

# Achievement for All ANNUAL REPORT 2017-2018

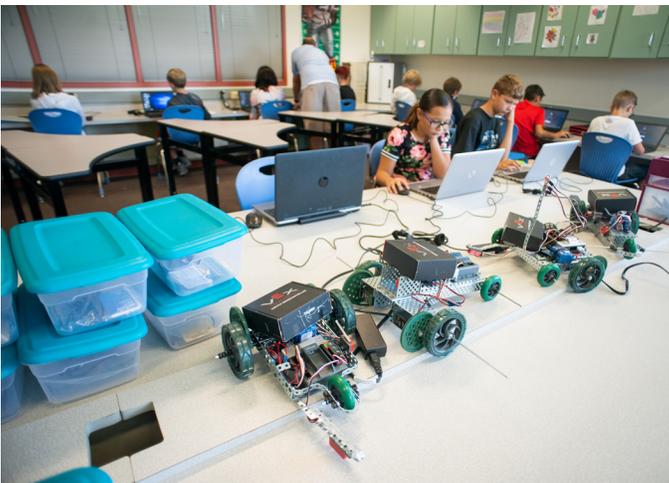
March 2019



Forward Thinking, High Achieving.

# STAFF AND STUDENTS TOGETHER

## Creating a 21st Century Educational Culture



# CONTENTS

MCPS Stats at a Glance	3
MCPS Board of Trustees	4
Mission / Vision / Core Beliefs	5
Talent	6 - 11
<i>Benchmarks and stories of progress</i>	
Learning	12 - 21
<i>Benchmarks and stories of progress</i>	
Environment	22 - 23
<i>Benchmarks and stories of progress</i>	
Operations	24 - 29
<i>Benchmarks and stories of progress</i>	
MCPS Finances at a Glance	30 - 31

## A Message from the Superintendent PROGRESS: GOALS BECOMING REALITIES

The mission, vision and core beliefs of Missoula County Public Schools (MCPS) are the foundation for the future of our schools. We will continue to foster the development of an inspired 21st century educational culture that improves lifelong student achievement, develops remarkable educational leaders and engages the Missoula community in the future of its children.

“Forward Thinking, High Achieving” is a tagline that we use at Missoula County Public Schools. It highlights our goal of continuous improvement of existing programs while also seeking to identify new opportunities to enhance student engagement. MCPS continues to strive for success for every student every day, and this year will be no exception.

We continue to transform our district’s future through implementation of our 21st Century Model of Education and the “Achievement for All” five-year instructional strategic plan which call for enhanced student engagement, updated learning environments, increased collaboration and communication with all stakeholders, more “personalized” professional growth opportunities for staff, and development of a culture of innovation throughout the district.

As I finish this school year and conclude a 39-year career in education, I am proud of the accomplishments that are detailed in our 2017-18 annual report. These accomplishments reflect the continuing efforts of all staff to provide an engaging and relevant educational experience for all of the students we serve. These efforts, coupled with the promise of the facility projects supported by the Missoula community through the passage of our Smart Schools 2020 bond request, bode well for the future of MCPS. The bonds serve as a necessary investment in our schools to repair aging buildings, update technology infrastructure and increase capacity for our growing student body. Great school facilities will enhance student learning; well-educated students will yield a high-quality workforce which will attract new businesses and jobs. Improving our schools is truly an investment in our local economy.

At MCPS, we want students to succeed academically and graduate both college and career ready. Each and every student is important; I know from my decades of service to the students of Missoula, that our dedicated staff works tirelessly to ensure that each student is learning and succeeding in the classroom. In a community dedicated to support our children, we will continue to increase academic rigor, improve graduation rates and prepare our students for post-secondary and workforce success.

Our hopes, dreams and vision will continue to move us toward greater achievement. I am deeply grateful for the years of continued partnership with the Missoula community to provide the foundation to ensure success for all students.



Sincerely,

Mark A. Thane

# DISTRICT STATS AT A GLANCE

## STUDENT ENROLLMENT

	2015-16	2016-17	2017-18
<b>ELEMENTARY SCHOOLS</b>			
Chief Charlo	438	474	453
Cold Springs	488	490	486
Franklin	243	247	282
Hawthorne	380	405	398
Lewis & Clark	502	501	466
Lowell	291	277	299
Paxson	423	417	458
Rattlesnake	483	470	476
Russell	393	401	383
<b>MIDDLE SCHOOLS</b>			
CS Porter	504	505	521
Meadow Hill	456	467	507
Washington	643	636	651
<b>HIGH SCHOOLS</b>			
Big Sky	1020	1053	1068
Hellgate	1157	1118	1109
Seeley-Swan	108	102	97
Sentinel	1138	1136	1192
Willard	159	156	149
<b>TOTAL K-12</b>	<b>8,826</b>	<b>8,855</b>	<b>8995</b>



**GRADUATION RATE**  
District

**87.8%**

**DROP-OUT RATE**

District **4%**

## DEMOGRAPHIC BREAKDOWNS

### Gender

Male	52%
Female	48%

### Ethnicity

White	84.8%
Hispanic	3.6%
American Indian	6.8%
Asian	2.2%
Black	2.3%
Native Hawaiian / Other Pacific Islander	0.3%

# YOUR MCPS BOARD OF TRUSTEES

Missoula County Public Schools, a unified district, is governed by an 11-member elected Board of Trustees. Members serve without compensation for overlapping terms of three years each and convene bi-monthly on the second and fourth Tuesdays of each month. We appreciate the 11 trustees who have dedicated hundreds of hours in thoughtful discussion and procedural meetings during the 2017-2018 school year to support MCPS students, employees, families and community members.



### MICHAEL BEERS

Beers was elected to the Board of Trustees in May 2013. He is a youth transitions coordinator at the Summit Independent Living Center and a stand-up comedian. Beers is a K-12 trustee serving the elementary and high school districts.



### DIANE LORENZEN (VICE CHAIR)

Lorenzen was elected as K-12 trustee in May 2013. She works as an environmental engineer in the wood products industry. Lorenzen grew up in the Missoula area, graduated from Stanford University and served in the Peace Corps. She represents both the elementary and high school districts.



### ELLIOTT DUGGER

Dugger joined the Board of Trustees in May 2017. He had a 20 year career in Georgia as a special education teacher and administrator. He holds a M.Ed. in Behavior Disorders from Georgia Southern University, an Ed.S. in Special Education from GSU, an Ed. D in Organizational Leadership from Argosy University and Juris Doctor from the University of Montana. Dugger is a high school trustee, representing the area of Seeley Lake, Swan Valley, Clinton, Potomac and Sunset.



### VICKIE MCDONALD

McDonald, a K-12 trustee, was elected to the Board of Trustees in May 2016. McDonald serves both the elementary and high school districts.



### GRACE DECKER

Decker was elected to the Board of Trustees in 2015. She is a graduate of Brown University with a BA and Honors in Education and has worked in education for over twenty years, as a teacher, a school director, an education program coordinator, and a trainer and classroom coach. Decker is a K-12 trustee serving the elementary and high school districts.



### JENNIFER NEWBOLD

Newbold is an attorney for the U.S. Department of Agriculture. In addition, Jennifer has authored a children's book about UM mascot Monte's adventures in Missoula, entitled *The Great Monte Mystery*. Newbold is a K-12 trustee serving the elementary and high school districts.



### MICHAEL SMITH

Smith was appointed to the Board of Trustees in 2010 and elected to the board in 2012. He has a Bachelor's degree in mechanical engineering from Rensselaer Polytechnic Institute in Troy, New York, and is currently an engineer with Missoula's WGM Group. Smith is a K-12 trustee serving both the elementary and high school districts.



### MARCIA HOLLAND (BOARD CHAIR)

Holland was elected to the Board of Trustees in 2009. She is an attorney with a bachelor's degree from the University of Montana and law degree from The College of Law, Chicago-Kent. Holland is a high school trustee representing the Hellgate School District community.



### SHARON STERBIS

Sterbis was appointed to the Board of Trustees in June 2018. She has a Bachelor's degree in biochemistry and molecular biology from Northwestern University and a Master of Library Science from the University of Maryland. Sterbis is a high school trustee who represents the K-8 districts of Bonner and Target Range.



### HEIDI KENDALL

Kendall was elected to the Board of Trustees in 2014. She is the Emergency Preparedness Coordinator at the Missoula City-County Health Department. Kendall grew up in the Missoula area and graduated from Hellgate High School. She represents the elementary and high school districts.



### ANNE WAKE (VICE CHAIR)

Before election to the trustees in May 2013, Wake worked for MCPS, four years, the city, 13 years, and the National Council of Juvenile and Family Court Judges in Reno, Nevada, eight years. Wake represents the K-8 districts of Lolo, Woodman and DeSmet on the MCPS high school board.

# METHODS CHANGE. UNDERLYING PRINCIPLES DO NOT.

The mission, vision and core beliefs of MCPS are the foundation for the future of our schools. We will create an inspired 21st Century Educational Culture that improves lifelong student achievement, develops remarkable educational leaders and engages the Missoula community in the future of its children.

**MISSION** To ensure every student achieves his or her full potential, regardless of circumstance and ability.

**VISION** We communicate; we collaborate; we think critically; and we create. We are Missoula County Public Schools — educational leaders in a global society — fostering uncompromising excellence and empowering all learners.

## CORE BELIEFS

 **EVERY CHILD** *deserves to be challenged, equipped and prepared for life beyond school.*

Therefore, we stimulate and develop each student's curiosity and creativity; we engage every child with a holistic education that inspires lifelong learning; and we collaborate with parents — who are every child's first and most influential teacher.

 **INNOVATIVE, COMMITTED TALENT** *— leadership, teachers and staff — drive success in the classroom and beyond.*

Therefore, we create a professional and supportive working environment; we insist on instructional competency and educational best practices; we put the right people in the right places to confront change and who are committed to a common purpose; and we hire leaders who listen well, engage others and confidently shape the future.

 **LEARNING ENVIRONMENTS** *must continually evolve to be engaging, safe and up-to-date.*

Therefore, we skillfully use modern technology; we embed the best practices of professional learning communities in our schools; we instill respect for diversity in our students and staff; and we use resources efficiently and effectively in ways that keep our facilities current.

 **STRONG COMMUNITIES** *start with a strong public school system.*

Therefore, we answer to the community as a whole; we develop partnerships and cohesiveness in the community; we set a clear mission, vision, goals and measurable benchmarks; we are fiscally responsible; and we challenge the community to be everything it can be.

## BENCHMARKS

- All staff know key characteristics of professional learning communities.
- All certified staff participate as members of a professional learning community with a focus on student learning.
- All certified staff have dedicated time during the contract day of not less than 60 minutes per week to meet in their professional learning community teams.
- Each grade level and department team clearly addresses the four critical questions of a professional learning community.
- Guaranteed and viable curriculum, formative assessment, intervention and enrichment are common throughout MCPS.
- Common Core and Next Generation Science Standards are embedded in instructional delivery.
- All staff are engaged in the District's mission and major initiatives.
- Annually, all staff members develop personal and team goals aligned with District goals and initiatives.
- Job-specific evaluation instruments are developed for specialized certified and classified positions.



### BACK TO SCHOOL MESSAGE: Connecting All Staff To A Common Purpose

MCPS staff members are passionate, committed to student success, and professional. We have invested in our work as Professional Learning Communities (PLCs) over the past five academic years. Staff gathered together at the beginning of the 2017-18 school year with a visit from the national speaker, author, and consultant Ken Williams to connect with the teachings from his recent book *Starting a Movement* to support all teachers within their PLCs as they do the day-to-day work ensuring that each of our actions form a collective impact to improve student outcomes.

Our MCPS Mission and Vision clearly states:

**Mission:** To ensure every student achieves his or her full potential, regardless of circumstance and ability.

**Vision:** We communicate; we collaborate; we think critically; and we create. We are Missoula County Public Schools - educational leaders in a global society - fostering uncompromising excellence and empowering all learners.

In order to ensure we face every day with uncompromising excellence in the quest to improve outcomes for all learners, MCPS spent the school year committed to following a data driven dialogue process. This allows every staff member to focus on school improvement, develop strong instructional practices, and build skills in using evidence-based practices and data. We, at MCPS, are committed to answering one essential question: Are all of our students learning?

While our PLCs work diligently to answer that question, we focused on key strategies that produce success. As a District, we spent the 17-18 school year actively developing and creating a balanced assessment system in order to use different forms of formative and summative assessments.

Using the skills we learned from Ken Williams and our balanced assessment system, the focus of the school year was on getting every student "beyond the bar," a phrase Williams coined to remind educators of our goal to make sure that every student meets and exceeds annual expectations for academic growth.

*"Starting a Movement provides a model that K-12 educators, staff, and stakeholders can use to keep their actions consistent with their school's mission in order to support their professional learning community (PLC) transformation."*

-Kenneth C. Williams and Tom Hierck

## SHIFT TO CONTINUOUS CYCLE OF CURRICULUM REVIEW

In 2017-18, the district implemented a continuous curriculum review process. Guided by principles of implementation science, a continuous cycle of review creates predictability and reflects the understanding that curriculum is dynamic, not static, explained Executive Director of Teaching and Learning Dr. Elise Guest. As she noted, "through a predictable process you gain a lot of trust and people know how to give their focus on certain aspects on certain years." Previously, the district reviewed curriculum in each content area every five years. Through a continuous review cycle, MCPS can better ensure materials are focused on relevant 21st century skills, such as creativity, communication, collaboration, and critical-thinking.

The continuous cycle of curriculum review involves dynamic learning and research-based practices that engage both teacher and student. It works on the premise that teachers improve student learning as they improve their own learning. The five stages of Exploration, Installation, Initiation, Elaboration, and Continuous Improvement never reach a final end point; instead, as a "cycle," the process works in a circular way, always returning to reevaluate and fine-tune. Within these stages, teachers examine local, state, and national standards, which are used to identify quality standards, scope and sequence, learning targets, proficiency scales, and K-12 pathways. These are brought into the classroom, and the teacher formalizes units of study, continues professional development, and analyzes data. From the data, the teacher gauges students' strengths and struggles and determines the next area of focus. The process continually

### Teaching and Learning - Stages of Curriculum Implementation

	Stage	Description	Tasks
Should we do it?	Exploration/ Building Background	Decision regarding commitment adopting the program/practices and supporting successful implementation	Research Action Book Clubs
Work to do it right!	Installation/ Curriculum Development	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.	Priority Standards, Scope and Sequence, Learning Targets, Proficiency Scales, Pathways
	Initiation	Try out practices, work out the details, learn and improve before expanding to other contexts	Evaluate Materials, Evaluate Report Card, Professional Development, Coaching Cycles
Work to do better!	Elaboration/ Implementation	Expand the program/practices to other locations, individuals, times, and adjust from learning in initial implementation.	Materials Implementation, Units of Study, Teacher Professional Development, Learning Walks
	Continuous Improvement/ Regeneration/ Evaluation	Make it easier, more efficient. Embed within current practices.	Data Analysis Determine Next Area of Focus

considers questions that include: What do we expect our students to learn and be able to do? How will we know if they are learning? How will we respond if they don't learn? What will we do if they already know it? According to Guest, a clear benefit of the continuous cycle is its research-based foundation that provides clear objectives for the curriculum work. As a result, it will help the district achieve a guaranteed and viable curriculum, so that all MCPS students have access to the same curriculum. "We know we're fostering holistic change and improvement through a very predictable process, one that will ensure every teacher has access to a quality, rigorous curriculum," Guest concluded.

## CURRICULUM TASK FORCES

In the 2017-18 school year, MCPS initiated an application-based model to create district curriculum task forces. The new curriculum development approach, the task force model, is organized by content area and/or grade level (eg, first-grade teachers, algebra teachers, special-education teachers). Each task force focuses on aligning curricula to the Standards and developing effective tools to measure student proficiency. Participation is determined by an application process that starts with teacher interest. In its second year in 2017-18, the number of applicants was up, and many applicants reapplied, said MCPS Executive Director of Teaching and Learning Dr. Elise Guest. The application process allows teachers most passionate about curriculum to get involved, resulting in well-balanced teams and a more authentic and meaningful process. This benefits the district as well as participating teachers.

## MCPS: Best Community For Music Education

Missoula County Public Schools provides one of the best music education programs in the nation, according to The National Association of Music Merchants (NAMM) Foundation. In April 2018, The NAMM Foundation, in conjunction with The Music Research Institute at the University of Kansas, recognized MCPS as a Best Communities for Music Education—for the third year in a row. The national designation, according to The NAMM Foundation website, is reserved for



“music education champions who share in the common goal to ensure access to music for all students as part of their curriculum.” Specifically, districts are evaluated in categories that include funding, teacher qualification, standards, curriculum, community support, participation, and facilities.

According to MCPS Fine Arts Supervisor John Combs, the district’s musical success stems from three interacting components: resources, people, and community. At the foundation, MCPS’s music education program is bolstered by high-quality music facilities (which got a boost by the districtwide bond) and talented staff who lead students through substantial, rapid progress. This progress can be found at any of the district’s myriad concerts, says Combs. “Take the first fifth-grade concerts each year. Within weeks, these kids go from not knowing what

side of the horn to blow in (or how to curve a hand around a bow) to playing as a group in front of their parents.” The progress culminates, adds Combs, so “by the time students leave high school, they’re playing some of the greatest literature of the repertoire. It’s unbelievable.” The community’s extensive support of the arts adds to the momentum. In fact, Missoula’s local art scene has resulted in an Any Given Child designation by the Kennedy Center. This citywide recognition directly benefits MCPS’s music program by infusing more arts into classrooms, which in turn further enriches Missoula’s art scene. The result is an inclusive, collaborative musical environment that goes beyond creating good sounding music. As Combs puts it, “We never want to take our community support for granted. We live in such a rich and diverse musical community; it provides incredibly fertile soil for our students to experience and develop their own creativity.”

## STAR 360 UNIVERSAL SCREENER

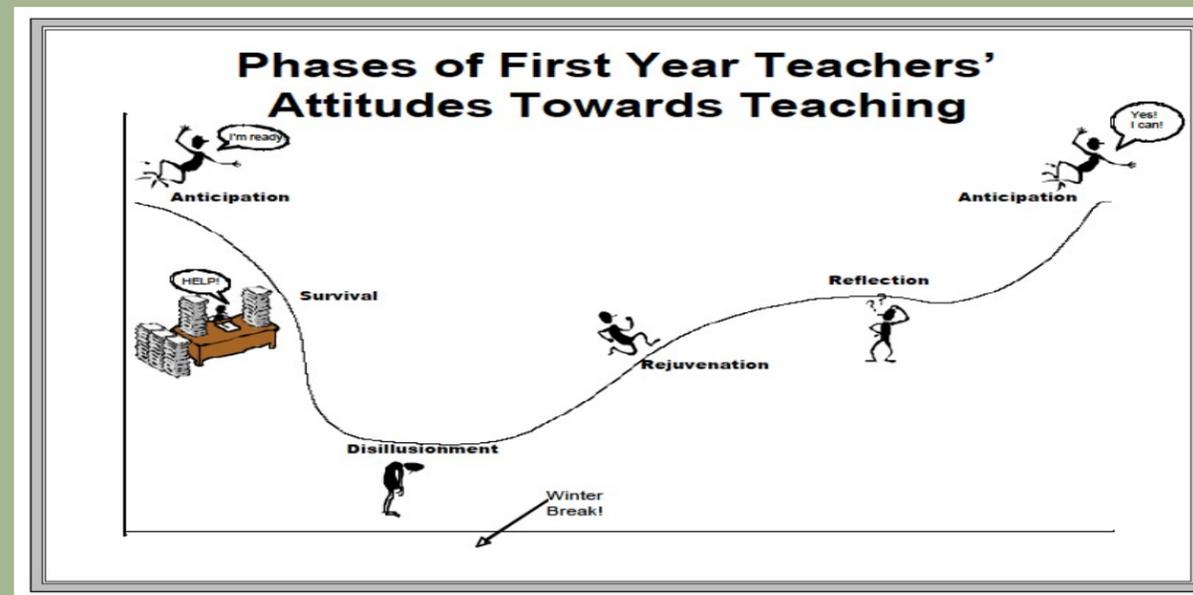
In 2017-18 MCPS further improved its approach to curriculum development and rolled out a universal screener that will help teachers fine-tune students’ learning needs. The universal screener, Star 360, provides a focused means to measure K-9 student learning in reading and math. Administered three times a year (September, January, and May), the 20-minute screener allows teachers to identify gaps in student learning and to individualize instruction. According to Washington Middle School principal Kacie Laslovich, Star 360 demonstrated these abilities in its first year of implementation. By providing a snapshot of a student’s ability, explained Laslovich, “Star 360 allows us to see growth in all types of learners. It gives us common language across the district, which is powerful in creating focused learning environments.” Guest added that Star 360 is also improving the district’s data literacy: “By becoming a more data-literate culture, we can make more informed decisions about what students need.” To end the school year, MCPS was able to share its Star 360 implementation process with other districts from around the country after Renaissance (makers of Star 360) invited MCPS to present at the Google campus in California and the ASCD (Association for Supervision and Curriculum Development) Conference in Boston.

## NEW TEACHER MENTOR PROGRAM

In January 2018, MCPS teachers Brittne Keilman and Lynsi Morris stepped out of their roles as classroom teachers to lead the district’s New Teacher Mentoring Program. Funded by a National Education Association grant, the program was scheduled to commence at the start of the 2018-19 school year. With the New Teacher Mentoring Program, MCPS hopes to improve the experience of new teachers and encourage more to remain in the profession (according to current research, between 40-50% of new teachers leave the profession within the first seven years). Specifically, the MCPS New Teacher Mentoring Program was established with the following mission in mind: “To build a comprehensive induction program to support teachers new to MCPS using improvement science. This program will focus on professional growth, collaboration, improving teacher effectiveness, and job satisfaction for all.”

Before this mission could be accomplished, however, the program needed to be built. In their new roles as mentor coaches, Keilman and Morris spent the spring semester of 2018 conducting research, collaborating with other districts, creating online resources, and overseeing surveys. Sent to a range of MCPS administrators, teachers, and learning coaches, the initial surveys focused on identifying the specific needs of the district’s new teachers and long-term substitute teachers. In the end, Keilman and Morris chose to focus on four areas of support: physical (eg, classroom

organization and district and building procedures); emotional (e.g., active support and listening); instructional (e.g., data analysis and growth goals); and institutional (e.g., school culture and colleague collaboration). To line up mentors, they developed an application process, and for an incentive, they arranged for mentors to receive salary advancement credits. Keilman and Morris also created training for mentors, established guidelines around mentor-mentee check-ins (suggested to occur every 1-2 weeks), and created new surveys to gather feedback from mentors and mentees. Considering that the MCPS New Teacher Mentoring Program would welcome sixty-five new teachers and eight long-term subs in its first year, Keilman and Morris foresaw the challenge of meeting everyone’s needs. Nonetheless, they both looked forward to creating a solid support system for the district’s new teachers. “We’re excited to watch them progress,” said Morris. “And to watch them become confident in their classroom,” added Keilman. Then, speaking in tandem, they concluded, “The ultimate goal is for new teachers to feel confident and supported in a way that will impact their students’ academic growth.”





## MCPS STAFF RECOGNIZED LOCALLY, STATEWIDE AND NATIONALLY FOR EXCELLENCE

Every year, our MCPS staff are recognized for their excellence by peers, parents, and the community for the impact they make on students. The 2017-18 school year saw some exceptional awards for staff across the District.

### Hellgate teacher receives 2017 Yale Educator Award

Ms. Patty Hixson of Hellgate High School was recognized by the Yale Office of Undergraduate Admissions as a recipient of the 2017 Yale Educator Award. Hixson was nominated by an incoming Yale freshman who was a previous Hellgate student. The Yale Educator Recognition Program recognizes outstanding educators from around the world who support and inspire their students to perform at high levels and to achieve excellence.

### Mindy Hammit named Arts Missoula STAR

Mindy Hammit of C.S. Porter Middle School was nominated as the Arts Missoula STAR for October 2017. Hammit is a seventh grade English Language Arts and Social Studies teacher at C.S. Porter. She is a leader in her school, collaborating with peers and facilitating integrated arts projects within her school and serves as C.S. Porter's liaison for SPARK! - Arts Ignite Learning, Missoula's Kennedy Center arts education initiative.

### MCPS Board receives Outstanding School Board Award, Ann Wake named MTSBA President

The Missoula County Public Schools Board of Trustees was honored as the recipients of the Montana Association of School Superintendents (MASS) School Board of the Year Award. The Board was nominated by Superintendent Mark Thane who recognized that he is "truly fortunate to have an extremely dedicated and engaged School Board. It is my hope that this nomination will do justice to the high-quality work the MCPS Trustees are completing and the commitment to excellence they embody." In addition to this award, Ann Wake, current MCPS Board Vice Chair, will assume the role of President of the Montana School Board Association.

### Governor Bullock recognizes National Board Certified Teachers

Two Missoula County Public Schools teachers successfully passed the National Board Certification. Big Sky High School Librarian Rebecca Krantz and Hellgate High School Choir Director Ellen McKenzie received confirmation in the 17-18 school year that they passed their National Board Certification and Governor Steve Bullock paid a visit to Missoula to congratulate Krantz and McKenzie. Krantz passed the National

Board Certification for Library Media/Early Childhood through Young Adulthood and McKenzie's certification is in Music Early Adolescence through Young Adulthood.

### Exceptional Educator of the Year Awards

Carla Hinman of Hellgate High School, Josh Hiday of C.S. Porter Middle School, and Betsy Sharkey of Lewis and Clark Elementary School were the recipients of the Exceptional Educator of the Year Award. All award selections are made by the MEF Student Board comprised of high school students from across the District.

Representatives from the Missoula Education Foundation (MEF) awarded Carla Hinman with the 2017 Exceptional High School Educator Award on Wednesday, December 20, 2017. Hinman, a Hellgate English teacher, has worked at Hellgate High School for 17 years. In addition, she has served as the English Department Chair for 14 years.

On Friday, April 17, 2018, Josh Hiday received the Exceptional Middle School Educator of the Year Award. Hiday is the 8th grade special education teacher at C.S. Porter. With a very heavy case load, Mr. Hiday, has his hands full. On top of that he always allows many students to spend lunch time in his room, foregoing the much needed quiet time that most teachers savor.

Betsy Sharkey from Lewis and Clark Elementary School was named the Elementary School Educator of the Year. Sharkey is a 1<sup>st</sup>-2<sup>nd</sup> grade teacher who has worked at the school for 13 years.

"The Missoula Education Foundation believes in the value of educational opportunities that extend beyond the classroom walls." MEF developed the Educator of the Year award to recognize and honor exceptional Missoula County Public Schools' educators. Educators are nominated by their peers, students and the Missoula community.

### Dane Oliver of Sentinel High School named Activity Director of the Year

The Montana Interscholastic Administrators Athletic Association nominated Dane Oliver the Activity Director of the Year. Oliver, a former Grizzly football player, began his career with Missoula County Public Schools in August of 2005 where he taught at Seeley-Swan High School. He later took a health enhancement teaching position at Sentinel High School and in 2012 accepted Sentinel's head football coaching position. Oliver currently serves as the Athletic Director at Sentinel High School.

### Jay Anderson of Hellgate High School named 2017 United Soccer Coaches - High School Coach of the Year

Anderson coached at the high school level for 19 years with the last 15 years as the head coach for Hellgate High School. The team record during that time period has been 140-56-30. Hellgate High School has won the last three state titles in a row (2015-16-17) and four championships overall. Hellgate has also qualified for the state tournament 10 of the last 11 years. Before taking over as the head coach at Hellgate, the school had only qualified for the state tournament twice in school history. Anderson has been named Montana State Coach of the Year in 2011, 2016, and 2017, and received Central Region Coach of the Year honors in 2016 and 2017.

### Sentinel Counselor honored nationally

Erica Zins was named Montana School Counselor of the Year for the 2016-2017 school year. Zins was honored alongside counselors from the United States, at the 2018 School Counselor of the Year Celebration at the John F. Kennedy for the Performing Arts in Washington D.C.

### Franklin School Counselor one of four finalists

Crystal Thompson was selected as one of four finalists for the Montana School Counselor of the Year Award. Thompson was nominated by her peers for this honor and was presented a plaque at the 2018 Montana School Counselor Association Spring Conference held on April 12-13 in Helena, Montana.

### Hawthorne receives national recognition for empowering students as a Project Lead The Way (PLTW) Distinguished School

The national organization, Project Lead The Way, bestowed this honor to Hawthorne for providing broad access to transformative learning opportunities for students through the PLTW Launch Curriculum. It is one of just 97 elementary schools across the U.S. to receive this honor. PLTW is a nonprofit organization that serves millions of K-12 students and teachers in over 10,500 schools across the U.S. The PLTW Distinguished School recognition honors schools committed to increasing student access, engagement, and achievement in their PLTW programs.

## UM AND MCPS PARTNERSHIP: SHAPE Grant, Year Two Highlights

The Schools and Higher Education Advancing Public Education (SHAPE) program began in 2012 with the goal of creating a collaborative model between public schools and universities to improve learning and teaching across the preschool to doctorate spectrum.

The second round of the SHAPE program extends this goal with an emphasis on 21st century learning and teaching through the following initiatives. Highlights of accomplishments within the second year of the SHAPE 2.0 grant follow each of the initiatives.

**Arts Integration:** A regional Arts Integration conference occurred on the UM campus and planning has begun for transforming Chief Charlo Elementary into a STEAM-focused school within MCPS.

**Digital Learning:** The Montana Digital Academy has been designing a new personalized, adaptive learning program for students, which will roll out in Year 3.

**Dual Language Immersion:** Spanish-English immersion is now school wide at Paxson Elementary, and students' reading comprehension in Spanish is very high.

**Early Intervention:** Early Interventions is now partnering with the Missoula Interfaith Collaborative; MCPS schools are

continuing Family Academic Collaborative Teams and the Parent Teacher Home Visits.

**Global Competence:** The Global Competence initiative is now partnering with Blackstone LaunchPad at UM to deliver curriculum for the Global Learning Summer Institute.

**International Baccalaureate:** Missoula has become a hub for IB teacher training in the region. MCPS and UM co-sponsored IB training for teachers and university faculty in August to build capacity.

**Professional Learning Communities:** UM and MCPS hosted Ken Williams, who spoke on "All Means All" in teaching children in public schools.

**STEM:** The computer science teaching endorsement is now offered at UM.

**Universal Design for Learning:** UDL has expanded to preservice and inservice teachers, some school counseling, speech pathology, and psychology students, higher education faculty, and whole school teams.

Innovation through each of these initiatives is helping to shape the picture of what twenty-first century learning and teaching looks like across Missoula's educational community.



- **96% cohort graduation.**
- **90% of students on grade level or above in reading, writing, mathematics and science.**
- **Response to Intervention (RTI) and Montana Behavioral Initiative (MBI) systems in each school.**
- **K-12 International Baccalaureate Programme continuum in place.**
- **At least one thematic career academy implemented in each urban high school.**
- **Dual language immersion program implemented K-6.**
- **Science, Technology, Engineering and Mathematics – known as STEM – education implemented K-12.**
- **Common Core curriculum and Next Generation Science Standards are embedded in instructional delivery.**
- **Community-based early childhood program.**
- **K-8 art programs enhanced through community partnerships.**
- **All students in grades 5, 8 and 12 complete capstone projects.**
- **Problem-based, interdisciplinary i3 learning experience implemented.**



## STUDENTS AND TEACHERS HELP OUT DURING FLOODING

When flooding hit western Missoula in spring 2018, students and teachers from C.S. Porter Middle School and Big Sky and Sentinel High Schools contributed time and heavy-lifting to lend a hand. At C.S. Porter, the pick-up and delivery efforts of teachers allowed the whole school to get involved. Traveling to Boyce Lumber before first bell and during lunch, teachers filled their truck beds with sand and dropped it off at makeshift filling stations set up on the playground. From there, students and teachers devoted dozens of hours filling bags. Additionally, teacher BJ Ihde and Porter’s Family Resource Center coordinated to bring 40 students to a filling station set up in Missoula. “We talk a lot at Porter about being Porter Proud and Living the Mission,” said Ihde. “This is a prime example of both of those things.” Big Sky students also had easy daily access to helping out, since sand-filling stations were set up at the Fort. Each day, countless students and teachers walked over to lend a hand. Meanwhile, Principal Jennifer Courtney extended the support to Seeley Lake, where the rural fire department was overwhelmed with the number of homes needing safeguarding. “It was nice to get out with students and work on something with direct need,” said Health Science Academy teacher Aaron Fortner, who filled sandbags with students in Seeley Lake. He continued, “If students can see the results, there’s a greater deal of investment. In addition, this sort of direct action engages the mind, the body, and helps engender compassion in our students.”

From Sentinel, student athletes helped out in spring and summer. In the spring, 55-60 students from Dane Oliver’s Advanced Weights class spent a day at a Missoula filling station. “Instead of lifting weights we filled sandbags,”

explained Oliver, who saw the activity as a way to help community, work out, and practice teamwork. Oliver, also a football coach at Sentinel, saw an opportunity adding, “It involved dividing the class into groups of carriers, scoopers, and bag-holders and, to keep up motivation at the end, introducing a healthy competition of, which group can fill the most bags in 10 minutes?” The day was a success on all counts: helping community, working out, practicing teamwork. That summer, after the floods had subsided, piles of sopping sandbags needed to be removed, and Oliver and

five football players devoted a day to it. Finishing just one house at the end of the day, they returned a week later with the whole football team. That day, they got through a whole neighborhood. “In a team setting, the team takes precedence over the individual,” said Oliver. “When there were five kids, it was a lot of work, but when you have forty it’s not that hard. And there’s scientific backing that when you give to others, you get a dopamine release. I think the students felt that.”

## SHELBY KINCH: Three Years of UM Lab Work Before High School Graduation

While a student at Hellgate High School, Shelby Kinch (class of 2018) spent much of her time down the road, attending college classes and working in labs at the University of Montana. From her time at UM—especially while working in the labs—Kinch was able to experience the ins and outs of a couple career paths before graduating from high school. She found her first spot in a lab through her sophomore Advanced Problems in Science (APS) class at Hellgate, a project-focused course in which students complete in-depth studies in scientific topics of interest to them. Guided by her interest in biology, Kinch joined a lab, run by Professor Mark Grimes, which investigated the molecular mechanism of metastasis in neuroblastoma, a type of nervous system cancer that primarily affects infants and young children. Reflecting on her three years in the lab, Kinch recalls the steep learning curve at the start, when she taught herself the basics via 25-page research papers on neuroblastoma and, more broadly, molecular mechanisms in multicellular organisms. “It was pretty difficult, but I was grateful for the challenge, for the chance to gain all the knowledge, and for the opportunity to work on a team with such amazing researchers,” said Kinch. “Working with graduate students, attending the same meetings with them, pushed me to learn more about the field and taught me what it was like to be a scientist.”

An opportunity to work in an entirely different lab presented itself during Kinch’s junior year, while she was taking UM Professor Pablo Requena’s 400-level Advanced Conversation and Composition course. Learning of Kinch’s experience in the biology lab, Dr. Requena asked her to join his Spanish Linguistics lab, which she did her senior year through an Independent Study course in Spanish Linguistics. The work involved sifting through large data sets from Spanish speakers, mostly children. Specifically, Kinch and her lab colleagues analyzed pronoun placement and words on either side of pronouns. By analyzing the variation in linguistic patterns surrounding direct object marking, they could, for one, determine children’s language process. Kinch found the work similar to what she did in the bio lab. “In both cases, most of my work was done independently, but it was done for the sake of the team,” she explained. “They both required self-motivation and collaboration and both influenced what I wanted to study in college.” In fall 2018, Kinch moved on to Princeton to study molecular biology, linguistics, and art history.





## MCPS INDIAN EDUCATION DEPARTMENT UPDATE

Missoula County Public Schools Indian Education Department's mission statement: To help Native American students achieve academically, culturally, and socially to graduate and become successful lifelong learners.

Achieving this requires many hours of dedicated support from the district's Native American Specialists, who work together to teach, encourage and assist students through lunch groups and organized large-scale events.

In 2017-2018, these included hosting Kawacatoose Cree Nation hoop dancer Terrance Littleletent. The weeklong event, held during MCPS Native American Heritage Week, included a number of all-school assembly performances across the school district. Littleletent's 2017 visit was his second to the MCPS district (his first was in 2015). To begin each performance, Littleletent shared an encouraging life story. Then he brought the story to life with a hoop dance that incorporated 17 neon hoops, fluorescent face paint, and glowing regalia. Native American Specialist Raymond Kingfisher noted the movements of Littleletent's dance represent the many things people must accomplish as they make their way through life. "To the Native American students in the audience," Kingfisher said, "I believe he produced a sense of pride and enthusiasm, giving a mindset of 'Yes,' we can do anything we set our minds to."

Preparing for these, or any of the department's monthly events, involves a multitude of logistics outside the event itself, such as sending fliers, coordinating with building principals and custodians, and tracking attendance numbers. According to MCPS Native American Specialist Glenda Weasel, the department takes a collaborative approach to the work, with one specialist taking lead for each event while the others provide support.

Other events hosted in 2017-2018 by the MCPS Indian Education Department include a presentation to the Salish and Kootenai Tribal Council; two Round Dances/community potlucks; two months of Sunday Fundays, which is an open gym for the community; an annual Native Youth Powwow (a ten-hour event that attracts over 500 guests); a Graduating Senior Dinner for MCPS Native American Graduating Seniors; and an End-of-the-Year Celebration. While these events serve to educate the district community about Native American culture, Indian Education for All (IEFA) involves integrating accurate lessons in all classrooms throughout the year. The large-scale events compliment the day-to-day work of teaching courses at the four Missoula high schools and running 16 lunch clubs, beading classes, and a Read Aloud program in Pre-K and K through 2nd grade. The MCPS Indian Education Department further supports students through grade,

assignment, and attendance checks, credit recovery, online classes, as well as home visits. Additionally, the department staff gives school wide presentations on stereotypes and Native American games. The department also tracks data and reports such as graduation rates, GPAs of graduating seniors, and MCPS Native American student population. The department updates its Facebook and website pages to inform parents of the community events happening in the city. Lastly, the department collaborates with the Parent Advisory Committee, Missoula Urban Indian Health Center, the University of Montana, Montana Homeless Plan, Salish Kootenai College, and the CSKT Tribal Council, either with

events or with publicity, and maintains a needs assessment that the community fills out to get feedback and input on the MCPS Indian Education Department efforts.

The MCPS district's 2017-2018 Indian Education Department staff includes Native American Specialist Glenda Weasel, Raymond Kingfisher, Jake Arrowtop, Stacy Thacker, Matt Bell, Cathie Cichosz, and Melissa Hammett, as well as Executive Regional Director/Indian Education Department Supervisor Karen Allen. The work they do always comes back to the department's mission statement: To help Native American students achieve academically, culturally, and socially to graduate and become successful lifelong learners.

## AP CAPSTONE AT SENTINEL HIGH SCHOOL

In 2017-18, Sentinel High School augmented its Advanced Placement (AP) curriculum by offering the AP Capstone Program. The two-year program comprises two core yearlong courses: AP Seminar (taken sophomore or junior year) and AP Research (taken junior or senior year). The classes can be completed on their own or in addition to other AP classes offered at Sentinel. A student who scores a three or higher in AP Seminar, AP Research, and four other AP exams (in any subject) is awarded an AP Capstone Diploma; a student who earns a three or higher in AP Seminar and AP Research, but not four other AP exams, is awarded an AP Seminar and Research Certificate. For its inaugural Capstone year, 21 Sentinel students completed AP Seminar, the first course of the program.

To Sentinel history teacher Ezra Shearer, who teaches AP Seminar, the program's skill-based curriculum provides a clear benefit to students, no matter what they do after graduation. For instance, the research skills students gain are applicable whether they go to college or enter the workforce, and whatever their major or career path. Citing an interview a student once conducted with a mechanic, Shearer recalled the mechanic's description of the amount of research his job required: "As my students learned, a mechanic's research skills are as important as those of a UM librarian." The program's focus on critical thinking and collaborative work—which creates meaningful, teamwork-based learning experiences—adds to the universal relevance of the curriculum.



From the perspective of Sentinel English teacher Meredith Britt, who teaches AP Research, the required research paper is a considerable benefit of the Capstone program. "These students are essentially writing thesis papers, an experience that most do not have until the end of their undergrad, or even their graduate programs," explained Britt. "They will go into university knowing research methods and with the experience of writing a professional academic paper under their belt! I really wish that I had had this opportunity in high school."



# LEARNING INCREASE STUDENT ENGAGEMENT



## PARTNERSHIP WITH UM MANSFIELD SUSI PROGRAM

If you stopped by one of Nicole Sarrazin-Strong's three freshman World Geography classes during finals week in 2018, you would have found twenty teachers from nearly twenty different countries seated at tables alongside students. The guests were being questioned by students who, working in groups of six, moved from table to table. The questions all fell under categories collectively known as PERSIA: Political, Economic, Religion, Social, Intellectual, Art. Granted five minutes with each visitor, students used the questions as a means to determine each visitor's home country. The activity was not a competition; it was the final examination for Sarrazin-Strong's freshman World Geography class. Despite her initial hesitation to administer the nontraditional final exam, Sarrazin-Strong concluded that it was "the best decision of my teaching career." As she recalled, "the class was reading *A Long Way Gone*, which is set in Sierra Leone, and then the students met someone from Sierra Leone. All of a sudden, connections were being made, and things were clicking."

The concept for the final examination grew out of Big Sky's participation in the Study of the U.S. Institutes (SUSI) for Secondary Educators. Administered by the Maureen and Mike Mansfield Center of the University of Montana and funded by a U.S. Department of State grant, SUSI has provided for

meaningful collaboration between MCPS and the Mansfield Center. Specifically, during the spring of 2014, 2015, 2016, and 2018, Big Sky hosted twenty SUSI scholars from twenty different countries. Each year during their five-week visit (which involves an academic residency and educational study tour focused on developing the teaching and curricula about the U.S. in academic institutions abroad), the scholars have spent three days at Big Sky. By interacting with the scholars, Big Sky students are exposed to perspectives from countries and cultures they might not otherwise encounter. According to Big Sky Assistant-Principal Cameron Johnson, the opportunity for students to hear the perspectives of international educators aligns with the IB framework and fosters a greater sense of global empathy. "When our students see that educators from other countries care about teaching as much as our teachers do here, it humanizes education and learning."

UM Mansfield Center Executive Director Deena Mansour agreed about the benefits of this exposure to Missoula students. However, she pointed out that "it's not a one-way exchange ... The scholars are seeing how smart these students are. They're witnessing the breadth of what they're learning. They're impressed by this." She added that the scholars are also impressed by the teacher's methods of instruction

and Big Sky's quality of education. As such, the scholars return home with positive perceptions of Americans and American education, one drawn from the Big Sky model. This in turn has positive implications for international relations and economic and national security. Having secured SUSI funding for another three years (2018, 2019, and 2020), Mansour contemplated the potential long-term impact of the program: "Each year the twenty scholars return to their twenty countries. Multiply that by six years and then by the number of decades of students those scholars will be teaching. The teachers and students at Big Sky are responsible for helping to shift how people across the globe perceive the U.S."



## SELECTION OF ELA CURRICULUM MATERIALS

In 2017-18, MCPS's implementation year of the continuous curriculum review cycle, the district selected new English Language Arts (ELA) curriculum materials for K-5 and middle school. Before materials could be selected, however, the MCPS Teaching and Learning Department had to lay the groundwork for shifting from the previous process, wherein curriculum review occurred every five years, to one that is dynamic and focused on continuous improvement. The approach goes beyond simply reviewing materials; it continually asks where are the gaps, how can the gaps be filled, and how can we keep evolving to remain relevant in the 21st century? Aligning the curriculum review to the 5-stage-repeat cycle of curriculum implementation, the selection of materials fell in the stage of Installation/Curriculum Development (orange): Set up infrastructure so that successful implementation can take place and be supported. Tasks included developing priority standards, scope and sequence, learning targets, proficiency scales, and pathways. At the end of the review process, the district decided to purchase a new K-8 ELA curriculum model. For K-5, the model involves three components: Daily 5, Independent Reading Level Assessment (IRLA), and Ready Gen. Cumulatively, these products improve literacy by engaging students at their own reading level, providing practical resources for classroom instruction, and focusing on student-directed learning. For middle school, the model

comprises EngageNY, a module-based curriculum that pairs literature with informational texts and includes a relevant writing component. According to Dr. Elise Guest, MCPS Executive Director of Teaching and Learning, the new resources will fit into the district's continuous cycle of review process in that they will "help us make individualized decisions that will promote student growth."

### Teaching and Learning - Stages of Curriculum Implementation

	Stage	Description	Tasks
Should we do it?	Exploration/ Building Background	Decision regarding commitment adopting the program/practices and supporting successful implementation	Research Action Book Clubs
Work to do it right!	Installation/ Curriculum Development	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.	Priority Standards, Scope and Sequence, Learning Targets, Proficiency Scales, Pathways
	Initiation	Try out practices, work out the details, learn and improve before expanding to other contexts	Evaluate Materials, Evaluate Report Card, Professional Development, Coaching Cycles
Work to do better!	Elaboration/ Implementation	Expand the program/practices to other locations, individuals, times, and adjust from learning in initial implementation.	Materials Implementation, Units of Study, Teacher Professional Development, Learning Walks
	Continuous Improvement/ Regeneration/ Evaluation	Make it easier, more efficient. Embed within current practices.	Data Analysis Determine Next Area of Focus



## WASHINGTON MIDDLE SCHOOL: DLI AND IB

At Washington Middle School in 2017-18, while construction crews continued to renovate the building's structure, teachers and administrators were laying the groundwork for two transformative programs: International Baccalaureate and Dual Language Immersion.

### International Baccalaureate

Taking its first major step toward becoming an International Baccalaureate (IB) school, Washington Middle School underwent a year-long feasibility study and application process in 2017-18. If successful, Washington will become MCPS's first IB Middle Years Programme (MYP) and the first public MYP Programme in the state. An MYP school will also fill in the missing link for a K-12 IB continuum in the district, as the Primary Years Programme (PYP) is offered at Lewis and Clark Elementary (and beginning in fall 2018, at Franklin Elementary), and the high school Diploma Program is offered at Big Sky and Hellgate High Schools. According to Washington Principal Kacie Laslovich, preparations during 2017-18 involved traveling to Pittsburgh with four other staff for IB training; educating the rest of the staff about IB; and submitting a 40-page final study that detailed what the team did to educate and inform staff over the course of the year. So far, the transition has gone well, said Laslovich. She attributed this to staff and the school's teamed, inquiry-based approach to education, which aligns well to the IB framework. As she summed up, "It's a great deal of work, but we have an incredibly strong staff. And the interdisciplinary units of study are really exciting for the kids. There's real-world learning involved that's naturally engaging to them."

real-world learning involved that's naturally engaging to them."

### Dual Language Immersion (DLI)

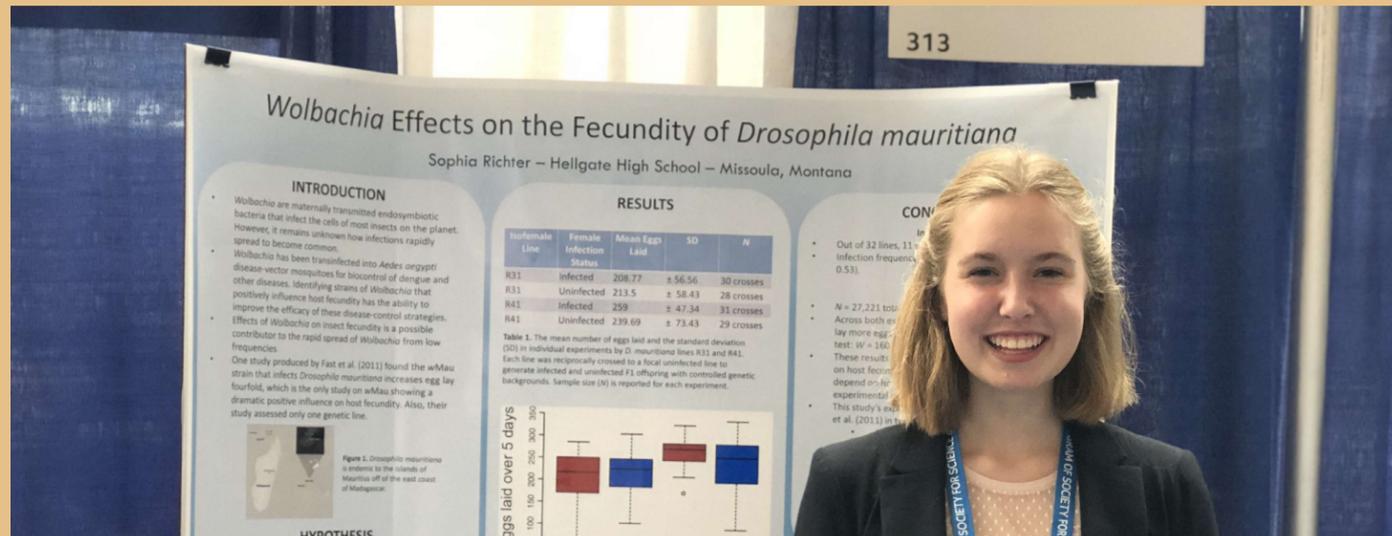
In addition to preparing for IB candidacy in 2017-18, staff at Washington Middle School did a great deal to prepare for Dual Language Immersion (DLI). Preparations included the intense work of rearranging schedules and lining up staff, as well as maintaining communications with an extensive community network that includes the University of Montana, MCPS Regional Director Julie Robitaille, and Spanish teachers from other MCPS schools, particularly Paxson Elementary, which has offered Spanish Immersion to students since 2013. In addition to extending the learning that occurs in Paxson's Spanish Immersion program, DLI will help Washington meet IB requirements. Specifically, students in IB schools must receive 50 hours of a second language over the course of the year. To Laslovich, the connection between IB and DLI go deeper than this. "It's important to find ways to keep middle school students engaged," she explained. "IB and DLI both provide avenues to doing that. They fit naturally into our teamed approach. And for new teachers, they present a great opportunity for focused professional development."



## RUN ACROSS AMERICA AT LEWIS AND CLARK ELEMENTARY

According to the number of paperclips in the bucket, Jane McAllister's students had made it to New York City. It was mid-October 2017, and the Lewis and Clark Elementary School students were glad they finished the 3,000-mile (9,000-paperclip) Los Angeles to New York run before winter set in. Unlike other races, this one was not a competition; instead, it was a collaborative activity wherein one student's success contributed to the others'. Running occurred in McAllister's P.E. classes and during Morning Move!, a program that gets kids moving on the playground before school starts. In either case, each time a student completed a lap around the playground, the runner dropped a paperclip into the bucket. Three paperclips, or three laps, equaled one mile. Paperclips were added up at the end of each class, and progress was tracked on a map hanging on the wall. McAllister had introduced Run Across America to her students the previous spring (resulting in enough paperclips to make it from Los Angeles to Chicago), to help them prepare for the Riverbank Run. While the activity helped students become better runners—teaching them to pace themselves and work up endurance, for instance—the learning that stemmed from Run Across America took many forms.

There were also lessons in math, geography, sportsmanship, comradery, and self-determination. Although individual laps were timed, McAllister encouraged students to stay focused on their progress. "A lot of them shaved time off their miles, and they got excited about that," said McAllister. "They weren't competing with each other, but themselves." This approach helped McAllister overcome the challenge of convincing reluctant runners to give it their best. "At first, I found them making a point of not trying because they didn't want to look uncool," she recalled. "But as it went on they saw they didn't have to be the first one to finish. More important is to say 'I ran this in 12 minutes today, and I'll try to run it in 11:30 next time.'" This approach was positive for the faster runners too. In addition to improving their times, these students served as mentors for others, cheering other runners on and giving them high-fives as they finished. "Kids can be really sweet and kind with each other, even the kids who can be competitive." McAllister concluded. "They understood you can be competitive with yourself and also really encouraging with others."



## SOPHIA RICHTER: Rigorous STEM Work at the University of Montana

High school junior year is understood to be busy, but even by these standards Sophia Richter's junior year was full. It was also extremely impressive, involving work in a university biology lab, multiple science fair wins, and a publication in a scientific journal—all around Richter's studies of Wolbachia, bacteria known for their unique effects on their hosts. In September 2017, the Hellgate High School student immersed herself into the world of Wolbachia by joining Professor Brandon Cooper's biology laboratory at the University of Montana. Richter said she was drawn to Wolbachia because of the bacterium's high evolutionary capabilities and the evolved coexistence with its hosts. As she explained, "I wanted to study it because I thought it was amazing that this minuscule organism could affect entire species through their reproductive systems, from influencing whether eggs hatch or not, to the number of eggs they lay, and sometimes it can even make some insects change their gender." In addition to enhancing her understanding of Wolbachia, the lab work taught Richter about complicated laboratory procedures, data analysis, and high-level research. It also introduced her to the more day-to-day realities of lab work. As she recalled, "I counted over 70,000 fruit fly eggs."

Outside the lab, Richter competed in a number of science fairs, where she presented her research and collected awards along the way. These included Top Junior Project at the Montana Tech Science Fair; Third Place at the Intermountain Junior Science and Humanities Symposium (IJSHS); Best

Reference Page at Montana Tech; and Third Place at the State Science Fair in Missoula. The placement at IJSHS resulted in an invitation to compete at the National Junior Science and Humanities Symposium (NJSHS), and the Top Junior Project finish earned her a spot at the Intel International Science and Engineering Fair (Intel ISEF). Both events were all-expenses paid and provided Richter the opportunity to glimpse research being conducted by other junior scientists from around the world and to hear talks given by Nobel Laureates. Richter rounded out her school year with the co-authoring of "Loss of cytoplasmic incompatibility and minimal fecundity effects explain relatively low Wolbachia frequencies in *Drosophila mauritiana*" (in preprint in November 2018, with formal publication to follow peer review). Reflecting on her scientific accomplishments, Richter gave credit to Missoula, and Hellgate in particular, for creating an environment rich in academic opportunities: "It is amazing what high school students can do here, and a lot of that is because people here truly appreciate STEM and encourage students to pursue their passions."

Noting that Richter is the only high school student he has known to attain a serious publication before graduation, Professor Cooper added, "It has been a real joy to mentor Sophia. She is one of the most driven and motivated young students I have encountered, and I have no doubt that she will continue to excel moving forward."

## WORKPLACE SKILLS: Wade Butler Succeeds at Universal Athletics

Wade Butler gained his first work experiences while a sophomore at Big Sky High School. Participating in the Vocational Rehabilitation Pre-Employment Transition Services program at Opportunity Resources, Inc. (ORI), Wade completed work experiences at Home ReSource and Fuel Fitness that school year. His next work experience, at Universal Athletics, began in August 2017, right before junior year. The fit at Universal Athletics was immediately evident, and not only because of Wade's enjoyment of sports. Wade quickly learned his tasks, which included putting new products away, cleaning and organizing sections of the store, and (his favorite), helping retail manager Tyler Miller print custom shirts and jerseys. For this, Tyler places the shirts on the press, Wade closes the press, and after the alarm goes off, Wade opens it. According to Wade's job coach Hilary Brazington, a particular strength of Wade's is his attention to detail and desire to keep things organized, traits that can drive him to tackle big organizational projects. As an example, Hilary recalled a time that Wade, eyeing an overfilled cubby during the holidays, "took everything down—pint glasses, coffee mugs, random Griz merchandise—cleaned it, and put it back." As Hilary remembered, the result was much improved: "Before he did that, nothing in the cubby sat well together, but Wade made it look a lot better." To Tyler, Wade's strong work ethic was apparent from the start: "Wade comes in for every single shift on time, with a great attitude, and willing to work. He is also willing to learn new tasks and take them head on." To communicate with Wade, who is non-verbal, Hilary uses a printed task list and some finger coding—for example, three fingers for three options. Sometimes it's just a look," she added. "We've been working together so long, we just connect." Hilary has observed this connection develop between Wade and Tyler too. As she explained, "I can see on Tyler's face how much he truly enjoys Wade being around. Tyler will save tasks, like the shirt pressing, for when Wade comes in so he can do it with him. There's been a lot of growth in their non-verbal connection, more of a bond."

As a result of his excellent work and comradery with coworkers, in January 2018, Wade was hired by Universal Athletics outside the program and placed on payroll. The



news inspired KPAX to feature a story on Wade and Universal Athletics. According to Hilary, when the reporters were at the store to film, "Wade did every one of his tasks to show them. He likes the camera." Wade's mother, Lynda Mickelson, noted that since his time at Universal Athletics, Wade has "enhanced his employability skills and opportunities to work with others." Emphasizing the store's "positive inclusive working environment," she added, "Wade is part of a Team and continues to develop both exceptional social skills and a strong work ethic. As Wade's mom, I am so grateful for all that Universal Athletics has done for him. They have been encouraging, gracious, and kind to Wade. I thank them from the bottom of my heart!" Wade's father, Bob Butler, has also noticed the positive effect the job has had on his son. Expressing a desire for Universal Athletics' role in the story to be given more attention, Butler said, "I am awed by the willingness of Tyler and all of his employees to accept and encourage Wade. This is the environment that has allowed him to flourish."



## BENCHMARKS

- Facilities long-range strategic plan complete.
- Major bond initiative to address instructional, facility, technology and safety / security needs.
- Robust wireless network in all schools.
- Support for a Bring Your Own Device or BYOD program across the District.
- Hardware and software installed to meet instructional needs across the District.
- Montana Behavioral Initiative in all schools.
- Autolocks on all school doors; all staff trained in active resistance; obvious and secure front entry to all school buildings.
- Budget aligned to support programs and priorities of the District.



### MCPS IMPROVES STUDENT WELLNESS: Smart Snacks, Morning Move, QPR and SOS

In 2017-18, MCPS continued its efforts for improving nutritional, physical, and mental health through its Smart Snacks, Morning Move, and QPR programs.

#### Smart Snacks in School

During 2017-18, MCPS's Nutrition Committee made further improvements to the district's food health, as part of its compliance with the federal Smart Snacks in School regulation. The mandate requires all food sold in schools during school hours to meet nutrition standards, wherever that food is served. This includes cafeterias, vending machines, and school stores, as well as coffee carts, bake sales, and classroom birthday snacks. "It's really about changing the culture to turn to more healthy foods," explained MCPS Response to Intervention Specialist Carol Ewen. "We need to consider how much sugar and calories are being served throughout the day and encourage alternatives to high-sugar, high-calorie selections." To assist in these efforts, the Nutrition Committee collaborated with community professionals, including nurses, pediatricians, and school principals, to establish key wellness procedures. These procedures will cover such things as what to serve kids during school celebrations and how to ensure kids drink enough water in the day. Other areas of nutrition focus during 2017-18 included expanding breakfast in the classroom and improving the aesthetics of lunch rooms. Using input from parents and students, the district hopes to shift the look from cafeteria to café, creating more visually appealing spaces that promote nutritious eating. In 2017-18, Rattlesnake Elementary School served as the pilot program for these efforts. Summing up the district's efforts to promote healthy lifestyle changes, Ewen said, "We know that this will increase student achievement and promote healthier eating habits. It increases both health and academics."

#### Morning Move

In 2017-18, MCPS expanded Morning Move and Active Recess to Hawthorne, Russell, Lowell, and Franklin. The program gets students moving on the playground for 30 minutes before each school day, with adult-guided activities. For one, this helps students get their recommended 60 minutes of physical activity each day. It also helps reduce conflict on the playground and, subsequently, the number of office referrals in mornings. Partially funded by grants from Missoula Federal Credit Union and the Missoula County "Let's Move" program, Morning Move is largely run by volunteers from Parks and Rec, the university (whose students can earn credit for participation), and the larger community. "We know that when kids are active before school, they come to school ready to learn," said Ewen. "That's our bottom line, to promote academic achievement."

#### QPR and SOS Training: Middle and High Schools

The 2017-18 school year also saw continued implementation of QPR (Question, Persuade, Refer) and SOS

(Signs of Suicide). QPR provides suicide-prevention training for every K-12 teacher in every MCPS school building; SOS teaches middle school and high school students to recognize the signs of depression and red flags for suicide. In 2017-18, Ewen said, "We really went full-scale, screening kids for depression in all the middle and high schools. It really increased the workload for school counselors, but it helped us identify kids who were at risk. Working with parents, we were able to get them help." The district's mental health efforts received additional support via a suicide-prevention grant from Montana Department of Public Health & Human Services (DPHHS) and Providence Hospital. The funding was used to implement the "Good Behavior Game" in grades K-2. This classroom management strategy promotes a positive learning environment that, evidence concludes, results in a host of good outcomes. These include diminishing a bullying culture, promoting positive interactions between students and teachers, and reducing mental health problems, addictions, and rates of suicide.

### FIFTY WILLARD STUDENTS RECEIVE LAPTOPS THROUGH MCPS ACCESS

In 2017-18, fifty Willard students received free laptops through a pilot laptop recycling program called MCPS Access. MCPS donated its laptops no longer in use, instead of selling or otherwise recycling them. Licenses for the operating system and Microsoft Office were purchased through donations from local technology firms Access Consulting and ATG. Before laptops could be given to students, however, the district's Technology Department had some work to do. First, each laptop had to be wiped and installed with a licensed version of Windows 10 and Microsoft Office, a task completed by one of the district's PC Network Techs who became a Microsoft Certified Installer. For licensing of each computer, the tech entered the name of the student who would receive the computer, so the student would legally own it. Finally, a one-page document detailing the different ways to work offline—such as downloading Google documents and making those available offline—was provided to each student. The ability to work offline is especially important for students without home access to the Internet. This builds on one of the primary goals of MCPS Access: equity. "We want all of our students to have digital access beyond the classroom walls," explained MCPS Director of Technology Rae Cooper. "The benefit of this program is getting devices into hands of students that wouldn't normally have access. This device could be the reason a student excels in the classroom or even college."

Another component of MCPS Access is a survey and feedback process that will shape the district's decisions regarding the long-term viability of the program. The short email survey, to be sent to recipients about eight months later, includes such questions as: How is the battery life? Is the machine still working? Are there any other issues? Specifically, MCPS wants to ensure the computers (which were five years old when donated) will last at least a few more years for students. This will be important as the district makes plans to continue and expand the laptop recycling program. For instance, in spring 2019, MCPS intends to distribute 100 laptops to students from all of the district's high schools. To facilitate distribution, Cooper will meet with Family Resource Center/Families in Transition (FRC/FIT) coordinators who can help identify students and secure the appropriate paperwork. Maintaining the program will require the district to overcome a number of challenges, including securing funding to purchase operating system licenses and expanding at-home Internet access for students. Thankfully, finding laptops to donate won't be a problem, since the district replaces more than fifty each year. By distributing its old laptops, the district will not only increase student access to technology, but will do its part to alleviate the world's serious e-waste problem.



# OPERATIONS

ENHANCE COMMUNICATION & COLLABORATE TO MAKE DECISIONS

## BENCHMARKS

- All schools have a schoolwide intervention and enrichment model during the school day.
- Ensure new staff have a deep understanding of the key characteristics of professional learning communities.
- Each school site includes opportunities for student, staff and community leadership.
- Yearly focus groups at each school for students and teachers deepen understanding of My Voice Survey results.
- Annual climate survey data from parents, students and staff informs yearly operations benchmarks.
- Business and community representatives participate on district-level committees and task forces.
- Collaborate with UM on pre-K-20 initiatives.
- SHAPE P20 staff survey results guide future grant activities.
- A district communication plan supports two-way communication between students, families, staff, community and the District.
- Staff respect and refine individual communication styles that support collaboration and shared decision-making.



## MCPS MAKES MOVE TOWARD ZERO WASTE

In 2017-18, Missoula County Public Schools partnered with Home ReSource and the City of Missoula in a commitment to help clear Missoula’s pathway to Zero Waste. To start, the district created a Zero Waste steering committee. Comprised of classified and certified staff, administrators, students, and trustees—and facilitated by Home ReSource Community Engagement Manager Jeremy Drake and Energy Corps service member Katie Anderson—the committee would establish district goals that aligned with the City’s ZERO by FIFTY initiative. With a focus on Missoula’s path to Zero Waste, the citywide initiative follows four guiding principles: 1. Waste is not inevitable, and wasting resources is an unsustainable contemporary cultural norm. 2. Involving all Missoulians in ZERO by FIFTY will require equitable implementation of Zero Waste strategies. 3. “Upstream” and “midstream” solutions must be prioritized over “downstream” solutions like recycling. 4. Transparency and accountability in ZERO by FIFTY will ensure that the plan remains rooted in Missoula’s values. In establishing a framework around adhering to these principles, the City (using feedback from Community Listening Sessions) settled on four focus areas, or paths, to Zero Waste: Access, Infrastructure, Education, and Policy.

The MCPS Zero Waste committee met between February and June 2018, and in the end members recommended that the district follow the City-adopted paths of Access, Infrastructure, Education, and Policy. They also emphasized the importance of adhering to the “3R” model of Reduce, Reuse, Recycle. Outside the steering committee, Home ReSource coordinated student listening sessions at Hellgate, Sentinel, and Willard, wherein over fifty students, including members of Hellgate Students Against Violating the Earth (S.A.V.E.) recycling club and Sentinel’s EcoClub, shared “thoughtful, creative,

and practical ideas for moving MCPS toward Zero Waste,” said Drake. Student priorities included the immediate goals of installing Zero Waste stations and reducing cafeteria waste, as well as a long-term goal of “encouraging a district-wide rethink of personal attitudes, habits, and actions that lead to waste.” S.A.V.E. member Ian Knight (Hellgate, 2018), who had worked with Home ReSource on creating a Zero Waste resolution for the district, was enthusiastic about the district’s forthcoming contributions to Missoula’s pathway to Zero Waste. “By serving as a role model for environmentalism,” he said, “MCPS will encourage the perspective that environmentalism is a more normal, everyday thing instead of a burden that needs to be

accommodated to.” Drake concurred, adding that the district’s adoption of Zero Waste programs will raise awareness and “set the stage for community-wide continuity as more Zero Waste programs emerge across Missoula.” The district’s unique ability to contribute to this continuity is related to its position of educational influence as well as the multiple channels of communication that stream from schools, involving students, parents, teachers, extended family members, student and parent workplaces, and other local connections. As Drake concluded, “MCPS leadership is essential to Missoula’s cultural shift toward sustainability by providing a context for the next generation to adopt Zero Waste behaviors.”

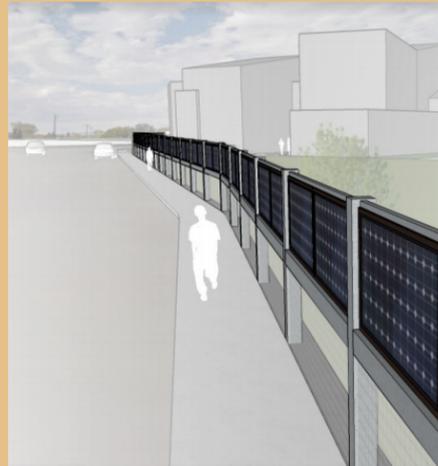
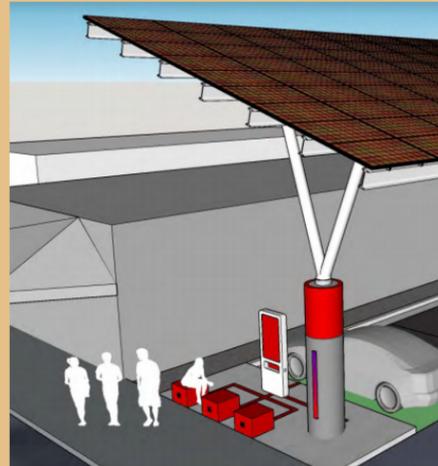
## MCPS BUSINESS DEPARTMENT: Payroll goes live and we are on our way to paperless timekeeping

When MCPS payroll went live with Employee Self Service in July 2017, it represented a development more than four years in the making, one that began with a decision to move financials, human resources, and payroll onto an Enterprise Resource Planning (ERP) system. Before this could happen, however, an ERP for schools had to be built. The task was taken on by software provider Tyler Technologies, which built the ERP in phases: financials went live in July 2013, Human Resources in July 2014, and Payroll in July 2017. The end result is an integrated solution that maximizes efficiency, functionality, and privacy.

For the district’s support staff, the software created an entirely new process for submitting timesheets. To make the transition as smooth as possible, the district’s Payroll Department ran both paper and online timekeeping through the end of the 2017-18 school year, instead of going paperless right away. For training, Payroll started with custodians, who learned the system fast and then jumped in to help others learn. “Custodians did great with it,” noted MCPS Payroll Supervisor Theresa Roullier. “As we went live, we heard a lot about people helping people.” The accessibility of the system—available via computer or mobile device—further accelerated training. While only support staff uses the software to record their time, all district employees benefit from the system’s wide-ranging functions, which include printing paycheck stubs, reviewing sick leave balances, using a paycheck simulator to test tax exemption scenarios, and providing proof of income, such as



for large purchases. “The biggest benefit is that staff can pop into the system any time to get information,” explained Roullier. “They don’t have to wait for the Business Department to be open. And since they no longer need to go through us to access information, it better ensures privacy.” Although the system has presented occasional technical difficulties, Roullier said the transition has gone well. She attributes this not only to Tyler Technologies’ good customer support, but also to district staff. “They’ve been good about stepping up and getting their time entered, and when we’ve worked through technical difficulties, people have been patient with us. We’ve appreciated that.”



## NORTHWESTERN ENERGY PARTNERSHIP: Urban Solar Installations

In 2017-18, MCPS launched a partnership with NorthWestern Energy and the City of Missoula, wherein solar installations will be built at Big Sky, Hellgate, Sentinel, and Willard (the latter of which will be in the form of a solar fence). The \$1 million pilot project, to be entirely funded and maintained by NorthWestern Energy, is part of the company's large-scale studies around creating renewable energy solutions that can meet the demands of the regional energy grid. Within this realm, the project will focus on two areas of study: urban solar installations and education. MCPS students and teachers will play a key part in these studies, providing for hands-on learning experiences that will prepare students for jobs and help ensure a sustainable future. With data made available through a website hosted by NorthWestern Energy ([nwesolar.com](http://nwesolar.com)), Science, Math, and CTE teachers will write curriculum around analyzing the data. While specific research projects are yet to be determined, students will read the data to identify the immediate impact of the installations, such as KW production and customer usage, and then apply this to long-term consequences, such as how many homes each installation offsets and the scale necessary to generate enough power. "The idea is that we're all learning together," explained MCPS Director of Communications Hatton Littman. "The hope is that as a community we learn about solar, how it fits into the grid, what it takes to produce high-quality, low-cost energy." Emphasizing the project's ability to help the district prepare students to solve energy problems for the future, Littman concluded, "All partners in the group understand we need energy solutions. What better way to do that than by preparing students in high school with the necessary engineering and design skills."

Another positive outcome of the project involves NorthWestern Energy's hiring of CTA Architects Engineers to help design the structures (alongside SBS Solar). The CTA team includes Hellgate 2013 graduate Nathan Bronec and his father Alan Bronec. As a high school freshman, Nathan joined the district's first Robotics team, for which he is now a mentor. Alan, who has been a Robotics mentor since Nathan joined in 2009, was the 2017 recipient of the MCPS Outstanding Mentor Award. To father and son, the NW Energy solar project offers many of the benefits they appreciate about Robotics, which Nathan said he was drawn to because of the hands-on learning it provided. To him, the potential impact on the curriculum is the most significant aspect of the project. As he explained, "The solar project will contribute to more hands-on experience in the schools. Students don't always have the opportunity for this type of learning." Alan agreed, and added that the hands-on component not only helps students, but is beneficial to employers too. "We have a hard time finding good talent," Alan noted. "As with Robotics, the solar project will teach skills that are hard to train for. When I interview somebody, if they can think critically, solve problems, work on teams, and have a strong work ethic and positive attitude, I can train them in whatever we do in the industry."

## SEELEY SWAN FIRES CAUSE SCHOOL EVACUATION

Amid raging wildfires and hazardous-level air quality, Seeley-Swan High School began the 2017-18 school year with a freshman-only school day that ended in a school evacuation. But with federal requirements around minimum days and a graduation ceremony scheduled, Principal Kat Pecora needed to find a way to resume classes. A solution came from 22 miles down the road, where an administrative building was being offered as a makeshift school house. The benefactor was The Resort at Paws Up, which had finished constructing the building so recently it hadn't yet been used. Pecora graciously accepted the offer and settled into a flurry of preparations. First, teachers needed to retrieve their supplies from the evacuated school. This was carried out thanks to the help of the county Sheriff's office, which set up a caravan—with a patrol car at the lead, followed by teachers' cars and another patrol car at the end—to guide them in and out. For transportation, Pecora set up a temporary bus route to run between the parking lot at Lindy's Steakhouse and Paws Up. She established a rule that allowed students to drive only if they needed to get to jobs, in order to minimize the disruption

to the resort's business. Paws Up granted the school access to its Internet, and the district's Technology team arrived from Missoula to hook them up. The football team, unable to practice on its field, was invited to practice on the football fields in Drummond and at Missoula's Mt. Jumbo.

In their new environment, the school's approximate 100 students and 15 staff took a moment to adjust, said Pecora, but proved to be highly adaptable. During their two weeks at Paws Up, school attendance remained high: 95.8% on average with the lowest day at 93%. Some classes, including the dual-credit English 101 class taught by Pecora, were held in a barn the resort offered use of. The experience of teaching in a barn was "fun and different," noted Pecora, who emphasized how wonderful everyone at Paws Up was in offering support. That gratitude extended to the whole larger community, including the residents of Seeley Lake, her school's student and parent population, and MCPS. "I can't say enough about the community response from both Seeley Lake and Missoula," said Pecora. "If this had to happen, we couldn't have asked for a better group of people to go through it with."





# OPERATIONS ENHANCE COMMUNICATION & COLLABORATE TO MAKE DECISIONS

## HIGHLIGHTS OF CONSTRUCTION, 2017-18

During the 2017-18 school year, Missoula County Public Schools hit the middle of its bond project, meaning that the district passed the halfway point in its \$158 million construction projects. According to MCPS Operations and Maintenance Supervisor Burley McWilliams, the milestone keeps them on track for meeting the goal of a districtwide September 2020 completion date. With eight construction projects occurring, work was at an all time high across the district in the 17-18 school year.

### Russell Elementary

The 17-18 school year focused on completion of the expansion and remodel at Russell Elementary. Among the greatest challenges at Russell were the musical chair-like moves involved around the abatement of floor tile, which could only be complete while the building was empty. Rooms had to be moved during winter and spring breaks to allow for abatement and remodeling to occur. As soon as students and staff left the building, the operations and maintenance team was there to move everything out (including desks, chairs, and boxes of teaching materials). Once the work was complete, the team was back to clean up, move everything back in, and put classrooms back together again. "You have to be Johnny On the Spot," said McWilliams. "And it requires a lot of packing and moving stuff around from the school staff. I give kudos to the staff. They've been professional, understanding, and patient. On behalf of the trades team, I couldn't appreciate them more."

In the summer of 2018, McWilliams

describes the demolition of the modular building at Russell as one of the most satisfying elements of all bond construction. "It was a thorn in our side for many years," he explained. Apparently, when the district purchased the modular in the early 1960s, it was met with considerable public objection. The district was able to alleviate the concerns because the modular was intended to be a temporary solution, one intended to be replaced in a couple of years. Unfortunately, this did not pan out as planned, and it wound up requiring passing of the 2015 bond, a half-century later, to replace it. Hence, when the modular finally came down in 2018, the demo drew a crowd. "About 60-70 people were there cheering and applauding," recalled McWilliams, who added that his trades team was also happy to see the modular go because of the constant maintenance it required. The team was also happy to have a few more tradespeople in their mix in spring 2018, with the hiring, of two electricians and an HVAC technician. McWilliams said these hires were well timed, since the recently constructed spaces include modern mechanical and electrical systems that the new hires can learn on day one.

### Sentinel High School

Construction at Sentinel started during Spring break with abatement in the main office area. After spring break, the bulk of the work focused on site setup and moving the electrical delivery system and main transformer serving the building. Once summer break started, the office



Russell Elementary School



Sentinel High School



Hellgate High School



Washington Middle School

staff relocated to the science wing during the remodel of the front office area and secure entry vestibule. Work started on the Margaret Johnson Theater in order to add the music, band, and orchestra addition to the school. Once that addition is done, the old music building (300) will become district storage. Over the summer, earthquake bracing was added as well.

### Hellgate High School

In the second year of construction on the school, they were able to open up the new culinary classroom and the new science lab classrooms on the third floor of the science building. Construction continued on first floor student commons and new flooring was added in art classrooms. The new main office and secure entry vestibule were completed in time for the start of school in the Fall of 2018. The remodeled dining area, student commons and kitchen - a major improvement for the student experience - opened in the Winter of 2018. Finally, work continued on the student services suite so that counseling, school psychiatrist, social worker and nurse's offices are co-located in one area on the second floor.

### Washington Middle School

One of our most complex projects, Washington Middle School entered their second year of construction in the 17-18 school year. In that year, the school completed the new gym and continued work on the music area which will replace the original gymnasium. The final step will be connecting the main building to the annex and removing the modular classrooms.

### Willard Alternative Learning High School Program

Construction on the new Willard building started in the 17-18 school year directly adjacent to the current building. As one of two completely new construction projects in the district, Willard will be a new state of the art building with science labs, a culinary lab, music practice rooms and a learning stair.

### Hawthorne Elementary

In the spring of 2018, the school started some site work to prepare for the summer. The real construction started as soon as school let out on the front office area and new main entrance on Hiberta Street. A new addition housing two new classrooms filled the space that used to be the main office.

### Lewis and Clark Elementary

Over spring break, crews completed some abatement work on the north classroom pod that houses first and second grades. After school let out, this area was the focus of construction to add four classrooms. Construction also started on the library, the learning street, and the new kitchen and dining room area. There will also be an elevator added onto the south end of the school by the kindergarten classrooms.

### Ag Center

In the summer of 2018, crews started renovating the wood shop into the future meat processing lab. Once complete, MCPS Ag Center students will be able to raise, butcher, and process meat in this state of the art lab with a goal of providing ground beef to the school lunch program.



Willard Alternative Learning High School Program



Hawthorne Elementary School



Russell Elementary School



Ag Center

# FINANCES

## FINANCES AT A GLANCE

MCPS is a unified school district that operates two separate districts – a K-8 Elementary District and a 9-12 High School District. While unified, each district adopts their own budgets for 9 separate funds – general, transportation, tuition, retirement, adult education, technology, flexibility, debt service and building reserve. (See graph of budgeted funds.)

The general fund supports the primary operating expenditures of the district, including employee salaries and benefits, utilities, instructional materials and supplies, and student activities and athletics. The general fund does not cover the cost of transportation to and from school, the adult education program, most technology purchases and most facility repairs. (See chart of general fund expenditures by program.)

## GENERAL FUND

The budget for the general fund is based upon a formula found in state law. That formula is built upon various components that together calculate the Base Budget, which is the minimum budget that all districts in Montana must adopt, and the Maximum Budget. The funding of the Base Budget is shared between the state and local taxpayers while the budget above Base to Maximum is funded almost exclusively by local taxpayers via voted levies.

The calculation of the Base and Maximum Budget depends primarily upon the district's enrollment and inflationary increases to the school funding components. Declining enrollment means little to no budgetary increase even with the passage of levies. It is possible under Montana law to adopt a budget above Maximum, if the prior year budget is greater than the calculation of the current year Maximum budget.

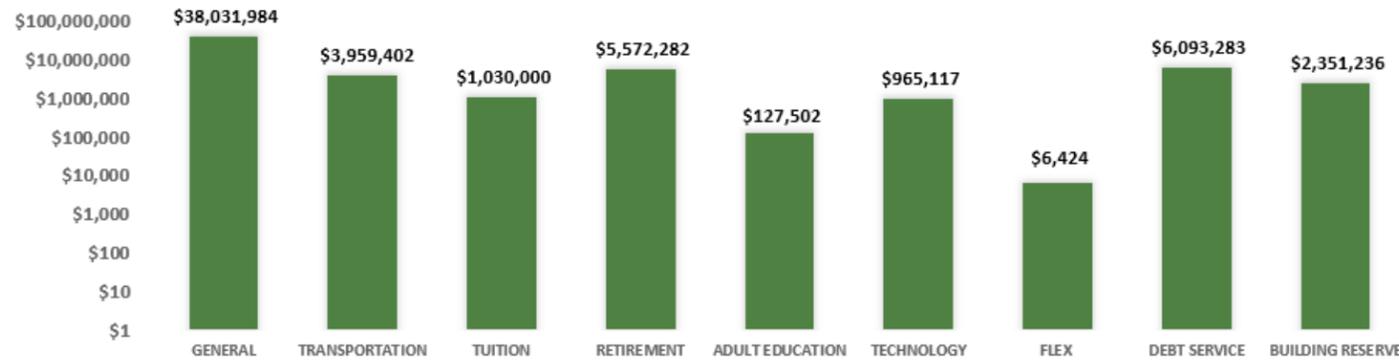
The elementary budget for all budgeted funds totaled \$58.1M for 2017-2018. This represented an increase of \$3.9M from 2016-2017 with the General Fund increasing \$1.1M (2.9%), and the Debt Service Fund increasing \$2.2M. The increase in the Debt Service Fund was necessary to fund the principal and interest payments coming due on the 2017 bond issue. The General Fund budget for 2017-2018 was primarily impacted by an increase in 7-8 ANB of 63; an inflationary increase of .5% to the two entitlements and the five additional funding components, and the passage of an \$804K over-base levy.

The total tax value of the Elementary District increased by \$6.9M over FY17. Property tax levies for all budgeted funds, other than the Debt Service Fund, increased by \$2.6M and total mills increased by 14.18. With the increase of 18.32 mills in the Debt Service Fund to serve the 2017 bond issue, the total mills increased in the Elementary District by 32.5. This translated to an approximate annual increase of \$87.75 in taxes on a \$200,000 assessed value home.

The secondary budget for all budgeted funds totaled \$47M in 2017-18. This represented an increase of \$4.54M from 2016-2017 with the General Fund increasing \$390K (1.3%), and the Debt Service Fund increasing \$3.1M (2%). The increase in the Debt Service Fund was necessary to fund the principal and interest payments coming due on the 2017 bond issue. The General Fund budget for 2017-2018 was primarily impacted by an inflationary increase of .5% to the two entitlements and the five additional funding components, and an increase of 29 ANB.

The total tax value of the Secondary District increased by \$13.3M over FY17. Property tax levies for all of the budget funds, other than the Debt Service Fund, increased by \$1.5M and total mills increased by 2.87. With the increase of 15.22 mills in the Debt Service Fund to serve the 2017 bond issue, the total mills levied in the Secondary District increased by 18.09. The tax impact was an annual increase of approximately \$48.84 on a home with an assessed value of \$200,000.

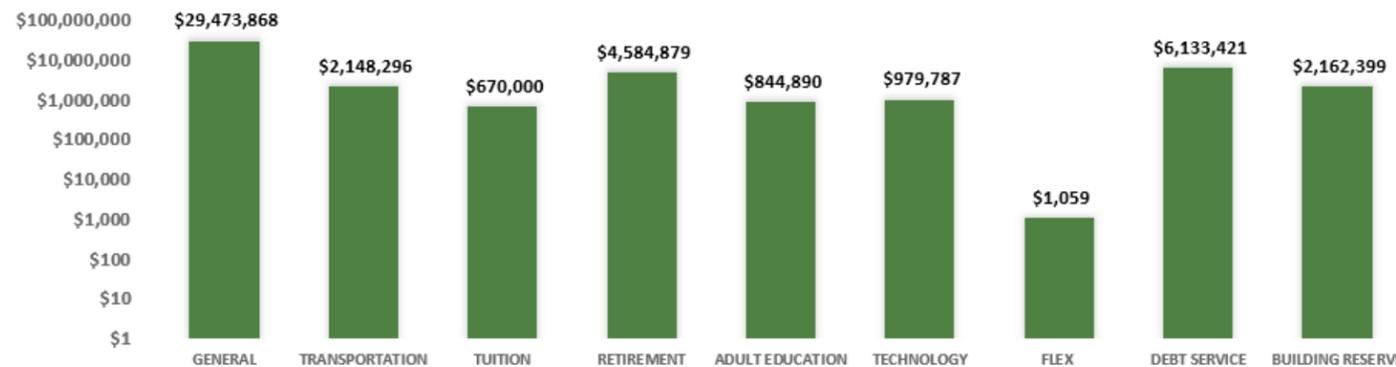
**ELEMENTARY BUDGETED FUNDS 2017-2018 \$58,137,230**



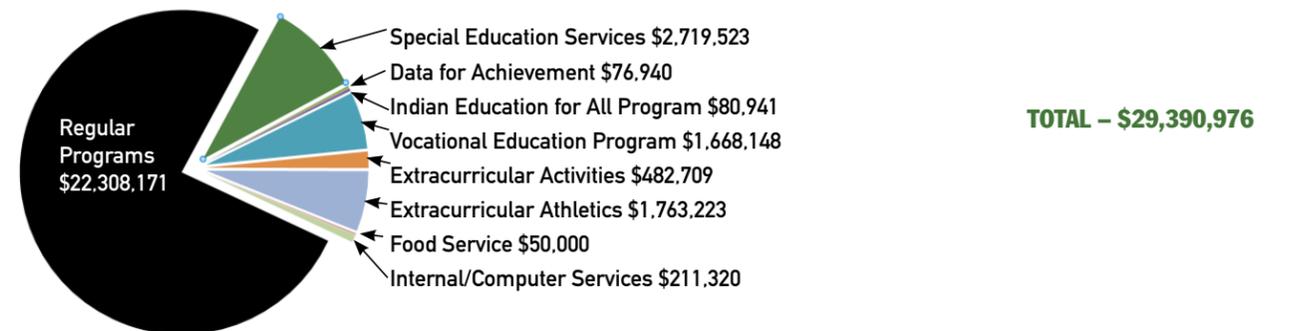
**ELEMENTARY GENERAL FUND EXPENDITURES - BY PROGRAM**



**HIGH SCHOOL BUDGETED FUNDS 2017-2018 \$46,998,599**



**HIGH SCHOOL GENERAL FUND EXPENDITURES - BY PROGRAM**





**Forward Thinking, High Achieving.**

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