Hays Lodgepole Public Schools

Integrated Strategic Action Plan
2024-2027

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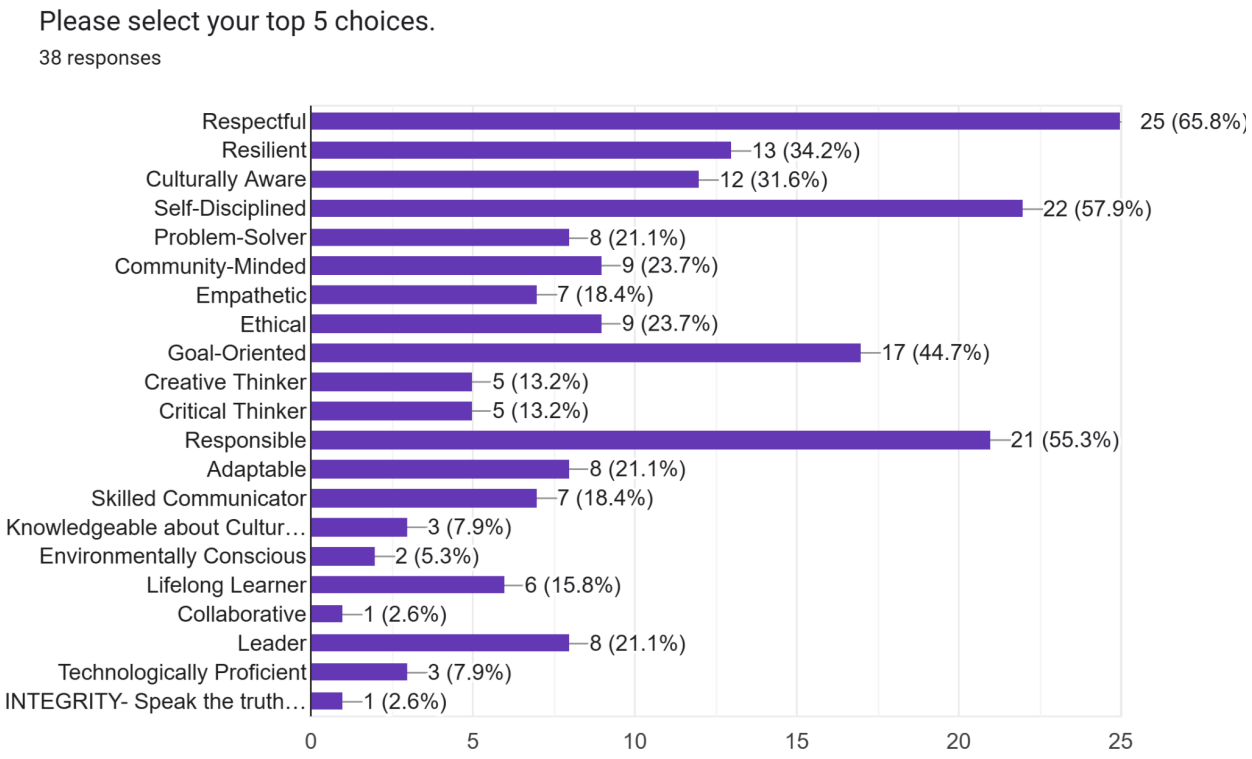
Section 1: Graduate Profile

Specific Steps to Achieve the Graduate Profile with Stakeholder Input:

- Stakeholders invited to add attributes during December Board Meeting.
- Stakeholders were invited to add attributes during the first home basketball game.
- A facebook post on the Hays Lodgepole Public Schools page and our website asking for attribute contributions.
- Climate survey and Profile of a Graduate were posted on the school website in the months of December and January.
- QR codes that linked to the surveys were posted around Hays and sent via email to programs in the community in the month of December. There was a message that encouraged people to fill out the survey and explained why we were seeking their input.
- January Regular Council Meeting, the Superintendent invited all tribal council members to fill out the survey and provided them with the QR code that linked to the survey.
- The survey produced the following results. We chose the top 5 attributes to create our Graduate Profile.
- This image is publicly available at: https://www.hlpschools.k12.mt.us/
- See Section 7: Proficiency Based Learning Model to see steps to achieve and implement

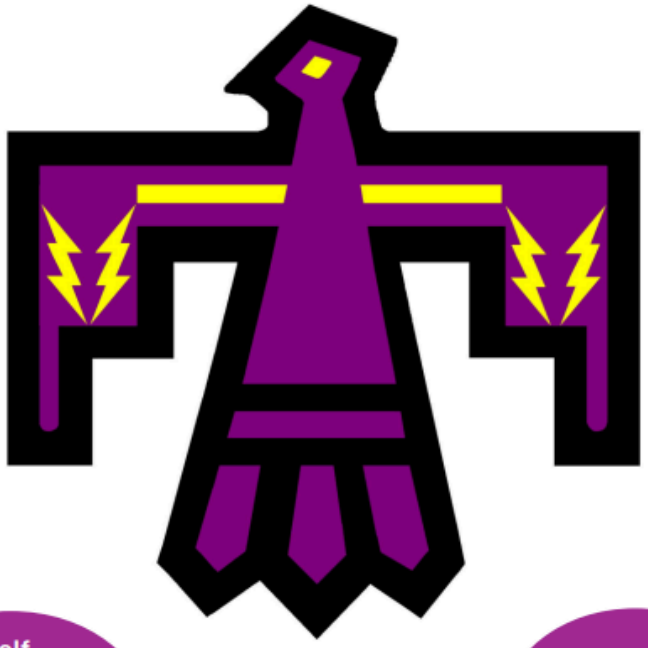


Hays Lodgepole Schools

Graduate Profile

Respectful
Wó'ahopa
ní?náánáacɔɔɔk?i,

Responsible
Wówacįye
nh?ɔniit?ɔ



Resilient
Wó'wagišage
ka'iθóóúbéhiit?ɔ
?in? ?ɔhuutɔɔtɔɔh

Self-Disciplined
Wó'wahogų'įciciya
?aatéhiit?ɔ

Goal Oriented
Wó'adąga
'ííθaanaabiikíít?ɔ

Responsible
Ownership of Actions
Mange Duties
Make Positive Choices
Show Leadership and Initiative

Self-Disciplined
Time Management and Organization
Emotional Control
Motivation and Work Ethic
Respect for Rules and Expectations

Respectful
Respect in Communication
Respect for Others
Respect for the School Environment
Respect for Themselves

Goal Oriented
Set Clear Attainable Goals
Stay Focused and Motivated
Seek Growth and Improvement
Track and Adjust Progress

Resilient
Embrace Challenges
Manage Emotions and Stress
Adapt to Change
Seek Support and Keep Moving Forward

The mission of Hays Lodgepole Public Schools is "To instill strength and knowledge to walk anywhere on Earth and fear nothing."

Steps to Achieve the Graduate Profile

Respect			
Classes	**Interscholastic Activities**	**Other Activities**	**District Policies**
• - Social Studies (Civics, Ethics) • - Speech & Debate • - Cultural Studies • - Psychology/Sociology	• - Student Council • - National Honor Society	• - Mentoring Programs • - Community Service Projects • - School-Wide Kindness Initiatives • - Conflict Resolution Workshops	• Restorative Justice Policy • Anti-Bullying & Inclusivity Policy • Student Code of Conduct

Progress:

Responsible			
Classes	**Interscholastic Activities**	**Other Activities**	**District Policies**
• - Ethics & Leadership • - Government & Economics • - Environmental Science • Yearbook	• - School Newspaper • - Yearbook Committee	• - Student-Led Conferences • - Peer Tutoring Programs • - Job-Readiness Bootcamp • - Community Volunteering	• Student Leadership & Governance Policy • Work-Based Learning & Internship Policy

Progress:

Self Disciplined			
Classes	**Interscholastic Activities**	**Other Activities**	**District Policies**
• - Health & Wellness	• - Sports Teams • - Robotics & Coding Competitions	• Study Hall with Goal-Tracking • - Daily Reflection Journals • - Meditation & Mindfulness Sessions • - Self-Discipline Challenges (No Phone for a Day, etc.)	• Homework & Study Expectations Policy • Technology Use & Digital Citizenship Policy • Behavioral Interventions & Supports

Progress:

Goal Oriented			
Classes	**Interscholastic Activities**	**Other Activities**	**District Policies**
• Attendance & Tardy Policies • Missing Work Policy • Ineligibility Policy • Graduation Requirements • - College & Career Readiness • - Business & Entrepreneurship • - STEM/CTE Programs • - Personal Finance	• Athletics (Setting & Achieving Goals)	• - Vision Board Workshops • - Career Shadowing/Internships • - Leadership Retreats • - SMART Goal-Setting Sessions	• Individualized Learning Plans (ILPs) • Career & Technical Education (CTE) Expansion • Scholarship & Post-Secondary Planning Support

Progress:

Resilient			
Classes	**Interscholastic Activities**	**Other Activities**	**District Policies**
• -Character Strong/PAX Curriculum • - Public Speaking/Presenting - • - Creative Writing	• Track & Field, or Cross Country (Individual Persistence)	• Failure to Success Speaker Series • - Problem-Solving Challenges • - Outdoor Adventure Retreats • - Journaling & Self-Reflection Exercises	• Social-Emotional Learning (SEL) Policy • Mental Health & Counseling Services Policy • Flexible Learning & Retake Policy

Progress:

Plan to Assess Student Growth and Proficiency of All Content Standards

- Teachers will map which standards will be taught each quarter throughout the year.
- Standards will be identified as Beginning, Developing, or Mastered for each grade level.
- Students will be marked for each standard as Beginning, Developing, or Mastered for each standard.
- Students not Mastering a standard by the designated grade level will be given extra support.

Process to Ensure Each Learner has Equal Opportunity for Access to Learning

Highly Qualified Educators

- Authentic Learning Experiences

- Equal Opportunity Student Activities
- Formative and Interim Assessments to Guide Instruction
- Student Metacognition, Self-Assessment, and Reflection
- Student Self-Direction and Decision Making

Rigorous Learning Activities

- Complex
- Engaging
- Accessible
- Match Student Interests

Technology Supports Student Learning

- One-to-One Student Devices

Learning Opportunities

- Multiple Modalities
- Collaboration
- Student Discussion

Supportive Learning Environment

- Safe Physical Space
- Adequate Space
- Accessible Space

Section 2: Comprehensive Needs Assessment

- Hays Lodgepole Schools used the Comprehensive Needs Assessment provided by OPI.
- The public was notified to complete the CNA by email, facebook, school website, and in person at home basketball games.
- School staff and Trustees were reminded to complete the CNA in board meetings, staff meetings, and through emails.
- Students in grades 7-12 took the CNA during the school day.
- The CNA was open for responses December of 2024 and January 2025.
- January 9th and 10th at the home basketball games the fans and community were asked to fill out the Comprehensive Needs Assessment survey.

Data Components	Rank	Areas of Strength	Areas for Growth	Next Steps
School Quality	6	Academic leadership communicates a clear vision and fosters a positive climate	Inconsistent discipline policies and attendance issues.	Revise discipline policies and implement attendance incentives.
Program and/or Content Standards and Instruction	5	Indian Education for All integrated into curricula; inclusive teaching practices	Alignment of curriculum to labor market demands and dual enrollment opportunities.	Expand dual credit programs and enhance career pathways.

Assessment and Data-Driven Decision Making to Inform Instruction	3	Use of progress monitoring and alignment of assessments with standards.	Limited teacher capacity to analyze and apply data effectively	Offer professional development on data use and classroom applications.
Amount and Quality of Instruction	7	Differentiated instruction and evidence-based materials available.	Low academic proficiency in Math, Science, and RLA.	Implement targeted tutoring and foundational skill programs
Instruction and Supports for At-Risk Students	2	SEL practices in development and support structures being established	Insufficient counseling services and behavior support systems.	Launch Early Warning Systems and provide staff training on SEL.
Motivation in Teaching and Learning	8	Opportunities for educator input in decision-making processes.	Limited student engagement in setting learning goals.	Introduce student-led goal-setting and project-based learning opportunities.
Academic/Program Leadership to Improve Instruction	9	Leadership effectively fosters buy-in and alignment with school goals.	Communication of goals to families is underdeveloped	Regularly update families on school goals and progress through newsletters and meetings.
Professional Development to Improve Instruction and Outcomes	4	Focus on evidence-based strategies and support for diverse learners.	Inconsistent application of training outcomes in classrooms.	Establish teacher mentoring programs and structured follow-up sessions.
Community and Family Engagement	1	Tribal consultations and family engagement initiatives are active	Limited alignment of activities with academic and career readiness goals.	Create and implement a detailed family engagement plan.
Summary of Alignment: The CNA results have been systematically analyzed and ranked according to the GAP Analysis Template. Strengths and areas for growth have been identified, with next steps tailored to address specific challenges while leveraging existing strengths.				

Strategic Action Plan Based on CNA Results

Focus Area	Goal	Action Steps	Timeline	Responsible Parties

Vision and Leadership	Strengthen academic leadership to enhance school climate and goal alignment.	- Conduct regular leadership workshops on communication and motivation. - Develop a monthly review process for climate goals and share progress. - Introduce leadership accountability metrics aligned with district goals.	Begin workshops by Q1, SY24-25.	District leadership team.
Improving Student Achievement	Address disparities in academic proficiency across core subjects.	- Implement targeted interventions in Math, Science, and RLA. - Enhance tutoring and mentorship programs for struggling learners. - Provide PD on differentiated instruction and culturally responsive teaching. - Launch a foundational skills program for K-8.	Start interventions and training by Q2, SY24-25.	Instructional coaches, teaching staff.
CTE Program Development	Expand Career and Technical Education (CTE) pathways.	- Partner with local businesses and tribal organizations for work-based learning. - Develop career pathways aligned with labor market demands. - Expand dual enrollment options with local colleges. - Train CTE instructors on integrating academic and technical skills.	Finalize partnerships and dual enrollment by Q3, SY24-25.	CTE coordinators, local business liaisons.

Student and Community Engagement	Enhance family, tribal, and community engagement.	- Conduct quarterly family engagement nights on academics and careers. - Strengthen tribal consultation processes and involve tribal education staff. - Regularly update and share Indian Policies and Procedures (IPPs) with tribal input. - Develop culturally relevant family resources and communication strategies.	Host first engagement night by Q2, SY24-25.	Family engagement coordinators, tribal liaisons.
Support for At-Risk Students	Improve systems for identifying and supporting at-risk students.	- Develop an Early Warning System (EWS) to track attendance, behavior, and academics. - Provide SEL and trauma-informed training for staff. - Increase counseling services and peer mentoring programs. - Integrate behavior support plans into classroom instruction.	Launch EWS and training by Q3, SY24-25.	SEL specialists, school counselors.
Teacher Recruitment and Retention	Recruit and retain high-quality teachers, especially in high-need areas.	- Offer competitive compensation, sign-on, and retention bonuses. - Provide district housing and transportation support in rural areas. - Establish mentoring programs for new teachers and administrators. - Conduct annual surveys to improve working conditions.	Implement incentives by Q4, SY24-25.	Human resources team, school board.

Equity in Access	Ensure equitable access to high-quality programs for all students.	- Review enrollment data to address disparities for special populations. - Provide accommodations for students with disabilities and English learners. - Offer family workshops on academic and career pathways. - Recruit underrepresented groups into advanced and CTE programs.	Begin data review and recruitment by Q2, SY24-25.	Equity coordinators, school counselors.
Progress Monitoring and Accountability	Establish clear metrics for tracking progress and ensuring accountability.	- Develop dashboards to track student performance, attendance, and program participation. - Conduct bi-annual progress reviews with stakeholders. - Share updates with families and the community. - Adjust strategies based on data and feedback.	Launch dashboards by Q1, SY24-25.	Data analysts, district leadership.

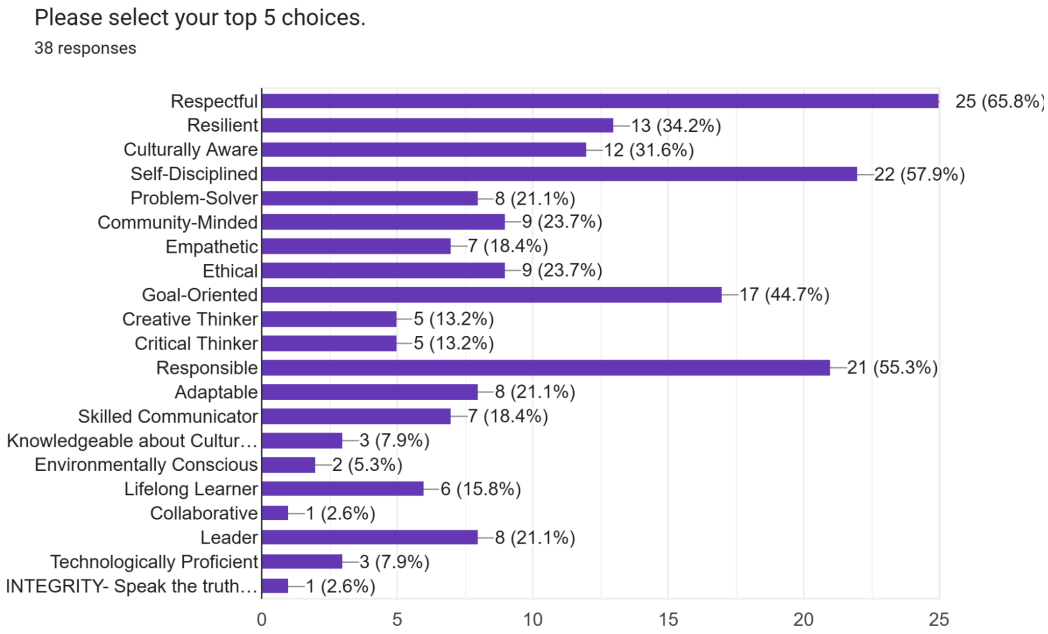
Expected Outcomes:

✅ Improved academic performance and attendance rates.
✅ Enhanced engagement with families and tribal communities.
✅ Expanded and aligned CTE programs with labor market demands.
✅ Increased retention of high-quality educators.
✅ Greater equity and inclusivity across programs.

Section 3: Meaningful Stakeholder Engagement

Graduate Profile

- December 12th the survey was posted on our school website, facebook and twitter pages.
- The survey was distributed to the school board on December 17th
- Staff were encouraged to fill out the survey via email on 12/12/24.
- The community was made aware of the survey on 12/12/24 via posters in the community at the store, community center, post office, and school. It was shared in both Hays and Lodgepole.
- January 6, 2025 survey was presented to the Fort Belknap Tribal Council.
- We took the top 5 attributes to create our Graduate Profile.
- January 11th, the attributes were revealed to our board members.
- February 3rd 2025, the attributes were revealed to the community and staff.
    - The results are as follows:



Comprehensive Needs Assessment

- The survey was shared with staff on 1/8/2025, they were asked to complete it by the 13th of January.
- All students in grades 8-12 took the CNA on January 14, 2025 during their second period class.
- On the weekend of January 9th and 10th, the fans and community members at the basketball games were encouraged to complete the needs assessment. A QR code was provided to the crowd and shared near the entrance to the game.
- School board members and tribal council were asked to complete the survey on January 17th.
- The link to the CNA was posted on our website and facebook page for 10 days, January 8, 2025 to January 18th, 2025.
- The link was shared to community programs via fax and posters were hung around the communities of Hays and Lodgepole.
- At the February Regular board meeting on 2/11/25, the results were shared and discussed.

While our feedback opportunities have concluded for the purpose of our Integrated Strategic Action Plan, please know you can always contact the school to share your ideas or concerns!

Section 4: Educational Goals

Principle: Academic/Program Leadership to Improve Instruction	**Goal**: To create a culture of continuous improvement in teaching and learning by using effective instructional strategies, data-driven decision-making, and collaborative professional growth to maximize student achievement.
	Desired Outcome: Our goal is to improve instruction to enhance student achievement, engagement, and success. By using data-driven and responsive teaching, educators will tailor instruction to meet diverse student needs, ensuring meaningful learning experiences. Through strong professional collaboration, teachers and administrators will work together to share best practices, engage in peer coaching, and continuously refine instructional strategies. Ultimately, this will foster a positive classroom and school culture, where students feel supported, motivated, and equipped with the skills needed for long-term success.
	Strategy #1 Implement Engaging & Effective Teaching Strategies ● Use a variety of instructional methods to meet diverse learning needs. ● Incorporate technology and hands-on learning experiences. ● Foster critical thinking, problem-solving, and real-world application.
	Strategy #2:**Use Data to Drive Instruction** ● Regularly analyze student performance data to inform teaching. ● Adjust lesson plans based on formative and summative assessments. ● Provide targeted interventions and enrichment opportunities.
	Strategy #3:**Build Strong Teacher-Student Relationships** ● Create a supportive and inclusive classroom environment. ● Differentiate instruction to meet individual student needs. ● Foster a growth mindset and encourage student ownership of learning.

Special Populations	
Gifted and Talented	**Differentiation & Acceleration:** Offer advanced coursework, independent study projects, and curriculum compacting. **Creative & Critical Thinking:** Integrate problem-based learning, Socratic seminars, and interdisciplinary connections. **Mentorship & Extracurriculars:** Provide leadership opportunities, competitions, and specialized programs like robotics or dual enrollment.

Special Education	**Individualized Instruction:** Align lessons with students' IEPs, using modifications and accommodations as needed. **Inclusive Practices:** Use co-teaching models, small-group instruction, and assistive technology to enhance learning. **Social-Emotional Support:** Implement strategies for self-regulation, executive functioning, and peer collaboration.
English Language Learner	**Scaffolded Instruction:** Use visual aids, sentence frames, and bilingual resources to support comprehension. **Structured Language Support:** Implement sheltered instruction, explicit vocabulary instruction, and peer language partnerships. **Cultural Inclusivity:** Incorporate students' backgrounds into lessons and encourage family engagement in learning.
At Risk	**Early Identification & Intervention:** Use data to monitor progress and provide timely academic and behavioral support. **Mentoring & Relationships:** Build strong teacher-student connections and offer counseling and mentorship programs. **Flexible Learning Opportunities:** Provide credit recovery, alternative education pathways, and wraparound services like after-school tutoring.

Principle: Motivation in Teaching and Learning	**Goal**: Cultivate a dynamic educational environment where both educators and students are intrinsically motivated, leading to heightened engagement, improved performance, and a passion for lifelong learning.
	Desired Outcome: Establish a school culture that fosters enthusiasm and commitment among teachers and students, resulting in increased participation, academic excellence, and personal growth.
	Strategy #1: **Empower Student Autonomy:** ● **Action:** Provide students with choices in their learning processes, such as selecting project topics or choosing between different assignment formats. ● **Rationale:** Allowing students to make decisions about their learning fosters a sense of control and responsibility, enhancing intrinsic motivation.
	Strategy #2:.**Foster a Positive and Inclusive Classroom Environment:** ● **Action:** Build rapport with students by learning their names, understanding their interests, and creating a supportive atmosphere that encourages participation. ● **Rationale:** A welcoming classroom environment where students feel valued promotes engagement and motivation.
	Strategy #3: **Align Learning Activities with Student Goals and Interests:** ● **Action:** Design curriculum activities that connect with students' personal aspirations and real-world applications, making learning relevant and meaningful. ● **Rationale:** When students see the relevance of their studies to their own goals, they are more likely to be motivated and invested in their learning.

Special Populations	
Gifted and Talented	-Provide enrichment opportunities beyond the standard curriculum, such as independent projects, mentorship programs, and acceleration options. -Encourage student-led learning initiatives, allowing them to explore personal interests while maintaining high engagement. -Implement differentiation strategies that challenge these students without overwhelming them.
Special Education	-Use individualized instruction and support services to maintain motivation and engagement. -Foster a strengths-based approach, emphasizing students' abilities rather than limitations. -Utilize assistive technology and alternative assessments to provide equitable learning opportunities.
English Language Learner	-Integrate language support strategies, such as sheltered instruction, visual aids, and bilingual resources. -Provide opportunities for collaborative learning, allowing ELLs to engage with peers in meaningful ways. -Ensure culturally responsive teaching practices that validate students' backgrounds and experiences.
At Risk	-Establish mentoring programs and strong student-teacher relationships to provide social-emotional support. -Implement hands-on, real-world learning experiences that make education more relevant. -Provide consistent academic and behavioral interventions to prevent disengagement.

Section 5: Family and Community Engagement

Family Engagement Opportunities Offered During 2024-2025 (Please check the school calendar on our website for up-to-date opportunities.)		
Activities That Support Families' Understanding of How to Support Their Child's Academic Success	Activities to Connect Students, Families, and Staff to Expand Learning Opportunities, Community Services, and Civic Participation	Activities to Connect Students, Families, and Staff to Post-Secondary Education Opportunities
● 504 Meetings ● Back to School Night ● Community and Parent Sports Information Nights	● 504 Meetings ● Athletic Events ● Athletic Parent Nights ● Back to School Night	● 504 Meetings ● College Visits ● Guest Speakers

• Concerts • Field Trips • Guest Speakers • IEP Meetings • Parent-Teacher Conferences • Research Presentations • Senior Parent Night • Make it Take it • Art Show	• Board Meetings • College Visits • Community and Parent Information Nights • Concerts • Farm to School • Field Trips • Food Drives • Food with Families Nights • Graduation • Guest Speakers • IEP Meetings • Teacher Aid, Office Aid, PE Aid, Janitor Aid • Job Fairs • Parent-Teacher Conferences • Pep Rallies • Prom • Research Presentations • JMG (Jobs for MT Graduates) • Senior Parent Night • Spelling Bee • Surveys • Mid-Winter Fair • Veterans Day Celebration • MAPS Media	• Teacher Aid, Office Aid, PE Aid, and Janitor Aid • Job Fairs • IEP Meetings • Parent-Teacher Conferences • Research Presentations • JMG • Senior Parent Night

Family/Caregiver involvement at HLP refers to the active and meaningful participation of caregivers in their child's education. This involvement fosters a strong partnership between home and school, enhancing student success and overall school culture.

Key Aspects of Involvement:

1. **Communication:**
    - **Engaging in regular, open dialogue with teachers and school staff.**
    - **Staying informed about academic progress, school events, and policies through meetings, newsletters, and digital platforms.**
2. **Academic Support:**
    - **Encouraging and assisting with homework, reading, and study habits at home.**
    - **Reinforcing classroom learning by providing real-world applications and discussions.**
3. **School Engagement:**
    - **Attending parent-teacher conferences, school events, and workshops.**
    - **Volunteering in classrooms, extracurricular activities, and school programs.**
4. **Advocacy & Decision-Making:**
    - **Participating in school committees and advisory boards.**
    - **Supporting policies and initiatives that promote student achievement and well-being.**

5. **Cultural & Community Connection:**
    - **Valuing and incorporating diverse cultural backgrounds into school experiences.**
    - **Collaborating with educators to ensure an inclusive and supportive learning environment.**

At HLP, family and caregiver involvement is not just about presence but about partnership, where educators and families work together to support each child's educational journey.

Hays Lodgepole Public Schools meets the Family and Community Engagement goals from ARM 10.55.722(1)(d) in the following ways:

Families, Caregivers, and the Community are consistently and openly communicated with We use multiple communications methods such as facebook, twitter, school website, posters, email, phone calls, and letters to keep families informed. We have fall and spring parent teacher conference meetings.
HLP Schools provide meaningful opportunities for family involvement. HLP implements monthly family engagement workshops for families at Lodgepole and Hays.
HLP Schools partner with community organizations and programs. We collaborate with tribal entities, businesses, colleges, and nonprofits to bring mentorship programs, career exploration opportunities, and additional resources to students. Additionally, we work with local health and wellness organizations to provide family support services, such as mental health resources and nutrition programs
HLP schools work to support culture and inclusive engagement. Our schools celebrate local cultures and traditions through events like Family Memoir night, storytelling sessions, and language programs to ensure all families feel valued. We include tribal elders and cultural leaders in school activities to strengthen cultural identity and community ties. Additionally, we ensure equitable access to school resources for all families, including those with diverse linguistic, economic, or educational backgrounds.

Families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs.

Board meetings are a great opportunity for families to learn about new laws affecting policies, practices, and programs. In addition to board meetings, we inform families throughout the summer months on changes to the handbooks that they should be aware of, and a number to reach the superintendent if they have questions or would like to discuss. Teachers and students are asked to provide recommendations for handbook changes. Change requests are discussed as a group, and together, we determine the best course of action.

Families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (FAFSA) and incentives provided by post-secondary institutions.

Our Reach Higher partnership helps prep seniors and their families for the next step. They get help with the FAFSA, college applications, trade school options, and job fair opportunities. All students are exposed to various career opportunities through JMG, school to work, or internships. We take students to job and college fairs, college visits, and field trips to community businesses. Community members speak to students about their profession and share their knowledge with staff and students. We offer multiple CTE classes in the areas of Plumbing, Electrician, Welding, Small Engines, HVAC and Business. Students have the option to take college level courses and receive college credit through our partnership with ANC.

Section 6: Educator Effectiveness
Available on our website: https://www.hlpschools.k12.mt.us/

Hays Lodgepole Public Schools Pupil Instruction Related Days			
PIR Day Focus	**Skills Acquired**	**Impact to Student Learning**	**Alignment to Graduate Profile (GP) and Educational Goals (EG)**
Professional Development on Evidence Based Practices That Work for All Learners Vector Training: Bloodborne Pathogens, FERPA, Mandatory Reporting DreamBox and Math Coach Presentations August 13-15, 2024	• Evidence Based Practices to use in the classroom • Preventative measures for physical injuries and illness • Privacy rights for students and families • DreamBox Online Learning Platform • Math Consultant for Math Classes	• Safe and Secure School • Students receive effective research based instruction that maximizes academic success • Personalized and adaptive math learning • Builds foundational skills • Enhanced well-being and trust	• Ensures teachers use research-backed instructional strategies to engage and support diverse learners effectively. • Promotes inclusive, differentiated instruction, increasing student motivation and academic success. • Reinforces safe and ethical learning environments, ensuring students feel secure and supported in school.
Professional Development on IEFA, Handbooks, and Policies 10.55.714(1)(a-n) Oct. 17-18, 2024	• IEFA: cultural respect, deeper understanding of celebrations and grief • Handbooks: overview of rules and regulations • Policies: overview of rules and regulations	• Deeper understanding and respect for Indigenous culture • Safe learning environment • Fair and consistent expectations for learning and student behavior	• Enhances culturally responsive teaching • Consistent implementation of school expectations • Encourages students to be responsible, respectful, and self-disciplined
Parent-Teacher Conferences 10.55.714(1)(a-c, h, k, m) Nov. 6-7, 2024	• Communication skills	• Bridges home and school together so students' learning is supported in both places	• Helps improve instruction while communicating needs between families and the school • Encourages students to be goal oriented, respectful, and self disciplined

			• EG#1 allows teachers to go over reports and work samples
First Aid, CPR, and Staff Wellness January 24, 2025	• Safety and Staff Wellness	• Safer school and happier, healthier staff	• Staff readiness to respond to emergencies • Models responsibility and preparedness
Professional Development on iReady testing for math and Data Driven Instruction February 21, 2025	• iReady math testing • How to use data to inform teaching and learning	• Instruction will be responsive to student needs	• ID's students strengths and gaps • Real time feedback to adjust instruction • Personalized learning goals • Helps to develop a growth mindset to become resilient to set backs
Parent-Teacher Conferences 10.55.714(1)(a-c, h, k, m) March 26-27, 2025	• Communication skills	• Bridges home and school together so students' learning is supported in both places	• EG#1 allows teachers to go over reports and work samples • Helps improve instruction while communicating needs between families and the school • Encourages students to be goal oriented, respectful, and self disciplined
Trauma-Informed Teaching & Resilience Building April 23, 2025	• Understanding ACEs: Training on how trauma affects brain development, learning, and behavior. • Creating a Trauma-Sensitive Classroom: Strategies to foster emotional safety, predictability, and trust. • Self-Regulation & Co-Regulation Techniques: Helping students manage emotions	• Increased Engagement & Academic Success • Improved Emotional Regulation & Classroom Behavior	• Creates a supportive, safe, and inclusive learning environment • Helps build coping strategies and problem-solving skills • Fosters compassion and empathy • Encourages mutual respect • Helps students take responsibility for their emotions and behaviors

	through routines, mindfulness, and structured classroom interactions.		
Yearly Reflection and Planning for the Next Year 10.55.714(1)(a-n) May 23, 2025	• Reflection • Data-informed planning	• Refined lessons most appropriate to student needs	• This PD aligns with both EG.

Professional Development Staff Survey:
After PIR, staff will complete the following questions.

1. What skills did you acquire?
2. How will this training impact student learning?
3. How does this training support our Educational Goals and/or our Graduate Profile?

District Mentorship and Induction Plan

School-Based Mentorship
As part of our Title funding, we have a seasoned teacher mentor new and new-to-the-building staff. This teacher provides information on traditions and rituals that might not be found in a handbook or policy. The mentor observes lessons, provides feedback on grading practices, positive classroom environment, learning strategies, teaching standards, and evaluation, among other things that occur from time to time. New teachers are encouraged to keep a journal for reflection and growth over the year.

MentorMT
Establishing or improving a mentoring and induction program is ideally designed around a framework that should incorporate three aspects:

Program Design and Vision
Professional Learning for mentors/coaches and new teachers
Best Principles of Instructional Practice

Golden Triangle Curriculum Cooperative
GTCC provides New Teacher Training throughout the year. These trainings include topics from classroom organization and management, to teacher mental and physical health. These are great opportunities for new teachers to collaborate and network.

February 2025 Agenda

Innovative Living Group
For tech support, we partner with Innovative Living Group. The tech group supports IT and phone system issues, sets up our camera system, helps with keycards and door locks. They set up student chromebooks and iPads. They focus on helping our staff set up for testing our students.

Evaluation

Schedule for Certified Staff Evaluations:

- Non-tenured teachers, a minimum of two in-classroom evaluations will be conducted each year, one to be completed by November 1 and the other prior to April 15th. For tenured teachers, a minimum of 1 in-classroom evaluation will be conducted each year prior to April 15th.

Formal Observation Tool:
Hays Lodgepole Schools uses the MT EPAS evaluation.
https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Educator%20Evaluation/MT%20EPAS/4FormTeacherSummativeEvaluation.pdf?ver=2023-10-02-154159-737

Section 7: Proficiency-based Learning Model

Hays Lodgepole Public Schools is a member of the Golden Triangle Curriculum Consortium

Cooperatively Developed and Implemented Proficiency-Based Learning Model.

https://www.gtccmt.org/workplace-compentenciesvocational-technical-education

https://www.gtccmt.org/english-language-arts

https://www.gtccmt.org/mathematics

https://www.gtccmt.org/technology-and-media-literacy

https://www.gtccmt.org/5-year curriculum-alignment-schedule-2024-2025

Proficiency at Hays Lodgepole Public Schools is defined as **a student's demonstrated ability to meet grade-level expectations in alignment with state standards.**

Beginning: The student is developing foundational understanding but requires significant support to meet expectations.

Developing: The student demonstrates partial mastery of skills but requires occasional guidance to apply knowledge independently.

Proficient: The student independently demonstrates full mastery of the standard, applying knowledge and skills in varied contexts.

Plan to review and revise curriculum, including IEFA, every 5 years.

Golden Triangle Curriculum Cooperative

2023-2024 Curriculum Revision Schedule

*revising during 2024-2025 school year

Curriculum Area	Last Review Year	Next Review Year *begins in the Spring*
Arts - *Music**	2019-2020	2025-2026
Arts - *Visual & Media**	2018-2019	2023-2024
Career and Technical Education	2020-2021	2026-2027
English Language Arts	2018-2019	2023-2024
Health Enhancement*	2019-2020	2024-2025
Library Media*	2019-2020	2024-2025
Mathematics	2017-2018	2022-2023
Science*	2019-2020	2024-2025
Social Studies/History*	2018-2019	2023-2024
Technology	2019-2020	2025-2026
Workplace Competencies	2020-2021	2026-2027
World Languages	2019-2020	2025-2026

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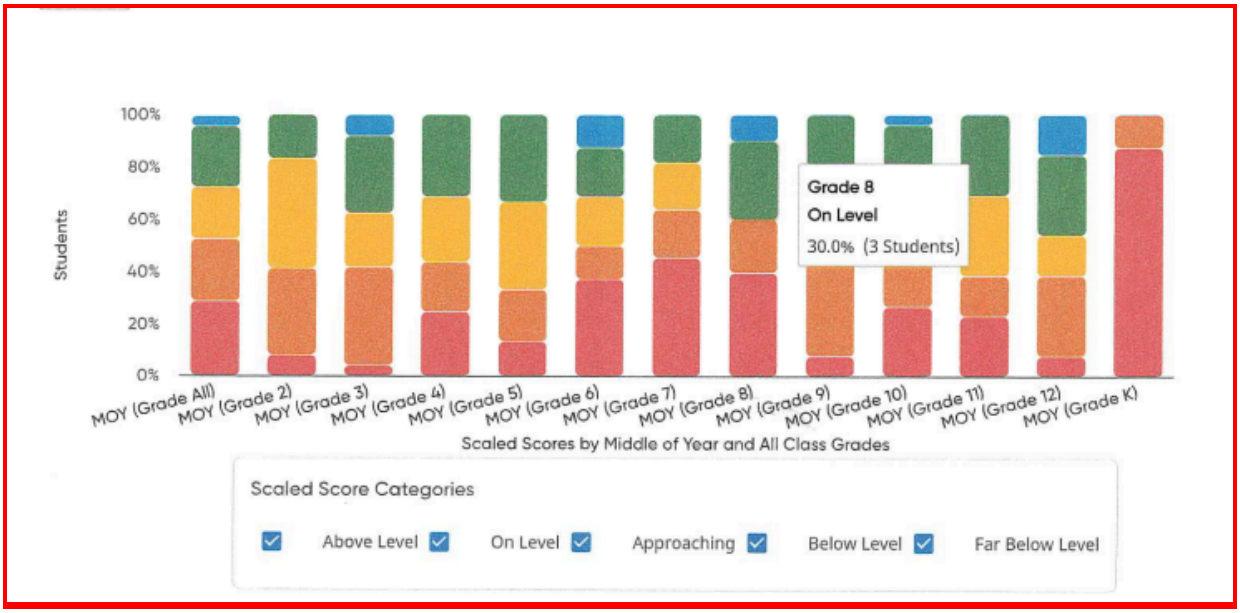
2024-2025 K-12 GTCC IEFA-Integrated Standards *Benchmark descriptors can be found at gtccmt.org*					
	Math	**ELA**	**Science**	**History/Social Studies** *(includes mentor text recommendations)*	**MT History**
Kindergarten	GTCC.K.OA.2a-b GTCC.K.MD.3a-c GTCC.K.G.1a-b GTCC.K.G.5a-b	GTCC.K.RF.2 GTCC.K.RL.9a-b GTCC.K.RI.3 GTCC.K.W.7a GTCC.K.W.8		*Montana Indians Their History and Location* OPI Indian Education *My Story as told by Sacagawea* by Arle Lohop & Joyce Jensen *America The Making of a Nation* by Charlie Samuels GTCC.K.SS.1 ● *THUNDER BOY JR.* by Sherman Alexie Illustrated by Yuyi Morales GTCC.K.SS.5 ● *A Boy Called Slow* by Joseph Bruchac and illustrated by Rocco Baviera ● *A Broken Flute The Native Experience in Books for Children* edited by Doris Seale and Beverly Slapin GTCC.K.SS.9 ● *Ordinary People Change the World: I Am Sacagawea*	K-6 N/A
1st Grade	GTCC.1.OA.1a-b GTCC.1.OA.2a-b GTCC.1.MD.1c-d	GTCC.1.RL.2a GTCC.1.RL.5a GTCC.1.RL.9a GTCC.1.RI.3 GTCC.1.RI.4 GTCC.1.W.7a GTCC.1.W.7e-f GTCC.1.W.8b-c GTCC.1.W.8f		GTCC.1.SS.2 ● *THUNDER BOY JR.* by Sherman Alexie and Illustrated by Yuyi Morale GTCC.1.SS.4 ● *A Boy Called Slow* by Joseph Bruchac and Illustrated by Rocco Baviera GTCC.1.SS.5	

				• Teach: *use of primary course and cultural influences* GTCC.1.SS.6 • *Montana Indians Their History and Location* by OPI Indian Education GTCC.1.SS.7 • *My Story As Told by Sacagawea* by Arle Lohop & Joyce Jensen	
2nd Grade	GTCC.2.OA.1a-d GTCC.2.MD.5a-b GTCC.2.MD.10a-d	GTCC.2.RL.5a GTCC.2.RL.9b GTCC.2.RI.3 GTCC.2.RI.4 GTCC.2.W.7a GTCC.2.W.7f GTCC.2.W.8b GTCC.2.W.8f		GTCC.2.SS.1 • *THUNDER BOY JR.* by Sherman Alexie and Illustrated by Yuyi Morales GTCC.2.SS.4 • *Montana Indians Their History and Location* OPI Indian Education • Montana Tribes and Digital Archives: https://montanatribes.org/ • Montana Historical Society: https://mhs.mt.gov/ • C.M. Russell Museum: https://cmrussell.org/ GTCC.2.SS.6 GTCC.2.SS.9 • *A Boy Called Slow* by Joseph Bruchac and Illustrated by Rocco Baviera • Teach: *how different Native American tribes specialize in different areas of trade goods*	
3rd Grade	GTCC.3.MD.3a-b	GTCC.3.RL.6a-b		GTCC.3.SS.7 GTCC.3.SS.9	

	GTCC.3.MD.7d GTCC.3.OA.8b	GTCC.3.RI.3a-b GTCC.3.W.7a GTCC.3.W.8a GTCC.3.SL.4a			
4th Grade	GTCC.4.OA.3b GTCC.4.NF.3d GTCC.4.MD.2a-g GTCC.4.G.3	GTCC.4.RL.2a-b GTCC.4.RL.6b GTCC.4.RL.9a-b GTCC.4.RI.3a GTCC.4.W.7a-b GTCC.4.W.8a GTCC.4.SL.4a		GTCC.4.MT.3 GTCC.4.MT.4 Montana Historical Society Footlockers ● "Treasure Chest: A Look At Montana State Symbols" ● "Contemporary American Indians in Montana" (MT Indian traditions and tribal identities) GTCC.4.MT.6 Montana Historical Society Footlocker ● "Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana"	
5th Grade	GTCC.5.NBT.7a GTCC.5.NF.4a GTCC.5.NF.6 GTCC.5.MD.1 GTCC.5.G.2	GTCC.5.RL.2a-b GTCC.5.RI.3a GTCC.5.W.7a-b GTCC.5.W.8b GTCC.5.SL.4a	*Life Science* GTCC.5.SCI.20 GTCC.5.SCI.18 GTCC.6-8.LS.2.1	GTCC.5.SS.4	
6th Grade	GTCC.6.RP.3a-e GTCC.6.NS.8c GTCC.6.EE.9c GTCC.6.G.1c GTCC.6.SP.2a	GTCC.6.RI.6d GTCC.6.RI.8c GTCC.6.RI.9b GTCC.6.RL.9 GTCC.6.W.7a		*Civics* GTCC.6-8.CIV.2 GTCC.6-8.CIV.3 *Geography* GTCC.6-8.GEO.3 GTCC.6-8.GEO.4 *US History* GTCC.6-8.USH.1 Statement: *Compare & illustrate the unique characteristics of American Indian Tribes across the spectrum of American history.* GTCC.6-8.USH.8 Statement: *Examine the impact of the westward*	
7th Grade	GTCC.7.RP.2a-c GTCC.7.NS.2k GTCC.7.EE.4a-d GTCC.7.G.4a-b GTCC.7.SP.2a	GTCC.7.RI.6d GTCC.7.RI.8c GTCC.7.RI.9c GTCC.7.RL.9 GTCC.7.W.7d			GTCC.7-12.MH.3a-g GTCC.7-12.MH.4a, d-e GTCC.7-12.MH.5a GTCC.7-12.MH.6c-d
8th Grade	GTCC.8.EE.8d GTCC.8.G.1c GTCC.8.G.3c GTCC.8.SP.4d	GTCC.8.RI.6d GTCC.8.RI.9a-b GTCC.8.RL.9 GTCC.8.W.7d			

				expansion through the acquisition of the Louisiana Purchase, the development of new territories, and the displacement and relocation of Native American Tribes. GTCC.6-8.USH.12 Statement: *Emphasis on Spanish-American War, World War I, Great Depression, New Deal, Cold War, Indian Reorganization Act, Civil Rights & the Advancement of Minority Groups (such as women's rights, African Americans, Native Americans, and Individuals with disabilities).*	
9th Grade	*Trigonometry* GTCC.F-TF.5a-c *Pre-Algebra* GTCC.7.RP.2a-c GTCC.7.NS.2k GTCC.7.EE.4a-d GTCC.7.G.6a-c GTCC.7.SP.2a-b GTCC.8.SP.4c *Algebra I* GTCC.A.CED.1b *Algebra II* GTCC.A-CED.1a GTCC.F-BF.2a-b *Geometry* GTCC.G.CO.12a-f GTCC.G.MG.1a-b	GTCC.9-10.RI.4b GTCC.9-10.RI.6a-b GTCC.9-10.RL.1f GTCC.9-10.RL.2f GTCC.9-10.RL.3e GTCC.9-10.RL.9c GTCC.9-10.W.9e GTCC.11-12.RL.2a-c GTCC.11-12.RL.6d GTCC.11-12.RL.9d GTCC.11-12.RI.2e GTCC.11-12.RI.9c GTCC.11-12.W.9b GTCC.11-12.W.11b	*Life Science* GTCC.9-12.LS.2-7		
10th Grade					
11th Grade					
12th Grade					

Assessment	High School	Middle School	Elementary School
Classroom Based Measures Learning Progressions, Growth, and Proficiency Ongoing Throughout the Year	Chapter Assessment Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes	Chapter Assessments Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes	Chapter Assessments Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes
Benchmarks Measures Learning Progressions Beginning, Middle, End of Year	I-Ready HMH	I-Ready HMH	I-Ready HMH
Progress Monitoring Measure Learning Progressions for Students receiving Interventions Ongoing throughout the Year	I-Ready HMH	I-Ready HMH	I-Ready HMH
State Measures Proficiency in Content Standards Ongoing Throughout the Year	ACT (juniors)	MAST Montana Science Assessment (8^{th})	MAST (3-6) Montana Science Assessment (5^{th})



Student Performance

iReady is used for K-12 grades.

Multi-Tiered System of Supports

After Benchmark Assessments are completed, the staff follows the Multi-Tiered System of Supports (MTSS). We analyze data from benchmarks and classroom work samples. If Tier 1 does not represent 80% of the class, the teacher adjusts Tier 1 instruction in the classroom to provide extra support such as preteaching essential concepts. We then determine which students need interventions in remediation or extension. We use the following charts to help easily identify students' needs:

Reading Intervention Chart

Tier I	Tier I	Tier II	Tier III

Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Comprehension	Comprehension	Comprehension	Comprehension

Math Intervention Chart

Tier I	Tier I	Tier II	Tier III
Number Sense Fluency	Number Sense Fluency	Number Sense Fluency	Number Sense Fluency
Number Comparison Fluency	Number Comparison Fluency	Number Comparison Fluency	Number Comparison Fluency
Mental Computation Fluency	Mental Computation Fluency	Mental Computation Fluency	Mental Computation Fluency
Concepts and Applications	Concepts and Applications	Concepts and Applications	Concepts and Applications

Once the team establishes which students need interventions, we determine who is the best person to deliver the intervention, what will be taught in the intervention, and how long and often the intervention will be.

The following letter goes home to families of students receiving Tier 2 and 3 interventions.

Dear Parent or Guardian,

HLP Schools supports students within a Multi-Tiered System of Supports (MTSS) model. MTSS enables teachers to work with students who need some assistance in order to be more successful during their school day. The goal is to provide students with the support, during their scheduled classroom MTSS time, that they need to be independently successful with grade level standards. Students receiving extra support will NOT be missing any scheduled curriculum time. Each grade level has a scheduled MTSS time during their school day which allows teachers the time to give students a “boost” in an academic area of concern. Some students will be working independently, and others will be working in small groups in areas like phonics, sight words, fluency, math facts, etc.

This notification is to inform you that we will be working with your child in Reading and/or Math. The academic need was noted when reviewing your child’s scores on the iReady math and reading assessments. We will be giving your child a “boost” in the areas marked below:

	Phonemic Awareness		Fluency		Comprehension
	Vocabulary		Math Facts		Problem Solving

Lessons will be provided in the form of more instructional time to target specific skills. Lessons will be delivered in the general education setting. We will continue to monitor student progress on a regular basis in order to ensure student success. These results will be available for you to review at any time. Please contact your child’s teacher if you have any further questions regarding the MTSS process, or for suggestions about what you can do at home to help your child make gains to meet grade level expectations.

Once interventions begin, students are set up with a goal and progress monitored bi-weekly to gauge progress on their goals.

College and Career Readiness
Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data), Hays Lodgepole School District, 2022-2023
Showing students who are College Reportable

Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data), Hays LodgePole Public School District 2022-2023				
CCRS Range	English	Math	Reading	Science
	%	%	%	%
33-36	0	0	0	0
28-32	0	0	0	0
24-27	1	0	1	0
20-23	1	1	1	3
16-19	3	4	5	8
13-15	5	9	7	4
0-12	6	2	2	1

Summary View: The ACT (All Data), Hays LodgePole Public School District, 2021-2022 Showing Students who are college Reportable								
Composite		Math	Science	STEM	English	Reading	Writing	ELA
Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
12	14.1	14.8	13.8	14.5	12.4	14.2	5.1	13.3

Section 8: Academic Programming

Class Scheduling

The first step in our academic programming is to ensure we are meeting state requirements for instructional time and courses offered.

The second step is our counselor meets with each junior high and high school student to determine their interests/goals and guide them to select courses that will meet their needs. We feel face-to-face instruction is the most effective way to teach and learn, however, when schedules do not allow, we offer students the ability to take online courses via Acellus.

We offer CTE classes in the areas of HVAC, Plumbing, Welding, Small Engines, Electrician, and Business. We offer Personal Finance to all of our seniors to help them become financially literate.

All of our courses hold students to high expectations and support our Graduate Profile by having students practice respect, goal setting, resiliency, responsibility, and self discipline.

Relationship Development

At Hays-Lodge Pole Schools, building strong relationships between staff and students is a top priority. Meaningful connections are the foundation of student engagement—when students feel valued and supported by their teachers, they are more invested in their learning.Our educators go beyond instruction; they actively participate in student activities, not just as supervisors or directors, but as engaged members of the school community. Teachers take the time to learn every student's name, greet them daily, and show genuine interest in their lives. Staff members attend extracurricular events to encourage and support students, reinforcing the sense of community within our schools.To foster a welcoming and inclusive environment, our teachers use humor, personal anecdotes, and mentorship to connect with students. They create safe spaces where students feel heard and supported, especially those who may be struggling.In addition to academic and personal support, we provide students with opportunities to explore their futures. Representatives from tribal colleges, the military, and state colleges visit our school to discuss career pathways and post-secondary options. Our tribal council also plays an active role in supporting students, attending games, and participating in our monthly general assemblies, strengthening the bond between the school and the community.By prioritizing relationships, we ensure that every student at Hays-Lodge Pole Schools feels valued, supported, and motivated to succeed.

Career Exploration

Our students participate in JMG (Jobs for Montana Graduates) to explore different career opportunities, they listen to speakers that come in from different colleges, they attend career fairs, and have opportunities to engage with military recruiters. Some of our students choose to go to Montana Youth Challenge and learn skills and trades there while earning high school credits.

Experiential Learning and Learner-centered Environments

At Hays Lodgepole Public Schools, we do our very best to provide face-to-face learning, however, we acknowledge that obstacles present themselves. In our fast paced and technologically saturated world, students need to master skills to thrive with technology. We strive to bring as much real-world experience to our students through guest speakers, field trips, career exploration, and teacher aide positions.We provide access to hands-on learning in school, and online learning for classes we are not able to offer at HLP. These tools and learning opportunities tie to our Graduate Profile and educational goals by developing students that are capable of excelling beyond public school.

Indian Education for All

Indian Education is at the forefront of what we do here. We have a specific teacher at both the elementary school and junior/senior high that teaches our culture and language. Teachers do their best to embed IEFA into lessons as appropriate. Our schools are teeming with our Nakoda and Aaniiih words and culture. Our students do the flag song in the mornings in both languages along with the English Pledge of Allegiance. In November our students sing and drum in the mornings. There are opportunities for Nakoda and Aaniih crafts, beadwork, painting, etc.

Section 9: School Climate

Climate Survey Results 2024-2025

- Week of December 9-12 Stakeholders were invited to fill out a School Climate Survey at the High School in exchange for a free lunch.
- Week of December 9-12 Stakeholders are invited to fill out a School Climate Survey at the Lodgepole Elementary in exchange for a free lunch.
- Climate survey and Profile of a Graduate were posted on the school website in the months of December and January.
- QR codes that linked to the surveys were posted around Hays and sent via email to programs in the community in the month of December. There was a message that encouraged people to fill out the survey and explained why we were seeking their input.
- January Regular Council Meeting, the Superintendent invited all tribal council members to fill out the survey and provided them with the QR code that linked to the survey.

SY24-25 School Climate Survey

Purpose:

Conducting a School Climate Survey gives valuable feedback from all stakeholders about how individuals perceive conditions for learning at a school and is helpful information as districts develop and refine their Integrated Strategic Action Plan (ISAP).

Scoring each question:

Each question will be rated from 1-5

1 = Strongly Agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Agree

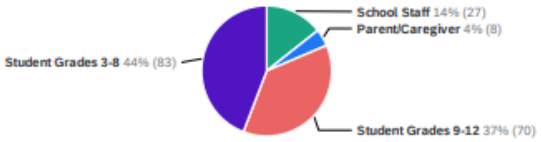
Below is the average rating for each question based on the stakeholder response. Schools with a response threshold over 10 will receive a breakdown of the average rating for each question by stakeholder.

A GAP Analysis tool is available for you to use while reviewing the data but is not a requirement.

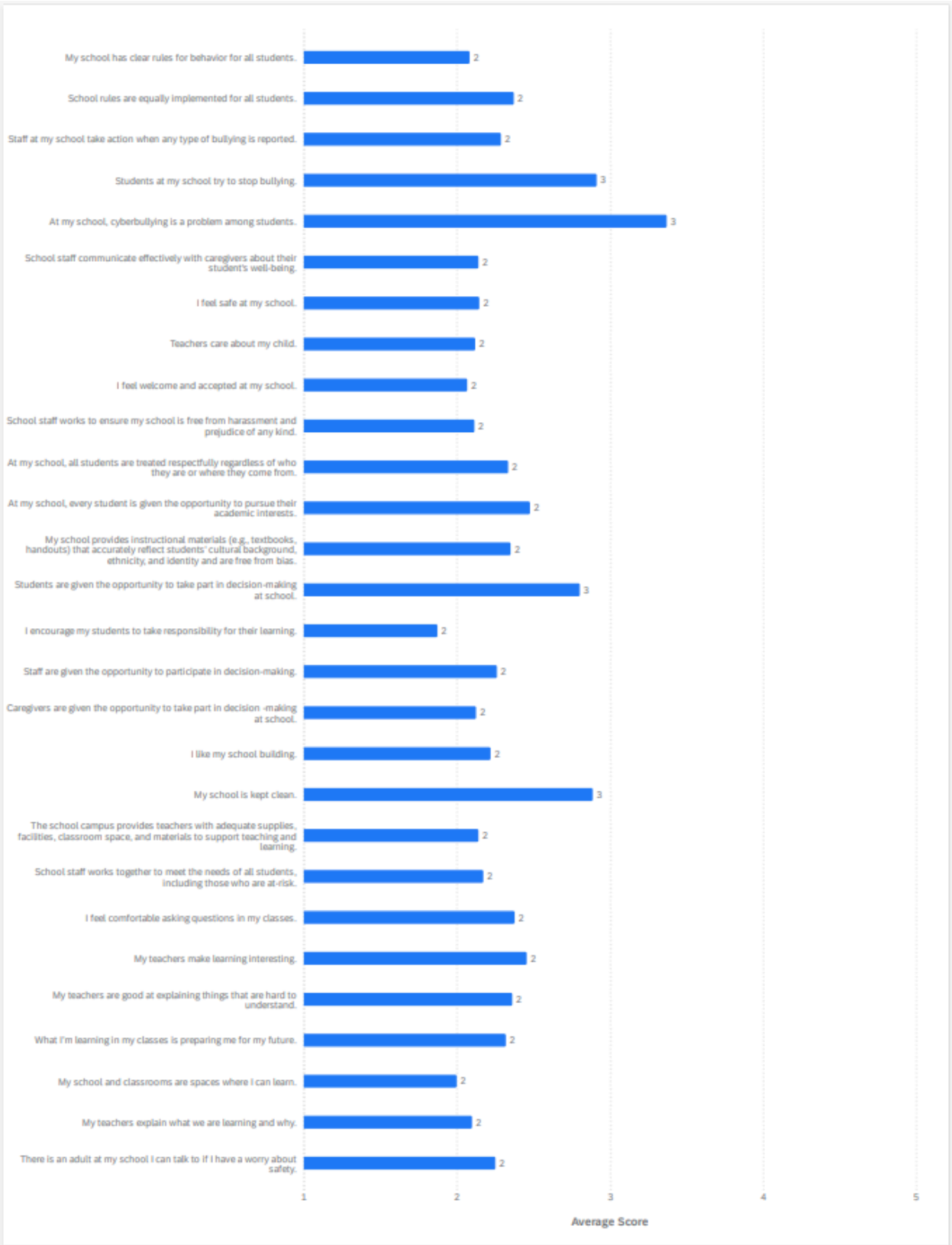
Stakeholders

Q2 - Please select your role.	Count
School Staff	27
Parent/Caregiver	8
Student Grades 9-12	70
Student Grades 3-8	83
Total	188

Stakeholders



Question Text	Average Score
My school has clear rules for behavior for all students.	2
School rules are equally implemented for all students.	2
Staff at my school take action when any type of bullying is reported.	2
Students at my school try to stop bullying.	3
At my school, cyberbullying is a problem among students.	3
School staff communicate effectively with caregivers about their student's well-being.	2
I feel safe at my school.	2
Teachers care about my child.	2
I feel welcome and accepted at my school.	2
School staff works to ensure my school is free from harassment and prejudice of any kind.	2
At my school, all students are treated respectfully regardless of who they are or where they come from.	2
At my school, every student is given the opportunity to pursue their academic interests.	2
My school provides instructional materials (e.g., textbooks, handouts) that accurately reflect students' cultural background, ethnicity, and identity and are free from bias.	2
Students are given the opportunity to take part in decision-making at school.	3
I encourage my students to take responsibility for their learning.	2
Staff are given the opportunity to participate in decision-making.	2
Caregivers are given the opportunity to take part in decision -making at school.	2
I like my school building.	2
My school is kept clean.	3
The school campus provides teachers with adequate supplies, facilities, classroom space, and materials to support teaching and learning.	2
School staff works together to meet the needs of all students, including those who are at-risk.	2
I feel comfortable asking questions in my classes.	2
My teachers make learning interesting.	2
My teachers are good at explaining things that are hard to understand.	2
What I'm learning in my classes is preparing me for my future.	2
My school and classrooms are spaces where I can learn.	2
My teachers explain what we are learning and why.	2
There is an adult at my school I can talk to if I have a worry about safety.	2


My school has clear rules for behavior for all students. 2
School rules are equally implemented for all students. 2
Staff at my school take action when any type of bullying is reported. 2
Students at my school try to stop bullying. 3
At my school, cyberbullying is a problem among students. 3
School staff communicate effectively with caregivers about their student's well-being. 2
I feel safe at my school. 2
Teachers care about my child. 2
I feel welcome and accepted at my school. 2
School staff works to ensure my school is free from harassment and prejudice of any kind. 2
At my school, all students are treated respectfully regardless of who they are or where they come from. 2
At my school, every student is given the opportunity to pursue their academic interests. 2
My school provides instructional materials (e.g., textbooks, handouts) that accurately reflect students' cultural background, ethnicity, and identity and are free from bias. 2
Students are given the opportunity to take part in decision-making at school. 3
I encourage my students to take responsibility for their learning. 2
Staff are given the opportunity to participate in decision-making. 2
Caregivers are given the opportunity to take part in decision -making at school. 2
I like my school building. 2
My school is kept clean. 3
The school campus provides teachers with adequate supplies, facilities, classroom space, and materials to support teaching and learning. 2
School staff works together to meet the needs of all students, including those who are at-risk. 2
I feel comfortable asking questions in my classes. 2
My teachers make learning interesting. 2
My teachers are good at explaining things that are hard to understand. 2
What I'm learning in my classes is preparing me for my future. 2
My school and classrooms are spaces where I can learn. 2
My teachers explain what we are learning and why. 2
There is an adult at my school I can talk to if I have a worry about safety. 2
1
2
3
4
5
Average Score

GAP Analysis Based on Climate Survey Results

Step 1: Analyze Student Data

Group	Gaps in Data	Barriers to Success	Next Steps for Improvement
Students (Grades 3-8)	- Neutral ratings for "Students try to stop bullying." - Concerns about cyberbullying.	- Limited peer-led anti-bullying initiatives. - Lack of digital etiquette education.	- Implement peer mentorship programs focused on anti-bullying. - Strengthen school-wide anti-bullying campaigns. - Organize workshops on digital safety and etiquette.
Students (Grades 9-12)	- Neutral responses for "Learning prepares for the future." - Concerns about safety.	- Weak connection between classroom learning and real-world applications. - Insufficient safety measures or perceived lack of security.	- Host career-oriented workshops and fairs. - Introduce mentorship programs to link students with professionals. - Enhance safety protocols and ensure regular communication about safety initiatives.
Staff	- Concerns about decision-making opportunities. - Challenges in resource availability.	- Lack of collaborative decision-making frameworks. - Uneven distribution of resources.	- Establish regular staff forums for input on school policies and initiatives. - Conduct an audit of resource allocation and address disparities.
Parents/Caregivers	- Low engagement in decision-making.	- Communication challenges between school and families.	- Host quarterly parent engagement forums. - Develop a communication strategy with newsletters, emails, and apps to keep parents informed and involved.

Step 2: Additional Data to Consider

Category	Additional Data Points
Student Data	- Attendance rates (in-person and remote). - Behavior and discipline incidents. - Graduation rates. - Technology usage statistics.
Staff Data	- Retention and recruitment metrics. - Professional learning offerings. - Walkthrough and observational data.

Step 3: Data-Informed Reflection & Discussion

Rank	Areas of Need (Highest to Lowest)
1	Safety and Well-being of Students and Staff
2	Student Engagement in Learning
3	Parent/Caregiver Involvement
4	Teaching and Learning
5	Welcoming School Environment
6	School Progress in Supporting All Learners

Areas of Growth	Next Steps for Improvement

- Strong perception of teacher care and support. - Positive feedback on cleanliness and overall welcoming environment.	- Focus on increasing safety measures and creating a more inclusive environment. - Develop student-centered learning strategies to enhance engagement. - Strengthen communication and involvement strategies for families.

Step 4: Top 3 Priorities

Priority	Focus Area
1	Enhance safety and well-being for students and staff.
2	Improve student engagement and connection to learning.
3	Foster stronger parent/caregiver involvement.

Step 5: Aligning Priorities with Current Initiatives

Priority	Current Initiatives	Alignment
Enhance Safety and Well-being	- Collaborations with local health organizations. - Anti-bullying campaigns. - Regular safety drills and updates.	**Extremely aligned (A)**
Improve Student Engagement	- Interactive teaching methods. - Integration of technology in classrooms.	**Very aligned (B)**
Foster Parent/Caregiver Involvement	- Family engagement nights. - Parent-teacher communication tools.	**Very aligned (B)**

Step 6: Action Steps for Each Priority

Priority	Action Steps	Responsible Persons	Timeline
Enhance Safety and Well-being	- Partner with local health organizations for mental health programs. - Train staff and students on anti-bullying strategies. - Update and communicate safety protocols regularly.	School leadership team, counselors, local health partners.	Immediate implementation; review every semester.
Improve Student Engagement	- Conduct professional development on interactive teaching strategies. - Implement project-based learning activities. - Host career exploration events.	Teachers, curriculum coordinators, external mentors.	Initiate in the next academic year.
Foster Parent/Caregiver Involvement	- Develop a family liaison role to strengthen school-community connections. - Host regular forums for parents to provide feedback and engage in school planning. - Use multiple communication channels to reach all families.	Administration, family liaison, parent-teacher association.	Ongoing; evaluate effectiveness quarterly.

Conclusion

This comprehensive GAP analysis provides actionable insights to address key areas identified in the climate survey. It ensures a strategic approach to improving school climate and fostering collaboration among students, staff, and families.