



## Great Falls Public Schools 2018-2019 Strategic Plan: Goals, Key Results and Objectives



The District's mission, vision and belief statements define the core values that shape the District's direction and action. Those can be found at: <http://www.gfps.k12.mt.us/content/mission>

While our District has many strengths and successes to build on, we must also seek continuous improvement to make our vision come true for each student. Therefore, the Board sets forth the following goals and key results that it believes are of the highest priority for action in the upcoming school year and beyond. These goals and key results do not describe everything the District is dedicated to accomplishing. While not all programs and services are specifically addressed in these goals and key results, the District is committed to providing a comprehensive educational experience that meets the needs of each student.

The Board, on behalf of the community, directs staff to actively align available resources towards these goals and towards those activities that enhance learning and deliver the best possible results for each student.



### 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:

- **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 MCS**
    - **Enhance math literacy and achievement**
    - **Determine ways for students, parents and schools to have shared responsibility via authentic parent involvement opportunities**
  - **Continue focus on data-informed instructional decision making**
    - **Develop and implement a meaningful assessment system that provides data for teaching and learning**

- **The District will increase relevant learning opportunities by giving intentional effort to educational options that provide choice:**
  - **Study implications of 2017 SB103 regarding alternative proficiency models**
    - **Develop policy and procedures**
    - **Include stakeholders in discussions**
  - **Explore additional curriculum integration opportunities**
  - **Explore additional project-based learning opportunities**
  - **Continue to develop additional internships and pre-apprenticeships**
  - **Communicate the highlights of this Key Result with the community**
  - **Support and enhance Career and Technical Student Organizations (CTSO)**
- **Via the Preschool Development Grant, the District will maintain and expand pre-school opportunities for three to five year olds emphasizing kindergarten readiness, in order to close the achievement gap.**
  - **Demonstrate impact**
    - **Document stories of success (community, family, individual students)**
    - **Collect data (long and short term data points)**
  - **Seek durable alternative funding**
    - **Outreach to other foundations for temporary funding**
    - **Provide political communication and advocacy in preparation of the 2019 legislature**
    - **Develop community partners**
- **The District will increase the graduation rate to 92%. 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 to 95%. 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 towards Graduation Matters Great Falls goals:**
    - **Children enter kindergarten prepared to succeed**
    - **3<sup>rd</sup> grade students read proficiently**
    - **Chronic absenteeism is reduced**
    - **High school graduation rates increase**
  - **Continuous process improvement on attendance policy**
    - **For students**
    - **For staff**
  - **Focus on achievement gaps for special populations**
    - **Implement the components of the iGraduate grant**
    - **Continued focus on Indian Education best practices**
    - **Address Special Education issues**
  - **Spread community awareness and engagement**
    - **Explore “non-traditional” student engagement opportunities**
  - **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 counseling program as delivered by the Community Health Center**
    - **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
- Via the new P-12 Technology Curriculum and upcoming 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
  - Determine an ongoing funding strategy for technology
  - Enhance technological opportunities for students such as:
    - K-8 Coding
    - Additional 9-12 Computer Science offerings
- Enhance professional development for all staff based on the goals of the entire Strategic Plan
  - Continue to enhance weekly Professional Learning Community Time (PLCT)
  - Develop strategies to differentiate for individual staff needs
  - Explore the possibilities of varied delivery models for staff development



## 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 21<sup>st</sup> Century learning environment, changing student population with more diverse needs, uncertain revenue streams and 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 and staff are flexible, adaptable and provide choice to meet the changing needs of all students.
- All students deserve teachers and staff who thrive on student success.

### Key Results:

- **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.**
  - **Complete a study to 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**

- Complete other studies to analyze cost containment strategies.
- **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**
    - Organize and deploy the 2019-2020 budget setting so revenue decisions made by the Board will be made in early 2019
    - Maintain reserves at current levels
    - Continue to explore alternative revenues
    - Continue to identify opportunities for operational efficiencies and cost saving measures
  - **Incorporate Cropper enrollment forecasts into future budget considerations**
- **In order to encourage and enhance communications, understanding, trust and mutual support between the District and the people it serves, the District will provide opportunities for stakeholders to learn about school funding and to provide input.**
  - **Continue to focus on community partnerships**
    - Legislators
    - Post-secondary partnerships
    - Social and Service Organizations
    - Business Partnerships
  - **Develop communication strategies for the 2019 legislature**
  - **Enhance social and traditional media engagement**
    - Widely share accomplishments and celebrations
    - Effective reporting of school safety events
- **The District will determine the needs required to address learning in the 21<sup>st</sup> century.**
  - **Manage the process associated with the bond funding of the Facility Plan**
    - Internal and external communications
- **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)
    - 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:**

- **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
    - Increase School Resource Officers (SROs) staffing as grant and other funding allows
    - Increase video surveillance coverage in all schools
  - 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)
    - Study Loy plan for Point of Entry, Line of Sight, and a Secured Badge System
  - Develop a Disaster Recovery Plan
  - Continue training for armed intruders and protective mindsets
  - Investigate options for Emergency Alert System replacement
- **The District will explore opportunities to enhance the health, welfare and safety of all students.**
  - Focus on school-based health clinics in conjunction with the Community Health Center
    - Monitor efficacy of those established at PGEC and Giant Springs
  - Consider No Child Hungry activities
    - Potentially expand Breakfast in the Classroom (BIC) Program
    - Work with Community Food Bank to potentially expand Backpack Program
  - Expand and renew work around school culture and climate
    - Use data to inform and address
    - Meet ESSA requirements
  - Modernize threat and suicide assessment protocols based on best practices
    - Provide professional development around new protocols
  - 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
- **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.**
  - 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
- **The District will address digital safety and citizenship awareness with students, parents and staff.**
  - Emphasize the pertinent Technology and Library/Media Literacy Curricula objectives
  - Implement suggestions from the 2016 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
  - Communicate and enlighten both internally and externally via:
    - Tammy's Top Ten
    - Facebook
    - Tribune/TV Stations
    - Other
  - Develop staff and teacher training regarding issues above