







- Strategic Priorities were drafted to align with the Mission and Vision of the Helena Public Schools
- The six current priorities were crafted through a variety of inputs including:
 - Our district's most recent strategic plan (2016)
 - Qualitative data gathered and considered across the 2018/2019 school year (including the 100 Day entry plan and summary report).



- Priorities represent the "optimal state," meaning, these statements will be true when our district has reached an optimal level of performance in a designated area
- Priorities represent two distinct but interrelated areas
 - Teaching and Learning: Priorities that are specifically aligned with our core educational responsibilities as a school district.
 - Management and Operational: Priorities that are more foundational in nature and support the educational environment of our schools.

Helena Public Schools: Strategic Priorities



Strategic Priorities

Teaching and Learning

Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant

Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation

Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

Management and Operations

Ensure that the learning of every HSD student and employee is supported by a school facility that is safe, healthy and neutral to additive to optimal student learning

Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform



- Near-Term Goals: By design, each priority includes annual goals only relevant to that school year (July to June)
- Assessments and Targeted Outcomes: Priorities and related nearterm goals include assessments that, by design, measure our progress
- Operational Plans: Required for each priority, operational plans frame important project management aspects including deliverables, leads, and expected delivery dates.



Alignment with Board Committees: Several Board Committees have at least one aligned priority

- (Teaching and Learning Committee) Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant
- (Teaching and Learning Committee) Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation
- (Facilities and Maintenance) Ensure that the learning of every HSD student and employee is supported by a school facility that is safe, healthy and neutral to additive to optimal student learning
- · (Budget and Program Committee) Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.







Strategic Priority: Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant.

SY2020 Goals:

- Ensure that the learning every student, the instruction of every educator and the care of every parent is supported by a district-wide academic platform that includes 1) essential standards, 2) aligned proficiency scales, and 3) leveled curricular resources (both print and digital) available 24/7
- Evaluate and revise school-level data platforms to include regular progress monitoring as an integral part of each school's instructional framework
- Explore, pilot and implement additional reading interventions targeted for intermediate elementary students



Strategic Priority: Ensure that each HSD student is engaged in learning opportunities that are authentic, meaningful, and relevant.

- Interim Data Sessions: Work collaboratively with schools to develop and implement mid-year data sessions focused on utilizing interim data to inform instructional designs
- Educator Data Dashboard:
 - Stabilize/Enhance PowerSchool as our district's foundational Student Information System (SIS)
 - Implement a data dashboard that will allow our educators to easily access relevant, real-time indicators needed for instructional design
- Curriculum Development Plan: Develop and communicate a plan (including deliverables and timelines) for the iterative development of our K-12 curriculum including standards-based grading and the eventual implementation of competencies
- Foundations of Reading: Develop and implement professional development and coaching for educators based on the 5 Foundational Reading Skills



Strategic Priority: Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation.

SY2020 Goals:

- Realign statistical benchmarks to ensure alignment with college/career/service options upon graduation
- Revisit the current design, function and the social/emotional, physical and academic outcomes of middle school to ensure vertical alignment between elementary, high school and post-high school options.
- Expand curricular and professional development efforts designed to ensure cross-curricular writing at the middle and high school levels
- Explore, design and implement course patterning that ensures that students remain on-track through Algebra II



Strategic Priority: Ensure that every HSD graduate has multiple career, college or service options available to them upon high school graduation.

- Develop Measures of Success: Research, develop, communicate and monitor a K-12 framework of measures (outcomes and targets) aligned with the goal of ensuring that every HSD graduate has multiple career, college or service options available to them upon high school graduation
- Post Graduation Connections: Research, design and implement a plan for connecting with HSD students after their graduation to ensure continued connection and support
- Youth Apprenticeship Expansion: Collaboratively work with partner organizations to expand apprenticeship opportunities for high school students
- Course Patterning Project: Pilot efforts to review/enhance course patterning efforts to include needed interventions and progress monitoring for Pre-Algebra, Algebra and Algebra II



Strategic Priority: Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

SY2020 Goal:

 Develop a social/emotional health tier for each level (elementary, middle and high) that includes the formal teaching and reinforcement of proactive, researched-based programs/practices.



Strategic Priority: Ensure a culture of interdependence exists on every HSD campus in which self-awareness, self-regulation, social awareness, and collaboration are taught and continually fostered as necessary 21st Century skills.

- PGBG Expansion: Expand training and implementation of PAX Good Behavior Game (PGBG) to interested elementary schools
- Support Tiers: Facilitate collaborative efforts across schools to articulate and share interventions per behavioral support tiers Tier I (universal), Tier II (targeted), Tier III (intensive)
- Behavioral Handbook: Develop a comprehensive behavioral support handbook to include support tiers, resources, and revised protocols including threat assessments
- Expand Professional Development Options: Based on the support tiers of our schools, work to develop, offer and facilitate expanded professional development options (to include the 2019/2020 school year and the 2020 Educator Conference)





Strategic Priority: Ensure that the learning of every HSD student is supported by a school facility that is safe, healthy and (neutral to additive) to their learning

SY2020 Goal:

 Update the district facilities plan to include 1) the 2017 Bond deliverables and 2) an updated demographics study in order to develop clear next steps pertaining to school facilities and attendance boundaries.

Genre: Management and Operations (District Facilities)



Strategic Priority: Ensure that the learning of every HSD student is supported by a school facility that is safe, healthy and (neutral to additive) to their learning

- Deliver New Schools: Complete the construction and delivery of three new school facilities ontime and in accordance with the commitments we made to our community
- Deliver Safety/Security Upgrades: Enhance the safety/security of every elementary and middle school through 1) the completion of planned facility upgrades, and 2) realigned emergency procedures
- Phased High School Safety/Security Plan: Develop and deliver a phased plan to upgrade safety/security of high school campuses
- Long-Range Facilities Plan: Revise long-range facilities plan to include 1) updated school facilities ('17 bond), 2) *revised assessment of current needs and 3) potential plans for future efforts

^{*} In accordance with the above strategic priority, school facilities will be assessed for safety, health and educational viability

Genre: Management and Operations (Budget/Finance)



Strategic Priority: Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

SY2020 Goal:

Develop and maintain elementary and high school district budgets (FY21) that 1) support the continued development of teaching and learning, and 2) ensure sustainability and fiscal solvency in future years.

Genre: Management and Operations (Budget/Finance)



Strategic Priority: Ensure an aligned, balanced and sustainable budget supports the varied needs of our students while providing predictability and consistency for our HSD colleagues and community.

- FY19 Audit: Complete and publicly report on an FY19 audit to ensure appropriate fiscal practices, public transparency and continued financial viability across the Helena Public Schools
- Multi-Year Budget Projection: Develop and report a five-year budget projection that ensures public understanding of the district's current and near-term financial outlook (general funds)
- High School Phasedowns: Work collaboratively with high schools to ensure supportive yet cautious fiscal support to manage phasedowns associated with declining high school enrollment
- Facilitate Retirement Incentive: Manage the negotiated retirement incentive to ensure clarity, consistency and fiscal solvency
- Electronic Time and Payroll Reporting: Implement a secure, electronic system for managing time and payroll records

Genre: Management and Operations (Communications)



Strategic Priority: Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform.

SY2020 Goal:

 Develop a district communications plans that outlines the district's communications platform, practices, methods and targets.

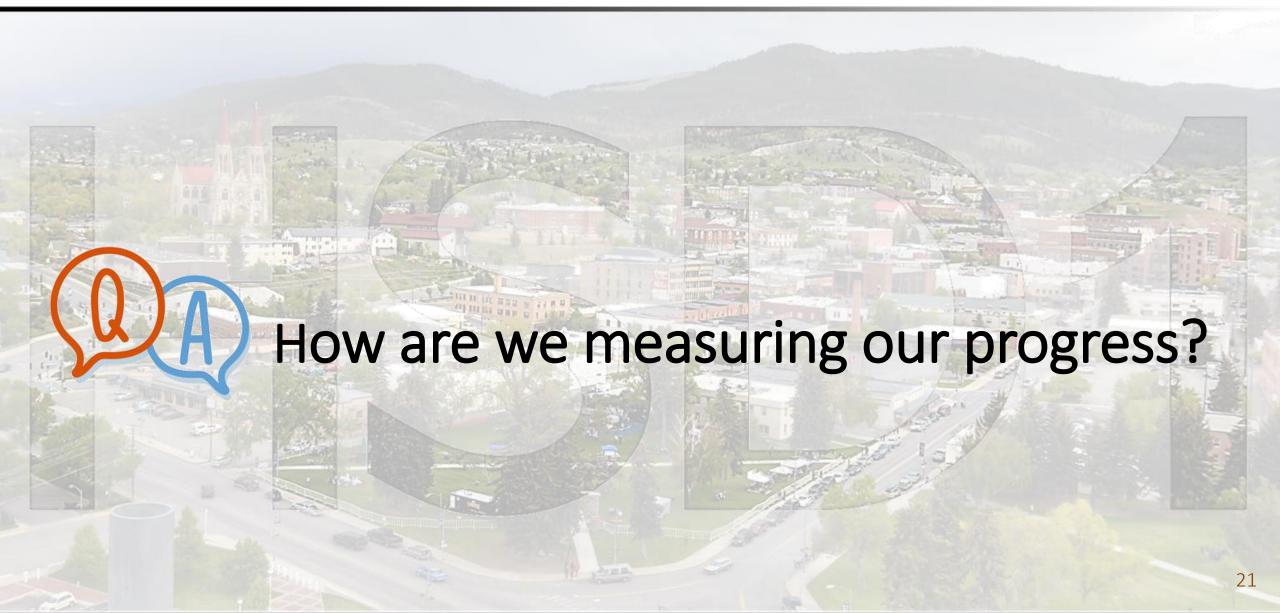




Strategic Priority: Ensure that each HSD stakeholder receives and has access to timely, informative and relevant school and district information via a varied communications platform.

- External Communications Plan: Develop an overarching plan to inform external communications practices including protocols and deliverables for daily communication, periodic communications and emergency communications
- Internal Communications Plan: Develop a plan for internal communications including protocols and deliverables for daily communication, periodic communications and emergency communications
- Social Media Enhancement: Enhance the district's social media presence through increased platforms, activity, and viewership
- Redevelop HSD Website: Provide the most current, complete and timely information to students, families, educators, and our community via a dynamic, modern, and visually striking website







Connect





Our students present and ready to learn?

First and foremost, students must be present to take full advantage of their learning environment and associated opportunities. Without attendance, a student is effectively disconnected from their learning (academic environment) and learning environment (social environment).

How will we know?

Daily attendance rates¹ (SP1)

Are students connected to and find meaning in their learning and learning environments?

For optimal learning to occur, students must be socially, emotionally and academically connected to their school. In addition, for students to fully comprehend new learning, they must find relevancy and a purpose to the content.

How will we know?

Student connectedness rates² (SP1)

Are our students academically growing and developing towards having post-high school options to succeed?

In HSD1, our mission involves preparing students to be college and career ready. To accomplish this, we believe that each student needs to be learning at their optimal rate (as measured by growth). Upon graduation, each HSD1 student should be able to choose from a variety of career and college options as they seek to discover their pathway forward as adults.

How will we know?

- Rate of HSD1 students achieving/exceeding on year of growth in one year of time² (SP1)
- Percentage of HSD1 student scoring at/above "mastery" on local, state and nation (ACT) assessments¹ (SP2)
- Annual gap-closure rate for students performing below "mastery" on local and state assessments¹ (SP2)
- Percentage of HSD1 high school graduates who continued learning through a college/university, military service, an accredited career program or another form of service learning² (SP2)







K12+4 District Measures (updated 01.14.20)



Measure	Baseline (2019/2020)	2021 Target	2021 Actual
Average daily attendance rate	90.97%	x	TBD
(NEED) Composite student connectedness rates (5pt. Likert Scale – 1 low to 5 high)	Academic Connectedness: TBD School Connectedness: TBD Social Connectedness: TBD	Academic Connectedness: x School Connectedness: x Social Connectedness: x	Academic Connectedness: TBD School Connectedness: TBD Social Connectedness: TBD
(NEED) Rate of average student growth (Grades 3-8)	English/Language Arts: TBD Mathematics: TBD	English/Language Arts: x Mathematics: x	English/Language Arts: TBD Mathematics: TBD
(STAR) Percentage of students achieving at/above mastery (Grades 3-8)	English/Language Arts: 79% Mathematics: 82%	English/Language Arts: x% Mathematics: x%	English/Language Arts: TBD% Mathematics: TBD%
(SBAC) Percentage of students achieving at/above mastery (Grades 3-8)	English/Language Arts: 56% (MT50%) Mathematics: 48% (MT41%)	English/Language Arts: x% Mathematics: x%	English/Language Arts: TBD% (MT%) Mathematics: TBD% (MT%)
(DC) Percentage of students attempting a Dual Credit class	NEED%	x%	TBD%
(AP) Percentage of students attempting an Advance Placement class	18.9% (540 of 2,845)	x%	TBD%
(AP) Composite percentage of students achieving at/above mastery on AP Exams (score of 3 or higher)	71% (340 of 540)	x%	TBD%
(ACT) Percentage of eleventh grade students achieving at/above composite mastery	32.35%	x%	TBD%
Percentage of post high school students remaining on-target*			Post Four Months: TBD% (2021) Post-Sixteen Months: TBD% (2020) Post-Twenty-Eight Months: Post-Forty Months:

