coordinator once during the semester. This meeting must take place prior to finals week.
- Work Release students must submit one paystub or one employer-signed timesheet to the Work Release Coordinator per month.
- Work Release students must complete a final project each semester. This final project is a one-page paper, or a previously approved presentation, about the student's job and how it will aid them in their future endeavors.
- If a Work Release student wishes to change jobs during the semester, they must submit new Work Release paperwork to the Work Release Coordinator and obtain HHS approval for the new job prior to changing jobs.

SECTION II Conditions of Work Release. Senior students may apply for a *Work Release* period if the following conditions are met:

- All Work Release forms and paperwork must be submitted to the Work Release Coordinator prior to the second week of the semester.
- The student is on track to graduate from HHS at the end of the academic year in which Work Release is requested.
- The student must ensure that they have registered for and pass an adequate number of credits to successfully graduate HHS at the end of the academic year in which Work Release is requested. (This requirement does not apply if the student is a sophomore or junior.)
- The student must have no F's or Incompletes from the previous quarter.
- The student is in good standing with regard to HHS Attendance and Discipline policies.

SECTION III Loss of Work Release: Work Release privileges may be revoked by the administration for the violation of any of the above-mentioned conditions. Additionally, Work Release privileges may be revoked by a parent/guardian at any time during the school year. Once parental/guardian permission is revoked, the student may not be rescheduled for Work Release without Work Release forms and paperwork being filled out/submitted again.

¹ Subject to HHS Administration's sole discretion, sophomore and/or junior students may be granted permission to participate in Work Release subject to the same terms set forth in this Application & Agreement. The term "Senior," as used in this document, will apply to any student granted permission to participate in Work Release, regardless of grade level.

Additionally, Work Release students will automatically be rescheduled to a supervised study hall (or elective course if within the first two weeks of the quarter) in the following circumstances:

- If a Work Release student loses their job during the semester, for any reason.
- If a student fails to submit their Work Release paperwork or forms before the end of the second week of the semester.
- If the Work Release student violates HHS policies or procedures (including the Student Handbook and HSD Board Policies) and it is determined by HHS administration that the violation warrants termination of Work Release.

**In the event a student loses their job during the semester, they must immediately inform the Work Release Coordinator.*

***Work Release status may be reinstated at the sole discretion of HHS Administration after a review of the relevant circumstances surrounding the loss of Work Release.*

SECTION IV Grading: Work Release qualifies for a maximum of .50 PASS / FAIL credits per semester². Work Release is graded based on the following components: Work Release Paperwork (20 points), Paystubs/Timesheets (10 points per month), Check-In with the Work Release Coordinator (10 points), and Final Project (20 points). Students who fail to complete the components of Work Release will not receive a passing grade. Students who fail Work Release will receive a FAIL on their transcript for the relevant grading period.

SECTION V Transportation: Work Release students are required to provide and/or privately arrange for their own transportation to and from their Work Release employment.

SECTION VI School Rules: Work Release students have a special obligation to represent their school in an appropriate manner. Students agree to abide by the Student Code of Conduct/School-Wide Expectations in the Hamilton High School Student Handbook during Work Release. All school rules are in effect during the time the students are off campus and participating in Work Release.

By signing this Application & Agreement, I acknowledge and agree to the terms and condition set forth herein.

Signature of Student's Parent or Legal Guardian

Print Name: _____

Date

Student's signature

Date

² In extraordinary circumstances, HHS Administration, in its sole discretion, may approve additional Work Release credits.

**HAMILTON HIGH SCHOOL
WORK RELEASE LIABILITY RELEASE & WAIVER**

My student, _____, has permission to participate in Hamilton School District's ("the District") / Hamilton High School's Work Release.

CONDUCT DURING ACTIVITY

I understand that my student's participation in the activity is a privilege, and not a right. I acknowledge that I have spoken with my student about my student's need to comply with the specific rules and requirements established for Work Release, as well as: all District policies and procedures, rules of conduct set forth in the Student Handbook, and state and federal regulations and laws. I understand that all District rules and policies apply to my student during Work Release.

TRANSPORTATION PERMISSIONS AND WAIVER

I understand that my student is required to provide and/or privately arrange for their own transportation to and from Work Release employment.

ACKNOWLEDGEMENT OF PERSONAL LIABILITY AND WAIVER

In consideration of the District's agreement to allow my student to participate in Work Release, I release, forever discharge, and hold harmless the District, its trustees, employees, agents, or volunteers ("Released Parties") from any liability, claims, demands, costs, and damages of any kind arising from and/or relating to my student's off-campus participation in Work Release, including transportation to and from Work Release employment. I accept responsibility for any loss, damage, or injury to my student that occurs during my student's off-campus participation in Work Release that is not the result of fraud, willful injury to a person or property, or the willful violation or grossly negligent violation of a law by the Released Parties.

SIGNATURE

I acknowledge that I have carefully read this Liability Release and Waiver, understand, and agree to its terms knowingly and voluntarily. I also acknowledge that I am the parent or legal guardian of the student listed above.

Signature of Student's Parent or Legal Guardian

Date

Print Name: _____

Student's signature

Date

**HAMILTON SCHOOL DISTRICT
WORK RELEASE EMPLOYER AGREEMENT**

The Hamilton High School ("HHS") Work Release program is intended to provide the opportunity for HHS students to obtain work experience that contributes to the student's future employability.

Work Release Student Name: _____ Job Title: _____

Employer's Name: _____ Phone #: _____

Supervisor's Name: _____ Phone #: _____

Pay rate: \$ _____ / per hour Average Hrs Per Wk: _____

By signing below, and in consideration for the benefit of having a Work Release student available to my business during school hours, _____ ("Employer") agrees to the following terms and conditions as an employer of the HHS Work Release student listed above:

- Employer will provide the Work Release student with a well-rounded employment experience;
- Employer will comply with all applicable federal, state, and local laws and regulations;
- Employer will carry workers' compensation insurance covering the Work Release student;
- Employer will notify HHS (Work Release Coordinator: (406)375-6067) if the Work Release student's performance and/or attendance is less than satisfactory;
- Employer will evaluate the Work Study student's performance once each academic quarter as defined by HHS' academic calendar;
- Employer will provide the Work Release student with pay-stubs or Employer signed timesheets on a monthly (or more frequent) basis;
- Employer will pay the Work Release student minimum wage or greater;
- Employer will comply with Hamilton School District's Equal Employment and Nondiscrimination Policy (Board Policy 5000);
- In the event the Work Release student loses their job for any reason, Employer will notify HHS immediately (Work Release Coordinator: (406)375-6067); and
- Where the Employer is the parent or guardian of the Work Release student, Employer must meet all requirements set forth in this Agreement, including, but not limited to those relating to: payment of minimum wage, evaluation, and workers' compensation.

AGREED & ACKNOWLEDGED: By signing this Agreement, I agree to the terms and conditions set forth herein:

Employer Signature: _____ Date: _____
Print Name: _____

ACKNOWLEDGED:

Student Signature: _____ Date: _____
Print Name: _____

Parent/
Guardian Signature: _____ Date: _____
Print Name: _____

HHS Principal Signature: _____ Date: _____

**Hamilton High School
School-to-Work Internship
Application**

Student Name: _____

Student Phone Number: _____

Parent Name: _____

Parent Phone Number: _____

Grade: _____

Age: _____

Internship Period: _____

Where would you like to intern? _____

What do you hope to learn from Internship? _____

Why do you want to participate in Internship? _____

Transportation:

Do you have a driver's license and reliable access to a vehicle to travel to and from your internship? _____

If you do not have a driver's license and vehicle do you have reliable transportation provided by a parent or guardian? _____

If you do not have reliable transportation, is your internship site within walking/biking distance of Hamilton High School and are you willing to walk/bike to your internship? _____

**Hamilton High School
School-to-Work Internship**

Eligibility Requirements Checklist

Name: _____ Period: _____

The following items must be completed / turned in to the Internship Coordinator by:

_____ :

- _____ School-to-Work Internship Application
- _____ Confidentiality Definition & Agreement
- _____ Parent/Guardian Consent & Release
- _____ Student Expectations Sign-Off
- _____ Internship Notebook/Folder with School-to-Work Packet included
- _____ Photocopy of Driver's License and Proof of Insurance (if driving to Internship)

Students who do not submit the required documents on time may forfeit their opportunity to participate in School-to-Work Internship and will be reassigned to a study hall, elective, or other appropriate class for the remainder of the semester.

**Hamilton High School
School-to-Work Internship**

Parent/Guardian Consent & Release

My student, _____, has permission to participate in Hamilton High School School-to-Work Internship, with my student's Internship to take place at the following location:

_____ ("Internship Site").

I understand that the School-to-Work Internship requires travel to and from Hamilton High School ("HHS"), 327 Fairground Rd., Hamilton, MT 59840, and the Internship Site. My students will participate in the School-to-Work Internship for the entire duration of the semester in which my student is registered for the School-to-Work Internship experience.

CONDUCT DURING ACTIVITY

I understand that my student's participation in the School-to-Work Internship is a privilege and not a right. I acknowledge that I have spoken with my student about my student's need to comply with the specific rules and requirements established for the School-to-Work Internship, all Hamilton School District ("the District") policies and procedures, rules of conduct set forth in the HHS Student Handbook, local/state/federal laws and regulations, and any applicable Internship Site rules/policies. I understand that all District rules and policies apply to my student during the course of the School-to-Work Internship.

TRANSPORTATION PERMISSIONS AND WAIVER

I also understand that my student must provide for their own transportation to and from the Internship Site. Transportation may consist of: 1) a licensed student driver providing their own transportation; 2) the student's parent/guardian providing transportation; or 3) the student walking and/or biking to the Internship Site if it is within walking/biking distance.

For students who intend to drive themselves to the Internship Site, the student must have a valid driver's license and the owner of the vehicle must carry motor vehicle insurance which meets with the minimum limits required by Montana law. The District's insurance does not cover damages arising from, or related to, the operation of any private vehicle, failure to follow the directed driving route, or any personal negligence related to this activity. Any damages/harm resulting from a parent/guardian, or student-driver, arising from the operation of a motor vehicle in relation to the School-to-Work Internship, is hereby waived by Hamilton School District.

Please initial on the spaces to the left of each statement below to acknowledge your acceptance of the following permissions:

_____ I give permission for my student to drive his/her own vehicle to and from the Internship Site.

_____ I agree to provide transportation for my student to and from the Internship Site.

_____ I give permission for my student to walk to and from the Internship Site.

_____ I give permission for my student to ride their bicycle to and from the Internship Site.

I understand that I have the option to not sign this form. If I do not grant permission for one or more of the modes of travel listed above, my student will not be able to participate in the School-to-Work Internship.

SUPERVISION

I understand that NO SUPERVISION will be provided by Hamilton High School during the School-to-Work Internship and/or transportation to and from same.

ACKNOWLEDGEMENT OF PERSONAL LIABILITY AND WAIVER

I understand that the District and its staff will try to prevent accidents. However, I fully understand that some activities involve inherent risks to students regardless of reasonable safety measures that may be taken by the District. In consideration of the District's agreement to allow my student to participate in the School-to-Work Internship, I agree to accept responsibility for any loss, damage, or injury to my student that occurs during my student's participation in the School-to-Work Internship, including their transportation to and from the Internship Site, that is not the result of fraud, willful injury to a person or property or the willful violation of a law by a trustee, employee, or agent of the Hamilton School District.

SIGNATURE

I acknowledge that I have carefully read this CONSENT AND RELEASE and agree to its terms knowingly and voluntarily. I also acknowledge that I am the parent or legal guardian of the student.

Parent/Legal Guardian Signature

Date

Print Name: _____

Student Signature

Date

For Questions Relating to School-to-Work Internship:

Please contact the Internship Coordinator at (406)375-6060

**Hamilton High School
School-to-Work Internship
Confidentiality Definition & Agreement**

Due to your access to confidential information, all students enrolled in the HHS internship program must sign this Agreement. "Confidential Information" means any information of a secret or confidential nature relating to the internship workplace. In addition, certain internship sites (for example, healthcare facilities and schools) are subject to state and federal laws governing confidential information that go beyond ethical confidentiality obligations (see, for example: the Health Insurance Portability and Accountability Act; and the Family Educational Rights and Privacy Act).

Confidential information may include, but is not limited to, the following: human resources information, student educational records, health care/patient information, trade secrets, proprietary information, customer information, customer lists, methods, plans, documents, data, drawings, manuals, notebooks, reports, models, inventions, formulas, processes, software, information systems, contracts, negotiations, strategic planning, proposals business alliances, and training materials.

I _____ [student name] agree to the following with regard to my enrollment in the Hamilton High School Internship Program:

I have read and understand the above definition of "confidential information." I agree that I will not at any time, either during or after my enrollment in the Hamilton High School Internship Program, communicate or disclose confidential information to any person, corporation/business, or entity.

I further recognize and agree that while enrolled in the Hamilton High School Internship Program, I may become aware of nonpublic information of a personal nature about employees or associates, including, without limitation, actions, omissions, statements, or personally identifiable medical, family, financial, social / behavioral, educational, or other personal or private information. I will not disclose any such information that I learn through the Hamilton High School Internship Program to any other person or entity, unless required to do so by applicable law.

Student Signature

Date

Print Name

**School to Career-Internship
Assignment #3**

Name _____ Period _____

Due date: _____ (one class period after you start at your internship site)

1. Interview by employer/trainer completed _____

2. Copy of school calendar (and Mr. DeLong's business card) given to site

(Your initials that you've done this - _____)

See attached forms – have them signed and return attached to this form.

3. Internship training agreement signed by you, your site, and parent/guardian.

4. Workforce Development Criteria signed by your site.

If job shadowing, required paperwork (see Mr. DeLong) _____

Internship Site Information:

Business Name _____ Business Phone _____

Mailing Address _____

On-the-Job Supervisor &/or Contact person(s) _____

Supervisor email address: _____

HSD3 High School INTERNSHIP TRAINING AGREEMENT

Student Name _____ Cell _____ Age _____

Business Name _____ Business Phone _____

Address _____ City _____ State _____ Zip _____

On-the-Job Supervisor and/or Contact person _____

Description of Work to be Performed _____

The objects of the intern projects are to **help students to successfully learn to obtain employment, maintain employment, develop job skills, and/or create mentor relationships.** The internship programs are a means of combining theory and practice. In-school instruction is provided by the teacher-coordinator; on-the-job is provided by the employer.

The Student-Learner Agrees to:

1. Keep regular attendance, both in school and at the intern site. Notify school and/or employer-trainer if unable to report as scheduled. Failure to comply may result in removal from the program.
2. Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress, and a willingness to learn.
3. Consult the teacher or coordinator about any difficulties arising at the internship site.
4. Conform to the rules and regulations of the internship site.
5. Furnish the Intern Coordinator with all the necessary information and reports.

Student-Learner Signature _____ Date _____

The Training Sponsor (Employer) Agrees to:

1. Consult Intern Coordinator with problems related to the Intern experience.
2. Provide time for consultation with the Intern Coordinator if needed about problems related to the Internship.
3. Provide learning experiences for the student-learner that will contribute to the attainment of the general work place skills (see Workforce Development Criteria).
4. Comply with the state and federal guidelines and regulations regarding nondiscrimination against any student-learner on the basis of race, color, national origin, sex, or handicap in recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility, and in pay. Harassment of student-learner with regard to race, color, national origin, sex, or handicap is strictly prohibited.
5. The work-station supervisor will be asked to evaluate the student worker periodically.
6. Inform other employees of their important role in assisting in the training of the student.

Internship Outcomes

The Internship program goal is to give the student a work-based learning experience that gives them an authentic connection to their chosen occupation. Quality experiences combine activities meaningful to the learner with guided reflection and analysis under a school coordinator and an adult mentor linked to the experience. It is a challenging, active, learner-centered process that expects learners to take initiative, assume responsibility, and practice sound decision making.

Measurable Learning outcomes: Identify 5 outcomes directly linked to the learning experience (to be filled out by trainer/mentor)

1. _____

2. _____

3. _____

4. _____

5. _____

Activities: What will the student/learner do to achieve the outcomes listed? Identify one for each of the above.

1. _____
2. _____
3. _____
4. _____
5. _____

Employer/Trainer _____ Date _____

**Workforce Development Criteria
Hamilton High School
Internship**

The Workforce Development Criteria was developed by the School-to-Work Advisory Committee based on skills that the local community members, teachers, parents, and students felt were important for students to have upon graduation. This criteria is a general guideline for schools, businesses and students to use when designing a work-based learning activity for students. Whoever works with this student during the Internship time will be asked to rate the student on these skills at the end of the internship.

1. Knowledge of Job. Consider extent of student's knowledge of "All aspects of an Industry". Please use the following list and any more that are relevant to your particular area: Planning; Management; Finance; Technical and Production Skills; Underlying Principles of Technology; Labor Issues; Community Issues; and Health, Safety and the Environment. Is the student on the alert to increase his or her knowledge of these areas?
2. Communication. Does the student interpret and communicate information in an appropriate manner? Is the student able to acquire and evaluate information?
3. Quality of Work. Consider ability of the student to produce work that meets high standards of quality. Does the student recognize and correct errors? Consider accuracy and neatness of work.
4. Quantity of Work. Consider volume of work produced by the student under normal conditions. Does the student allocate time to complete assigned tasks?
5. Attendance and Punctuality. Consider student's absences and tardiness. Does the student make arrangements ahead of time or call if he or she is unable to make it to work?
6. Attitude. Consider attitude of student toward work, company and associates. Does the student participate as a member of the work team? Does the student demonstrate a flexible attitude? Is the student willing to serve clients and customers to satisfy their expectations? Does the student exercise leadership and a willingness to teach and learn from others? Does the student demonstrate a strong work ethic? Is the student willing to work with diversity?
7. Judgment. Consider the ability of the student to make appropriate decisions, find alternate solutions to problems, and resolve conflicts within workplace. Does the student demonstrate leadership skills?
8. Reliability. Is the student dependable, self-motivated, and able to complete tasks under pressure?
9. Personal Characteristics. Consider the honesty and integrity of the student. Does the student demonstrate appropriate etiquette and ethics in a workplace? Is the student willing to share in the responsibility of completing less desirable tasks in the workplace? Does the student demonstrate leadership skills?
10. Personal Appearance. Does the student dress appropriately for the job? Is the general impression one of neatness and cleanliness? Does the student keep work area orderly?
11. Technology. Is the student able to adapt to the particular type of technology used in work place? Is the student willing to learn new ways to apply technology? Is the student able to understand and use technological systems in the work place?
12. Disability Related Accommodations. Are there reasonable accommodations the student needs in any of the categories above? Accommodations are modifications to the job that enables a person with a disability to have an equal employment opportunity. Reasonable accommodations are required only for persons with a disability who are otherwise qualified for the job such as accommodations do not impose undue hardship on the employer.
13. Other.

Comments:

I understand the above listed Workforce Development Criteria and understand that it is my responsibility to provide a learning environment and an employee mentor that will instruct the student in these areas. It is my responsibility to see that the student has the opportunity to improve his or her skills in the above listed areas, and that I will be asked to rate the student intern on these skills at the end of the semester.

Trainer/Employer Signature

Date

I understand the above listed Workforce Development Criteria and understand that it is my responsibility to strive to improve my work-related skills. I understand that this project will be used to calculate part of my grade in Internship class. I also understand that while I am at my internship I will be under the jurisdiction of the employer and the school.

Student Signature

Date

HSD3 INTERNSHIP TRAINING AGREEMENT

The Parent/Guardian agrees to:

1. Give permission for my student to participate in the internship program **at the noted site.** I understand that the student may change intern sites during the semester, and it will be up to my student to notify me that he/she is changing intern sites.
2. Recognize the special responsibilities undertaken by the student and make every effort to support him/her with adequate time, transportation, and assistance.
3. Communicate with the coordinator any questions or concerns regarding the internship program.

I am aware that the Hamilton School District's vehicle liability insurance policy will not be in effect, and the individual driver is responsible for the insurance coverage.

On behalf of myself and my child I agree to indemnify and hold harmless Hamilton High School and its owners, operators, instructors, employees, agents and servants from any and all claims, demands, costs expenses and compensation arising out of or in the course of or in any way related to any personal injury to me or my child.

Parent Signature: _____ Date _____

The Teacher Agrees to:

1. Have contact with the site to review student progress during internship.
2. Try to solve any problems relating to student's internship.
3. Help the employer plan meaningful experiences for the student.
4. Help student relate class work to future work.
5. Grant credit for internship after: (a) performance of duties as determined by the employer and coordinator, and (b) completion of the class.
6. Monitor hours worked by students.
7. Coordinate volunteer coverage for the student intern.

Teacher Signature _____ Date _____



Teacher Name	Room #	A1	A2	A3	A4	B1	B2	B3	B4
J. Carmody	208	English III	Prep	AP Lang	English III	Prep	CreatWrit/NAS	AP Lang	College Prep
L. Janes	205	English I	English III	Prep	English I	English I	Prep	English III	English I
K. Gulman	201	Prep	English I	Speech/CreatWrit	S&D/Speech	Prep	English I	English I	Publications
K. Hattledstad	211	English II	AP LIT	Writ101/TechWrit	Prep	Hon English II	Writ101/Writ101	Prep	Hon Eng II
S. Sager	202	English IV	English IV	English II	Prep	English IV	English II	Prep	English II
B. Fett	103	PreCalc	Prep	AP Calc	AP Calc	Prep	PreCalc	Prob & Linear	College Prep
A. Livesay	104	AP Stats	Prep	Algebra II	Algebra I	Prep	Algebra II	Alg I	Alg I
Papa Carver	213	Prep	Geometry	Alg 1	ALC Math	Alg 1	Alg 1	Prep	Geometry
V. Stavish	107	Geometry	Algebra II	Geometry	Prep	Geometry	Prep	Geometry	Algebra II
Mi. Wassam	207	PersFin/PersFin	US History	Prep	US Hist	US History	HumGeo/HumGeo	HumGeo/HumGeo	Prep
D. Kimzey	203	US Hist	Prep	APUSH	ALC SS	Prep	District Safety	APUSH	Soc/Soc
K. Nisly	210	Gov	AP Gov	Gov	Prep	Gov	Leader / Current Ev	AP Gov	Prep
L. Turner	215	Prep	German I	W. Civ/W. Civ	German II	German III	Prep	W. Civ/W. Civ	German I
M. Antonlioli	149	APES	Health 1/Health 1	Health 2/Health 2	Prep	Health 2/Health 2	Human Body System	Prep	Health 2*/Health 1
V. Haflich	224	Physics	Prep	AP Physics	Phys Sci	Phys Sci	Phys Sci	Prep	CWW
K. Veteto	223	Physical Science	Prep	Physical Science	Biology	Biology	Prep	Physical Sci	ALC Science
D. Perchy	225	Prep	Physical Science	Biology	Medical Intervn.	Prep	Biology	Biology	Physical Science
J. Ruffatto	226	Biology	Biology	Prep	AP Bio	Chem	Chem	Chem	Prep
G. Lund	216	Prep	Spanish III	HumGeo/HumGeo	HumGeo/HumGeo	Prep	Psych/Psych	Spanish II	Spanish II
F. Marlatt	212	Spanish II	Spanish I	Spanish I	Prep	Prep	Spanish I	Spanish IV - AP	Spanish I
B. Carver	Gym	Frosh PE/Frosh PE	Wgts/Wgts	Wgts/Frosh PE	Prep	Adv PE/ Adv PE	FroshPE/Wgts	Adv PE/ Adv PE	Prep
A. Griffin	214	W Wgts / W Wgts	Prep	SportsMed/SportsMe	BioMed	BioMed	Health I/Health I	Health I/Health I	Prep
D. Hamilton	PAC	Stagecraft	Prep	HMS	HMS	Theater 1	Adv. Theater	HMS	HMS
S. Mickelson	109	Intro to Art/Intro Cerm	Paint1/Paint2	Prep	ro Cerm/Ad. Ceram	AP/Adv Studio Art	Leader/Paint I	Prep	Intro to Art
R. Reneau	145	Mixed Choir	Concert Choir	HMS	HMS	Hamiltones	Prep	HMS	HMS
S. Thacker	144	Jazz Band	Prep	HMS	HMS	Concert Band	HMS	HMS	HMS
J. Olsen	110	Sculp/Intro to Art	Draw I/Sculpture	Prep	Intro to Art	Intro to Art	Intro to Art	Draw1/Draw2	Prep
M. Bonnes	106	Marketing	Driv Ed/Driv Ed	Prep	Drone Ground	Prep	SciOly/JBC	JBC /CSCI	Drone Ground
C. Delong	CS	Intern	Intern	Intern	Intern	Intern	Intern	Intern	Intern
N. Haflich	137	ITE/CAD I	Woods I/Woods I	Woods I/Woods 1	ITE/ITE	Woods II/Woods II	Woodstl/Woodstl	Trades & Safety	Prep
T. Mitchell	130/131	Foods/Foods	Prep	Cul Art/Adv Cul Art	Textiles /Cul Arts	Cul Arts/Cul Arts	Foods/Foods	Ad Cul Art/Ch Dev	Prep
L. Smith	135	ITE/Prep	Welding Theory	Weld I/Weld I	ITE/ITE	Prep	Weld II/Weld II	Weld II / Weld II	Weld I / Weld I
J. Stewart	105	Prep	CTE/CTE	oc Media/Soc Medi	IntroRad/IntroRad	Prep	Photo/Photo	WebDev/PubRel	IntrotoFlm/IntrotoFlm
Ma. Wassam	206	Prep	Frosh PE/Frosh PE	ALC PE/Health/CTE	Careers/Careers	IntroBus/IntroBus	W. Weights/PersFin	Prep	Pers Fin/Pers. Fin
M. Konen	123	Prep	Eng Found 1	Learning Lab	Basic Math 1	Basic Voc	Learning Lab	Prep	Eng Found 2
D. Smith	122	Learning Lab	Prep	Pre-Algebra	Consumer Math	Prep	Found Math 1	Learning Lab	Learning Lab
H. Williams.	128	Basic Eng 3	Learning Lab	Prep	Learning Lab	Learning Lab	Prep	Basic Eng 1	Basic Eng 4
J. Brazil	ALC	ALC	ALC	ALC	ALC	ALC	ALC	ALC	ALC

Summary View: The ACT (All Data), HAMILTON HIGH SCHOOL (HAMILTON SCHOOL DISTRICT NO 3)

Showing students who are [College Reportable](#)

Group	Year	Composite		English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	STEM Mean Score	Writing Mean Score	ELA Mean Score
		Valid Number	Mean Score							
HAMILTON HIGH SCHOOL (HAMILTON SCHOOL DISTRICT NO 3)	2025-2026	3	23.7	24.7	23.3	23.7	25.3	24.3	8.0	21.5
HAMILTON HIGH SCHOOL (HAMILTON SCHOOL DISTRICT NO 3)	2024-2025	135	20.7	20.1	20.0	21.0	21.2	20.9	7.0	20.2
HAMILTON HIGH SCHOOL (HAMILTON SCHOOL DISTRICT NO 3)	2023-2024	137	19.9	19.6	19.1	20.4	20.3	19.9	6.7	19.2
HAMILTON HIGH SCHOOL (HAMILTON SCHOOL DISTRICT NO 3)	2022-2023	162	20.2	19.2	19.5	20.9	20.6	20.3	6.3	18.6
HAMILTON HIGH SCHOOL (HAMILTON SCHOOL DISTRICT NO 3)	2021-2022	137	20.9	20.2	20.5	21.6	20.9	21.0	6.5	19.6

Summary View: The ACT (All Data), HAMILTON HIGH SCHOOL

Showing students who are College Reportable

Group	Year	Valid Number	Composite		Math		Science		STEM		English		Reading		Writing		ELA	
			Mean Score															
HAMILTON HIGH SCHOOL	2023-2024	137	19.9	19.1	20.3	19.9	19.6	20.4	19.9	19.6	20.4	6.7	6.7	6.7	6.7	6.7	19.2	19.2
HAMILTON HIGH SCHOOL	2022-2023	162	20.2	19.5	20.6	20.3	19.2	20.9	20.3	19.2	20.9	6.3	6.3	6.3	6.3	6.3	18.6	18.6
HAMILTON HIGH SCHOOL	2021-2022	137	20.9	20.5	20.9	21	20.2	21.6	21	20.2	21.6	6.5	6.5	6.5	6.5	6.5	19.6	19.6
HAMILTON HIGH SCHOOL	2020-2021	210	20.8	20.2	21	20.9	20	21.3	20.9	20	21.3	6.7	6.7	6.7	6.7	6.7	19.9	19.9
HAMILTON HIGH SCHOOL	2019-2020	32	22.7	22.1	23.2	22.8	21.7	23.2	22.8	21.7	23.2	7.1	7.1	7.1	7.1	7.1	21.6	21.6
HAMILTON HIGH SCHOOL	2018-2019	165	21.2	21.2	21.3	21.5	20.2	21.7	21.5	20.2	21.7	6.8	6.8	6.8	6.8	6.8	19.8	19.8

▼ Select School

Single-Term Achievement

Growth And Achievement

Term Rostered

Spring 2024-2025 ▼

Term Tested

🔍 Spring 2024-2025 ▼

Course

Math K-12 ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Math K-12

Grade	Achievement Spring 2024-2025 Median and Distribution	Number of Students
All Grades		251

Percentiles Key
● 1st - 20th
● 21st - 40th
● 41st - 60th
● 61st - 80th
● >80th

Rostered Spring 2024-2025
 Tested Spring 2024-2025

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Math K-12

Grade ↑	Achievement Spring 2024- 2025 Median Sort by -- select an option -- and Distribution	Number of Students
Grade 9		122
Grade 10		121
Grade 11		5
Grade 12		3

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th
 ● 61st - 80th ● >80th

Rostered Spring 2024-2025
 Tested Spring 2024-2025

[More information about this chart](#) ▼

Single-Term Achievement

Growth And Achievement

Term Rostered

Spring 2024-2025 ▼

Term Tested

🔍 Spring 2024-2025 ▼

Course

Reading ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Reading

Grade	Achievement Spring 2024-2025 Median and Distribution	Number of Students
All Grades		228

Percentiles Key

- 1st - 20th
- 21st - 40th
- 41st - 60th
- 61st - 80th
- >80th

Rostered Spring 2024-2025
Tested Spring 2024-2025

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Reading

Grade ↑	Achievement Spring 2024- 2025 Median Sort by -- select an option -- and Distribution	Number of Students
Grade 9		102
Grade 10		119
Grade 11		4
Grade 12		3

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th
 ● 61st - 80th ● >80th

Rostered Spring 2024-2025
 Tested Spring 2024-2025

[More information about this chart](#) ▼

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

🔍 Fall 2024-2025 ▼

Course

Reading ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Reading

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades		264

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Fall 2024-2025

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Reading

Grade ↑	Achievement Fall 2024- 2025 Median Sort by <input type="text" value="-- select an option --"/> and Distribution	Number of Students
Grade 9		127
Grade 10		130
Grade 11		3
Grade 12		4

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

 Rostered Fall 2024-2025
 Tested Fall 2024-2025

[More information about this chart](#) ▼

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

🔍 Fall 2024-2025 ▼

Course

Math K-12 ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Math K-12

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades		265

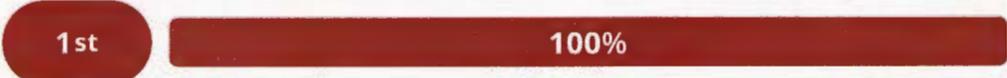
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
 Tested Fall 2024-2025

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Math K-12

Grade ↑	Achievement Fall 2024- 2025 Median Sort by <input type="text" value="-- select an option --"/> and Distribution	Number of Students
Grade 9		128
Grade 10		132
Grade 11		4
Grade 12		1

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

 Rostered Fall 2024-2025
 Tested Fall 2024-2025

[More information about this chart](#) ▼

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2025-2026 ▼

Term Tested

🔍 Fall 2025-2026 ✕ ▼

Course

Reading ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile Achievement Overview Hamilton High School Reading		
Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades		267
Percentiles Key <ul style="list-style-type: none"> ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th 		Rostered Fall 2025-2026 Tested Fall 2025-2026
More information about this chart ▼		

Achievement by Grade

Hamilton High School | Reading

Grade ↑	Achievement Fall 2025- 2026 Median Sort by <input type="text" value="-- select an option --"/> and Distribution	Number of Students
Grade 9		140
Grade 10		120
Grade 11		3
Grade 12		4

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th Rostered Fall 2025-2026
 Tested Fall 2025-2026

[More information about this chart](#) ▼

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Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

🔍 Spring 2023-2024 ▼

Course

Reading ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Reading

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
All Grades		252

Percentiles Key
● 1st - 20th
● 21st - 40th
● 41st - 60th
● 61st - 80th
● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Reading

Grade ↑	Achievement Spring 2023- 2024 Median Sort by <input type="text" value="-- select an option --"/>	Number of Students
Grade 9		112
Grade 10		121
Grade 11		16
Grade 12		3

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th
● 61st - 80th ● >80th

Rostered Fall 2024-2025
 Tested Spring 2023-2024

[More information about this chart](#) ▼

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

🔍 Spring 2023-2024 ▼

Course

Math K-12 ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Math K-12

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students
All Grades		259

Percentiles Key

- 1st - 20th
- 21st - 40th
- 41st - 60th
- 61st - 80th
- >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

[More information about this chart.](#) ▼

Achievement by Grade

Hamilton High School | Math K-12

Grade ↑	Achievement Spring 2023- 2024 Median Sort by -- select an option -- and Distribution	Number of Students
Grade 9		112
Grade 10		127
Grade 11		16
Grade 12		4
<p>Percentiles Key</p> <ul style="list-style-type: none"> <li style="margin-right: 10px;">● 1st - 20th <li style="margin-right: 10px;">● 21st - 40th <li style="margin-right: 10px;">● 41st - 60th <li style="margin-right: 10px;">● 61st - 80th ● >80th <p>More information about this chart ▼</p>		<p>Rostered Fall 2024-2025 Tested Spring 2023-2024</p>

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▼ Select School

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

🔍 Fall 2023-2024 ▼

Course

Math K-12 ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Math K-12

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades		251

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Fall 2023-2024

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Math K-12

Grade ↑	Achievement Fall 2023- 2024 Median Sort by -- select an option -- and Distribution	Number of Students
Grade 9		108
Grade 10		123
Grade 11		17
Grade 12		3
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p>Rostered Fall 2024-2025 Tested Fall 2023-2024</p> <p>More information about this chart ▼</p>		

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Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

🔍 Fall 2023-2024 ▼

Course

Reading ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Reading

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades		246

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Fall 2023-2024

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Reading

Grade ↑	Achievement Fall 2023- 2024 Median Sort by <input type="text" value="-- select an option --"/> and Distribution	Number of Students
Grade 9		107
Grade 10		117
Grade 11		17
Grade 12		5

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th Rostered Fall 2024-2025
 Tested Fall 2023-2024

[More information about this chart](#) ▼

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Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2025-2026 ▼

Term Tested

🔍 Fall 2025-2026 ▼

Course

Math K-12 ▼

🔄 Update

Filters (0)

▼ Apply Filters

Hamilton High School

School Profile

Achievement Overview

Hamilton High School | Math K-12

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades		270

Percentiles Key



1st - 20th



21st - 40th



41st - 60th



61st - 80th

Rostered Fall 2025-2026
Tested Fall 2025-2026

[More information about this chart](#) ▼

Achievement by Grade

Hamilton High School | Math K-12

Grade ↑	Achievement Fall 2025- 2026 Median Sort by <input type="text" value="-- select an option --"/> and Distribution	Number of Students
Grade 9		142
Grade 10		122
Grade 11		3
Grade 12		3

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th Rostered Fall 2025-2026
 Tested Fall 2025-2026

[More information about this chart](#) ▼



October 29, 2025

MT – OPI Transformational Learning Grant Review Committee
P.O. Box 202501
Helena, MT 59620

Dear Members of the Review Committee,

At Joliet Public Schools, we have set our sights high. Guided by this year's theme, "Raise the Standard," we are committed to ensuring that every student, no matter how small our district or how rural our surroundings, receives the same access to excellent instruction, materials, and opportunities as any student in Montana.

In a community like ours, the school is the heart of everything. We are a close-knit staff of educators who know our students by name, who see their potential, and who refuse to let distance or limited resources define their futures. Yet the reality remains, without continued support, we cannot sustain the level of transformational work our students deserve.

Phase I of the Transformational Learning Grant gave us the foundation to personalize learning, build teacher capacity, and strengthen student ownership. With Phase II, we seek to *raise the standard* even higher, to bring high-quality instruction, innovative tools, and advanced training to every classroom. Our vision is a district where data, technology, and relationships work together to ensure that every child learns deeply, grows confidently, and graduates ready to lead with wisdom, integrity, and unity.

This grant is more than a funding request, it is an act of hope and responsibility. For small, rural schools like ours, it represents the chance to bridge the opportunity gap that geography too often creates. With your partnership, we can continue to transform teaching and learning in Joliet and model what is possible when a community comes together to raise the standard for every student.

On behalf of our students, families, and staff, thank you for your belief in Montana's rural schools. Your support empowers us to keep our promise: to educate with excellence, lead with integrity, and unite around the future of our children.

With sincere appreciation,



Clark Begger
Superintendent
Joliet Public Schools



**Joliet Public Schools
Joliet Elementary District
Montana Transformational Learning Grant
Phase II Grant Application**

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Cover Letter

July 22, 2025

Transformational Learning District Leader,

The Montana Office of Public Instruction (OPI) is pleased to announce the application window for Phase II of the Montana Transformational Learning Grant, established in alignment with House Bill 573 (HB 573).

The purpose of this grant is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, as defined in MCA 20-7-1601 and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

No later than July 15, 2026, and contingent on appropriation from the legislature, the OPI will distribute funds to no more than five districts selected to participate in a Transformational Learning Phase II grant. Award amounts will be based on each district's size and the costs outlined in its application, utilizing 90% of the amount appropriated by the legislature for the grants, which is approximately \$2.5 million total in fiscal year 2027.

Application Timeline

- **Application Window:** September 1 – October 31, 2025
- **Present recommended Five Districts the Board of Public Education:** January 2026
- **Districts Notified of Selection:** April 1, 2026
- **Funds Deposited in Awardees' Flex Funds:** July 15, 2026

Successful Phase II grantees will be expected to demonstrate continued commitment to transformational and proficiency-based learning and to provide a joint report to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028, detailing the progress made by the grantees.

We look forward to receiving your application and partnering with you to advance Montana's vision for innovative, proficiency-based education.

Sincerely,
Susie Hedalen
State Superintendent
Montana Office of Public Instruction



Montana Transformational Learning Grant Phase II Grant Application Form

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- District Name: JOLIET ELEMENTARY
- Contact Person: CLARK BEGGER
- Title: SUPERINTENDENT
- Email: cbegger@joliet.k12.mt.us
- Phone Number: 406.962.3541
- Mailing Address: 300 N. PARK ST., JOLIET, MT 59041

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- Describe specific strategies or initiatives your district has implemented.
- Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).
- Attach supporting documents and letters of support if relevant.



Section 2: Description of Continued Progress and Cost Estimates

Provide a detailed narrative of how your district plans to continue progress toward district-wide implementation of transformational and proficiency-based learning. Then use the chart below, or a similar chart, to outline the following information.

- Describe key activities, goals, and timelines for Phase II.
- Explain how your staff, students, families, school board, and community will be engaged.
- Provide estimated costs for each major activity.

Planned Activities & Estimated Costs (sample chart template to use)

Activity	Description	Estimated Cost
Example: Professional Development	Workshops and coaching for teachers	\$
Example: Technology Support	1:1 learning devices	\$
Example: Personnel Costs	Train the trainer reimbursement stipends	\$
	Total Estimated Phase II Budget:	\$

Section 3: District Assurances

By submitting this application, the district assures it will:

- (a) Further develop district-wide implementation of transformational and proficiency-based learning as defined in MCA 20-7-1601.
- (b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- (c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- (d) Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.



Authorized Signatures

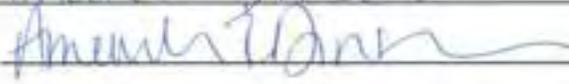
I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: CLARK BEGGER

Superintendent Signature: 

Date: 10/29/25

School Board Chair Name: Amanda Dinsdale

School Board Chair Signature: 

Date: 10/29/25

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning](#) website.

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.



Phase II Transformational Learning Grant Application Evaluation Rubric

Criteria	Exemplary (5)	Proficient (3)	Developing (1)
Evidence of Impact from Previous Transformational Learning Funding	Provides clear, compelling evidence with data, examples, and stakeholder engagement.	Provides adequate evidence with some examples and limited data.	Lacks clear evidence or provides only general statements.
Description of Continued Progress	Detailed plan with clear goals, timelines, roles, and alignment to HB 573 purpose.	Adequate plan with general goals and timelines.	Vague plan with few details or unclear alignment.
Cost Estimates & Budget	Cost estimates are detailed and aligned with planned activities.	Cost estimates generally align but lack detail.	Cost estimates are unclear or misaligned.
District Assurances and Documentation	All required names, signatures, and dates are included, signifying district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	Missing a required name, signature, and/or date, making it unclear of the district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	No required names, signatures, and dates are included, signifying district's lack of understanding of assurances and commitments.
Clarity & Completeness	Application is clear, well-organized, complete, and on-time with all required documentation.	Application is understandable but may have minor gaps.	Application is unclear or missing key information.

Total Score: ____ / 25

Evaluators Comments:



**Joliet Public Schools
Joliet Elementary District
Montana Transformational Learning Grant
Phase II Grant Application**

Section 1: Evidence and Progress Made

Introduction

Joliet Elementary School District was the recipient of the Transformational Learning Grant from 2020-2024. The district has taken foundational steps toward a K–5 transformational and proficiency-based learning model. Our work centers on clearly defined learning targets, personalized instruction based on student needs, and processes for students to demonstrate mastery before advancing. Through i-Ready implementation, targeted professional development, and structured PLC collaboration, we have begun shifting instructional practices to support mastery, student ownership, and individualized pathways.

Strategies and Initiatives Implemented

**** Evidence printouts are included in grant application****

- i-Ready Reading and Math Implementation
 - After an exhaustive vetting process, Joliet Elementary School adopted i-Ready Math in the 2021-2022 school year as our diagnostic, instructional, and progress-monitoring system for numeracy. After a similar process, the District adopted i-Ready Reading in the 2023-2024 school year.
 - Used adaptive diagnostics to determine each student's level and align instruction to personalized learning pathways.
 - Integrated i-Ready data into intervention, enrichment, and WIN-time structures.
 - Teachers regularly analyze i-Ready MyPath data, formative assessments, and classroom observations to adjust instructional strategies and provide differentiated support.



- Standards-Aligned Proficiency Targets
 - Identified priority standards and aligned classroom learning targets with i-Ready progressions.
 - Incorporated regular formative assessments and i-Ready growth checks to guide instructional adjustments and small-group instruction.
- Professional Learning and PLC Structure
 - Delivered ongoing PD on i-Ready, data analysis, differentiation, and proficiency-based instructional practices.
 - Used PLCs to analyze student data, plan targeted instruction, and monitor the effectiveness of interventions and core instruction.
 - Teams regularly review iReady data at the District's monthly IAT (Intervention Assistance Team) meetings.
- Student-Centered and Personalized Supports
 - Utilized i-Ready tools to support goal-setting and student reflection on growth.
 - Expanded opportunities for mastery through reassessment, targeted small-group instruction, and individualized learning blocks.
 - We have developed a "JFLEX" period in our daily schedule that incorporates a "Walk to Read" and "Walk to Math" model. During this period, students are grouped according to their instructional level, determined by classroom observations and i-Ready MyPath data. This ensures each student receives targeted instruction tailored to their unique learning needs.

2020 – K-8 Math Curriculum Review Team

Purpose: The purpose of the 2020 Math Curriculum Review Team will be to review current K-8 math instructional materials and suggest the adoption of materials for the 2021 - 2022 school year. The District will continue to use the GoMath! program for the 2020-2021 school year. The rationale behind this is that if the team chooses to adopt a different program, teachers will be able to rely on GoMath! as the primary program while supplementing with the new program for one year. This would allow teachers to learn the new program before being completely reliant on new materials.

Participants:

1. Admin Team -- Mrs. Evertz, Mr. Begger
2. Teacher Team
3. 1 Para/SPED
4. Parent -- Terra Stein
5. Board Member -- Kathy Grewell

Tentative Meeting Dates/Agendas:

January 22 -- 7am to 8am -- Library

- Agenda
 - Establish a Vision
 - Examine results of Go Math Teacher survey
 - Examine edreports.org program reviews
 - Decide on which materials to request sample materials from
 - Additional Items to be determined
 - Update Vision
 - Set date/time of February meeting

February 27 -- 7:15 to 8am -- Library

- Agenda
 - Develop a framework for analyzing programs
 - Create teams (4 Teams)
 - Assign vision areas
 - Teams develop a definition for their vision area
 - Homework -- Analyze materials, be prepared to report out in March
 - Set date/time for team meeting -- March 12th --7:15 Library
 - Ready Classroom Presentation -- March 26th -- 3:30 - 5:00pm Library
 - Mrs. Peters' enVision demo
 - Other items as needed

March 12th -- 7:15 Library

- Agenda
 - Team Presentations
 - Teams have 10 minutes to present findings to the group
 - Straw Poll
 - Mr. Begger will make available an anonymous Google survey that asks team members where they are currently at in their thought process on preferred text.
 - Prepare to give materials to teachers for review/supplementing in classrooms
 - Teachers should collect grade appropriate materials and use as a supplement during the month of March
 - Curriculum Associates (Ready) -- March 26th -- 3:30pm -- Library
 - Set date/time of April meeting -- Meet Early April?
 - Homework (Teachers) -- use new material to supplement your current lessons
 - Homework (ALL) -- complete Google survey Straw Poll
 - Homework (Begger) -- collect feedback from Google survey Straw Poll

April

- Agenda
 - Review feedback from teachers
 - Team Decision?
 - Additional Items to be determined
 - Set date/time of May meeting

May

- Agenda
 - Final Decision/Recommendation
 - Additional Items to be determined



*"You can't be common. The common person goes nowhere. You have to be uncommon" - HERB BROOKS
Jhawks SOAR because we're uncommon!*

March 31, 2023

Jhawk Families,

The purpose of this letter is to communicate important information related to the District's K1-8 English Language Arts textbook adoption for the 2023-2024 school year and beyond.

One of the stated goals of the District's School Improvement // Curriculum Committee this year was to make a recommendation for K-8 ELA materials for the 2023-2024 school year and beyond. Towards this end, the committee began meeting in December 2022 to engage in this important work.

The Committee, composed of school administrators, all English Language Arts teachers in grades K1-8 as well as Special Education teachers, began by reviewing the District's Strategic Plan and then engaged in a visioning activity that outlined the desired elements of a textbook adoption. The Committee's vision identified core ideas of fluidity, excitement, differentiation, technology, movement, and rigor as desired elements. The Committee reviewed a variety of programs, which included assessing programs for coverage of grade level standards, utilization of research based practice, and overall usability.

Ultimately, the Committee will be recommending the following adoptions:

Kinder 1	CKLA (Core Knowledge Language Arts)
Grades K-5	Magnetic Reading & iReady
Grades 6-8	StudySync

This recommendation will be made to the Joliet Board of Trustees at the Regular Board Meeting on April 18th. Parents and community members are invited to review the recommended materials before the Board takes action. Sample materials are available on a table in the school library. If you would like to review these materials, please check in with Ms. Brookings and she will show you the materials.

Thank you,

Clark Begger
Superintendent, Joliet Public Schools

M-Th	4-Hardy	4-Raville	5-Oren	5th-Nelson	4-Hardy	4-Raville	5-Oren	5th-Nelson
					Friday			
8:00-8:20	Homeroom	Homeroom	Homeroom	Homeroom	8:00-8:30	Homeroom	Homeroom	Homeroom
	Rotation 1	Rotation 1	Rotation 1	Rotation 1		Rotation 1	Rotation 1	Rotation 1
	Math	Social Studies	ELA	Science		Math	ELA	Science
8:20-9:30					8:30-9:30			
9:30-9:50	Recess	Recess	Recess	Recess	9:30-9:50	Recess	Recess	Recess
9:50-10:15	JFLEX	JFLEX	JFLEX	JFLEX		Specials	Rotation 2	Rotation 2
10:15-10:40					10:00-10:40			
10:40-11:00	Specials	Specials	Science	ELA	10:40-11:00	Rotation 2	Rotation 2	ELA
11:00-11:25	Rotation 2	Rotation 2	Science	ELA	11:00-11:30	Social Studies	JFLEX	JFLEX
11:25-11:50	Social Studies	Math			11:30-11:40		Specials	Specials
11:50-12:10					11:40-12:10	JFLEX	JFLEX	Specials
12:10-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	12:10-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:15	Rotation 3	Rotation 3	Rotation 3	Rotation 3	1:00-1:45	Rotation 3	Rotation 3	Rotation 3
	ELA	Science	Social Studies	Math		ELA	Social Studies	Math
2:15-3:35	Rotation 4	Rotation 4	Rotation 4	Rotation 4	1:45-2:35	Rotation 4	Rotation 4	Rotation 4
	Science	ELA	Math	Social Studies		Science	Math	Social Studies



Impact to Date (Fall 2024 to Spring 2025)

****Data printouts are included in grant applications****

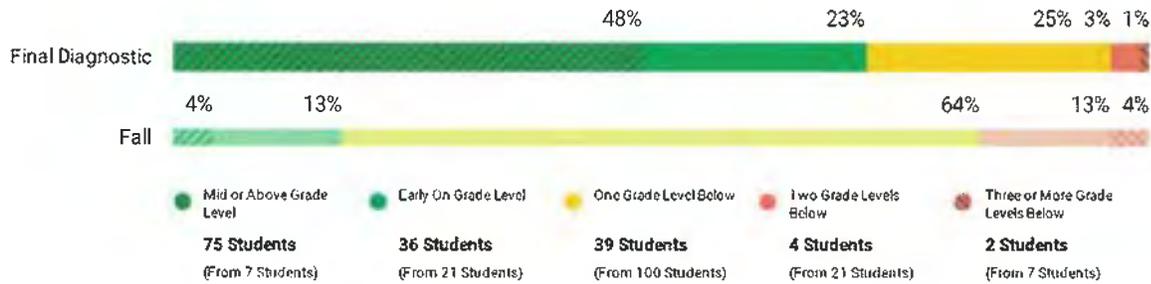
- **73%** of students are currently at or above grade level in **Reading**, an increase from **43%** from fall to spring.
- **71%** of students are currently at or above grade level in **Math**, an increase of **54%** from fall to spring.
- **62%** of students met their **Typical Growth** target in Reading; **37%** met their **Stretch Growth** target.
- **58%** of students met their **Typical Growth** target in Math; **35%** met their **Stretch Growth** target.
- Tier movement: Reading Tier 3 decreased from **15%** to **6%**, and Math Tier 3 decreased from **18%** to **4%**.
- Tier movement: Reading Tier 2 decreased from **55%** to **22%**, and Math Tier 2 decreased from **64%** to **25%**.
- Tier movement: Reading Tier 1 increased from **30%** to **72%**, and Math Tier 1 increased from **18%** to **71%**.

School JOLIET ELEMENTARY SCHOOL
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

Criterion Referenced

Overall Placement

Students Assessed/Total: 156/171



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 1 of 1

		Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Not Reported	Final Diagnostic						156/171
	Fall						

Diagnostic Results

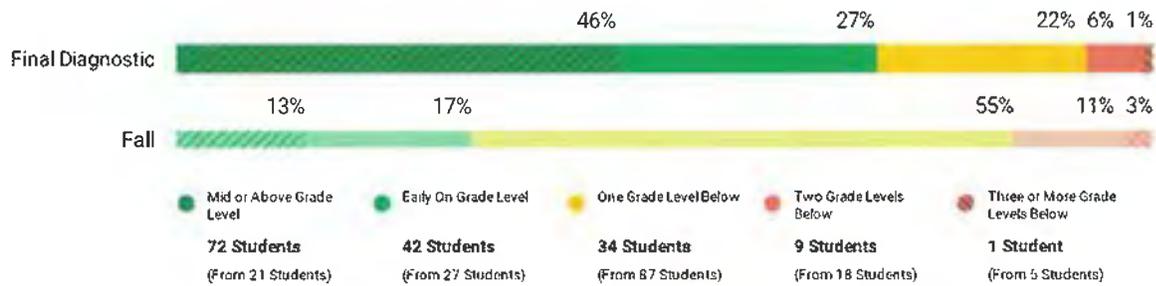


School: JOLIET ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic: Final Diagnostic
 Prior Diagnostic: Fall

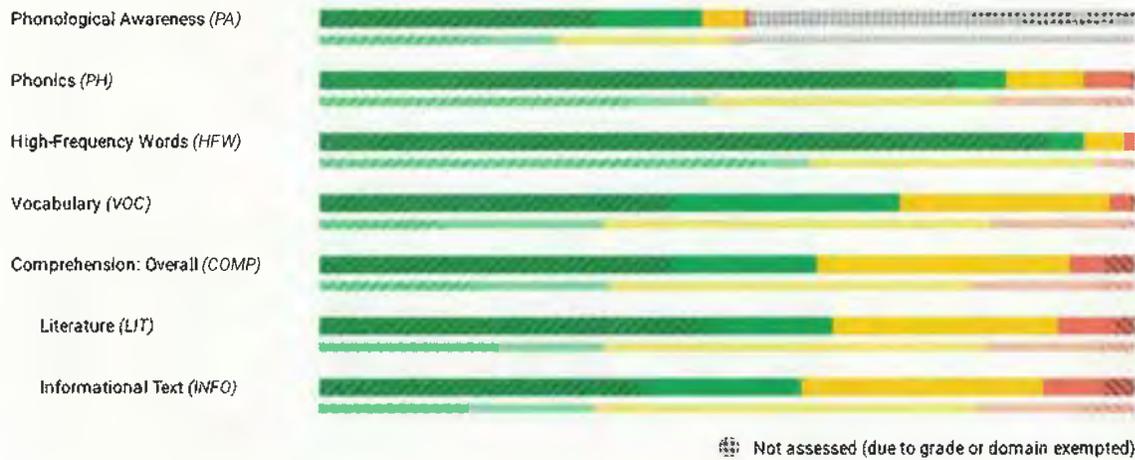
Criterion Referenced

Overall Placement

Students Assessed/Total: 158/171



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 1 of 1

		Overall Grade-Level Placement					Students Assessed/Total	
Not Reported	Final Diagnostic		46%	27%	22%	6%	1%	158/171
	Fall		13%	17%	55%	11%	3%	

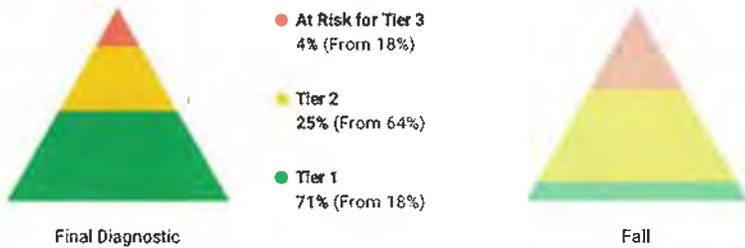
Diagnostic Results

School JOLIET ELEMENTARY SCHOOL
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall
Placement Definition Standard View

Criterion Referenced

Students Assessed/Total: 156/171

Overall Placement



Placement By Domain



Switch Table View

Placement Summary

Show Results By

Economically Disadvantaged

Showing 1 of 1

All	Overall Grade-Level Placement	Students Assessed/Total
Not Reported	Final Diagnostic 	156/171
	Fall 	

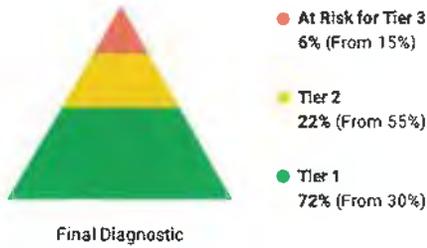
Diagnostic Results

School JOLIET ELEMENTARY SCHOOL
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall
Placement Definition Standard View

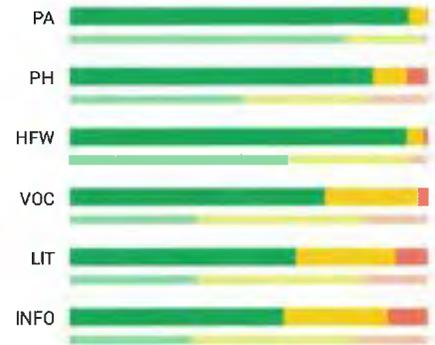
Criterion Referenced

Students Assessed/Total: 158/171

Overall Placement



Placement By Domain



Switch Table View

Placement Summary

Show Results By

Economically Disadvantaged

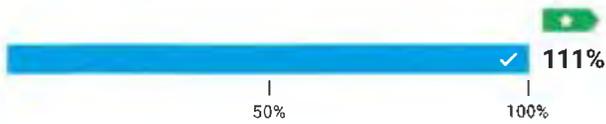
Showing 1 of 1

All	Overall Grade-Level Placement	Students Assessed/Total
Not Reported	Final Diagnostic 	158/171
	Fall 	

School: JOLIET ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2024 - 2025
 Comparison Diagnostic: Final Diagnostic

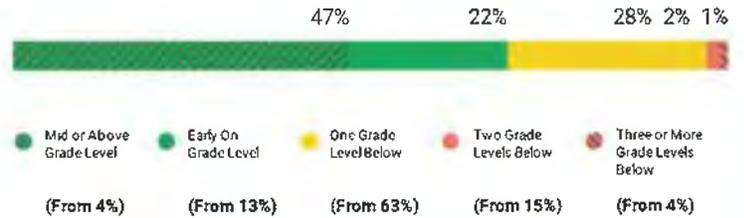
Students Assessed/Total: 167/171

Progress to Annual Typical Growth (Median)

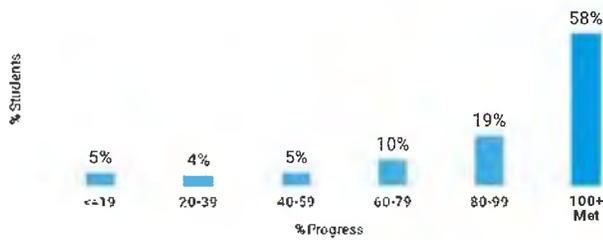


The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

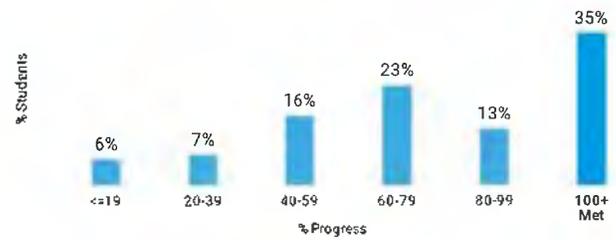
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

Showing 1 of 1

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Not Reported	111%	58%	79%	35%	77%	167/171

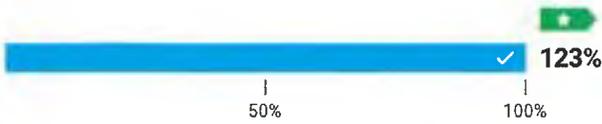
Diagnostic Growth



School: JOLIET ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2024 - 2025
 Comparison Diagnostic: Final Diagnostic

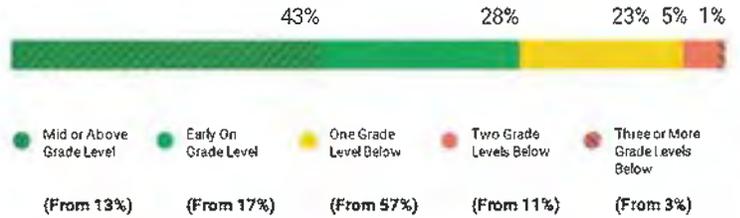
Students Assessed/Total: 166/171

Progress to Annual Typical Growth (Median)

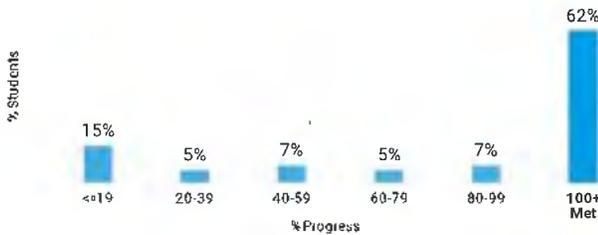


The median percent progress towards Typical Growth for this school is 123%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

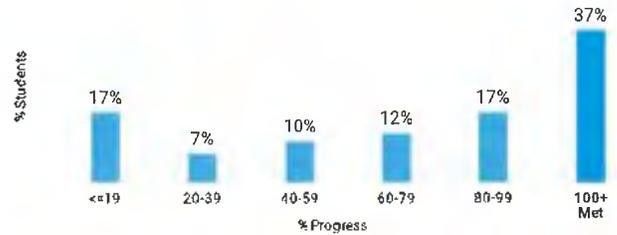
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

Showing 1 of 1

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Not Reported	123%	62%	82%	37%	68%	166/171



Phase II Narrative: Continuing District-Wide Progress

****Evidence of past professional development, board communication, and sample student progress sheets are included in grant application****

If selected for Phase II funding, the district will deepen its implementation of transformational, proficiency-based learning by strengthening both personalized learning and intervention systems while emphasizing student ownership and mastery practices. Our priorities include consistent use of student data to drive instruction, clear expectations for proficiency, and structures that empower students to track progress, reflect on learning, and demonstrate mastery.

We will continue developing teacher capacity through PD, coaching, and PLCs, while expanding the use of i-Ready tools to target instruction, monitor growth, and adjust supports. That said, we will begin to emphasize, at the student level, a focus on increasing goal-setting, self-reflection, and opportunities for students to demonstrate mastery through multiple evidence sources. Families, the school board, and the community will be engaged through transparent communication, shared student progress data, and periodic input on implementation.



Phase II — Key Activities, Engagement, Timeline, Annual Estimated Costs

Activity (Phase II)	Timeline	Engagement (Staff / Students / Families / Board / Community)	Estimated Cost
Elementary Transformational Learning Grant On-Site Director // Instructional Coach // Testing Coordinator // District Data Analyst	Begin Employment on 8/1/26	Oversee all aspects of the TLG. Expand role to instructional coaching as trained by iReady folks. Expand role to assume all K-12 Testing Coordination. Expand role to assume for K-12 District Data analyst. Expand the role to ensure 8th grade students transition to high school within one of the high school's individualized career pathways.	1 FTE + Benefits for 3 years ~\$65,000 per year for 3 years ~\$195,000 TOTAL
i-Ready renewal for Read	6 year renewal of iReady student and teacher materials and professional development. Supports programming through FY32	Staff use for instruction; families receive growth reports	\$100,866.74 TOTAL
i-Ready renewal for Math (K-5)	6 year renewal of iReady student and teacher materials and professional development. Supports programming through FY32	Staff use for instruction; families receive growth reports	\$75,071.91 TOTAL



Sub costs for teacher release time (data days / PD)	2–4 times per year	Staff data analysis days	\$400 per instance (4 instances) \$1600 per for three years \$4800 TOTAL
Teacher stipends for summer or after-hours learning	Summer / School Year	Staff professional learning	\$2500 TOTAL
TOTAL			\$378, 238.65

Monitoring and Evaluation (Continuing)

The district will monitor Phase II progress through:

- i-Ready diagnostics (fall, winter, spring of 2026-2027 and beyond)
- Growth monitoring (fall, winter, spring of 2026-2027 and beyond)
- PLC data reviews (4 time annually)
- Tier movement (MTSS)
- Student goal-tracking evidence
- Board Reports (June, October, March)

iReady K-5 Implementation Plan 2020-2026

2025-2026 School Year

September 5th, 2025 – Modular Classroom – Math & Reading

Objectives:

- New Teacher Onboarding

Participants: *Jayne Nelson (4th/5th ELA), Mikaela Raville (4th/5th Math), and Tori Ward (2nd Grade – ELA & Math)*

Time: 9:00 AM to 2:00 PM

2024-2025 School Year

August 12, 2024 – Library – Math

Objectives:

- Year 4 Implementation

9 to Noon – K-1 (Interventionists may attend – Title and/or SPED)

1pm to 4 – 2-5 (Interventionists may attend – Title and/or SPED)

August 13, 2024 – Library – ELA

Objectives:

- Year 2 Implementation

9 to Noon – K-2 (Interventionists may attend – Title and/or SPED)

1pm to 4 – 2-5 (Interventionists may attend – Title and/or SPED)

2023-2024 School Year

Please note that Joey Richert is now taking the lead on implementation of both Math & ELA programming in the K-5 world. Mr. Richert's contact information is: jrichert@joliet.k12.mt.us

New Teachers – 3rd Math/Science (Mettes)

Returning Teachers – Kindergarten (MacArthur)
Kindergarten (Torbert) (Previously 3rd grade)
1st Grade (Webber)
1st Grade (Posey) (Previously Kindergarten)
2nd Grade (Lind)
2nd Grade (Odore)
3rd Grade ELA/Social Studies (Yordsilp) (Previously 5th grade)
4th/5th Grade ELA and SS (Hardy)
4th/5th Grade Math and Science (Oren)

Interventionists – Title (Koerper)

Principal – Joey Richert (will need to sit through these trainings and will be taking the lead on this planning beginning August 1, 2023)

February 8, 2024 – Conference Room – Reading

Objectives:

- Examine diagnostic data

9 to Noon – K-1 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

1pm to 4 – 2-5 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

February 9, 2024 – Conference Room – Math

Objectives:

- Examine diagnostic data

9am to 11:30am – K-1 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

12pm to 2:30pm – 2-5 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

September 25, 2023 --Hardy's Room – ELA

Objectives:

- Examine Diagnostic Data
- Exploring new reports from Magnetic Reading
- K-1 Focus: Digging into assessment pieces, leveled readers
- 2-5 Focus: Ready Writing
- All Grades Focus: Using sequencing guides

9am to 11am – K-1 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

Noon to 2pm – 2 (2) (Interventionists may attend – 1 Title and/or 1 SPED)

2pm to 4pm – 3-5 (2) (Interventionists may attend – 1 Title and/or 1 SPED)

September 26, 2023 – Warburton's Room – MATH

Objectives:

- To be determined based on teacher survey results

9 to Noon – K-1 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

1pm to 4 – 2-5 (4) (Interventionists may attend – 1 Title and/or 1 SPED)

2022-2023 School Year

New Teachers –

Kindergarten (Rogers)
5th Grade (Richert)
3rd Grade (Torbert) (She used as a Title interventionist last year)

Returning Teachers –

Kindergarten (MacArthur) (She used as 4th grade teacher last year)
1st Grade (Webber) (She used as Kindergarten teacher last year)
2nd Grade (Lind)
2nd Grade (Odore) (She used as a 1st grade teacher last year)
4th Grade (Hardy)

Interventionists –

Title (Kriskovich) (Used last year)
Title (Koerper) (New staff)

Principal –

Theresa Keel (will need to sit through these trainings and will be taking the lead on this planning beginning August 1, 2022.)

April 2022 – Purchase order completed! When can we expect to see materials coming in?

*****Teachers should look for login information to access iReady online accounts*****

August 24, 2022 -- 10am to 2pm (working lunch) -- Library

September 21, 2022 -- Warburton's Room

January 25, 2023 -- Warburton's Room

May 11

Purpose: Introduction to Magnetic Reading

Location: Warburton's Room (Health Room)

9am to 12pm – K-2 ELA Teachers

1pm to 4pm – 3-5 ELA Teachers

May 12

Purpose: iReady Math Update Training For New Copyright

Location: Warburton's Room (Health Room)

8:30am to 10:30 – K-2 Math Teachers

11am to 12pm – Admin Conversation

2021-2022 School Year

July 1 – District Purchase Order Completed

*****Teachers should look for login information to access iReady online accounts*****

August 24 -- 8am to 2pm (working lunch) -- Library

Steve Henderson, iReady Representative
Teach the teachers how to get good data
Going through the program, discourse math, try, discuss connect
How to access the support

September 15 -- M9 -- Elementary Music in the Classrooms -- Title Canceled

Steve Henderson, iReady Representative
Teacher Preparation Required -- 1st Diagnostic Completed
K-2 -- 8am to 11:30am (Title Staff)
3-5 --- 12:30pm to 4pm

January 26 -- Library -- M9 -- Elementary Music in Classrooms -- Title Canceled

Steve Henderson, iReady Representative
Teacher Preparation Required -- 2nd Diagnostic Completed
3-5 -- 8am to 11:30am (Molly, Gloria, Tracy, John, Title Staff)
K-2 --- 12:30pm to 4pm (Colette, Alane, Eleah, Shay)

2020-2021 School Year

April 21 -- 2:45 -- 4:00pm -- Library
Vikki Lange, iReady Representatives
Introductory Information, Q&A

Teacher's Editions will begin arriving before end of the school year



*"To see far is one thing, going there is another."
Jhawks SOAR far!*

**Joliet Public Schools
Superintendent's Annual Goal Report
2024-2025 School Year**

Goal Area #1	Enhanced Opportunities for Each Student
State of Intended Outcome	We have implemented strategies and programs that are focused on enhancing learning and other opportunities for each student. As a result our students are more engaged, thriving, and excited about learning and their future.
Strategic Objectives	<ol style="list-style-type: none"> 1. We will enhance access to vocational and technological opportunities for each student. 2. We will improve the accelerated learning opportunities for each student. 3. We will initiate a highly impactful school schedule that maximizes the learning opportunities for each student. 4. Leverage community resources to increase opportunities for each student. 5. The Board sets the following teacher to student ratios to meet the goals, standards, and objectives of a high quality education. Nonresident students will be denied enrollment if ratios exceed these limites: <ol style="list-style-type: none"> A. Kinder 1 – 15 students per teacher – Open to In-District Students Only B. K through Grade 3 – 15 students per teacher C. Grade 4 through Grade 6 – 20 students per teacher D. Grade 7 & Grade 8 – 22 students per teacher E. Grade 9 through Grade 12 – 25 students per teacher
Action Towards Goal	<ul style="list-style-type: none"> ● Adoption of Transportation, Distribution & Logistics AND Design & Construction Montana Career Pathways. 22 students enrolled in Woods I in 23-24 in 2 Sections <ul style="list-style-type: none"> ○ Addition of Construction class <ul style="list-style-type: none"> ■ 12 total students enrolled in Fall 2024 in Woods & Construction ○ Addition of Welding class <ul style="list-style-type: none"> ■ 8 Students enrolled in Fall 2024



"To see far is one thing, going there is another."

Jhawks SOAR far!

- 7 Students Enrolled in Work Study Programming. Managing a transition year towards seniors being enrolled in work study PM only for the 24-25 school year.
 - Successful transition to PM only work study
 - 8 Seniors enrolled in Fall 2024
 - Successful transition of the monitoring of the program to a designated staff member
 - All students meet 15 hours/week, turn in pay stubs or signed calendars from employer
 - Work site visits completed
- In-person Spanish language course offerings. 19 high school enrollments. 37 8th grade enrollments
 - 13 high school enrollments in Spanish I
 - 7 high school enrollments in Spanish II
 - 29 8th grade enrollments split into two semesters
- 64 Total AP Enrollments – 45 AP Test Enrollments
- 76 Total AP Enrollments – 51 AP Test Enrollments
- K1-5 ELA/Math Programming
 - ELA curriculum adoption in Year 1
 - ELA curriculum is now in Year 2. Curriculum Associates were brought onto campus for a 'Summer Institute' to train teachers over two days. One day was targeted towards ELA and one day was targeted towards math
 - K1-5 Math curriculum adoption in Year 3
 - Math implementation is now in Year 4.
 - Data trends reported at the board level
- 23-24 6-12 Master Schedule AND 23-24 District Calendar was the result of multiple committee meetings that included internal and external stakeholders.
- K1-5 Master Schedule transition to provide consistent and common prep periods for K1-5 teachers.
 - Transition to 7 period day for the 25-26 school year
- Adopted a human services career pathway.
 - Offered Basic Child Development Class
 - Two students earned CNAs
 - Growth in this program allowed us to offer two sections of Child Development/CNA classes, students are currently fundraising to purchase an infant simulator that can be taken home by the students
 - Teacher worked to get a hospital bed and manican donated for practical student learning.
 - On-site clinical visits for students
- 19 students taking 21 APEX distance courses for 23-24



*"To see far is one thing, going there is another."
Jhawks SOAR far!*

- 7 students taking AP & Honors
- 3 students taking upper level language
- The current list of APEX offerings for fall 24 includes:
 - 3 AP Chemistry Classes
 - 1 AP Environmental Science Class
 - 2 AP U.S. History Classes
 - 1 Environmental Science Class
 - 2 Precalculus Classes
 - 2 Psychology Classes
 - 5 U.S. History Classes (one of these is a credit recovery)
 - 1 Spanish 2 Class
 - 1 Spanish 1 Class
 - 1 German Class (ALVS)
 - 1 French Class
 - 2 College and Career Prep Classes
 - 1 Liberal Arts of Math Class
 - 1 Geography Class
 - 1 World History Class
 - 2 Health Classes
 - 2 Algebra Classes (credit recovery)
 - 2 Geometry Classes (credit recovery)
 - 1 Principles of Business and Finance class
- Continuation of GATE programming for 3-8 students
 - GATE Team met on November 14 to discuss growth areas for the program. Team meeting included board member, teacher, admin, and parent/community representative.
 - Team will need to meet again in the summer
- Adoption of class sizes for optimal learning
 - All classes are at or under the board's goals for class size with the exception of 1 of our 1st grade classrooms which is at 17
- Bell to Bell, Entry & Exit Ticket Initiative
- Working to limit cell phone use in the classroom
- No Phone // Connected Devices Policy for the 24-25 school year.
 - Stakeholders were involved in the process through a survey
 - Implemented the policy that was adopted by the board on day 1
 - Overall, this has been a positive experience for everyone
- Introduction of 1 screen free instructional day per month.
- Beginning Spring '25, we will be offering the SAT to students paid out of MT Advanced Opportunities grant. This year, 23 signed up, 6 declined, and 4 are still unsure.
- We are now sharing out achievement data at multiple times of the year at



*"To see far is one thing, going there is another."
Jhawks SOAR far!*

	<p>school board meetings.</p> <ul style="list-style-type: none"> ● Creation of a dedicated page on the school's web page to share data with stakeholders. ● Continued regular committee meetings ensure the Board members are an integral part of the process of policy formulation and big picture decision making. ● Working to implement a Meat Processing Internship with the Producer Partnership in Fall of 2025.
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Goal Area #2	Quality Staff
State of Intended Outcome	We have initiated effective recruitment and retention strategies to both attract talented staff and to retain our existing quality staff. As a result of our focused strategies, we have staff who feel valued and supported and who are focused on each student's success.
Strategic Objectives	<ol style="list-style-type: none"> 1. We will enhance positive relationships within our school 2. We will improve community involvement and engagement in our school 3. With increased staff training and mentoring opportunities. 4. Staff are held accountable for their actions.
Action Towards Goal	<ul style="list-style-type: none"> ● MSUB Student Teaching Pipeline. Hired 2 student teachers to be employed as full-time certified staff. <ul style="list-style-type: none"> ○ This partnership continues. We are working to have a high school student teacher placed in Joliet in the spring. ○ Ongoing partnering with Montana State University to bring a rural student teaching cohort to Carbon County. ● New look PLCs that include 1 hour personal prep, 1 hour book club, and 1 hour of instructional work with a plan in place for the 2024-2025 school year. <ul style="list-style-type: none"> ○ This effort continues ● New elementary schedule includes 1 hour daily for elementary teacher prep that is aligned with grade level partners to common prep and meetings with administration. <ul style="list-style-type: none"> ○ This effort continues ● 3rd through 5th grade teaching assignments allow teachers to become content area experts.



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- This effort continues
- All K1-5 teachers were assigned to the same grade level and/or content area for the 24-25 school year.
 - This effort continues. We will need to add a 5th grade teacher next year.
- Professional development for K1-5 reading curriculum adoption. A plan is in place for on-site PD through the 2025-2026 school year. Summer '24, the plan includes the 1st annual Joliet Summer Institute for ELA/Math teachers to earn OPI renewal units in Joliet with professional development targeted to our programming.
 - The summer institute was a success. We received positive feedback from teachers and will aim to make improvements for next summer's institute.
- Utilization of creative funding streams to provide stipends that supplement teacher salaries:
 - Math Innovation Zones Grant
 - 1 x \$4000 extra duty stipend
 - World Drumming Grant – 1 x \$1000 teacher stipend
 - PAX – 2 x \$1000 teacher stipends
 - This effort continues
- Dude Be Nice! Club offering staff gifts
- Tootle culture remains strong for recognizing positive staff actions
- Daily supervision of teachers is emphasized with both building principals
- Emphasis on every classroom every day
- Trustees adopted a plan to implement on-site day care for staff.
 - Successful implementation of the Lil Hawks Nest daycare in the 24-25 school year. This effort receives a lot of positive praise.
- Team building event held during November PLC
- Negotiations Committee engaged in a successful negotiation session with the JTA during the 23-24 school year that resulted in increased beginning pay in Joliet. The starting pay for teachers in the 25-26 school year will be at or above \$40,000. Negotiations this year resulted in achieving the \$41,650 starting pay amount in order to qualify for the STARS Act.
- Effectively recruited a payroll assistant which alleviates pressures on the business office and creates a long term plan to ensure institutional knowledge in the Business Office when Business Manager/Clerk retires.



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Goal Area #3	Improved Facilities
State of Intended Outcome	We are focused on both the maintenance and enhancements to our facilities and our infrastructure. As a result, our facilities and infrastructure meet the ongoing needs of our students, staff, parents, and community members while also supporting our mission and vision.
Strategic Objectives	<ol style="list-style-type: none"> 1. We will make enhancements to our facilities with a focus on educational spaces and safety of traffic flow. 2. We will take necessary measures to maintain our current infrastructure consistent with our comprehensive maintenance plan. 3. We will ensure student involvement in facility maintenance and improvements.
Superintendent's Action Towards Goal	<ul style="list-style-type: none"> ● Facilities Master Planning Process <ul style="list-style-type: none"> ○ Tabling at volleyball games, community meetings at the Joliet Community & Multi-Purpose Room ○ Surveying of community ● Restructure of Facilities Department ● Expanding the roles of custodians to take on maintenance tasks ● Expanding the roles of maintenance to take on custodial tasks ● Student Projects Completed <ul style="list-style-type: none"> ○ Woods I Students fabricated and replaced kick panel on east bleacher ○ Woods I students rebuilt wood shop ○ Woods I students created a requisition system for teachers to submit projects for administrative approval. ○ Woods I students designed and built a paper storage system for the elementary copy room ○ Woods I students currently working on a record board display for cross county records. ○ Students built a step stool for elementary drinking fountain ○ Students built an accessible ramp for modular classrooms ○ Student owned business was contracted to wash exterior windows ● 2 student custodial workers during 5th period paid through Pre-ETS grants



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Jhawks SOAR far!*

	<ul style="list-style-type: none"> ● 2 student custodial workers after school ● Safety & Security Upgrade includes updated door access and panic system ● Fencing project completed in summer of 2024
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Goal Area #4	Community Relations
State of Intended Outcome	The mutual relationships between our school, parents, and our community is strong. Our community supports our mission and vision and likewise our school provides support and services to our community.
Action Towards Goal	<ul style="list-style-type: none"> ● Attended Mason's Meeting <ul style="list-style-type: none"> ○ Met with Mason's again in the spring of '24 and the fall of '24 to mark a new school year ○ Worked with Bob Hull and Will Alexander to revamp our Student of the Month incentive. We are now doing a lunch with Masons on a monthly basis for all of our K1-12 students. ● Local Grant Funding Secured <ul style="list-style-type: none"> ○ Ag West Bank, Fays Ranch Foundation ● Attended Boyd Seniors Luncheon ● Monthly coffee continues to see increased participation <ul style="list-style-type: none"> ○ Continuation of coffee. To date, only 2 coffees have cancelled due family death and one because I was travelling in the AM on that day. ● There are currently 20 Gym Sponsor signs paid. This generates \$5000 in annual income for the school <ul style="list-style-type: none"> ○ We are currently up to 30 gym sign sponsors, will now generate about \$7500 in annual revenue ○ Working to improve our invoicing and renewal process ○ Initial purchase from this fund went to a motivational speaker ● Continued streaming of all regular school board meetings <ul style="list-style-type: none"> ○ Committee meetings are now being recorded and uploaded in line with state law ● Responsiveness to community/parent feedback is stressed to both building administrators ● Continued utilization of local restaurants and businesses when feasible: <ul style="list-style-type: none"> ○ Backcountry Scraps, Jane Dough's, 212, Black Brew, Mountain Air,



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Stan's Weed Control, JNR Excavating, among others.

- Utilization of local newspapers for positive press
- Partnerships with local ranchers have seen over 800 pounds of local beef donated to the school lunch program.
 - Continued donations from this program mean that the school will not purchase any beef for the 2024-2025 school year. Over 1000 pounds have been donated this year.
 - Based on community feedback from Milligan survey, we should work to serve beef more regularly.
- Mr. Counter led a great effort to get community partners together for golf fundraiser. Date is set for September 21, 2025 for this year.
- Expanded building reserve levy passed 57-42 in the high school and 60-39 in the elementary district in 2024.
- General fund levies in both district's failed in May 2025.
- Purple Star Designation School achieved in December of 2024.

Regular Board Meeting | 10/21/2025 - 06:30 PM

- AGENDA**
- I. Call to Order
 - II. Pledge of Allegiance
 - III. Public Comment
 - IV. Reports
 - A. Student Council
 - B. Elementary Principal / District Testing Coordinator
 - C. MS/HS Principal
 - D. Joliet Teachers Association
 - E. Fall 2025-2026 Testing Data
 - F. Financial Reports
 - V. Consent Agenda
 - A. Warrants & JVs
 - 1. Claims

E. Fall 2025-2026 Testing Data

Content

Quick Summary / Abstract

We do a variety of testing throughout the year at Joliet School. These include MAP (Measures of Academic Progress), MAST (Montana Aligned to Standards Through-Year), Montana Science Assessment, Multi-State Alternative Assessment, ACT (American College Testing), PSAT (Preliminary Scholastic Aptitude Test), and ASVAB (Armed Services Vocational Aptitude Battery).

6th through 10th grade does MAP's reading and math testing, Kindergarten through 5th grade does iReady math & reading testing, 5th, 8th, and 10th grade do MAP's science testing. The MAP's & iReady diagnostic test is given to our students in the fall, winter and spring.

Contact Person

Mr. Begger

Supporting Documents

25-26 Fall Testing Board Packet

Supporting Links

Curriculum Associates

Prepared For:

Clark Begger
 Joliet SD 7
 300 N Park St,
 Joliet, MT 59041

Budgeting Quote - final quantities needed prior to purchase order

10/28/2025

Dear Clark Begger,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 435045.2 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready Classroom + i-Ready	\$93,243.60	\$43,896.00
i-Ready Classroom	\$9,720.00	\$0.00
Professional Learning	\$28,100.00	\$28,800.00
i-Ready Partners Services	\$12,000.00	\$0.00
	List Total:	\$143,063.60
	Savings:	\$70,367.60
	Shipping/Tax/Other:	\$2,375.91
	Total:	\$75,071.91

Thank you again for your interest in Curriculum Associates.

Sincerely

Vikki Lange
 (208) 297-9000
 vlange@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

This quote is for budgeting/estimate purposes only - cannot be used to purchase

Curriculum Associates

Quote ID: 435045.2 Date: 10/28/2025 Quote Valid through: 12/31/2025

Prepared For:
 Clark Begger
 Joliet SD 7
 300 N Park St,
 Joliet, MT 59041
 cbegger@joliet.k12.mt.us
 4069623541

Your Representative:
 Vikki Lange
 (208) 297-9000
 vlange@cainc.com

Budgeting Quote - final quantities needed prior to purchase order

Joliet ES 300 N Park St, Joliet, MT 59041						
Total Building Enrollment: 156, Grade Range: PK - 5						
Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 27-28	Multiple	38560.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 28-29	Multiple	38561.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 29-30	Multiple	38562.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 30-31	Multiple	38563.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 31-32	Multiple	38564.0	2	\$2,300.00	\$2,400.00	\$4,800.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade K 6 Years	K	35499.0	22	\$526.80	\$248.00	\$5,456.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 1 6 Years	1	35500.0	30	\$526.80	\$248.00	\$7,440.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 2 6 Years	2	35501.0	33	\$526.80	\$248.00	\$8,184.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 3 6 Years	3	35502.0	31	\$526.80	\$248.00	\$7,688.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 4 6 Years	4	35503.0	26	\$526.80	\$248.00	\$6,448.00
i-Ready Classroom 2024 Mathematics Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 5 6 Years	5	35504.0	35	\$526.80	\$248.00	\$8,680.00
i-Ready Classroom 2024 Common Core Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 6 Years	K-8	35590.0	6	\$1,620.00	\$0.00	\$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 6 Years	Multiple	27127.0	1	\$12,000.00	\$0.00	\$0.00
					Subtotal:	\$72,696.00
					Shipping:	\$2,375.91
					Tax:	\$0.00
					School Subtotal:	\$75,071.91

Total		
	List Total:	\$143,063.60
	Savings:	\$70,367.60
	Merchandise Total:	\$72,696.00
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$2,375.91
	Total:	\$75,071.91

Special Notes

For budgeting purposes only, final quote needed with updated quantities and end users.

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

This quote is for budgeting/estimate purposes only - cannot be used to purchase

Y1

Curriculum Associates

Multiyear Purchase: Core Literacy and Core Math

Curriculum Associates is pleased to offer an industry-best, flexible, subscription-based model for multiyear purchases of both print and digital products. Please see below for more information about your multiyear purchase.

Included in Purchase:

Student Materials

- Annual shipment of consumable printed student materials for full term of subscription
- Includes reallocation of the quantities of originally purchased student materials of an equivalent price across schools, grades, and available languages (English/Spanish) as necessary (mathematics only)
- Digital student access for full term of subscription

Teacher Materials

- First-year shipment of printed teacher materials and printed program components
- Digital teacher access for full term of subscription

Please Note:

- The quantities purchased are an annual allotment. Shipments of materials in Year 2 and beyond must match total quantity on the original purchase order. Any additional student materials needed will require a new purchase order. Partial returns of quantities cannot be accommodated.
- Teacher materials are provided gratis at a ratio of one teacher set per 25 student sets purchased during the initial fulfillment year only. A new purchase order is required for any additional teacher materials in subsequent years.
- Purchase order and payment are required up front for full value of sale.
- Professional learning is required.
- Price does not include exchanges or upgrades to products other than the product indicated on the original purchase order.

Curriculum Associates Stands behind Its Products

Our goal is to **ensure any product you purchase from us meets or exceeds expectations**. We stand behind our programs and strive to clearly and accurately describe their features and functionality. If for any reason you are not satisfied with our products, upon request we will provide a refund for products and services not yet delivered or provided. Note that print materials that have been used and/or are not in "saleable condition" and individual components of *Magnetic Literacy*, *i-Ready Classroom Mathematics*, and *Ready* student and teacher sets that have been separated out are not eligible for return.



Curriculum Associates

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

Curriculum Associates

Prepared For:
 Clark Begger
 Joliet SD 7
 300 N Park St,
 Joliet, MT 59041

Budgeting Quote - final quantities needed prior to purchase order

10/28/2025

Dear Clark Begger,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 435147.1 Quote Valid through: 12/31/2025

Product	List Price	Net Price
Magnetic Literacy + i-Ready	\$133,578.36	\$58,056.00
Magnetic Literacy	\$19,374.00	\$586.50
Professional Learning	\$37,300.00	\$38,400.00
i-Ready Partners Services	\$0.00	\$0.00
	List Total:	\$190,252.36
	Savings:	\$93,209.86
	Shipping/Tax/Other:	\$3,824.24
	Total:	\$100,866.74

Thank you again for your interest in Curriculum Associates.

Sincerely

Vikki Lange
 (208) 297-9000
 vlange@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

This quote is for budgeting/estimate purposes only - cannot be used to purchase

Curriculum Associates

Quote ID: 435147.1 Date: 10/28/2025 Quote Valid through: 12/31/2025

Prepared For:
Clark Begger
Joliet SD 7
300 N Park St,
Joliet, MT 59041
cbegger@joliet.k12.mt.us
4069623541

Your Representative:
Vikki Lange
(208) 297-9000
vlange@cainc.com

Budgeting Quote - final quantities needed prior to purchase order

Total Building Enrollment: 156, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	5	\$2,300.00	\$2,400.00	\$12,000.00
Professional Learning Session (up to 6 hours) AY 27-28	Multiple	38560.0	3	\$2,300.00	\$2,400.00	\$7,200.00
Professional Learning Session (up to 6 hours) AY 28-29	Multiple	38561.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 29-30	Multiple	38562.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 30-31	Multiple	38563.0	2	\$2,300.00	\$2,400.00	\$4,800.00
Professional Learning Session (up to 6 hours) AY 31-32	Multiple	38564.0	2	\$2,300.00	\$2,400.00	\$4,800.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 6 Years	Multiple	27127.0	1	\$0.00	\$0.00	\$0.00
Magnetic Literacy Anchor Charts Grade K (2027) 1 Year	K	45072.0	1	\$80.00	\$0.00	\$0.00
Magnetic Literacy Classroom Transition Decodable Library Set Grade K Includes Super Words Cards Spelling Cards Vocabulary Cards	K	45213.0	1	\$230.00	\$195.50	\$195.50
Magnetic Literacy Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade K 6 Years	K	45444.0	22	\$754.68	\$328.00	\$7,216.00
Magnetic Literacy Teacher Guide with Digital Access Grade K 6 Years	K	45290.0	1	\$3,054.00	\$0.00	\$0.00
Magnetic Literacy Anchor Charts Grade 1 (2027) 1 Year	1	45073.0	1	\$80.00	\$0.00	\$0.00
Magnetic Literacy Classroom Transition Decodable Library Set Grade 1 Includes Super Words Cards Spelling Cards Vocabulary Cards	1	45214.0	1	\$230.00	\$195.50	\$195.50
Magnetic Literacy Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 1 6 Years	1	45445.0	30	\$754.68	\$328.00	\$9,840.00
Magnetic Literacy Teacher Guide with Digital Access Grade 1 6 Years	1	45291.0	1	\$3,054.00	\$0.00	\$0.00
Magnetic Literacy Anchor Charts Grade 2 (2027) 1 Year	2	45074.0	1	\$80.00	\$0.00	\$0.00
Magnetic Literacy Classroom Transition Decodable Library Set Grade 2 Includes Super Words Cards Spelling Cards Vocabulary Cards	2	45215.0	1	\$230.00	\$195.50	\$195.50
Magnetic Literacy Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 2 6 Years	2	45446.0	33	\$754.68	\$328.00	\$10,824.00
Magnetic Literacy Teacher Guide with Digital Access Grade 2 6 Years	2	45292.0	1	\$3,054.00	\$0.00	\$0.00
Magnetic Literacy Anchor Charts Grade 3 (2027) 1 Year	3	45075.0	1	\$40.00	\$0.00	\$0.00
Magnetic Literacy Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 3 6 Years	3	45447.0	31	\$754.68	\$328.00	\$10,168.00
Magnetic Literacy Teacher Guide with Digital Access Grade 3 6 Years	3	45293.0	1	\$3,054.00	\$0.00	\$0.00
Magnetic Literacy Anchor Charts Grade 4 (2027) 1 Year	4	45076.0	1	\$40.00	\$0.00	\$0.00
Magnetic Literacy Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 4 6 Years	4	45448.0	26	\$754.68	\$328.00	\$8,528.00
Magnetic Literacy Teacher Guide with Digital Access Grade 4 6 Years	4	45294.0	1	\$3,054.00	\$0.00	\$0.00
Magnetic Literacy Anchor Charts Grade 5 (2027) 1 Year	5	45077.0	1	\$40.00	\$0.00	\$0.00
Magnetic Literacy Student Worktext with Digital Access Package + i-Ready Personalized Instruction Grade 5 6 Years	5	45449.0	35	\$754.68	\$328.00	\$11,480.00
Magnetic Literacy Teacher Guide with Digital Access Grade 5 6 Years	5	45295.0	1	\$3,054.00	\$0.00	\$0.00
					Subtotal:	\$97,042.50
					Shipping:	\$3,824.24
					Tax:	\$0.00
					School Subtotal:	\$100,866.74

Total	
List Total:	\$190,252.36
Savings:	\$93,209.86
Merchandise Total:	\$97,042.50
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$3,824.24
Total:	\$100,866.74

Special Notes

For budgeting purposes only, final quote needed with updated quantities and end users.

A credit may be applied in the event of an applicable product return. Please work with your sales rep on next steps.

F.O.B.: N. Billerica, MA 01862

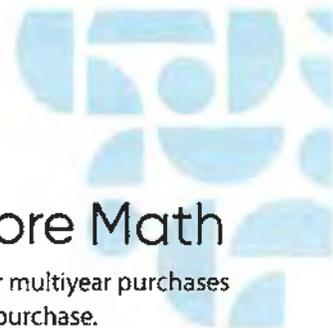
Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

This quote is for budgeting/estimate purposes only - cannot be used to purchase

Y1



Multiyear Purchase: Core Literacy and Core Math

Curriculum Associates is pleased to offer an industry-best, flexible, subscription-based model for multiyear purchases of both print and digital products. Please see below for more information about your multiyear purchase.

Included in Purchase:

Student Materials

- Annual shipment of consumable printed student materials for full term of subscription
- Includes reallocation of the quantities of originally purchased student materials of an equivalent price across schools, grades, and available languages (English/Spanish) as necessary (mathematics only)
- Digital student access for full term of subscription

Teacher Materials

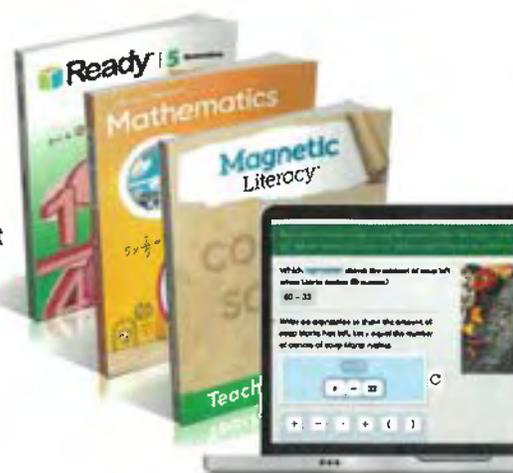
- First-year shipment of printed teacher materials and printed program components
- Digital teacher access for full term of subscription

Please Note:

- The quantities purchased are an annual allotment. Shipments of materials in Year 2 and beyond must match total quantity on the original purchase order. Any additional student materials needed will require a new purchase order. Partial returns of quantities cannot be accommodated.
- Teacher materials are provided gratis at a ratio of one teacher set per 25 student sets purchased during the initial fulfillment year only. A new purchase order is required for any additional teacher materials in subsequent years.
- Purchase order and payment are required up front for full value of sale.
- Professional learning is required.
- Price does not include exchanges or upgrades to products other than the product indicated on the original purchase order.

Curriculum Associates Stands behind Its Products

Our goal is to **ensure any product you purchase from us meets or exceeds expectations**. We stand behind our programs and strive to clearly and accurately describe their features and functionality. If for any reason you are not satisfied with our products, upon request we will provide a refund for products and services not yet delivered or provided. Note that print materials that have been used and/or are not in "saleable condition" and individual components of *Magnetic Literacy*, *i-Ready Classroom Mathematics*, and *Ready* student and teacher sets that have been separated out are not eligible for return.



Curriculum Associates

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

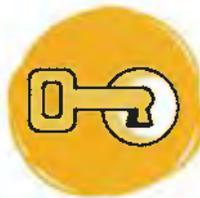
- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600/shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready™ student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.



JOLIET PUBLIC SCHOOLS
TLG ON-SITE DIRECTOR
JOB DESCRIPTION

****This position is dependent on a successful grant application and is being proposed to be funded for three years only. The position would be from the 2026-2027 school year through 2029-2030****

Job Title:

Elementary Transformational Learning Grant On-Site Director / Instructional Coach / Testing Coordinator / District Data Analyst / Career Pathways Transition Specialist

Job Overview:

The Elementary Transformational Learning Grant (TLG) On-Site Director / Instructional Coach / Testing Coordinator / District Data Analyst is a comprehensive leadership role responsible for overseeing all aspects of the Transformational Learning Grant, leading instructional coaching efforts across K-12, coordinating district-wide assessments, managing academic data systems, and ensuring smooth student transitions from 8th grade into individualized high school career pathways. This position serves as a bridge between instructional excellence, data-driven decision-making, and student-centered transformation across the district.

Key Responsibilities:

Transformational Learning Grant (TLG) Oversight

- Serve as the On-Site Director for the Elementary Transformational Learning Grant.
- Coordinate all aspects of TLG implementation, documentation, reporting, and evaluation in alignment with state requirements and district goals.
- Support innovative instructional practices and personalized learning models developed under the TLG framework.
- Facilitate collaboration among teachers, administrators, and the community to ensure successful program outcomes.



Instructional Coaching

- Provide ongoing instructional coaching and professional learning to K–12 teachers, with a focus on data-informed instruction, student engagement, and differentiated learning.
- Partner with i-Ready trainers to implement effective coaching practices that enhance curriculum alignment and instructional quality.
- Support teachers in using assessment data to guide instruction, monitor progress, and improve student outcomes.

Testing Coordination

- Serve as the district's K–12 Testing Coordinator.
- Manage the scheduling, administration, and compliance of all state and district assessments.
- Train and support school staff in proper testing procedures and protocols.
- Ensure accuracy, confidentiality, and timely reporting of all test results.

District Data Analysis

- Collect, analyze, and interpret district academic data to support continuous improvement.
- Develop user-friendly data reports and dashboards to inform instructional and strategic decisions.
- Collaborate with administrators to identify trends, monitor growth, and evaluate program effectiveness.

8th Grade Transition and Career Pathways

- Lead initiatives to ensure each 8th grade student transitions successfully into high school with an individualized career pathway plan.



- Partner with high school staff, counselors, and families to align academic planning with student goals and district pathways.

Qualifications:

Required:

- Valid Montana teaching certificate (or ability to obtain).
- Bachelor's degree in education or related field.
- Demonstrated experience in teaching and/or instructional leadership.
- Strong organizational, communication, and analytical skills.

Preferred:

- Master's degree in education, curriculum and instruction, or data analytics.
- Experience with state and district assessment coordination.
- Familiarity with i-Ready, proficiency-based learning, or transformational learning models.
- Experience leading professional development and coaching educators.

Performance Expectations:

- Demonstrates professionalism, initiative, and collaborative leadership.
- Maintains confidentiality and accuracy in all data and testing processes.
- Promotes continuous improvement aligned with the district's mission and goals.
- Fosters a positive and innovative culture of teaching and learning.

Evaluation:

Performance will be evaluated annually by the Elementary Principal in accordance with district policy and procedures

JOLIET HIGH SCHOOL

Pathways

"What's your future?"

College Prep



Human Services



Agricultural Education



Construction



Digital & Fine Arts





We Aim To Offer A Rigorous College & Career Preparatory Program for Students Grades 9-12

The following document outlines 5 potential pathways for students. Please note that selecting a pathway does not constrain a student from altering one's course of study as plans and interests change throughout the high school experience. The five pathways offered at Joliet High School are:

College Prep

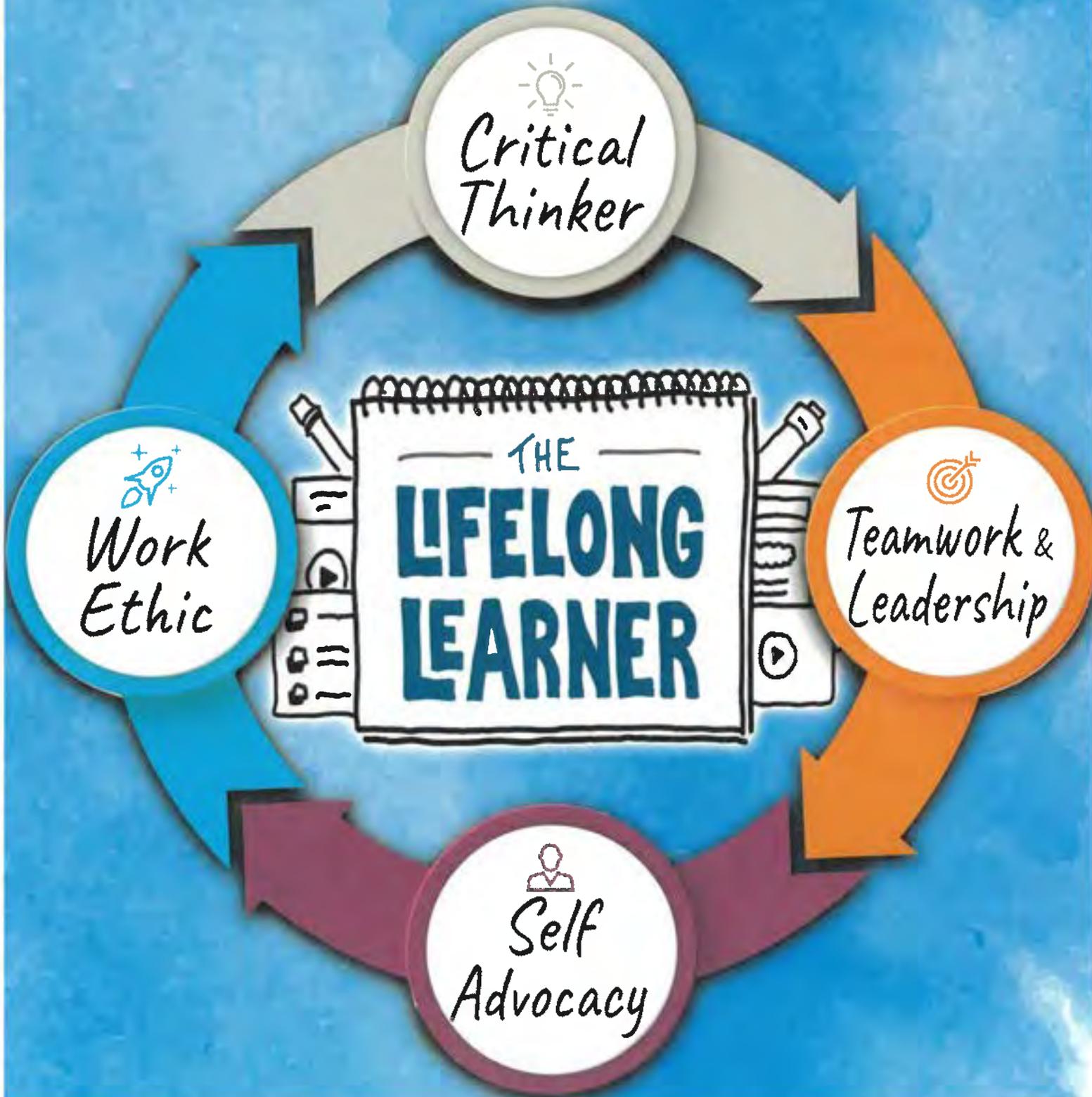
Construction

Human Services

Agricultural Education

Digital & Fine Arts

Graduate Profile





FFA

Mentor Program

WorldQuest

Sports

GET!
iINVOLVED!

Speech & Drama

Science Olympiad

MEGA

BPA

Environment

Science Bowl





College Prep

The Rigorous College Prep Pathway is tailored for students who aspire to pursue higher education at colleges and universities. This pathway offers a rigorous academic curriculum that challenges and prepares students for the academic demands of college-level coursework. Through a combination of advanced placement (AP) courses, honors classes, college coursework completed virtually, extracurricular activities, and college preparation workshops, students will develop the skills, knowledge, and experiences necessary to thrive in a collegiate environment.

9th Grade Sem 1	9th Grade Sem 2	10th Grade Sem 1	10th Grade Sem 2	11th Grade Sem 1	11th Grade Sem 2	12th Grade Sem 1	12th Grade Sem 2
English 9	English 9	English 10	English 10	Honors English 11	Honors English 11	AP English 12	AP English 12
World	World	Alg 2	Alg 2	US Hist	US Hist	Gov	Econ
Geometry	Geometry	Health/PE	Health/PE	Pre-Calc	Pre-Calc	Calc	Calc
Health/PE	Health/PE	Honors Biology	Honors Biology	Adv Biology	Adv Biology	Stats/Prop	Stats/Prob
Earth Sci	Earth Sci	Spanish I	Spanish I	Spanish II	Spanish II	Physics	Physics
Fine Arts Elective	Fine Arts Elective	Elective	Elective	Chemistry	Chemistry	Senior Prep	Senior Prep
Elective	Elective	Elective	Elective	College Class	College Class	College Class	College Class

Student Athletes Pursuing College Athletics - Students wishing to participate in collegiate athletics should discuss requirements with the high school guidance counselor and be aware of your intended post-secondary institutions requirements to participate.



Construction

The Construction Trade Pathway is designed for students who are interested in pursuing careers in the construction industry. This pathway provides hands-on training, technical skills development, and real-world experience to prepare students for entry-level positions in various construction trade such as carpentry, electrical work, plumbing, welding, masonry, and more.

Through a combination of classroom instruction, practical training, and work-based learning opportunities, students will gain the knowledge, skills, and certifications necessary to succeed in the construction trades.

9th Grade Sem 1	9th Grade Sem 2	10th Grade Sem 1	10th Grade Sem 2	11th Grade Sem 1	11th Grade Sem 2	12th Grade Sem 1	12th Grade Sem 2
English 9	English 9	English 10	English 10	English 11	English 11	English 12	English 12
World	World	Geo	Geo	US Hist	US Hist	Gov	Econ
Alg 1	Alg 1	Health/PE	Health/PE	Ag Ed III	Ag Ed III	Ag Ed IV	Ag Ed IV
Health/PE	Health/PE	Biology	Biology	Welding	Welding	Shop Elective	Shop Elective
Earth Sci	Earth Sci	Business Finance	Business	Algebra II	Algebra II	Construction Work Study	Construction Work Study
Ag Ed I	Ag Ed I	Ag Ed II	Ag Ed II	Elective	Elective	Construction Work Study	Construction Work Study
Fine Arts Elective	Fine Arts Elective	Weights	Weights	Elective	Elective	Construction Work Study	Construction Work Study



Human Services

The Human Services Education Pathway is designed for students who are interested in pursuing careers in human services, social work, counseling, education, healthcare, and related fields.

This pathway provides a comprehensive education that integrates academic coursework, practical experiences, and community service opportunities to prepare students for careers in helping professions.

Whether you aspire to become a doctor, nurse, social worker, counselor, or teacher, this pathway offers you the chance to make a meaningful difference in the lives of others.

9th Grade Sem 1	9th Grade Sem 2	10th Grade Sem 1	10th Grade Sem 2	11th Grade Sem 1	11th Grade Sem 2	12th Grade Sem 1	12th Grade Sem 2
English 9	English 9	English 10	English 10	English 11	English 11	English 12	English 12
World	World	Geo	Geo	US Hist	US Hist	Gov	Econ
Alg 1	Alg 1	Health/PE	Health/PE	Science Elective	Science Elective	Science Elective	Science Elective
Health/PE	Health/PE	Biology	Biology	Math Elective	Math Elective	CNA Cert	CNA Cert
Earth Sci	Earth Sci	Fine Arts Elective	Fine Arts Elective	Elective	Early Childhood Development	Work Study	Work Study
Elective	Elective	Elective	Elective	Elective	Elective	Work Study	Work Study
Elective	Elective	Elective	Elective	Elective	Elective	Work Study	Work Study



Agricultural Education

The Agriculture Education Pathway is designed for students who are interested in exploring careers in agriculture and related fields.

This pathway provides a comprehensive education that integrates classroom instruction, hands-on learning experiences, and leadership development opportunities within the context of agriculture.

Students will gain a deep understanding of agricultural principles, practices, and technologies while developing essential skills for success in various sectors of the agriculture industry.

9th Grade Sem 1	9th Grade Sem 2	10th Grade Sem 1	10th Grade Sem 2	11th Grade Sem 1	11th Grade Sem 2	12th Grade Sem 1	12th Grade Sem 2
English 9	English 9	English 10	English 10	English 11	English 11	English 12	English 12
World	World	Geo	Geo	US Hist	US Hist	Gov	Econ
Alg 1	Alg 1	Health/PE	Health/PE	Ag III	Ag III	Elective	Elective
Health/PE	Health/PE	Biology	Biology	Ag Power	Ag Power	Ag IV	Ag IV
Earth Sci	Earth Sci	Woods I	Woods I	Welding	Welding	Ag Based Work Study	Ag Based Work Study
Fine Arts Elective	Fine Arts Elective	Weights	Weights	Horticulture	Horticulture	Ag Based Work Study	Ag Based Work Study
Ag I	Ag I	Ag II	Ag II	Algebra II	Algebra II	Ag Based Work Study	Ag Based Work Study

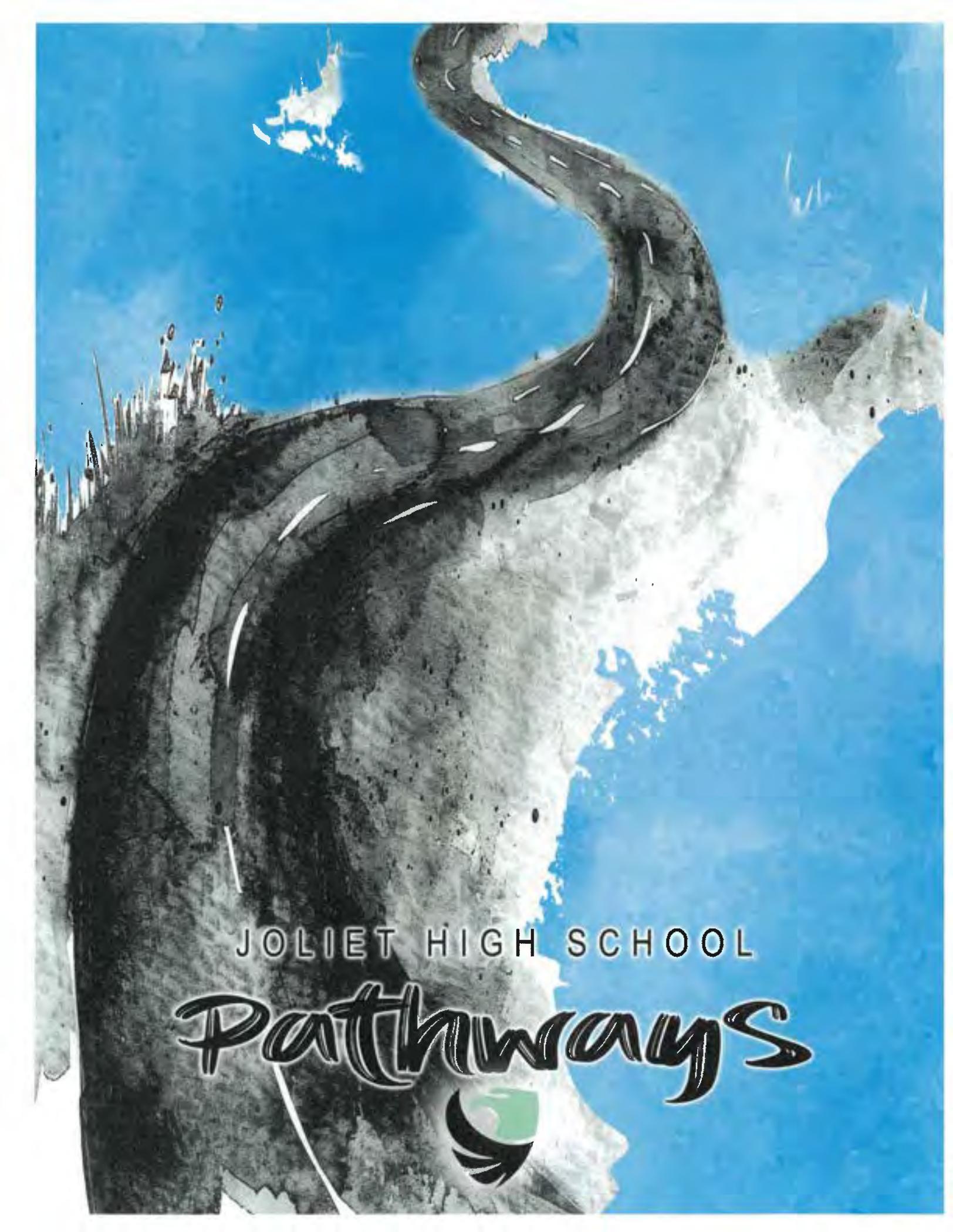


Digital & Fine Arts

The Digital Design and Fine Arts Education Pathway is designed for students who are interested in pursuing careers in visual arts, digital media, and design. This pathway provides a comprehensive education that integrates traditional artistic techniques with cutting-edge digital technologies, allowing students to explore a wide range of artistic mediums and develop their creative and technical skills.

Whether you dream of becoming a graphic designer, animator, illustrator, or fine artist, this pathway offers you the opportunity to express yourself and pursue your passion for the arts.

9th Grade Sem 1	9th Grade Sem 2	10th Grade Sem 1	10th Grade Sem 2	11th Grade Sem 1	11th Grade Sem 2	12th Grade Sem 1	12th Grade Sem 2
English 9	English 9	English 10	English 10	English 11	English 11	English 12	English 12
World	World	Geo	Geo	US Hist	US Hist	Gov	Econ
Alg 1	Alg 1	Health/PE	Health/PE	Ag III	Ag III	Shop Elective	Shop Elective
Health/PE	Health/PE	Biology	Biology	Ag Power	Ag Power	Ag IV	Ag IV
Earth Sci	Earth Sci	Woods I	Woods I	Algebra II	Algebra II	Digital Design // Fine Art Work Study	Digital Design // Fine Art Work Study
English Elective	Digital Design // Fine Art Work Study	Digital Design // Fine Art Work Study					
Fine Arts Elective	Digital Design // Fine Art Work Study	Digital Design // Fine Art Work Study					



JOLIET HIGH SCHOOL

Pathways





Montana Transformational Learning Grant Phase II Grant Application Form - Cover Page

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- **District Name:** _Kalispell Public Schools
- **Contact Person:** _Matthew Jensen
- **Title:** Superintendent
- **Email:** jensenm@sd5.k12.mt.us
- **Phone Number:** 406-751-3400
- **Mailing Address:** 233 First Avenue East, Kalispell, MT 59901

Application responses and supporting documents are linked [HERE](#).



Montana Transformational Learning Grant Phase II Grant Application Form

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- **District Name:** Livingston Public Schools, Districts 4 and 1
- **Contact Person:** Todd Wester
- **Title:** Curriculum Director
- **Email:** Todd.Wester@Livingston.K12.MT.US
- **Phone Number:** 406 223 6980
- **Mailing Address:** 129 River Drive, Livingston, MT 59047



Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- **Describe specific strategies or initiatives your district has implemented.**
- **Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).**
- **Attach supporting documents and letters of support if relevant.**

Overview

Leveraging Transformational Learning Grant Phase I funds, other state and federal grants, private donations, and school-community partnerships, Livingston Public Schools, Districts 4 and 1 (LPS), has developed a promising, research- and data-informed, modern approach to Multi-Tiered Systems of Support (MTSS) that has already substantially improved service to students and families. Components of this transformation include curriculum and instruction outreach, guidance, and support to local providers and programs for children aged 0-5; redesign of the District's 2-year-kindergarten as an Early Learning Program (ELP); identification and implementation of valid, reliable, efficient screening and benchmark assessments to inform tiered placement and targeted intervention in grades K-6; and establishment of a robust work-based learning program for students in grades 7-12.

Research Partners

Statewide and nationally recognized research consultants Dr. Tessie Rose Bailey, Dr. Danielle Thompson, Dr. Craig Buscher, Dr. Michelle M.M. Mazzocco, Dr. Jo Boaler, and Dr. Janet Lindow provided LPS teacher and administrator teams with key insights regarding the ways that children best learn reading, writing, mathematics, and behaviors that support learning and employability. LPS also garnered key information from employer survey work led by Todd O'hair at the Montana Chamber of Commerce, and via active participation in Montana's Work-Based Learning Collaborative and the Montana Student Wellness Advisory Committee. Most recently, the work of the Montana Innovation & Excellence in Education Working Group has provided key information.

MTSS at LPS now forms an arc spanning birth to graduation from high school, with three distinct spans within that arc:

Birth to age 5

In the years before children reach school age, the District promotes, supports, and teaches methods that parents, caregivers, and providers can use to develop skills crucial to later success in literacy, mathematics, and behaviors that support learning. Children who start school phonemically aware and skilled in phonological processing more readily develop decoding, comprehension, and writing skill than their peers who lack those skills. Similarly, those who can discriminate quantity, i.e., know



which of two numbers is greater, more readily develop mathematical skill leading to later successful completion of algebra II than their peers who lack that skill. From 2021 to 2024, funding the program using Montana Comprehensive Literacy Development Project (MCLDP) grant and philanthropic funds, LPS assumed sponsorship of the Park County Early Childhood Coalition (PCECC). During that period, LPS availed parents and early childhood providers with access to literacy consultants, provided learning mats designed to teach letters, letter sounds, phonemes, numbers, and quantity discrimination, curriculum such as Heggerty Phonemic Awareness curriculum, and numerous events wherein parents and providers could learn how to utilize the materials and strategies to develop skills.

While the Transformational Learning Grant monies did not directly fund these activities, they were a part of the comprehensive approach to MTSS that is a part of the overall transformation that has taken place in Livingston, and something that the District hopes to continue to support. As LPS and its partners in the PCECC developed the stepwise approach to assuring that there were sufficient seats in early childcare, and that students were receiving intentional curriculum and instruction in those years, scores in phonemic awareness and quantity discrimination began to rise substantially. Prior to the effort, consistently, about 75% of students in any given year entered LPS kindergarten below expected ability in letter sound recognition, phonemic awareness, number awareness, and quantity discrimination. Post the effort, consistently, about 75% of children now enter LPS with those skills. This indicates post-capacity-building project sustainability.

Grades K-6

The enhanced early childhood start seems to have a lasting effect on literacy, as scores remain improved over those of prior cohorts as students move through grades K-6. In those grades, via the MCLDP, LPS focused on development of the Science of Reading approach to literacy, and on vetting, purchase, and high-fidelity implementation of valid and reliable screening and benchmark assessments, with interventions that target specific skills diagnosed as lacking by the assessments. Those interventions show moderate to strong evidence of good effect size improvement in meta-analysis. As reported during the MCLDP years, local data at B.A. Winans Primary (grades ELP-2), East Side (grades 3-5), and Sleeping Giant Middle School (grades 6-8) indicated that in cohorts that had not previously received those interventions, it was not uncommon to see 25% to 35% growth in the percentage of students proficient in reading from fall to spring of a given year.

LPS has initiated a project to accomplish the same sort of MTSS approach to mathematics as it has done successfully with literacy. Certain components will differ. For example, whereas fluency is approximately a .85 predictor of comprehension in literacy, no such relationship shows up between math fluency and comprehension. However, the concept – let data inform placements and interventions, identify the best assessments and interventions, and utilize them with high integrity – remains identical.

The District also developed an approach to student behavioral regulation, resilience, and motivation in the grade ELP to 5 years that adheres to MTSS principles in that students receive tiered intervention based on frequency, duration, and severity of unexpected behavior, but which does not include a screening tool.



Importantly, in grades K-5, LPS has largely been able to replace the severe discrepancy model for identification for special education intervention in literacy with the MTSS approach to identification. Whereas the severe discrepancy model may leave out students who perform within their IQ range, the MTSS approach provides targeted intervention for students whose screening and diagnostic assessments indicate learning deficits and allows those who are persistent non-responders to those interventions to immediately access special education accommodations and supports. The process has been ratified by the OPI and provides LPS students with access to “just in time” interventions that often may prevent need for special education services, or that make special education services more efficient. LPS aims to scale the approach across all grades in literacy, mathematics, and behaviors that support learning.

Grades 7-12

While there is some overlap with the K-6 MTSS approach, on the recommendation of Dr. Tessie Rose Bailey, LPS handles things somewhat differently in grades 7-12. According to Dr. Bailey, long-term analysis of Response to Intervention (RTI) and MTSS indicates that at roughly grade 7, the effectiveness of discrete content area interventions wanes, and it becomes more important to look at other measures and to provide alternate pathways to successful graduation and employability.

Dr. Bailey recommends using the Early Warning System (EWS) as the primary indicator of risk of failure to graduate, and to confirm the nature of the risk by next using content-area screening with the subset of the population identified at-risk by the EWS. Some students may never have been exposed to the intervention most likely to treat their skill deficits, and could benefit from that exposure, so LPS continues to have tiered, targeted interventions in grades 7-12. But other students may have been persistent non-responders to intervention, may consistently experience significant backslide, or may simply always seem to need to revisit intervention as content increases in complexity.

For students for whom discrete content-area interventions are unlikely to produce sufficient gain, and for students of all ability levels seeking more applied learning opportunity, LPS has chosen to develop project-based, multidisciplinary, inquiry-based, work-based learning, with portfolio evaluation and proficiency-based awarding of grades and credit. Phase I Transformational Learning Grant funds provided the District with the means to hire a coordinator to support all teachers in grades 9-12 in the development of proficiency rubrics for awarding credit, and to help set up partnerships with agency and industry partners for work-based learning opportunity.

For grades 6-8, the District has been fortunate to partner with the Community School Collaborative (CSC), a privately funded, Park County non-profit which has now provided thousands of student days in a wide variety of work-based learning experiences, ranging from whole grade level career day field trips to area businesses to pop-up clubs to job shadow. While the CSC was not funded directly by Transformational Learning Grant funds, their work has been entirely complementary to the project to develop multiple pathways to student success in grades 6-12.



Importantly, the kind of hands-on, multidisciplinary, project-based, proficiency-based learning for credit described here often serves as a great equalizer between students of all abilities. It can be considered a Tier II or III intervention, and a way to show knowledge and skill via a project, for the student who persistently struggles to produce answers in the conventional fashion. On the other hand, it can allow the most advanced student an opportunity for authentic challenge in an area of interest.

The overall aim is that any student in any course could earn credit (even, dual college / high school credit, or high school credit and a valued credential) in a project-based, work-based, place-based, constructivist, and/or inquiry-based fashion. Early success in the program has included fast expansion of relationships with agency and industry partners willing to host students, now totaling 80 grade 9-12 placements; numerous individualized pathway plans wherein students could earn, via proficiency, original or recovery credit across a broad array of subjects such that 16 students have gotten back on track, stayed in school, or recovered credit; energy among a group of ambitious students who participate in Certified Nurse Assistant apprenticeships to create a Health Occupations Student Association (HOSA) chapter that took the state title in their first year of competition; and strong community desire for continued expansion.

Done well, the work to provide rigorous, effective, applied learning opportunity such as this takes a substantial commitment of time on the part of all who are organizing it, and there remains the need to build capacity among all staff with the intense efforts of some who know how. Parallel with work on this application, the District is working on an application for a public charter school called "Pathways," with specific intent to provide an alternate learning environment where students could acquire the skills and knowledge laid out in Montana content standards, but in a novel way. If Pathways becomes a reality, teachers there will act as instructional advisors, working with students to develop individualized plans for how to meet all the learning objectives required by accreditation rule in Montana.

Transformational Learning Grant monies have supported MTSS efforts school-wide. Largely facilitating that project have been the MTSS coordinators, serving teachers and students in grades ELP through 12. The coordinators deeply understand and have helped to develop the MTSS process. They master data analysis and help teachers develop skill in using data, making placement decisions, delivering targeted interventions, and progress monitoring. While sustainability requires that the MTSS project involve all staff, in the current capacity-building phase, there is temporary need for intense work of key personnel such as coordinators and consultants, who deeply understand the MTSS process and can teach it to others in an applied setting.



Section 2: Description of Continued Progress and Cost Estimates

Provide a detailed narrative of how your district plans to continue progress toward district-wide implementation of transformational and proficiency-based learning. Then use the chart below, or a similar chart, to outline the following information.

- **Describe key activities, goals, and timelines for Phase II.**
- **Explain how your staff, students, families, school board, and community will be engaged.**
- **Provide estimated costs for each major activity.**

Overview

Phase II of the Transformational Learning Grant will allow LPS to deepen, scale, and sustain the comprehensive MTSS framework established under Phase I. The project focuses on three areas of continued growth:

1. Sustain MTSS Infrastructure — Maintain and expand the roles of four building-level MTSS coordinators (ELP–12) to ensure, teach to others, and support data-driven decision-making, progress monitoring, and intervention fidelity.
2. Expand Project-, Inquiry-, Place-, Work-, and Proficiency-Based Learning (Grades 7–12) — Extend and systematize applied-learning pathways, rubric-based proficiency assessment, and credit recognition.
3. Develop and Validate the Future Skills Implementation Index (FSII) — In partnership with a Montana-based research firm, measure the degree to which LPS instruction cultivates current core top skills such as are identified in the Montana Innovation and Excellence in Education Working Group 2025 Report.

1. Sustaining the MTSS Framework (Birth – Grade 12)

Building on strong Phase I results, LPS will retain and expand its MTSS coordinators—one per building—to guide universal screening, tiered interventions, and progress monitoring. Coordinators will provide data coaching to teachers, lead professional learning communities, and ensure fidelity of academic and behavioral interventions. This investment sustains the continuum of supports from early childhood through secondary interventions informed by the Early Warning System (EWS). Importantly, LPS needs the coordinators to develop capacity, such that the work continues after the grant monies expire.

2. Expanding Project-, Inquiry-, Place-, Work-, and Proficiency-Based Learning (Grades 7–12)

Under Phase II, LPS will: (a) train teachers to design and assess high-quality project-based, inquiry-driven, and place-based experiences rooted in Montana’s community contexts; (b) continue to develop and refine proficiency-based rubrics for awarding credit across high-school



subjects; (c) institutionalize work-based learning pathways with agency and industry partners that allow dual credit, valued credentials, or the like; (d) scale proficiency-based grading using rubrics co-developed teachers and MTSS coordinators; and (e) extend these practices to the proposed Pathways Charter School (pending approval).

Work-Based Learning Coordination and Tiered Application — The district’s MTSS coordinators serving grades 7–12 will also lead and support coordination of all applied, project-based, inquiry-based, and place-based instruction, ensuring alignment to Montana content standards, community partnerships, and proficiency-based assessment rubrics. Again, within MTSS, these experiences serve a dual purpose: for some students, a Tier II or Tier III intervention (alternate pathway for re-engagement); for others, an enrichment opportunity in advanced, authentic, real-world learning.

3. Developing, Implementing, and Sharing the Future Skills Implementation Index (FSII)

While fiscal and engineering audits happen regularly in Montana school districts, formal instructional audits take place infrequently. And while most educators agree with the statement, “we must prepare students for their future, not, for our past,” lacking bona fide measures, it can be difficult to know the extent to which that happens.

An opportunity exists to fill a need in Montana school districts. LPS aims to partner with the Montana Innovation and Excellence in Education Working Group (MIEEWG), the Office of Public Instruction, and a yet-to-be-determined Montana educational research agency or firm to help develop - and submit to a third-party instructional audit using - a tool that addresses the 26 current core top skills as presented by the MIEEWG in its 2025 report, and the World Economic Forum Future of Jobs Report of 2025. The 2025 core top skills as determined by survey of thousands of industry leaders:

1. Analytical thinking
2. Resilience, flexibility, and agility
3. Leadership and social influence
4. Creative thinking
5. Motivation and self-awareness
6. Technological literacy
7. Empathy and active listening
8. Curiosity and lifelong learning
9. Talent management
10. Service orientation and customer service
11. Artificial intelligence and big data
12. Systems thinking
13. Resource management and operations
14. Dependability and attention to detail
15. Quality control
16. Teaching and mentoring
17. Networks and cybersecurity



18. Design and user experience
19. Multilingualism
20. Marketing and media
21. Reading, writing, and mathematics
22. Environmental stewardship
23. Programming
24. Manual dexterity, endurance, and precision
25. Global citizenship
26. Sensory-processing abilities

Summary

LPS has been innovative, transformative, and of service to other districts in the state in its approach to MTSS. Current facets of the design have brought about improvements in student experience and outcomes. MTSS can now be thought of as supporting a strong early childhood start, catch-up intervention and acceleration during the early grades, and novel pathways for success and enrichment at the upper grades. While portions of the work have been funded by other revenues such as other state and federal grants, general fund, and philanthropic donation, Transformational Learning Grant monies have helped to build a comprehensive program. If successful, LPS will leverage the Phase II funds to continue innovation, transformation, and growth via expansion and scaling of early successes, and via development and implementation of a measurement tool for modern workforce skill.

Selected Resources:

Hogan, T. P., Adlof, S. M., & Alonzo, C. (2005). *The relationship between phonological awareness and reading: A review/meta-analysis.* (Review available in PMC).

Annotation: Summarizes predictive power of phonological awareness for early word reading (kindergarten–grade 2), showing PA explains a meaningful portion of variance in later reading outcomes—supports LPS’s focus on phonemic awareness in early childhood and K–2 screening. [PMC](#)

Raghubar, K. P., Barnes, M. A., & Hecht, S. A. (2010). *Early numeracy skills in preschool-aged children: A review. Frontiers in Psychology / Developmental Reviews (review).*

Annotation: Reviews early numeracy constructs (counting, cardinality, quantity discrimination) and their predictive relation to later mathematics; supports LPS emphasis on quantity discrimination and early numeracy screening. [PMC](#)

Ehri, L. C. (2020). *The science of learning to read words: A case for systematic phonics instruction. Review of Educational Research / Reading Research Quarterly.*

Annotation: Synthesizes evidence for systematic phonics and component skills (phonemic awareness → phonics → fluency → comprehension), reinforcing the Science-of-Reading model LPS is implementing in K–6. [Ila](#)

Suggate, S. (2016). *A meta-analysis of the long-term effects of phonemic awareness instruction.*



Journal of Learning Disabilities.

Annotation: Shows that early phonemic awareness instruction has durable effects, supporting sustainability claims for LPS early-childhood investments. epub.uni-regensburg.de

Nitz, J., et al. (2023). *Multi-Tiered Systems of Support with a focus on behavioral outcomes. (Open access review in PMC).*

Annotation: Recent review indicating MTSS improves elementary academic and behavioral outcomes when implemented with fidelity; provides direct evidence base for LPS's MTSS expansion. [PMC](#)

Al-Dabbagh, R., et al. (2022). *Systematic review and meta-analysis of teacher interventions for externalizing behaviors. Frontiers in Psychology.*

Annotation: Supports teacher-led, tiered behavioral interventions consistent with LPS's behavior regulation and resilience efforts for ELP-5. [PMC](#)

U.S. Department of Education (brief): *Issue Brief — Early Warning Systems.* (U.S. ED evaluation brief)

Annotation: Summarizes national practices and effectiveness of EWS for identifying students at risk of dropout and guiding interventions. Useful for operationalizing LPS secondary EWS protocols. [U.S. Department of Education](#)

Balfanz, R., & Byrnes, V. (State-of-the-Field). *Early Warning Indicators and Intervention Systems.* (Policy handbook/research synthesis)

Annotation: Practical handbook summarizing EWS indicators (attendance, behavior, course performance) and guidance on intervention systems — used widely to design EWS for grades 7–12. pathwaystoadultsuccess.org

Shepley, C., et al. (2019). *MTSS for preschool-aged children: A review. Early Childhood Research Quarterly / ScienceDirect.*

Annotation: Provides evidence that MTSS models adapted for preschool can improve social-emotional outcomes and school readiness—relevant to LPS PCECC and early coaching approach. [ScienceDirect](#)

Murphy Odo, D. (2021). *Meta-analysis of effect of phonological awareness instruction. SAGE Open.*

Annotation: Recent meta-analytic evidence of moderate-to-large effects of PA instruction — supports investment in explicit phonemic awareness curricula and coaching. [SAGE Journals](#)

Research on early numeracy longitudinal meta-analysis (2024/2024–2025 updates). *Early numeracy predicts later mathematics: Longitudinal meta-analysis (2024/2025 preprints/meta-analyses).*

Annotation: Large meta-analytic evidence linking early numeracy measures to later math outcomes; supports the predictive validity of LPS's early numeracy screenings and interventions. [ResearchGate+1](#)



Planned Activities & Estimated Costs

Activity	Description	Cost Year 1 (FY2026)	Cost Year 2 (FY2027)	Total Cost (2 Years)
Personnel Costs	4 FTE MTSS Coordinators / Developers and training time for all staff outside normal contract hours (salary, benefits, incidentals)	\$320,000	\$320,000	\$640,000
Research & Innovation Partner	Development and local implementation of a third-party, core skills, shareable, instructional audit tool	\$35,000	\$15,000	\$50,000
Evaluation & Data Systems	Costs associated with data and observation tools, e.g., Qualtrics or similar	\$5,000	\$5,000	\$10,000
	Total Estimated Phase II Budget:	\$360,000	\$340,000	\$700,000



Section 3: District Assurances

By submitting this application, the district assures it will:

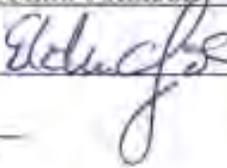
- (a) Further develop district-wide implementation of transformational and proficiency-based learning as defined in MCA 20-7-1601.
- (b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- (c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- (d) Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.



Authorized Signatures

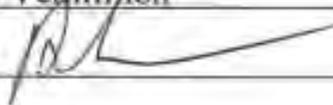
I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Eldon Chad Johnson

Superintendent Signature: 

Date: 10/29/25

School Board Chair Name: Dan Vermillion

School Board Chair Signature: 

Date: 10/29/25

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [QPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.



Phase II Transformational Learning Grant Application Evaluation Rubric

<i>Criteria</i>	<i>Exemplary (5)</i>	<i>Proficient (3)</i>	<i>Developing (1)</i>
Evidence of Impact from Previous Transformational Learning Funding	Provides clear, compelling evidence with data, examples, and stakeholder engagement.	Provides adequate evidence with some examples and limited data.	Lacks clear evidence or provides only general statements.
Description of Continued Progress	Detailed plan with clear goals, timelines, roles, and alignment to HB 573 purpose.	Adequate plan with general goals and timelines.	Vague plan with few details or unclear alignment.
Cost Estimates & Budget	Cost estimates are detailed and aligned with planned activities.	Cost estimates generally align but lack detail.	Cost estimates are unclear or misaligned.
District Assurances and Documentation	All required names, signatures, and dates are included, signifying district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	Missing a required name, signature, and/or date, making it unclear of the district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	No required names, signatures, and dates are included, signifying district's lack of understanding of assurances and commitments.
Clarity & Completeness	Application is clear, well-organized, complete, and on-time with all required documentation.	Application is understandable but may have minor gaps.	Application is unclear or missing key information.

Total Score: ____ / 25

Evaluators Comments:



PO Box 548 • Livingston, MT 59047 • 406-333-1708 • www.csc4kids.org

Dear Montana Office of Public Instruction,

The Community School Collaborative is pleased to offer our enthusiastic support for Livingston Public Schools, Districts 4 and 1's (LPS) application for the Montana Transformational Learning Grant Phase II. We have proudly partnered with LPS in their commitment to innovative, proficiency-based education, particularly in the development of their work-based learning program for students in grades 6-12.

LPS has demonstrated exceptional progress in implementing transformational and proficiency-based learning through a comprehensive Multi-Tiered Systems of Support (MTSS) framework. Their efforts have significantly improved services to students and families across all age groups, from birth to high school graduation. We have witnessed firsthand the positive impact of their initiatives.

Our collaboration with LPS has been particularly impactful in the 6-8 grade work-based learning experiences. The Community School Collaborative has provided thousands of student days in a wide variety of work-based learning opportunities, from career day field trips to pop-up clubs and job shadows. This work is entirely complementary to LPS's vision of developing multiple pathways to student success and has proven to be a great equalizer and an enrichment opportunity for students of all abilities. We are particularly excited about the continued expansion of work-based learning pathways, which will further empower students to earn dual credit, valued credentials, and gain real-world experience. The dedication of LPS to building capacity among all staff to ensure the long-term sustainability of these transformative efforts is also a testament to their commitment.

The Community School Collaborative wholeheartedly believes that Livingston Public Schools is an exemplary candidate for the Montana Transformational Learning Grant Phase II. Their innovative approach, proven track record, and ambitious plans for continued growth align perfectly with the grant's purpose of advancing district-wide implementation of transformational and proficiency-based learning. We are confident that LPS will continue to be a leader in transformational learning in the state of Montana.

Sincerely,

Gina Morrison
Executive Director
Community School Collaborative
Livingston, Montana

19 River Dr, Livingston, MT 59047

craig.buscher@gmail.com

To Whom It May Concern:

This is a letter of support for the Livingston Public School District (LPSD) for Phase II of the Transformational Learning Grant. Since completing my doctorate in Education in 2014, I provide school districts with science of reading trainings, consultation and coaching on literacy and language instruction and assessment, and guidance with MTSS implementation. This is my sixth year supporting LPSD.

Throughout this last decade, LPSD has worked in an organized and targeted way to improve student outcomes. The collective knowledge base of the district continues to grow through professional development in language and literacy, mathematics, social-emotional health, and MTSS. Impactful application of this knowledge is a lengthy and often messy process that takes collaboration, flexibility, persistence and continuous problem solving.

Presently, I perceive the LPSD to be in a phase of implementation that is ripe for innovation and continued transformation. Just as students do not reach high levels of reading comprehension without a plethora of subskills becoming highly strategic and others reaching automaticity, school districts will not be transformational without certain systems, evidence-based practices, and high-level leadership deeply ingrained. As student transformation has been evident through observation and solid data, school personnel engage at an even higher level of understanding and application. They understand that the knowledge building cannot cease and that application of this knowledge must continue to be refined. Just this week I participated in a school leadership meeting (held after school) that included discussion of an MTSS book study that demonstrates the current commitment and collaborative environment.

Despite everything on their plate, LPSD in their K-2 building recently piloted administration of a language screening tool and intervention program for the authors, becoming pioneers in this work. They understood the research, accepted the guidance, and implemented new practices upon many other preexisting initiatives. This fall, screening data showed the highest levels of proficiency to date. As school personnel dive deep into data with a more informed lens, MTSS processes and instructional practices continue to evolve.

The two-pronged approach of the work-based learning initiative, one as an alternative pathway for at-risk students and two as a bridge for enrichment for any student, will provide an invaluable entryway to future life skills and connections to community and business organizations for any student. Increased collaboration with community partners is an exciting avenue in the quest to provide all students access to a wider range of positive life outcomes.

I am confident that LPSD has the environment and level of commitment for successful implementation of their Phase II initiatives.

Sincerely,
Craig Buscher, EdD

LOCKWOOD SCHOOL DISTRICT

Transformational Learning Phase II Grant Application

Submitted in accordance with MCA 20-7-1601

Submission Date: September 22, 2025

Don Christman, Superintendent

1932 U.S. Hwy 87 E · Lockwood, MT 59101

Phone: (406) 252-2776 · Email: christmand@lockwoodschool.org





Montana Transformational Learning Grant Phase II Grant Application Form

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- **District Name:** Lockwood School District
- **Contact Person:** Don Christman
- **Title:** Superintendent
- **Email:** christmand@lockwoodschool.org
- **Phone Number:** 406-867-6207
- **Mailing Address:** 1932 US Highway 87 East, Lockwood, MT 59101

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- **Describe specific strategies or initiatives your district has implemented.**
- **Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).**
- **Attach supporting documents and letters of support if relevant.**



Section 2: Description of Continued Progress and Cost Estimates

Provide a detailed narrative of how your district plans to continue progress toward district-wide implementation of transformational and proficiency-based learning. Then use the chart below, or a similar chart, to outline the following information.

- **Describe key activities, goals, and timelines for Phase II.**
- **Explain how your staff, students, families, school board, and community will be engaged.**
- **Provide estimated costs for each major activity.**

Planned Activities & Estimated Costs (sample chart template to use)

Activity	Description	Estimated Cost
Example: Professional Development	Workshops and coaching for teachers	\$
Example: Technology Support	1:1 learning devices	\$
Example: Personnel Costs	Train the trainer reimbursement stipends	\$
	Total Estimated Phase II Budget:	\$

Section 3: District Assurances

By submitting this application, the district assures it will:

- (a)** Further develop district-wide implementation of transformational and proficiency-based learning as defined in MCA 20-7-1601.
- (b)** Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- (c)** Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- (d)** Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.



Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Don Christman

Superintendent Signature: 

Date: 9/19/2025

School Board Chair Name: Josh Skidmore

School Board Chair Signature: 

Date: 9/19/2025

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.



Phase II Transformational Learning Grant Application Evaluation Rubric

Criteria	Exemplary (5)	Proficient (3)	Developing (1)
Evidence of Impact from Previous Transformational Learning Funding	Provides clear, compelling evidence with data, examples, and stakeholder engagement.	Provides adequate evidence with some examples and limited data.	Lacks clear evidence or provides only general statements.
Description of Continued Progress	Detailed plan with clear goals, timelines, roles, and alignment to HB 573 purpose.	Adequate plan with general goals and timelines.	Vague plan with few details or unclear alignment.
Cost Estimates & Budget	Cost estimates are detailed and aligned with planned activities.	Cost estimates generally align but lack detail.	Cost estimates are unclear or misaligned.
District Assurances and Documentation	All required names, signatures, and dates are included, signifying district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	Missing a required name, signature, and/or date, making it unclear of the district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	No required names, signatures, and dates are included, signifying district's lack of understanding of assurances and commitments.
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Total Score: ____ / 25

Evaluators Comments:

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Section 1: Evidence of Progress Made

In Accordance with MCA 20-7-1601

Submission Date: [Insert Date]

District Contact: Don Christman, Superintendent

Email: christmand@lockwoodschool.org | Phone: (406) 252-2776

Overview

In accordance with MCA 20 7 1601, Lockwood School District submits the following evidence documenting our progress in implementing transformational and proficiency-based learning across the district. Our efforts are rooted in equity, mastery-based education, and student-centered learning experiences, designed to prepare every student for success beyond the classroom.

Strategies and Initiatives Implemented

1. Personalized Learning Pathways (Grades K–12)

Lockwood has transitioned toward personalized learning models that emphasize mastery over seat time. Strategies include:

Project-based learning experiences

Adaptive software for skill remediation and enrichment

Standards-based grading and assessment practices

Student-led learning conferences and goal setting

2. MTSS-Aligned Academic Interventions

The district utilizes Aimsweb, NWEA MAP, and Pre-ACT data within an MTSS framework to deliver targeted support. Students are grouped by proficiency levels, allowing for direct, small-group instruction and enrichment opportunities.

3. ROAR Academy – Proficiency-Based Alternative High School

Launched in Fall 2024, the ROAR Academy provides an innovative, fully proficiency-based educational setting for at-risk high school students. Credit is earned through mastery demonstrations rather than traditional coursework and seat time.

4. Staff Professional Development

Lockwood has implemented intensive professional development initiatives aligned to transformational instruction:

K–8 Science of Reading training and coaching cycles

Secondary teacher training on performance-based assessments and rubrics

Cross-building collaboration around assessment alignment and data analysis

5. Stakeholder Engagement and Continuous Feedback

Regular student, parent, and staff input drives our innovation efforts. This includes:

Family learning nights and listening sessions

Student-led focus groups

Teacher design teams focused on grading and curriculum redesign

Data and Evidence of Impact

Supporting Attachments

Section 2: Continued Progress in Transformational Learning (TL)

Purpose

Sustain and deepen Transformational Learning (student-centered, competency-based, and inquiry/PBL-aligned) across K–12, with a coherent plan for capacity-building, classroom implementation, and measurement.

What We're Continuing

- **Student-Centered, Competency-Based Instruction:** Clear learning targets, flexible pacing, multiple pathways to mastery.
- **Project- and Inquiry-Based Learning:** Authentic tasks, performance assessments, exhibition of learning.
- **Data-Informed Differentiation:** Regular formative checks, student goal-setting, and responsive small-group instruction.
- **College/Career/Community Readiness:** Real-world experiences, learner agency, and SEL integration.

Outcomes We're Aiming For (12–18 months)

- ≥ 80% of courses publish unit-level competencies and proficiency scales.
- All PLCs run a monthly TL cycle (plan → try → analyze student work → adjust).
- +10–15% increase in students meeting/exceeding local TL proficiency bands.
- **Student voice:** ≥ 2 exhibitions of learning per grade band, plus quarterly goal-setting reflections.

Strategy & Workstreams

1. **Instructional Capacity**
 - TL foundations refresh; advanced workshops in competency design, performance tasks, feedback/grading for learning.
 - Instructional coaching & peer observation rounds.
2. **Curriculum & Assessment**
 - Align course competencies; develop common performance tasks & rubrics; refine mastery reporting.
 - Pilot or expand a standards-tracking/competency platform.
3. **Collaborative Structures**
 - Protected PLC time; protocols for student-work analysis; cross-grade calibration.
4. **Student Experience & SEL**
 - Advisory structures; choice in products/process; reflection artifacts; exhibitions.
5. **Family & Community Partnerships**
 - TL family nights; community mentors/judges for exhibitions; comms plan.
6. **Measurement & Continuous Improvement**
 - TL implementation rubric; classroom look-fors; student outcome dashboard; mid-year and end-of-year reports.

Implementation Timeline (Year 1)

Aug–Sep: Launch PD, finalize competencies, baseline TL rubric, schedule PLC calendar.

Oct–Dec: Unit redesign sprints; coaching cycles (two per teacher); first exhibitions; Q1 data review.

Jan–Mar: Deepen performance assessments; peer rounds; mid-year report; Q2/Q3 data reviews.

Apr–May: Exhibition cycle 2; grading for mastery calibration; end-of-year report & Year-2 plan.

Cost Estimates (Annual)

A. Line-Item Menu (with Lockwood estimates)

Category	What's Included	Typical Unit Cost	Est. Quantity	Subtotal
Professional Learning	3–5 TL PD days (facilitator fees, materials)	\$800–\$1,200 per teacher	75	\$60,000–\$90,000
Instructional Coaching	On-site & virtual cycles; peer rounds	\$90,000–\$120,000 per 1.0 FTE	1 FTE	\$90,000–\$120,000
PLC Release / Sub Coverage	Half-/full-day release for design & calibration	\$15/hr ≈ \$120/day per sub	150 sub days	\$18,000
Curriculum & Assessment Dev.	Performance tasks, rubrics, calibration	\$300–\$500 per course	30 courses	\$9,000–\$15,000
Platforms & Tools	Competency/grade book, standards tracker	\$10–\$18 per student	1,000 students	\$10,000–\$18,000
Data & Dashboards	Collection, visualization, light analytics	\$5–\$10 per student	1,000	\$5,000–\$10,000
Micro-grants & Materials	PBL consumables, printing, exhibitions	\$20–\$35 per student	1,000	\$20,000–\$35,000
Family & Community Engagement	TL nights, exhibitions, comms	\$3–\$6 per student	1,000	\$3,000–\$6,000
Stipends	TL leads (dept/grade), summer design days	\$1,000–\$2,000 per lead	10 leads	\$10,000–\$20,000
Travel/Conferences (optional)	Site visits; TL institutes	\$1,200–\$1,800 per attendee	10	\$12,000–\$18,000
Evaluation	Mid-year & end-of-year external review	\$15,000–\$30,000 fixed	1	\$15,000–\$30,000
Contingency	Unplanned needs	10% of direct costs		TBD

B. Three Funding Tiers (Lockwood counts)

These bundles combine the line items into coherent annual packages.

1) Lean Sustain (focus on essentials)

- PD refresh (2–3 days), limited coaching (0.5 cycle/teacher), 2 PLC releases, core platform, small PBL materials, one exhibition cycle, basic evaluation.
- **Budget model: \$120 per student + \$1,000 per teacher + \$30,000 fixed.**
- **Total: $(1,000 \times \$120) + (75 \times \$1,000) + \$30,000 = \$225,000$**

2) Standard Build (balanced growth)

- PD sequence (4–5 days), two coaching cycles/teacher, 3–4 PLC releases, platform + dashboards, PBL micro-grants, two exhibitions, stronger family engagement, full evaluation.
- **Budget model: \$180 per student + \$1,500 per teacher + \$60,000 fixed.**
- **Total: $(1,000 \times \$180) + (75 \times \$1,500) + \$60,000 = \$322,500$**

3) Accelerated Scale (fastest depth & spread)

- PD sequence + advanced institutes, three+ coaching cycles/teacher, 5+ PLC releases, expanded platforms, robust micro-grants, two exhibitions with community partners, site visits, enhanced evaluation.
- **Budget model: \$260 per student + \$2,200 per teacher + \$110,000 fixed.**
- **Total: $(1,000 \times \$260) + (75 \times \$2,200) + \$110,000 = \$412,500$**

(Add 10% contingency to any model if not already included in your internal budgeting.)

C. Side-by-Side Cost Comparison (Lockwood)

Tier	Total Cost	Per-Student Cost
Lean Sustain	\$225,000	\$225
Standard Build	\$322,500	\$323
Accelerated Scale	\$412,500	\$413

Roles & Governance

- **District TL Lead Team** (Teaching & Learning, building admins, teacher leaders): owns roadmap, budget, and metrics.
- **Instructional Coaches:** deliver cycles; run peer rounds; maintain look-fors.
- **PLCs / Departments:** competency alignment, common tasks, calibration, student-work analysis.
- **Data Team:** maintain dashboards, run quarterly reviews.

- **Family/Community Liaison:** exhibitions, communication, mentor pipeline.

Measurement Plan

- **Implementation:** TL rubric (baseline, mid-year, end-of-year); classroom walk-throughs with look-for checklist.
- **Student Outcomes:** Course competency attainment; growth on local benchmarks; engagement indicators (attendance, on-time work, survey items on agency).
- **Reporting Cadence:** Quarterly briefs; mid-year adjustment memo; end-of-year impact report with Year-2 recommendations.

Risks & Mitigations

- **Staff Time & Fatigue:** Build PD into contracted time; prioritize PLC release; protect calendars.
- **Consistency Across Classrooms:** Common look-fors; calibration days; model classrooms.
- **Tool Sprawl:** Consolidate platforms; provide quick-reference guides and just-in-time coaching.
- **Sustainability:** Multi-year vendor pricing; grow internal capacity (train-the-trainer model).

Next Steps

1. Confirm **Year-1 budget** and calendar PD/PLC dates.
2. Approve staffing for **1.0 FTE instructional coach** and stipends for TL leads.
3. Launch with staff in August; publish competencies and look-fors; establish dashboard.

Appendix: Quick Calculator (Lockwood)

- Students: $1,000 \times \$120 / \$180 / \$260 = \$120,000 / \$180,000 / \$260,000$
- Teachers: $75 \times \$1,000 / \$1,500 / \$2,200 = \$75,000 / \$112,500 / \$165,000$
- Fixed: $\$30,000 / \$60,000 / \$110,000$
- **Totals:** $\$225,000 / \$322,500 / \$412,500$

Attachment A: ROAR Academy Overview & Student Progress Report

ROAR Academy at Lockwood High School

Program Overview

The ROAR (Reach, Opportunity, Achievement, Resilience) Academy at Lockwood High School is a specialized academic and enrichment program designed to support students in reaching their fullest potential. Established to address the diverse learning needs of students in the Lockwood community, the Academy combines rigorous academics with social-emotional learning, career exploration, and individualized mentorship.

ROAR Academy is built upon four guiding pillars:

Reach – Students are encouraged to set ambitious goals and explore pathways that expand their academic and personal horizons.

Opportunity – The Academy provides equitable access to advanced coursework, leadership activities, and extracurricular learning opportunities.

Achievement – Through individualized support and high expectations, students are empowered to excel academically and personally.

Resilience – Students develop skills to overcome obstacles, adapt to challenges, and sustain motivation throughout their educational journey.

The Academy serves as a bridge between traditional classroom instruction and future pathways, including college readiness, career training, and community engagement. Students participate in project-based learning, mentorship programs, and enrichment activities that cultivate both academic success and life skills.

Goals and Impact

The primary goal of ROAR Academy is to provide a supportive, challenging, and inspiring environment where students thrive. Specific objectives include:

Academic Growth: Increased proficiency in core subject areas, demonstrated through standardized assessments and classroom performance.

College & Career Readiness: Exposure to college preparatory curriculum, career pathways, and technical training opportunities.

Personal Development: Growth in leadership, teamwork, communication, and problem-solving.

Community Connection: Engagement in service-learning projects that foster responsibility and civic participation.

Early indicators of success include improved attendance, higher levels of student engagement, and a positive trend in graduation and post-secondary enrollment rates. ROAR Academy is not only transforming academic outcomes but also nurturing resilient, well-rounded young adults prepared for success beyond high school.

ROAR Academy Student Progress Report Form

Student Name: _____

Grade Level: _____

Date: _____

Advisor/Teacher: _____

Academic Progress

Core Subjects (check one for each subject):

Math: Exceeds Meets Approaching Needs Improvement

English/Language Arts: Exceeds Meets Approaching Needs Improvement

Science: Exceeds Meets Approaching Needs Improvement

Social Studies: Exceeds Meets Approaching Needs Improvement

Comments on Academic Performance:

Personal & Social Development

Participation: Excellent Satisfactory Needs Improvement

Leadership & Teamwork: Excellent Satisfactory Needs Improvement

Communication Skills: Excellent Satisfactory Needs Improvement

Resilience & Adaptability: Excellent Satisfactory Needs Improvement

Comments on Personal Growth:

College & Career Readiness

College Exploration Activities: Completed In Progress Not Yet Started

Career Pathway Engagement: Strong Moderate Limited

Notes on Readiness Progress:

Attendance & Engagement

Attendance Rate: _____ %

Engagement in ROAR Activities: High Moderate Low

Teacher/Advisor Notes:

Next Steps / Action Plan

Tutoring/Academic Support

Mentorship/Advisory

College Prep Workshop

Career Exploration Activity

Other: _____

Student Signature: _____

Parent/Guardian Signature: _____

Advisor Signature: _____

Attachment B: Aimsweb & NWEA MAP Data Summaries

School Year 2024–2025

Transformational and Proficiency-Based Learning Implementation

Assessment Overview

Lockwood School District uses a triangulated assessment system to guide instructional decision-making and monitor student progress toward proficiency:

- **Aimsweb Plus:** Used in Grades K–5 to assess foundational reading and math fluency skills.
- **NWEA MAP Growth:** Used in Grades 2–10 to assess student achievement and growth in reading and math, aligned to state standards.
- **Purpose:** To identify instructional needs, support MTSS tier placement, and inform goal-setting within personalized learning plans.

Aimsweb Summary: K–5 Literacy & Numeracy

Reading Benchmarks (K–3)

Grade % At or Above Benchmark (Fall) % At or Above Benchmark (Spring) Growth Indicator

K	48%	71%	+23%
1	52%	78%	+26%
2	59%	81%	+22%
3	63%	82%	+19%

Math Benchmarks (K–5)

Grade % At or Above Benchmark (Fall) % At or Above Benchmark (Spring) Growth Indicator

K	46%	69%	+23%
1	50%	74%	+24%
2	57%	79%	+22%
3	60%	80%	+20%

Grade % At or Above Benchmark (Fall) % At or Above Benchmark (Spring) Growth Indicator

4	55%	77%	+22%
5	53%	76%	+23%

Key Takeaways:

- All grade levels showed double-digit growth in foundational literacy and numeracy skills.
- Greatest gains occurred in early reading fluency and number sense—areas aligned to Science of Reading initiatives.
- Aimsweb data was used for MTSS placement and skill-specific interventions across K–5 classrooms.

NWEA MAP Summary: Grades 2–10**Reading Achievement Growth (Fall–Spring)****Grade Average RIT Growth % Meeting Typical Growth**

2	+10.4	67%
3	+9.8	64%
6	+7.2	62%
8	+6.9	59%
10	+5.5	56%

Math Achievement Growth (Fall–Spring)**Grade Average RIT Growth % Meeting Typical Growth**

2	+11.1	69%
4	+9.2	66%
7	+7.8	60%
9	+6.3	58%

Grade Average RIT Growth % Meeting Typical Growth

10 +5.1 55%

Key Takeaways:

- Lockwood students in Grades 2–7 consistently met or exceeded national average growth benchmarks in both reading and math.
- Growth was strongest in Grades 2–4, where MTSS interventions and personalized learning plans were most robust.
- MAP data was used to guide student goal-setting within personalized learning portfolios and to support proficiency-based progression.

Data-Informed Practice in Action

- **Tiered Support:** Aimsweb and MAP data directly informed Tier 2 and Tier 3 instructional planning in both general and special education classrooms.
- **Student Ownership:** Students in Grades 3–10 tracked their own MAP growth goals and used results to reflect in advisory and ROAR Academy goal-setting conferences.
- **Professional Development:** Staff were trained in using RIT bands and fluency targets to differentiate instruction and document proficiency progressions.

Attachment C: Professional Development Calendar & Attendance Logs

Transformational and Proficiency-Based Learning Implementation

Overview

Lockwood School District has implemented a robust professional development (PD) calendar that prioritizes personalized instruction, assessment literacy, and proficiency-based learning practices. All certified staff are expected to participate in a combination of required and optional PD offerings, designed to support transformation goals across the district.

The calendar below represents core districtwide PD days and focused trainings related to proficiency-based education during the **2024–2025 school year**.

2024–2025 Professional Development Calendar

(Aligned to Proficiency-Based Learning Objectives)

Date	Event	Focus Area	Audience	Facilitator(s)
Aug 19, 2024	Opening PIR Day #1	Introduction to Proficiency-Based Learning	All Certified Staff	District Admin & Teacher Leaders
Aug 20, 2024	Opening PIR Day #2	Performance Rubrics & Assessment Alignment	All Certified Staff	Curriculum Director & Coaches
Sept 27, 2024	PD Friday	Aimsweb & MAP Data Analysis for Personalized Instruction	K–10 Teachers	Interventionists & SPED Specialists
Oct 18, 2024	PD Friday	Student Goal-Setting & Portfolio Planning	5–12 Teachers	ROAR Lead & Advisory Pilot Teachers
Nov 15, 2024	District PD Day	Differentiation through Proficiency	All Certified Staff	External Consultant – Nicole Martin
Jan 20, 2025	Mid-Year Inservice	Instructional Calibration & Scoring Consistency	6–12 Teachers	Admin Teams & Dept. Chairs
Feb 21, 2025	Data & Reflection Day	Student-Led Conferencing & Progress Monitoring	K–12 Teachers	MTSS Coordinators & Coaches

Date	Event	Focus Area	Audience	Facilitator(s)
Apr 11, 2025	Spring Showcase Prep	Reflective Writing & Capstone Project Support	5–12 Teachers	ELA Dept. & Portfolio Design Team
June 2–4, 2025	Summer Academy – Phase II Planning	Grading Reform, Peer Coaching, Mastery Scales Development	Instructional Leaders	External Partners + Lockwood Leadership

Participation Summary (SY 2024–2025)

Group	Total Staff	Avg. Attendance Rate
K–5 Certified Teachers	41	98%
6–12 Certified Teachers	44	97%
Special Education Staff	16	100%
Counselors & Specialists	8	100%
Administrators & Coaches	12	100%

- All staff participated in at least 3 full-day sessions aligned to proficiency-based implementation.
- Attendance logs for each session are maintained by the District Office and verified through sign-in sheets and digital registration.
- Participant feedback is collected after each PD session to guide planning.

Example Attendance Record – Nov 15, 2024 (District PD Day)

Name	Position	Building	Attended	Signature (on file)
Jennifer Smith	Grade 3 Teacher	Elementary	✓	Yes
Marcus Jensen	ELA Teacher	High School	✓	Yes
Rachel Martinez	Special Education	Middle School	✓	Yes
Samantha Cho	Counselor	K–8	✓	Yes

Name	Position	Building	Attended	Signature (on file)
Brad Lee	Principal	High School	✓	Yes

(Full sign-in records are available in the Lockwood District Office upon request.)

Attachment D: Letters of Support from Faculty, Parents, and Community Partners

Transformational and Proficiency-Based Learning Implementation

Overview

As part of Lockwood School District's transformational learning initiative, we actively engaged faculty, families, and community members to ensure shared ownership of our transition to proficiency-based education. The following are representative letters and quotes submitted in support of the district's efforts to personalize instruction, increase student ownership, and improve long-term outcomes through proficiency-based learning models.

Complete signed letters are housed at the Lockwood School District Office and available upon request.

Faculty Support

"As a high school math teacher, I've seen how shifting to a mastery-based system has helped my students gain confidence. They know that learning is not about grades—it's about growth. ROAR Academy has truly changed lives, and we are ready to expand what works to more classrooms across the district."

— Marcus Jensen, High School Math Teacher

"The professional development and collaboration time we've received this year have been some of the most meaningful in my career. I feel empowered to try new strategies and support students more effectively thanks to the district's commitment to this learning model."

— Jennifer Smith, 3rd Grade Teacher

Parent Support

"Our son struggled with traditional learning until he joined ROAR Academy. For the first time, we see him excited about school. He's setting goals and talking about his future again. Thank you for building a system that believes in every student's potential."

— Melissa and Aaron Reed, Parents of a ROAR Academy Student

"The family learning night helped me understand how proficiency-based grading actually helps my child learn. The teachers were transparent and supportive. I appreciate being part of this shift."

— Stephanie Dawson, Parent of a Middle School Student

Community Partner Support

"The Lockwood School District's commitment to personalized learning aligns closely with our organization's goals of youth empowerment and skill-building. We're proud to partner with ROAR Academy through job-shadowing and service-learning opportunities, and we fully support this innovative work."

— Dana Lowe, Director, Lockwood Community Outreach Center

"This initiative reflects what business leaders want to see in our future workforce—students who are adaptable, self-aware, and capable of real-world problem solving. Lockwood is modeling what education should look like in the 21st century."

— Terry Franklin, Owner, Franklin Construction & Local CTE Advisory Board Member

Summary

The letters of support from teachers, families, and partners reflect strong community alignment with the district's vision for transformational learning. Stakeholders express enthusiasm for:

- The impact of personalized and proficiency-based education
- The role of ROAR Academy in supporting at-risk youth
- The professional learning provided to staff
- The transparency and engagement offered to families

This broad base of support strengthens Lockwood's capacity to successfully scale proficiency-based practices district-wide.

Attachment E: Lockwood Strategic Plan Excerpt – Learning Transformation Objectives

Transformational and Proficiency-Based Learning Implementation

Strategic Vision Statement

At Lockwood School District, we are committed to delivering a **Legendary Education** that lays a **Lasting Foundation** for every student and opens the door to a **Limitless Future**. Our strategic plan aligns instructional practices, assessment systems, and professional development to ensure every learner experiences personalized, proficiency-based education.

Learning Transformation Objectives (2024–2027)

Objective 1: Implement Proficiency-Based Instruction and Assessment

- **Goal:** Ensure 100% of K–12 classrooms transition to standards-aligned, proficiency-based instructional models.
- **Strategies:**
 - Redesign curriculum maps with clear performance indicators
 - Provide ongoing training in standards-based grading and rubrics
 - Utilize common assessment tasks to determine mastery
- **Progress Indicators:**
 - Student work calibrated through cross-grade collaboration
 - Shift from traditional grades to proficiency scales
 - Increased student ownership of progress monitoring

Objective 2: Develop and Implement Personalized Learning Pathways

- **Goal:** Establish individualized learning plans (ILPs) for students in grades 3–12 to support flexible pacing and goal setting.
- **Strategies:**
 - Use MAP and Aimsweb data to guide instructional decision-making
 - Integrate digital tools and platforms for learner choice
 - Expand ROAR Academy credit pathways and summer learning
- **Progress Indicators:**
 - ILPs embedded into advisory sessions
 - Growth in MAP RIT scores and proficiency benchmarks
 - Participation in student-led conferences and portfolio reviews

Objective 3: Build a Culture of Continuous Professional Learning

- **Goal:** Engage 100% of instructional staff in sustained professional development focused on transformational practices.
- **Strategies:**

- Implement a PD calendar aligned to core proficiencies
- Launch teacher-led PLCs and peer coaching cycles
- Collaborate with higher education and regional service providers
- **Progress Indicators:**
 - Increased confidence and implementation fidelity in PD feedback
 - Teacher-created exemplars and models of student-centered learning
 - Cross-building vertical alignment in instructional practices

Objective 4: Engage Families and Community in the Learning Process

- **Goal:** Create transparent, inclusive opportunities for families and community members to support student learning.
- **Strategies:**
 - Host family learning nights focused on proficiency-based education
 - Share progress through digital platforms and real-time feedback
 - Partner with local businesses and organizations for capstone experiences
- **Progress Indicators:**
 - Family survey satisfaction increases year-over-year
 - Growth in participation at school events and portfolio showcases
 - Establishment of advisory boards including family and student voices

Strategic Alignment

These objectives support Lockwood School District's strategic priorities:

- **Educational Excellence:** Measured by student growth, equity, and innovation
- **Student Well-Being:** Supported by individualized learning and strong relationships
- **Community Engagement:** Driven by transparency, communication, and partnerships
- **Fiscal Responsibility:** Aligned investments in people, systems, and outcomes

Attachment F: Phase II Implementation Timeline Overview

Transformational and Proficiency-Based Learning Expansion

Implementation Period: August 2025 – August 2027

Initiative	Description	Start Date	End Date	Responsible Parties
Curriculum Redesign and Proficiency Alignment	Align K–12 curriculum and grading rubrics to standards and proficiency scales	Aug 2025	May 2026	Director of Curriculum, Instructional Coaches, Teacher Leaders
ROAR Academy Expansion and Credit Recovery Access	Expand proficiency-based credit pathways through summer programs and interventions	June 2025	Aug 2027	High School Principal, ROAR Coordinator, Counselors
K–12 Staff Training and Calibration	Train all educators on proficiency-based learning, assessment, and feedback	July 2025	June 2027	Superintendent, PD Committee, Building Principals
Family and Community Engagement Campaign	Host outreach events, student showcases, and distribute communications on PBL	Sept 2025	June 2026	Family Engagement Coordinator, Communications Team
Student Portfolio & Capstone System	Launch student portfolio pilots and prepare capstone demonstration requirements	Jan 2026	Aug 2027	Portfolio Team, Advisory Teachers, Technology Coordinator
Feedback and Continuous Improvement Cycles	Collect input and data to guide iteration across all implementation areas	Ongoing	Ongoing	Superintendent, Board of Trustees, Strategic Planning Team

Milestone Summary by Semester

Term	Milestones
Fall 2025	Curriculum mapping begins, PD launched, family nights scheduled, ROAR expansion planning underway

Term	Milestones
Spring 2026	Rubric development complete, portfolios piloted, community showcase, training series continues
Summer 2026	First summer ROAR Academy expansion, initial capstone projects in design, family survey feedback
Fall 2026	Proficiency grading implemented in additional classrooms, student portfolios reviewed and calibrated
Spring 2027	Capstone pilot presented to board, second showcase, staff calibration for full-scale PBL rollout
Summer 2027	Final summer learning expansion, training wrap-up, implementation review and report compiled
August 2027	Full integration of proficiency-based systems K–12, Phase III planning begins

Attachment G: Family Engagement Communication Samples

Transformational and Proficiency-Based Learning Implementation

Sample Communication #1: Family Letter – Introduction to Proficiency-Based Learning

Subject: A New Direction in Learning – Personalized and Proficiency-Based

Dear Lockwood Families,

We are excited to share that Lockwood School District is continuing its transformation into a **proficiency-based learning system**. This means your child will have opportunities to learn at their own pace, demonstrate mastery of key skills, and receive the support they need to succeed.

In this model, learning is personalized, feedback is meaningful, and grades reflect what students truly understand. We are moving away from one-size-fits-all instruction and toward learning environments where every student can grow and thrive.

Throughout the year, we will offer **family nights, student showcases, and interactive learning experiences** to help you better understand this approach and how it supports your child's success.

We appreciate your continued partnership as we take this bold step forward.

Sincerely,

Don Christman

Superintendent, Lockwood School District

Sample Communication #2: Family Night Flyer Text

🎓 **Join Us for a Family Learning Night!** 🎓

Theme: *"What is Proficiency-Based Learning?"*

 **Date:** October 10, 2025

 **Time:** 6:00 PM – 7:30 PM

 **Location:** Lockwood Middle School Cafeteria

Come learn how Lockwood is transforming classrooms to support every learner. See student work, talk with teachers, and explore how proficiency-based learning helps students grow.

-  Pizza and refreshments provided
-  Childcare available
-  Raffle for school swag and gift cards

All families welcome! Let's build our future together.

Sample Communication #3: Parent Survey Invitation (Email or Text)

Subject: We Need Your Voice – Parent Input on Learning

Dear Lockwood Families,

As we move forward with personalized, proficiency-based learning across the district, your feedback is essential. Please take a few minutes to complete our brief survey about your child's experience and how we can better support your family.

 [Insert Link to Survey]

Thank you for helping us grow together!

Lockwood School District
#LegendaryEducation #LimitlessFuture

Sample Communication #4: Social Media Post

👉 **Big things are happening in Lockwood classrooms!**

We're transforming how students learn through **proficiency-based education**—where mastery matters and students grow at their own pace.

- ✓ Clear goals
- ✓ Personalized instruction
- ✓ Real-world learning

👉 Ask us questions or visit our website to learn more!

👉 Don't forget to attend our Family Learning Night on October 10!

#LockwoodProud #FutureReady #FamilyEngagement

Attachment H: Staff Professional Development Plan (2025–2027)

Transformational and Proficiency-Based Learning Implementation

Overview:

Lockwood School District is committed to ensuring all educators are prepared and supported as we scale transformational, proficiency-based practices. This multi-year professional development (PD) plan outlines core learning areas, delivery formats, timelines, and evaluation strategies.

Focus Areas:

1. Proficiency-Based Instruction and Assessment
2. Standards-Based Grading and Feedback
3. Personalized Learning Practices
4. Equity and Inclusion in Instruction
5. Data-Informed Decision Making

Year 1: 2025–2026

- Summer 2025: Foundational PD (Proficiency-Based Learning 101)
- Quarterly PD Days: Assessment Design, Rubrics, and Feedback
- PLC Focus: Curriculum alignment to performance indicators
- External Trainer: Science of Reading & Assessment Consultant
- Goal: 100% staff trained in foundational concepts

Year 2: 2026–2027

- Deep Dive Training: Equity, MTSS, Differentiation
- Capstone Workshops: Portfolio Evaluation & Student-Led Conferences
- Calibration: Cross-grade vertical alignment and grading consistency
- Peer Coaching Program Launched
- Goal: Full implementation of standards-based grading across all grade levels

Ongoing Support:

- Monthly instructional coaching cycles
- PD Reflection Surveys and Feedback Loops
- Online resource hub and video library
- Annual teacher-led learning showcases

Evaluation:

- Staff pre/post surveys
- Walkthrough data and implementation checklists
- Student achievement data comparison

- Feedback from students and families

Stakeholder Involvement:

- PD planning team includes teacher leaders, principals, and instructional coaches
- Teacher feedback guides session design and pacing
- Collaboration with external experts and regional service providers

Attachment I: ROAR Academy Summer Expansion Model

Transformational and Proficiency-Based Learning Implementation

Overview:

The ROAR Academy is Lockwood School District's proficiency-based alternative high school designed to meet the needs of at-risk students. To extend access and increase credit attainment, Lockwood proposes an expanded summer learning model that mirrors ROAR's personalized and flexible framework.

Program Goals:

- Increase on-time graduation rates for students with credit deficits
- Provide access to mastery-based credit recovery in core subjects
- Reduce summer learning loss through continuous learning opportunities
- Empower students with flexible learning schedules and individualized support

Program Design:

- Duration: 6-week summer session (June–July)
- Format: Hybrid model (in-person and remote access)
- Core Courses Offered: Math, ELA, Science, Social Studies
- Staffing: ROAR-certified teachers and intervention specialists
- Instructional Model: Standards-based, self-paced learning with daily support

Student Supports:

- Daily check-ins and progress monitoring
- SEL sessions embedded weekly
- Transportation assistance available
- Meal service provided in partnership with summer nutrition programs

Enrollment & Outreach:

- Target: 30–40 high school students with identified credit recovery needs
- Outreach through counselors, ROAR advisors, and family engagement liaisons
- Orientation session for students and parents before program start

Assessment and Accountability:

- Students demonstrate mastery through projects, portfolios, and performance assessments
- Real-time progress tracking and goal monitoring
- Final presentation of learning to families and staff

Budget Considerations:

- Teacher stipends and extended contracts
- Digital learning platforms (Edgenuity or equivalent)

- Supplies, meals, and transportation
- Estimated annual cost: \$28,000

Conclusion:

The summer expansion of the ROAR Academy creates an equitable, high-impact pathway to credit recovery and academic success while reflecting Lockwood's values of personalized learning, student agency, and community support.

Attachment J: Student Portfolio System Pilot Framework

Transformational and Proficiency-Based Learning Implementation

Overview

Lockwood School District is implementing a **Student Portfolio System Pilot** as part of its broader effort to personalize instruction and align assessment practices with proficiency-based learning. This initiative empowers students to collect, reflect on, and present evidence of their learning tied directly to Montana state standards and district-developed performance indicators.

Purpose and Objectives

The portfolio system will serve as a tool for:

- **Demonstrating mastery** of academic standards through authentic work samples
 - **Encouraging student ownership** and self-assessment of learning
 - **Providing a platform** for personalized learning pathways and goal setting
 - **Facilitating meaningful dialogue** between students, families, and educators
-

Pilot Year Scope (SY 2025–2026)

Grades and Participants:

- Initial pilot in grades 5, 8, and 11
- 12 teachers across elementary, middle, and high school buildings
- Approximately 225 students participating in the pilot year

Portfolio Components:

- Personal Learning Goals
- Standards-Aligned Work Samples (2 per core subject per semester)
- Reflective Writing (each quarter)
- Feedback Artifacts (teacher, peer, and self-assessments)
- Capstone Presentation (Spring 2026)

Technology Platform:

- Utilization of Google Sites or Seesaw (Grades 5–8) and Google Drive Portfolios or Canvas ePortfolios (High School)

- Digital file structures organized by subject, learning target, and evidence

Implementation Timeline

Phase	Timeline	Key Actions
Planning and Design	Feb – June 2025	Develop templates, scoring guides, and training modules
Teacher Onboarding and Training	Aug 2025	PD on portfolio purpose, digital tools, and reflection scaffolds
Portfolio Launch	Sept 2025	Students begin portfolio entries and receive feedback on artifacts
Mid-Year Review	Jan 2026	Collect feedback from teachers/students, adjust practices as needed
Capstone and Showcase	May 2026	Student-led presentations of learning to families and staff
Evaluation and Scaling Decision	June 2026	Analyze outcomes and determine Phase II expansion plans

Professional Development and Support

Teachers involved in the pilot will receive:

- Monthly PLC time for collaboration and calibration
 - Release time for scoring and feedback sessions
 - Support from instructional coaches and digital learning specialists
 - Access to model portfolios and rubrics
-

Assessment and Feedback

- Portfolios will be scored using district-developed rubrics aligned to content standards and Habits of Success (e.g., perseverance, collaboration, communication).
- Students will engage in quarterly reflections and goal reviews with advisor teachers.
- A final portfolio presentation will be shared with peers, families, and school staff during a spring capstone showcase event.

Evaluation Metrics

- Student self-efficacy and engagement (survey data)
 - Teacher and student feedback (focus groups, informal interviews)
 - Completion and quality of portfolio artifacts
 - Alignment to standards and growth in writing and reflection skills
 - Stakeholder satisfaction from portfolio showcases
-

Future Expansion

Based on pilot outcomes, the district anticipates:

- Expansion to all grades 5–12 by SY 2027–2028
- Use of portfolio artifacts to support graduation competencies
- Integration into student-led parent-teacher conferences district-wide

Attachment A: ROAR Academy Overview & Student Progress Report

Transformational and Proficiency-Based Learning Implementation

Program Overview

Program Name: ROAR Academy

Location: Lockwood School District Campus

Launch Year: 2024–2025

Model Type: Proficiency-Based Alternative High School

Target Population: At-risk students in grades 9–12 needing credit recovery, flexible pacing, or alternative pathways to graduation

Mission and Vision

Mission:

The ROAR Academy meets students where they are—academically, socially, and emotionally—and empowers them to embrace opportunities, including earning a high school diploma, while focusing on Lockwood School District’s core values:

Legendary Education

Lasting Foundation

Limitless Future

Vision:

To inspire students through personalized learning experiences and allow each learner to demonstrate mastery through authentic, relevant, and engaging performance tasks—recognizing that the students themselves inspire the Lockwood community.

Program Highlights

Proficiency-Based Credit System: Students earn credit through demonstration of mastery via rubrics, projects, and authentic assessments—not seat time.

Individualized Learning Plans (ILPs): Each student receives a personalized pathway that identifies credit needs, career goals, and weekly progress checkpoints.

Flexible Scheduling: Learners engage in blended instruction, including online platforms (e.g., Edgenuity) and small-group teacher-led seminars.

Wraparound Supports: Academic tutoring, SEL check-ins, mental health counseling, and family partnership meetings are embedded into the program.

Community Connections: Career exploration, volunteer service, and job-shadowing are integrated into the school year and summer programming.

Student Progress Report (SY 2024–2025, as of June 2025)

Student Voice – Selected Reflections

“This is the first school where I feel like people see me and help me do more than just get by.”

— Grade 11 ROAR Academy Student

“I actually like learning now because it’s about what I can do—not how long I sit in class.”

— Grade 10 ROAR Academy Student

Continuous Improvement Focus (SY 2025–2026)

Expand credit-bearing summer school through ROAR Academy

Increase postsecondary transition planning with job site visits and college tours

Implement digital portfolio tracking for progress monitoring

Train additional staff in trauma-informed instruction and restorative practices

Montana Transformational Learning Grant Phase II Grant Application Form

Introduction

The purpose of this grant, per HB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- District Name: Misoula County Public Schools
- Contact Person: Pamela Wright
- Title: Transformational Learning Coordinator
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Section 1: Evidence of Progress Made

Phase 1: Coherence & Capacity Building (2024-present)

Missoula County Public Schools (MCPS) has made significant strides in advancing our vision for transformational, proficiency-based learning. Guided by our Graduate Profile, we are working to ensure that every student develops a community vision of the knowledge, skills, and dispositions necessary for success beyond high school.

Over the past year, we have built a strong foundation for scaling this work across the district through the following strategies/initiatives which are described in more detail throughout Section 1:

- **Strategic Implementation of the Graduate Profile**
- **Building on a Foundation of Clarity: From Standards Mastery to Competency Development**
- **Piloting Transformational, Learner-Centered Instructional Models**
- **Transformational Learning Summer Educator Residency**
- **Targeted Intervention and Personalized Learning in Math, English Language Arts (ELA) and Reading**
- **Demonstrating Proficiency through Arts Integration**

An investment in high-quality, professional learning for educators is part of each of these six strategies, as documented in this section.

Additionally, MCPS continues to expand collaboration with community partners who share our vision for realizing the Graduate Profile. These partnerships—listed in Appendix A—provide students with authentic, real-world learning opportunities and strengthen the connection between classroom experiences and college, career, and community readiness.

Through this collaborative approach, MCPS is aligning professional learning, curriculum, and assessment systems to support transformational learning at scale. The momentum gained through the Transformational Learning Grant is positioning our district to fully realize a personalized, competency-based system that ensures equitable and authentic learning for all students - and to become a regional hub for other districts.

Strategy #1: Strategic Implementation of the Graduate Profile

Description

Missoula County Public Schools (MCPS), along with our stakeholders, co-created a Graduate Profile as our community’s collective vision of desired learner outcomes and the essential competencies we aim to develop in all students. This shared vision defines what it means for every MCPS graduate to be prepared for success in college, career, and citizenship. This team also identified grade-level indicators for each of the six competencies, establishing clear progressions of learning. The Grad Profile competencies now serve as the foundation for curriculum design, assessment development, and instructional planning, ensuring consistent expectations and measurable growth from pre-kindergarten through graduation.

With a focus on building awareness and a shared vision during the initial phase of implementation, MCPS prioritized coherence, capacity building and initiative alignment. Over 40 MCPS building leaders and district staff spent 32 hours in targeted leadership development aligning initiatives around the Graduate Profile and how it is realized by *transformational, learner-centered experiences*.

MCPS defines *transformational, learner-centered* as experiences/instructional practices that are 1.) competency/proficiency-based, 2.) personalized, and 3.) authentic/real-world. The definition aligns with sections of HB 573 as follows:

MCPS Transformational, Learner-Centered Defined by:	From MCA 20-7-1601, HB573, pages 1-2
Competency/Proficiency Based	<p>“Proficiency” means a measure of competence that is demonstrated through application in a performance assessment</p> <p>“Proficiency-based learning” means an education system in which student progress is based on a student’s demonstration of competence rather than on the basis of seat time or the age or grade level of the student.</p>
Personalized	<p>“Transformational learning” means a flexible system ... customized to address each pupil’s strengths, needs and interests, and actively engages each pupil in determining what, how, when, and where each pupil learns.</p>
Authentic/Real-world	<p>...Including but not limited to work-based learning... Page 1 from HB 573 69th Legislature 2025</p> <p>...actively engages each pupil in determining what, how, when, and where each pupil learns.</p>

Through a coordinated communication plan—including districtwide posters, social media campaigns, and a dedicated website—MCPS is at the beginning stages of developing a common understanding of the Graduate Profile competencies and how to design learning to give students opportunities to practice *balanced character, effective communication, agile thinking, skilled collaboration, confident learning, and engaged citizenship*.

Data/Evidence of Impact

Supporting Documents

Participation rates:

- August 2025: 100% of Building Principals and Central Office staff participated in 32 hours of targeted leadership development around the *Graduate Profile* and *Transformational Learning*.
- August 2025: 100% of schools displayed Graduate Profile visuals and included work around the Graduate Profile in back-to-school professional learning.



Learner Outcomes:

- 94% of district leaders Agree or Strongly Agree that the *Transformational Learning/Graduate Profile* sessions will help them positively impact student outcomes.
Source - Missoula/Better Lessons Impact Review
- 87% of district leaders rated themselves as Very or Extremely Confident to try what they learned in the *Transformational Learning/Graduate Profile* sessions.
Source - Missoula/Better Lessons Impact Review



Stakeholder Engagement:

- 40 community members participated in the Graduate Profile Community of Practice, representing local business, non-profits, city/county offices, Chamber of Commerce, U of M, MCPS staff, and MCPS families.
- Building leaders, district administrators, educators, staff, students and families began interacting with Graduate Profile during the fall of 2025.

[Learner Progressions by Grade Band](#)

[Community of Practice Slides from the first POG stakeholder meeting](#)

Professional Development:

2023-24: Community of Practice met and co-created a collective vision of desired learner outcomes represented in the MCPS Graduate Profile.

Sample [Staff Activity](#)

January 2025: MCPS Workshop at SAM Conference - Elementary and Middle School Principals developed understanding around the Transformational Learning Grant goals and Personalized, Proficiency/Competency-Based classroom strategies.

[Missoula/Better Lessons Impact Review](#)

Spring 2025 - All K-8 principals, along with district and teacher leaders participated in Inspiration Visits, visiting schools that have implemented school-wide transformational, learner-centered models through a Graduate Profile. Visits included pre-visit professional learning and post-visit reflection and action planning.

Summer 2025: MCPS administrators and building leaders participated in June and August Workshops to bring coherence to, and build capacity around, the Graduate Profile, MCPS Strategic Plan, Transformational Learning Plan and Teacher Clarity focus.

July 2025: Graduate Profile competencies framed the Transformational Learning Educator Residency, inviting residents to design a transformational, learner-centered experience to implement in the classroom for the 2025-26 school year.

August 2025: Principals shared the Graduate Profile in buildings during back-to-school professional development.

Strategy 2: Building on a Foundation of Clarity: From Standards Mastery to Competency Development

Description

MCPS district's work with Teacher Clarity has established the essential infrastructure for learner-centered transformation. By defining proficiency across grade levels and content areas, MCPS created a shared language and transparent expectations—ensuring every student understands what success looks like in traditional academic domains. This clarity work represents the district's commitment to rigor and to a foundation of content mastery.

Now, MCPS is strategically poised to expand from *what students know* to *who students become*. MCPS Graduate Profile articulates the competencies that will enable students to thrive in an increasingly complex, interconnected world: Balanced Character, Agile Thinker, Effective Communicator, Confident Learner, Engaged Citizen, and Skilled Collaborator. These competencies transcend individual courses and represent the transferable capacities students need for lifelong success.

The vertical progressions MCPS hopes to further develop in Phase II, will create the critical bridge between these two frameworks. This represents the evolution from a standards-aligned district to a truly transformational learning system—one where academic excellence and human development are inextricably linked, and where every learning experience is designed to develop both content proficiency and the competencies our graduates need to shape their futures.

Data/Evidence of Impact

Supporting Documents

Participation rates:

- 100% of Building Principals participated in at least one Teacher Clarity (TC) professional development opportunity
- 30 attendees Teacher Clarity Annual Conference and Trainings, 2023-24
- 99 attendees in Teacher Clarity 101, Summer 2023
- 76 attendees in Teacher Clarity 101 Cohort, 2023-24
- 96 attendees in Teacher Clarity 101/201, Summer 2024
- 79 attendees in Teacher Clarity 101/201 Cohorts, 2024-25
- 66 attendees in Teacher Clarity 201/301, Summer 2025

Educator Learner Outcomes:

Survey of Cohort at the end of Year 1 (76 educators):

- 38% responded *I can teach others*
- 57% responded *I got it!*
- 5% responded *I need more support*

Source - Exit Tickets

[Reading Foundations Proficiency Scale](#)

[3rd Grade Math Proficiency Scale](#)

[7th Grade Math Proficiency Scale](#)

[HS World Geography Proficiency Scale](#)

[Teacher Clarity Co-Teach Video](#)

[Sentinel HS What, Why, How posters](#)

Learner Outcomes: *Teacher Clarity effect size .85*

By the end of SY 2024-25:

- 89% of students could articulate what they were learning
- 73% of students could articulate why they were learning what they were learning
- 69% of students could articulate how they would know when they learned it

Source - Visible Learning/Teacher Clarity Questions walk-thru data collection

Stakeholder Engagement:

- District-wide PLCs reviewed and developed priority standards and proficiency scales.
- PLCs created a feedback loop for all teachers to have input.
- Caregivers can better support student success when learning intentions and success criteria are communicated for all lessons.

Professional Development:

Spring 2023: District Academic and Community Services Coaches attend Teacher Clarity and Success Criteria Certification.

Summer 2023: MCPS hosts a 2-day Teacher Clarity training open to all P-12 staff (TC 101 with a focus on learning progressions and learning intentions).

School Year 2023-24: Two cohorts of teachers are created. *Lead Teachers* were identified by building administrators, attended monthly TC 101 sessions, and worked to develop and implement a building-level professional learning plan. *Capacity Builders* attended monthly TC 101 sessions, engaged in coaching cycles, and hosted learning walks in their “lab” classrooms.

Summer 2024: MCPS hosts a 2-day Teacher Clarity training split into TC 201 with a focus on success criteria (last year’s cohort) and TC 101 with a focus on learning progressions and learning intentions (a fresh set of interested educators).

School Year 2024-25: TC 201 Cohort continues with quarterly sessions and planning and implementation of building-level professional learning. TC 101 Cohort attends monthly sessions, engages in learning walks, and supports building-level plans.

Summer 2025: MCPS hosts a 2-day Teacher Clarity training split into TC 301 with a focus on feedback (original cohort) and TC 201 with a focus on success criteria (101 cohort from the previous year).

School Year 2025-26: TC 301 Cohort continues with quarterly sessions and implementation of building-level professional learning. TC 201 Cohort attends quarterly sessions and supports building-level professional learning. TC 101 Cohort moves to a fully online asynchronous platform for educators to learn more about Teacher Clarity on their own time.

[Visible Learning/Teacher Clarity Questions walk thru data](#)

[Public Service Announcement Project Success Criteria](#)

[Public Service Announcement Self-Assessment Rubric](#)

Strategy #3: Piloting Transformational, Learner-Centered Instructional Models

Description

To advance MCPS along its transformational learning path and cultivate the competencies outlined in the Graduate Profile, the district has implemented a multi-faceted approach. First, MCPS strategically piloted two evidence-based instructional models—EL Education Curriculum Model and Modern Classrooms while continuing to spotlight the transformational learning aspects of existing programs—to develop scalable, systemwide pathways for transformational learning. Second, the district empowers educators to design innovative, learner-centered classroom experiences and school-wide projects that shift instruction and engage students in meaningful ways.

Both the full-model pilots and teacher-designed strategies reflect transformational, learner-centered practice, defined by these three core pillars:

- Competency/Proficiency-Based
- Personalized Learning
- Authentic, Real-World Learning Experiences

The Pilots:

EL Education Curriculum Model*

The EL Education Curriculum Model is grounded in the Science of Reading and designed to systematically build knowledge through the study of content-rich, authentic texts. This approach empowers all students as learners and supports equitable academic outcomes. EL Education cultivates student achievement across three interrelated dimensions: mastery of knowledge and skills, development of character, and the creation of high-quality work. The model emphasizes authentic, interdisciplinary, and experiential learning that integrates rigorous academic content with relevant, real-world applications. In addition, EL Education incorporates STEM and other real-world topics that reflect and extend local contexts. Through sustained engagement in meaningful projects, students connect learning to their communities, personal interests, and global issues, fostering both intellectual growth and social-emotional development.

*EL Education Pilot funding from another grantor

Modern Classroom Model

The Modern Classroom model embodies a learner-centered approach, supporting educators in re-envisioning classroom structures and moving beyond a one-size-fits-all paradigm. This model strategically integrates blended learning, self-paced pathways, mastery-based progression, and instructional technologies to personalize learning for each student. Educators provide concise, teacher-created instructional videos and guided practice, enabling students to engage with new content independently while receiving targeted small-group and individualized support. Mastery-based assessments ensure that students demonstrate proficiency before advancing, fostering learner confidence, deep conceptual understanding, and a strong sense of agency in their learning.

Spotlight Programs to Support and Further Develop:

Project Lead the Way: A Model of Transformational Learning

Missoula County Public Schools (MCPS) offers Project Lead the Way (PLTW) courses in middle schools—including Green Architecture, Medical Detectives, App Creators, Automation & Robotics, Design & Modeling, and Energy and the Environment—as a strategic initiative to advance transformational, learner-centered education. PLTW provides a nationally recognized, hands-on curriculum that engages students in real-world, problem-based learning, cultivating creativity, collaboration, critical thinking, and durable skills while preparing students for success in postsecondary education and the workforce.

Unlike traditional teacher-directed instruction, PLTW empowers students to design, test, and refine solutions, cultivating both academic and career-ready skills. By integrating STEM concepts with authentic challenges, students develop ownership of their learning while building transferable skills essential for success in college, careers, and civic life.

This model exemplifies transformational learning by bridging classroom instruction with authentic applications, connecting students to future college and career pathways, and promoting equitable access to high-quality, experiential education. PLTW strengthens MCPS's learner-centered approach while preparing students to thrive in complex, rapidly evolving environments.

Authentic & Community Connected Learning Opportunities

Strengthening MCPS's vision for transformational, learner-centered experiences includes offering a menu of curricular experiences which both extend the learning into the community and bring the real world into the classroom (see supporting document *MCPS Curriculum Experiences by Grade and Content*). By designing learner-centered communities with flexible learning spaces and flexible uses of time, MCPS fulfills the mission to build community, cultivate belonging and contribute to a bigger whole.

A highlight offering is the SPARK! Arts Experiences* which expose all MCPS students to a different community art experience each year from K-8. These authentic experiences take learning beyond the classroom and offer additional opportunities and pathways for integrated, competency-based and personalized learning for all students. Additional details for each subject and grade are included in the MCPS Curriculum Experiences supporting document. These experiences continue to scale and spread.

*SPARK! Arts funded by a different grantor.

Career and Technical Education (CTE)

MCPS Career and Technical Education challenges students to develop the Grad Profile competencies and prepare for life beyond high school regardless of their vocational pathway. It incorporates authentic problem solving and applications with a variety of relevant, personalized, and learner-centered models. A few standout programs include MCPS Agriculture Education, Industrial Trades, Automotive & Welding, and Early Childhood Development.

Teacher-Led Innovation:

Sample Educator-Designed Models

MCPS educators design teacher-led innovations that advance transformational learning, even in the absence of full-model adoption. Examples include the Sentinel School-Wide Campus

Revitalization, Building Trades 2 & 3 Campus Enhancements, Wildlife Biology Ungulate Management and Buffalo Harvest Projects, which enable students to engage in interdisciplinary, real-world problem-solving while cultivating the competencies outlined in the Graduate Profile. The list of educator-designed projects continues to grow, K-12.

Instructional coaches collaborate with teams to embed competency-based personalization into these authentic, learner-centered experiences, including the identification and cultivation of community connections and locally relevant applications, so that students' work can extend beyond the classroom and school walls. In addition to these sample projects, additional project examples are included below, in our Transformational Learning Summer Residency details under Strategy #4.

Classroom-Level Strategies for Teacher-Led Innovation

Recognizing that transformational learning can take many forms, MCPS educators integrate learner-centered practices at the classroom level. Teachers are encouraged and supported to experiment with the following strategies:

- *Promoting student agency and self-directed learning through a variety of strategies to access, engage with and show learning*
- *Designing flexible, collaborative learning spaces with opportunities like Building Thinking Classrooms instructional practices*
- *Connecting classroom learning to real-world experiences, and vice versa. An example is the MCPS Buffalo Harvest along with the other MCPS Curriculum Experiences by grade and content*
- *Implementing goal-setting frameworks and tracking tools through student conferencing using the glows and grows model along with other reflection strategies*
- *Facilitating project-based learning and choice boards with students as staff as shown at Rattlesnake Elementary*
- *Co-creating rubrics and assessment tools with students in PLTW classrooms where students help identify what success and mastery look like for various units of study*

See Supporting Documents below for examples of classroom-level strategies.

This approach—combining full-model pilots, enhancing and learning from existing programming, along with new classroom-level experimentation—ensures that all MCPS educators have multiple pathways to shift towards transformational, learner-centered instruction.

Data/Evidence of Impact	Supporting Documents
<p>Participation rates:</p> <ul style="list-style-type: none"> ● 2024-25 EL 14 classroom teachers ● 2025-26 EL 58 classroom teachers opted in to the pilot based on feedback from prior year ● 2024-25 PCBL/Modern Classrooms - 3 classroom teachers ● 2025-26 PCBL/Modern Classrooms - 11 classroom teachers ● 2025-26 Sentinel Campus Revitalization Project -20 classroom teachers & 400+ students ● 2023-25 Building Thinking Classrooms Implementation - 29 classroom teachers 	<p>Russell EL Education Presentation of Learning (Frog Unit)</p> <p>Modern Classrooms Evidence</p>

Learner Outcomes:

Both the EL and Modern Classrooms pilots supported greater differentiation in instruction, empowering students to take ownership of their learning and providing teachers with more flexibility to address individual needs. Early results indicate improved student engagement, stronger foundational skills, and increased opportunities for personalized support, particularly for students who require additional time or extension in ELA and mathematical learning.

Stakeholder Engagement and Momentum:

MCPS advances transformational learning through a voluntary, educator-driven approach. Rather than imposing top-down directives, teachers, instructional coaches, and school leaders are invited to opt-in to full-model pilots, explore classroom-level strategies, or experiment with learner-centered innovations aligned to the Graduate Profile competencies.

This approach fosters collective momentum, empowering educators to lead change in ways that fit their classroom context and instructional strengths. Early successes and shared examples naturally spread across teams and schools, encouraging wider adoption while maintaining fidelity to the district’s vision.

By balancing spreadable and scalable practices, MCPS cultivates professional agency, shared ownership, and continuous improvement. Educators become active partners in transformation, and the district builds a sustainable foundation for systemwide change—ensuring that learner-centered instruction grows organically, engages students meaningfully, and develops the competencies defined in the Graduate Profile.

Professional Development:

Instructional coaches provide ongoing support through learning walks, collaborative reflection, and targeted professional development. During the pilot phase, over 120 educators participated in 15 structured learning walks, observing students actively demonstrating Graduate Profile competencies and experimenting with classroom strategies.

Over 210 educators participated in transformational learning workshops and courses offered by MCPS. These courses support three braided strands of learner-centered instruction: competency & proficiency based, personalized pathways and pacing, and authentic experiences. (see MCPS Professional Learning Opportunities for Learner-Centered Instruction in supporting documents)

To increase opportunity and engagement for all MCPS educators, these courses are offered in multiple formats including synchronously, asynchronously, and at the annual MCPS Community Education Summit. Various levels of courses are also offered to meet the needs of educators who are in the beginning stages of building awareness, working to build a deeper understanding or already implementing these transformational practices.

[Sentinel School-Wide Revitalization Project](#)

- [Photos](#)
- [Media Coverage](#)

[Building Trades 2 & 3 Project Proposal](#)

[Wildlife Biology Project Proposal](#)

[Buffalo Harvest](#)

[MCPS Curriculum Experiences by Grade & Content](#)

[SPARK! Arts Experiences](#)

[Student Choice Boards/Playlists Examples](#)

[Building Thinking Classrooms Instructional Model](#)

[Goal Setting & Reflection Strategies](#)

[Goal Setting Resources](#)

[Cultivating Student Agency](#)

[MCPS Professional Learning Opportunities for Learner-Centered Instruction](#)

[Modern Classrooms Project Educator's Summit Course](#)

[Let Students do the Heavy Lifting - Increasing Student Agency & Ownership Summit Course](#)

[Letter of Support from EL Education](#)

What is [EL Education Curriculum?](#)

Strategy #4: Transformational Learning Summer Educator Residency

Description

In the summer of 2025, MCPS launched a two-week learner-centered residency to engage educators in deep professional exploration and co-creation of transformational learning experiences. The residency provided educators with dedicated time and collaborative space to develop projects that integrate their ideas and passions while aligning to the district's vision for transformational, learner-centered instruction.

Twenty-two educators participated as residents, collaboratively designing innovative, classroom-ready experiences to implement in the fall of 2025. Each project is intentionally structured around the district's three transformational learning pillars—competency/proficiency-based, personalized, and authentic—ensuring alignment with both instructional goals and the Graduate Profile.

Ongoing support from instructional coaches helps residents refine and implement their projects, creating sustainable models for student-centered learning. This residency strengthens educator capacity, fosters professional collaboration, and accelerates the district's transformational learning goals by embedding authentic, high-impact practices directly into classrooms.

Residency Projects Included:

- Creation of interdisciplinary units in the early literacy classroom
- Developing a blended instruction model in middle school math and ELA to provide opportunities for self-paced learning and create opportunity for more individual and small group instruction
- Creation of a literacy content library at the elementary level for classroom teachers to use across all grade levels to meet the current needs of their students
- Creation of alternative pathways for high school students in a structured learning program to reach graduation and prepare for post-secondary experiences
- Development of a learner-centered experience at the high school level that uses the study of the book *Frankenstein* with contemporary ethical questions
- Creation of a high school course focused on student podcast production that meets ELA and communication competencies
- Continued development and creation of a mastery-based, self-paced, and blended approach to math and phonics instruction at the 2nd grade level
- Development of a freshman seminar course to assist with transition to high school with a focus on academic skills, ways to be engaged at the high school level, and emotional intelligence
- Creation of a strategically blended mastery model of math instruction at the 5th grade level that incorporates math talks, small-group and whole-class instruction, self-paced playlists, and targeted differentiation
- Development of a student-run coffee shop in a middle school life skills program focused on building math, writing, and communication competencies
- Incorporating ELA instructional methods into speech sessions, allowing for students to build content vocabulary and have additional exposure to instructional practices
- Leveraging the program “Level All” at the high school level to develop a learner-centered career exploration program

Data/Evidence of Impact	Supporting Documents
<p>Participation Rates:</p> <ul style="list-style-type: none"> ● 72 educators applied ● 22 educators were selected to participate ● 11 Missoula County Public Schools represented <p>Learner Outcomes:</p> <ul style="list-style-type: none"> ● 205 elementary students in summer resident classrooms or programs ● 320 middle school students in summer resident classrooms or programs ● 600 high school students in summer resident classrooms or programs <p>Stakeholder Engagement: The Transformational Learning Summer Educator Residency actively engaged community partners to support and celebrate educator innovation. Local businesses—including DCI Engineering, West Central Environmental Consultants, Dick Anderson Construction, Sweet Pea Septic, Tim Bechtold Law, and Opportunity Bank—donated lunches for the residents and will participate in an April 2026 community showcase, where educators will present the learner-centered projects developed during the residency. Additionally, partnership with the Frontier Learning Lab provided residents with resources and guidance on integrating <i>AI in Education</i> into their instructional design.</p> <p>Professional Development: The residency was intentionally modeled as a learner-centered experience for adults, offering educators daily, opt-in professional learning opportunities aligned with transformational teaching practices. MCPS instructional coaches were on-site to provide ongoing guidance, and guest coaches from MTDA and national education non-profits facilitated specialized sessions to share expertise. This multi-layered support structure ensured that educators could design and implement high-impact, learner-centered experiences aligned to the Graduate Profile.</p>	<p>Transformational Learning Residency Overview</p> <p>Residency Infographic</p> <p>Residency Flyer</p> <p>Summer Residency Snapshot</p> <p>Residency Spotlight</p> <p>Uncommon Educator Word Art (Self-Reflection from the Residents)</p> <p>Leave Your Mark Lightbulb (Key Reflection Words from Residents)</p> <p>Residency Feedback Report</p> <p>Residency Pictures</p> <p>Letter of Support Frontier Learning Lab/MTDA</p>

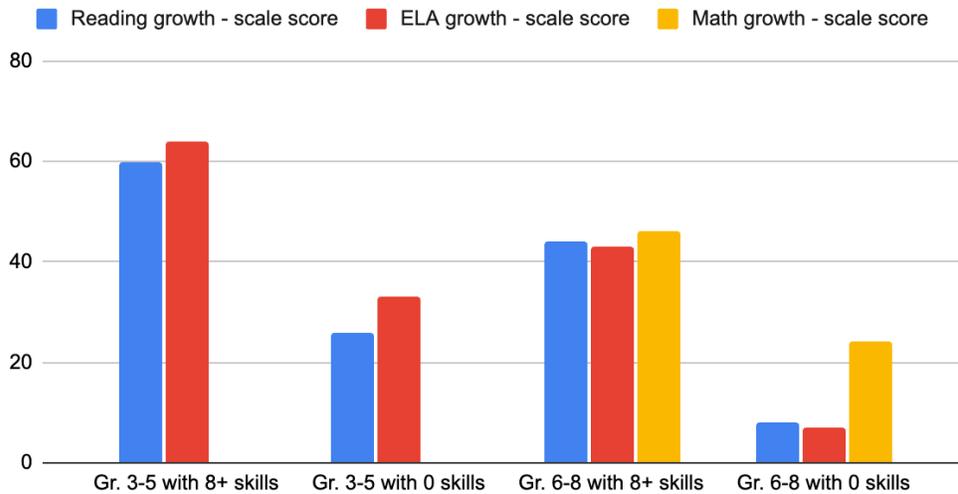
Strategy #5: Targeted Intervention and Personalized Learning in Math, ELA, and Reading	
Description	
<p>Exact Path and iReady: Targeted Intervention and Personalized Learning in Math, ELA, and Reading</p> <p>Missoula County Public Schools (MCPS) leverages iReady Math for personalized, data-driven learning in mathematics grades K-5, Exact Path by Edmentum for English Language Arts and Reading K-10, and Exact Path by Edmentum for Mathematics grade 6-10. This research-based digital platform uses adaptive diagnostics to identify each student’s skill level and generate individualized learning paths that both address gaps and accelerate growth.</p> <p>Missoula County Public Schools (MCPS) leverages iReady Math for personalized, data-driven learning in mathematics grades K-5, Exact Path by Edmentum for English Language Arts and Reading K-10, and Exact Path by Edmentum for Mathematics grade 6-10.</p> <p>Both Exact Path and iReady provide teachers with real-time data to monitor progress, target interventions, and tailor instruction, ensuring that each student receives support aligned to their unique learning needs. In MCPS, the platform has strengthened math and reading interventions, closing achievement gaps for struggling learners while providing enrichment opportunities for advanced students.</p> <p>By integrating Exact Path into a broader learner-centered strategy, the district reinforces its commitment to personalized, proficiency-based instruction and ensures all students are developing the foundational skills necessary to meet the Graduate Profile competencies, positioning them for long-term academic and career success.</p>	
Data/Evidence of Impact	Supporting Documents
<p>Participation rates:</p> <p>Reading</p> <ul style="list-style-type: none"> ● 82% of 3-5 grade participate in personalized pathway ● 44% completed 8 or more skills ● 76% of 6-8 grade participated in personalized pathway ● 22% completed 8 or more skills <p>Language Arts</p> <ul style="list-style-type: none"> ● 92% of 3-5 grade participated in personalized pathway ● 61% completed 8 or more skills ● 81% of 6-8 grade participated in personalized pathway ● 26% completed 8 or more skills <p>Math</p> <ul style="list-style-type: none"> ● 73% of 3-5 grade participated in personalized pathway 	<p>Goal Setting Templates used with Middle School students set their own goals and track progress</p> <p>Exact Path Resource Page</p>

- 96% of those 73% pass more than 50% of their lessons
- 81% of 6-8 participated in personalized pathway
- 32% completed 8 or more skills

Learner Outcomes:

Exact Path Data from Fall 2024 to Spring 2025

Reading growth - scale score, ELA growth - scale score and Math growth - scale score



Stakeholder Engagement:

District Assessment Team

42 Members

- 12 District level staff (Coordinators, Directors, Instructional Coaches)
- 16 Building administrators
- 3 Assistant principals
- 1 School Psychologist
- 5 Elementary School Teacher
- 1 Middle School Teacher
- 4 High School Teacher

Professional Development:

2024-25

- 1 hour Exact Path 101 for all test administrators
- 6 hours of focused professional development for one representative, “Expert” from each school.
- Two different 1.5 hour sessions offered at the Educator Summit in February focusing on Exact Path

2025-26

- 3 hours 101 Exact Path PIR Summer Course
- 3 hours 201 Exact Path PIR Summer Course
- Five 1-hour long bi-monthly Exact Path sessions throughout the school year

Strategy #6: Demonstrating Proficiency Through Arts Integration

Description

Missoula County Public Schools (MCPS) employs Arts Integration as a dynamic approach to teaching, where students construct and demonstrate understanding through an art form. This method goes beyond traditional activities by embedding the arts into core academic subjects, allowing students to explore and express concepts in innovative ways. As a designated Any Given Child site by the Kennedy Center, MCPS has a long-standing commitment to embedding the arts into core learning experiences. Through the arts, students engage in effective communication, agile thinking, skilled collaboration, and confident learning, providing authentic opportunities to apply and demonstrate the knowledge, skills, and mindsets essential for college, career, and civic readiness, represented by the Grad Profile.

Although funded through sources other than the Transformational Learning Grant, this work is amplified by the Transformational Learning Grant, which connects arts integration to the district’s transformational, learner-centered framework. By leveraging multiple funding streams, MCPS aligns resources to advance a shared vision: giving all students authentic, interdisciplinary opportunities to build and demonstrate the six competencies outlined in the *Graduate Profile*.

Data/Evidence of Impact

Supporting Documents

Participation rates:

- 100% of elementary students (EL–5) participate in annual arts integration residencies.
- 100% of EL–8 teachers have been trained in at least one arts-integrated strategy.
- Three of the elementary schools are at 85% of teachers using strategies weekly or monthly.

Learner Outcomes:

- Increased engagement and retention: Arts-integrated lessons deepen understanding of complex concepts in literacy, science, and social studies.
- Students articulate their learning with clarity and pride, using both artistic and academic language

Stakeholder Engagement:

- 100% of schools have teacher representatives or arts integration teacher leaders who collaborate with SPARK! Arts and instructional coaches.
- Family arts nights and student showcases engage thousands of caregivers across all EL-5 schools.

Professional Development:

SPARK! Arts hosted a national conference in Missoula- Summer 2025 (see video in supporting documents)- 287 total participants, 133 MCPS educators, 66 out-of-district MT educators, 33 out-of- state educators

[Lowell Elementary](#)

[MCPS online collection of AIE lessons for teachers.](#)

[Video from SPARK! conference](#)

[Letter of Support from Sienna](#)

Section 2: Description of Continued Progress and Cost Estimates

Phase II: Systemic Expansion and Measuring Impact (2026-2028)

Building upon the coherence and capacity established in Phase I, Missoula County Public Schools (MCPS) will continue to advance district-wide implementation of transformational and proficiency-based learning as defined in [MCA 20-7-1601](#). Phase II efforts will operationalize the district's transformational, learner-centered vision through targeted strategies aligned to the Graduate Profile. To guide this next phase of progress, MCPS has identified four strategic goal areas that will structure the district's continued transformation:

- 1. Cultivating Strong Intra-District Alignment and Community Partnerships around MCPS Graduate Profile**
- 2. Expanding Transformational, Learner-Centered Experiences**
- 3. Measuring and Communicating Whole Learner Outcomes**
- 4. Building Coherent, Future-Ready College and Career Pathways**

Goal Area 1:

Cultivating Strong Intra-District Alignment and Community Partnerships around MCPS Graduate Profile as the foundation for systemic change

Outcome:

By Spring 2028, MCPS's Graduate Profile will serve as the driving force behind all instructional decisions, assessment practices, and student support systems district-wide. Through a diverse Guiding Coalition and student-led digital campaign, the Profile will be embedded in classroom practices, understood by 90% of families, and reflected in community partnerships that provide real-world, learning opportunities aligned to graduate competencies.

- **Strategy 1: Listen & Learn – Needs Assessment**

MCPS will conduct a listening discovery process through student and family focus groups, staff surveys, classroom visits, and student diagnostic self-study tools to understand current perceptions of the Graduate Profile and identify community assets, priorities, and barriers to implementation. This discovery phase will ensure the Profile reflects our community's hopes and expectations and builds from existing strengths rather than imposing a top-down model. The information from the discovery phase will be shared with the Guiding Coalition.

- **Strategy 2: Guiding Coalition – Building Shared Ownership**

A 25-member Guiding Coalition of educators, students, families, business and community partners will serve as both think tank and action engine—deepening collective understanding of the Profile, identifying implementation priorities and designing

	<ul style="list-style-type: none"> Spotlight MCPS transformational, learner-centered practices and strategies at each meeting <p>Student-led Grad Profile Campaign publishes content quarterly based on goals, timelines and success criteria. <i>(staff, students, families, school board, community engaged)</i></p> <p>January-March 2027: Facilitate Guiding Coalition quarterly meeting <i>(staff, students, families, school board, community engaged)</i></p> <ul style="list-style-type: none"> Share approaches, gather feedback, and refine strategies for Grad Profile and its connection to classroom practices Spotlight MCPS transformational, learner-centered practices and strategies at each meeting <p>Student-led Grad Profile Campaign publishes content quarterly based on goals, timelines and success criteria. <i>(staff, students, families, school board, community engaged)</i></p> <p>April-June 2027: Facilitate Guiding Coalition quarterly meeting <i>(staff, students, families, school board, community engaged)</i></p> <ul style="list-style-type: none"> Share approaches, gather feedback, and refine strategies for Grad Profile and its connection to classroom practices Spotlight MCPS transformational, learner-centered practices and strategies at each meeting <p>Student-led Grad Profile Campaign publishes content quarterly based on goals, timelines and success criteria. <i>(staff, students, families, school board, community engaged)</i></p>
<p>FY28</p>	<p>July-September 2027: Reconvene Guiding Coalition to review last year’s progress and re-establish priorities for FY28 based on FY27 insights. <i>(staff, students, families, school board, community engaged)</i></p> <ul style="list-style-type: none"> Share approaches, gather feedback, and refine strategies for Grad Profile and its connection to classroom practices Spotlight MCPS transformational, learner-centered practices and strategies at each meeting <p>Instructional Coach, High School Journalism/Podcasting teacher and students co-create success criteria for Grad Profile Student-Led Communications campaign. High School students are empowered to take ownership of their learning, with continued support from teacher and instructional coach. <i>(staff, students, family, school board, community engaged)</i></p> <ul style="list-style-type: none"> Students review Grad Profile district communications from last year Students set goals and timelines for the upcoming academic year <p>October-December 2027: Facilitate Guiding Coalition quarterly meeting <i>(staff, students, families, school board,</i></p>

community engaged)

- Share approaches, gather feedback, strengthen partnerships and refine strategies for Grad Profile and its connection to classroom practices
- Spotlight MCPS transformational, learner-centered practices and strategies at each meeting

Student-led Grad Profile Campaign publishes content quarterly based on goals, timelines and success criteria. *(staff, students, families, school board, community engaged)*

January-March 2028:

Facilitate Guiding Coalition quarterly meeting *(staff, students, families, school board, community engaged)*

- Share approaches, gather feedback, strengthen partnerships and refine strategies for Grad Profile and its connection to classroom practices
- Spotlight MCPS transformational, learner-centered practices and strategies at each meeting

Student-led Grad Profile Campaign publishes content quarterly based on goals, timelines and success criteria to increase Profile awareness to 90% among families. *(staff, students, families, school board, community engaged).*

April-June 2028:

Facilitate Guiding Coalition quarterly meeting *(staff, students, families, school board, community engaged)*

- Share approaches, gather feedback, strengthen partnerships and refine strategies for Grad Profile and its connection to classroom practices
- Spotlight MCPS transformational, learner-centered practices and strategies at each meeting
- Share impact on classroom practices, community partnerships, and family engagement through community-facing scorecards.

Student-led Grad Profile Campaign publishes content quarterly based on goals, timelines and success criteria to increase Profile awareness to 90% among families. *(staff, students, families, school board, community engaged)*

Goal Area 2:

Expanding Transformational, Learner-Centered Experiences

Outcome

By Spring 2028, 85% of MCPS educators will have the skills, confidence, and support structures to design and facilitate transformational, learner-centered experiences daily. As a result, students will experience increased voice and choice in their learning, demonstrate growth on proficiency/competency-based assessments, and apply their learning to solve real-world problems in collaboration with community partners.

- **Strategy 1: Middle School Microschool (MS2) – Creating a Model Pipeline**

Launch a microschool of middle school students and teachers to model transformational, proficiency-based learning through co-designed projects, personalized pathways, and competency-based demonstrations of Grad Profile outcomes. As part of this microschool design, students will engage with at least three high school career sub-clusters to explore disciplines and pathways, building informed choices and career-ready skills. Teachers receive intensive coaching and collaborative planning support to embed rigorous, personalized practices across content areas, creating a replicable model for district-wide scaling.

- **Strategy 2: Expand Summer Educator Residency – Cultivating Teacher-Led Innovation**

Host a two-week Summer Educator Residency, where passionate educators design and refine transformational, learner-centered projects in a flexible, collaborative lab environment. Participants receive stipends, targeted professional development, and access to resources while developing classroom-ready innovations. This educator-driven approach builds a professional community that mirrors learner-centered design and generates diverse, authentic projects ready for fall implementation and future scaling. *The 2027 Residency will expand to hold spots for educators from neighboring districts and/or University of Montana School of Education teaching staff, funding dependent.*

- **Strategy 3: Equip Educators with a Sense of Agency to Innovate**

Support educators through a personalized professional learning approach. MCPS will offer a variety of on-demand courses, in addition to in-person courses continuing to build the skills and practices necessary for a transformational, learner-centered model. Provide ongoing transformational learning instructional coaching to offer targeted support, coaching cycles, collaboration time, and resources to refine and expand high-quality practices. Coaches track and support multiple interconnected models that serve as sites of innovation and evidence for district-wide spread or replication, using these sites for learning walks. Host an Annual Educator Summit to showcase, celebrate and share meaningful learning across the district broader Missoula community.

- **Strategy 4: Unit Design Professional Learning – Building District-Wide Capacity**

Implement comprehensive three-day Unit Design professional learning where educators

redesign curriculum units grounded in the Graduate Profile competencies. Teachers collaborate across grade levels and disciplines to craft essential questions that drive real-world problem-solving and community connections, integrating high-impact strategies of Visible Learning/Teacher Clarity and Arts Integration. The experience culminates in stipend options for educators to showcase and share their work, fostering a culture of shared innovation and continuous improvement.

Timeline	Key Activities
<p>FY27</p>	<p><u>July-September 2026:</u> Host 2nd Annual Transformational Learning Educator Summer Residency (<i>staff, school board, community engaged</i>)</p> <ul style="list-style-type: none"> ● 22 Educators design transformational, learner-centered experiences for their students ● Community partners and School board invited to visit residency and attend the culminating event in the spring <p>Publish MCPS course catalog of on-demand and in-person transformational, learner-centered PD courses offered to meet PIR requirement or salary advancement. (<i>staff engaged</i>)</p> <p>Begin instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects including Modern Classroom projects, EL Pilots and Summer Residency projects. Three dedicated coaches support Pk-12 buildings and classrooms. (<i>staff, students engaged</i>)</p> <p>Complete Summer Residency Checklist items for September. (<i>staff engaged</i>)</p> <p>Identify School Climate Survey questions to track educator outcome data – skills, confidence, supports – and student outcome data – voice, choice. (<i>staff, students engaged</i>)</p> <p>Identify measures for 1.) tracking proficiency and competency-based assessment growth data and 2.) tracking student opportunities to work on real-world problems. (<i>staff, students engaged</i>)</p> <p><u>October-December 2026:</u> Implement and iterate educator residency projects in classrooms and schools; share successes across schools. (<i>staff, students, families, community engaged</i>)</p> <p>Continue instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects district-wide including Modern Classroom projects, EL Pilots and Summer Residency projects. Three dedicated coaches support Pk-12. (<i>staff, students engaged</i>)</p> <p>Conduct planning and prep for Unit Design PD, including recruitment and cross-grade collaboration planning. (<i>staff engaged</i>)</p> <p>Complete Summer Residency Checklist for October, November and December. (<i>staff</i></p>

	<p><i>engaged)</i></p> <p>Organize and lead cross-district learning walks for elementary staff who are trying proficiency-based strategies. <i>(staff engaged)</i></p> <p><u>January-March 2027:</u></p> <p>Implement and iterate educator residency projects in classrooms and schools; share successes across schools. <i>(staff, students, families, community engaged)</i></p> <p>Host Annual Educator Summit (February PIR) to showcase, celebrate and share best practices. Open to MCPS and limited spots for surrounding districts. <i>(staff, students, families, school board, community engaged)</i></p> <p>Identify teachers for Middle School Microschool (MS2). Begin competency-based assessment training with this group of teachers at February Summit. <i>(staff engaged)</i></p> <p>Organize and lead a cross-district learning walk for middle school staff, including microschool teachers, who are trying proficiency-based strategies.</p> <p>Continue instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects district-wide including Modern Classroom projects, EL Pilots and Summer Residency projects. Three dedicated coaches support Pk-12. <i>(staff, students engaged)</i></p> <p>Conduct 1st Unit Design PD (2 sessions), teachers redesign existing units to include competency-based assessment and community connections. <i>(staff engaged)</i></p> <p>Complete Summer Residency Checklist for January, February, March <i>(staff engaged)</i></p> <p><u>April-June 2027:</u></p> <p>Organize and lead cross-district learning walk for high school staff, including proficiency section and sub-cluster program proficiency pilot, who are trying proficiency-based strategies. <i>(staff engaged)</i></p> <p>Continue instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects district-wide including Modern Classroom projects, EL Pilots and Summer Residency projects. Three dedicated coaches support Pk-12. <i>(staff, students engaged)</i></p> <p>Finalize plans for summer residency using Summer Residency Checklist for April, May, June. <i>(staff engaged)</i></p> <p>Award Stipends for 1st Unit Design PD sharing and publishing <i>(staff, students, community engaged)</i></p>
FY28	<p><u>July-September 2027:</u></p> <p>Host 3rd Annual Transformational Learning Educator Summer Residency <i>(staff, school board, community, engaged)</i></p> <ul style="list-style-type: none"> • 22 Educators design transformational, learner-centered experiences for their students - inviting neighboring districts to sponsor one of their educators in the

- residency and inviting U of M School of Education professors to participate
- Community partners and School board invited to visit residency and attend the culminating event in the spring

Summer planning for Middle School Microschool (MS2) supported by Instructional Coaches. *(staff engaged)*

Facilitate Competency-Based Assessment Workshop open to all MCPS educators. *(staff engaged)*

Launch Middle School Microschool (MS2); begin co-designing learner-centered experiences and personalized learning pathways; introduce students to high school career sub-clusters. *(staff, students, families, school board, community engaged)*

Publish MCPS course catalog of on-demand and in-person transformational, learner-centered PD courses offered to meet PIR requirement or salary advancement. *(staff engaged)*

Begin instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects including Modern Classroom projects, EL Pilots, Summer Residency projects, Middle School Microschool (MS2) and High School Proficiency Pilots. Three dedicated coaches support Pk-12. *(staff, students engaged)*

Complete Summer Residency [Checklist](#) items for September. *(staff engaged)*

October-December 2027:

Award stipends for Unit Design PD sharing and publishing. *(staff, students, community engaged)*

Implement and iterate educator residency projects in classrooms and schools; share successes across schools. *(staff, students, families, community engaged)*

Continue instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects including Modern Classroom projects, EL Pilots, Summer Residency projects, Middle School Microschool (MS2) and High School Proficiency Pilots. Three dedicated coaches support Pk-12. *(staff, students engaged)*

Conduct planning and prep for Unit Design PD, including recruitment and cross-grade collaboration planning. *(staff engaged)*

Complete Summer Residency [Checklist](#) items for October, November, December. *(staff engaged)*

January-March 2028:

Implement and iterate educator residency projects in classrooms and schools; share successes across schools. *(staff, students, families, community engaged)*

Host Annual Educator Summit, February PIR day, to showcase, celebrate and share best practices. Open to MCPS and limited spots for surrounding districts. *(staff, students, families, school board, community engaged)*

Continue instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects district-wide including Modern Classroom projects, EL Pilots and Summer Residency projects, Middle School Microschool (MS2) and High School Proficiency Pilots. Three dedicated coaches support Pk-12. *(staff, students engaged)*

Conduct 2nd Unit Design PD (2 sessions), teachers redesign units, integrate community connections, and present completed units in showcases. *(staff engaged)*

Complete Summer Residency [Checklist](#) for January, February, March *(staff engaged)*

April-June 2028:

Expand Middle School Microschool (MS2) impact; refine microschool projects; evaluate replication potential district-wide including a study of master schedule options to support transformational learning models. *(staff, students, families, school board, community engaged)*

Expand High School proficiency and Sub-Cluster proficiency program pilots impact; refine and evaluate replication potential district wide. *(staff, students, families, school board, community engaged)*

Continue instructional coaching cycles for ongoing Transformational Learning, proficiency-based projects district-wide including Modern Classroom projects, EL Pilots and Summer Residency projects. Three dedicated coaches support Pk-12. *(staff, students engaged)*

Finalize plans for summer residency using Summer Residency [Checklist](#) for April, May, June *(staff engaged)*

Award Stipends for Unit Design PD sharing and publishing *(staff, students, community engaged)*

**Goal 3:
Measuring and Communicating Whole Learner Outcomes**

Outcome

By Spring 2028, MCPS students, families, and educators will use a shared competency-based language to describe student growth and achievement aligned to the Graduate Profile. Students in at least five pilot high school course sections will earn credit through demonstrated proficiency rather than seat time, with 90%+ successfully progressing through personalized learning pathways. Transparent community scorecards will document shifting outcomes.

- **Strategy 1: Profile-Aligned Competency Progressions**
Revise grade-band progressions that articulate what success looks like at each level to include student-facing tools for goal-setting and self-assessment, aligned feedback channels, and evolved reporting structures. These progressions create a shared competency-based language accessible to students, families, and educators for discussing growth and achievement beyond traditional grades.
- **Strategy 2: High School Proficiency Credit Pilots**
Award credit through demonstrated proficiency in at least five course sections via portfolios, performance assessments, defenses of learning, and project-based learning rather than seat time. Students progress through personalized pathways, with 90%+ successfully demonstrating proficiency. Pilots generate evidence of increased equity in achievement and reduced failure rates while maintaining rigorous standards.
- **Strategy 3: Elementary School Profile Portfolio**
Using the Profile-Aligned Competency Progressions as a guide, develop a portfolio prototype for elementary students to show growth along the Graduate Profile progressions. Students demonstrate agency in designing and compiling the various artifacts, projects, and reflections for the portfolio. Students associate the various competencies with learning experiences, making the connection to MCPS Graduate Profile.
- **Strategy 4: Transformational Learning Scorecard – Measuring What Matters**
Using a Scorecard model, identify success metrics that reflect the Missoula community values, which may extend beyond traditional measures to capture whole-learner outcomes and real-world skills aligned with Graduate Profile and Phase 2 goals. The public-facing scorecard will track measures determined by stakeholders, driving continuous improvement through data-informed decisions while effectively communicating progress and creating a coherent narrative about transformational, learner-centered education.

Timeline	Key Activities
FY26	<p>April-June 2026: Evaluate bandwidth of administrators of all MCPS high schools in awarding credit based on demonstrated proficiency. Instructional coaches share competency-based assessment strategies from FullScale Symposium. <i>(staff engaged)</i></p>

FY27

July-September 2026:

Establish a Grad Profile Competency Design Team of 20 educators from across the district representing a cross-sector of teachers and instructional leaders to work with Graduate Profile progressions as described in Strategy 1. *(staff engaged)*

- Create a working timeline with meeting dates and resources to share with the team
- Team meets 2x each year & team members share work with their home schools
- Team recommends next steps in reporting on progressions.

October-December 2026:

Facilitate Grad Profile Competencies Design Team meeting #1 *(staff engaged)*

- Further outline what success looks like, align feedback, and evolve reporting structures to elevate the desired outcomes for learners in MCPS
- Reporting structures may include student-facing tools for goal-setting, self-assessment, and feedback.
- Consider Path to Profile model (Woodford County Schools example)

Work with Guiding Coalition in designing Transformational Learning Scorecards to define measures of whole-learner success around the goals of Phase II Transformational Learning Grant. *(staff, students, families, school board, community engaged)*

Build background on Elementary School Profile Portfolios: Instructional coaches compile examples of student portfolios and platforms to assist in the creation of the portfolio prototype. Include student voice and ideas. *(staff, students engaged)*

January-March 2027:

Facilitate Grad Profile Competencies Design Team meeting #2 *(staff engaged)*

- Further outline what success looks like, align feedback, and evolve reporting structures to elevate the desired outcomes for learners in MCPS
- Reporting structures may include student-facing tools for goal-setting, self-assessment, and feedback.
- Consider Path to Profile model (Woodford County Schools example)
- Design team makes recommendations for next steps in reporting progress aligned to Grad Profile competencies for SY 2027-28

Identify high school teachers, courses and sections to pilot proficiency-based assessment for credit. Teachers and Instructional Coaches co-design a professional learning plan in preparation of the high school proficiency credit pilots. Set data baseline in core subject areas. *(staff engaged)*

Continue Work with Guiding Coalition to create a Transformational Learning scorecard that reflects the grant outcomes and progress. This includes a custom dashboard to display desired outcomes, metrics, and growth. *(staff, students, families, school board community engaged)*

April-June 2027:

Launch Transformational Learning scorecard to be community facing; update each quarter to communicate outcomes; use data to inform iterative improvements in reaching Phase II outcomes. *(staff, students, families, school board community engaged)*

	<p><i>engaged)</i></p> <p>Convene a group of elementary teachers to give feedback on the Elementary Profile Portfolio prototype. Identify teachers to test the prototype in the SY 2027-28. <i>(staff, students engaged)</i></p> <p>Build student supports for use in high school proficiency credit pilots not to be limited to scaffolds for portfolio development, coaching for defenses, and access to self-assessment rubrics for projects. <i>(staff, students engaged)</i></p>
<p>FY28</p>	<p><u>July-September 2027:</u> Summer planning for high school proficiency credit teachers supported by Instructional Coaches.<i>(staff engaged)</i></p> <p>Launch high school proficiency credit pilots in at least five course sections, using portfolios, defenses of learning, and project-based assessments. <i>(staff, students, families, community engaged)</i></p> <p><u>October-December 2027:</u> Facilitate Grad Profile Competencies Design Team meeting #3 <i>(staff engaged)</i></p> <ul style="list-style-type: none"> ● Further outline what success looks like, align feedback, and evolve reporting structures to elevate the desired outcomes for learners in MCPS ● Reporting structures may include student-facing tools for goal-setting, self-assessment, and feedback. ● Consider Path to Profile model (Woodford County Schools example) <p>Work to scale proficiency credit pilots; monitor student progress, equity indicators, proficiency outcomes, and teacher feedback. <i>(staff engaged)</i></p> <p><u>January-March 2028:</u> Facilitate Grad Profile Competencies Design Team meeting #4 <i>(staff engaged)</i></p> <ul style="list-style-type: none"> ● Design team makes recommendations for next steps in reporting progress aligned to Grad Profile competencies for SY 2028-29 <p>Evaluate impact of first semester high school proficiency pilot. Compare outcomes to baseline data, use focus groups to assess student experience <i>(staff, students, families engaged)</i></p> <p>Instructional coaches lead a community of practice meeting for staff testing the Elementary Profile Portfolio prototype. <i>(staff, students engaged)</i></p> <p><u>April-June 2028:</u> Bring high school proficiency-based pilot teachers and students together for reflection around student progress, equity indicators and proficiency outcomes. Identify needs and resources to spread and scale the practice. <i>(staff, students engaged)</i></p> <p>Instructional coaches lead a community of practice meeting for staff testing the Elementary Profile Portfolio prototype to make recommendations for further implementation. <i>(staff, students engaged)</i></p>

**Goal Area 4:
Building Coherent, Future-Ready College and Career Pathways**

Outcome

By Spring 2028, MCPS students will have access to career pathways aligned to the National Career Clusters Framework (Montana version), with every sub-cluster offering robust work-based learning experiences and at least one fully proficiency-based sub-cluster program where students earn credits through demonstrated competency rather than seat time. Students will graduate with industry-recognized skills, clear post-secondary direction, and authentic workplace experience that positions them for career success.

- **Strategy 1: Framework Alignment & Pathway Reorganization**
Reorganize career pathways across all high schools to align with Montana's National Career Clusters Framework, creating coherent structures with clear cross-cutting connections that help students explore diverse fields and make informed post-secondary choices.
- **Strategy 2: Comprehensive Work-Based Learning System**
Establish robust work-based learning (WBL) opportunities in every sub-cluster through expanded employer partnerships, increasing the number of students who gain authentic workplace experience through job shadows, internships, industry mentorships, and facilitated group site visits.
- **Strategy 3: Proficiency-Based Sub-Cluster Pilot Program**
Launch at least one fully proficiency-based sub-cluster program where students earn high school credit and credentials through demonstrated industry-aligned and Graduate Profile competencies via portfolios, workplace projects, and skills demonstrations rather than seat time, creating a replicable competency-based model.

Timeline	Key Activities
FY27	<p>July-September 2026: Convene a District Pathways Design Team composed of high school leaders, counselors, teachers, and local industry partners to guide alignment to Montana’s Career Clusters Framework. <i>(staff, community engaged)</i></p> <ul style="list-style-type: none"> ● Map current offerings to the Montana Career Clusters Framework and Graduate Profile ● Conduct a WBL inventory <p>October-December 2026: Consult the most recent (CLNA) comprehensive audit of existing CTE and elective offerings to identify overlap, gaps, and potential reorganization opportunities by cluster and sub-cluster. <i>(staff engaged)</i></p> <p>Develop a district-wide pathways map that illustrates progression from introductory courses to capstone experiences, ensuring coherence across all schools. Link to middle school course offerings. <i>(staff engaged)</i></p>

	<p><u>January-March 2027:</u> Finalize redesigned pathway structures across all high schools, ensuring each program aligns with at least one Career Cluster and includes clear on-ramps for students at all grade levels. <i>(staff engaged)</i></p> <p>Identify and recruit initial employer partners representing each cluster to support the development of additional WBL opportunities. <i>(staff, students, families, community engaged)</i></p> <p>Begin formal collaboration with the Montana Office of Public Instruction Missoula College, and Accelerate Montana to ensure dual-credit and credential alignment. <i>(staff, community engaged)</i></p> <p><u>April-June 2027:</u> Share final pathway maps district-wide; begin student and family info sessions to support enrollment. <i>(staff, student, school board, community engaged)</i></p> <p>Co-Design a Proficiency-Based Sub-Cluster Pilot in one or more clusters (e.g., Healthcare, Construction, Management & Entrepreneurship). <i>(staff engaged)</i></p> <p>Provide professional learning for teachers and counselors focused on career advising, WBL design, and competency-based assessment. <i>(staff engaged)</i></p>
<p>FY28</p>	<p><u>July-September 2027:</u> Launch the Proficiency-Based Sub-Cluster Pilot Program in at least one high school, integrating industry-aligned and Graduate Profile competencies, portfolios, and performance tasks as measures of proficiency. <i>(staff, students, community engaged)</i></p> <p>Expand WBL opportunities through new and renewed partnerships with local employers, the Chamber of Commerce, and the University of Montana. <i>(staff, students, community engaged)</i></p> <p><u>October-December 2027:</u> Develop student-facing materials (digital guides, cluster maps, and advising tools) to help students navigate career pathways and connect coursework to future goals. <i>(staff, students engaged)</i></p> <p>Monitor and share data on student participation in WBL experiences and credential attainment rates. <i>(staff, students, families, school board, community engaged)</i></p> <p><u>January-March 2028:</u> Conduct site visits and data reviews to evaluate pilot effectiveness and make adjustments to program design, assessment tools, and partnership supports. <i>(staff, students engaged)</i></p> <p>Develop an implementation guide and replication toolkit for scaling the proficiency-based sub-cluster model across additional clusters in SY 2028–29. <i>(staff engaged)</i></p>

April-June 2028:

Report findings and outcomes to stakeholders, highlighting evidence of increased student engagement, alignment with industry needs and growth along the Graduate Profile competencies. *(staff, students, families, school board, community engaged)*

Planned Activities & Estimated Costs

Activity	Description	Estimated Costs
Personnel -Full Time	FY27 & FY28 Instructional Coaching/Teacher Support for Student-led Digital Campaign ~33 days @ \$447*/day	\$14,751.00
	FY27 & FY28 Instructional Coaching/Teacher Support for Middle School Cohort ~90 days @ \$447/day	\$40,230.00
	FY27 & FY28 Dedicated instructional coaching for K-8 Transformational Learning, proficiency-based projects district-wide ~150 days @ \$447/day	\$67,050.00
	FY27 & FY28 Dedicated instructional coaching for 9-12 Transformational Learning, proficiency-based projects district wide ~150 days @ \$447/day	\$67,050.00
	FY27 & FY28 Plan and lead Unit Design PD - 4 sessions & follow up coaching ~150 days @ \$447/day	\$67,050.00
	Summer 2027 Plan and lead Summer Educator Residency & follow up coaching ~112 days @ \$447/day	\$50,000.00
	Summer 2027 Plan and lead Summer Competency-Based Assessment Training Train the trainer, Aurora Workshop @ 1670*4 8 days @ \$477/day	\$10,496.00
	FY27 Cross District Learning Walk coordination, pre-vist training and post-vist reflection - Elem, MS & HS 50 days	\$22,350.00

	FY27 Listen and Learn - establish baseline data, current state. develop student self-study tool, conduct focus groups, analyze survey data 20 days @ \$447 day	\$8,940.00
	FY27 & FY28 Ongoing Grant Assessment -progress monitoring goals, updating and publishing scorecards 200 days	\$89,400.00
Personnel - Instructional Rate	FY27 Summer Planning for MS Cohort ~100 hours @ \$34.98/day	\$3,500.00
	FY28 Planning for HS Proficiency Pilot/SubCluster Pilot Educators ~286 hours@ \$34.98*/day	\$10,000.00
Professional Development and Training	FY27 & FY28 Design Team to further develop Graduate Profile Competencies - ~120 hours @ \$30.72 participants outside contract work	\$3,686.40
	Summer 2027 Competency-Based Assessment training for staff 720 hours @ \$30.72 - participants outside contract work	\$22,118.40
	FY27 & FY28 On-Demand TL Courses offered to all staff - opt in mode	\$5,000.00
	Summer 2027 Summer Residency - Participant Stipends 22 Residents @ \$1750 stipend	\$38,500.00
Instructional Materials and Supplies	MS Curriculum materials for interdisciplinary, proficiency-based model	\$2,500.00
	HS Curriculum materials for proficieny-based model	\$10,000.00
	Summer Residency Supplies	\$1,000.00
	Guiding Coalition Meeting Supplies	\$1,000.00

	Classroom Project Supplies and Extended Classroom Experiences that grow from Summer Residency, Professional Learning sessions, etc.	\$5,000.00
	Grad Profile Communication Materials	\$2,000.00
Equipment	Learning Management System to track student competency/proficiency	\$1,500.00
Travel	Cross District/State Learning Walk- MS - 12-educators @ 1775 per person	\$21,300.00
	Cross District/State Learning Walk- HS - 20 educators @ 1775 per person	\$35,500.00
	Cross District/In-State Learning Walk - Elem - 20 educators	\$10,000.00
	Competency-Based Assessment Training Aurora 4-day Workshop Travel - Instructional Coaches 4 educators @ ~\$2,000	\$8,000.00
Evaluation and Assessment	Scorecards design and system for data collection to track progress towards grant goals (community-facing) Service to support our team to co-design desired outcomes, success metrics, sources, and provide a process and dashboard to gather data and provide status updates to stakeholders in a digestible format.	\$56,000.00
Indirect Cost	MCPS rate = 3.05%	\$23,587.26
	TOTAL	\$697,509.06
*\$447 = average cost per day for Instructional Coach		
*\$34.98 = MEA negotiated instructional rate		
*\$30.72 = MEA negotiated curriculum rate		

Appendix A:

Transformational Learning Partners:

Key In-District Partnerships

- MCPS Academic and Community Services
- MCPS Gifted and Talented Education
- MCPS CTE Educators
- MCPS Student Services
- MCPS Native American Student Services

Key Community and Business Partnerships

- Missoula Education Foundation
- SPARK! Arts
- Montana Digital Academy & Frontier Learning Lab
- University of Montana School of Education
- U of M: Center for the Advancement of Positive Education
- Missoula College
- Accelerate Montana Workforce Solutions
- Missoula Moves
- EL Education Curriculum
- RIPPLE: The Center for Education & Ecosystems Studies

Section 3: District Assurances

By submitting this application, the district assures it will:

- ✔ (a) Further develop district-wide implementation of transformational and proficiency-based learning as defined in MCA 20-7-1601.
- ✔ (b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- ✔ (c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- ✔ (d) Provide a joint report with other grantees to Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.



Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Micah Hill

Superintendent Signature: Micah Hill

Date: 10-14-2025

School Board Chair Name: Wilena Old Person

School Board Chair Signature: Wilena Old Person

Date: 10-14-2025

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached.



October 24, 2025

To whom it may concern:

I am pleased to write on behalf of the Montana Digital Academy in strong support of Missoula County Public Schools' Phase II application for the Montana Transformational Learning Grant. Missoula's plan demonstrates a clear, student-focused vision that aligns with the grant's emphasis on proficiency-based, flexible learning and Montana's constitutional obligation to fully develop the educational potential of each student across Big Sky Country.

MTDA has been proud to work with Missoula County Public Schools as the district advances its commitment to proficiency and personalization. Their Phase I work created significant momentum toward the ultimate goal of "transformational learning" work in Montana. MCPS has built a strong foundation for a district-wide learner-centered model—anchored by its Graduate Profile, competency progressions, and targeted pilots across content areas. The work is thoughtful, coherent, and prepared to expand. These efforts have already produced measurable results, showing the district's dedication to meeting the unique needs of its students.

Their Phase II proposal is equally bold. MCPS focuses on scaling effective practices, deepening student agency, and sustaining community partnerships to support long-term success. The plan's interest in evolving models, such as microschoools and the use of increasingly powerful technologies to empower learning, illustrates a forward-thinking approach grounded in local context.

From MTDA's perspective, Missoula County Public Schools exemplifies the innovative spirit this grant aims to support. They are using Phase II to strengthen systems, build local expertise, and share lessons learned with others. MTDA remains committed to providing training and consultation through the Frontier Learning Lab and other MTDA initiatives at no cost to the district. As a long-time collaborator with MCPS, the entire MTDA program is eager to support Missoula's continued growth as a state leader in transformational learning.

In short, Missoula's plan is practical, measurable, and student-focused. It boosts the district's ability to personalize learning, broadens access to enriching educational experiences, and emphasizes sustainability and fiscal responsibility. We fully support

Jason Neiffer, Ed.D., Executive Director

32 Campus Drive

Phyllis J. Washington College of Education 365

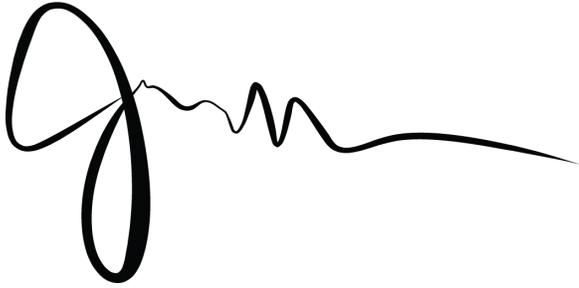
Missoula, Montana 59812

jason@mtda.org • 406-203-2812 • 406-201-1815 (Fax)

<http://www.montanadigitalacademy.org>

Missoula County Public Schools' Phase II application and encourage thorough consideration.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Jason P. Neiffer'. The signature is fluid and cursive, starting with a large loop for the 'J' and ending with a long horizontal stroke.

Jason P. Neiffer



October 21, 2025

Dear Members of the Grant Selection Committee,

I am writing to express strong support for the application submitted by Missoula County Public Schools (MCPS) for the Transformational Learning Grant. SPARK! Arts Ignite Learning, a national partner in the Kennedy Center's *Any Given Child* initiative, is committed to advancing equitable access to high-quality arts education for all students. Our organization has a long-standing and productive partnership with MCPS, grounded in a shared belief that arts integration is a powerful catalyst for student engagement, academic growth, and innovative teaching.

Over the past several years, SPARK! Arts Ignite Learning has collaborated with MCPS district leadership, administrators, and educators to develop and implement a comprehensive approach to arts integration. Together, we have worked to equip teachers with the tools and strategies necessary to embed the arts into daily instruction, enabling students to connect creative expression with core academic content across all grade levels. Through this partnership, more than 300 MCPS educators have participated in professional learning designed to strengthen instructional practices, foster critical thinking, and promote a culture of creativity and inclusion.

In addition to professional development, SPARK! engages trained local teaching artists who work directly with classroom teachers and students to provide integrated learning experiences. These residencies unite the expertise of professional artists with that of educators to bring curriculum to life through dance, music, theatre, and visual art. Furthermore, through partnerships with community arts organizations and cultural institutions, students participate in meaningful arts-based experiences that deepen their understanding of both artistic practice and academic content, while strengthening connections between schools and the broader Missoula community.

The Transformational Learning initiative aligns seamlessly with these goals. Its focus on innovative, student-centered instruction will allow MCPS to expand the reach and sustainability of dynamic and engaging teaching and learning. SPARK! Arts Ignite Learning is committed to supporting this work throughout its planning and implementation phases by contributing leadership expertise, facilitating professional learning, and continuing to connect classrooms with the vibrant local arts community.

As an organization dedicated to educational equity and transformative learning, SPARK! Arts Ignite Learning strongly endorses this initiative. We are confident that this partnership will advance instructional innovation, improve student outcomes, and ensure that all children in Missoula have access to engaging, creative, and meaningful learning opportunities.

Sincerely,

Sienna Solberg

Director, SPARK! Arts Ignite Learning



October 21, 2025

Susie Hedalen
State Superintendent
Montana Office of Public Instruction

Dear Ms. Hadalen,

On behalf of EL Education, I am pleased to offer this letter of support for Missoula County Public Schools (MCPS) as they apply for continued funding through Phase II of the Montana Transformational Learning Grant. EL Education is proud to partner with MCPS in advancing a shared vision of student-centered, equitable learning for all students.

MCPS exemplifies the spirit of transformational learning through its teacher-led implementation of the EL Education K–5 English Language Arts curriculum. What began in the 2024–25 school year with 14 pioneering classroom teachers has grown into a districtwide movement: 58 teachers have opted in to pilot the curriculum in 2025–26 based on the enthusiasm, collaboration, and results demonstrated by their peers. This organic expansion was driven not by mandate, but by teacher leadership, and speaks to the deep professional ownership and commitment of MCPS educators.

Teachers participating in this curriculum pilot meet regularly across grade levels to align EL Education’s high-quality instructional materials with the district’s principles of teacher clarity. Through these collaborative communities of practice, educators are designing learning experiences that foster curiosity, perseverance, and authentic engagement. Early outcomes show promising increases in student participation, differentiated instruction, and student achievement, particularly for learners who benefit from individualized support.

EL Education is proud to stand alongside MCPS as they continue this transformational work. Their teacher-led approach, commitment to continuous improvement, and focus on meaningful student engagement align deeply with our mission to ensure all students achieve academic excellence and grow into ethical, active citizens who contribute to a better world.

We wholeheartedly support MCPS’s application for continued funding and are confident that further investment will amplify the district’s momentum and provide a model for innovation across the state of Montana.

Sincerely,

A handwritten signature in black ink that reads 'Scott Hartl'.

Scott Hartl
President and CEO
EL Education



Potomac Elementary School

29750 Potomac Road
Bonner, Montana 59823

Phone (406) 244-5581
Fax (406) 244-5840
www.potomacschoolmontana.us

*"Potomac School equips each student for his/her future
within a culture of excellence that values the small community experience."*

Montana Transformational Learning Grant Phase II Grant Application

District Information

- **District Name:** Potomac School
- **Contact Person:** Emily Sallee
- **Title:** Principal/Superintendent
- **Email:** esallee@potomacschoolmontana.us
- **Phone Number:** 406-244-5581
- **Mailing Address:** 29750 Potomac Road, Bonner, MT 59823

The Potomac School District was awarded the Transformational Learning Grant (Phase I), under the administrative leadership of John Rouse. Since that time, Potomac School has implemented TL funding to achieve the specific strategies and initiatives outlined below.

Section 1: Evidence of Progress Made

According to the Transformational Learning Grant Annual Report for 2024, as prepared by previous Potomac Principal, Sarah Schmill, \$16,047 funding was received by the district, with \$6,530.10 2024 total expenditures to date, leaving a balance of \$9,516.90, which was expended by June 2025.

Specific Strategies and Initiatives Potomac School Implemented During Phase I

Following were the measurable objectives from the district's Transformational Learning Plan:

1. Extend existing Transformational Learning opportunities to include cross-curricular community-based, experiential, online, and work-based components. Each grade level, K-8th, will experience at least two learning opportunities per year (i.e. field trips and guest speakers), some of which students may access virtually.
2. By the end of the 2023/24 academic year, at least 75% of students in grades K-8th will demonstrate proficiency by receiving no less than a "2" across all progress reporting through report cards and other records.
3. In order to continue offering Transformational Learning opportunities for the 2023/24 school year [and following], Potomac School District intends to provide additional time to support the Transformational Learning Plan to provide effective professional development to all educators within the district through staff work Fridays.
4. Staff will continue to develop supporting documents to communicate standards-based grading language to stakeholders and students that describe proficiency across content areas to be used in relation with grade level report cards.

Data/Evidence of the Impact of District Strategies and Initiatives, by Measurable Objective

1. All grade levels participated in several experiential learning opportunities during the 2024/25 school year:
 - a. Fall 2024: K-8th grade students participated in two 2 Valleys Stage musical performances and workshops; 4th-5th grades attended a naturalist field trip to Kelly Island, Missoula Art Museum, and Missoula Public Library; 6th-8th grades attended two historical and science-based trips; all students participated in weekly Poetry writing workshops through Artist-in-Residence.
 - b. Spring 2025: K-8th grade students participated in three 2 Valleys Stage musical performances and workshops; 2nd/3rd went on a cross-county skiing field trip; 4th/5th grades went on a naturalist field trip for the *Leave No Weeds* program; 6th-8th grades went on four historical and science-based trips; all students participated in weekly Poetry writing workshops through Artist-in-Residence; and nine 8th graders attended a WorldStrides Capstone trip in June. Potomac's place-based learning academy (PBLA) held five field trips for a total of 48 students.
1. Experiential learning opportunities have continued into the 2025/26 school year:
 - a. Fall 2025 (thus far): K-8th grade students participated in two 2 Valleys Stage musical performances and workshops; K-2nd grades participated in a Fire Safety assembly; 1st and 2nd grades attended a naturalist, science-based field trip; and 6th-8th grades attended two historical and science-based trips. Potomac's place-based learning academy (PBLA) held three field trips (with ten more to come) for a total of 112 students, many attending more than one.
2. Using Spring 2024 MAP assessment scores, 89% of K-8th grade students scored at least a "2" in reading and 88% scored at least a "2" in math.
 - a. According to Spring 2025 MAST assessment scores, 54% of 3rd-8th grade students scored at least a "proficient" in ELA, and 44% scored at least a "proficient" in math (see attached District Reports).
 - i. These lower percentages are reflected across the state, with the adoption of the MAST assessments.
3. Potomac educators participated in 12 Friday professional development days over the 2023/24 school year.
 - a. 2024/25 school year → 7 Friday professional development days
 - b. 2025/26 school year → 7 Friday professional development days planned, including two all-staff (certified and classified) days for MANDT de-escalation training
4. During staff work Fridays, staff discussed and amended supporting standards-based grading documents to endure consistent and appropriate understanding among staff and stakeholders. This was then shared with stakeholders during reporting periods.

Supporting Documents and Letters of Support (see attached)

Section 2: Description of Continued Progress and Cost Estimates

In accordance with Board Policy 1005FE, the Potomac School District defines *proficiency* as the degree of mastery of the underlying content for a course that is reflective of a final grade, in the professional opinion of the teacher of record of not less than a "2." The determination of proficiency by a teacher must not require seat time as a condition or other element in determining proficiency. Teachers of record have full professional discretion of students in courses taught. Teachers of record are encouraged to integrate trial and error into the learning process and to incorporate continued opportunity for practice and revision of assignments until a student reaches a performance level that demonstrates to the teacher's satisfaction that mastery of learning expectations has been attained.

In Potomac School District's existing strategic plan (approved 9/11/23, reviewed and revised 10/1/25), the district has identified a specific measurable goal that aligns with a "proficiency-based" model to evaluate and assess student learning across grade levels K through 8 and across all academic content areas.

With the creation of this new grant program, HB 573 also updates the definition of "transformational learning" to emphasize flexibility, a student-centered approach, and proficiency-based learning. This second phase of the Transformational Learning grant has the opportunity to continue and expand how districts utilize funds over the next few years to meet the needs of all students through innovative approaches to teaching and learning. As such, Potomac School has developed a plan to continue and expand transformational learning initiatives that strengthen the school and surrounding community by employing several measurable objectives:

1. Secure Essential Certified Personnel and Achieve Financial Sustainability

By the start of the 2026/27 school year, Potomac School will successfully hire and onboard three critical certified positions (1.0 FTE-certified Title Teacher, 1.0 FTE certified Teacher-on-Special-Assignment (TOSA), and 1.0 FTE licensed Special Education Teacher). This successful personnel acquisition, supported by a signing bonus and 3-year annual stipend for the Special Education Teacher, must result in the district eliminating its annual contract with the Montana Professional Learning Community (MTPLC) to fulfill Special Education services, thereby saving over \$20,000 annually.

2. Full Implementation of Cutting-Edge Technology and Capacity Building in K-8 Classrooms

By the end of the 2026/27 school year, staff capacity will be developed (in collaboration with MTDA's Frontier Learning Lab) to fully implement two innovative instructional technologies across applicable grade levels: (1) *Khanmigo* will be utilized as a teacher-facing platform for high-impact tutoring to differentiate and address student learning needs; and (2) virtual extended augmented reality will be actively utilized in instructional practices to incorporate STEM and CTE content in Kindergarten through 8th grade classrooms. Furthermore, the certified TOSA must successfully assume the role of an Innovative Learning Coach and a STEM/CTE coach to support these implementations.

3. Sustain and Target Professional Development to Address Specific Student Needs

For three consecutive school years (2025/26, 2026/27, and 2027/28), Potomac School will sustain the use of Friday Professional Improvement and Renewal (PIR) days. During each of these three years, the district will formally incorporate evidence-based professional development—identified through consultation with professional resources (e.g., University of Montana and School Administrators of Montana)—covering twice-exceptional student needs, talented and gifted programming options, and project-based learning opportunities into at least three Friday PIR days, along with offering at least one optional PD opportunity attached to a district stipend.

Key Activities, Goals, and Timelines for Phase II

Professional Development

1. Continue Friday PIR days for 2025/26 (calendar in place), 2026/27, and 2027/28 school years to maximize educator learning experiences and opportunities for collaboration.
2. Utilize professional resources (University of Montana Teaching & Learning and Educational Leadership leaders, School Administrators of Montana, etcetera) to identify evidence-based professional development addressing: twice-exceptional student needs; talented and gifted

programming options; and project-based learning opportunities. Incorporate into at least three Friday PIR days each school year, as well as an optional PD opportunity attached to a district stipend.

3. Collaborate with Montana Digital Academy's (MTDA) *Frontier Learning Lab* to gain necessary training and on-going consultation to: (1) implement high impact tutoring through *Khanmigo*, to both catch up and accelerate learning as needed by each individual student; and (2) utilize virtual extended augmented reality in instructional practices, to incorporate STEM and CTE in Kindergarten-8th grade classrooms.

Technology Support

1. MTDA is breaking ground on their *Frontier Learning Lab* to increase accessibility and differentiated learning for Montana students. As a small, rural school community, Potomac has the opportunity to collaborate with MTDA as they roll out programming to mitigate common barriers to meet student learning needs and experiences in small, rural school communities, preparing them for the next part of their education journey and beyond.
 - a. *Khanmigo* offers high impact tutoring to either catch up or accelerate lessons/content, depending on the needs of each individual student. This innovative resource offers a flexible, student-centered approach to address proficiency-based learning where the possibilities are endless. This is a teacher-facing platform, allowing educators to differentiate student learning needs by building capacity to do so.
 - b. Virtual extended augmented reality is a cutting-edge resource to increase student interest in learning, impacting student autonomy and self-agency. This platform offers exponential opportunities to engage students in CTE (Career and Technical Education) and various STEM (Science, Technology, Engineering, Math) content, from Kindergarten through 8th grade.

Personnel

1. 1.0 FTE certified Title Teacher
 - a. Potomac School currently has a full-time classified staff member overseeing Title I programming. However, Potomac School moved from a Targeted Title School to a Schoolwide Title School at the start of the 2025/26 school year, requiring more knowledge and expertise, preparation, and implementation support than the current staffing model as capacity for. As such, the addition of a 1.0 FTE certified Title Teacher would offer the expertise to oversee a full schoolwide program, utilizing the current full-time classified staff member as an assistant to intervention implementation and progress monitoring.
2. 1.0 FTE certified Teacher-on-Special-Assignment (TOSA)
 - a. 0.5 assignment as an "Innovative Learning Coach" in support of the *Khanmigo* implementation, ultimately serving as a regional expert training others (in collaboration with Montana Digital Academy)
 - b. 0.5 assignment as a "STEM and CTE coach" in support of the virtual extended augmented reality (mentored by McKenna Akane, STEM expert at Montana Digital Academy)
3. Signing bonus and 3-year annual stipend for 1.0 FTE certified Special Education Teacher
 - a. Potomac School currently has a Special Education Interventionist to oversee and implement Special Education services. The previous certified Special Education Teacher retired in Spring 2025, and the hiring committee was unable to find a suitable, licensed Special Education Teacher to fill that position; as such, the position description was changed to broaden the qualified applicants. Without a licensed Special Education Teacher, the district must contract with the Montana Professional Learning Community (MTPLC) to access licensed professionals to evaluate students and develop and review their Individual Education Plans. Additionally, the school administrator is tasked with a more direct role in supervision

of minutes, scheduling of meetings, and collaboration/delegation among the large and cumbersome Special Education team. This is not a sustainable plan for both financial (over \$20,000 annual contract) and logistical reasons.

- b. By having funds to offer a signing bonus and a 3-year annual stipend, Potomac School has the capacity to attract licensed applicants that have the knowledge and expertise to meet the needs of the Special Education program (and school community at large) at Potomac School. Neighboring districts have had success with this model, as there is a shortage of qualified and licensed Special Education Teachers across the state.

Explanation of Staff, Students, Families, School Board, and Community Engagement

Professional Development

- Staff (Educator) engagement is primarily focused on maximizing educator learning experiences and opportunities for collaboration through dedicated professional development (PD).
 - Key strategies for staff engagement include:
 - **Continuing Professional Improvement/Inservice (PIR) Days:** Friday PIR days will continue for the 2025/26, 2026/27, and 2027/28 school years.
 - Staff learning is directed toward evidence-based practices addressing specific needs, including:
 - Twice-exceptional student needs
 - Talented and gifted programming options
 - Project-based learning opportunities.
 - **Utilizing External Resources:** Professional resources are used to identify evidence-based PD. These resources include the University of Montana Teaching & Learning and Educational Leadership leaders and the School Administrators of Montana.
 - **Technology and Tutoring Training:** Staff are engaged in collaboration with the Montana Digital Academy's (MTDA) Frontier Learning Lab to gain necessary training and consultation. This training is required to implement high impact tutoring through *Khanmigo* and to utilize virtual extended augmented reality in instructional practices.
- Student engagement is approached through the implementation of new, evidence-based instructional practices and tailored learning support resulting from staff professional development.
 - Key areas impacting student engagement include:
 - **High Impact Tutoring:** Training ensures the implementation of high impact tutoring through *Khanmigo*. This tutoring is designed to both catch up and accelerate learning as needed by each individual student.
 - **Augmented Reality (AR) Instruction:** Students will benefit from instruction that utilizes virtual extended augmented reality in Kindergarten-8th grade classrooms. This practice is intended to incorporate STEM and CTE (Science, Technology, Engineering, and Math, and Career and Technical Education) into the curriculum.
 - **Addressing Specific Needs:** Students benefit from the professional focus on addressing the needs of twice-exceptional students and those involved in talented and gifted programming options.
- Families, School Board and Community engagement involves transparency and education regarding the programming available through the Frontier Learning Lab, as well as how parents/guardians can support these supplemental learning aids at home (ex. *Khanmigo* tutoring).

Technology Support

- Staff (Educator) engagement is centered on maximizing professional development opportunities, collaboration, and building capacity for differentiated instruction.
 - **Professional Learning Structure:** Staff learning is maximized through continuing Friday PIR (Professional Improvement/Inservice) days and collaboration opportunities. PD focuses on evidence-based practices addressing specific needs, such as twice-exceptional student needs, talented and gifted programming options, and project-based learning (per conversation history).
 - **External Collaboration and Training:** Staff are engaged by collaborating with professional resources, including the University of Montana Teaching & Learning and Educational Leadership leaders and the School Administrators of Montana. Crucially, staff are engaged in collaboration with the Montana Digital Academy's (MTDA) Frontier Learning Lab to gain necessary training and consultation.
 - **Building Capacity via *Khanmigo*:** Staff training ensures the implementation of high impact tutoring through *Khanmigo*. *Khanmigo* is a teacher-facing platform, allowing educators to differentiate student learning needs by building capacity to do so.
 - **Technology Implementation:** Staff are trained to utilize virtual extended augmented reality in instructional practices.
- Student Engagement is addressed through increased accessibility, differentiated learning, and the use of cutting-edge technology intended to increase interest and autonomy. The goal is to mitigate common barriers to meet student learning needs and experiences, preparing them for their educational journey and beyond.
 - **High Impact and Differentiated Tutoring:** The implementation of *Khanmigo* offers high impact tutoring. This resource is flexible and student-centered, used to either catch up or accelerate lessons/content, depending on the needs of each individual student. It addresses proficiency-based learning where "the possibilities are endless."
 - **Cutting-Edge Technology:** Students are engaged through the utilization of virtual extended augmented reality. This is a cutting-edge resource designed to increase student interest in learning, thereby impacting student autonomy and self-agency.
 - **Content Focus:** The virtual extended augmented reality platform offers exponential opportunities to engage students in CTE (Career and Technical Education) and various STEM (Science, Technology, Engineering, Math) content, specifically for Kindergarten through 8th grade.
 - **Addressing Specific Needs:** Students benefit from the professional focus on addressing the needs of twice-exceptional students and those involved in talented and gifted programming options.
- Families, School Board and Community Engagement is evident through the initiative being rooted in the needs of the community and involving specific partnerships.
 - **Addressing Rural Needs:** Potomac is a small, rural school community that has the opportunity to collaborate with MTDA. The programming is intended to mitigate common barriers experienced in such communities.
 - **Partnership Focus:** The overall goal of the collaboration with MTDA is to meet student learning needs and experiences, which ultimately aids in preparing them for the next part of their education journey and beyond. The sources, however, do not describe specific outreach or communicative strategies aimed at the broader community.

Personnel

- Staff (Educator) engagement is maximized through strategic personnel additions, targeted training, and professional development designed to enhance expertise, collaboration, and instructional capacity.
 - Professional Development and Collaboration
 - **Continued PD Structure:** Friday PIR (Professional Improvement/Inservice) days will continue, maximizing educator learning experiences and collaboration opportunities.
 - **Focus on Specific Needs:** Staff PD focuses on evidence-based practices related to twice-exceptional student needs, talented and gifted programming options, and project-based learning.
 - **External Expertise:** Staff engage with external experts, including the University of Montana Teaching & Learning leaders and the School Administrators of Montana.
 - Specialized Personnel and Capacity Building
 - **Innovative Learning Coach (TOSA):** A 1.0 FTE certified Teacher-on-Special-Assignment (TOSA) is established. Half of this assignment (0.5) is dedicated to being an “Innovative Learning Coach” supporting the *Khanmigo* implementation. This role involves the educator serving as a regional expert training others in collaboration with the Montana Digital Academy (MTDA).
 - **STEM and CTE Coach (TOSA):** The other half of the TOSA assignment (0.5) is as a “STEM and CTE coach” in support of the virtual extended augmented reality. This coach will be mentored by McKenna Akane, STEM expert at MTDA.
 - **Title Teacher Expertise:** A 1.0 FTE certified Title Teacher is being added to offer the expertise needed to oversee a full schoolwide Title program. This addition is necessary because the school transitioned from a Targeted to a Schoolwide Title School, requiring more specialized knowledge than the previous staffing model could provide.
 - **Special Education Staff Attraction:** Engagement and retention efforts include offering a signing bonus and a 3-year annual stipend for a 1.0 FTE certified Special Education Teacher. This model is utilized by neighboring districts to attract licensed applicants with the necessary knowledge and expertise, addressing a current shortage and mitigating an unsustainable reliance on contracted services and administrative overload.
- Student Engagement is driven by the implementation of cutting-edge, differentiated resources aimed at mitigating common educational barriers and increasing student autonomy.
 - **Differentiated High Impact Tutoring:** Students engage with *Khanmigo*, which offers high impact tutoring that is flexible and student-centered. This resource allows students to either catch up or accelerate lessons/content, supporting a proficiency-based learning approach.
 - **Autonomy through Technology:** Virtual extended augmented reality is introduced as a cutting-edge resource. Its purpose is to increase student interest in learning, which subsequently impacts student autonomy and self-agency.
 - **Curriculum Expansion:** The augmented reality platform offers exponential opportunities to engage students in CTE (Career and Technical Education) and various STEM (Science, Technology, Engineering, Math) content, specifically for students in Kindergarten through 8th grade.

- **Mitigating Barriers:** The collaborative programming with MTDA is designed to mitigate common barriers to meeting student learning needs and experiences often found in small, rural school communities.
- Families, School Board and Community Engagement is implied through regional outreach, partnerships, and the overarching goal of preparing local students for their future.
 - **Addressing Community Context:** Potomac is specifically identified as a small, rural school community. The strategies implemented are tailored to meet the unique needs and barriers experienced by this community.
 - **Regional Expertise Sharing:** The Innovative Learning Coach (TOSA) is tasked with serving as a regional expert training others, indicating engagement and knowledge dissemination extending beyond the local school to the wider educational region.
 - **Partnership Focus:** Collaboration with the MTDA Frontier Learning Lab is intended to meet student learning needs and experiences, which ultimately helps in preparing them for the next part of their education journey and beyond.

Estimated Costs Associated with Each Activity

Professional Development

1. Friday PIR days – no cost (included in certified salaries, based on contract days)
2. Cost for evidence-based professional development addressing: twice-exceptional student needs; talented and gifted programming options; and project-based learning opportunities
 - a. Friday PIR days = \$10,000/yr
 - b. Stipends for optional PD (\$40/hr) = \$10,000/yr
3. MTDA training and support – no cost (included in MTDA’s funding sources)

Technology Support

1. *Frontier Learning Lab* program implementation:
 - a. *Khanmigo* requires an annual license (\$40) for each student. Potomac School averages 80 students, equaling a cost of \$3200 a year (for three years).
 - b. The technology department for Potomac School will develop a “VR cart” to house a class set of VR headsets and related technology, which will be shared by all Potomac classrooms.
 - i. ClassVR Premium Headset (64gb) & License Bundle (3yrs) = \$21448

Personnel

1. 1.0 FTE certified Title Teacher = \$55,000/yr (depending on education and experience, as determined by the Potomac Educator Association’s Collective Bargaining Agreement)
2. 1.0 FTE certified Teacher-on-Special-Assignment (TOSA) = \$55,000/yr (depending on education and experience, as determined by the Potomac Educator Association’s Collective Bargaining Agreement)
 - a. 0.5 assignment as an “Innovative Learning Coach” in support of the *Khanmigo* implementation, ultimately serving as a regional expert training others (in collaboration with MTDA)
 - b. 0.5 assignment as a “STEM and CTE coach” in support of the virtual extended augmented reality (mentored by McKenna Akane with MTDA)
3. Signing bonus and 3-year annual stipend for 1.0 FTE certified Special Education Teacher = \$45,000
 - a. \$15,000 signing bonus
 - b. \$10,000 annual stipend

Planned Activities & Estimated Costs

Activity	Description	Estimated Cost
Professional Development – Friday PIR Days	Estimated cost for evidence-based professional development addressing: twice-exceptional student needs; talented and gifted programming options; and project-based learning opportunities	\$10,000/yr = \$30,000 total
Professional Development – Stipend for optional PD	Hourly stipend (\$40/hr), as confirmed through CEU certificate submitted to administration	\$10,000/yr = \$30,000 total
Professional Development – Montana Digital Academy	<i>Frontier Learning Lab</i> support to implement <i>Khanmigo</i> and virtual extended augmented reality	(no cost)
Technology Support – <i>Khanmigo</i>	Student licenses (renewed each year); no cost for educator licenses	\$3200/yr = \$9600 total
Technology Support – VR cart & headsets	ClassVR Premium Headset (64gb) & License Bundle (for 3 years)	\$21448 total
Personnel – 1.0 FTE certified Title Teacher	Title teacher responsible for leading the schoolwide Title I program at Potomac	\$55,000/yr = \$165,000 total
Personnel – 1.0 FTE certified TOSA	0.5 Innovative Learning Coach 0.5 STEM and CTE Coach	\$55,000/yr = \$165,000 total
Personnel – Signing bonus and 3-year annual stipend for 1.0 FTE Sped Teacher	\$15,000 signing bonus \$10,000 annual stipend	\$45,000 total

Total Estimated Phase II Budget (over three years): \$466,048.00

Section 3: District Assurances

By submitting this application, the district assures it will:

- a) Further develop district-wide implementation and proficiency-based learning as defined in MCA 20-7-1601.
- b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- d) Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.

Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Emily Sallee

Superintendent Signature: 

Date: 10/30/2025

School Board Chair Name: Wes Mitchell

School Board Chair Signature: 

Date: 10/30/2025

Attachments Checklist

- √ Summary and evidence of current progress
- √ Narrative of Phase II district-wide implementation
- √ Budget chart including activities, descriptions, and pricing
- √ Letters of Support and additional documents (optional)



MTDA
Montana Digital Academy

October 30, 2025

To whom it may concern:

It is my pleasure to write on behalf of the Montana Digital Academy in strong support of the Potomac School District's Phase II application for the Montana Transformational Learning Grant. Potomac's plan reflects a clear, student-centered vision that aligns with the statute's focus on proficiency-based, flexible learning and the constitutional charge to fully develop the educational potential of each learner in Montana.

MTDA has been proud to collaborate with Potomac as the district advances proficiency and personalization across K-8. Their Phase I work established real momentum—expanding community-based and experiential learning, building a common language for standards-based grading, and leveraging Friday professional learning to improve practice. That momentum shows in outcomes: with Spring 2024 MAP benchmarks, the vast majority of K-8 students reached at least a "2" in reading and math, and the district has continued to broaden hands-on learning opportunities into the 2025-26 school year.

Potomac's Phase II proposal is compelling because it couples concrete capacity building with smart, sustainable implementation:

- Strategic staffing to meet learner needs. The district plans to hire a certified Title Teacher, a certified Special Education Teacher, and a Teacher-on-Special Assignment (TOSA) who will serve as an Innovative Learning Coach and a STEM/CTE coach. This addresses both instructional quality and continuity of services. Importantly, filling the Special Education role will allow Potomac to end its costly third-party contract, yielding ongoing savings the district can reinvest in students.
- High impact, teacher-led technology. In partnership with MTDA's Frontier Learning Lab, Potomac will implement two targeted tools: (1) Khanmigo as a teacher-facing platform to deliver high-impact tutoring and differentiated support; and (2) virtual extended augmented reality to bring STEM and CTE concepts to life across K-8. Both are designed to enhance—not replace—effective teaching, enabling educators to personalize learning with integrity and efficiency.
- Sustained professional learning. The plan continues Friday PIR days through 2027-28 and focuses that time on evidence-based practices for twice-exceptional learners, talented and gifted programming, and project based learning. This is the

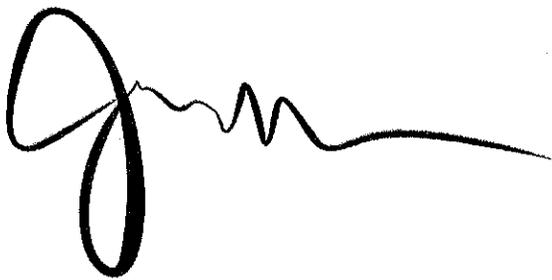
Jason Neiffer, Ed.D., Executive Director
32 Campus Drive
Phyllis J. Washington College of Education 365
Missoula, Montana 59812
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<http://www.mtda.org>

proper emphasis: it builds staff skill where the needs are most acute and connects directly to the district's proficiency model.

From MTDA's vantage point, Potomac is precisely the kind of small, rural Montana district this program is meant to support. They are using Phase II to harden systems, build local expertise, and share what they learn with neighboring schools. MTDA is committed to providing training and ongoing consultation through the Frontier Learning Lab at no cost to the district, and we look forward to helping Potomac's TOSA develop as a regional resource for other educators.

In short, Potomac's plan is practical, measurable, and student-first. It strengthens the district's capacity to personalize learning, improves access to rich STEM/CTE experiences, and does so with an eye toward fiscal stewardship and sustainability. We are enthusiastic partners in this work and urge full consideration of the district's Phase II application.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Jason P. Neiffer'. The signature is fluid and cursive, starting with a large loop and ending with a long, horizontal tail.

Jason P. Neiffer



Potomac

Math, 8th Through-Year Assessment

Achievement Summary



Average Scale Score: 328

- Novice
1 Student (10%)
- Partially Proficient
2 Students (20%)
- Proficient
5 Students (50%)
- Advanced
2 Students (20%)

Organization

Montana

Average Scale Score

309

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac 7-8	10		1 (10%)	2 (20%)	5 (50%)	2 (20%)	328

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Understand and Use Irrational Numbers (8.EE.2, 8.NS.1, 8.NS.2)	10		0 (0%)	3 (30%)	7 (70%)
Exponent Rules and Scientific Notation (8.EE.1, 8.EE.3, 8.EE.4)	10		0 (0%)	5 (50%)	5 (50%)
Understand Functions (8.F.1, 8.F.5)	10		1 (10%)	1 (10%)	8 (80%)
Compare and Interpret Functions (8.F.2, 8.F.3)	10		1 (10%)	4 (40%)	5 (50%)



Potomac

Math, 8th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Construct Functions 8.F.4	10		0 (0%)	3 (30%)	7 (70%)
Linear Equations in One Variable 8.EE.7	10		0 (0%)	1 (10%)	9 (90%)
Proportional Relationships and Lines 8.EE.5 8.EE.6	10		0 (0%)	3 (30%)	7 (70%)
Systems of Equations 8.EE.8	10		1 (10%)	1 (10%)	8 (80%)
Pythagorean Theorem 8.G.6 8.G.7 8.G.8	10		2 (20%)	1 (10%)	7 (70%)
Geometric Transformations 8.G.1 8.G.2 8.G.3	10		1 (10%)	1 (10%)	8 (80%)
Similarity and Congruence 8.G.4 8.G.5	10		0 (0%)	4 (40%)	6 (60%)
Bivariate Data 8.SP.1 8.SP.2 8.SP.3 8.SP.4	10		0 (0%)	3 (30%)	7 (70%)



Potomac

Math, 7th Through-Year Assessment

Achievement Summary



Average Scale Score: 322

- Novice
0 Students (0%)
- Partially Proficient
3 Students (60%)
- Proficient
0 Students (0%)
- Advanced
2 Students (40%)

Organization	Average Scale Score
Montana	309

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac 7-8	5		0 (0%)	3 (60%)	0 (0%)	2 (40%)	322

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Ratios and Proportional Relationships (7.RP.1, 7.RP.2)	5		1 (20%)	1 (20%)	3 (60%)
Solve Problems with Ratio and Proportion (7.G.1, 7.RP.3)	5		0 (0%)	1 (20%)	4 (80%)
Add and Subtract Rational Numbers (7.NS.1)	5		0 (0%)	4 (80%)	1 (20%)
Multiply and Divide Rational Numbers (7.NS.2)	5		1 (20%)	2 (40%)	2 (40%)



Potomac

Math, 7th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Expressions with Rational Numbers 7.EE.1 7.EE.2	5		2 (40%)	1 (20%)	2 (40%)
Solving Equations 7.EE.4	5		0 (0%)	3 (60%)	2 (40%)
Solving Inequalities 7.EE.4	5		1 (20%)	2 (40%)	2 (40%)
Solve Problems with Rational Numbers 7.EE.3 7.NS.3	5		0 (0%)	2 (40%)	3 (60%)
Angle Relationships and Triangles 7.G.2 7.G.5	5		0 (0%)	2 (40%)	3 (60%)
Solve Problems with Geometric Figures 7.G.4 7.G.6	5		0 (0%)	1 (20%)	4 (80%)
Measures of Center and Variability 7.SP.1 7.SP.2 7.SP.3 7.SP.4	5		0 (0%)	0 (0%)	5 (100%)
Probability 7.SP.6 7.SP.7 7.SP.8	5		0 (0%)	2 (40%)	3 (60%)



Potomac

Math, 6th Through-Year Assessment

Achievement Summary



Average Scale Score: 313

- Novice
2 Students (22%)
- Partially Proficient
4 Students (44%)
- Proficient
1 Student (11%)
- Advanced
2 Students (22%)

Organization	Average Scale Score
Montana	307

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac 7-8	9		2 (22%)	4 (44%)	1 (11%)	2 (22%)	313

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Concepts of Ratios and Unit Rates (6.RP.2, 6.RP.3)	9		1 (11%)	5 (56%)	3 (33%)
Percents and Measurement Conversions (6.RP.3)	9		2 (22%)	5 (56%)	2 (22%)
Divide Fractions (6.NS.1)	9		2 (22%)	3 (33%)	4 (44%)
Computational Fluency (6.NS.2, 6.NS.3)	9		1 (11%)	3 (33%)	5 (56%)



Potomac

Math, 6th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Rational Numbers and Absolute Value 6.NS.5 6.NS.6 6.NS.7	9		2 (22%)	4 (44%)	3 (33%)
Algebraic Expressions and Exponents 6.EE.1 6.EE.2	9		1 (11%)	5 (56%)	3 (33%)
Equivalent Expressions 6.EE.3 6.EE.4	9		4 (44%)	2 (22%)	3 (33%)
Variables in Expressions and Equations 6.EE.5 6.EE.6 6.EE.7 6.EE.9	9		3 (33%)	3 (33%)	3 (33%)
Write and Interpret Inequalities 6.EE.5 6.EE.8	9		2 (22%)	5 (56%)	2 (22%)
Solve Problems with Area and Volume 6.G.1 6.G.2 6.G.4	9		1 (11%)	2 (22%)	6 (67%)
The Coordinate Plane 6.G.3 6.NS.6 6.NS.8	9		1 (11%)	5 (56%)	3 (33%)
Concepts of Statistics 6.SP.1 6.SP.2 6.SP.4 6.SP.5	9		3 (33%)	2 (22%)	4 (44%)



Potomac

Math, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: 317

- Novice
1 Student (11%)
- Partially Proficient
3 Students (33%)
- Proficient
2 Students (22%)
- Advanced
3 Students (33%)

Organization	Average Scale Score
Montana	306

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac School	9		1 (11%)	3 (33%)	2 (22%)	3 (33%)	317

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Numerical Expressions (5.OA.1, 5.OA.2)	9		3 (33%)	2 (22%)	4 (44%)
Place Value and Powers of Ten (5.NBT.1, 5.NBT.2)	9		0 (0%)	2 (22%)	7 (78%)
Represent and Compare Decimals (5.NBT.3, 5.NBT.4)	9		2 (22%)	1 (11%)	6 (67%)
Multiply and Divide Whole Numbers (5.NBT.5, 5.NBT.6)	9		2 (22%)	1 (11%)	6 (67%)



Potomac

Math, 5th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Operations with Decimals 5.NBT.7	9		2 (22%)	4 (44%)	3 (33%)
Add and Subtract Fractions 5.MD.2 5.NF.1 5.NF.2	9		1 (11%)	0 (0%)	8 (89%)
Multiply Fractions 5.NF.4 5.NF.5 5.NF.6	9		1 (11%)	2 (22%)	6 (67%)
Division with Fractions 5.NF.3 5.NF.7	9		1 (11%)	2 (22%)	6 (67%)
Unit Cubes and Cubic Units 5.MD.3 5.MD.4 5.MD.5	9		1 (11%)	3 (33%)	5 (56%)
Solve Volume Problems 5.MD.5	9		4 (44%)	3 (33%)	2 (22%)
Understand the First Quadrant 5.G.1 5.G.2 5.OA.3	9		0 (0%)	6 (67%)	3 (33%)
Attributes of Geometric Figures 5.G.3 5.G.4	9		4 (44%)	2 (22%)	3 (33%)



Potomac

Math, 4th Through-Year Assessment

Achievement Summary



Average Scale Score: 300

- **Novice**
4 Students (33%)
- **Partially Proficient**
5 Students (42%)
- **Proficient**
2 Students (17%)
- **Advanced**
1 Student (8%)

Organization	Average Scale Score
Montana	308

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac School	12		4 (33%)	5 (42%)	2 (17%)	1 (8%)	300

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Place Value in the Base Ten System (4.NBT.1, 4.NBT.2, 4.NBT.3)	11		4 (36%)	5 (45%)	2 (18%)
Addition and Subtraction Algorithms (4.NBT.4)	11		5 (45%)	5 (45%)	1 (9%)
Extend Concepts of Multiplication (4.OA.1, 4.OA.2, 4.OA.4)	11		4 (36%)	3 (27%)	4 (36%)
Multi-Digit Multiplication (4.NBT.5)	12		2 (17%)	5 (42%)	5 (42%)



Potomac

Math, 4th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Multi-Digit Division 4.NBT.6	12		4 (33%)	3 (25%)	5 (42%)
Real-World Problems and Patterns 4.OA.3 4.OA.5	11		3 (27%)	4 (36%)	4 (36%)
Compare and Find Equivalent Fractions 4.NF.1 4.NF.2	12		5 (42%)	6 (50%)	1 (8%)
Add and Subtract Fractions 4.MD.4 4.NF.3	12		4 (33%)	4 (33%)	4 (33%)
Multiply Fractions 4.NF.4	12		4 (33%)	5 (42%)	3 (25%)
Decimal Fractions 4.NF.5 4.NF.6 4.NF.7	12		6 (50%)	4 (33%)	2 (17%)
Solve Measurement Problems 4.MD.1 4.MD.2 4.MD.3	12		6 (50%)	3 (25%)	3 (25%)
Angles and Geometry 4.G.2 4.G.3 4.MD.5 4.MD.6 4.MD.C	12		3 (25%)	8 (67%)	1 (8%)



Potomac

Math, 3rd Through-Year Assessment

Achievement Summary



Average Scale Score: 307

- **Novice**
2 Students (29%)
- **Partially Proficient**
2 Students (29%)
- **Proficient**
3 Students (43%)
- **Advanced**
0 Students (0%)

Organization	Average Scale Score
Montana	307

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac School	7		2 (29%)	2 (29%)	3 (43%)	0 (0%)	307

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Concepts of Multiplication and Division (3.OA.1, 3.OA.2, 3.OA.3)	7		1 (14%)	3 (43%)	3 (43%)
Multiplication and Division Equations (3.OA.4, 3.OA.6)	7		1 (14%)	4 (57%)	2 (29%)
Multiply and Divide Within 100 (3.OA.5, 3.OA.7)	7		2 (29%)	5 (71%)	0 (0%)
Time, Liquid Volume, and Mass (3.MD.1, 3.MD.2)	7		2 (29%)	2 (29%)	3 (43%)



Potomac

Math, 3rd Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Real-World Problems and Patterns 3.OA.8 3.OA.9	7		1 (14%)	3 (43%)	3 (43%)
Place Value and Operations in Base Ten 3.NBT.2 3.NBT.3	7		5 (71%)	2 (29%)	0 (0%)
Understand Fractions as Numbers 3.G.2 3.NF.1 3.NF.2	7		1 (14%)	1 (14%)	5 (71%)
Compare and Find Equivalent Fractions 3.NF.3	7		1 (14%)	4 (57%)	2 (29%)
Unit Squares and Square Units 3.MD.5 3.MD.6 3.MD.7	7		0 (0%)	3 (43%)	4 (57%)
Solve Area Problems 3.MD.7	7		2 (29%)	0 (0%)	5 (71%)
Data and Graphing 3.MD.3 3.MD.4	7		1 (14%)	1 (14%)	5 (71%)
Two-Dimensional Geometric Figures 3.G.1 3.MD.8	7		2 (29%)	5 (71%)	0 (0%)



Potomac

ELA, 3rd Through-Year Assessment

Achievement Summary



Average Scale Score: 310

- Novice
2 Students (29%)
- Partially Proficient
2 Students (29%)
- Proficient
3 Students (43%)
- Advanced
0 Students (0%)

Organization	Average Scale Score
Montana	308

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	45
Informational Text Reading Comprehension	52

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac School	7		2 (29%)	2 (29%)	3 (43%)	0 (0%)	310

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	7		4 (57%)	1 (14%)	2 (29%)
Literary Testlet, Beginning of Year	7		2 (29%)	5 (71%)	0 (0%)
Informational Testlet, Middle of Year	7		2 (29%)	0 (0%)	5 (71%)
Literary Testlet, Middle of Year	7		2 (29%)	4 (57%)	1 (14%)



Potomac

ELA, 3rd Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	7		2 (29%)	1 (14%)	4 (57%)
Literary Testlet, End of Year	7		1 (14%)	2 (29%)	4 (57%)

Performance Task

Dimensions	Total Students	Performance Task Score			
		0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	7	7 (100%)	0 (0%)	0 (0%)	0 (0%)
Written Expression - Purpose / Development	7	7 (100%)	0 (0%)	0 (0%)	0 (0%)
Knowledge of Language and Conventions	7	5 (71%)	2 (29%)	0 (0%)	



Potomac

ELA, 4th Through-Year Assessment

Achievement Summary



Average Scale Score: 305

- Novice
5 Students (42%)
- Partially Proficient
3 Students (25%)
- Proficient
4 Students (33%)
- Advanced
0 Students (0%)

Organization	Average Scale Score
Montana	312

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	43
Informational Text Reading Comprehension	47

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac School	12		5 (42%)	3 (25%)	4 (33%)	0 (0%)	305

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	11		2 (18%)	6 (55%)	3 (27%)
Literary Testlet, Beginning of Year	11		7 (64%)	2 (18%)	2 (18%)
Informational Testlet, Middle of Year	12		5 (42%)	3 (25%)	4 (33%)
Literary Testlet, Middle of Year	12		4 (33%)	4 (33%)	4 (33%)



Potomac

ELA, 4th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	12		2 (17%)	5 (42%)	5 (42%)
Literary Testlet, End of Year	12		2 (17%)	9 (75%)	1 (8%)

Performance Task

Performance Task Score

0 1.3

8

Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	12	9 (75%)	3 (25%)	0 (0%)	0 (0%)
Written Expression - Purpose / Development	12	8 (67%)	4 (33%)	0 (0%)	0 (0%)
Knowledge of Language and Conventions	12	5 (42%)	6 (50%)	1 (8%)	0 (0%)



Potomac

ELA, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: 324



Organization **Average Scale Score**

Montana 315

Reading Comprehension Results **Average Scale Score**

Literary Text Reading Comprehension 55

Informational Text Reading Comprehension 55

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac School	9		1 (11%)	1 (11%)	6 (67%)	1 (11%)	324

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	9		1 (11%)	2 (22%)	6 (67%)
Literary Testlet, Beginning of Year	9		1 (11%)	3 (33%)	5 (56%)
Informational Testlet, Middle of Year	9		2 (22%)	2 (22%)	5 (56%)
Literary Testlet, Middle of Year	9		2 (22%)	0 (0%)	7 (78%)



Potomac

ELA, 5th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	9		1 (11%)	5 (56%)	3 (33%)
Literary Testlet, End of Year	9		3 (33%)	2 (22%)	4 (44%)

Performance Task

Performance Task Score



8

Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	9	3 (33%)	6 (67%)	0 (0%)	0 (0%)
Written Expression - Purpose / Development	9	9 (100%)	0 (0%)	0 (0%)	0 (0%)
Knowledge of Language and Conventions	9	1 (11%)	5 (56%)	3 (33%)	



Potomac

ELA, 6th Through-Year Assessment

Achievement Summary



Average Scale Score: 322

- Novice
0 Students (0%)
- Partially Proficient
5 Students (56%)
- Proficient
3 Students (33%)
- Advanced
1 Student (11%)

Organization	Average Scale Score
Montana	309

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	54
Informational Text Reading Comprehension	53

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac 7-8	9		0 (0%)	5 (56%)	3 (33%)	1 (11%)	322

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	9		0 (0%)	7 (78%)	2 (22%)
Literary Testlet, Beginning of Year	9		1 (11%)	4 (44%)	4 (44%)
Informational Testlet, Middle of Year	9		0 (0%)	5 (56%)	4 (44%)
Literary Testlet, Middle of Year	9		0 (0%)	5 (56%)	4 (44%)



Potomac

ELA, 6th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	9		2 (22%)	3 (33%)	4 (44%)
Literary Testlet, End of Year	9		1 (11%)	2 (22%)	6 (67%)

Performance Task

Performance Task Score



8

Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	9	4 (44%)	2 (22%)	2 (22%)	1 (11%)
Written Expression - Purpose / Development	9	5 (56%)	2 (22%)	1 (11%)	1 (11%)
Knowledge of Language and Conventions	9	4 (44%)	3 (33%)	2 (22%)	



Potomac

ELA, 7th Through-Year Assessment

Achievement Summary



Average Scale Score: 324

- **Novice**
0 Students (0%)
- **Partially Proficient**
1 Student (20%)
- **Proficient**
4 Students (80%)
- **Advanced**
0 Students (0%)

Organization	Average Scale Score
Montana	312

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	56
Informational Text Reading Comprehension	54

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac 7-8	5		0 (0%)	1 (20%)	4 (80%)	0 (0%)	324

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	5		1 (20%)	1 (20%)	3 (60%)
Literary Testlet, Beginning of Year	5		0 (0%)	1 (20%)	4 (80%)
Informational Testlet, Middle of Year	5		2 (40%)	1 (20%)	2 (40%)
Literary Testlet, Middle of Year	5		1 (20%)	1 (20%)	3 (60%)



Potomac

ELA, 7th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	5		0 (0%)	3 (60%)	2 (40%)
Literary Testlet, End of Year	5		0 (0%)	2 (40%)	3 (60%)

Performance Task

Performance Task Score



8

Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	5	3 (60%)	2 (40%)	0 (0%)	0 (0%)
Written Expression - Purpose / Development	5	3 (60%)	2 (40%)	0 (0%)	0 (0%)
Knowledge of Language and Conventions	5	2 (40%)	3 (60%)	0 (0%)	



Potomac

ELA, 8th Through-Year Assessment

Achievement Summary



Average Scale Score: 324

- Novice
1 Student (10%)
- Partially Proficient
3 Students (30%)
- Proficient
5 Students (50%)
- Advanced
1 Student (10%)

Organization	Average Scale Score
Montana	311

Reading Comprehension Results	Average Scale Score
Literary Text Reading Comprehension	55
Informational Text Reading Comprehension	58

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced	Average Scale Score
Potomac 7-8	10		1 (10%)	3 (30%)	5 (50%)	1 (10%)	324

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, Beginning of Year	10		1 (10%)	4 (40%)	5 (50%)
Literary Testlet, Beginning of Year	10		1 (10%)	3 (30%)	6 (60%)
Informational Testlet, Middle of Year	10		2 (20%)	1 (10%)	7 (70%)
Literary Testlet, Middle of Year	10		2 (20%)	1 (10%)	7 (70%)



Potomac

ELA, 8th Through-Year Assessment

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Informational Testlet, End of Year	10		1 (10%)	2 (20%)	7 (70%)
Literary Testlet, End of Year	10		1 (10%)	4 (40%)	5 (50%)

Performance Task

Dimensions	Total Students	Performance Task Score			
		0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	10	4 (40%)	5 (50%)	1 (10%)	0 (0%)
Written Expression - Purpose / Development	10	6 (60%)	3 (30%)	1 (10%)	0 (0%)
Knowledge of Language and Conventions	10	2 (20%)	8 (80%)	0 (0%)	0 (0%)



Montana Transformational Learning Grant Phase II Grant Application Form

Introduction

The purpose of this grant, per JIB 573, is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

District Information

- District Name: Troy Public School District 1
- Contact Person: Christina Schertel
- Title: Superintendent
- Email: cschertel@troyk12.org
- Phone Number: (406) 295-4321
- Mailing Address: P.O. Box 867, Troy, MT 59935

Section 1: Evidence of Progress Made

In accordance with MCA 20-7-1601, please provide a clear and concise summary of your district's progress in implementing transformational and proficiency-based learning to date.

- Describe specific strategies or initiatives your district has implemented.
- Include data or evidence of the impact of district strategies or initiatives (e.g., participation rates, pilot programs, student outcomes, stakeholder engagement, professional development).
- Attach supporting documents and letters of support if relevant.



Cover Letter

July 22, 2025

Transformational Learning District Leader,

The Montana Office of Public Instruction (OPI) is pleased to announce the application window for Phase II of the Montana Transformational Learning Grant, established in alignment with House Bill 573 (HB 573).

The purpose of this grant is to further develop the efforts of the most innovative transformational learning grantees toward district-wide implementation of transformational and proficiency-based learning, as defined in MCA 20-7-1601 and to use the knowledge gained by Phase II grantees to develop recommendations and guidance for other districts interested in innovating in a similar manner.

No later than July 15, 2026, and contingent on appropriation from the legislature, the OPI will distribute funds to no more than five districts selected to participate in a Transformational Learning Phase II grant. Award amounts will be based on each district's size and the costs outlined in its application, utilizing 90% of the amount appropriated by the legislature for the grants, which is approximately \$2.5 million total in fiscal year 2027.

Application Timeline

- **Application Window:** September 1 – October 31, 2025
- **Present recommended Five Districts the Board of Public Education:** January 2026
- **Districts Notified of Selection:** April 1, 2026
- **Funds Deposited in Awardees' Flex Funds:** July 15, 2026

Successful Phase II grantees will be expected to demonstrate continued commitment to transformational and proficiency-based learning and to provide a joint report to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028, detailing the progress made by the grantees.

We look forward to receiving your application and partnering with you to advance Montana's vision for innovative, proficiency-based education.

Sincerely,
Susie Hedalen
State Superintendent
Montana Office of Public Instruction



Authorized Signatures

I hereby certify that the information provided in this application is accurate and that the district agrees to the assurances stated above.

Superintendent Name: Christina Schertel

Superintendent Signature: Christina Schertel

Date: 10-20-25

School Board Chair Name: Lori Damon

School Board Chair Signature: Lori Damon

Date: 10-20-2025

Attachments Checklist

- Summary and evidence of current progress
- Narrative of Phase II district-wide implementation
- Budget chart including activities, descriptions, and pricing
- Letters of Support and additional documents (optional)

Submission Instructions

Please submit your completed application and any additional documents by October 31, 2025 at 5pm using the Qualtrics survey button found on the [OPI Transformational Learning website](#).

For questions, please contact: Krystal Smith, Education Innovation Manager at krystal.smith@mt.gov. Please find the evaluation rubric attached



Section 2: Description of Continued Progress and Cost Estimates

Provide a detailed narrative of how your district plans to continue progress toward district-wide implementation of transformational and proficiency-based learning. Then use the chart below, or a similar chart, to outline the following information.

- Describe key activities, goals, and timelines for Phase II.
- Explain how your staff, students, families, school board, and community will be engaged.
- Provide estimated costs for each major activity.

Planned Activities & Estimated Costs (sample chart template to use)

Activity	Description	Estimated Cost
Example: Professional Development	Workshops and coaching for teachers	\$
Example: Technology Support	1:1 learning devices	\$
Example: Personnel Costs	Train the trainer reimbursement stipends	\$
	Total Estimated Phase II Budget:	\$

Section 3: District Assurances

By submitting this application, the district assures it will:

- (a) Further develop district-wide implementation of transformational and proficiency-based learning as defined in MCA 20-7-1601.
- (b) Use knowledge gained during Phase II to develop recommendations and guidance for other Montana districts interested in innovating.
- (c) Engage in technical assistance and collaborative opportunities with other Transformational Learning grantees to collaborate in learning and share best practices and resources statewide.
- (d) Provide a joint report with other grantees to the Education Interim Committee and the Education Interim Budget Committee no later than September 1, 2028 on the progress made through this grant opportunity.



Phase II Transformational Learning Grant Application Evaluation Rubric

Criteria	Exemplary (5)	Proficient (3)	Developing (1)
Evidence of Impact from Previous Transformational Learning Funding	Provides clear, compelling evidence with data, examples, and stakeholder engagement.	Provides adequate evidence with some examples and limited data.	Lacks clear evidence or provides only general statements.
Description of Continued Progress	Detailed plan with clear goals, timelines, roles, and alignment to HB 573 purpose.	Adequate plan with general goals and timelines.	Vague plan with few details or unclear alignment.
Cost Estimates & Budget	Cost estimates are detailed and aligned with planned activities.	Cost estimates generally align but lack detail.	Cost estimates are unclear or misaligned.
District Assurances and Documentation	All required names, signatures, and dates are included, signifying district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	Missing a required name, signature, and/or date, making it unclear of the district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	No required names, signatures, and dates are included, signifying district's lack of understanding of assurances and commitments.
Clarity & Completeness	Application is clear, well-organized, complete, and on-time with all required documentation.	Application is understandable but may have minor gaps.	Application is unclear or missing key information.

Total Score: ____ / 25

Evaluators Comments:

TROY PUBLIC SCHOOLS

District No. 1 - Lincoln County
Post Office Box 807 - Troy, Montana 59702

Section 1: Evidence of Progress Made

Troy High School has been the recipient of the Transformational Learning Grant for the last several years. This grant has enabled our district to expand on opportunities for proficiency-based learning at all academic levels throughout the district. We have seen a shift in our district over the past four years to career connected learning, which has also assisted in improving our graduation rates (100% in 2024) and decreasing our drop out rate. The primary focus of our Transformational Learning Grant has been on individual student goal setting and hands on learning experiences that connect curriculum to real world opportunities. As part of our program, we hired an academic advisor that can work with students and their families to personalize learning across the district and provide individual learning paths towards graduation.

Standards Based Report Cards

- Elementary teachers in grades PK-5 started utilizing standards based report cards at the Elementary level along with flexible pacing of curriculum, which offers a high level of competency based learning and time for feedback.

Field Trips & STEM Labs: Real World Application

- Elementary and Junior High teachers have created project based learning centered around curriculum to allow students hands on application of content. Field trips, labs and projects allow for flexible learning environments and competency based learning.

Personalized Learning Opportunities

- *Career & Technical Education (CTE) Courses*
 - We have recently expanded our CTE classes to include all junior high students in grades 6-8. Early exposure to these activities allow our high school students to spend additional time in dual enrollment courses or work based internships or apprenticeships in the community. We are currently expanding our pathways to including: welding, carpentry, automotive, electrical and nursing.
- *Dual Enrollment*
 - Students in High School have the opportunity to participate in dual enrollment and AP courses through Flathead Valley Community College and Montana Digital Academy. All course costs are covered by the district and students are able to work with an academic advisor to make sure credits will transfer to future colleges. Students can earn credits for academics (English, Math, Spanish) or for Career and Technical skills (CDL, welding certifications, etc.).
- *Gifted & Talented*
 - Students that qualify for gifted and talented services are given opportunities to participate in passion projects and advanced courses throughout the district. We have been able to fast track several of our students in math over the past two years at the junior high level. Students at the Elementary are able to participate in advanced reading and writing courses.
- *STEAM*
 - We have several elective and advanced courses that offer rigorous curriculum in science, technology, art and engineering throughout the district. This year we were excited to be able to offer individual and small group lessons for music to reach our gifted students.
- *STW Opportunities*
 - Our community has pulled together to offer students many different work based learning opportunities and business experiences. We currently have students working at Les Schwab, at Main Street Perk or even at our local Town Pump.
- *Apprenticeships/Pathways*

TROY PUBLIC SCHOOLS

District No. 1 - Lincoln County

4001 Linn # Box 807 - Troy, Montana 59733

- Our apprenticeship program has grown significantly over the past two years and students. Our district is working with the Department of Labor to catalog apprenticeship hours students can use in the future. We have seen excellent community partnerships in the following areas: linemen, electrical, mechanics, nurses, and teachers.
- *Life Skills*
 - As part of our graduation requirements, Troy Schools requires a full credit of life skills that include skills such as: cooking, sewing, finances, automotive repair, interview skills, resume building and more.
- *Academic Advising*
 - Starting in sixth grade, students across the district begin career exploration and goal setting with an academic advisor. Students in the junior high put together "Strut Your Stuff" portfolios showcasing their interests, hobbies and achievements. We find that having post secondary conversations early in their school career leads to greater confidence and success by graduation.
- *Social/Emotional Development*
 - All Elementary students participate in the Second Step learning program to assist with problem solving skills. We also provide several opportunities to meet with counselors, participate in leadership training and learn about brain based decisions through sociology, psychology and child development courses.
- *Distance Based Learning*
 - We have started offering off campus and distance learning courses to high school students this year. Allowing students to work at their own pace and on their own time-frame has been very beneficial to students that are also working full time or participating in school based internships.
- *District Diploma Options*
 - Troy Schools currently offers three different types of diplomas: college based diplomas, general diplomas and vocational diplomas. We have found that offering different types of diplomas helps students identify their post-secondary paths and map out their graduation requirements.

Stakeholder Engagement

- We currently have a committee that reviews career based opportunities for students throughout the district that is composed of community members from different career fields and businesses. Stakeholders meet once a year in the Spring to discuss educational pathways, dual enrollment credits, CTE courses and opportunities for internships and post-secondary placement.

Professional Development

- Teachers across the district are participating in the *Science of Learning* training and *Differentiated Instruction* to learn how to provide the most effective and flexible learning environments for students. CTE professionals have also had an opportunity to work with other professionals across the state to outline and develop rigorous curriculum for their career pathways.

TROY PUBLIC SCHOOLS

District No. 1 • Lincoln County
 Post Office Box 807 • Troy, Montana 59735

Section II : Description of Continued Progress and Cost Estimates

Activities, Goals and Timelines for Phase II: All goals outlined below support personalized learning opportunities including: work-based learning, dual enrollment opportunities, remote instruction, and project based learning that demonstrates competence rather than seat time or grade level. Through academic advising with families, curriculum and education for each student will be customized to address each pupil's strengths, needs, and interests with the overarching goal of developing the full educational potential of each student. Our Transformational Learning Plan is an important part of our District Strategic Plan/Outline (see attached plan).

Engagement: We will continue to have yearly committee meetings with stakeholders that include: staff, students ,families, board members, and community members. Committee members will help review yearly data including financial commitments, goals achieved throughout the year, and student participation rates. We will set new goals each year for our district proficiency based (Transformational) education program.

Estimated Cost:

Activity	Description	Estimated Cost
Academic Advising	Each student in grades 3-12 will meet with an academic advisor to individual education pathways and provide students with courses and activities that will meet the individual student strengths and interests. The academic advisor will collaborate with families to set goals and determine appropriate opportunities for learning.	Elementary: \$5,000
		Junior High: \$10,000
		High School: \$20,000
		Total: \$35,000
	Oversee work based learning experiences, distance learning, dual enrollment, and partnership with community based groups such as the Department of Labor.	
Courses	Cost for Dual Enrollment, AP and College Credits through FVCC and/or MTDA	High School: \$25,000
	Distance Based Courses through Penn Foster	Total: \$25,000

TROY PUBLIC SCHOOLS

District No. 1 • Lincoln County
Post Office Box 867 • Troy, Montana 59935

<p>Professional Development</p>	<p>Teachers across the district are participating in the <i>Science of Learning</i> training and <i>Differentiated Instruction</i> to learn how to provide the most effective and flexible learning environments for students. CTE professionals have also had an opportunity to work with other professionals across the state to outline and develop rigorous curriculum for their career pathways.</p>	<p><i>Elementary: \$700</i></p> <p><i>Junior High: \$1000</i></p> <p><i>High School: \$1000</i></p> <p><i>Total: \$2,700</i></p>
<p>Supplies</p>	<p>CTE Equipment (welding, photography, construction, medical terminology, EMT, etc.)</p> <p>Art Supplies/Curriculum for Elementary</p> <p>Field Trips (College Visits, Fire Department, Gold Mines, local Farms, etc.)</p> <p>Fairytale/Literacy Day</p> <p>Music Class Supplies</p> <p>Social Studies Class Supplies (maps, cooking, candle making, etc.)</p> <p>Technical Math Class Supplies</p> <p>Life Skills Supplies (Cooking, sewing, finances, etc.)</p> <p>Science Experiment Supplies and Lab Equipment</p> <p>STEM Activities</p>	<p><i>Elementary: \$4500</i></p> <p><i>Junior High: \$8000</i></p> <p><i>High School: \$10,000</i></p> <p><i>Total: \$22,500</i></p>
<p>Curriculum</p>	<p>Social, Emotional, Behavior Supports for small groups and individual students such as Second Step Online</p>	<p><i>Elementary: \$2800</i></p>

TROY PUBLIC SCHOOLS

District No. 1 • Lincoln County
Post Office Box 867 • Troy, Montana 59935

	Instruction	Total: \$2800
<i>Total Expenditures</i>	Elementary	\$13,000
	Junior High	\$19,000
	High School	\$56,000
	District Total	\$78,000

August 22, 2025

To Whom It May Concern,

I am writing to express my enthusiastic support of the Transformational Learning Grant application submitted by Troy Public Schools. This grant represents an incredible opportunity to further empower our students through innovative, equitable, and experiential learning. Initiatives such as a distance-based learning platform, cooking supplies for culinary education, and Spanish-language immersion field trips are a few examples of how this grant aligns perfectly with our district's mission to provide relevant and engaging education for all learners.

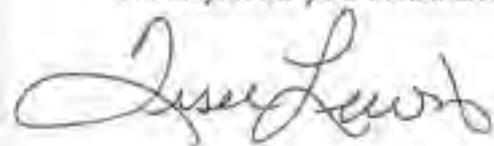
Offering a distance-based learning platform significantly enhances our ability to provide flexible and personalized learning experiences for students. This is particularly critical for students who face barriers to traditional classroom attendance due to transportation struggles being in rural Montana, health issues; both mental and physical, or family obligations. Having a robust virtual platform ensures students remain connected to high-quality instruction, increasing access and promoting academic success, while reducing the risk of a student dropping out.

I have seen first hand the impact of providing cooking supplies for students to learn culinary skills. We have been able to provide a hands-on, practical component to education that supports both life skills development and career exploration. Cooking engages students across disciplines—math, science, health, and culture. It also helps foster independence and creativity, further equipping students with the tools they need to cook at home extending learning beyond the classroom.

Finally, the grant's support for field trips focused on Spanish fluency represents an invaluable investment in language acquisition through real-world application. These immersive experiences offer students the chance to practice conversational Spanish in authentic contexts, deepening cultural understanding and building confidence in communication. Such opportunities are especially meaningful for language learners and will help prepare all students to thrive in a multicultural world.

We have seen the direct impact the Transformational learning grant has had on student engagement, equity, and achievement throughout our district. Together, these initiatives reflect a transformative approach to education—one that bridges academic content with real-life relevance, engages diverse learners, and equips our students for success both now and in the future.

Thank you for your consideration.



Tisee Lewis

JH/HS Principal

Troy Public Schools

tlewis@troypk12.org

406-295-4520 ex.4

TROY PUBLIC SCHOOLS

District No. 1 • Lincoln County
1081 Office Bldg 867 • Troy, Montana 59065

October 1, 2025

Montana Office of Public Instruction
Attn: Transformational Learning Grant Program
P.O. Box 202501
Helena, MT 59620-2501

Subject: Letter of Support for the Montana Transformational Learning Grant – Phase II

Dear Selection Committee,

On behalf of Troy Public Schools, I am writing to express our full support for our district in its application for the Montana Transformational Learning Grant – Phase II.

We strongly endorse this initiative, which aligns with our shared commitment to providing innovative, student-centered educational opportunities that prepare Montana students for success in postsecondary education, careers, and civic life. The Transformational Learning model's focus on personalized, competency-based learning and flexible pathways represents a significant advancement in ensuring that all learners are engaged and supported according to their individual strengths and needs. We have seen graduation rates rise across our district and we have seen a significant increase in students participating in post-secondary opportunities.

Troy School District has demonstrated a clear vision for transforming teaching and learning. Their Phase II proposal builds upon the progress achieved in Phase I, expanding successful strategies such as project-based learning, learner profiles, flexible scheduling, career-connected learning, and community partnerships. We are particularly impressed with the district's dedication to focus on rural student engagement, workforce readiness, and equity in access to learning opportunities.

As a partner, Troy School District is committed to supporting this work through mentorship, internships, professional learning, and community engagement. We believe these collaborative efforts will further strengthen the outcomes of the Transformational Learning initiative and serve as a model for innovation across Montana.

We applaud the Office of Public Instruction and the Montana Legislature for continuing to invest in the Transformational Learning Grant Program. This initiative is vital to ensuring our schools have the flexibility, resources, and partnerships necessary to reimagine education for all Montana students.

Thank you for considering this application. We look forward to the opportunity to continue collaborating with Troy Public Schools to advance transformational learning and to build a stronger future for Montana learners.

Sincerely,
Christina Schertel
Superintendent
cschertel@troyk12.org
(406)295-4321



MORRISON ELEMENTARY

501 East Kalispell Avenue • Troy, Montana 59935

Office 406.295.4321 • Fax 406.295.8672

August 13, 2025

To the Transformational Learning Grant Committee,

On behalf of WF Morrison Elementary, I want to express our heartfelt gratitude for your support through the Transformational Learning Grant. Your investment in our students has opened doors to opportunities that would otherwise be beyond our reach.

Because of your generosity, our students are able to explore and excel in areas that ignite their curiosity and deepen their learning. The funding allows us to:

- Offer Gifted and Talented programs that challenge advanced learners and nurture their unique strengths.
- Provide access to music instruction, fostering creativity, discipline, and a lifelong appreciation for the arts.
- Support individualized projects such as STEM innovations, art installations, and creative writing endeavors—tailored to students' interests and learning styles.
- Organize enriching field trips that connect classroom learning to the real world, expanding perspectives and inspiring new ideas.
- Introduce engaging, hands-on learning experiences that help students see themselves as thinkers, creators, and problem-solvers.

These experiences are transformational not only for students' academic growth but also for their confidence, collaboration skills, and ability to envision their own futures. Without the grant, many of these opportunities simply would not be possible for our teachers to offer.

Your belief in the power of education fuels a ripple effect—empowering our educators, inspiring our students, and strengthening our community. Thank you for making a profound difference in the lives of our learners.

With gratitude,
Andrea Cummings
Principal

August 21, 2025

To Whom it May Concern:

The Transformation Learning Grant has been a huge benefit to the Troy School District in many different ways. In my capacity as the Academic Advisor at Troy High School, we have utilized the funding in a variety of ways. Our students have had many options to take their learning and education into their own hands through programs such as School-to-work, Montana Digital Academy, and our local community college Flathead Valley Community College.

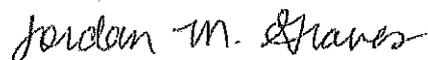
Students who choose to do School-to-work have the opportunity to find someone in our community to work under and learn the ways of that trade. In particular, four students this last year were working with our local city lineman learning not only the skills it takes to complete this type of work, but also they were able to ask questions about future apprenticeship opportunities or places where they could potentially obtain schooling. It was a great opportunity for students to see the potential of this job in their future.

In addition, our students utilize Montana Digital Academy (MTDA) to pursue courses that align with their interests, but many of them are also taking dual credit courses that our small district cannot offer. In particular, many of our students are attempting to take their college writing and college algebra courses so they can be a couple steps ahead of their peers when they begin their post-secondary educational journey. In addition to MTDA, our school works closely with Flathead Valley Community College and one of our own teachers is an adjunct professor who is able to teach Medical Terminology and offer an in-person course for students interested in the medical field. Also, this last year we had four young men who pursued their Commercial Driver's License (CDL). These young men participated in in-person classes and were able to pass their CDL driving test and walk away much more prepared for life after high school.

All of these programs push our students to their full potential. Each opportunity allows students from our rural community to find options that fit their educational goals that they may have not been able to obtain without this funding otherwise.

Our students are greatly impacted by this funding and our district would continue to utilize it well if awarded again.

Sincerely,



Jordan Graves

Academic Advisor

jgraves@troyk12.org



Montana Office
of Public Instruction

Montana Innovation Guide

Ensuring that every
K-12 learner is equipped
for future success



5

District Spotlight

Troy School District

The [Troy School District](#) is a small rural district of approximately 360 students. Although the district and the town are small – Troy has a population of fewer than 1,000 – district education leaders help make sure that students still have access to a range of opportunities and classes that are connected to their career interests. While the district has already taken steps to support their students with personalized learning, Junior High/High School Academic Advisor Jordan Graves says that the district is consistently thinking about how they can provide their students with bigger and better opportunities.

To support career connected learning, the district provides learning experiences outside of the classroom. For example, a social studies class visited a yoga studio after learning about the cultural importance of yoga in class. After learning about marine life in class, the elementary school took a trip to Spokane to see the aquarium. Ms. Graves says this helps make the learning experiences more tangible and engaging.

Students also access internship opportunities, including at the hospital in the nearby town of Libby. Ms. Graves shared that she's also working with a small airline in Bonners Ferry, Idaho, to help a student interested in becoming a pilot gain exposure to the job. While the community's small size can make it difficult to connect students with outside learning experiences, Troy School District is a great example of how innovative and creative thinking can overcome some of these challenges.

The district also helps students gain career exposure through course offerings. Students often leverage the [Montana Digital Academy](#) to access more niche classes that meet individual student interests. The district also

partners with [Flathead Valley Community College](#) so that students can take courses for dual enrollment credit. Additionally, individual teachers are crucial to supporting students along their learning journeys. For example, the civics class has a lot of project-based components that allow students to explore areas of interest and go at their own pace. The flexibility of these projects means that students can demonstrate learning using a variety of methods.

These seemingly small changes in learning have big outcomes for students.

The district has leveraged graduation requirements to ensure that students are ready for life after high school. In 2016, the district started a life skills class because parents and teachers felt that students could benefit from strengthening basic life skills, including writing letters, putting together a resume, changing the oil in a car, sewing and understanding their finances. The class was originally offered to freshmen, but the district quickly realized that a refresher course closer

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to graduation would also be helpful. Once students started taking these courses, people in the district, including the school board, could see the benefit. As a result, the courses became required for graduation.

These seemingly small changes in learning have big outcomes for students. Ms. Graves shared that a student who did not benefit from a traditional school setting was successful in the project-based civics class because of the flexibility. As students have had more engaging learning opportunities, including those outside of the classroom, attendance has gotten better. The district-wide implementation of the life skills course has helped students for life post-graduation. The Troy School District wants to keep working towards proficiency-based and personalized learning opportunities for students.

Livingston School District

Livingston School District integrates real-world work experiences through innovative programs, such as a farm-to-school initiative that boosted credit recovery rates from 30% to 100%. Using a collective impact model, the district partners with local industries to align resources and embed career exploration across all grade levels.



Transformational Learning Grant Annual Report 2024

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

The window for submission of this annual report opens Monday, December 2, 2024 at 8am MST. The annual report is due by Monday, January 13, 2025 at 5pm MST. Wait list position for any increase in FTE will be determined by a lottery system, conducted through a neutral 3rd party. This is competitive with new district applicants.

SECTION 1: General Information

District Name	Troy Public Schools
LEA #	0519, 0520
Submitter's Full Name	Jordan Graves
Email	jgraves@troyk12.org
Contact Phone Number	406-295-4520
Amount of Funding Received	FY 24: 64,013.26 FY 25: 65,746.34 Elem: \$42,792 HS: \$22,954.34
FY 2024 Total Expenditures to Date	Total: \$42,642.13 Elem: \$31,192.03 HS: \$11,450.10
Current Balance	Elem: \$36,589.85 HS: \$16,389.04

SECTION 2: Progress Toward Measurable Objective

Measurable Objective from District's Transformational Learning Plan	Work to create more personalized learning opportunities for students through shop courses, life skills classes, etc.
Progress made	Students have had many opportunities to have more personalized learning through cooking in the kitchen, social studies classes, Spanish classes, and shop classes.
Measurable Objective from District's Transformational Learning Plan	Integrate interactive trips into the Elementary school to personalize and connect learning from the lessons they receive in the classroom to a tangible, fun activity outside of the classroom.
Progress made	Elementary classes have found opportunities for field trips that correlate with lessons that they have taught to the whole group. These kinds of trips reinforce information that they have learned and offer more opportunities to dive deeper when they are participating in the field trip.

SECTION 3: Additional Information

Increased FTE Requested	
Decreased FTE Requested	
Rationale for Changes in FTE	

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





Blue Zoo Aquarium Trip (4 pictures above)

Big Red's Barn Trip (4 pictures below)

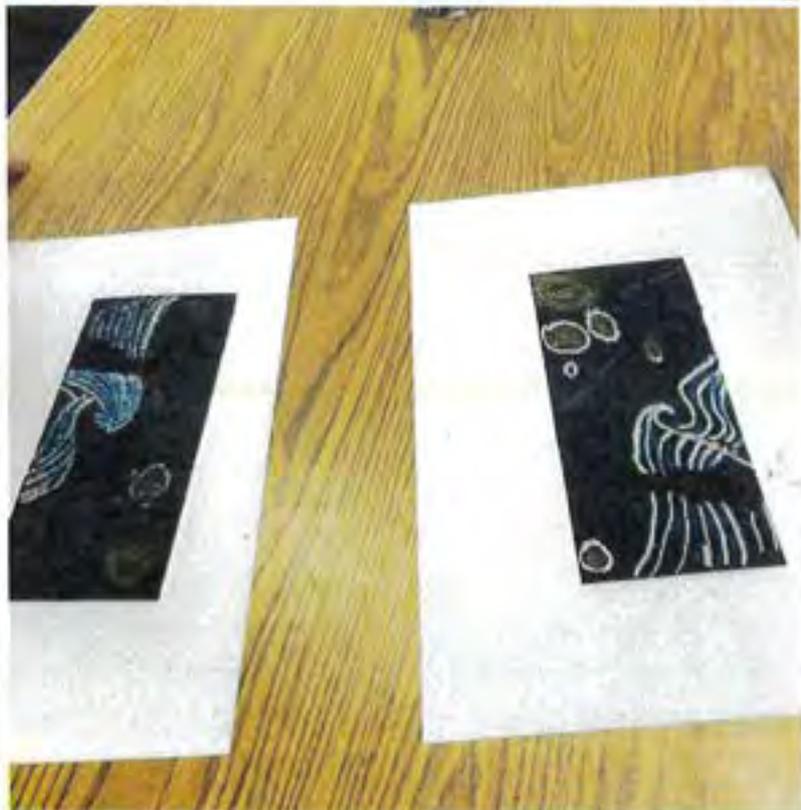






Van Gogh Exhibit Visit & Artwork (4 pictures below)





The last picture is an art assignment that students completed based on their lesson on the Van Gogh Exhibit.

SECTION 4: Tracking Table [\(see attached\)](#)

SECTION 4: Tracking Table (see attached)

School Board Chair Printed Name	Lori Damon
School Board Chair Signature	<i>Lori Damon</i>
Date of Board Meeting Approval	12-16-2024

FY2025 Transformational Learning Tracking Guide-HB946

Department Learning Activity	Department Activity	Department Learning Objectives	Department of the Level of Effectiveness	Impact of the Learning Activity	Funds Encumbered
2nd - 5th grade mentor and a student writer	Upper Element, through goal, subject matter, time, facts, all spending, etc. If Student is writing for the school, delivering mail and helping office staff members, when needed if their teacher, Melissa West, offers a special day for elementary students to give us history up and moving and preparing for a Christmas program for families to enjoy. If Life Skills Teacher, Kristine Mays, teaches a class that is preparing and putting into the course has supports in the kitchen learning new techniques and ways to cook and bake.	grant manager - school reports on how student writer - increased attendance due to having a job to do each day. If Life Skills teacher has students as part of their unit for the majority of (half into 1) class working new skills that will benefit them in life. We offer high school. If Music teacher gets a lot of time with elementary students to go out of their seats, learn dance how it makes music, and participate in a Christmas program.	Effective	Continued to offer an opening can be done on time and continue to offer the positive to offer job experience to student writer.	\$29,979.00
Student Writing Fund	Fund for student writer to receive and deliver mail bags and fish between elementary school and Junior High and High School.	student writer - increased attendance due to having a job to do each day.	Effective	Continued to offer mail position to offer job experience to student writer.	\$220.00
Elementary in Class Supply	Elementary students participated in various activities such as teaching to fly, performing, creating apartment signs, etc.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$180.00
Science/Med Diet Supplies	Elementary students learned about planting beets and other vegetables as well as studying and eating, participated in math by using manipulatives, and participated in interest department.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$110.00
Life Skills Class	Students in this class have the opportunity to explore skills that they will be using to continue after high school. Our industry: sewing, painting/painting, financial literacy, etc.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$1,107.90
Meal Skills	Students in this class have the opportunity to explore the kitchen by looking at recipes that include in their portfolio throughout class. They also had the chance to create a covered wagon.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$777.79
Transformational Learning Day	Students participated in a transformational learning day through STEM lab, community volunteer to help, exploring various careers such as a bank, nurse, graphic design, and so forth.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$4,100.24
Business and Writing Classes	Students choose to work on projects where they can pursue their interests in business terminology such as social progress and technology, electrical systems, and arithmetic, military, etc.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$4,478.78
Psychology/Genetics	Students in the course explore various topics of psychology and they found the opportunity to create and organize and mental health for the included various course studies that all students participate in. They also volunteer at a local church making posters for events in school.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$100.00
Historical Art	Students had the opportunity to go to Kalamazoo, MI and attend an event where they saw a historical artwork and had the chance to see the story of surviving through the eyes of the Holocaust.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$90.00
Spanish Course	Students in this course explore Spanish culture through food. They have various opportunities to get in the kitchen and create items such as las pastas and enchiladas.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$276.00
Log Book	Fourth grade students participated in a Coding Week where they were able to read their stories to visitors working on various aspects of coding and they earned points as they read.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$810.00
Fire Safety	Transformational Learning students were able to participate in having purple wax and learning math through table means such as measuring items for the job.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$20.70
5th grade science class	Students in the 5th grade have explored ecosystems, modeled four ecosystems with together, studied how weather changes in the ecosystem, migration of predators and preys in ecosystem, environmental change in ecosystem, water and energy transfer within the ecosystem, model how food and energy are related, how is the sun involved in your world, how plants make food, determine which light source contributes to the health of plants, reading plant needs, how animals get energy from the sun, create a model of the sun, compare lightwaves of stars, parts of the planets as well as created models. During Fairy Tale day students made through various items they are most different they learn and then complete a hands-on activity. The purpose is to ensure students are learning about the fairy tale while also engaging in an activity that helps them learn about why we have fairy tales and the fun of reading for pleasure. Many of our students don't really enjoy to reading so we have wanted to try to find a way to get them a little more excited about the reading experience.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$200.00
Fairy Tale Day	Students in photography class are currently working on the p/night high school in the elementary school looking for ways to document events at each school. Students in this class are currently very interested in photography and are using this opportunity to pursue more professional learning.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$1,175.00
Midwest Digital Academy Culinary Arts Class	Our student interested in learning and pursuing culinary arts has been enrolled in the MTDA class where they are required to actually cook and taste throughout the course.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$21.00
Blue Zoo Algebra 1st	From our 8th grade teacher, We talked about equations in our science lesson and made our own underwater habitats with fishing and making things and talked about how they worked together. We also did an art lesson with equations, so the kids it is alive!	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$260.00
Van Gogh Exhibit	This exhibit was part of an Art Unit that lasted 1 month. We studied Van Gogh and replicated some of his Art using different mediums such as oil pastels and brown paper to make sunflowers. We loved how they turned it in a 3-hour class (one way) to show the Van Gogh Exhibit. Many students had never been to "Spokane" it was a wonderful trip. We are confident that our students will be able to identify a Van Gogh painting for the rest of their lives!	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$1,000.00
Big Kid's Ben Job	From our 2nd grade students, We connected it to our Life Science standards - make observations of plants and animals to compare and contrast the diversity of life in different habitats 2LS-1. Many of the animals from students would otherwise not have had an opportunity to see (skunks, alligators, etc.). It was a great experience to see the students interact with the different animals and learn about their habitats, food sources, and care when in a science classroom.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$407.00
Movie Classes	Elementary and high school classes purchased supplies for the Christmas programs that they will perform. During the school day, students go to these special classes for at least an hour and they create their projects, programs, etc.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$223.00
Twisted Class	Students participate in creating items that get them out and moving.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$878.00
Thomas Class	Junior high students participate in developing chicken wings to learn about the anatomy of chicken wings. High School students create candy models of plants and animal cells to help better visualize various types of cells.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$103.00
Technical Math Class Supplies	Students in the technical math class used supplies purchased to help visualize various topics that they were working on.	Attendance	Effective	Continued to offer to increase participation in class and increase attendance.	\$29.34
				TOTAL	\$47,007.42

Transformational Learning & Advanced Opportunities



Standards
Based Grading



Online
Learning
Opportunities



College
Courses



School to
Work
Opportunities



Guest
Speakers



Parent &
Community
Involvement



Internships &
Academic
Counseling



Personalized
Competency
Based Education



Life Skills &
Study Skills



Transformational Learning

Troy Public Schools has used Transformational Learning Funds to offer students personalized and diverse learning opportunities outside the general education classroom. We have been able to offer students individualized learning opportunities based on their own interests to maximize post-secondary success. The movement to personalized competency based education has taken place in phases and will continue to grow over the next several years.

What we do Well

- Dual Credit & College Courses
- School to Work Experiences
- Internships in the Community
- Online Learning Opportunities
- Guest Speakers
- College, Career and Reality Fairs
- Study Skills & Life Skills Curriculum
- Community Based Events / Field Trips
- Mentoring/Relationships with Students

Goals

1

Expand Community Relationships

We want to expand our community network to offer students as many internships, job shadowing opportunities, field trips, and career exploration opportunities as possible. These connections help students with post-secondary success.

2

Personalized Competency Based Education

Our district would like to begin the process of establishing and developing personalized competency based education in the general education classroom. This process will involve the establishment of a district vision, professional learning communities and culture for individualized learning opportunities and competency based assessment.

3

Academic Advising

We are committed to providing each student and family with an individualized learning plan and time to meet with an academic advisor to allow each student to meet their individual learning goals.

Phases

Phase 1: 2023-2024

- Hire an academic advisor to oversee dual credit, school to work, internships and expand field trips
- Build relationships with Job Service to provide students with additional community support and career opportunities
- Invite community members to assist in education through field trips, guest speakers and professional development

Phase 2: 2024-2025

- Expand online learning opportunities including distance based education for students
- Increase number of internships opportunities offered throughout the community
- Incorporate a Study Skills Curriculum into Junior High

Phase 3: 2025-2026

- Provide staff with professional development on Personalized Competency Based Education
- Establish a vision and pathway for creating a culture of PCBE.
- Create PLCs to begin discussing strategies and ideas for establishing PCBE; explore competencies for each subject/grade level
- Begin individualized academic advising for students and their families to create Transformational Learning Plans.

Phase 4: 2026-2027

- Establish a formal process for Transformational Learning Plans including surveys and written template
- Continue PD for staff on Personalized Competency Based Education.
- Designate Learner Supports and Education that will be needed to establish PCBE culture.
- PLCs will meet to start writing curriculum based on academic competencies for personalized learning.

Goal #1: Expand Community Relationships

We want to expand our community network to offer students as many internships, job shadowing opportunities, field trips, and career exploration opportunities as possible. These connections help students with post-secondary success.

S	Specific	<ul style="list-style-type: none"> • Continue working with Libby Job Service to expand on Career Presentations by Community Members in Life Skills Classes to at least 20 presenters a year. • Increase number of businesses participating in School to Work opportunities, Internships to 15 businesses. • Field Trips for Community Exploration outlined for each grade level. • Increase the number of presenters at Community Career Fair to 50.
M	Measurable	<ul style="list-style-type: none"> • Number of Students & Businesses participating in School to Work, Internships and Field Trips throughout the year • Number of Presenters/Businesses that attend Career Fair • Number of Community Guest Speakers in Life Skills
A	Attainable	<ul style="list-style-type: none"> • Monthly meetings with Academic Advisor to go over Transformational Learning Plans and number of students participating in School to Work and Internships. • Monthly Administration Meetings for Field Trip Opportunities and Guest Speakers • Quarterly meeting with Job Service to prepare for Career Fair and outline Guest Speaker Opportunities
R	Relevant	<ul style="list-style-type: none"> • Expanding opportunities for students to work with local businesses and learn from community members about career opportunities expands their post-secondary success.
T	Time Bound	<ul style="list-style-type: none"> • Goals will be met by Spring 2027 through monthly meetings and planning.

Goal #2: Personalized Competency Based Education

Our district would like to begin the process of establishing and developing personalized competency based education in the general education classroom. This process will involve the establishment of a district vision, professional learning communities and culture for individualized learning opportunities and competency based assessment.

S	Specific	<ul style="list-style-type: none">Professional Development outline on Personalized Competency Based Learning Opportunities and Standards Based Learning for Staff established Fall 2025.Establish Professional Learning Communities in District starting Fall 2025.Leadership will begin to formulate a written plan and time specific goals for establishing Personalized Competency Based Curriculum and Assessment by Fall 2026.
M	Measurable	<ul style="list-style-type: none">Professional Development plan and goals for district written by administration within each phase by Fall 2026.Staff attendance at professional development as outlined by administration starting Fall 2025.Written curriculum and competencies for each grade level by Spring 2027.
A	Attainable	<ul style="list-style-type: none">Monthly professional learning community dates and times will be placed on the calendar for groups to meet and create a list of competencies and standards for each subject and grade level.Professional Development plan and goals for district scheduled and on calendar.Monthly administration meeting to create PCBE plan for district.
R	Relevant	<ul style="list-style-type: none">Administration will meet with PLC's monthly to assist with guidance and steps for creating a PCBE culture and curriculum within the district.
T	Time Bound	<ul style="list-style-type: none">Phases for Implementation will be outlined by administration with a full plan and goals for district being developed by Fall 2026.

Goal #3: Academic Advising

We are committed to providing each student and family with a Transformational Learning Plan and time to meet with an academic advisor to allow each student to meet their individual learning goals.

S	Specific	<ul style="list-style-type: none">The District will create Transformational Learning Plans for each student across the district. The process will include surveying students on interests, reviewing student academic progress and career goals and meeting with families to determine personalized learning opportunities
M	Measurable	<ul style="list-style-type: none">Transformational Learning Plans will be completed for each student across the district by the Spring of 2026 (for the 2025-2026 school year) and the Spring of 2027 (for the 2026-2027 school year).
A	Attainable	<ul style="list-style-type: none">Administration will meet with Academic Advisor monthly to ensure timelines are met and students are able to participate in activities that will benefit their Transformational Learning Plan.
R	Relevant	<ul style="list-style-type: none">Having students and their families participate in goal setting and writing Transformational Learning Plans will strengthen school attendance, graduation rates and post-secondary success.
T	Time Bound	<ul style="list-style-type: none">Outlines of meeting times for each student/family to complete Transformational Learning Plan will be created and followed by Fall 2025

District Name: _____

Reviewer's Name: _____



Phase II Transformational Learning Grant Application Evaluation Rubric

Criteria	Exemplary (5)	Proficient (3)	Developing (1)	<u>SCORE</u>
Evidence of Impact from Previous Transformational Learning Funding	Provides clear, compelling evidence with data, examples, and stakeholder engagement.	Provides adequate evidence with some examples and limited data.	Lacks clear evidence or provides only general statements.	
Description of Continued Progress	Detailed plan with clear goals, timelines, roles, and alignment to HB 573 purpose.	Adequate plan with general goals and timelines.	Vague plan with few details or unclear alignment.	
Cost Estimates & Budget	Cost estimates are detailed and aligned with planned activities.	Cost estimates generally align but lack detail.	Cost estimates are unclear or misaligned.	
District Assurances and Documentation	All required names, signatures, and dates are included, signifying district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	Missing a required name, signature, and/or date, making it unclear of the district's understanding of assurances and commitment to implementing a proficiency-based learning system district-wide.	No required names, signatures, and dates are included, signifying the district's lack of understanding of assurances and commitments.	
Clarity & Completeness	Application is clear, well-organized, complete, and on time with all	The application is understandable but may have minor gaps.	The application is unclear or missing key information.	

	required documentation			
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Total Score: _____/25

Evaluator's Comments:

Applicant						Totals	Rank	Budget Requests
Billings	20	19	17	19.5	18	93.5	7	\$787,070.00
Bozeman	21	21	18	19	19	98	5	\$455,310.00
Frenchtown	19	22	16	18	18.5	93.5	7	\$326,595.00
Hamilton	17	21	19	20	19.5	96.5	6	\$500,000.00
Joliet	17	17	16	16.5	16	82.5	10	\$378,238.56
Kalispell	24	22	21	22	22	111	2	\$1,462,000.00
Livingston	19	21	19	21	20	100	4	\$700,000.00
Lockwood	21	19	21	20	21	102	3	\$412,500.00
Missoula	24	23.5	25	20.5	22	115	1	\$697,509.06
Potomac	19.5	19	17	17	18	90.5	8	\$466,048.00
Troy	16	18	17	17.5	18.5	87	9	\$78,000.00

Total Requested **\$6,263,270.62**
Total Available **\$2,307,231.00**

Awardee	Adjusted Budget		Accepted
Missoula	\$697,509.06	Full	YES
Kalispell	\$709,221.94	Partial	YES
Livingston	\$500,000.00	Partial	YES
Lockwood	\$322,500.00	2nd tier	YES
Troy	\$78,000.00	Full	YES
\$2,307,231.00	\$2,307,231.00		