

# Montpelier School Long Term Plan



Spring 2022

## **School Programs**

### **Academics**

Montpelier School is located in Montpelier, ND and serves students in PK-12 grades. The academic day for high school students is divided into seven 45-minute periods with classes beginning at 8:40 and ending at 3:30 daily. A flex time is incorporated after lunch time to allow students to meet with teachers in subjects they need additional help in order to be successful.

Montpelier High School offers all core content areas as required by the North Dakota Department of Public Instruction for graduation. Subject areas taught include English, Math, Science, Social Studies, Physical Education/Health, and Music. Junior and senior students are also offered to take courses offered at the James Valley Career and Technology Center in Jamestown. Courses taken at the center assist in meeting the career and technology requirements of the state. A rotational system is being developed to review specific curriculum every five to six years to allow for consistent replacement of textbooks and materials for the subjects.

Student support systems are also available to all students of Montpelier School. On staff there is a full-time special education instructor along with two paraprofessionals to work with students with Individualized Education Programs. The school also provides schoolwide Title I services to support struggling students but do not require an IEP. The school has one counselor that works one day a week. The career counselor from the James Valley Career and Technology Center meets with all students and focusing on high school students assisting with college/career choices. The counselor also assists with the administration of the Workeys testing. The individual also works with students in grades 7-12.

As a smaller school, not all academic electives can occur on campus. To fill the needs of students wanting more than the offered courses they can utilize courses available on line from the North Dakota Center for Distance Education. Dakota College of Bottineau is used as an online resource for dual-credit courses.

The elementary school has one section for each grade level in grades K-6 with grades 3 and 4 combined for a portion of the school day. A full day preschool program is available two days a week for the first semester and three days a week for the second semester. All K-6 students have physical education and music every day of the week and library once a week. The Jamestown Public Library bookmobile comes every other week to increase the number of book choices for the students.

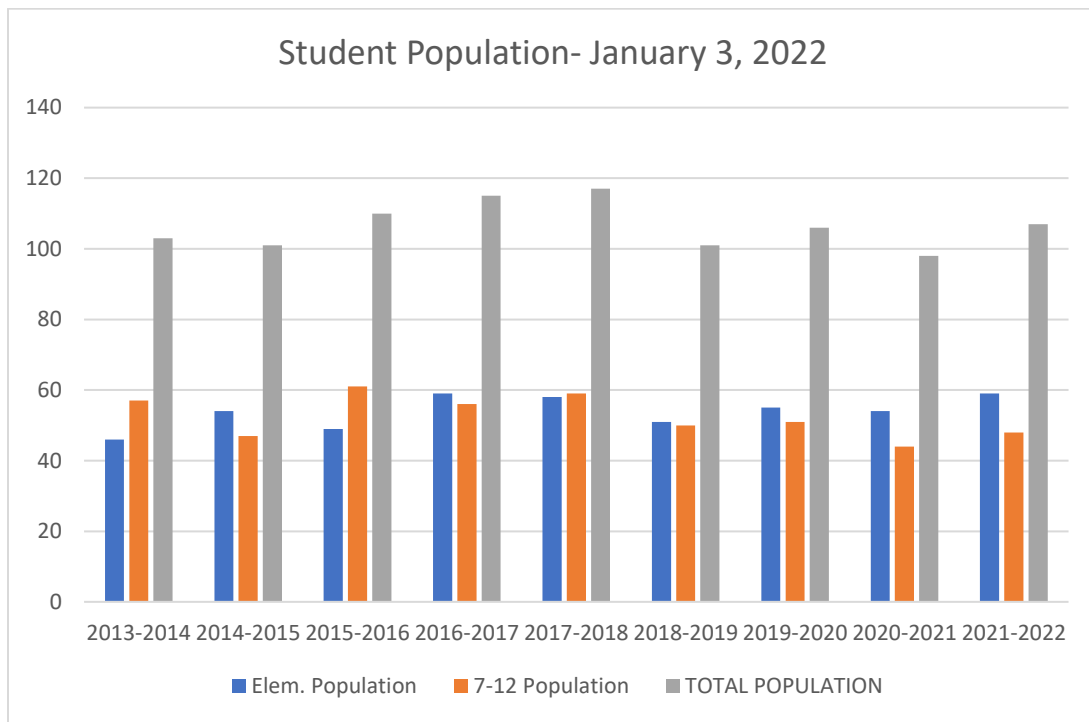
### **Activities**

Montpelier School provides a variety of opportunities for students to participate in co-curricular activities. The school coops with Edgeley/Kulm in girls' volleyball, boys' and girls' basketball and track. Students may also participate in football with the newly formed Edgeley-Ellendale-Kulm coop. Coop agreements exist with Jamestown for students to participate in cross country. The archery team is a popular activity with many students with students competing at area events as well as the state competition. The students have experienced much success in the archery competition.

Non-athletic activities are also available for the students of Montpelier High School. Activities include speech and drama, music, math competitions, student council and Environthon.

## Student Population History and Projection

<u>SCHOOL YEAR</u>	<u>Elem. Population</u>	<u>7-12 Population</u>	<u>TOTAL POPULATION</u>
2013-2014	46	57	103
2014-2015	54	47	101
2015-2016	49	61	110
2016-2017	59	56	115
2017-2018	58	59	117
2018-2019	51	50	101
2019-2020	55	51	106
2020-2021	54	44	98
2021-2022	59	48	107



## **58472 Zip Code Region**

Population estimate from 2018 for city of Montpelier- 85

Population estimate of school district- 493

### Race

White- 97.3%

Other- 2.7%

### Income of School District- Source:

<https://censusreporter.org/profiles/97000US3813230-montpelier-public-school-district-14-nd/>

Median Household Income- \$81,500

Persons below poverty line- 3.5%

### Montpelier School Free and Reduced Meal Percentages

2011- 34/3%

2012- 51.4%

2013- 52.4%

2014- 50%

2015- 46%

2016- 46%

2017- 53.9%

2018- 48.1%

2019- 49.5%

2020- 39%

2021- 39.83%

### Education Attainment- Margin of error 10%. Source:

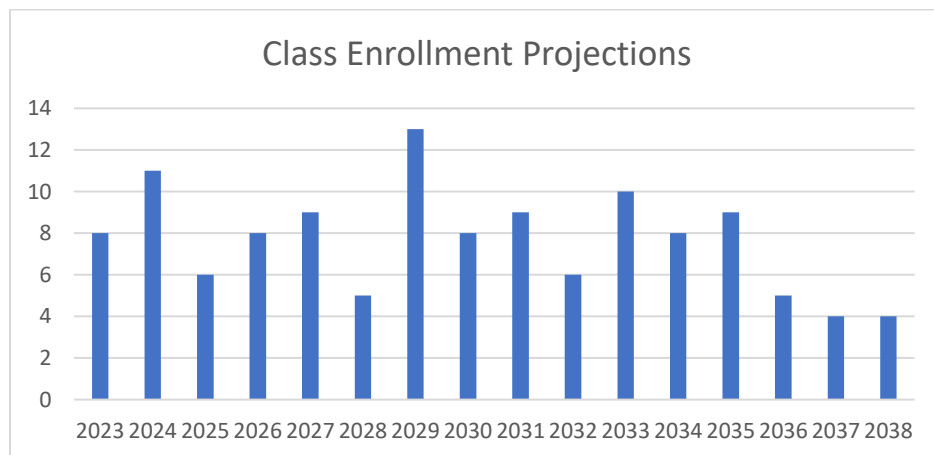
<https://censusreporter.org/profiles/97000US3813230-montpelier-public-school-district-14-nd/>

No degree	7%
High School graduate	30%
Some college, no degree	28%
Bachelor's degree	28%
Graduate or professional degree	7%

## Montpelier School Class Enrollments and Projections

CLASS	STUDENTS	GRADE
2023	8	11
2024	11	10
2025	6	9
2026	8	8
2027	9	7
2028	5	6
2029	13	5
2030	8	4
2031	9	3
2032	6	2
2033	10	1
2034	8	K
2035	9	PK
2036	5	PK 2022
2037	4	PK 2023
2038	4	PK 2024

**Ave. Class Size                      7.69**



## **Montpelier School Instructional and Administrative Staff 2021-2022**

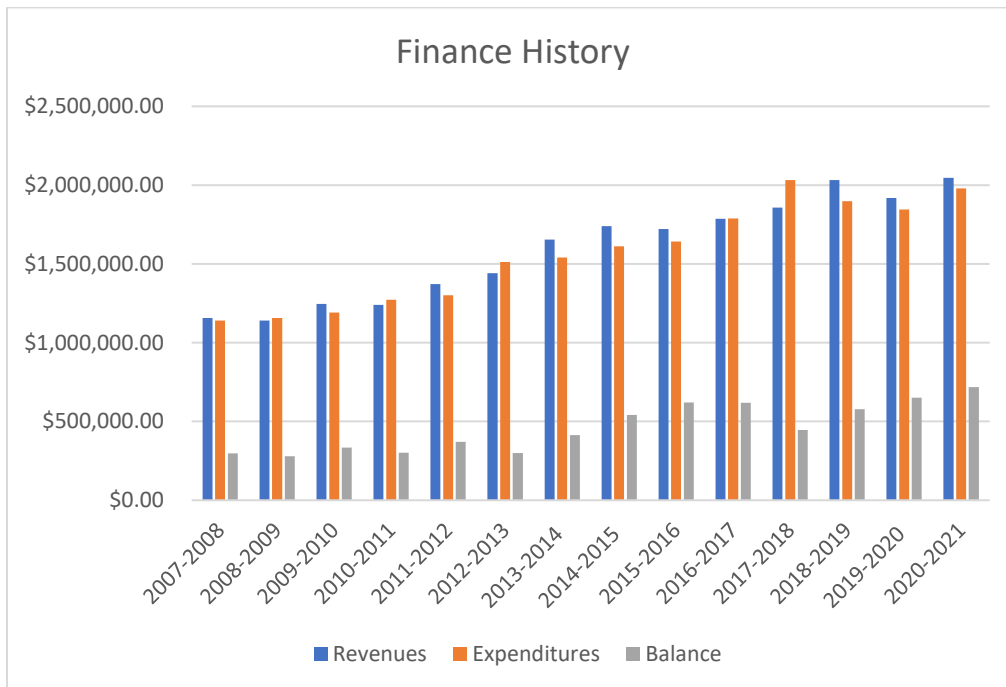
<b><u>Teacher</u></b>	<b><u>Area Taught</u></b>	<b><u>Total Years</u></b>	<b><u>Montpelier Years</u></b>	<b><u>Salary Schedule</u></b>
Anderson, Ellen	Science	2	2	BS+8
Bear, Aurora	English	2	2	BS
Bear, Heidi	4th Grade/Title I Coordinator	6	6	MA
Boese, Deb	Special Education	27	2	MA
Entzi, Don	PE/Health	20	3	BS+32
Gange, Brandon	6th Grade	6	1	BS
Hannasch, Ben	Secondary Principal/Tech Coord.	8	2	MA
Kramer, Tonya	3rd Grade	17	17	BS+24
Krueger, Lisa	Special Education	30	2	MA
Leggate, Julie	Social Studies	27	22	BS+32
Lynch, Kristen	K-12 Music	3	1	BS
Marthaler, Kayleen	2nd Grade	7	7	BS+8
Nelson, Ryan	5th Grade	13	13	BS+8
Ratts, Sarah	First Grade	18	17	BS+24
Schrader, Maureen	Kindergarten	21	15	BS+24
Soulis, Mike	Guidance Counselor	27	6	MA
Stutlien, Steven	Math	1	1	BS
Waagen, Jerry	Supt/ Elem. Principal	37	10	MA+
Williams, Julie	PK	4	4	BS+8
Wright, Richard	Business	7	7	BS+16

### Facility Considerations

- 1) Residing of Smart Lab building, adding gutter to bus barn
- 2) Main high school hallway
  - a) Different color for walls
  - b) Window to open and allow for air flow
  - c) Improve handrails
- 3) Installation of mini-split air conditioners
- 4) New window installation and wall insulation in high school- will be need for additional ventilation
- 5) Kitchen- New sliding door cooler

## Montpelier School General Finance History

Year	Revenues	Expenditures	Balance
2007-2008	\$1,156,597.00	\$1,140,310.00	\$297,636.00
2008-2009	\$1,139,686.00	\$1,157,432.00	\$279,890.00
2009-2010	\$1,246,153.00	\$1,191,987.00	\$334,056.00
2010-2011	\$1,240,210.00	\$1,272,278.00	\$301,988.00
2011-2012	\$1,371,116.00	\$1,301,891.00	\$371,213.00
2012-2013	\$1,441,514.00	\$1,512,449.00	\$300,278.00
2013-2014	\$1,655,034.00	\$1,540,793.00	\$414,519.00
2014-2015	\$1,740,449.00	\$1,612,624.00	\$542,344.00
2015-2016	\$1,720,781.00	\$1,641,786.00	\$621,339.00
2016-2017	\$1,786,493.00	\$1,788,542.00	\$619,290.00
2017-2018	\$1,857,954.67	\$2,031,264.74	\$445,980.23
2018-2019	\$2,031,297.85	\$1,898,781.02	\$578,497.06
2019-2020	\$1,918,946.13	\$1,845,946.12	\$651,497.07
2020-2021	\$2,046,517.99	\$1,979,740.11	\$718,621.95

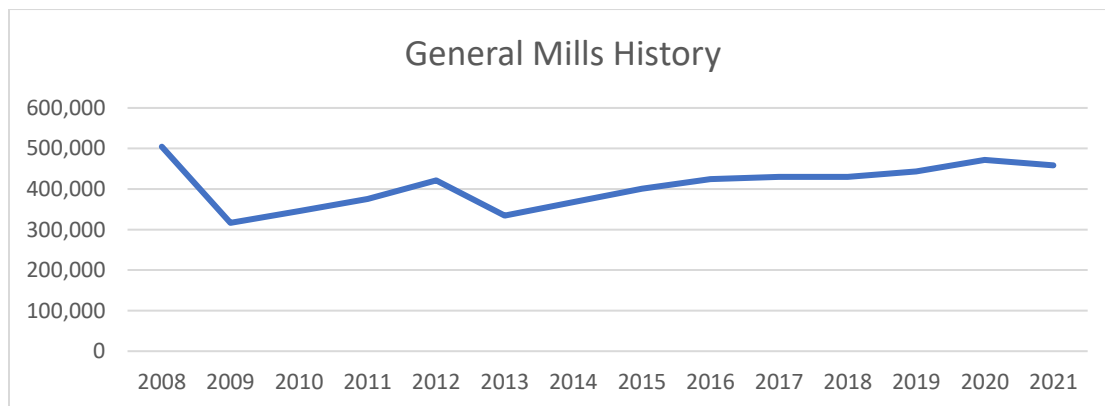
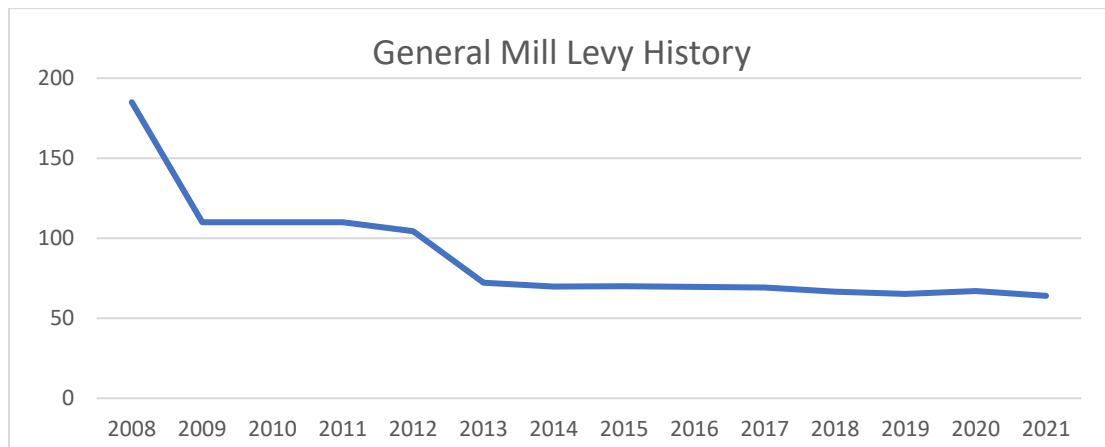


NOTE: 2018-2019 received \$180,000 comprehensive school improvement grant



## General Mill History 2008-2019

Year	GENERAL	Levy Amount
2008	185	504,479
2009	110	316,590
2010	110	345,258
2011	110	375,799
2012	104.4	420,941
2013	72.2	334,187
2014	69.78	367,916
2015	69.91	400,456
2016	69.69	424,798
2017	69.24	430,000
2018	66.7	430,000
2019	65.3	443,275
2020	67	472,048
2021	64	458,325



Montpelier School Levy History  
2008-2021

Year	GENERAL	TECH	MISC	BUILDING	TOTAL	VALUATION	LEVY AMOUNT
2008	185	5		10	200	\$2,726,909	\$545,381
2009	110	5		10	125	\$2,878,095	\$359,762
2010	110	5		10	125	\$3,138,710	\$392,339
2011	110	5		10	125	\$3,416,356	\$427,045
2012	104.4	5		10	119.4	\$4,031,669	\$481,381
2013	72.17			10	82.17	\$4,630,552	\$380,492
2014	69.78		11.96	9.97	91.71	\$5,272,515	\$483,542
2015	69.91		5	9.52	84.43	\$5,727,976	\$483,626
2016	69.69			5	74.69	\$6,095,145	\$455,274
2017	69.24			4.07	73.31	\$6,210,665	\$455,273
2018	66.21		0	4.97	71.18	\$6,494,865	\$462,295
2019	65.3		0	5	70.3	\$6,783,622	\$477,193
2020	67		0	2	69	\$7,045,450	\$486,136
2021	64		0	0	64	\$7,161,335	\$458,325

## **Anticipated Effects of Demographic Changes**

### **Academic and extracurricular programs:**

- A) Montpelier School is a Cognia/AdvancED Accredited school, going through the accreditation process in 2016-2017 and is accredited through 2021-2022. The school went through the accreditation process for renewal in the spring of 2022. The elementary school also went through a diagnostic review for a more thorough review. Montpelier School's academic programs meet the requirements of the state and will continue to do so in the future. Meeting the CTE needs and requirements students will continue to have the opportunity to attend the James River Career and Tech Center as juniors and seniors. High students also have opportunity to take online courses through the North Dakota Center for Distance Education. The elementary student population remains consistent with 50-55 students, but small class sizes may require some classes to be combined but efforts made to separate them for core classes of reading and math.
- B) The school will continue to utilize coops with surrounding schools to provide students in grades 5-12 to participate in a variety of extracurricular activities. Montpelier School will provide students chance to represent our school in music, speech and drama, and archery.

### **Instructional and administrative staffing:**

The staffing for grades 7-12 will remain in place to meet the academic needs of the students. Elementary grades may be combined if extreme small class sizes occur. Supportive educational services of special education, Title I, and counseling will be provided. The school became a schoolwide Title program during the 2016-2017 academic year providing more flexibility to assist all students.

### **Facility needs and utilization:**

The elementary building and rooms are structurally sound including the roof. Classrooms needing carpet replaced has been done when necessary. The high school continues to require repair or updating. The carpet in the hallways and stairwells were replaced in the summer of 2021. A dedicated preschool room was installed in the summer of 2014.

Facility space has been an issue with inadequate number of rooms available to meet all needs of the faculty and students. During the summer of 2017 an addition of two rooms was added to the south end of the elementary wing. One room is now a classroom/Title I space. The room is used to teach fourth grade students the core subjects of English Language Arts and math in the morning. The other room is the K-12 music room. Previously students were required to go outside and walk across the parking lot to the music building.

The old music building was used mainly for health classes and storage until the fall of 2021. The school utilized ESSER funds to update the front of the building to a SMART Lab for STEM activities. All grade levels have access to the building for a variety of STEM activities.

### **District Tax Levies:**

The school levies of the local taxpayers along with state funding provides adequate funds to support the financial needs of the school. The funding provided by the state is based primarily on student enrollment with funding for each student being approximately \$13,500. This funding method makes our small school very dependent on actual student enrollment numbers. The 2019-2020 school year our school was no longer on the state formula and was considered a transition minimum school. This designation has maintained our foundation aid payment from being lowered due to a decrease in enrollment for the fiscal years 2019-20 and 2020-2021. However, the amount we receive will a decrease by 15% in 2021-2022. A review of the state formula worksheet it is believed that the school will be on the state formula. Student enrollment numbers will determine future levy amounts.

### **Student Achievement:**

Student achievement has been measured by NDSA, NDSASB, NWEA, and AIMSweb+ testing. A review of state assessment scores found that we had a low rate of proficiency and student growth in 2016-2017. These poor scores caused our elementary school to be designated as a comprehensive needs school. This designation required us to take actions required by the state including receiving coaching services from Ed Direction. The elementary school worked three years with Ed Direction and our scores have increased dramatically. Comparing our NDSA scores of the 2020-2021 test shows that our students scored above or near the state average in all grade levels 3-10. State testing was suspended for the 2019-2020 school year due to the COVID-19 virus pandemic. As a result of the state testing suspension the elementary school remained on the comprehensive list for the 2021-2022 school year.

#### 2020-2021 NDSA Test Comparisons

<b><u>Grade</u></b>	<b><u>ELA- Montpelier</u></b>	<b><u>State ELA</u></b>	<b><u>Math- Montpelier</u></b>	<b><u>State Math</u></b>
3	603 +/- 6	573	445 +/- 6	424
4	598 +/- 14	586	448 +/- 11	450
5	620 +/- 18	616	521 +/- 8	475
6	654 +/- 16	630	521 +/- 11	496
7	607 +/- 16	627	525 +/- 14	530
8	640 +/- 18	646	587 +/- 19	556
10	656 +/- 10	651	612 +/- 13	608

NWEA testing occurs twice per school year to determine student progress. A review of the NWEA scores shows most students are doing well and improving in reading and math.

Elementary NWEA Test Results Winter 2020-2021

<u>GRADE</u>	<u>TEST</u>	<u>Class Ave.- Fall</u>	<u>CLASS AVE.- Winter</u>	<u>NATIONAL NORM- Winter</u>
<u>1</u>	Math	152.5	170.1	170.2
-	Reading	154.6	172.8	165.8
-				
<u>2</u>	Math	171.5	187.7	184.1
-	Reading	173.1	181.5	181.2
-	Lang. Usage	167	183.3	183.8
-				
<u>3</u>	Math	188.2	202.7	196.2
-	Reading	191.8	206.1	193.9
-	Lang. Usage	195.5	206.2	195.1
-				
<u>4</u>	Math	196.8	205.2	206.1
-	Reading	192.2	202.5	203.7
-	Lang. Usage	194.8	202.9	197.7
-				
<u>5</u>	Math	204.2	223	214.7
-	Reading	202.5	209.1	207.2
-	Lang. Usage	201.5	208.7	208.4
-				
<u>6</u>	Math	216.8	226.2	219.6
	Reading	212.6	221.5	213.8
	Lang. Usage	213	218.7	212.8

## **Plans of Action to Address the Effects of Demographic Changes on the Following**

### **Academic and extracurricular programs:**

Due to limitations of facility space and staff the administration will explore alternate methods of providing additional courses for students. Utilization of the Center for Distance Education (CDE) may broaden courses available to students. Courses at the Jamestown Valley Career and Tech Center will be continued to be offered to juniors and seniors. Exploration of possibly making JVCTC to sophomores will be explored. An additional course available to high school students will include a STEM course. Science courses are incorporating more hands-on activities both in and out the school.

Extracurricular activities are an important to developing well rounded students and Montpelier School will continue providing these when possible. The cooperative athletic relationship with area schools will be fostered and utilized to allow student participation. The archery team will be continued to be in place.

### **Instructional and administrative staffing:**

The staffing for grades 7-12 will be maintained at its current level to provide all required state courses. The administrative staff is changing to a full-time superintendent and a K-12 principal. The administrative staff will continue to efficiently administer policy and perform teacher evaluations. A dramatic decrease in elementary student population may necessitate combining grade levels although predictive trends does not indicate this. Grade separation will be made if possible. Student support services will continue. The preschool program is changing to two sections with a limit of six students and will meet each meeting two days a week. The change is improve the teaching effectiveness due to classroom size.

### **Facility needs and utilization:**

The school facilities will be annually to determine the needs with the building committee reviewing needs and make recommendations to full school board to approve projects. The goal is to provide a positive and safe learning environment for all students. Inspection of the roof and grounds will occur on a regular basis. The recommendations of the State Fire Marshall will be followed to meet safety codes.

The stability and small growth of our student population is an indicator that Montpelier School will continue to be a viable school now and in the future. The consideration of this fact was a major factor in the building of the addition in 2017.

The age of the high school building limits of what improvements can occur. However, the stairwells and the hallways will be addressed to improve their appearance. The science classroom will be updated to improved the instruction environment. The Smart Lab usage will look to increase as teachers and students become more familiar with the capabilities.

School technology will be updated as needed to provide students the opportunity to prepare skills needed to be successful in their careers and college. A 1:1 computer initiative began in 2017 for grades 7-12 and will continue in the future with the possibility of expanding to elementary grades.

### **District Tax Levies:**

The school board will set mill levies so that they will adequately fund the annual budget needs of the school along with funding from the state. The amount of state funding is determined by a formula designed by the state and approved by the state legislature. The funding formula currently is based primarily on the student population of a school meaning small changes in the student numbers in a small school significantly affects a school's budget. The school continually seeks other sources of funds to assist the needs of the school. The school has obtained grants with funds being used for security cameras and doors, kitchen equipment, science probes and software, and other projects.

### **Student Achievement:**

The growth of student achievement is the primary focus of the school, preparing students for careers and college. The growth of students is measured using NWEA, AIMSweb+, and state assessments.

Data for students can be reviewed for a period of years using the Statewide Longitudinal Data System (SLDS). Staff will receive professional development on accessing student data through SLDS. The information gleaned from the data will be used to dictate student instruction to strengthen weaknesses and further improve areas of strength.

Montpelier School is a schoolwide Title I school allowing for all students to be assisted to achieve success. The school uses the Multi-Tier System of Support (MTSS) to determine what students require additional support through intervention or replacement programs. The principle is to identify the needs of all students and provide pathways to ensure all students show growth.

Montpelier Elementary School was identified as a Comprehensive School by the Department of Public Instruction (DPI) in March of 2018. The reason for the designation was the low number of students scoring at the proficient or advanced level on the statewide assessment. DPI provided additional support and funding through grant opportunities to increase test scores. Funding was used for contracting services with Ed Direction, an organization that coached teachers through the 2020-2021 school year. Other funds were for purchase of evidence-based interventions for struggling students, as well as professional development for the staff. Test scores are indicating the school will be removed from the comprehensive status at the end of the 2021-2022 school year.

Teachers will be provided continual opportunities to improve their understanding of data and how it may be used to improve their teaching. Professional development to increase student engagement aiming to use multiple methods to reach the various learning styles of the students.

Montpelier School continues to participate in the Cognia school improvement and accreditation process. The stakeholders are annually surveyed seeking the perspectives of the many aspects of the school. This valuable input is used as guidance to improve the school and eliminate weaknesses. Two improvement areas from the diagnostic review include the aligning of the curriculum to the North Dakota standards and refining or establishing new processes and systems to ensure organizational structures are fully operational.