



Student Achievement

Goal: Increase student achievement for all students while closing the achievement gap.

The Board is committed to ensuring that all students graduate and are college and/or career ready. Every school must improve teaching and learning with a focus on the Montana Content Standards (MCS). Our expectation is that every student will make at least one year of academic growth in each school year.

Relevant Belief Statements:

- Each student will have fair and **equitable** opportunity for quality instruction and academic success.
- All students learn when their individual needs are met through a personalized school experience.
- Highly skilled and committed personnel are our greatest asset.
- All students will graduate college, career and citizenship ready.

Key Results:

- **1.) The District will develop clear goals for student learning and will focus instruction and assessment on the knowledge and essential skills required for college and/or career readiness.**
 - **Promote best practice instructional & intervention strategies for Montana Content Standards(MCS)**
 - **Design an instructional framework that is District-wide that can encompass individual schools' and content areas' instructional frameworks (What does good instruction look like no matter what school, or class the student is in)**
 - **Design PLCTs to have cross over collaboration and conversation designed around instructional frameworks**
 - **Develop well designed monitoring pieces (giving feedback)**
 - **Develop common language**
 - **Develop and implement a standards based instruction, grading and reporting system in grades PK-8**
 - **Need staff development on how to write a good lesson plan based upon the focus standard of the objective (tying it to data)**
 - **Enhance math and reading achievement to meet Every Student Succeeds Act (ESSA) targets**
 - **Define the expected targets**
 - **Staff development on ESSA**
 - **Implement K-6 Science program**
 - **Determine ways for students, parents and school to have shared responsibility via authentic parent involvement opportunities**
 - **Celebrations of learning**
 - **Revamp P-T Conferences**
 - **Seminar style at Secondary**
 - **Provide "station" choice of parents**

- Be creative beyond traditional
 - Internet safety informational night with scenarios
 - Student and parent together
 - Engage parents in time before concerts
 - Continue focus on data-informed instructional decision making
 - Continue the implementation of a meaningful assessment system that provides data for teaching and learning in grades 7-12
 - Continue to dig deeper into MAP Assessment results
 - Common content assessments
 - Yearly conversations on results
 - Examine District level results of common assessments to find areas of growth and staff development
 - Conversations with individual teachers on data results
 - Develop and implement a PK-12 Instructional Framework for Learning
 - See bullets in “Promote best practice instruction & intervention strategies for MCS” section above
 - Find ways not to pull students from related arts as research shows that engagement in those areas support literacy in reading and math
- 2.)The District will increase relevant learning opportunities by giving intentional effort to educational options that provide choice:
- Develop written guidance Via a taskforce to implement HB351 (Transformational Learning) and HB387 (Advanced Opportunity Act)
 - Develop written guidelines regarding alternative proficiency models (Transformational Learning)
 - Communicate the highlights of outcomes of Transformational Learning to all stakeholders
 - Continue to develop additional internships and pre-apprenticeships
 - Communicate the highlights of outcomes to all stakeholders
 - Support and enhance Career and Technical Student Organizations (CTSO)
 - Prioritize and enhance professional development for all staff based on the goals of the entire Strategic Plan
 - Explore the possibilities of varied delivery models for staff development. Enhance use of OPI Learning HUB & other virtual models
 - Refresh Train-the-Trainers more often and consistently
 - Explore the additional project-based learning opportunities (Grades K-12)

- **3.) Redefine how and to what degree the District and our community partners will maintain and expand pre-school opportunities for three to five year olds emphasizing kindergarten readiness, in order to close the achievement gap.**
 - **Engage with the Early Childhood Coalition regarding the community needs assessment**
 - **Analyze and determine next steps**
 - **Encourage private PK providers to observe GFPS Kindergarten programs and vice versa**
 - **Early identification of at-risk families and children**
 - **Fully utilize the “community referral system” in collaboration with Opportunities Inc.**
 - **Collaborate with:**
 - **Headstart**
 - **Indian Ed**
 - **Homeless Programs**
 - **Medical community**
 - **Faith Based organizations**
 - **Create a continuum of services**
 - **Make placement in appropriate continuum of services**
 - **Understand barriers for families in accessing pre-kindergarten programming**
 - **Identify barriers**
 - **Survey of families as to Pre-K pathway**
 - **Address barriers; review survey results and create action plans**
 - **Demonstrate impact**
 - **Document stories of success (community, family, individual students)**
 - **Share via contemporary means; Welcome/Introductory Video (determine the right message) and Social Media**
 - **Collect data (long and short term data points)**
 - **Possibly solicit outside assistance to do scientific research**
 - **Explore a continuum of service models for kindergarten readiness**
 - **Create a Task Force**
 - **Seek sustainable and additional funding for each of the service models**
 - **Grants**
 - **Foundations**
 - **Fundraisers**
 - **Community Partners**
 - **Provide political communication and advocacy in preparation of the 2021 legislature**

- **4.) Via the P-12 Technology Curriculum and Technology Plan, the District will strategically use technology to promote greater academic success and achievement.**
 - Continue implementation plans for all areas of the curriculum to ensure meaningful technological integration
 - Provide ongoing professional development
 - Develop and/or identify measures of efficacy (identify common questions to measure technology effectiveness through walkthrough tool)
 - Determine an ongoing funding strategy for technology
 - Update or produce a new Tech Levy fact sheet and overall plan
 - Engage staff in educating the community on the needs for adequate technology resources and training
 - Enhance technological opportunities for students such as:
 - Additional 9-12 Computer Science and Technology offerings
 - Explore alternative models of providing Technology instruction and training to grades 9-12 (emphases on pathways, internships and apprenticeships)

- **5.) The District will increase the on-time graduation rate by 2.5%. The graduation rate is defined as the percentage of students who complete the requirements on-time with their cohort. The District will increase the completion rate by 2.5%. The completion rate counts students who complete the high school graduation requirements of a school district, including early graduates, during the previous school year, or complete the high school graduation requirements of a school district at the end of summer prior to the current school year.**
 - Work with community partners to redefine Graduation Matters Great Falls and set new goals
 - Redesign how we measure success in this area
 - Develop new goals and target areas
 - Continuous process improvement on attendance policy
 - Mental health providers
 - Create an Attendance Review Board; how can we impact chronic attendance issues sooner?
 - Focus on achievement gaps for special populations (NA, EL, SpEd, F/R Lunch)
 - PD for staff working with special populations on best practices
 - Continue focus on Indian Education best practices
 - Expand Academic summer learning opportunities; high school to elementary mentoring if resources are available
 - Special Education
 - Ongoing PD on best practices/legal responsibilities for staff working with special populations
 - Expand use of Reading intervention programs.

- **Implement district-wide Math intervention programs**
- **English Language Learners**
 - **Develop teachers' understanding of academic language**
 - **Train staff to support students in acquiring academic language**
 - **Implement effective language strategies to assure the language of each content area is comprehensible and engaging for all students**
 - **Utilize ACCESS data more effectively**
- **Address student risk behaviors via customized learning strategies and other mechanisms**
 - **Enhance the drug and alcohol prevention and intervention program**
 - **Monitor the drug and alcohol/mental health counseling programs as delivered by various health care providers**
 - **Expand mental health support and services to younger populations**
 - **Enhance programming for anxiety, depression, suicide prevention and other mental health issues**
 - **Develop and institute a Homebound Instructional Program with a particular emphasis in supporting students with social anxiety**



Stewardship and Accountability

Goal: Provide prudent stewardship and accountability of public resources to best support educational opportunity and student success.

The Board is committed to directing District resources to providing educational opportunity through both an instructional core and comprehensive programming while maximizing operational efficiency and public accountability within a sustainable budget. The District must recognize a need for a 21st Century learning environment, changing student population with more diverse needs, uncertain revenue streams & escalating costs.

Relevant Belief Statements:

- Quality education is a partnership of students, staff, family, and community engagement.
- District resources and staff are public assets requiring responsible stewardship and community involvement.
- District resources, programs & staff are flexible, adaptable & provide choice to meet the changing needs of all students.
- All students deserve teachers and staff who thrive on student success.

Key Results:

- **1.) The District will develop a strategy to address ongoing and significant budget challenges. The strategy will include data analysis, forecasting, value setting, goal setting, timelines and public relations.**
 - **Prioritize non-teacher staffing/programs and make recommendations to allocate existing resources to achieve strategic balance.**
 - **Determine and implement cost containment strategies for the Health Insurance Plan so the plan is viewed positively by current and future staff.**
 - **Develop a sustainability plan to provide adequate instructional materials that are current and relevant**
- **2.) The District will maintain public involvement in the annual budget setting process in order to continue implementing a sustainable, long-term budget strategy.**
 - **Continue the work of the Trustee Budget Committee (educate & engage new members)**
 - **Organize and deploy the 2020-2021 budget setting process in early October 2019 so revenue/Levy decisions made by the Board will be made in early 2020**
 - **Develop communications plan with budget fact sheets and informational materials for internal and external dissemination early October 2019**
 - **Develop a long-range plan for reserves**
 - **Continue to explore alternative revenues**
 - **Continue to identify opportunities for operational efficiencies and cost saving measures**

- 3.) The District will maintain public involvement in the annual budget setting process in order to continue implementing sustainable, long-term budget strategy.
 - Continue to focus on engaging community partners
 - Legislators
 - Post-secondary partnerships
 - Social and Service Organizations
 - LGF (Chamber)
 - Business Partnerships
 - Individual and group advocates
 - Begin developing communications for 2021 legislature
 - Enhance social and traditional media engagement
 - Widely share accomplishments and celebrations
 - Develop and Implement Communication Plan

- 4.) The District will determine the resources required to address learning in the 21st century.
 - Manage the process associated with the bond funding of the Facility Plan
 - Internal and external communications
 - Identify and Communicate Operational needs to support learning in the 21st Century
 - Successful recruitment of teachers
 - Improve and update curriculum materials
 - Improve graduation and achievement rates
 - Provide professional development for teachers
 - Sustainable Technology Plan

- 5.) The District will continue the board policy review process in order to provide a contemporary, integrated, and ongoing look at policies that govern the operations of the District.
 - Continue the work of the Trustee Board Policy Committee
 - Review policies recommended by Cabinet
 - Review policies necessitated by law or other state/federal policy such as Every Student Succeeds Act (ESSA) and the Affordable Care Act (ACA)
<https://gfps.k12.mt.us/essa-report-cards-by-school/>
 - Review recommended policies by the Montana Schools Boards Association (MTSBA)
 - Develop Incident Response policy in regards to data privacy and security incidents



Healthy, Safe and Secure Schools

Goal: The District will provide all students a healthy, safe, and secure school environment in which to learn

The Board recognizes its responsibility to protect the health, safety and welfare of all students within the District. The Board is committed to ensuring that plans and supporting resources are available to carry out this important responsibility.

Relevant Belief Statements:

- All students and staff learn and work best in a safe, secure, and nurturing environment.
- Dedication to acknowledging, affirming & including diversity enriches the educational experiences for all.

Key Results:

- **1.) The District will coordinate all aspects, as well as enhance and/or expand the Board-adopted District Safety Plan.**
 - **Modify and enhance the current plan to include:**
 - **Continue training on specific and coordinated safety procedures for both internal and external audiences**
 - **Allocate new and different resources to safety plan components**
 - **Develop a strategy for funding the Strategic Plan**
 - **Enhance video surveillance coverage to establish and maintain base coverage in all schools**
 - **Begin deploying external visual/auditory warning systems in selected (eventually all)**
 - **Review the Safety Plan with Board and leadership annually**
 - **Conduct safety audits of buildings in collaboration with School Resource Officers (SROs) to include Crime Prevention Through Environmental Design (CPTED)**
 - **Work with community partners to develop a Disaster Recovery Plan**
 - **Continue training for armed intruders and protective mindsets**
 - **Investigate options and upgrade the current Emergency Alert System (EduLink)**
- **2.) The District will explore opportunities to enhance the health, welfare and safety of all students and staff**
 - **Increase efforts to foster staff wellness in response to job stress and morale**
 - **Focus on school-based health services in conjunction with specific health care providers.**
 - **Expand use of Indian Family Health Clinic services**
 - **Consider No Child Hungry activities**

- Expand Breakfast in the Classroom (BIC) Program as staffing permits
 - Work with Community Food Bank to maintain Backpack Program
 - Expand and renew work around school culture and climate
 - Use data to inform solutions and address issues
 - Meet ESSA requirements (as they become clearer)
 - Provide Professionals development for staff to implement threat and suicide assessment protocols based on best practices
 - Seek solutions to increase student safety to and from school
 - Continue to partner with Big Sky Bus Lines around safety
 - Consider technology solutions and resultant funding
- **3.) The District will continue to investigate best practices to ensure the safety of students and staff as they support the learning of students with mental illness, autism, oppositional defiant disorder, drug and alcohol addictions, etc.**
- Implement Cooperative Alternative to Expulsion Project
 - Engage in community-wide approach to address concerns
 - Provide continuum of services
 - Develop a Secondary Behavioral Diversion Program
 - Write Customized Learning Plans (CLPs) to build action plans to support students
 - Enhance The Learning Center (TLC) Program & consider expansion to middle school
 - Articulate district/building wide structures for behavior plans/transitions for pullout programs and regular classroom situations
- **4.) The District will address digital safety and citizenship awareness with students, parents and staff.**
- Emphasize the pertinent Technology and Library/Media Literacy Curricula objectives
 - Develop guidance, policies/procedures for data systems governance
 - Implement suggestions from the 2019 Digital Security Assessment
 - Earn the Trusted Learning Environment Seal through Consortium of School Networks (CoSN)
 - Execute strategies around contemporary technological and digital issues:
 - Cyber attacks
 - Safety and security of data
 - Privacy
 - Training
 - Communicate and enlighten both internally and externally, including parent or community education and awareness via:
 - Top Ten
 - Facebook
 - Tribune/TV Stations/Radio
 - Crisis Manger/alternative systems?
 - Other
 - Develop staff and teacher training regarding issues above