



Great Falls Public Schools Accomplishments

Points of Pride and Challenges

2019/2020



Healthy, Safe and Secure Schools- Points of Pride

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: Points of Pride-

- **Health Screening protocol and form**
- **Sanitation protocols implemented immediately**
- **Feeding of thousands of meals and food pantry distribution during school closure (Community Donors, Volunteers, Partners & Staff Collaboration)**
- **Setting health and safety standards for employees & Visitors coming into buildings**
- **School Nurses Support was excellent!**
- **Amazing SROs were a blessing during threats and at other times, Provide enhanced school safety (CEPTED)**
- **Procedures were in place and worked well for threats and school closure- thanks to training, practice and preparedness!**
- **Communication with internal and external community worked well during emergency closures-**
 - **Shifted quickly to new modes of communication-(Zoom, Google-Meet, FB Live, Edulink, Website and traditional media assistance)**
- **Limited access and “Buzz In” for some schools – Thanks to some PTA assistance (Loy, MV, LN, GS, LF, GFHS)**
- **Additional Camera- (#?)**
- **Upgrade for radios- Phasing In**
- **New Notification system in the works!**
- **Restorative practices training, new threat assessment protocols and administrative hearings create opportunities to help students continue learning, despite mistakes**
- **Provided Childcare for 1st responders through HANDS in area schools during Covid-19 Pandemic**
- **Continued expansion of counseling & student mental health services through partners (Alluvion, AWARE and Center for Mental Health)**
 - **Supports for caregivers, parents and students during COVID (mental health, drug& Alcohol & grief counseling)**
- **Employee Health Care provided by Alluvion at no cost to GFPS Employees**



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: Points of Pride-

- **Roll out of IXL- Data Based/Driven Instruction software**
- **Expansion of academic interventions**
- **Remote Learning quickly deployed to mass number of students**
- **Increase in parent engagement**
- **Improved Community Outreach and support**
- **Rapid development and deployment of take home learning packets during school closure**
- **Expanded Technology deployment, use and support during remote learning**
 - **“Blended Learning” became a necessity during school closure**
- **Jump start plans for August to assist student learning**
- **Successful acquisition of CARE ACT, DPHHS- Childcare, MCLDGP, NMS Library, Transformational Learning and Advanced Opportunity, Grants to enhance and support student learning**
- **Instructional Coaching support was amazing during COVID-19 closures**
- **Implemented a new teacher mentoring support network through collaboration with GFEA**
- **Standards Based Work- Continued despite COVID-19!!!**
 - **Training and collaboration with teachers underway**
 - **Implemented “Plan-Book”**
 - **Standards Based-Report Card under development**
- **Instructional Framework developed Tk-12- Continued despite COVID-19!!!**
 - **Created & redesign of Walkthrough Tools**
- **Personalized Learning expanded due to Transformational Learning Initiative in Secondary Schools**
- **Character Education Award at Loy Elementary**

- **Equity for All- (Professional Development) under development**
- **Music Education Award- Top 100 Music Communities in US- increase in GF Students at All State Music NW**
 - **Flexibility with facilities renovations**
- **Student Art Exhibits – expanded**
- **Earlier in the year- Attendance Data was strong**
- **Revisited- Graduation Matters- shift to Youth thrive in Great Falls- Alliance for Youth & United Way, Chamber and GFC-MSU**
- **Successful Modifications of high school graduations under adverse circumstances**
- **Improved LEP test results**
- **Adult Education- College, Career Readiness Center- #1 in Montana**
 - **Native American enrollment increased at GFC-MSU**



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: Points of Pride

- **Community Support for the \$1.75 Million Operational Levy- Grass root support- Broad-based**
 - **KEY and Community Volunteers**
 - **39 public presentations to groups**
 - **Donor funded campaign**
 - **GFPS Employees volunteers**
 - **MFPE- Resources**
- **MCLP, CARE ACT, DPHHS, Transformational Learning Grant, Advanced Opportunity, NMS Library Grant, Identification of Transitional Kindergarten - All generated NEW Revenue for GFPS.**
- **Great Falls Public School Foundation- Donor supported CTE facilities enhancements and training for staff**

- **Cost containment in Health Insurance and rebidding of Workers Compensation saved money in General Fund**
- **GFPS rapidly deployed available resources and collaborated to take care of staff, students and community needs during emergencies and COVID-despite costs-**
- **HR- worked effectively with union groups to develop MOUs quickly during COVID school closure**
- **Food Pantries, HANDS and Food Services- were an incredible resource to the community-**
- **Warehouse and Food Service staff were amazing during school closure**
- **Community engagement and outreach during school closure – strengthened teacher/parent relationships**
- **School Board provide public access during COVID-19 (technology and enhanced communications)**
- **Timely adoption of 1900 policies to address Emergency procedures during the COVID-19 Pandemic**
- **Monitoring and collaboration with State & Local entities during emergency closure was very good- (CCHD, EOC, MT ExpoPark, MTSBA, SAM, Governor’s Office, AA- Admin., other Local Officials)**
- **Automated Food Processing (LUCY)- Optimized use during COVID**
- **Facilities Bond and GFPS- Buildings and Grounds projects continued moving forward during School Closures**
- **GFPS Tech staff & Buildings and Grounds employees provided cost savings through self-performance on bond projects**
- **GFPS Adult Education Collaboration at GFC-MSU expanded to provide more certifications and workforce readiness opportunities for students**



Healthy, Safe and Secure Schools- Areas of Challenge

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Key Results: Challenges-

- **COVID:**
 - Child abuse/removal from homes Increases
 - Concern for staff stress
 - Adequate Physical distancing relative to class size
 - Transportation (school and extra-curricular)
 - Role school plays in leading and modelling safety
 - Resources (money, human resources, etc.) to implement safety measures
 - Consistency – understanding changing landscape
 - Managing global and individual school feeding programs
 - Music and other elective classes in a safe environment
 - When will a vaccine be available and will vaccines be mandated?
 - Social and emotional needs of students and staff
 - Cleaning and Sanitation of facilities
 - Meeting health guidelines to reopen school
 - Parent trust
 - Medically fragile students and staff
- Chief Jo kitchen adjustment during construction
- **COMMUNICATION**
 - Roll out blackboard
 - Balanced communication-Internal and External-(Too much during closure reported by parents)
- **FUNDING FOR SAFETY UPGRADES**
 - Exterior threats
 - Health
- Student Behaviors due to trauma and prolonged closure
- Staffing challenges



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Key Results: Challenges

- Distance Learning
- Physical distancing
- Catch up to level
- Getting all students back safely
- Lost last quarter of school, need more data
- Remote hybrid learning
- Social and emotional needs when return
- How do we continue our Professional Development with teachers in these times
- Parents have asked for consistent online formats from TK-12
- Balancing face to face instruction and remote learning
- Closing gaps
- Meeting individual needs
- Attendance during off-site learning (staff and students)
- Improve communication – perception of families and students
- LEARNING SLIDES
 - How will we meet their diverse academic needs?
 - How will we remediate?
 - How will we determine needs?
- IMPACT OF HIGH NEEDS STUDENTS
 - Resources
 - Assess to learning
- Possible drop outs because of work, unsupervised time
- Reintegration of students
- 504, IEP, LEP process and planning for face-to-face and distance
- LEARNING
 - Deficits due to shutdown
 - Backfilling instruction
 - Assessment of students/data driven focus
 - Special education/504 students

- **TECHNOLOGY**
 - **Devices at home/internet connection**
 - **Need additional training for infusion in instruction**
- **SCHOOL CLOSURE (possible school closure in the fall)**
 - **New face-to-face model**
 - **Social emotional learning**
 - **Possible remote learning**
 - **New procedures and expectations**
 - **Rigor**
- **CONTINUED WORK IN THE AREAS OF:**
 - **Equity**
 - **Standards based instruction and report cards**
 - **Instructional framework**