



**Bozeman Public Schools
Long Range Strategic Plan (LRSP)
Annual Report 2024-2025**

June 9, 2025

BSD7 Board of Trustees, Staff, and Community Supporters,

Bozeman School District uses a **Long-Range Strategic Plan (LRSP)** to guide and focus the District. The LRSP process was launched in the fall of 2007 to bring more rigor to the process of setting goals; to ensure the wants, preferences, and needs of the community are well understood; and to strategically focus District resources. During the 2023-2024 school year, the District worked through a comprehensive revisioning process for the LRSP. The revisions included updates to the District's mission, vision, core values, measurable goals, and profile of a graduate.

The LRSP is operationalized in Bozeman Public Schools in a variety of ways. The three areas below are key in focusing resources and attention on the goals of the District and the LRSP. This LRSP Annual Report is intended to provide details, progress, and accountability related to each of the areas below:

1. BSD7 Five Year Plan - District Goals
2. School Site LRSP Action Plans
3. School Site Board Brunches/Luncheons
Addendum: Revised Long Range Strategic Plan

This LRSP Annual Report is a “looking back” endeavor intended to capture District and site-specific LRSP implementation efforts over the past school year. The Superintendent will provide the Trustees and the community with an initial “looking forward” plan as the draft 2025-2026 LRSP and Five Year Plan is discussed by the Board of Trustees during the summer of 2025.

Thank you for your continued support of Bozeman Public Schools.

Casey Bertram, Superintendent

MISSION - Bozeman Public Schools exists to ensure high-level learning for all students.

1. BSD7 Five Year Plan - District Goals

Goal Area 1 - Academic Performance

- **Grade Level Reading Goal:** By 2029, 90% of all BSD7 3rd grade students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.
- **Graduation Goal:** By 2029, 95% of BSD7 students in each graduation cohort will earn a high school diploma in four years or fewer.

Goal Area 2 - Operations and Capacity Building

- **Professional Learning Communities (PLCs) Goal:** By spring of 2028, all BSD7 schools PK-12 will have fully implemented PLCs in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.
- **Non-Instructional Operations Goal Placeholder:** By 2025, the District will establish measurable goals for the non-instructional operations of the District.

Goal Area 3 - Community Engagement and Partnerships

- **Early Literacy Goal:** 85% of all children entering kindergarten will have requisite literacy skills as measured by Acadience.

Goal Area 4 - Student and Staff Well-being

- **Staff Well-Being Goal Placeholder:** By 2025, the District will establish a system that will measure and respond to the culture and climate of district employees which includes staff morale, job satisfaction, and well-being.
- **Student Well-Being Goal Placeholder:** By 2025, the District will establish a system that measures and responds to the barriers that limit student engagement.

2024-2025 Progress Towards Measurable Goals

Grade Level Reading Goal: By 2029, 90% of all BSD7 3rd grade students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

Progress Towards Measurable Goal:

Spring 2022 = 75%

Spring 2023 = 76%

Spring 2024 = 74%

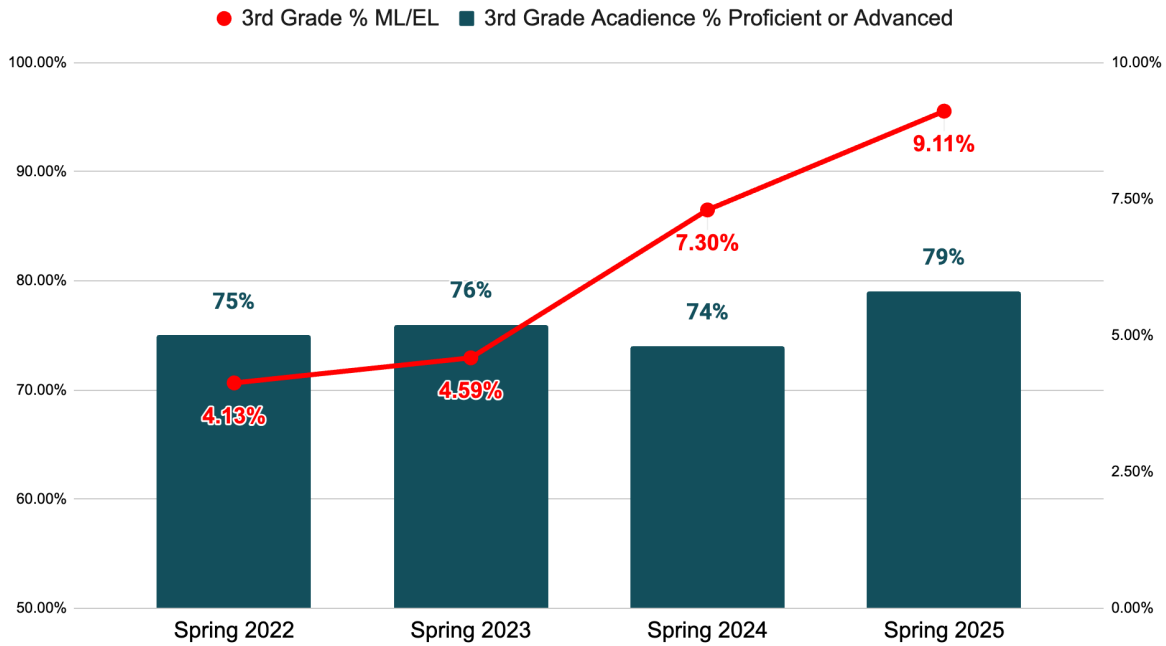
Spring 2025 = 79% 6.76% Increase From Prior Year

Key Takeaways: While the District continues to see significant increases in multilingual English learners, the percentage of literacy proficiency has also increased to the highest levels on record as measured by the Acadience assessment. Subgroup data for 3rd grade also shows slight proficiency increases from the prior year in all subgroup areas. Through focused professional development on the science of reading, data-driven assessment, and instructional decisions by our skilled educators, and the multi-year implementation of braided multi-tiered systems of support (MTSS) and professional learning communities (PLC), literacy scores are rising and achievement gaps are closing in our PK-5 schools.

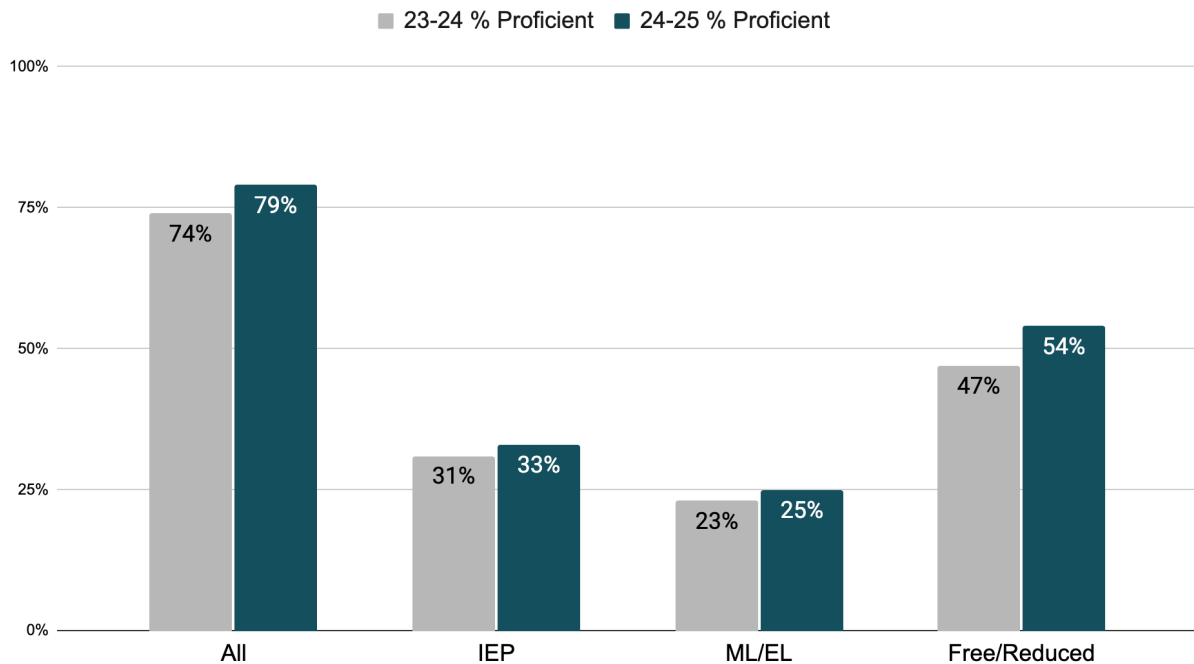
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	11th
Spring 2025 Acadience % Proficient	70%	66%	73%	79%	79%	78%				
2024-2025 MAST % Proficient*				*	*	*	*	*	*	
2024-2025 ACT ELA % Proficient (Preliminary)										78%

* MAST was the new state assessment for all MT students in grades 3-8 beginning 2024-2025; proficiency rates won't be available until fall 2025.

LRSP Grade Level Reading Goal - Grade 3 Literacy and ML/EL Data



3rd Grade Acadience Proficiency by Demographic Group



Looking forward, the District will be adding the following items in support of the LRSP grade level reading goal:

- NEW
 1.0 Literacy/Language Coach who will support teachers at Hyalite and Whittier (0.5 FTE / 0.5 FTE), as well as provide district or grade band literacy professional development. The student demographics and literacy needs at those two elementary sites are fundamentally different from those of the other K-5 sites. This FTE allocation is equity in action.

-  The District will be rolling out new tools to support the Language side of the reading rope. [Language Screen](#) and associated language intervention tool [NELI](#) will be rolled out as a kindergarten pilot in all PK and K-5 settings. The District will establish a cut point for whole-class *NELI* intervention versus targeted Tier II/III intervention. Additionally, all K-5 schools will have access to *Language Screen* and *NELI* for 1st - 5th grade students needing that type of targeted language assessment and intervention at Tier III. Professional development will be provided in the fall for kindergarten teachers and Tier III site intervention teams.
-  Hyalite and Whittier will be implementing and piloting a differentiated core instructional model for literacy foundational skills K-2 beginning in 2025-2026. In simplified terms, pathway one involves the use of the core instructional resource (SuperKids) for both language comprehension and word recognition skills. Pathway two continues to use the core instructional resource for the language comprehension skills, but substitutes a menu of evidence-based curriculum tools for the word recognition skills. This is not a movement away from essential standards, but rather creating a system for teaching K-2 foundational skills in literacy that is diagnostic and prescriptive in service to meeting grade-level standards. This differentiated pilot for K-2 literacy foundational skills at Hyalite and Whittier is equity in action.

Graduation Goal: By 2029, 95% of BSD7 students in each graduation cohort will earn a high school diploma in four years or fewer.

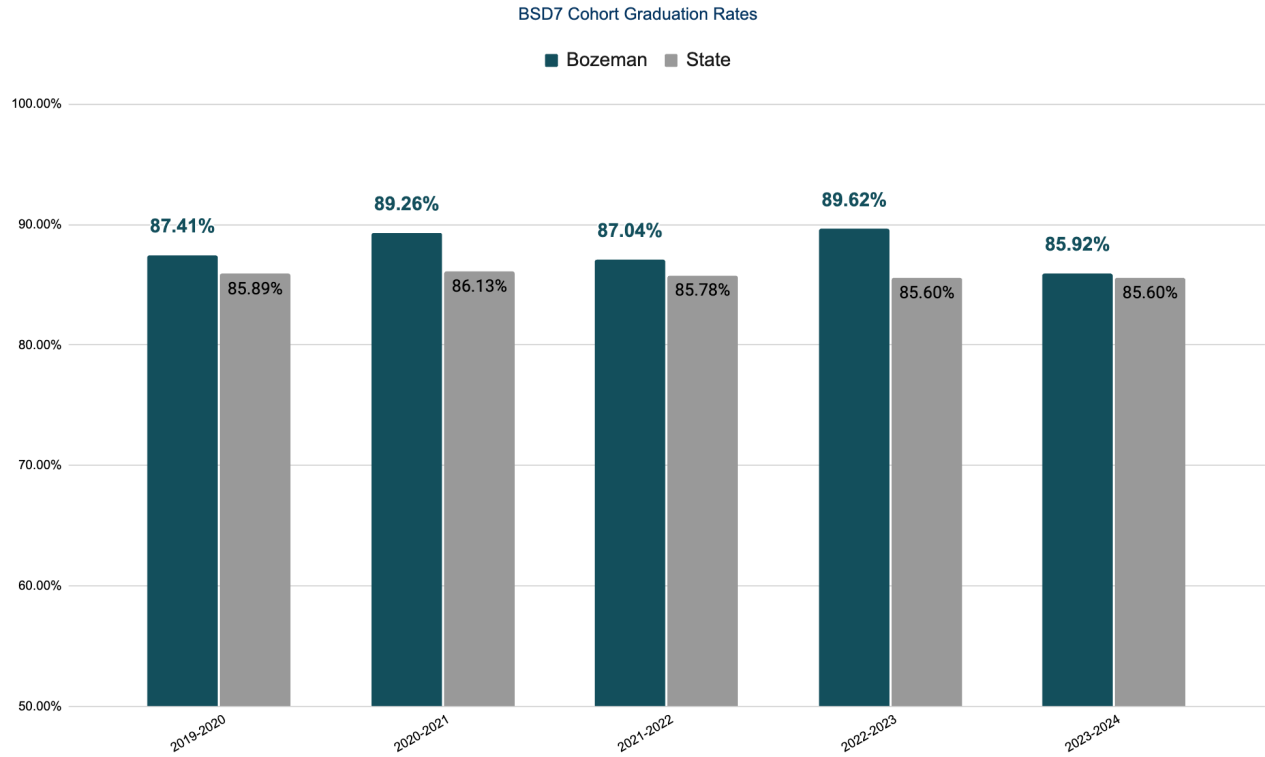
Progress Towards Measurable Goal:

2019-2020 Cohort Graduation Rate = 87.41%
 2020-2021 Cohort Graduation Rate = 89.26%
 2021-2022 Cohort Graduation Rate = 87.04%
 2022-2023 Cohort Graduation Rate = 89.62%
2023-2024 Cohort Graduation Rate = 85.92%

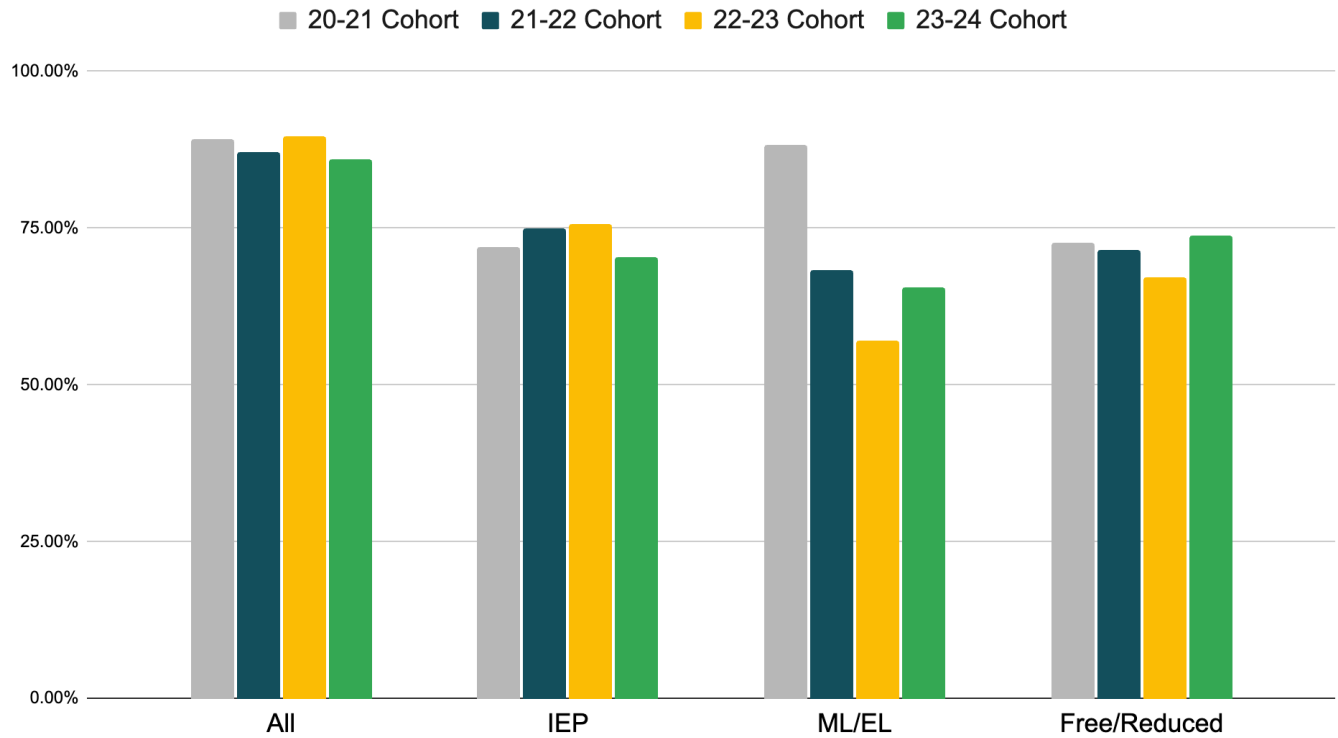
Key Takeaways: *The 2023-2024 Cohort Graduation Rate (85.92%) is the lowest cohort graduation rate in the last five years. Part of that decline is an increase in students who are 5th year seniors, and/or students with IEPs who continue school beyond the age of 18. It is important to note that all current reported graduation rates (2019-2024) are prior to the significant change process that has occurred at the high school level starting 2024-2025. The changes in the high school master schedule, creating opportunities for teacher collaboration (PLC) and targeted interventions/extensions (MTSS), are evidence-based systems designed to increase student success. Future cohort graduation rates beginning 2024-2025 will include those master schedule changes. The 2027-2028 cohort graduation rate will be the first data point where the cohort will have experienced the changes in the master schedule for all four years.*

 Looking forward, beginning 2025-2026, the District will use the LRSP goal tied to graduation as a place to document the support being provided for multilingual English learners (ML/EL). ML/EL students are disproportionately part of District achievement and graduation rate gaps, and are the fastest-growing subgroup in the District.

 Looking forward to 2025-2026, the District is adding 1.0 FTE ESL Teacher providing direct services to students in grades 6-12, as well as a 1.0 FTE ML/EL TOSA/Coach to support teacher teams and departments, as well as providing PK-12 district professional Development on evidence-based practices to support English learners.



BSD7 Cohort Graduation Rates By Demographic Group



Professional Learning Communities (PLCs) Goal: By spring of 2028, all BSD7 schools PK-12, will have fully implemented PLCs in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

Progress Towards Measurable Goal:

2021-2022 Model PLC Schools = 1

2022-2023 Model PLC Schools = 4

2023-2024 Model PLC Schools = 4

2024-2025 Model PLC Schools = 4 Promising Practices Schools = 1

Key Takeaways: Full implementation of braided PLC and MTSS structures is a multi-year process. With the changes in the master schedule at the high school level beginning 2024-2025, all BSD7 schools now have the important foundational structures in place (dedicated teacher collaboration time and systematic intervention/extension systems) that will support attainment of the District's LRSP PLC goal.



Bozeman Public Schools is making great strides in rolling out a professional learning communities (PLC) model across the District that includes a braiding of our Multi-Tiered Systems of Support (MTSS or RTI) with focused and embedded teacher collaboration time. It is important to note that the District chose this goal not for the accolades of being a Model PLC District, but rather for what the award truly means, i.e., having systems in place for teacher collaboration and interventions/extensions that actually move the achievement needle for students.

K-5: BSD7 K-5 schools launched the IMPACT schedule during the 2020-2021 school year, and all K-5 staff have engaged in professional learning around PLC implementation. Currently, **Hawthorne Elementary**, **Emily Dickinson Elementary**, **Longfellow Elementary**, and **Irving Elementary** are the only Model PLC Schools in the State of Montana. Additionally, **Meadowlark** is the only Promising Practices School in the State of Montana. The work continues across all K-5 schools and is a continuous improvement process that never ends.



NEW Looking forward, beginning 2025-2026, the District will be adding aimswebPLUS as an universal benchmark screener for math at grades 1-5. The District took a pause on math benchmark screening tools during the 2024-2025 school year as the new state assessment, MAST, was rolled out. After experiencing a year with the MAST assessment, the need for a high-quality universal screener remains.

Middle School: The middle schools worked through two consensus processes during the 2022-2023 school year. The first consensus group was tasked with reducing staff as part of budget reductions, which resulted in a move to an A/B Block Schedule for the 2023-2024 school year. The second consensus group was tasked with ensuring the draft master schedule included collaboration time for staff, as well as a systematic process for interventions and extensions (PLC/MTSS). The guiding coalitions at each middle school continue to meet to develop the capacity of teams and refine schoolwide implementation efforts.



Looking forward, beginning 2025-2026, the District will be adding aimswebPLUS as an universal benchmark screener for reading and math at grades 6-8. The District took a pause on reading/math benchmark screening tools at the middle schools during the 2024-2025 school year as the new state assessment, MAST, was rolled out. After experiencing a year with the MAST assessment, the need for high-quality universal screeners remains.

High School: The high schools worked through two consensus processes during the 2022-2023 school year. The first consensus group was tasked with reducing staff as part of budget reductions, which resulted in a move to an A/B Block Schedule for the 2024-2025 school year. The second consensus group was tasked with ensuring the draft master schedule included collaboration time for staff, as well as a systematic process for interventions and extensions (PLC/MTSS). The joint guiding coalitions from each high school continue to meet to guide the change process at the high school level.

Non-Instructional Operations Goal Placeholder: By 2025, the District will establish measurable goals for the non-instructional operations of the District.

Progress Towards Measurable Goal:

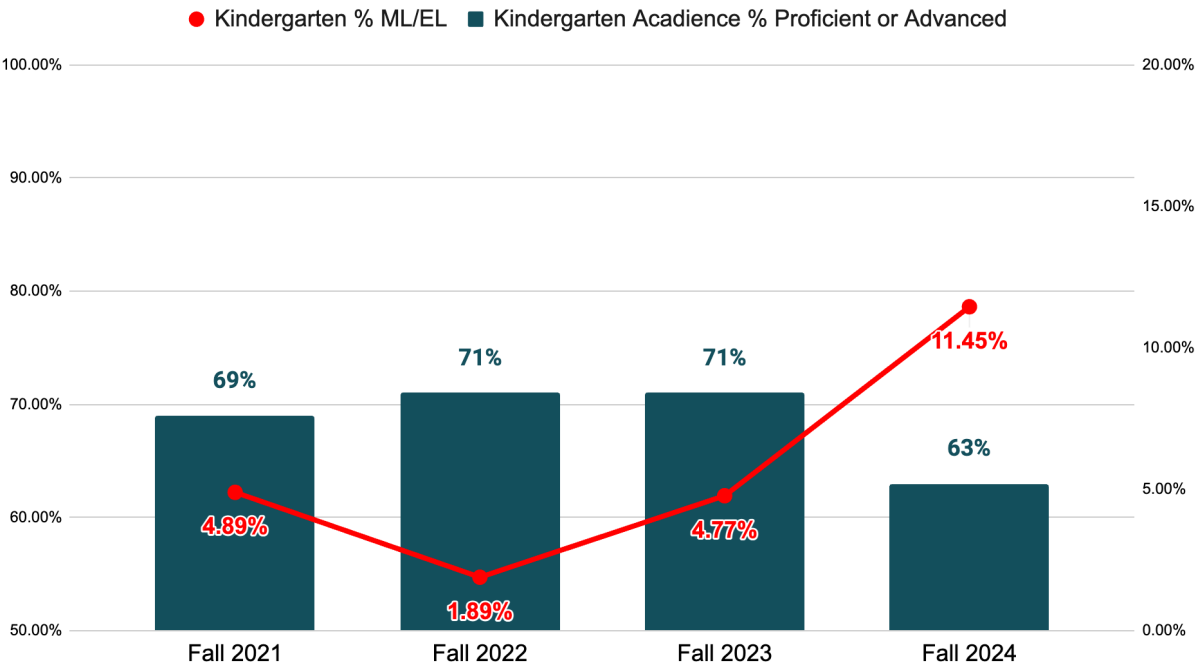
See Staff Well-Being Goal - The District determined that this goal placeholder is best served by incorporating it into the staff well-being goal area.

Early Literacy Goal: 85% of all children entering kindergarten will have requisite literacy skills as measured by Acadience.

Progress Towards Measurable Goal: Fall 2024 = 63%

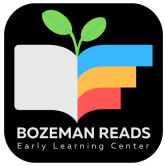
Key Takeaways: *The demographics of incoming kindergarten students changed significantly in the fall of 2024, with over 11% of the student population qualifying as multilingual English learners (ML/EL). The launch of the Bozeman Reads Early Learning Center (BRELC) is showing a positive impact on boosting early literacy skills for identified students, all of which qualified by having lagging early literacy skills.*

LRSP Early Literacy Goal - Kindergarten Entry Literacy and ML/EL Data



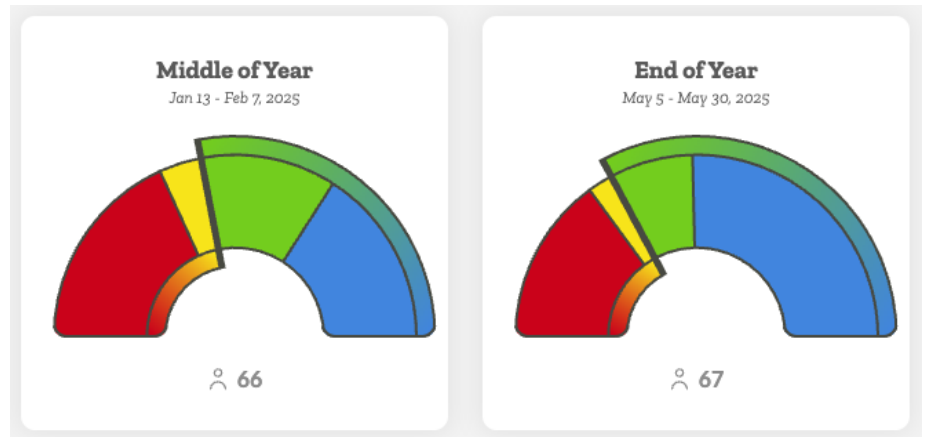
BRELC Winter Data **56%** Proficient

BRELC Spring Data **66%** Proficient



The Bozeman Reads Early Learning Center (BRELC) was opened in the fall of 2024 and served approximately 72 students via four

general education classrooms. A reminder that all 4 year-old students who entered the BRELC had lagging literacy skills and were not proficient. Ending the 2024-2025 school year with 66% proficiency is a remarkable achievement and a testament to the importance of early intervention.



Winter to Spring Growth = **17.86%** Increase in Proficiency



Looking forward, the BRELC will be adding a new classroom for 2025-2026, increasing capacity to 90 students.

Staff Well-Being Goal Placeholder: By 2025, the District will establish a system that will measure and respond to the culture and climate of district employees, which includes staff morale, job satisfaction, and well-being.

Progress Towards Measurable Goal:

Key Takeaways: The District convened a multi-day consensus process to establish both the measurable goal and the associated action plan for this LRSP goal placeholder. Both of those tasks were accomplished, and this goal area will be incorporated into the LRSP accountability framework beginning 2025-2026.

Staff Well-Being Measurable Goal: By 2028, BSD7 will increase staff well-being to 85% or above as measured by the Panorama survey.

Staff Well-Being Action Plan Click [HERE](#)

Staff Well-Being Goal **Baseline** Data (Panorama Survey)

Panorama District Data 2024-2025			
Classified/Professional Survey	Fall 2024	Spring 2025	Change +/-
Staff-Leadership Relationships	75.00%	73.00%	-2.00%
Belonging	59.00%	58.00%	-1.00%
Well-being	72.00%	72.00%	0.00%
School Climate	63.00%	60.00%	-3.00%
Average Composite Score	67.25%	65.75%	-1.50%
Certified Survey	Fall 2024	Spring 2025	Change +/-
Staff-Leadership Relationships	73.00%	72.00%	-1.00%
Belonging	64.00%	63.00%	-1.00%
Well-being	60.00%	59.00%	-1.00%
School Climate	58.00%	53.00%	-5.00%
Average Composite Score	63.75%	61.75%	-2.00%

2024-2025 Fall Summary Data for Certified Staff (485 Responses)

Summary

Topic Description	Results	Benchmark
Belonging How much faculty and staff feel that they are valued members of the school community.	64%	 40th - 59th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	58%	 40th - 59th percentile compared to others nationally
Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders.	73%	 40th - 59th percentile compared to others nationally
Well-being Faculty and staff perceptions of their own professional well-being.	60%	 20th - 39th percentile compared to others nationally

2024-2025 Fall Summary Data for Classified/Professional Staff (154 Responses)

Summary

Topic Description	Results	Benchmark
Belonging How much faculty and staff feel that they are valued members of the school community.	59%	 20th - 39th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	63%	 40th - 59th percentile compared to others nationally
Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders.	75%	 40th - 59th percentile compared to others nationally
Well-being Faculty and staff perceptions of their own professional well-being.	72%	 60th - 79th percentile compared to others nationally

2024-2025 Spring Summary Data for Certified Staff (405 Responses)

Summary

Topic Description	Results	Benchmark
Belonging How much faculty and staff feel that they are valued members of the school community.	63% ▼ 1 since last survey	 40th - 59th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	53% ▼ 5 since last survey	 20th - 39th percentile compared to others nationally
Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders.	72% ▼ 1 since last survey	 40th - 59th percentile compared to others nationally
Well-being Faculty and staff perceptions of their own professional well-being.	59% ▼ 1 since last survey	 20th - 39th percentile compared to others nationally

2024-2025 Spring Summary Data for Classified/Professional Staff (127 Responses)

Summary

Topic Description	Results	Benchmark
Belonging How much faculty and staff feel that they are valued members of the school community.	60% ▲ 1 since last survey	 20th - 39th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	58% ▼ 5 since last survey	 40th - 59th percentile compared to others nationally
Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders.	73% ▼ 2 since last survey	 40th - 59th percentile compared to others nationally
Well-being Faculty and staff perceptions of their own professional well-being.	72% 0 since last survey	 60th - 79th percentile compared to others nationally

Student Well-Being Goal Placeholder: By 2025, the District will establish a system that measures and responds to the barriers that limit student engagement.

Progress Towards Measurable Goal:

Key Takeaways: The District convened a multi-day consensus process to establish both the measurable goal and the associated action plan for this LRSP goal placeholder. Both of those tasks were accomplished, and this goal area will be incorporated into the LRSP accountability framework beginning 2025-2026.

Student Well-Being Measurable Goal: By 2031, fewer than 15% of students will self-report depression symptoms as measured by the Youth Risk Behavior Survey (YRBS). This represents an almost 60% decrease in self-reported depression symptoms at the high school level, and an almost 50% decrease at the middle school.

Student Well-Being Action Plan and Baseline Data Click [HERE](#)

2. School Site LRSP Action Plans

Building principals, in collaboration with site-based leadership teams, are responsible for completing an LRSP implementation framework and associated action plans each school year. The 2024-2025 site LRSP plan documents include five key components:

1. School goal/s and action plans for ELA/Literacy
2. School goal/s and action plans for Math
3. School goal/s and action plans for Social Emotional Learning (SEL)
4. School goal/s and action plans for Graduation
5. Building/Principal Professional Goal - Each principal set a professional goal/s based upon professional development discussions tied to MTSS/PLC implementation.

School Principals meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the LRSP plans above. Below are the completed LRSP documents from each of the school sites for the 2024-2025 school year:

The links below will be populated at the conclusion of the 2024-2025 school year for anticipated approval by the Board of Trustees in July

Elementary Schools:

- [Emily Dickinson](#)
- [Hawthorne](#)
- [Hyalite](#)
- [Irving](#)
- [Longfellow](#)
- [Meadowlark](#)
- [Morning Star](#)
- [Whittier](#)

Middle Schools:

- [Chief Joseph Middle School](#)
- [Sacajawea Middle School](#)

High Schools:

- [Bozeman High School](#)
- [Gallatin High School](#)

Charter Schools:

- [Bridger Charter Academy](#)



3. School Site Board Brunch/Luncheons

Bozeman Public Schools uses Board Brunch/Luncheons to ensure the Board of Trustees spends dedicated time in each of our buildings. Starting in November and continuing through May 2025, the Board is invited to each school for a short presentation and an opportunity to visit classrooms. Principals focus their presentation and classroom visits around one or more of four critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), and Graduation. Additionally, presentations include information related to the MTSS and PLC work associated with the critical area/s. The District also provides trustees with a data sheet with applicable data related to the school site. Board Luncheon schedule, presentations, and data sheets for all sites are below:

School	Date	Presentation	Data Sheet
GHS	November 5, 2024	<u>GHS Presentation</u>	<u>GHS Data Sheet</u>
SMS	November 12, 2024	<u>SMS Presentation</u>	<u>SMS Data Sheet</u>
BHS	November 19, 2024	<u>BHS Presentation</u>	<u>BHS Data Sheet</u>
Longfellow	December 4, 2024	<u>LO Presentation</u>	<u>LO Data Sheet</u>
Whittier	January 21, 2025	<u>WH Presentation</u>	<u>WH Data Sheet</u>
Bridger Charter Academy	February 4, 2025	<u>BCA Presentation</u>	<u>BCA Data Sheet</u>
Morning Star	February 25, 2025	<u>MS Presentation</u>	<u>MS Data Sheet</u>
Hawthorne	March 5, 2025	<u>HA Presentation</u>	<u>HA Data Sheet</u>
CJMS	April 8, 2025	<u>CJMS Presentation</u>	<u>CJMS Data Sheet</u>
Emily Dickinson	April 22, 2025	<u>ED Presentation</u>	<u>ED Data Sheet</u>
Irving	May 7, 2025	<u>IR Presentation</u>	<u>IR Data Sheet</u>
Meadowlark	May 13, 2025	<u>ML Presentation</u>	<u>ML Data Sheet</u>
Hyalite	March 25, 2025	<u>HY Presentation</u>	<u>HY Data Sheet</u>

Addendum: Revised Long Range Strategic Plan

Bozeman Public Schools - Long Range Strategic Plan (LRSP)

MISSION - *Why Do We Exist?*

Bozeman Public Schools exists to ensure high-level learning for all students.

VISION - *What Must We Become To Accomplish Our Mission?*

Bozeman Public Schools will empower all students to reach their full potential for achievement and thrive in their community. We will promote inclusive community involvement; support a passionate education team; and nurture a dynamic learning environment.

CORE VALUES - *How Must We Behave To Achieve Our Vision?*

High Student Achievement: We commit to ensure all students learn at their highest potential.

Committed, Quality Staff: We strive to attract, retain, and support well-qualified, dedicated, and passionate staff members.

Inclusive Culture: We foster respect, diversity, and adaptability, where all stakeholders feel safe, empowered, supported, and valued.

Collaborative Engagement: We believe quality staff, family engagement, and community support are essential contributors to student well-being and achievement.

Integrity and Transparency: We operate with honesty, use research-based decision-making, and provide open communication.

Fiscal Responsibility: We are responsible in the management and expenditure of all District resources.

GOAL AREAS - *How Will We Mark Our Progress?*

Goal Area 1 - Academic Performance: All students meet or exceed the academic standards necessary for college and career readiness.

Goal Area 2 - Operations and Capacity Building: District operations, facilities, and human resources promote an effective and responsive educational system.

Goal Area 3 - Community Engagement and Partnerships: Bozeman Public Schools maintains an environment that promotes engagement with educational stakeholders at the local, state, and national levels to successfully educate our students.

Goal Area 4 - Student and Staff Well-being: Bozeman Public Schools utilizes supportive and responsive systems that promote the safety and holistic well-being of students and staff.



MEASURABLE GOALS - How Will We Mark Our Progress?

Goal Area 1 - Academic Performance

- **Grade Level Reading Goal:** By 2029, 90% of all BSD7 3rd grade students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.
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PROFILE OF A GRADUATE - What Attributes Should Students Have When They Graduate?

