



Great Falls Public Schools

3-Year Strategic Action Plan

Goals: 2024-2027

Timeline

Community Needs Survey	October 2023
Analysis by Cabinet	December 2023
Gap Analysis by Faculty Advisory	February of 2024
Draft Goal Development by Faculty Advisory	March 2024
Draft Action Plan Development by Cabinet	April and May 2024
Finalization by District Leadership for presentation to Board	June 2024
Board Work Session	June 2024
Board Approval	July 2024

Included in the review packet you will find:

1. *Introduction to Great Falls Public Schools: Overview of our Vision, Mission, Belief Statements.*
2. *The 2024-2025 Strategic Plan summary page*
3. *Comprehensive 3-Year Strategic Action Plan for*
 - a. *Healthy, Safe, and Secure Schools*
 - b. *Stewardship and Accountability*
 - c. *Student Achievement*

Starting in 2024-2025, the GFPS strategic plan will utilize “Rationale” statements. These statements provide a clear and logical foundation for the plan, ensuring that all stakeholders understand the reasons and motivations behind each strategic initiative. They help convey “our story” to individuals who are not immersed in the educational process. By articulating the rationale, the plan becomes more transparent, fostering trust and buy-in from the community. It allows for a coherent narrative that connects past achievements, current challenges, and future aspirations, thereby creating a shared sense of purpose and direction. These statements help to align our plan with the community's values and needs reflected in the community needs survey, demonstrating that the strategic goals are not only ambitious but also grounded in reality and tailored to the unique context of our community. This approach ultimately strengthens the collective commitment to the plan's success and reinforces the collaborative spirit necessary for achieving long-term goals.

Sincerely, the GFPS Executive Team

Heather Hoyer, Superintendent

Brian Patrick, Director of Business Operations

Lance Boyd, Executive Director of Student Achievement

Jackie Mainwaring, Executive Director of Student Achievement

Luke Diekhans, Director of Human Resources

Jeff Williams, Director of Information Technology

Great Falls Public Schools

The District's mission, vision, and belief statements define the core values that shape the District's direction and action.

Vision: All kids engaged in learning today.....for life tomorrow

Mission: We successfully educate students to navigate their futures.

Belief Statements:

1. All students deserve teachers and staff who thrive on student success.
2. Each student will have fair and equitable opportunities for quality instruction and academic success.
3. All students learn when their individual needs are met through a personalized school experience.
4. All students and staff learn and work best in a safe, secure, and nurturing environment.
5. Highly skilled and committed personnel are our greatest asset
6. Students, staff, family, and community members are partners in a quality education.
7. Dedication to affirming diversity enriches educational experiences for all.
8. District programs are flexible and adaptable, and our staff strives to provide innovative and creative choices to meet the changing needs of all students.
9. A well-educated community is the foundation of our democracy.
10. District resources and staff are public assets requiring responsible stewardship and community involvement.
11. All students will graduate citizenship ready and prepared for career and/or college.

Our District has a rich history of success to build on, but we must also seek continuous improvement to make our vision come true for our students and employees. Based on the input of the community and staff, the Board sets forth the following 3-Year Strategic Goals and Action Plan that it believes are of the highest priority for action in the upcoming school year and beyond. Great Falls Public Schools is dedicated to providing a comprehensive educational experience for the students and families that we serve. As a result, these goals and associated action plans do not describe everything the District is dedicated to accomplishing and not all programs and services are specifically addressed.

3-Year Strategic Action Plan Goals

Student Achievement: By June of 2027, a minimum of 80% of GFPS students will make at least one year's growth each academic year in both math and literacy as measured by assessments and data collection.

Healthy, Safe, and Secure Schools: By June 2027, Great Falls Public Schools will implement evidence-based strategies and opportunities to increase appropriate behavior among students. This will be measured by a 5% decrease in major incidents by increasing student opportunities to demonstrate skills, traits, and characteristics identified by the GFPS *Profile of a Learner*, as reported by school-based and district-level data.

Stewardship and Accountability: By June of 2027, Great Falls Public Schools will develop and implement a comprehensive communication plan to improve communication between the district, staff, parents, students, and the community by increasing parent and community member engagement by 10% as measured by responses to surveys and attendance/participation at events, conferences, and meetings.

2024-2025 Strategic Plan; Year at a Glance

The Great Falls Public Schools Comprehensive Strategic Plan defines our direction as a school district for three years. The action steps outline the strategy used by the District, to guide our decision-making process on allocating limited resources best. The strategic planning process, conducted every three years and reviewed yearly, involves many stakeholders and focuses on the main points identified by our faculty, leadership, and community. The main goal areas of Student Achievement, Healthy, Safe, and Secure Schools, and Stewardship and Accountability are the foundation for our work. To see the action steps and expanded three-year plan, check out <https://www.gfps.k12.mt.us/>

Student Achievement

Belief Statement: *The District believes that comprehensive systems of support ensure that students achieve the highest levels of academic growth.*

Goal: By June of 2027, a minimum of 80% of GFPS students will make at least one year's growth each academic year in both math and literacy as measured by assessments and data collection.

Applicable Action Steps:

- Streamline the implementation of Common Content and State Assessments at the K-12 level.
- Professional Development on the use of assessment data to impact instruction
- Content standard adoption and materials review in Math coupled with continued Professional Development
- Changes to Early Education classroom enrollment and addition of Jumpstart EE-3
- Continued Professional Development in literacy inclusive of the ELA task force

Healthy, Safe, and Secure Schools

Belief Statement: *The District believes that a comprehensive educational environment addresses the health, safety, and social/emotional needs of all students and staff.*

Goal: By June 2027, Great Falls Public Schools will implement evidence-based strategies and opportunities to increase appropriate behavior among students. This will be measured by a 5% decrease in major incidents by increasing student opportunities to demonstrate skills, traits, and characteristics identified by the GFPS *Profile of a Learner*, as reported by school-based and district-level data

Applicable Action Steps:

- Character Strong and Responsibility Centered Discipline
- MTSS/Behavior; includes the DESSA mini at kindergarten
- Student Leadership Organizations
- Establish a staff mental health emergency plan
- Implementation of ReStart programming with Youth Court Services and other Transformational Opportunities
- District-wide training in safety protocols and *Safe Schools* practices including Cyber security training
- Profile of a Learner integration er Montana ARM 10.55.601

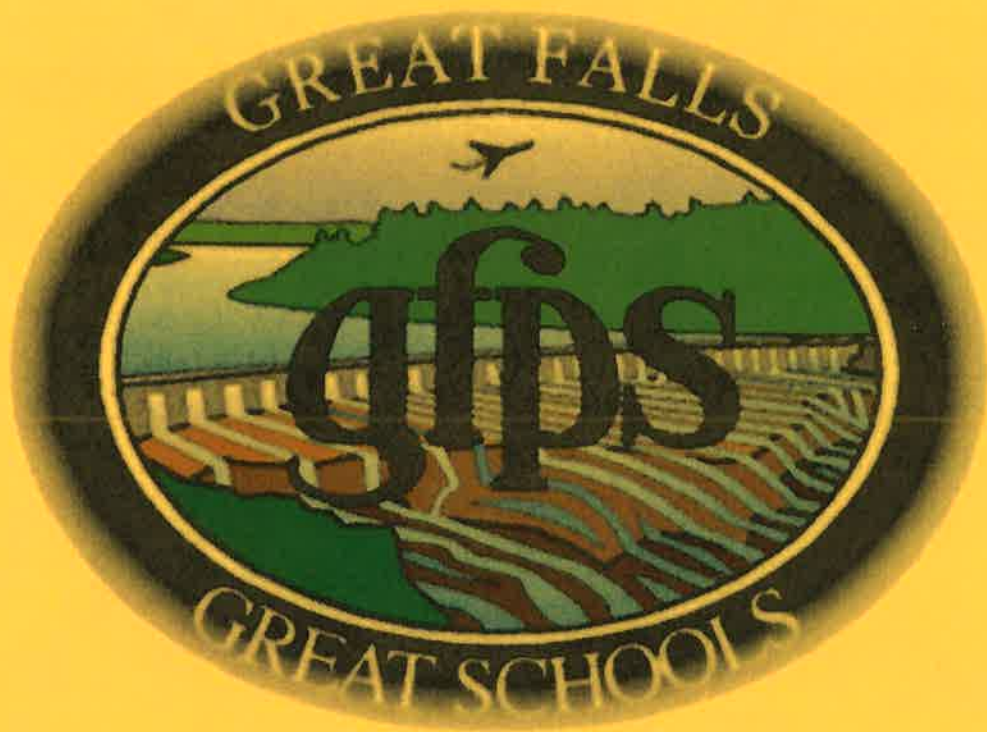
Stewardship and Accountability

Belief Statement: *The District believes our resources and staff are public assets requiring responsible stewardship, accountability, and community involvement.*

Goal: By June of 2027, Great Falls Public Schools will develop and implement a comprehensive communication plan to improve communication between the district, staff, parents, students, and the community by increasing parent and community member engagement by 10% as measured by responses to surveys and attendance/participation at events, conferences, and meetings.

Applicable Action Steps:

- Comprehensive Communication Plan Task Force
- Town Hall Meetings supported by Consensus Building Process
- Open Enrollment per MCA 20-5-320, effective July 1, 2024
- School-based student/family activities
- Analyze district-wide use of social media to meet communication needs
- Continued "Principals to Policy" initiative
- Innovative Tax Credit



Student Achievement



The District believes that comprehensive systems of support ensure that students achieve the highest levels of academic growth.

Comprehensive 3-year Goal:

By June of 2027, a minimum of 80% of GFPS students will make at least one year's growth each academic year in both math and literacy as measured by assessments and data collection.

Rationale:

This goal was established following a comprehensive survey and gap analysis, which identified academic growth as a top priority for staff, community members, and parents. Emphasizing growth is crucial because it honors and supports learners at all levels, from those who struggle, to those who need more challenging material. This approach ensures that every student has the opportunity to progress and succeed.

To be educational leaders, principals need specific professional development to help teachers understand and implement new curricula and pedagogy. According to accreditation standards, three types of assessments must be given to students all of which should inform the instruction for the teacher, administrator, and curriculum leaders. The three types of assessment are formative, summative, and progress monitoring. GFPS was invited to be part of a pilot process in grades K-8 for formative and summative testing called MAST (Montana Aligned to Standards). Field testing for this assessment will occur during the 2024-2025 school year and validated achievement data will be available during the 2025-2026 school year for grades K-8. Utilizing universal screeners, diagnostic assessments, progress monitoring, prescriptive intervention strategies and materials, and high-quality professional development for professionals are all important parts of the larger educational process.

The ACT (American College Testing) is used for high school. The ACT contains four multiple-choice tests—English, mathematics, reading, and science—and an optional writing test. These tests are designed to measure the most important skills for success in postsecondary education. This exam is not designed or intended to measure growth. The State of Montana covers the cost of this



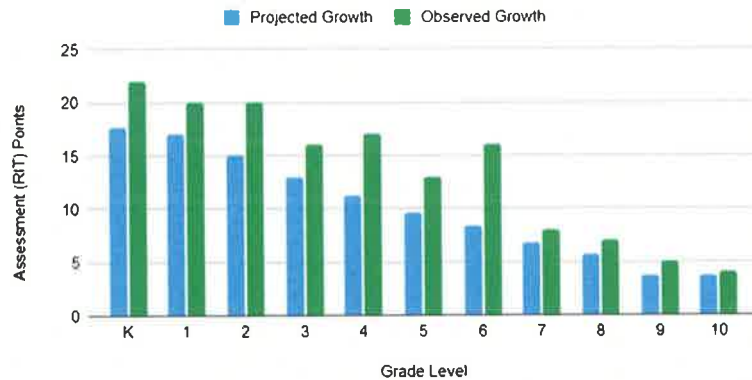
exam, once a year, on a date that aligns with the state requirement. Students may take this test multiple times at their own expense. Improvements in test scores earned outside of the day designated as the state testing day are not reflected in district-level scores.

Great Falls Public Schools utilizes a curriculum pilot process to provide flexibility and determination of program effectiveness before full curriculum adoption. Pilots can be used for advanced pathway options as well as intervention programming. The pilot process requires data collection, analysis of achievement, and insight from students, parents, teachers, and administrators for a course or intervention to move from the limited-time pilot phase into full curriculum support.

The following graphs represent student growth for the 2023-2024 school year on Measures of Academic Progress, MAP assessments, which are used for progress monitoring in grades K-10. It is important to note that math scores for the 2024-2025 school year follow a concentrated effort to change the pedagogy of math education. English/reading is representative of year two in a new reading and English adoption. Students in grades K-2 represent a cohort of students who have been instructed using the new curriculum for the entirety of their ELA exposure.

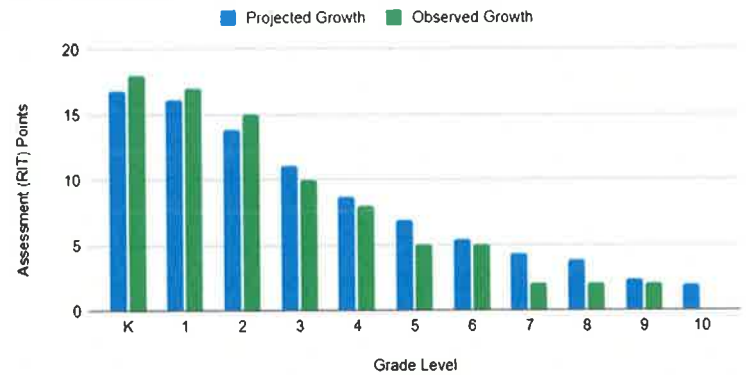
GFPS MAP Math Projected Growth and Observed Growth

23-24 Fall to Spring



GFPS MAP ELA Projected Growth and Observed Growth

23-24 Fall to Spring





*** In 2016-2017, all Juniors in Montana began taking the ACT as a required exam. Before 2016-2017, the exam was primarily used by students who had aspirations of attending college. This testing requirement will remain in place through 2024-2025, at which point the State of Montana will continue its use or adopt another exam.*

Action Steps	Responsible Party	When	Resources Needed
School Year 2024-2025			
Assessment For Instruction 1) Streamline Common Content Assessments (CCA) and state assessments at the K-8 level. 2) Implementation and monitoring of CCA in all subject areas at secondary. 3) Professional Development (PD) on the use of	1) Curriculum Offices 2) Secondary Curriculum 3) Executive Directors, Curriculum	1) Fall of 2024 2) Fall 2024 3) Fall 2024	Time Records = \$22/hr per CBA 1) Creation of "Required Assessments" sheet 2) PD for Admin and teachers on MAST, Performance Matters 3) Funding to pay teacher time outside duty day



Student Achievement

July 2024- June 2027

<p>assessment data to impact instruction</p> <ul style="list-style-type: none"> a) Data review at Curriculum & Coffee (elementary) b) Stats & Snacks(secondary); principal and department/team head, c) MTSS and RTI process d) PD end of quarter 3 on formative assessment <p>4) DESSA (Devereux Student Strengths Assessments) Mini at Kindergarten</p> <p>5) Quarterly reviews of all data</p> <p>6) Begin parent/community education/engagement to understand assessment scores, to support their child better.</p>	<p>Coordinators, Instructional Coaches</p> <p>4) Kindergarten teachers, Principals, Psychs, Counselors, Therapists</p> <p>5) Executive Directors and Superintendent</p> <p>6) Curriculum Directors, Principals, Executive Directors.</p>	<p>4) Fall 2024</p> <p>5) Quarterly (Exec Directors in quarters 1,2,4; Superintendent in quarter 3</p> <p>6) School year 2024-2025</p>	<p>4) DESSA Mini funding to pay teachers outside duty day for PD and application as needed. DESSA full kit 1/building</p> <p>5) Datasheets</p> <p>6) Guides to understanding</p>
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Student Achievement

July 2024- June 2027

Math			
1) Curriculum Review Process	1) Curriculum Coordinators	1) Summer 2024	1) Time Records or subs
2) Math Task Force and school-based teams	2) Curriculum Coordinators, building leaders	2) School year 2024-2025	2) Time Records (building and district)
3) School-Based Goal setting	3) Principals and school-based math teams	3) August 2024	3) Time Records (building)
4) Intervention refinement	4) Curriculum Coordinators and Coaches	4) School Year 2024-2025	4) Data
5) Contracted PD for each school	5) Curriculum Coordinators and Coaches	5) School Year 2024-2025	5) Building budget
6) PD for administration	6) Curriculum Coordinators and Exec Directors	6) Monthly	6) Monthly meetings
7) PD for teachers	7) Curriculum Coordinators and Coaches	7) August 2024	7) PLC time
8) Pilot new materials	8) Teachers and coaches	8) School year	8) General Fund - Curriculum
9) Begin parent engagement activities	9) Schools	9) August/Sept 2025	9) Building / Title I Budget



<p>Literacy</p> <ol style="list-style-type: none"> 1) Qualification for Early Learning Family (ELF) program based on performance on Preschool Early Literacy Indicators (PELI) assessment per state statute. 2) Jumpstart EE-3 program 3) Admin PD and data analysis - <i>Curriculum and Coffee/Stats and Snacks</i> and principal meetings 4) Teacher PD <ol style="list-style-type: none"> a) Language Essentials for Teachers of Reading and Spelling (LETRS), supplemental, training for interested teachers on the ELA task force 5) Intervention expansion based on MTSS data 	<ol style="list-style-type: none"> 1) ELF teachers 2) Elementary schools 3) Curriculum Coordinators, Coaches, and Executive Directors 4) ELA Task Force, Curriculum Coordinators, Title I Coordinator 5) Administration, Coaches, Curriculum Coordinators 	<ol style="list-style-type: none"> 1) Annually in May and then as needed. 2) By June of each year. Runs in summer 3) Monthly and by content area in secondary 4) Summer of 2024 and then school year 2024-2025 5) Summer of 2024 and school year 2024-2025 	<ol style="list-style-type: none"> 1) Time records for preschool teachers, as needed. 2) GFPS must carry this cost for one year until offset by the traditional funding mechanisms. 3) Scheduling, time records for dept. chairs 4) Initial training will be free for two individuals. If elected, Title I will help support the broader training for all teachers. 5) Time records as needed. Summer PD
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Student Achievement

July 2024- June 2027

6) ELA task force and school-based teams	6) Curriculum Coordinators, Building Leaders	6) School year 2024-2025	6) Time records
7) Begin parent engagement activities	7) Buildings	7) Summer 2024 and school year 2024-2025	7) Time records as needed, building / Title I budgets
Action Steps Responsible Party When Resources Needed			
School Year 2025-2026			
Assessment for Instruction			
1) Admin support of regular grade level or departmental data discussions and monitoring of assessment completion EE-12	1) Building Principals	1) Fall 2025	1) Schedule
2) Teacher PD on the use of data for instruction a) Release to admin from curriculum	2) Curriculum, Instructional Coaches, Admin	2) Fall 2025	2) Funding to pay teachers outside duty day if needed
3) Applying the MTSS process with fidelity and continuing PD	3) Executive Directors, Principals	3) Fall 2025	3) Teacher coverage or compensation
4) Quarterly reviews of all data	4) Executive Directors and Superintendent	4) Quarterly. Exec Directors in quarter 1,2,4; Superintendent in quarter 3.	4) Datasheets



Student Achievement

July 2024- June 2027

<p>5) Continue parent/community education/engagement to understand assessment scores to support their child better.</p>	<p>5) Curriculum Directors, Principals, Executive Directors.</p>	<p>5) School year 2025-2026</p>	<p>5) Guides to understanding</p>
<p>Math</p> <p>1) New math curriculum materials implementation</p> <p>2) School-based goal setting</p> <p>3) PD for admin</p> <p>4) PD for teachers</p> <p>5) Math task force and school-based teams</p> <p>6) Continue parent engagement activities</p>	<p>1) Teachers, administrators, and Curriculum Coordinators</p> <p>2) Principals and Exec. Directors</p> <p>3) Exec. Directors and Coaches</p> <p>4) Curriculum Directors, Admin, and Exec Directors</p> <p>5) Curriculum Directors, Admin, and teachers</p> <p>6) Admin</p>	<p>1) Summer and school year, 2025-2026</p> <p>2) Summer 2025</p> <p>3) School year 2025-2026</p> <p>4) Summer and school year, 2025-2026</p> <p>5) School year 2025-2026</p> <p>6) Summer and school year, 2025-2026</p>	<p>1) General Budget for curriculum, approx. \$1.5 M. Additional Time Records</p> <p>2) Goal setting templates</p> <p>3) Curriculum guides and walk-through templates</p> <p>4) PIR, Time Records</p> <p>5) Coverage or Time Records</p> <p>6) Building and Title I budgets</p>
<p>Literacy</p> <p>1) Continued ELA task force and school-based teams</p>	<p>1) Curriculum Coordinators, admin, and teachers</p>	<p>1) School year 2025-2026</p>	<p>1) Time Records</p>



Student Achievement

July 2024- June 2027

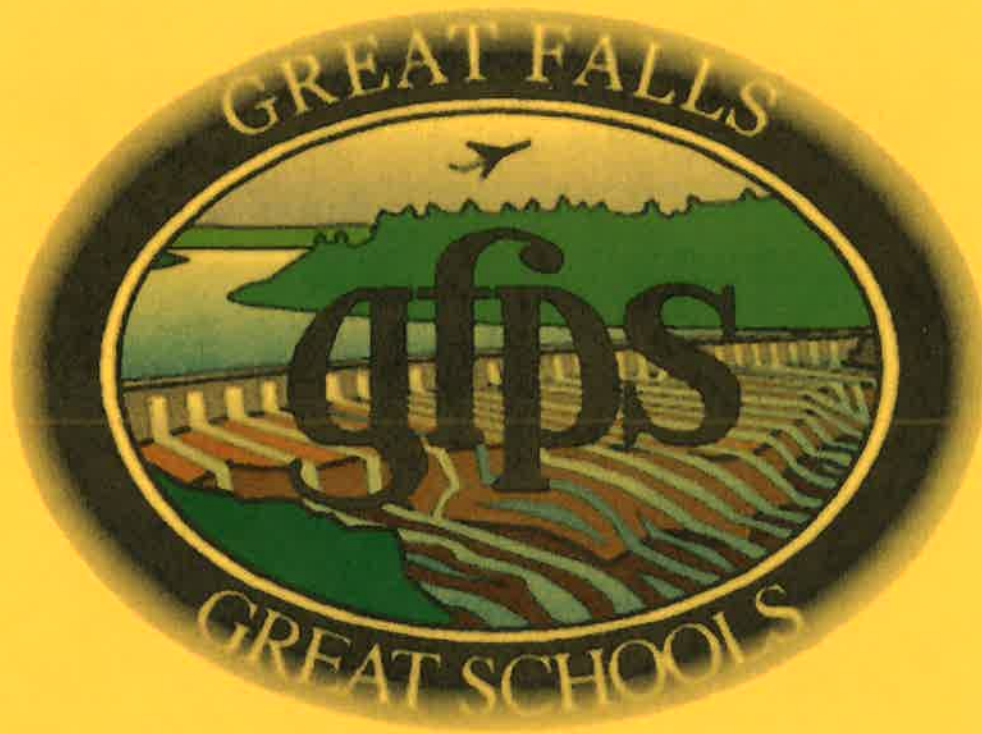
education/engagement to understand assessment scores to better support their child.	Principals, Executive Directors.	2027	understanding
Math			
<ul style="list-style-type: none"> 1) School-based goal setting 2) PD for administration 3) PD for teachers 4) Math task force and school-based teams 5) Continue parent engagement activities 	<ul style="list-style-type: none"> 1) Principals and Exec. Directors 2) Exec. Directors and Coaches 3) Curriculum Directors, Admin, and Exec Directors 4) Curriculum Directors, Admin, and teachers 5) Admin 	<ul style="list-style-type: none"> 1) Summer 2026 2) School year 2026-2027 3) Summer and school year, 2026-2027 4) School year 2026-2027 5) Summer and school year, 2026-2027 	<ul style="list-style-type: none"> 1) Goal setting templates 2) Curriculum guides and walk-through templates 3) PIR, Time Records 4) Coverage or Time Records 5) Building and Title I budget
Literacy			
<ul style="list-style-type: none"> 1) Continued ELA task force and school-based teams 2) Implementation of task force recommendations to include community involvement, and continued admin PD and teacher PD 	<ul style="list-style-type: none"> 1) Curriculum Coordinators, principals, and teachers 2) Exec Directors, Admin, Curriculum Coordinators, and teachers 	<ul style="list-style-type: none"> 1) School year 2026-2027 2) School year 2026-2027 	<ul style="list-style-type: none"> 1) Time Records 2) Recommendations, social media, parent/guardian mail



Student Achievement

July 2024- June 2027

3) Continue parent engagement activities	3) Buildings	3) Summer and school year, 2026-2027	3) Time records as needed, building budgets, Title I budgets
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Healthy, Safe, and Secure Schools



The District believes that a comprehensive educational environment addresses the health, safety, and social/emotional needs of all students and staff.

Comprehensive 3-year Goal:

By June 2027, Great Falls Public Schools will implement evidence-based strategies and opportunities to increase appropriate behavior among students. This will be measured by a 5% decrease in major incidents by increasing student opportunities to demonstrate skills, traits, and characteristics identified by the GFPS Profile of a Learner, as reported by school-based and district-level data.

Rationale:

Great Falls Public Schools embarked on a year-long development process for the Profile of a Learner during the 2023-2024 school year. This process involved defining what learning is and what skills, besides academic content, learners need to be prepared for life tomorrow. The top skills, traits, and characteristics our staff and community identified include strong communication skills, critical thinking, work ethic, problem-solving, and integrity.

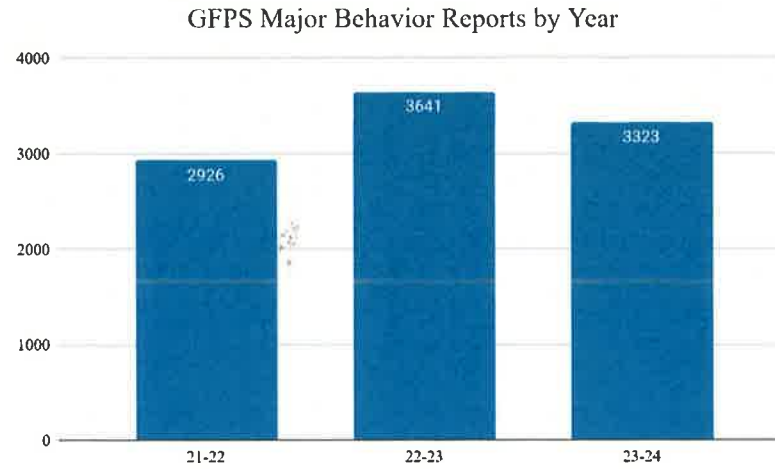
This goal emerged from a comprehensive survey and gap analysis highlighting behavior improvement, including attendance, as a primary concern among staff, community members, and parents. The district intends to create a more positive and productive learning environment by focusing on these identified skills, traits, and characteristics.

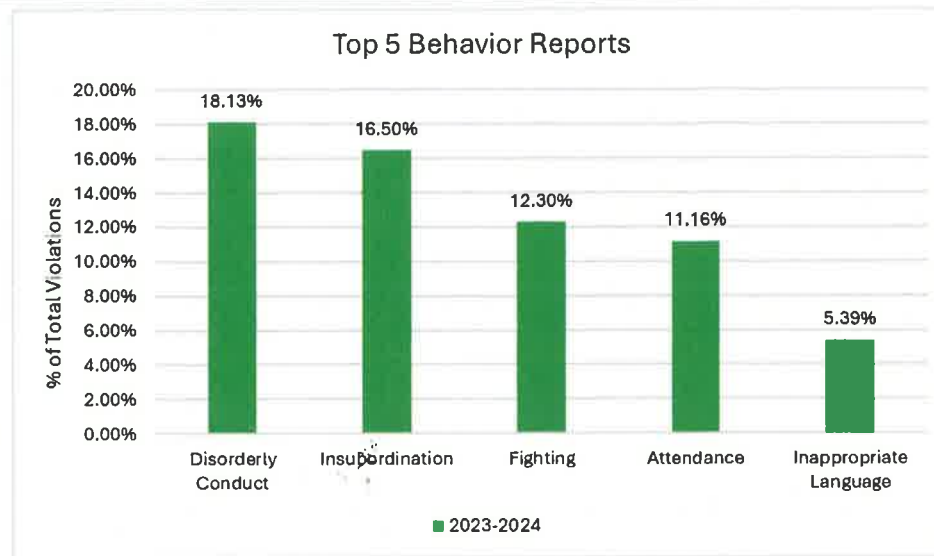
The top 5 behaviors, as reported by all schools TK-12, are shown below. Major behaviors require multiple resources and support so that learning can occur for the student involved and others in their classroom/common areas. Minor behaviors can be addressed through teacher redirection.

***The following behavior data shows Major Incident/Top 5 Behavior occurrences, not individual students. It is important to note that one student may have multiple incidents and that the total number of Major Incidents/Top 5 Behaviors does not reflect the*



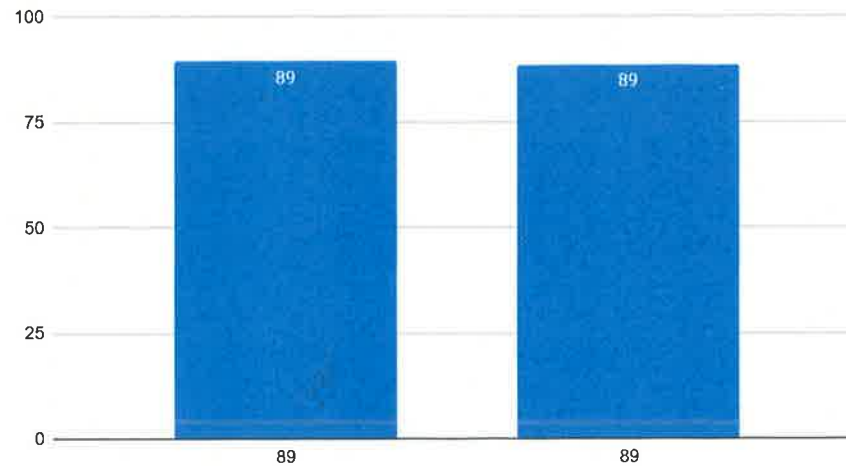
number of students. Within this data set for 23-24, 4.66% of the overall student body of GFPS represents 91.19% of the incidents shown below.







S1 vs. S2 GFPS Average Daily Attendance 23-24



Action Steps	Responsible Party	When	Resources Needed
School Year 2024-2025			
1) Character Strong a) Review data b) Secondary: <i>What We Do Wednesday</i> c) Elementary: <i>Class Meetings</i> d) Board Meeting Presentations 2) Responsibility Centered Discipline a) Refresh and Advanced	1) Review with buildings during quarterly principal meetings. 2) District, Elementary and Secondary leaders	1) Quarterly during the school year. Second Board meetings of the month 2) Training, summer 2024. Calibration, fall 2024.	1) Baseline data on usage from 2024 and then throughout the year. Federal money budget authority 2) PIR budget authority for training. A uniform way to



<p>training b) Calibration of referrals c) Behavior celebrations</p> <p>3) MTSS/Behavior a) Frameworks with universal beliefs development b) DESSA mini (Devereux Student Strengths Assessment) at Kinder c) Universal screening at 6th</p> <p>4) Student Leadership Organizations a) IMB / WRR b) Peer Mentor's growth and expansion to support broader student mental health awareness and prevention.</p> <p>5) Establish a staff mental health emergency plan</p> <p>6) Implementation of ReStart (Alternative to Expulsion)</p>	<p>3) Buildings and District</p> <p>4) Building level principals, Student Mental Health Coordinator, United Way (Marla Hauser)</p> <p>5) Human Resources, Student Mental Health Coordinator, Executive Directors</p> <p>6) Executive Directors, Youth Court Services (YCS), Alliance for Youth</p>	<p>Celebrations during the school year.</p> <p>3) 2024-2027</p> <p>4) School year</p> <p>5) Summer 2024</p> <p>6) Summer 2024</p>	<p>track positive recognition</p> <p>3) DESSA Mini, building budget authority for MTSS (Summer Institute)</p> <p>4) United Way partnership with Community Support Liaison YRBS and MPNA Universal Screenings</p> <p>5) Insurance, legal consultation, Staff Peer Mentor Stipend for each building</p> <p>6) Grant: Cascade County Student Safety Team, Cascade County YCS</p>
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<p>7) Transformational Opportunities</p> <ul style="list-style-type: none"> a) Workplace Pathways - diagnostics b) SWIS - diagnostics c) SWISH (CMR) - diagnostics <p>8) District-wide training in safety protocols and <i>Safe Schools</i> practices</p> <ul style="list-style-type: none"> a) OJJDP training b) Armed Intruder (all schools) <p>9) Cyber security training</p> <ul style="list-style-type: none"> a) Principal - tabletop exercise b) Student safety activity <p>10) Profile of a Learner</p> <ul style="list-style-type: none"> a) One Pager Published b) Reviewed in meetings c) <i>Knowledge, Skills, and Attributes</i> framework developed <p>11) Review Achievement, Attendance, and Behavior Data</p>	<p>7) Executive Directors and Secondary Leaders</p> <p>8) Executive Directors and GFPD) and building leader</p> <p>9) Director of IT, Chris Mee, Superintendent, HR, Exec. Directors</p> <p>10) Superintendent, Executive Directors, and Curriculum Coordinators</p> <p>11) Superintendent, Executive Directors, Building Administration</p>	<p>7) Evaluate the Summer of 2024</p> <p>8) August 13, 2024</p> <p>End of First Quarter</p> <p>9) October 2024</p> <p>Order COSN kit in Sept of 2024</p> <p>10) Published in July, used all year</p> <p>11) Quarterly</p>	<p>7) United Way, Job Service, and Community Support Liaison</p> <p>8) PGEC HUB for training.</p> <p>9) Safety Modules for principles and students; "Table Top" Exercises and Command Center training, COSN kit</p> <p>10) Graphics specialist</p> <p>11) Associated Data</p>
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Action Steps	Responsible Party	When	Resources Needed
School Year 2025-2026			
1) Continue with Character Strong a) Review data 2) Responsibility Centered Discipline a) Review data b) Calibration if needed c) Celebrations 3) MTSS/Behavior a) Frameworks with universal beliefs are communicated and data is collected. 4) Student and staff leadership groups/organizations work to support existing programming and identify needs/solutions for mental health awareness and advocacy. a) Expand peer mentorship to middle school 5) Staff Mental Health	1) Review with buildings during quarterly principal meetings. 2) District, Elementary, and Secondary leaders 3) Buildings and District 4) Building level principals, Student Mental Health Coordinator, United Way (Marla Hauser) 5) Human Resources,	1) Quarterly during the school year. Second Board meetings of the month 2) Calibration, summer 2025, Celebrations during the school year. 3) 2024-2027 4) School year 5) Summer 2025	1) Baseline data on usage from 2024 and then throughout the year. Federal Money budget authority 2) PIR budget authority for training. Tracking data. 3) DESSA Mini, building budget authority for Summer Institute 4) United Way partnership with Marla Hauser YRBS and MPNA Universal Screenings 5) Insurance, legal



Action Steps	Responsible Party	When	Resources Needed
<p>Emergency Response Plan evaluated and adjusted, LEAP (Living Employee Assistance Program) established</p> <p>6) ReStart (Alt. to Expulsion) evaluated and adjusted</p> <p>7) Transformational Opportunities a) Workplace Pathways - diagnostics b) SWIS - diagnostics c) SWISH (CMR) - diagnostics</p> <p>8) Profile of a Learner a) Knowledge, Skills, and Attributes (KSA) framework included in adoptions.</p> <p>9) Review Achievement, Attendance, and Behavior Data</p>	<p>Student Mental Health Coordinator Executive Directors</p> <p>6) Executive Directors, Youth Court Services (YCS), Alliance for Youth</p> <p>7) Executive Directors and Secondary Leaders</p> <p>8) Executive Directors and GFPD), curriculum coordinators, and building leaders</p> <p>9) Director of IT, Data Center Lead, Superintendent, HR, Exec. Directors</p>	<p>6) Summer 2025</p> <p>7) Evaluate the Summer of 2025</p> <p>8) Throughout year</p> <p>9) Quarterly</p>	<p>consultation, financial</p> <p>6) Grant: Cascade County Student Safety Team, Cascade County YCS</p> <p>7) United Way, Job Service, and Community Support Liaison</p> <p>8) Profile of a Learner graphic and KSA framework</p> <p>9) Associated Data</p>

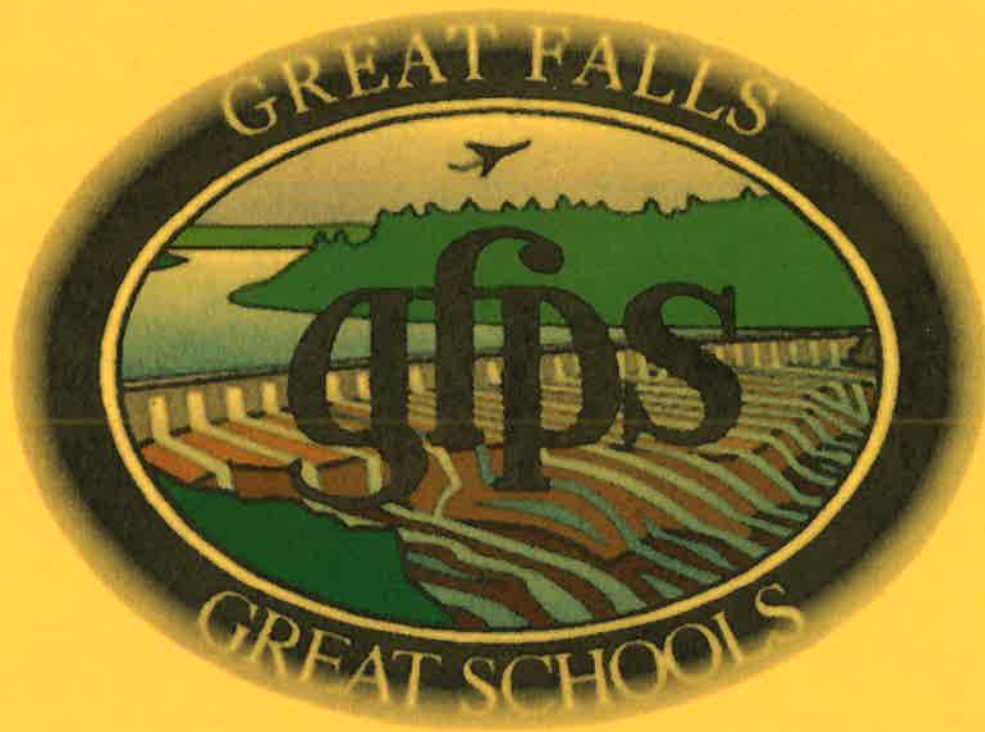


School Year 2026-2027

<ol style="list-style-type: none"> 1) Continue with Character Strong <ol style="list-style-type: none"> a) Review data 2) Responsibility Centered Discipline <ol style="list-style-type: none"> a) Review data b) Re-calibration if needed c) Celebrations 3) MTSS/Behavior <ol style="list-style-type: none"> a) Frameworks with universal beliefs are communicated and data is collected. 4) Student and Staff Leadership Organizations work to support existing programming and identify needs/solutions for mental health awareness and advocacy. <ol style="list-style-type: none"> a) Expand peer mentorship to elementary 5) Staff Mental Health Emergency Response Plan evaluated and adjusted, LEAP 	<ol style="list-style-type: none"> 1) Review with buildings during quarterly principal meetings. 2) District, Elementary, and Secondary leaders 3) Buildings and District 4) Building level principals, Student Mental Health Coordinator, United Way (Marla Hauser) 5) Human Resources, Student Mental Health Coordinator Executive 	<ol style="list-style-type: none"> 1) Quarterly during the school year. Second Board meetings of the month 2) Re-calibration, summer 2026, Celebrations during the school year. 3) 2024-2027 4) School year 5) Summer 2026 	<ol style="list-style-type: none"> 1) Comparative data on usage from 2025 and then throughout the year. Federal money budget authority 2) PIR budget authority for training. Tracking data. 3) DESSA Mini, building budget authority for MTSS (Summer Institute) 4) United Way partnership with Marla Hauser YRBS and MPNA Universal Screenings 5) Insurance, legal consultation, financial
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<p>(Living Employee Assistance Program) evaluated.</p> <p>6) ReStart (Alt. to Expulsion) evaluated and adjusted</p> <p>7) Transformational Opportunities d) Workplace Pathways - diagnostics e) SWIS - diagnostics f) SWISH (CMR) - diagnostics</p> <p>8) Profile of a Learner a) Knowledge, Skills, and Attributes (KSA) framework included in adoptions. b) Faculty Advisory to evaluate to be sure they are still relevant. c) Survey the public if needed.</p> <p>9) Review Achievement, Attendance, and Behavior Data</p>	<p>Directors</p> <p>6) Executive Directors, Youth Court Services (YCS), Alliance for Youth</p> <p>7) Executive Directors and Secondary Leaders</p> <p>8) Executive Directors and GFPD), curriculum coordinators, and building leaders</p> <p>9) Director of IT, Data Center Lead, Superintendent, HR, Exec. Directors</p>	<p>6) Summer 2026</p> <p>7) Evaluate-Summer of 2026</p> <p>8) Throughout the year. Evaluation in Spring of 2027</p> <p>9) Quarterly</p>	<p>6) Grant: Cascade County Student Safety Team, Cascade County YCS</p> <p>7) United Way, Job Service, and Marla Hauser</p> <p>8) Profile of a Learner graphic and KSA framework</p> <p>9) Associated Data</p>
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Stewardship and Accountability



The District believes our resources and staff are public assets requiring responsible stewardship, accountability, and community involvement.

Comprehensive 3-year Goal:

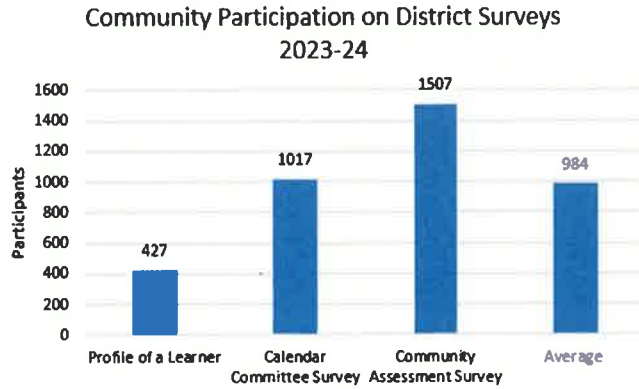
By June of 2027, Great Falls Public Schools will develop and implement a comprehensive communication plan to improve communication between the district, staff, parents, students, and the community by increasing parent and community member engagement by 10% as measured by responses to surveys and attendance/participation at events, conferences, and meetings.

Rationale:

This strategic goal was established after conducting a thorough survey and gap analysis during 2023-2024, which identified communication improvement as a 3 top concern among staff, community members, and parents. The district aims to create a more connected and informed community by addressing this need, ultimately benefiting the educational environment and student success.

The development of a Comprehensive Communication Plan will be the focus of the newly established Comprehensive Communication Plan Task Force. Our GFPS Faculty Advisory, working collectively with their schools and neighborhoods, will work with this Task Force.

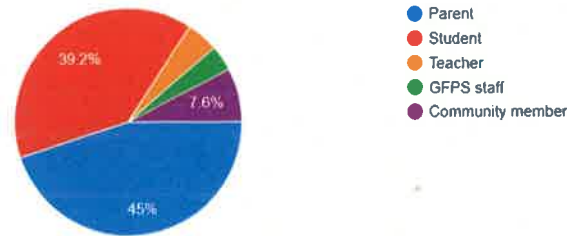
The data below sets part of our baseline numbers for measuring progress in this strategic area. Average participation in district-level surveys was 984 during the 2023-2024 school year. Schools will also continue to collect family and community engagement data by building.



The charts to follow show the percentage of participants in each role category on the three district surveys during the 2023-2024 school year. The first chart is reflective of participation in the community assessment survey:

What is your relationship with our schools? (please Select One)

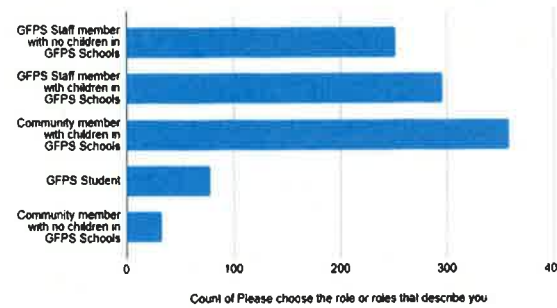
1,507 responses



Calendar survey participants numbered in the following categories:



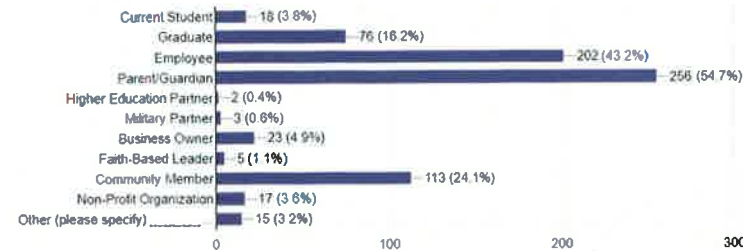
Count of Please choose the role or roles that describe you.



Profile of a Learner survey participants were characterized by these self-selected categories:

Which of the following categories best describes your relationship with Great Falls Public Schools? (Check all that apply)

468 responses



Remind and Social Media are two platforms GFPS uses for communication. Remind is a text and email messaging application that facilitates communication between schools and families. Social media is used for announcements and highlights. See below for basic usage data on each of these platforms.

Remind Data



My Remind community

10,023

Students

11,215

Parents

940

Teachers

1,172

Staff and Employees

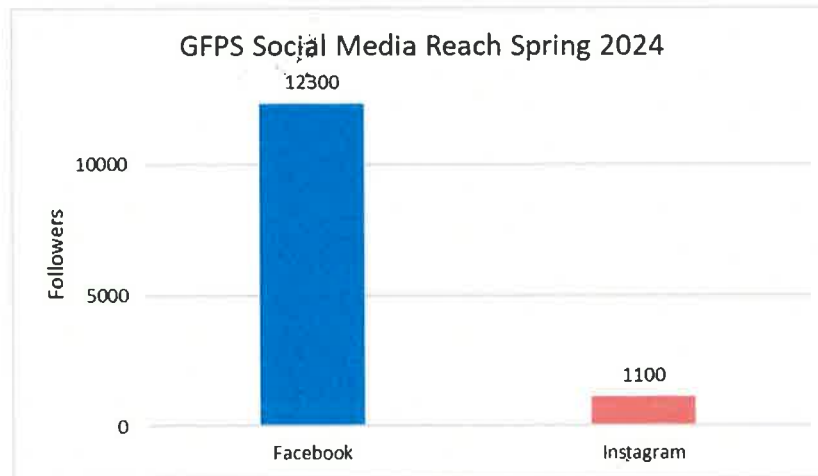
97%

Users reachable via SMS, email or app

93%

Sent messages are delivered successfully

Social Media Data



Action Steps

Responsible Party

When

Resources Needed

School Year 2024-2025



Stewardship and Accountability

July 2024- June 2027

<p>1) Comprehensive Communication Plan Task Force (CCPTF) as an <i>Impacting Issue</i></p> <ul style="list-style-type: none"> a) Summer training on consensus building b) Task Force development c) Monthly CCPTF meetings d) Presentation to the Board of Trustees on the completed Comprehensive Communication Plan (pending Board of Trustee Approval) <ul style="list-style-type: none"> i) Post on Website ii) Publish hard copies for community review. e) Board meeting notification, recording and streaming f) Meta-analysis of platform use: <ul style="list-style-type: none"> i) FB, Instagram, PS, Remind ii) Opportunities for open communication 	<p>1) Executive Directors, Superintendent, Coordinator of Public Relations, Building Admin., and Cabinet</p>	<p>1) Summer 2024 and School Year 2024-2025</p>	<p>1) Superintendent's Advisory Panel, Faculty Advisory, 90 Second Story Template, Technology upgrades to Aspen Conference Room</p>
<p>2) Town Hall Budget Meetings</p> <ul style="list-style-type: none"> a) Communicate and collaborate with local leadership about the needs of our community b) Develop a meeting schedule that matches possible funding options c) Tell the story - "Where we are financially" and "District History" d) Focused group conversations and invitations 	<p>2) Director of Business operations and Board Budget Committee</p>	<p>2) Summer 2024 and School Year 2024-2025</p>	<p>2) Consensus Building Major Issue Template</p>
<p>3) Open Enrollment</p> <ul style="list-style-type: none"> a) Communicate and open application 	<p>3) Superintendent, Director of Business</p>	<p>3) Summer of 2024. March</p>	<p>3) Open enrollment forms (electronic),</p>



Stewardship and Accountability

July 2024- June 2027

<p>portal for 2025 spring semester</p> <p>b) Communicate and open application portal for 2025 fall semester</p> <p>c) Extenuating Circumstances as needed</p> <p>d) Follow guidelines set out in GFPS policy 3141 for acceptance or denial of attendance in district.</p> <p>e) Certain programs are subject to caps</p> <p>4) Profile of a Learner</p> <p>a) One pager developed and communicated out</p> <p>b) Used in curriculum process</p> <p>5) School-based student/family activities</p> <p>a) Family Nights,</p> <p>b) Student transition activities</p> <p>c) Extra/Co-Curricular activities</p> <p>d) Recognition of "Our School, Our Families" schools</p> <p>6) Enhanced district-wide consistent use of Social Media; (Facebook, Instagram, QR codes, Powerschool & Remind)</p> <p>a) Utilize metrics from the platforms to expand and enhance.</p> <p>b) Expanded use of staff highlights</p> <p>7) "Principals to Policy" Initiative to help principals build understanding of policy development and adoption</p> <p>a) Pre-meeting with principals</p> <p>b) Key question - is it administrable?</p> <p>c) Principals provide updates at</p>	<p>Operations, and Executive Directors.</p> <p>4) Superintendent, Executive Director, Building Leaders, PR Coordinator</p> <p>5) Executive Directors, All Schools, Athletic Director, Fine Arts Director</p> <p>6) Superintendent, Executive Directors, Building Leaders, PR Coordinator.</p> <p>7) Director of Business Operations, Executive Directors, and Board Policy Committee</p>	<p>and December of every year.</p> <p>4) Summer 2024 and School Year 2024-2025</p> <p>5) Summer 2024 and School Year 2024-2025</p> <p>6) August 2024</p> <p>7) School Year 2024-2025</p>	<p>website (https://www.gfps.k12.mt.us/domain/683)</p> <p>4) Graphic art</p> <p>5) Attendance Sheets, banner</p> <p>6) Outside Consultant, Becky Nelson</p> <p>7) Policy notes from MTSBA and from legal counsel, schedules as allowable</p>
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Stewardship and Accountability

July 2024- June 2027

<p>leadership meetings to the larger leadership group.</p> <p>8) Increase community awareness of private funding opportunities through the Great Falls Public Schools Foundation that enhance facilities, learning, and teaching</p> <p>9) Innovative Tax Credit- a) Tell the 2024 story b) Target allocations c) 1-pager send out/ advertise the process</p> <p>10) Work with the new GFPS Director of IT to update a long-range strategic plan to support the replacement and upgrade of existing technology used to enhance and support instruction, safety, and infrastructure.</p> <p>11) Inaugural year of CORE School at Morningside. a) Quarterly academic, behavior, and attendance data collection b) Monitor and adjust support of teaching assistance. c) Climate and culture survey for staff, parents, and students.</p> <p>12) Recruitment and Retention of Staff</p>	<p>8) GFPS Foundation Director</p> <p>9) Superintendent, Director of Business Operations, and Executive Directors</p> <p>10) Director of IT, Executive Directors, Director of Business Operations</p> <p>11) CORE School Advisory Board, Executive Directors, Curriculum Coordinator, Principal</p> <p>12) Human Resources Director, Executive Directors, Principal</p>	<p>8) Continual</p> <p>9) School Year 2024-2025 with a focus on October and November.</p> <p>10) School year 2024 - 2025</p> <p>11) School year 2024-2025</p> <p>12) Continual</p>	<p>8) Donors and Foundation Staff</p> <p>9) Donors</p> <p>10) History of IT funding and support. Previous 5-year plan.</p> <p>11) Data tracking sheets, survey, CCRC tutoring as needed.</p> <p>12) Supports for staff members, professional</p>
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			development, advertising, recruiting
Action Steps	Responsible Party	When	Resources Needed
School Year 2025-2026			
1) Comprehensive Communication Plan Task Force a) Training of staff, adjustment of plan b) Create intentional opportunities to "share and tell", including individual school buildings i) How they are told will be outlined in the CCP c) Board meeting notification, recording and streaming d) Continue opportunities for open communication	1) Executive Directors, Superintendent, Coordinator of Public Relations, Building Admin., and Cabinet	1) School Year 2025-2026	1) Superintendent's Advisory Panel, Faculty Advisory, 90 Second Story Template
2) Town Hall Meetings (preempted by Consensus Building Meetings) a) Budget b) Safety c) Technology	2) Superintendent, Director of Business Operations and Board Budget Committee	2) School Year 2025-2026	2) Consensus Building Major Issue Template
3) Open Enrollment a) Communicate and open application portal for 2026 spring semester b) Communicate and open application portal for 2026 fall semester c) Extenuating Circumstances as needed d) Certain programs are subject to caps	3) Director of Business Operations and Board Budget Committee	3) Summer 2025, March and December of every year.	3) Open enrollment forms (electronic), website https://www.gfps.k12.mt.us/domain/683)



Stewardship and Accountability

July 2024- June 2027

<p>4) School-based student/family activities</p> <ul style="list-style-type: none"> a) Family Nights, b) Student transition activities c) Extra/Co-Curricular activities d) Recognition of "Our School, Our Families" schools 	<p>4) Superintendent, Director of Business Operations, and Executive Directors.</p>	<p>4) Summer and School Year 2025-2026</p>	<p>4) Attendance Sheets, banner/stickers</p>
<p>5) Continued district-wide consistent use of Social Media; (Facebook, Instagram, QR codes, Powerschool & Remind)</p> <ul style="list-style-type: none"> a) Collect metrics on platform usage and friendliness. b) Expanded use of staff highlights c) Introduce PTA's 	<p>5) Executive Directors, All Schools, Athletic Director, and Fine Arts Director</p>	<p>5) Summer and School Year 2025</p>	<p>5) Becky Nelson and PTA list</p>
<p>6) Continued "Principals to Policy" initiative</p>	<p>6) Director of Business Operations, Executive Directors, and Board Policy Committee</p>	<p>6) School Year 2025-2026</p>	<p>6) Policy notes from MTSSBA and from legal counsel - sent to the principals in advance</p>
<p>7) Innovative Tax Credit-</p> <ul style="list-style-type: none"> a) Tell the 2024 story b) Target allocations c) 1-pager send out/ advertise the process 	<p>7) Superintendent, Director of Business Operations, and Executive Directors</p>	<p>7) School Year 2025-2026 with a focus on October and November.</p>	<p>7) Donors</p>
<p>8) Communicate and begin to implement the GFPS long-range strategic IT plan to support the replacement and upgrade of existing technology used to enhance and support instruction, safety, and infrastructure.</p>	<p>8) Superintendent, Director of IT, Executive Directors, Director of Business Operations, Building Principals</p>	<p>8) School year 2025-2026</p>	<p>8) Board meetings, social media, community meetings.</p>
<p>9) CORE School at Morningside.</p> <ul style="list-style-type: none"> a) Quarterly academic, behavior, and 	<p>9) CORE School</p>	<p>9) School year</p>	<p>9) Data tracking sheets,</p>



<p>attendance data collection</p> <p>b) Monitor and adjust support of teaching assistance.</p> <p>c) Climate and culture survey for staff, parents, and students.</p> <p>d) Enhanced community partnership opportunities.</p> <p>e) Tracking of student teachers from year 1 and 2.</p> <p>10) Recruitment and Retention of Staff</p>	<p>Advisory Board, Executive Directors, Curriculum Coordinator, Principal, Human Resources</p> <p>10) Human Resources Director, Executive Directors, Principal</p>	<p>2025-2026 with tracking of student teachers beginning during hiring windows.</p> <p>10) Continual</p>	<p>survey, CCRC tutoring as needed.</p> <p>10) Supports for staff members, professional development, advertising, recruiting</p>
<p>Action Steps</p>			
<p>School Year 2026-2027</p>			
<p>1) Comprehensive Communication Plan Task Force</p> <p>a) Training of staff, adjustment of plan</p> <p>b) Create intentional opportunities to "share and tell", including individual school buildings</p> <p>c) Meta-analysis of platform use:</p> <p>i) FB, Instagram, PS, Remind, Mileposts</p> <p>d) Update and enhance the District Website to ensure it is user-friendly. (more accessible by phone)</p>	<p>1) Executive Directors, Superintendent, Coordinator of Public Relations, Building Admin.</p>	<p>1) School Year 2026-2027.</p>	<p>1) Superintendent's Advisory Panel, Faculty Advisory, 90 Second Story Template</p>



<p>e) Board meeting notification, recording, and streaming f) Continue with opportunities for open communication</p> <p>2) Open Enrollment a) Communicate and open application portal for 2027 spring semester b) Communicate and open application portal for 2027 fall semester c) Certain programs are subject to caps</p> <p>3) School-based student/family activities a) Family Nights, b) Student transition activities c) Extra/Co-Curricular activities d) Recognition of "Our School, Our Families"</p> <p>4) Continued district-wide, consistent use of Social Media; (Facebook, Instagram, QR codes, Powerschool & Remind) a) Collect metrics on platforms b) Expanded use of staff highlights c) Expanded use by PTA's d) Highlight community partners</p> <p>5) "Principals to Policy" Initiative</p> <p>6) Innovative Tax Credit- a) Tell the 2024 story b) Target allocations</p>	<p>2) Superintendent, Director of Business Operations, and Executive Directors.</p> <p>3) All Schools</p> <p>4) Superintendent and PR Coordinator</p> <p>5) Director of Business Operations and Executive Directors</p> <p>6) Director of Business Operations and</p>	<p>2) Summer 2026, March and December of every year.</p> <p>3) Summer and School Year 2026-2027</p> <p>4) Summer and School Year 2026-2027</p> <p>5) School Year 2026-2027</p> <p>6) School Year 2026-2027 with</p>	<p>2) Consensus Building Major Issue Template</p> <p>3) Open enrollment forms (electronic), website https://www.gfps.k12.mt.us/domain/683)</p> <p>4) Attendance Sheets, banner/stickers. Becky Nelson</p> <p>5) Policy notes from MTSBA and from legal counsel - sent to the principals in advance</p> <p>6) Donors</p>
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Stewardship and Accountability

July 2024- June 2027

<p>c) 1-pager send out/ advertise the process</p> <p>7) Prepare CNA Staff and Community Survey a) Reflect Profile of a Learner Update</p> <p>8) Communicate/update stakeholders on the implementation of the GFPS long-range strategic IT plan to support the replacement and upgrade of existing technology used to enhance and support instruction, safety, and infrastructure.</p> <p>9) CORE School at Morningside. a) Quarterly academic, behavior, and attendance data collection b) Monitor and adjust support of teaching assistance. c) Climate and culture survey for staff, parents, and students. d) Enhanced community partnership opportunities. e) Tracking of student teachers from years 1 -3. f) Tracking the number of student teachers hired by GFPS. g) Consider expansion of innovative choice for families based on CORE school data.</p> <p>10) Recruitment and Retention of Staff</p>	<p>Executive Directors</p> <p>7) Superintendent and HR Director</p> <p>8) Superintendent, Director of IT, Executive Directors, Director of Business Operations, Building Principals</p> <p>9) CORE School Advisory Board, Executive Directors, Curriculum Coordinator, Principal, Human Resources</p> <p>10) Human Resources Director, Executive Directors, Principal</p>	<p>a focus on October and November.</p> <p>7) Fall of 2026</p> <p>8) June - Nov. 2026-2027</p> <p>9) School Year 2026-2027 with tracking of student teachers beginning during hiring windows Expansion discussion, Winter of 2026</p> <p>10) Continual</p>	<p>7) Cabinet</p> <p>8) General budget, Board meetings, social media, community meetings.</p> <p>9) Data tracking sheets, survey, CCRC tutoring as needed</p> <p>10) Supports for staff members, PD, advertising, recruiting</p>
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