



August 24, 2020

Dear Education Interim Committee Chairman and Members,

The cycle of the first districts funded in transformational learning requires the submission of their annual reports to the Board of Public Education. Per 20-7-1602 (3)(d) MCA, the Board of Public Education is required to report to the Education Interim Committee on the progress made by these districts on or before September 15, 2020. The following eleven districts submitted their report.

- Bigfork Elementary School District
- Bigfork High School District
- Billings Elementary School District
- Billings High School District
- Conrad Elementary School District
- Conrad High School District
- Dawson County High School District
- Evergreen Public School District
- Glendive Elementary School District
- Great Falls High School District
- Plevna K-12 School District

630 teachers benefitted within these funded districts in fiscal year 2020. Each district approached transformational learning differently. These reports highlight and summarize their strategies which included professional development in high leverage teaching strategies, expansion of personalized high school courses, implementation of school safety and antibullying campaigns, one-to-one coaching in lesson building and delivery, and much more. Each district developed their plan and strategies based on what was most important to their district and staff.

While reviewing these documents, please keep in mind that qualified districts reported on their experiences from December 2019 to February 2020. Additionally, due to the unexpected COVID-19 closure of in-person learning in Montana schools, some districts' plans were cut short or modified.

Cheerfully,
Sharyl Allen, Deputy Superintendent



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Bigfork Elementary School
LEA #	0330
Name of Submitter	Matthew Jensen
Email	Mattj@bigfork.k12.mt.us
Phone Number	(406)837-7400
Superintendent's Name	Matthew Jensen
SECTION 2: Funding Info	
Amount Received in Funding	\$66,847.00
Number of Students Served and Grade Levels	595 K-8 Students
Number of Teachers Impacted	41.2 FTE
Increased FTE for following Years	0
SECTION 3: Report Info	
Summary of Strategic Plan	Bigfork Public Schools' strategic plan begins at the School Board level with envisioning how learning can be more personalized for students. Their plan includes growing the skills, talents, and abilities of each child in their district.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> Bigfork school district will work to learn about and implement transformational learning for all students and schools.
Progress Made Toward Objectives	<ul style="list-style-type: none"> Board trainings-6 sessions of 3 hours each boardsmanship workshop Collaborative administrative team training
Covid-19 Impacts and Changes Made to Strategic Plan	No report submitted



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Bigfork High School
LEA #	0330
Name of Submitter	Matthew Jensen
Email	Mattj@bigfork.k12.mt.us
Phone Number	(406)837-7400
Superintendent's Name	Matthew Jensen
SECTION 2: Funding Info	
Amount Received in Funding	\$37,771.80
Number of Students Served and Grade Levels	322 9-12 grade students
Number of Teachers Impacted	23.28 FTE
Increased FTE for following Years	0
SECTION 3: Report Info	
Summary of Strategic Plan	Bigfork Public Schools' strategic plan begins at the School Board level with envisioning how learning can be more personalized for students. Their plan includes growing the skills, talents, and abilities of each child in their district.
Measurable Objectives in Transformational Learning Plan	Bigfork school district will work to learn about and implement transformational learning for all students and schools.
Progress Made Toward Objectives	<ul style="list-style-type: none"> • Board trainings-6 sessions of 3 hours each boardsmanship workshop • Collaborative administrative team training
Covid-19 Impacts and Changes Made to Strategic Plan	No report submitted



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Billings Elementary Schools
LEA #	0965
Name of Submitter	Kim Anthony
Email	anthonyk@billingsschools.org
Phone Number	(406)281-5144
Superintendent's Name	Greg Upham
SECTION 2: Funding Info	
Amount Received in Funding	\$254,732.50
Number of Students Served and Grade Levels	341 elementary school students 205 middle school students
Number of Teachers Impacted	157 FTE
Increased FTE for following Years	83 To train all staff in depth and complexity, not just those teachers who work with the majority of students.
SECTION 3: Report Info	
Summary of Strategic Plan	Billings Elementary Schools look to make their current curriculum and teaching strategies being used for their gifted and talented students accessible to all teachers and students through training in depth, complexity and problem solving.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> To train 157 teachers to utilize content materials by changing tasks to be more rigorous through depth and complexity and problem solving by the end of August 2020. To focus on student growth of high-performing students utilizing transformational learning practices where 80% of our gifted and talented students meet proficiency standards by the end of each school year. To maintain serving 5% of our students who qualify for the gifted and talented program each year.
Progress Made Toward Objectives	<ul style="list-style-type: none"> June 2-5, 2020 Lisa Van Gemert will train up to 157 teachers on the concepts of Depth and Complexity. This year's Quest students' proficiency assessed in May 2020. Spring 2020 identification of gifted and talented students will be finalized for the new school year.

Covid-19 Impacts and Changes Made to Strategic Plan	Gifted Guru Lisa Van Gemert training was canceled in June. Billings school district has now contracted with Corwin Professional Learning Services to train staff in August on John Hattie's visible learning research.
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Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Billings High Schools
LEA #	0966
Name of Submitter	Kim Anthony
Email	anthonyk@billingssschools.org
Phone Number	(406)281-5144
Superintendent's Name	Greg Upham
SECTION 2: Funding Info	
Amount Received in Funding	\$254,732.50
Number of Students Served and Grade Levels	3,800 high school students
Number of Teachers Impacted	157 FTE
Increased FTE for following Years	83 To train all staff in depth and complexity, not just those teachers who work with the majority of students.
SECTION 3: Report Info	
Summary of Strategic Plan	Billings High Schools' strategic plan focuses on training all their advanced placement teachers in depth and complexity strategies.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> To train 157 high school teachers (advanced placement, science, social studies, English teachers in year 1) to utilize content materials by changing tasks to be more rigorous through depth and complexity and problem solving by the end of August 2020. To focus on student growth utilizing transformational learning strategies where our high school students score letter grade C or better on report cards by the end of each school year. Year 1 we will review AP, science, social studies, and English grades of students who are taught by teachers implementing depth and complexity strategies into their lessons.
Progress Made Toward Objectives	<ul style="list-style-type: none"> June 2-5, 2020 Lisa Van Gemert will train up to 157 teachers on the concepts of Depth and Complexity. Implementation begins next school year after our summer 2020 staff professional development.

Covid-19 Impacts and Changes Made to Strategic Plan	Gifted Guru Lisa Van Gemert training was canceled in June. Billings school district has now contracted with Corwin Professional Learning Services to train staff in August on John Hattie's visible learning research.
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Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Conrad Elementary School
LEA Number	0674
Name of Submitter	Sean Beddow
Email	Sean.beddow@conradschools.org
Phone Number	(406)278-5521
Superintendent's Name	Sean Beddow
SECTION 2: Funding Info	
Amount Received in Funding	\$31,476.50
Number of Students Served and Grade Levels	Kindergarten-39 students First- 42 students Second-43 Students Third-39 Students Fourth-33 Students Fifth-34 students Sixth-45 students Seventh-34 students Eighth-46 students
Number of Teachers Impacted	19.4 FTE
Increased FTE for following Years and Justification	8.3 Increasing participating FTE to include our entire primary elementary school (Meadowlark School) and hiring unfilled SPED teacher to help increase transformational learning opportunities for our IDEA qualified students.
SECTION 3: Report Info	
Summary of Strategic Plan	Conrad elementary schools plan to focus on current curriculum to provide more opportunities to personalize and individualize student learning.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> Increasing the number of students participating in individualized, leveled learning plans. Explore creative, innovative means of financial revenues to meet expanding student needs. Adjusting current curriculum and standards to provide the students with multiple opportunities to demonstrate that they have met proficiency standards of the district. Ensure career exploration opportunities are provided on a monthly basis K-12.

Progress Made Toward Objectives	"developing"
Covid-19 Impacts and Changes Made to Strategic Plan	No report submitted



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Conrad High School
LEA Number	0675
Name of Submitter	Sean Beddow
Email	Sean.beddow@conradschools.org
Phone Number	(406)278-5521
Superintendent's Name	Sean Beddow
SECTION 2: Funding Info	
Amount Received in Funding	\$20,406.18
Number of Students Served and Grade Levels	9th Grade-40 10th Grade-37 11th Grade-39 12th Grade-20
Number of Teachers Impacted	12.577 FTE
Increased FTE for following Years	0
SECTION 3: Report Info	
Summary of Strategic Plan	Conrad High School plans to expand their current trades academy by increasing the variety of paths available to their students and the number of students enrolled.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> • 5% increase in dual enrollment participation, 5% increase in internships, OTJ training, and career exploration • Explore creative, innovative means of increasing financial revenues to meet expanding student needs • Organizing current and increasing certification pathways for students enrolled in the Trades Academy with a focus on Health Sciences
Progress Made Toward Objectives	"Developing"
Covid-19 Impacts and Changes Made to Strategic Plan	No report given



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Dawson High School
LEA Number	0207
Name of Submitter	Stephen Schreibeis
Email	schreibeiss@glendiveschools.org
Phone Number	(406)377-5339
Superintendent's Name	Stephen Schreibeis
SECTION 2: Funding Info	
Amount Received in Funding	\$41,373.75
Number of Students Served and Grade Levels	320 students in 9-12 grades
Number of Teachers Impacted	25.5 FTE
Increased FTE for Following Years and Justification	0
SECTION 3: Report Info	
Summary of Strategic Plan	Glendive's transformational learning focus was on behavior and school safety for all students. They contracted and introduced several programs that will support the social and emotional wellbeing of their students.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> • Reduce Problem Behaviors-GPS will reduce bullying by five percentage points each year by training all students and staff in conflict resolution and coping skills with the Golden Rule Ambassadors curriculum, Squabbles (roleplaying game for students), and specific training and evaluation from Jeff Velej, as measured by annual Youth Risk Behavior Survey (YRBS) results. • Improve Student Behavioral Health -GPS will reduce the percentage of students (9-12) reporting serious depression and having had serious thoughts of suicide to below state average by the end of the five-year period by training three staff members to be Link Crew Coordinators and implementing the Link Crew program, as measured by YRBS results. GPS will increase student resiliency by five percentage points each year by implementing a building-specific social-emotional curriculum and the Campus Peace-Building Initiative as measured by the Resiliency Test. • Improve School Climate-GPS will reduce the number of students who report not going to school because they

	<p>by YRBS results, School Voice Survey, or building MTSS survey.</p> <ul style="list-style-type: none"> • GPS will increase student resiliency by five percentage points each year by implementing a building-specific social-emotional curriculum and the Campus Peace-Building Initiative as measured by the Resiliency Test. • Improve School Climate-GPS will reduce the number of students who report not going to school because they feel unsafe by three percentage points per year by training all staff on the ALICE online training program and Safe School Library allowing them to train all students, as measured by YRBS results, School Voice Survey, or building MTSS survey. • GPS will reduce teacher turnover by at least 5% each year by providing enhanced support for new teachers by implementing a mentoring/coaching program, as measured by FTE teacher reports.
Progress Made Toward Objectives	<ul style="list-style-type: none"> • Currently have three schools implementing MTSS, 6-8 (new this year), 3-5 (4th year), K-2 (5th year - last year won Gold Award in MBI). We have sent all schools that have MTSS (K-2, 3-5, and 6-8) school to multiple (Tier I, Tier II, and Tier III) training based on their level of implementation. • Picked the staff that will run the programs and have signed up for the Web training. • Started the Campus Peach-Building Initiative, but are at the beginning stages of gathering information and developing the document. • Purchased the ALICE online training program and additional courses in the Safe School's platform.
Covid-19 Impacts and Changes Made to Strategic Plan	<p>No report submitted</p> <p>*Superintendent Schreibeis has inquired about how to use transformational dollars to move toward personalization of student learning through the use of 1-to-1 devices and individualized curriculum. Distance learning in spring of 2020 has expedited this initiative for his school district.</p>



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Glendive Elementary Schools
LEA Number	0206
Name of Submitter	Stephen Schreibeis
Email	schreibeiss@glendiveschools.org
Phone Number	(406)377-5339
SECTION 2: Funding Info	
Amount Received in Funding	\$109,518.75
Number of Students Served and Grade Levels	880 Students K-8
Number of Teachers Impacted	67.5 FTE
Increased FTE for following Years and Justification	0
SECTION 3: Report Info	
Summary of Strategic Plan	Glendive's transformational learning focus was on behavior and school safety for all students. They contracted and introduced several programs that will support the social and emotional wellbeing of their students.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> • Reduce Problem Behaviors-GPS will reduce disruptive behavior by 10% each year by training staff and providing technical assistance for building MTSS Teams, as measured by the number of documented Disorderly Conduct, Insubordination, Fighting, and Physical Altercation events. • GPS will reduce bullying by five percentage points each year by training all students and staff in conflict resolution and coping skills with the Golden Rule Ambassadors curriculum, Squabbles (roleplaying game for students), and specific training and evaluation from Jeff Veley, as measured by annual Youth Risk Behavior Survey (YRBS) results, School Voice Survey, or building MTSS survey. • Improve Student Behavioral Health-GPS will reduce the percentage of students (6-8) reporting serious depression and having had serious thoughts of suicide to below state average by the end of the five-year period by training three staff members to be Web Coordinators at the Middle School and implementing the Web program, as measured

	<p>feel unsafe by three percentage points per year by training all staff on the ALICE online training program and Safe School Library allowing them to train all students, as measured by YRBS results.</p> <ul style="list-style-type: none"> • GPS will reduce teacher turnover by at least 5% each year by providing enhanced support for new teachers by implementing a mentoring/coaching program, as measured by FTE teacher reports.
Progress Made Toward Objectives	<ul style="list-style-type: none"> • DHS has rolled out Golden Rule Ambassadors curriculum with Jeff Veley (Social Aggression and Resiliency expert) on-site for 4 days. • Identified staff members who will run the Link Crew Program. • Purchased ALICE online training program and additional courses in Safe School's platform.
Covid-19 Impacts and Changes Made to Strategic Plan	<p>No report submitted</p> <p>*Superintendent Schreibeis has inquired about how to use transformational dollars to move toward personalization of student learning through the use of 1-to-1 devices and individualized curriculum. Distance learning in spring of 2020 has expedited this initiative for his school district.</p>



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Evergreen School District
LEA #	0339
Name of Submitter	Laurie Barron
Email	lbarron@evergreensd50.com
Phone Number	(406)751-1111
Superintendent's Name	Laurie Barron
SECTION 2: Funding Info	
Amount Received in Funding	\$94,105.00
Number of Students Served and Grade Levels	Approximately 704 students, grades PK-8
Number of Teachers Impacted	58 teachers
Increased FTE for following Years	0
SECTION 3: Report Info	
Summary of Strategic Plan	Evergreen School District used transformational dollars to provide in-depth professional development to their teachers in the field of personalized learning, using a collaborative and mentoring model.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> • District-wide support for ongoing, sustainable professional learning for personalized learning. • School-wide support for personalized school learning environments • Teacher support for personalized classroom learning environments
Progress Made Toward Objectives	<ul style="list-style-type: none"> • Yearly professional learning focus • Yearly design studio and coaching (voluntary teachers each year) • Teacher applying for specific individualized learning tools and support
Covid-19 Impacts and Changes Made to Strategic Plan	No report submitted



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Great Falls Public Schools
LEA #	0099
Name of Submitter	Heather Hoyer
Email	Heather_hoyer@gfps.k12.mt.us
Phone Number	(406) 268-6008
Superintendent's Name	Thomas Moore
SECTION 2: Funding Info	
Amount Received in Funding	\$105,462.50
Number of Students Served and Grade Levels	267 students 9-12+ at Paris Gibson Education Center 150+ students 9-12 at Great Falls High and Charles Russel High School
Number of Teachers Impacted	65 FTE
Increased FTE for Following Years	0
SECTION 3: Report Info	
Summary of Strategic Plan	Great Falls Public Schools' strategic plan included providing more career and technical learning opportunities for their students, with a focus on CTE explorations. They also collaborated to develop and introduce a universal Credit Earned Slip for their high school students.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> • Upon completion of the 2019-2020 grant cycle, GFPS will standardize documentation strategies across the two traditional high schools and PGEC learning center, and produce a universal Credit Earned Slip and documentation processes in the district data warehouse, to be used 100% of the time for students using transformational credit opportunities. • Upon the completion of the 2019-2020 summer semester, GFPS will offer credit opportunities in the field of CTE internships at multiple partner locations to include medical, IT and child care fields. • Upon completion of the 2019-2020 school year, GFPS will increase their credit-bearing intern/externship and job shadow enrollment by 10%, and increase enrollment in CTE internships by 10% for the 2020-2021 school year (annual enrollment measured in March of 2020).

	<ul style="list-style-type: none"> • For the remainder of the 2019-2020 school year, GFPS will work with community partners to support student transportation to off-site, career internships and work experiences, 10 times a week, by providing a school-based ride facilitator.
Progress Made Toward Objectives	<ul style="list-style-type: none"> • Universal Credit Earned Slip collaboratively designed and approved • Universal Transformation Learning Plan documentation process collaboratively designed and approved • CTE committee meeting held, summer planning work in progress. Designed to roll out, summer session of 2020. Committee chair and facilitation by Mark Yaeger (district career pathways advisor). • Credit-bearing baseline data (June 2019): 60 Internships, 106 job shadows Semester 2 (January 2020 - present): 100 Internships, 109 job shadows (second semester dependent, this is the minimum experience) • Hiring of Ride-Volunteer Facilitator through community involvement.
Covid-19 Impacts and Changes Made to Strategic Plan	No report submitted



Transformational Learning Grant Annual Report Summary FY 2020

SECTION 1: District Info	
District Name	Plevna School District
LEA #	0256
Name of Submitter	Nick Schumacher
Email	nschumacher@plevna.k12.mt.us
Phone Number	(406)772-5666
Superintendent's Name	Nick Schumacher
SECTION 2: Funding Info	
Amount Received in Funding	\$6,084.38
Number of Students Served and Grade Levels	62
Number of Teachers Impacted	3.75 FTE
Increased FTE for following Years	0
SECTION 3: Report Info	
Summary of Strategic Plan	Plevna's transformational learning plan allows for students to learn at their own pace and in an environment that is best suited for them. It allows for teachers and the district to individualize learning for students.
Measurable Objectives in Transformational Learning Plan	<ul style="list-style-type: none"> The Measurable Objective for the Plevna School District's Transformational learning plan is based on a student's personal growth as indicated on state, district, and classroom assessments.
Progress Made Toward Objectives	<ul style="list-style-type: none"> Thus far this school year, 62 students of the Plevna School District have participated in the Transformational Learning Program. We are excited to share that the transformational learning program has been an incredible success. 91% of students using the Transformational Learning Program have experienced growth in their targeted area. We expect 100% of our students will demonstrate growth through the program by the end of the school year.
Covid-19 Impacts and Changes Made to Strategic Plan	Transformational learning plan set a solid foundation for distance learning and teaching for students and staff. Plevna plans to use what they learned through distance learning in the

	spring to help support and strengthen their transformational learning strategic plan in the following years.
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