

Montana Board of Public Education

Public Charter School Application

September 2023

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INTRODUCTION

HB 549 (2023) authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana’s education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

Applicants are strongly encouraged to review all information and resources available on the Board’s webpage under the Public Charter School tab prior to drafting and submitting a public charter school application.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education’s review of public charter school applications, applicants must submit the application to bpe@mt.gov no later than November 1, 2023. The Board will review the public charter school application, and if completed, will facilitate an interview, and take public comment on the application at the November 15-17, 2023 Board meeting. Final approval of the application will take place at the January 18-19, 2024 Board meeting.

We recognize that this application does not provide the space to fully and accurately respond to each of the questions in the application. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located within the application.

Please note that submitting a public charter school application does not guarantee that a public charter school contract will be granted. Failure to adhere to any requirements may yield a defective application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: New Public Charter under Existing Local School Board _____ New Public Charter District

Name of Public Charter School Corvallis Gifted Learning Charter

Local school district in which the public charter school will be physically located: _____

Corvallis School District #1

Contact Information for the Governing Board Chair

Contact Person: Dan Wolsky Board Chair
Name Title

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Telephone Number: 406 - 381-2104

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PUBLIC CHARTER APPLICATION

Name of Public Charter School: Corvallis Gifted Learning Charter

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

Opening Date: 9-3-24 Public Charter Term Length: 5 Years

Grades to be served: K-12

Minimum Enrollment Per Year: 190 Planned Enrollment Per Year: 189 average

Maximum Enrollment Per Year: 218

For each year of the public charter term, indicate the number of students the public charter school plan to serve in each grade.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	0	20	13	20	19	9	9	13	22	0	1	23	41	190
Year 2	0	20	20	13	20	19	9	9	13	22	0	1	23	172
Year 3	0	20	20	21	14	21	20	9	9	14	23	0	1	171
Year 4	0	20	20	21	21	14	21	20	10	10	14	23	0	194
Year 5	0	20	20	21	21	22	14	22	21	10	10	14	24	218

ACADEMIC PROGRAM

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

The Corvallis Gifted Learning Charter's (CGLC) educational program is built on the understanding that there is an established need for a charter school in Corvallis focusing on our gifted students. As with many schools in Montana, Corvallis has a large population of high achieving students. These students flourish when education is individualized to their unique needs. Our gifted and talented students will be provided unique instructional opportunities that challenge and motivate their intellectual capabilities, ensuring all the needs of its students are met. Our Charter will create a K-12 program that supports parent choice and the unique skills of our most gifted students. This Charter will provide an educational opportunity, with its focus on gifted and highly intelligent students, that students would not otherwise receive at the traditional school they are zoned to attend in the Corvallis School District. It will also attract students from communities that have been disconnected from the public-school community for the last 50 years, as evidenced by their current participation in the planning of the charter in recent months.

We currently support full time educators (K-12) who focus on curriculum and lessons that promote vertical and horizontal components in science, technology, engineering, art, and math (STEAM). Our current Gifted and Talented program will be the foundation for the CGLC that provides our school community with educational opportunities that align with our strategic plan (Exhibit A), and the Board of Trustee's vision for our families. Moreover, we have set high standards and a vetting process beginning in kindergarten using data from DIBLES, and MAPS scores to isolate and select students who can handle the rigor of our K-12 curriculum.

CGLC students will receive on-going differentiated instruction that is planned and embedded in the core curriculum. In order to more fully meet the unique educational needs of gifted and high ability students, CGLC will offer program options which may look different in each respective school.

These options may include but not limited to:

- Single-subject acceleration
- Whole grade acceleration
- Curriculum compacting
- Differentiated Instruction
- Independent or small group research/study
- Flexible grouping
- Cluster Grouping
- Small group pull-out
- Student Conferences
- Assistance with social and emotional needs
- Mentorships as needed and when available.
- Advanced Placement classes for Honors and upper-level course work
- Dual Credit Advanced Opportunities
- Clubs and Activities in a variety of interest areas (i.e. Flagship, DECA, Speech and Debate, Robotics, Key Club)
- Advanced competitions

We believe the results from CGLC will be remarkable. Moreover, the CGLC is of the highest academic quality possible. We have aligned our strategic plan to encompass our Charter School vision in order to ensure academic quality and solidify success for the future. Please see Strategic Plan (Exhibit A).

2. Identify the targeted student population and the community the public charter school proposes to serve.

The CGLC will target students who have identified as high achieving. Each student is tested as they enroll in the Corvallis School District and will be placed in the CGLC if their scores support the placement. Specifically, the identification process and referral system includes teacher, parent, peer, or self-nomination. In addition, the following criteria may indicate abilities targeted in the CGLC program:

1. Teacher evaluation based upon GT Evaluation Scale (places in top 25% in at least two criteria in the number matrix by teacher)
2. Parent evaluation based upon GT Evaluation Scale (places in top 25% in at least two criteria in the number matrix by parent)
3. Student AND/OR parent interview
4. Creative planned experiences portfolio

5. Qualifying test score

Primary School Qualifying Test Score

- MAT (Matrix Analogy Test) 8th or 9th stanine
- TCS (Test of Cognitive Skills) 8th or 9th stanine overall
- Woodcock Johnson test in reading and math
- Achievement Test Benchmarks

Middle School Qualifying Test Score

- MAT (Matrix Analogy Test) 8th or 9th stanine
- TCS (Test of Cognitive Skills) 8th or 9th stanine overall
- SAT Critical Reading score of 510 or above
- SAT Math score of 480 or above
- PSAT Critical Reading score of 50 or above
- PSAT Math score of 46 or above
- Achievement Test Benchmarks

High School - Students new to the district in grades 9-12 may be identified by one or more of the following:

- ITED: composite 9th stanine
- PSAT
- 9th grade: critical reading, math, or writing (any 1) 60+ OR selection index (CR+M+W) 174+
- 10th grade: critical reading, math, writing (any 2) 60+ OR selection index (CR+M+W) 177+
- 11th grade: critical reading, math, and writing 60+ OR selection index. (CR+M+W) 180
- ACT: composite 29+
- SAT: 1300+ or 1950+

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Student enrollment for the 24-25 school year will start in the Spring of 2024. At this time only students who are residents in the Corvallis School District may enroll with the program and we do not feel we will have a need for recruitment or lottery procedures. The Corvallis School District has already identified 190 students who qualify for the CGLC and expect that number to remain fairly stable over the next five years. If CGLC enrollment rises more quickly than projected on page one of this application and/or the administration finds increased enrollment could impact student instruction, the administration will institute a lottery driven enrollment process ensuring all in-district students have an equal opportunity to attend CGLC.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis. The CGLC provides a high quality, healthy and positive learning climate by having highly skilled educators and incorporating time tested educational materials that promote these values in each classroom. In addition, CGLC fits the Corvallis School District's strategic plan (Exhibit A) and the vision of the Board of Trustees and our school community.

Below are highlights from the K-12 academic program.

English VIII - Advanced Placement English Language and Composition

(pre req: one year of honors English, summer reading assignment, summer take-home mock AP exam, essay response test, parental sign-off)

Full year

Credit: 1

The one-credit year-long AP Language and Composition course introduces students to the wide variety of writing forms they will encounter and use in college. It is not a literature class in the traditional sense: we will not be reading much fiction, nor will we write poetry and short stories. The emphasis of this class is the essay in its variety of forms, purposes, subjects and audiences. While this genre may not have as glamorous a reputation as its cousins, it is an art form that requires just as much finesse and allows just as much room to develop one's own voice. Being successful with this genre opens many doors elsewhere.

Students begin their college careers with an entry-level composition course that prepares them for the expository, analytical and argumentative writing they will encounter in their course of studies and beyond. The AP Language and Composition class provides an opportunity for skilled students to have that experience in high school. Those who take the AP Language and Composition Exam in May and score a 3.0 may receive college credit for entry-level writing or rhetoric courses at many colleges.

English VIII - Advanced Placement English Literature and Composition

(pre req: summer reading assignment, essay response test, parental sign-off)

Full year

Credit:

This one-credit year-long, college level course prepares you for the AP Exam and offers the ability to earn three college credits (if you pass the exam). It is an in-depth examination of some classic literature and is intended to teach close reading skills, analysis of literature, and competent writing about that analysis. The class structure is intended to imitate a college literature course in which the instructor guides the discussion, but the majority of the class is student driven. Students must make a commitment to read all of the literature, be prepared to discuss it, and be willing to write about it. Notes on the literature will be an important part of the grade. Literary selections are of a high reading level and are considered socially relevant and valuable.

AP Calculus AB (M162) (pre req: Pre-Calculus)

Full year

Credit: 1

This course will focus on single variable differential and integral calculus. Students enrolled in this course will be prepared to take the Advanced Placement AB Calculus Exam and seek college credit. The course outline will follow the topics from the College Board Advanced Placement Mathematics Course Description and will include studies of functions, limits, differentiation, applications of differentiation, integration, and applications of integration. Graphing calculator competency is necessary for this course. Students must own or rent from the school a graphing calculator for this course.

AP Calculus BC (pre req: AP Calculus AB)

Full year

Credit: 1

This course will focus on more integration techniques, sequences and series, and using polar, parametric and vector equations. Students enrolled in this course will be prepared to take the Advanced Placement

BC Calculus Exam and seek college credit. The course outline will follow the topics from the College Board Advanced Placement Mathematics Course Description and will include studies of functions, limits, differentiation, applications of differentiation, integration, and applications of integration from Calculus AB as well as new topics of study including integration techniques, infinite series, conics, parametric equations, polar coordinates, and vector-valued functions. Graphing calculator competency is necessary for this course. Students must own or rent from the school a graphing calculator.

Advanced Placement Biology (AP) (pre req: Chemistry)

Elective lab class

Credit: 1

Full year

AP Biology follows the College Board AP curriculum. This is a rigorous, college level course. A significant amount of time working outside of class will be required to master concepts and complete projects. Topics of study include: cell biology, biochemistry, evolution, ecology, genetics, the human body and animal behavior. Students should expect a heavy workload and an excellent learning experience including scientific discussions, laboratory exercises, field trips, and guest speakers. Summer assignment may be required.

AP U.S. History

(pre req: B in 10th grade English and application)

Substitutes for U.S. History

Credit: 1

Full year

AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students' college credit if they take and pass the advanced placement test in the spring. It is a two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

AP United States Government and Politics

Substitutes for PAD

Credit: 1

Full Year

This AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

Assessment:

Standardized Testing will be given to all students each fall, winter, and spring through MAPS, SBAC, Pre ACT and ACT scores. The tests are a comprehensive assessment covering a broad range of objectives in English Language Arts and Math. The Science Criterion Referenced Test is also given to all eighth graders each spring. Test results will be made available to parents.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities

The CGLC program does not anticipate needing or requesting any variances as it complies with all current Montana educational requirements. All our curriculum for CGLC has been vetted and or accredited by the State of Montana and Corvallis School Board of Trustees.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

The instructional design for CGLC is a traditional in-classroom setting wrapped around additional non-traditional supports and learning tools. This allows the learning environment to be whatever is best to help the student excel. All Corvallis School District class sizes are set at 90% of OPI's grade level requirements per the District's Strategic Plan, to ensure teachers have enough bandwidth to support and encourage each student as much as possible.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students.

The CGLC will follow existing Corvallis School District policies and procedures as outlined in Board policy. Specifically, Federal and Montana state law requires the District and in turn the CGLC to identify, locate, and evaluate all children who are residents of the District who may have a disability, may be in need of special education, or may benefit from participation in other federal programs offered by the District.

The Director of Student Support Services coordinates Child Find activities. Child Find activities occur on an ongoing basis in the District. The determination of need and the evaluation for any of these programs can be initiated by the parent or school district.

8. Describe student discipline policies, including those for special education students.

Student interventions and learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practices (RP) may be used informally by individuals. Best practice suggests that a school-wide approach to Restorative Practices should be implemented intentionally and systematically to create culture change and ensure success of all students. Restorative Practices can easily be embedded into a Multi-tiered System of Supports (MTSS) framework. Corvallis School District is already implementing Positive Behavioral Interventions and Supports, and can integrate RP. Our current District policies, procedures, and handbooks are the backbone for data, systems and practices across a hierarchy of supports for all students.

Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.

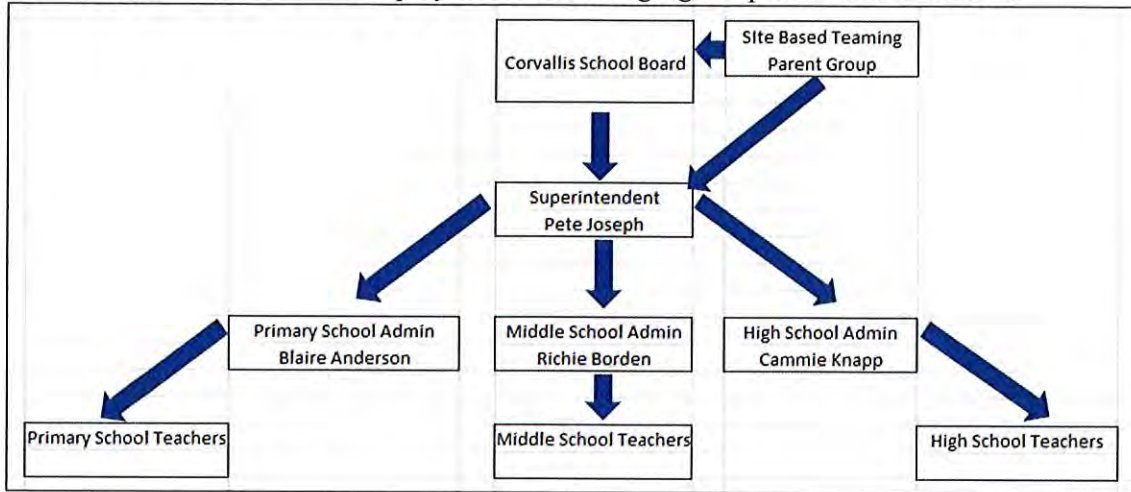
Tier 2: Designed to prevent the development and escalation of problem behaviors for students identified as being at risk for developing chronic behavior problems.

Tier 3: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.

SCHOOL GOVERNANCE

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

9. Describe the public charter school’s organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

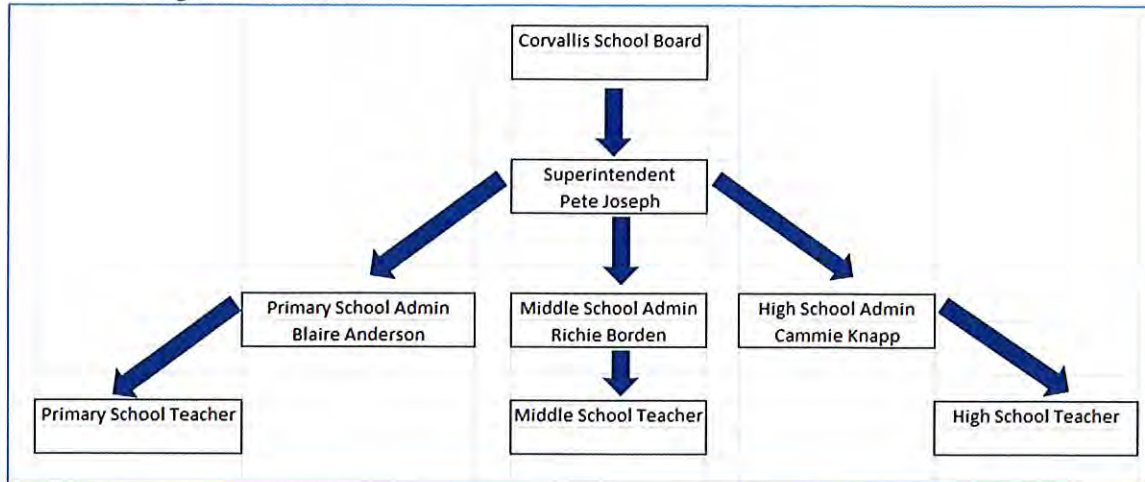


10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The Corvallis School District sits in the heart of the Bitterroot Valley in the unincorporated community of Corvallis. The district has three main buildings: Quentin Brown Primary School (PS - 4), Edna Thomas (5 - 6) and Corvallis Middle School (7 - 8) and Corvallis High School (9 - 12). In the fall of 2022 there were 460 students at the Primary School, 435 at the Middle School and 485 at the High School. Our District has a Superintendent and a Special Services Director. Each of the main buildings has a full-time Principal. Our Primary, Middle and High school each have an Assistant Principal. The High School Assistant is also the Activities Director. The Corvallis School District is governed by a seven-member Board. The Board of Trustees has demonstrated its ability to implement the CGLC plan as outlined in this application by incorporating the vision for the Gifted Pathway in their Strategic Plan (Exhibit A).

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

5 Year Staffing Chart CGLC



12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

The CGLC startup plan is to identify incoming and existing students who are exceptional learners and place them into classes that enhance their existing abilities.

The Superintendent and Principals listed in item 11, will over-see the placement of eligible students into the CGLC appropriate classes. This process is already part of the Corvallis School District program only that the students will now fall under the CGLC umbrella as one cohesive charter school which will allow increased structure of their cohort.

13. Describe the plans for recruiting and developing school leadership and staff.

CGLC will develop and enlist our Board of Trustees, our District Leadership Team, our Site Based Teaming parent group, District Administrative Team, Grade level PLC teams, and use our Building Leadership Teams in order to gain input, solidarity and a vision for the future. GCLC will access the Corvallis School Endowment fund for recruitment, hiring and personnel advancement. Specifically, the District has set up an Endowment program, for which all employees are eligible to apply to providing continuing education expenses, when the District has expressed a specific need for certified staff and it is not able to fill that position through the traditional hiring process. Endowment is a financial incentive to help offset the costs of educational advancement of school employees based on District need. The Endowment will allow the District to attract and retain quality candidates within our District to fill positions and help offset the cost of educational programs and /or training expenses. The District has a moral obligation to help better the lives of our employees, and their families, by providing financial support in return for filling jobs that our School District desires. In return employees shall agree to the below detailed terms of service (for the financial assistance) that is predetermined by a contract between the Board of Trustees and the employee. By creating the endowment, the District can explore funding the endowment with grants, donations, and other resources when appropriate. The endowment can only be accessed with Board approval and a Superintendent recommendation.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

Charlotte Danielson's Framework for Counselors

DOMAIN: Planning and Preparation	DOMAIN: The Environment	DOMAIN: Delivery of Service	DOMAIN: Professional Responsibilities
<p>1a: Demonstrating knowledge of counseling theory and techniques</p> <ul style="list-style-type: none"> • Demonstrates deep and thorough understanding of techniques and theory. 	<p>2a: Creating an environment of respect and rapport.</p> <ul style="list-style-type: none"> • Students seek out counselor for support • Teaches students how to engage in positive interactions / behaviors. 	<p>3a: Assessing student needs</p> <ul style="list-style-type: none"> • Conducts detailed, individualized assessments of student needs 	<p>4a: Reflecting on practice</p> <ul style="list-style-type: none"> • Accurately reflects upon counseling services citing specific examples of unsuccessful and successful strategies • Draws on extensive repertoire to suggest alternative strategies
<p>1b: Demonstrating knowledge of child and adolescent development</p> <ul style="list-style-type: none"> • Shows understanding of typical developmental characteristics of the age group • Understands general patterns to which individual students follow 	<p>2b: Establishing a culture for productive communication</p> <ul style="list-style-type: none"> • Respectful communication with teachers • Respectful communication with students 	<p>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.</p> <ul style="list-style-type: none"> • Helps students formulate academic, personal/social and career plans • Helps teachers formulate academic, personal/social and career plans 	<p>4b: Maintaining records and submitting them in a timely fashion</p> <ul style="list-style-type: none"> • Keeps systematic and efficient records
<p>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</p> <ul style="list-style-type: none"> • Goals are highly appropriate to school and age of students. • Goals have been developed by consulting students, parents and colleagues. 	<p>2c: Managing routines and procedures</p> <ul style="list-style-type: none"> • Routines for the counseling center are seamless • Students assist in routines and procedures 	<p>3c: Using counseling techniques in individual and classroom programs.</p> <ul style="list-style-type: none"> • Uses an extensive range of techniques to help students acquire skills in decision making and problem solving 	<p>4c: Communicating with families</p> <ul style="list-style-type: none"> • Proactive in providing information to families about the counseling program • Uses a variety of communication means
<p>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.</p> <ul style="list-style-type: none"> • Extensive knowledge of governmental regulations and resources for students 	<p>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.</p> <ul style="list-style-type: none"> • Clear standards of conduct for sessions are established • Students contributed to creating standards of conduct 	<p>3d: Brokering resources to meet needs.</p> <ul style="list-style-type: none"> • Finds and utilizes other resources from other programs and agencies to meet individual student needs. • Finds and utilizes resources from within the school to meet individual student needs. 	<p>4d: Participating in a professional community.</p> <ul style="list-style-type: none"> • Makes substantial contributions to school and district events. • Takes on leadership role with colleagues

	<ul style="list-style-type: none"> • Takes a leadership role in maintaining the environment of civility in school. 		
DOMAIN: Planning and Preparation	DOMAIN: The Environment	DOMAIN: Delivery of Service	DOMAIN: Professional Responsibilities
1e: Planning the counseling program, integrated with the regular school program. <ul style="list-style-type: none"> • Plan is highly coherent • Plan supports individual student needs • Plan supports groups of students • Plan supports the broader educational program. 	2e: Organizing physical space. <ul style="list-style-type: none"> • Counseling center is inviting and conducive to the planned activities. • Students have contributed to ideas to physical arrangement. 	3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> • Continually seeks ways to improve the counseling program • Makes changes as needed, to improve the program based on student, parent and teacher input. 	4e: Engaging in professional development. <ul style="list-style-type: none"> • Actively pursues professional development opportunities • Makes substantial contribution to the profession, offering workshops to colleagues
1f: Developing a plan to evaluate the counseling program. <ul style="list-style-type: none"> • Evidence in plan to improve program on an ongoing basis 			4f: Showing professionalism <ul style="list-style-type: none"> • Holds to the highest standards of honesty, integrity and confidentiality • Advocates for students, taking a leadership role with colleagues

15. State the proposed governing bylaws.

The proposed governing bylaws are the Corvallis School District's policies and procedures written by the Kaleva Law Office and the Corvallis School Board, approved October 10, 2023 at the regular board meeting. A link to all the polices is found on the Corvallis School District Website corvallisschools.org, and linked below:

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2070/CSDMD/3530157/Corvallis_new_policy_book_9-13-23.pdf

In addition, below are the Core Values for the Corvallis School District and the CGLC:

INTEGRITY

We value acting in a respectful, honest, trustworthy, responsible and professional manner at all times.

SENSE OF COMMUNITY

We value the community in which we live. We believe that a strong sense of community is important to the success of our students.

A CULTURE OF COLLABORATION

We value collaboration among students, staff, parents and community members. We know that when we all work together, we can accomplish goals that could not be met otherwise.

STUDENTS FIRST

We value our students and believe that we can provide for the needs of each and every student attending our schools.

POSITIVE CLIMATE

We value a positive school environment and believe that our students, staff, parents and community benefit tremendously from a safe, welcoming and supportive environment.

OPEN-MINDEDNESS

We value a culture in which people are open-minded, understand the value of diversity, and do not judge others because of differences in background or opinions.

CORE PURPOSE

The Core Purpose of the Corvallis School District is to achieve excellence in educating the whole child in a safe environment so that students are prepared to succeed in life and become productive members of society.

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

CGLC is not currently anticipating a need for staffing of contracts outside of the Corvallis School District. The mission will be entirely carried out by existing district staff.

17. Provide the proposed calendar and sample daily schedule.

2024 - 2025 SCHOOL YEAR CALENDAR

High School / Middle School		Primary School		PIR Days (No Students)		End of Trimester (Primary)	
1st Quarter Ends	November 6 (46 Days)	1st Trimester Ends	November 20 (58 Days)	Aug. 26-27	Orientation		End of Quarter (MS and HS)
2nd Quarter Ends	January 22 (44 Days)	2nd Trimester Ends	March 5 (59 Days)	Oct 23-24	MEA		No School (Holiday / Break)
3rd Quarter Ends	April 2 (43 Days)	3rd Trimester Ends	June 7 (63 Days)	7-Nov	District Led		Parent Teacher Conferences
4th Quarter Ends	June 11 (47 Days)			2/5/2023	District Led		
MSIHS Parent / Teacher Conferences		Primary Parent / Teacher Conferences		First Day of School		3-Sep	
TBD		November 30 & Dec 14:30-7:30		Last Day of School		11-Jun	
				High School Graduation		4-Jun	

August							September (21 Days)							October (21 Days)							November (17 Days)						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
							1	2	3	4	5	6	7			1	2	3	4							1	
							8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
							15	16	17	18	19	20	21	12	13	14	5	16	17	18	8	9	10	11	12	13	14
							22	23	24	25	26	27	28	19	20	21	22	23	24	25	15	16	17	18	19	20	21
							29	30	31					26	27	28	29	30	31	22	23	24	25	26	27	28	
																					29	30					
Aug. 26-27 PIR No School for Students Aug. 28-30 No School							Sept. 2 No School Sept. 3 First day with students							Oct. 23-24 PIR No School for students							Nov. 7 PIR No School for Students Nov. 25-27 No School						

December (17 Days)							January (18 Days)							February (18 Days)							March (18 Days)							
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	
						5						1	2			1	2	3	4	5	6							6
							3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	
							10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	
							17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	
							24	25	26	27	28	29	30	28							28	29	30	31				
							31																					
Dec. 23-31 No School							Jan. 1 No School Jan. 18 No School							Feb. 5 PIR No School for students Feb. 22 No School for students							March 23 - 27 Spring Break No School							

April (21 Days)							May (20 Days)							June (8 Days)						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
						3							1			1	2	3	4	5
							2	3	4	5	6	7	8	6	7	8	9	10	11	12
							8	9	10	11	12	13	14							
							15	16	17	18	19	20	21							
							22	23	24	25	26	27	28							
							29	30												
April 30 No School							May 30 No School							June 11 Last Day						

Primary School Daily Schedule

Daily Schedule

(Red = Bells ring)

Regular Day

Early-out Day

Morning Recess	8:05 - 8:20am	8:05 - 8:20am
Class Begins for all Students	8:25am	8:25am
Recess for 2nd & 3rd	10:10 - 10:25am	10:10 - 10:25am
Recess for Kg & 1st	10:30 - 10:45am	10:30 - 10:45am
Lunch for 4th	11:15 - 11:35am	11:15 - 11:35am
Lunch for 3rd	11:25 - 11:45am	11:25 - 11:45am
Lunch Recess for 4th	11:35 - 11:55am	11:35 - 11:55am
Lunch for 2nd	11:40am - 12:00pm	11:40am - 12:00pm
Lunch Recess for 3rd	11:45am - 12:10pm	11:45am - 12:10pm
Lunch for 1st	11:50am - 12:10pm	11:50am - 12:10pm
Lunch Recess for 2nd	12:00 - 12:25pm	12:00 - 12:25pm
Lunch Recess for 1st	12:10 - 12:35pm	12:10 - 12:35pm
Lunch for Kg	12:15 - 12:35pm	12:15 - 12:35pm
Lunch Recess for Kg	12:35 - 12:55pm	12:35 - 12:55pm
Recess for 3rd & 4th	1:30 - 1:50pm	1:30 - 1:45pm
Recess for Kg	1:50 - 2:10pm	No recess on Friday
Recess for 1st	1:50 - 2:10pm	No recess on Friday
Recess for 2nd	2:10 - 2:30pm	No recess on Friday
Walker & Drive-thru Students Dismissal	3:05 pm	2:05pm
Bus Students Dismissal	3:15pm	2:15pm

CMS Regular Day Schedule

Period	Time	5th Grade	Period	Time	6th Grade
1	8:25-9:27	E&I	1	8:25-9:27	Core
2	9:30-10:27	Core	2	9:30-10:27	E&I
3	10:30-11:50	Core	3	10:30-11:27	Exploratories
4	11:50-12:10	Recess	4	11:30-11:50	Lunch
	12:10-12:30	Lunch		11:50-12:10	Advisory
5	12:33-1:30	Exploratories		12:10-12:30	Recess
6	1:33-2:30	Core	5	12:33-1:30	Core
7	2:33-3:30	Core	6	1:33-2:30	Core
			7	2:33-3:30	Core
Period	Time	7th Grade	Period	Time	8th Grade
1	8:25-9:27	Core	1	8:25-9:27	Core
2	9:30-10:27	Core	2	9:30-10:27	Core
3	10:30-10:50	Advisory	3	10:30-10:50	Advisory
	10:50-11:10	Lunch		10:50-11:10	Recess
	11:10-11:30	Recess		11:10-11:30	Lunch
4	11:33-12:30	Core	4	11:33-12:30	Core
5	12:33-1:30	Core	5	12:33-1:30	Core
6	1:33-2:30	Exploratories	6	1:33-2:30	Core
7	2:33-3:30	Core	7	2:33-3:30	Exploratories

High School

BELL SCHEDULES

Regular Bell Schedule

Period 1	8:30—10:05
Period 2	10:10—11:50
Lunch	11:50—12:20
Period 3	12:25—1:55
Period 4	2:00—3:30

Early-Out Bell Schedule

Period 1	8:30—9:45
Period 2	9:50—11:05
Period 3	11:10—12:25
Lunch	12:25—12:55
Period 4	1:00—2:20

Late Start Bell Schedule

Period 1	10:30—11:25
Period 2	11:30—12:25
Lunch	12:25 —12:55
Period 3	1:00—2:15
Period 4	2:20—3:30

BUSINESS OPERATIONS

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

18. Describe plans for providing transportation, food service, and all other significant operational ancillary services.

Because CGLC will be incorporated into the overall Corvallis School District existing infrastructure for transportation, food service, and all other significant operational expenses are reflected in the budgetary information on the following pages first for the District as a whole, then for the CGLC specifically.

19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

The Corvallis School District #1 currently has many robust cocurricular and extracurricular programs which are more than adequate enough to support all CGLC students needs.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

The CGLC will follow the current Corvallis School District Financial Plan. Including a monthly update to the School Board of the status of the District funds, and the CGLC financial status report. Any significant changes and / or new information in budget and funding are reported out at each Board meeting. The CGLC program funding, expenditures, accounting procedures and controls will be included in the required annual financial and compliance audit district wide audit done by the WIPFLI Audit Firm each year and reported out to the Board and the OPI once it is complete.

21. Describe the insurance coverage that will be obtained.

The program will be insured along with the Corvallis School District's other schools using the Montana Schools Property Liability Insurance Program (MSPLIP) which is a Montana based school consortia, and with Liberty Mutual Insurance as their stop loss carrier.

22. Describe the startup and five-year budgets with clearly stated assumptions.

The first budget presented below is for the entire Corvallis School District in 24-25 as a reference. The enrollment numbers for 24-25 for the district are projected to be 1417, based on the October 2023 count. The second budget presented is for the CGLC only. The CGLC budget is based on actuals from the Corvallis School District 24-25 and the assumptions / basis column listed on the CGLC budget (with enrollment for CGLC projected to be 190 in 24-25) based on current parent participation numbers.

Forecasted 2024-2025 School Year		CORVALLIS SCHOOL DISTRICT #1	
Expected General Fund Budget	\$10,516,590	actual from Opi	\$863,472
Student Enrollment	1417	actual as of 10/23	increase
	Forecasted 24-25		
	Expenses	Change	Reason/Comment
111 ADMINISTRATIVE SALARIES	\$689,209	-\$9,405	2% increase from prior year
112 TEACHER SALARIES	\$4,814,754	\$281,031	Actuals
113 PROFESSIONAL SALARIES	\$508,960	\$28,781	2% increase from prior year
114 TECHNICAL SALARIES	\$413,392	\$12,118	2% increase from prior year
115 CLERICAL / TECH SALARIES	\$292,165	\$8,565	2% increase from prior year
117 AIDES	\$56,698	-\$17,585	2% increase from prior year
118 BUS DRIVER SALARY	\$85,644	\$2,511	2% increase from prior year
120 SUBSTITUTES	\$95,179	\$2,790	2% increase from prior year
121 SUBSTITUTES PROF/ACTIVITIES	\$40,243	\$1,180	2% increase from prior year
123 PROFESSIONAL / OTHER	\$6,237	\$183	2% increase from prior year
125 OFFICE / CLERICAL	\$31,949	\$937	2% increase from prior year
126 SERVICE WORK	\$0	\$0	2% increase from prior year
129 SUMMER HELP	\$17,124	\$502	2% increase from prior year
130 OVERTIME SALARIES	\$31,055	\$910	2% increase from prior year
150 STIPEND	\$292,150	\$8,564	2% increase from prior year
180 SEVERANCE PAY	\$40,783	\$1,196	2% increase from prior year
Salaries Total	\$7,415,544	\$322,277	
250 WORKERS COMPENSATION	\$72,434	\$2,813	2% increase from prior year
260 HEALTH INSURANCE	\$1,089,901	\$21,371	2% increase from prior year
270 LIFE INSURANCE	\$30,180	\$592	2% increase from prior year
280 OTHER EMPLOYERS BENEFITS	\$0	\$0	2% increase from prior year
Benefits Total	\$1,192,515	\$24,775	
320 PROFESSIONAL ED. SERVICES	\$334,434	\$334,209	online platforms actual
330 CONTRACTED SERVICES	\$70,408	\$12,538	2% increase from prior year
340 OTHER PROFESSIONAL SERVICES	\$174,444	\$7,754	2% increase from prior year
350 CONTRACTED SERVICES CO-OP	\$31,016	\$30,616	2% increase from prior year
355 TECH. COMPUTER SERVICES	\$0	\$0	2% increase from prior year
Other Prof. Svs Total	\$610,303	\$385,117	
411 NATURAL GAS	\$93,045	\$8,650	5% increase from prior year
412 ELECTRICITY	\$194,390	\$18,073	5% increase from prior year
421 WATER/SEWER	\$9,858	\$917	5% increase from prior year
431 DISPOSAL	\$35,085	\$3,262	5% increase from prior year
440 REPAIR/MAIN/PARTS	\$68,617	\$6,379	5% increase from prior year
450 RENTAL	\$0	\$0	5% increase from prior year
455 TECH REPAIRS/MAINTENANCE	\$0	\$0	5% increase from prior year
Facilities Total	\$400,996	\$37,281	
520 INSURANCE - DISTRICT	\$127,657	\$16,901	2% increase from prior year
531 TELEPHONE	\$44,064	\$27,290	2% increase from prior year
532 POSTAGE	\$10,053	\$71,597	2% increase from prior year
535 TECHNOLOGY COMMS. LICENSE	\$54,603	\$2,120	2% increase from prior year
540 ADVERTISING	\$3,305	\$128	2% increase from prior year
550 COPIES/PRINTING	\$0	\$0	2% increase from prior year
560 TUITION	\$0	\$0	2% increase from prior year
582 TRAVEL/INSERVICE	\$92,486	\$23,199	2% increase from prior year
590 CONTINGENCY	\$0	\$0	2% increase from prior year
Other Services Total	\$332,168	\$141,237	
600 PHOTO COPY EXPENSES/DIST.	\$112	\$4	2% increase from prior year
610 SUPPLIES	\$297,946	\$11,570	2% increase from prior year
612 DIST. WIDE PAPER SUPPLY	\$8,323	\$8,323	2% increase from prior year
624 VEHICLE FUEL	\$5,096	\$885	10% increase from prior year
640 BOOKS	\$10,189	\$396	2% increase from prior year
645 ONLINE TEXT BOOKS	\$0	\$0	2% increase from prior year
650 PERIODICALS	\$1,607	\$62	2% increase from prior year
660 MINOR EQUIPMENT	\$30,845	\$1,198	2% increase from prior year
681 COMPUTER SOFTWARE	\$19,071	\$741	2% increase from prior year
682 TECHNOLOGY SUPPLIES	\$53,444	\$2,075	2% increase from prior year
Supplies Total	\$426,633	\$25,253	
710 LAND	\$0	\$0	2% increase from prior year
720 NEW BUILDING	\$0	\$0	2% increase from prior year
725 MAJOR CONSTR. SERVICES	\$0	\$0	2% increase from prior year
730 NEW EQUIPMENT	\$22,489	\$441	2% increase from prior year
731 AGREEMENTS	\$10,571	\$207	2% increase from prior year
740 BUS PURCHASE	\$0	\$0	2% increase from prior year
780 COMPUTER HARDWARE	\$0	\$0	2% increase from prior year
Purchases Total	\$33,060	\$648	
810 DUES/FEES	\$20,458	\$401	2% increase from prior year
840 PRINCIPAL	\$0	\$0	2% increase from prior year
850 INTEREST	\$0	\$0	2% increase from prior year
Fees Total	\$20,458	\$401	
Total GF spending	\$10,431,676		

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

INCOME		24-25	25-26	26-27	27-28	28-29
Income	HB 549	\$515,000	\$515,000	\$515,000	\$515,000	\$515,000
Income	Per pupil income per opi calculator for ANB 24-25 + 2% per year	\$875,797	\$893,313	\$911,179	\$929,403	\$947,991
Income	Per OPI State GATE Grant Bi-Annual		\$14,646		\$14,646	
Income	Per pupil income per transportation revenue 24-25 + 2% per year	\$127,317	\$129,864	\$132,461	\$135,110	\$137,812
Income	Per pupil income per food service revenue 24-25 + 2% per year	\$66,403	\$67,731	\$69,086	\$70,468	\$71,877
Income	Endowment/Fund Raising	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
Total income		\$1,609,518	\$1,650,554	\$1,662,726	\$1,704,627	\$1,717,680
24-25	Remaining Revenue - Expenses	\$20,003	\$31,895	\$13,376	\$23,930	\$4,968

If OPI funds HB 549 for Charter Schools in September of 2024 the cash flow would be fully sustainable immediately after the deposit into the District funds via the County. If this is not the case the district has other funding sources available including reserve funds for use until the OPI sends the promised funding during the 24-25 school year.

24. Describe anticipated fundraising contributions and evidence, if applicable.

The CGLC Endowment will be created to assist with any additional funding needed by the school. CGLC will do everything possible to allow for donations to be part of the State Tax Credit process beginning in 2024. The estimated donation income is included above in item 23.

25. Describe the facilities plan, including backup or contingency plans.

The Corvallis School District facilities already service the number of students estimated to be in attendance throughout the District, with no overcrowding. There will not be the need for additional facilities to operate the CGLC.

COMMUNITY SUPPORT AND NEED

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

26. Describe the specific evidence of significant community support.

We are building a vision of excellence and success for the future. CGLC will incorporate all of our formal and informal groups that are associated with our community. We will develop and enlist our Board of Trustees, our District Leadership Team, our Site Based Teaming parent group, District Administrative Team, Grade level PLC teams at each school, and use our Building Leadership Teams in order to gain input, solidarity and a vision for the future.

27. Describe the opportunities and expectations for parent involvement.

Parents will be connected with all school functions and have access to extracurricular and cocurricular activities. Access to facilities and district resources for special needs and direct instruction for every student. We will be providing quarterly surveys via the infinite campus portal for parent feedback.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school. N/A
2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education. N/A
3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed. N/A
4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team. N/A

Required school district signatures:

Board Chair Name: Dan Wolby

Board Chair Signature: [Signature] Date: 10/24/23

Superintendent Name: Pete Joseph

Superintendent Signature: [Signature] Date: 10/24/23

Questions? Contact bpe@mt.gov



Corvallis School District
1151 Eastside Highway
Corvallis, MT 59828

Strategic Plan 2023

Adopted August 8th, 2023

The Corvallis School District sits in the heart of the Bitterroot Valley in the unincorporated community of Corvallis. The district has three main buildings: Quentin Brown Primary School (PS - 4), Edna Thomas (5 - 6) and Corvallis Middle School (7 - 8) and Corvallis High School (9 - 12). In the fall of 2022 there were 460 students at the primary school, 435 at the middle school and 485 at the high school. Our district has a superintendent and a special services director. Each of the main buildings has a full time principal. Our primary, middle and high school each have an assistant principal. The high school assistant is also the activities director. The Corvallis School District is governed by a seven member board.

Free and reduced priced meals are an indicator of community income levels. In 2022 the free and reduced percentages were: 39% for the entire district (42% K-4, 41% 5-6, 42% 7-8, 33% 9-12). From March of 2020 to June of 2022 all students were universal free with covid-19 support to communities. In the fall 2022 free and reduced are at an all time low of 26% for the entire district (30% K-4, 27% 5-6, 24% 7-8, 23% 9-12)

About 15% of our students are identified as IDEA eligible and receive special services. Currently only two students in our district have English as a second language.

The student population is predominantly white, non Hispanic.

All of our schools meet accreditation standards that are set by the Montana Board of Public Education.

In the spring of 2023, Corvallis School District underwent a System Wide Cognia review process. The report showed numerous areas in which the district Meets Expectations while the remaining areas fell in Emerging. An area where we Exceeded Expectations on the report was "Leaders Engage stakeholders to support the achievement of the system's purpose and direction". Cognia identified four priority areas for improvement. The School Board revised the District Strategic Plan based upon these priority areas:

- High Expectations for student performance and development of higher order thinking skills*
- Development of systemic, data-driven instructional strategies*
- Supervision and Evaluation procedures to improve instructional practices and student outcomes*
- Professional Development opportunities that link directly to student outcomes*

In May of 2016 the district was unsuccessful running a general fund levy with 54.5% against. In November of 2017 the district ran a building reserve levy to purchase land and buildings on an adjacent property. The purchase was approved by 65.6% of the voters. The district is currently working on a long-term plan to determine the needs of our facilities. In May of 2023 the district ran an Operations Levy and it failed by 60%. However the Board of Trustees in the Spring of 2023 successfully created an Endowment to help fund district needs and support school personnel as a possible revenue source for the future

Corvallis School District participates in state mandated testing, SBAC (reading and math) and MSA Montana Science Assessment (science 5 & 8) as well as implementing its own testing using NWEA MAP Growth testing. In addition to this, the primary school

uses DIBELS as an early intervention. The ACT is given to all high school juniors and starting in Spring 2023, sophomores are given the PreACT.

Graduation rates in Corvallis are high with 97.78% of students graduating in the spring of 2022 as compared to 85.78% statewide.

Graduation rates for Corvallis have been over 95% for the past five years. The juniors take the ACT in the spring. In 2022 our composite score was 18.6 with math being our strength with 19.2 (36 being highest score possible). Our writing score was a 6.2 (12 being highest writing score possible). In 2022 the state average composite score was 18.1 with math being the highest at 18.5 and writing was 6.0. ACT scores have decreased for the past three years with composite scores of 19.3 in 2021 and 19.5 in 2019. No scores were reported in 2020 due to pandemic and school closure. Typically each year, reading is the highest score, until the last two years, when mathematics has scored highest.

We offer a wide range of classes to address student needs. At the high school level, career technical courses include: accounting, computer technology, business accounting, marketing & entrepreneurship, personal finance, street law, CAD, DIY, small engines, blacksmithing, welding, woods, ag leadership, ag project science, ag vet science, intro to agriculture and ag food science. Fine arts classes include: choir, band, orchestra, percussion ensemble, music tech, guitar, musical theater, ceramics, art foundations, and advanced art. In addition to regular core classes, we also offer many honors and dual-enrollment courses. Our award winning Classroom Without Walls course gives students an opportunity to participate in project work. At the middle school students are exposed to a variety of exploratory classes. These include: band, choir, orchestra, health enhancement, music exploration, outdoor education and recreation, STEAM labs, French, art, tech, and Native American studies.

We also offer rich and diverse extra-and co-curricular opportunities to our students. These offerings are designed to enrich and expand students' areas of interest while at

the same time offering experiences in cooperative ventures, fair play, and doing one's best. Offerings include: Marching and Pep Bands, Classroom Without Walls, Driver's Education, Interact Club, National Honor Society, Future Farmers of America, National Junior Honor Society, Science Olympiad, Boys/Girls State, Student Council, Spelling Bee, National Geographic Bee, Clay Club, Speech and Drama, Basketball, Baseball, Cheerleading, Cross-Country, Football, Golf, Soccer, Softball, Tennis, Track, Volleyball, and Wrestling.

At the Primary School level, every student is taught language arts, math, science, and social studies within their grade level content. We also provide students with a variety of speciality classes such as: STEAM, Health Enhancement, Music, Library, and Guidance Counseling lessons. Students attend each of the speciality classes weekly. We provide Title One, Special Education, Gifted and Talented, CSCT, and an Academic Coach to those students who qualify.

Corvallis has a gifted program that offers enrichment activities and accelerated classes to students. Two teachers support the middle school and primary school. The district also uses 21st Century Grant money to provide an after-school tutoring program for high needs middle school students.

With the ever-changing landscape of technology, it is imperative for the district to stay up-to-date with the latest advancements in technology to provide the best possible learning environment for our students and teachers. We are committed to ensuring that our district has the necessary resources to meet the evolving needs of our educational community.

Currently, the district has approximately 1600 Chromebooks and 278 tablets deployed, which are essential tools for our students to access online learning materials and educational software. In addition, we have 3 computer labs with a specific purpose, which are essential for our students to learn important skills such as Business, AutoCAD, Mac Art and Design and PC Art and Design. All teachers have a computer

and projector or interactive display in their classroom, which allows them to provide engaging and interactive lessons for their students.

However, we recognize that technology needs are constantly evolving and we need to keep pace with these changes. As such, the district is committed to regularly upgrading the infrastructure and security to meet the needs of the district. This includes upgrading network infrastructure, such as switches and access points, to support faster speeds and higher bandwidth, as well as investing in cloud-based software and applications to enhance remote learning capabilities.

To ensure that the district is meeting the technology needs of our students and teachers, we will continue to assess our current technology infrastructure and make necessary adjustments as needed. The technology department will work closely with school administrators and educators to identify areas where technology can be leveraged to improve student outcomes and provide a more engaging learning experience.

Overall, we are committed to providing our students and teachers with the best possible technology resources and infrastructure to support their educational goals. With a strategic plan in place, we can ensure that our technology investments are aligned with our educational mission and are helping to drive positive outcomes for our students.



Core Purpose of the Corvallis School District

The Core Purpose of the Corvallis School District is to achieve excellence in educating the whole child in a safe environment so that students are prepared to succeed in life and become productive members of society.

Core Values of the Corvallis School District

Integrity

We value acting in a respectful, honest, trustworthy, responsible and professional manner at all times.

Sense of Community

We value the community in which we live. We believe that a strong sense of community is important to the success of our students.

A Culture of Collaboration

We value collaboration among students, staff, parents and community members. We know that when we all work together, we can accomplish goals that could not be met otherwise.

Students First

We value our students and believe that we can provide for the needs of each and every student attending our schools.

Positive Climate

We value a positive school environment and believe that our students, staff, parents and community benefit tremendously from a safe, welcoming and supportive environment.

Open-mindedness

We value a culture in which people are open-minded, understand the value of diversity, and do not judge others because of differences in background or opinions.

Description of Five-Year Development Process

In 2002 a Five-year Plan committee was established. The committee meets yearly to review and document progress on the goals of the district. In 2014-2015 the plan was updated with new goals. In 2018-2019 the committee reconvened to work on new goals to align to the newly adopted Strategic Plan that addresses the AdvancED priorities. The most current revision occurred in 2023 after the district was reviewed by Cognia (formerly AdvancED).

The committee consists of: the superintendent, special services director, and building principals. Consultation of the plan will include parent groups (Site Based Teaming) lead teachers (DLT) and selected student groups.

Focus Areas / Goals: Strategic Plan

Focus Area / Goal #1 Academics

The Corvallis School District's academic programming will promote student learning through a rigorous curriculum, high standards, effective instruction strategies and meaningful assessments that are based on data research.

The Corvallis School District will provide programming and services that ensure our students are prepared for the next step in life when they exit our system. In addition to having a strong academic program, we will promote the importance of citizenship, character, positive attitudes and hard work.

Intended outcome:

Academic programming promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments based on data and research.

Programs and services ensure that our students are prepared for post-secondary opportunities by providing diverse academic programming, promoting and modeling the importance of citizenship, character, positive attitudes, higher-order thinking skills and hard work.

ACTION PLAN:

We will establish a College & Career Readiness for transformational learning (School To Work), provide skill development through meaningful informational text, and continue to review and interpret test scores.

Measurement tool linked to intended outcome:

- By the end of 2028 ACT Composite scores will increase to 22, with sub group scores of Math > 22, English > 20, and Science > 23.
- By the end of 2028 K-9 NWEA scores will reflect 70% proficiency for 50% of the grade level from end of year Fall to Spring RIT scores.
 - K-4 increase RIT scores by 3 points
 - 5-8 increase RIT scores by 2.5 points
 - 9 increase RIT scores by 2 points
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

- Transformational Learning Outcomes will be based on fall and spring ELEOT observations
- **Grade level enrollment will be maintained at 90% capacity of State Accreditation Standards set by OPI and the Board of Public Education.**

Focus Area / Goal #2 Behavior

The Corvallis School District will promote a school climate that is positive and welcoming to students, staff, parents and community. By providing numerous pathways and alternative placements it is the intent of Corvallis School District #1 to improve student behavior by meeting every student's needs.

Intended Outcome:

Student interventions and providing transformational learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practices (RP) may be used informally by individuals, best practice suggests that a school-wide approach to Restorative Practices should be implemented intentionally and systematically to create culture change and ensure success of all students. Restorative Practices can easily be embedded into a Multi-tiered System of Supports (MTSS) framework. Corvallis School District #1 is already implementing Positive Behavioral Interventions and Supports, and can integrate RP. Our current district policies, procedures, and handbooks are the backbone for data, systems and practices across a hierarchy of supports for all students.

1. Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.
2. Tier 2: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
3. Tier 3: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.

ACTION PLAN:

We will use behavioral interventions and attendance data to improve school involvement by our entire school community.

Measurement tool linked to intended outcome:

- By the end of 2028 quarterly attendance rates will be at 95% for K-12th grades.

- By the end of 2028 Extra-Curricular Program, Athletics and Activities rates will be at 75% for K-12th grades.
- By the end of 2028 discipline office referrals will decrease by 10%.
- School-Wide Information System (Primary School and Middle School), Infinite Campus (High School) behavioral, survey data and Montana Behavioral Initiative (MBI) program evaluation will continue to be determined by Administration in order to generate a District wide annual decrease in referrals.
- Weekly intervention and prevention meetings will be required in the K-12 school system and monitored through Infinite Campus.
- Establish and sustain pacing requirements for teachers and students on a weekly basis. The pacing requirements will include grade checks, weekly gradebook entries, and weekly student reports monitored through Infinite Campus.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

Focus Area / Goal # 3 Community

The Corvallis School District has a strong partnership with the community and will continue to build upon this relationship by inviting stakeholders to the table when discussing district interests. The community's support of our programs and services is vital to the success of our students.

Intended Outcome:

Strong partnerships provide a welcoming environment and encourage community engagement at all levels, resulting in support of school programs and services. Transformational learning fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs and culture *and* is supported through relationships among teachers, family, peers, the business community, postsecondary education officials and other community stakeholders.

Embed community-based, experiential, online and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections. Ensure equality of educational opportunity to participate by all qualifying pupils of the district. Corvallis School District #1 is committed to connecting with the

greater community. Active engagement with facilities, events and community gatherings are a priority.

ACTION PLAN:

We will use Transformational Learning Pathways (Farm to Food, Salute to Service, Outdoor Recreation, Medical & Construction)

Measurement tool linked to intended outcome:

- By 2028 35% of all K-12 students will be actively participating in Transformational Learning Programs. These connections will be executed through groups, instruction, mentoring and internships.
- By 2028 100% of all K-12 students will be engaged in a transformational learning curriculum.
- The District will establish and create a facility master plan for both short and long term goals. An annual priority report will be given to the Board of Trustees in June of each school year.
- The District will continue to provide opportunities for community engagement.
- The District will continue to use traditional and social media communication with the public.
- Site based teaming events will be on a quarterly basis for community support with appropriate personnel.
- The Corvallis School System will continue to meet the expectations of our Cognia Accreditation and the standards and policies established by the Board of Trustees.
- Student and Staff Surveys will continue to be utilized.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.