

Strategic Plan

2021-2026



Montgomery County
Public Schools

TABLE OF CONTENTS

Mission.....	2
Equity Principles.....	4
Instruction.....	5
Professional Development.....	6
Lesson Planning.....	7
Engagement.....	8
Recruit and Retain.....	9
Learning Environments.....	10
Safety.....	11
Quality.....	12
Accessibility.....	13
Poverty.....	14
Resources.....	15
Relationship Building.....	16
Before and After School Care.....	17
Early Childhood.....	18
Equity.....	19
Cultural Proficiency.....	20
Access to Courses.....	21
Behavior Management.....	22
Equity Statement.....	25
Mental Health.....	26
Training.....	27
Networking.....	28
Education.....	29



Mission

Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose

MCPS is an innovative educational community. We value diversity, and we are committed to equity and inclusion. MCPS empowers learners to realize success in an ever-changing global society through collaboration with communities, families, staff, and students. MCPS provides a safe, engaging learning environment and intentional exposure to positive social, emotional, and academic experiences.

Beliefs

An expression of fundamental values, ethical code, overriding convictions, inviolable principles

1. All students can learn in order to pursue their dreams.
2. Schools are safe places of joy, wonder, and creativity.
3. Every person deserves to be loved, valued, and respected.
4. Kindness is an essential skill of a responsible, productive community member.
5. The diversity of our community is one of our greatest strengths.
6. All people deserve equitable access to opportunities and resources.
7. Every child deserves an advocate.
8. Honoring the voices of students and other stakeholders strengthens the school community.
9. Open communication and feedback are vital to our growth.
10. Learning and teaching are collective efforts that begin at birth and involve the entire community.
11. Relationship building and high expectations are foundational to student success.



Mission

Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose

MCPS is an innovative educational community. We value diversity, and we are committed to equity and inclusion. MCPS empowers learners to realize success in an ever-changing global society through collaboration with communities, families, staff, and students. MCPS provides a safe, engaging learning environment and intentional exposure to positive social, emotional, and academic experiences.

Objectives

An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability

1. Instruction

Each student will have access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.



2. Learning Environments

Each student will have access to safe and vibrant learning environments that facilitate instruction, learning, and collaboration and promote physical, mental, emotional, and social well-being.



3. Poverty

Each student will be provided with resources to address their physiological, social, emotional, and cognitive needs.



4. Equity

Each student will have equitable access to resources, programs, opportunities, and learning experiences regardless of barriers.



5. Mental Health

Each student will learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.



Parameters

Boundaries within which the school will accomplish its mission; self-imposed limitations

1. We will base all decisions on what is best for students.
2. We are committed to equity as a priority in all decisions.
3. We will not tolerate discrimination based on race, culture, gender, age, gender identity and expression, sexual orientation, socioeconomic background, national origin, disability or religion.
4. We will model and foster a culture of integrity and respect.
5. We will ensure our allocations of money, time, and talents are aligned with our beliefs.
6. We will practice and promote open, honest, and transparent communication with all stakeholders.
7. We will practice a growth mindset in our continuous improvement efforts.
8. We will ensure that students and staff members are provided with a safe environment that promotes wellness.
9. We will be responsible stewards to sustain our physical and natural resources.
10. We are committed to excellence.



Equity Statement

MCPS will intentionally address the needs of all individuals so that each person can achieve their maximum potential.

Principles of Equity

Impartiality

Ensure equal treatment of all, regardless of race, ethnicity, socioeconomic status, culture, gender, gender identity, and other protected group status.

Opportunity

Eliminate barriers and obstacles by providing needed resources through planned, systemic strategies that focus on the core of teaching and learning.

Access

Ensure that all individuals have the same rigorous educational standards, quality programs, and tiered supports.

Sense of Belonging

Promote social and emotional well-being and ensure individuals have the ability to self-advocate and influence decisions affecting them.



Instruction

Provide each student with access to exemplary and meaningful learning opportunities that engage them in collaboration, communication, critical thinking, developing creativity, and building connections.

Action Plans:

- **Professional Development**
 - Provide meaningful professional development which ensures educators are prepared to engage students in collaboration, communication, critical thinking, developing creativity, and building connections.
- **Lesson Planning**
 - Be intentional in strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals.
- **Engagement**
 - Engage students in rigorous and meaningful learning during the school day which respects their time and allows them to maintain wellness and balance in their lives outside of school.
- **Recruit and Retain**
 - Recruit and maintain exemplary faculty, staff, and leaders who support the beliefs and mission of the school division.



Instruction Professional Development

Provide meaningful professional development which ensures educators are prepared to engage students in collaboration, communication, critical thinking, developing creativity, and building connections.

Specific Result Statement:

Action Steps:

A professional development committee will be established to evaluate current professional development practices and alignment with division goals and strategies, which facilitate the development of skills necessary to build connections, collaborate, communicate, think critically, and be creative.

- Hire an administrator of professional development/learning.
- Determine the membership of the professional development committee.
- Form common definitions of “building connections, collaboration, communication, critical thinking, and creativity.”
- Create a process for evaluating current professional development practices.
- Implement the process for evaluating current professional development practices.

Develop a division-wide plan to advance the learning of our educators and ensure instructional staff have the knowledge, skills, and resources needed to provide our students with a high-quality education which includes opportunities to build connections, collaborate, communicate, think critically, and be creative.

- Use findings from the evaluation to develop an evidence-based division-wide professional development plan aligned with the needs of both the individual and division.
- Provide equitable time for all educators to engage in professional growth activities.
- Offer flexible ways to access professional development.
- Accommodate for the diverse levels of knowledge, interests, and competencies among our educators.
- Align human and capital resources to maximize professional learning.
- Ensure educators are provided appropriate professional development points for job-embedded learning.

Implement, monitor, and revise the division-wide professional development plan to advance the learning of our educators and ensure instructional staff have the knowledge, skills, and resources needed to provide our students with a high-quality education which includes opportunities to build connections, collaborate, communicate, think critically, and be creative.

- Implement the division-wide professional development plan.
- Monitor the implementation of the division-wide plan.
- Revise the professional development plan as needed.



Instruction

Lesson Planning

Be intentional in strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals.

Specific Result Statement:

Action Steps:

Support strategic lesson planning which ensures instruction, feedback, and assessment are in alignment with student needs and division goals by creating and communicating a division expectation for the inclusion, implementation, and monitoring of 4 established tools for student success.

- Establish and communicate a division expectation that all lesson plans contain the 4 tools for successful learning: Mastery Objective, Relevance, Itinerary, and Criteria for Success while providing culturally sensitive inclusiveness.
- Establish access to an open-source bank of resources to support teachers in the creation and implementation of multiple options for mastery demonstration and assessment.
- Provide equitable and collaborative planning time for all teachers.
- Assist administrators in the development of schedules that provide collaborative planning time for instructional teams.
- School administration will monitor and discuss throughout the evaluation process the 4 components (learning tools) that are included in lesson plans and utilize the VDOE lesson plan review document.

Empower teachers and instructional teams with physical resources and professional knowledge to deliver best practice instruction and students to access curriculum through multiple means.

- Ensure teachers have access to existing physical resources or know how to request additional resources to support the development of equitable and culturally responsive lessons including critical thinking, creativity, collaboration, communication, and building connections.
- Provide professional development in the analysis of data in order to match learning tools to student needs.
- Establish a division initiative that the four components of a lesson are made visible to students and communicated and referenced throughout the lesson.
- Equip instructional teams with tools for analysis and sharing of data for student achievement, efficacy of intervention, and application of teacher practice.

Formative and summative assessments will be aligned to the cognitive level of the standards of learning, designed to support movement toward mastery, and analyzed in order to refine practice to best support all learners.

- Establish a district expectation that timely, criteria referenced, and task-specific feedback will be provided to students.
- Equip teachers and instructional teams with guidance tools for the creation, implementation, and evaluation of research-based formative and summative assessments oriented toward performance tasks.
- Teachers and instructional teams will develop formative and summative assessments aligned with the content and cognitive level of the standards.
- School administration will monitor the assessment process, collect evidence through work samples, and provide feedback to teachers and instructional teams.

Instruction Engagement

Engage students in rigorous and meaningful learning during the school day which respects their time and allows them to maintain wellness and balance in their lives outside of school.

Specific Result Statement:

Action Steps:

<p>We will provide relevant activities for students by implementing rigorous and engaging learning opportunities.</p>	<ul style="list-style-type: none"> • Provide learning experiences using age-appropriate movement cycles. • Integrate technology resources to enhance learning. • Provide emotionally safe learning experiences that encourage learning from mistakes. • Incorporate creativity, collaboration, critical thinking, building connections, and communication. • Implement a division initiative to assess mastery of learning objectives using multiple response options. • Ensure that learning is relevant to students' lives by gathering student feedback during walk-throughs. • Create and implement learning experiences that include engaging qualities (personal response; clear modeled expectations; emotional/intellectual safety; learning with others; choice; sense of audience; authenticity; novelty; and variety).
<p>We will revise and communicate a homework policy that provides guidance for the appropriateness of assignments for each individual student and ensures that punitive grading measures or grading practices based on student behaviors are not used.</p>	<ul style="list-style-type: none"> • Analyze current homework policies and practices, including guidance for the length of assignments and grading practices, with stakeholders and revise appropriate policies. • Ensure that student grades accurately measure a student's understanding of the material and reflect only evidence of a student's demonstration of improvement or mastery of the material. • Implement social, emotional, culturally responsive, and trauma-informed practices that address the issues that impact incomplete and late work, and provide an environment of fairness and equity. • Explore the impact of assigning zeros for incomplete and late work. • Explore alternatives to assigning grade penalties for students who fail to complete work and turn it in on time. • Determine ways to address incomplete and late work that addresses what prevented a student from turning in work on time rather than applying punitive measures. • Develop a system that encourages students to complete assignments and turn them in on time rather than "opting out" of assignments by choosing to accept a zero.
<p>We will create and implement learning experiences that promote wellness and balance.</p>	<ul style="list-style-type: none"> • Gather ongoing feedback from students and parents regarding the meaningfulness of assignments and individual needs for student success. • Ensure that assignments are meaningful, purposeful, and follow revised homework policy guidelines. • Provide parents with strategies and tools to support extended learning at home. • Implement social, emotional, culturally responsive, and trauma-informed practices. • Implement growth mindset strategies. • Provide opportunities for all students to be involved with extracurricular activities. • Create and implement opportunities for brain breaks. • Provide structured time during the school day for students to complete extended learning activities. • Implement strategies to help students develop executive function skills.



Instruction

Recruit and Retain

Recruit and maintain exemplary faculty, staff, and leaders who support the beliefs and mission of the school division.

Specific Result Statement:

Action Steps:

Implement a high-quality, comprehensive, multi-year induction and employee support program to provide employees new to our division with support, guidance, encouragement, and opportunities for professional growth, ensuring a successful learning environment for all students.

- Collect data on the strengths and areas needing improvement for our current induction and employee support programs from all stakeholders.
- Research the characteristics of effective induction and employee support programs, and determine the alignment with our current programs.
- A committee of stakeholders will develop guidelines and a process for a comprehensive induction and employee support program based on research and evidence that supports employees new to MCPS during their first years of employment.
- Provide training for mentors.
- Implement the induction and employee support program.

Recruit highly qualified personnel by providing MCPS educators with competitive compensation, by offering early letters of intent to hire, and through creative pathways to licensure and endorsements.

- Attend multiple regional job fairs to recruit highly qualified staff to MCPS.
- Hold multiple MCPS Interview Days to recruit highly qualified certified and classified staff to MCPS.
- Develop and implement a system for recommendation of exceptional MCPS students for potential classified MCPS positions.
- Develop and implement a system for recommendation of exceptional student teachers for potential employment in MCPS.
- Develop and implement a program to target minority candidates for employment in MCPS that will provide a diverse employee population.
- Develop and implement strong communication plans to attract highly qualified candidates to MCPS Interview Days.
- Implement expectations and training of Clinical Faculty.
- Create a recruitment program and materials to attract local students who want to pursue careers in education.
- Collaborate with universities to develop a recruitment pipeline that connects Teachers for Tomorrow, ACCE, and higher education with MCPS.
- Offer early letters of intent to exceptional candidates, including student teachers completing coursework within MCPS.

Increase the retention of highly qualified certified and classified personnel.

- Develop and implement a system to accurately compare our compensation plan to other divisions' plans.
- Survey employees and gather research to determine what makes employees continue to work in MCPS.
- Utilize survey results and research to create and implement an Employee Retention Plan.
- Develop a comprehensive Onboarding Program for new employees that has new employees ready for their first day of work.
- Develop and implement a program to target minority candidates for employment and retention in MCPS that will provide a diverse employee population.



Learning Environments

Provide each student access to a safe and vibrant learning environment to facilitate instruction, learning, and collaboration, and promote physical, mental, emotional, and social well-being.

Action Plans:

- **Safety**
 - Continuously strengthen the safety and security of all MCPS facilities.
- **Quality**
 - Continuously enhance the quality of all MCPS learning environments to facilitate instruction, learning, and collaboration, promoting physical, mental, emotional, and social well-being.
- **Accessibility**
 - Design schools to make sure appropriate areas are easily accessible by the community and outside organizations.



Learning Environments Safety

Continuously strengthen the safety and security of all MCPS facilities.

Specific Result Statement:

A master facilities plan will incorporate community feedback and previously approved renovations and additions at CES, CPS, and BES.

Action Steps:

- Implement the renovations and additions at CES / CPS / BES previously approved by the school board and board of supervisors.
- Seek multiple forms of suggestions/priorities in the development and update of the master facilities plan.
- Development of a master facilities plan, which is updated annually with consideration for county-wide enrollment possibilities.
- Assessment of each school's traffic flow (staff and students) in the development of pickup and dropoff safety procedures.
- Incorporate modern educational spaces, technology, and furnishings to ensure vibrant and functional learning environment.
- Explicitly support the development and expansion of Pre-K programs to meet the overall population.

Learning Environments Quality

Continuously enhance the quality of all MCPS learning environments to facilitate instruction, learning, and collaboration, promoting physical, mental, emotional, and social well-being.

Specific Result Statement:

Action Steps:

The master facilities plan will incorporate best practices for safety and security by engaging experts in the annual process of creating and reviewing the plan.

- Update the best practices for safety and security protocol via meetings with the county and town police departments and other applicable stakeholders and attendance at applicable conferences.
- Appropriate community experts will be engaged in evaluation and planning of all future and existing buildings including law enforcement, health, safety, nutrition, and mental health experts via the development of the facilities master plan.
- Develop and update annually as part of the facilities master plan the basic educational facility requirements.
- As part of the facilities master plan; create a measurement tool to assess schools, prioritize needs and recommend actions, and implement, assess progress, and update the plan.



Learning Environments Accessibility

Design schools to make sure appropriate areas are easily accessible by the community and outside organizations.

Specific Result Statement

Action Steps:

The community will be aware of multiple ways that school facilities can be used.

- Assess community and outside organizational needs of existing buildings.
- Develop a design of communal spaces that can be used for multiple purposes.
- Effectively communicate to all stakeholders ways that the school facilities can be used to meet the needs of the local communities. Publicize availability on the district websites as well as social media outlets and applicable stakeholder meetings.



Poverty

Develop and provide each student with resources to address their physiological, social, emotional, and cognitive needs.

Action Plans:

- **Resources**
 - Engage and collaborate with community resources to concentrate efforts on supporting students' needs from birth to graduation.
- **Relationship Building**
 - Develop engaging instructional strategies that emphasize relationship building, high expectations, engagement, and cultural proficiency.
- **Before and After School Care**
 - Ensure access to high-quality before and after school opportunities from birth to graduation.
- **Early Childhood**
 - Provide access to early childhood education classrooms to ensure equity and establish school readiness.



Poverty Resources

We will engage and collaborate with community resources to concentrate efforts on supporting students' needs from birth to graduation.

Specific Result Statement	Action Steps:
<p>The district will systematize the intake and distribution of information, services, and resources donated by community partners (food, clothing, hygiene) by creating a main-hub or hubs such as family resource centers.</p>	<ul style="list-style-type: none"> • A family resource center will be created and organized to house food, clothing, and hygiene products. • Request forms will be created for schools to receive necessary materials. • Advertising for a FRC will be generated and shared through social media and school outlets. • Community partners will be made aware of a FRC as a drop off location through email and contacts through the FRC. • Provide translator and liaison for EL families. • Make computers available for families during open hours. • Establish location. • Funding sources such as grants. • Partner with community organization and establish communication loops. • Participate in annual community/school resource meeting. • Establish communication loops with schools including school culture and climate team (Tier I/PBIS teams). • Coordinate with schools and community partners to assist with registration.
<p>Schools will systemize the collection and distribution of information and services to students through a school counselor or designee who coordinates the articulation of a process that gathers information to ensure families are receiving the necessary resources (scholarships, fee waivers, reduced lunch paperwork/information, school supplies, etc.) in a confidential and dignified manner.</p>	<ul style="list-style-type: none"> • School counselors will be named in each building to serve as liaisons. • Schools will create and maintain a resource document for all school-based and community resources available to students and families and share with central point of contact (Family Resource Center). • Schools will examine current practices involving the collection of information (including registration) to ensure the process is confidential, dignified, equitable, and accessible. • Schools will make resources available in digital and paper formats. • Registration Hotline available for schools and families.
<p>A collaborating group of stakeholders will be established. The community partners and Montgomery County Public Schools will work together to create, review, update, and implement programs and services to meet the growing needs of students.</p>	<ul style="list-style-type: none"> • A family resource center will be created and organized to house food, clothing, and hygiene products. • Create a community resource list per strand. • Make the community list available, accessible, and equitable to all stakeholders. • Attend network meetings with area community daycares and local preschool programs to share information thus improving kindergarten readiness skills. • create a meeting schedule for community resources and community partners annually. • Make resources available with community partners such as The First Steps Network about school readiness. • MCPS will partner with community organizations who provide resources to support child development and school readiness. • Have a single point of contact to help disseminate information and how to connect families with available information.



Poverty

Relationship Building

Develop engaging instructional strategies that emphasize relationship building, high expectations, engagement, and cultural proficiency.

Specific Result Statement

Action Steps:

Schools will provide accessible, equitable, and inclusive student and family engagement events with intentionality around building relationships.

- Schools will determine what kinds and how many family engagement activities need to take place by surveying their families and faculty.
- Tier I/PBIS teams will discuss, plan, and implement community events with intentionality based on data of attendance and needs.
- Collaboration will take place with transportation to ensure families can attend outreach events and students can access after-school activities.
- Existing school events such as back-to-school night, curriculum night, open houses, etc. will be intentional for meeting the needs of the student community.
- Division will create an evaluation procedure that includes what community events have been held within schools, and the level of attendance.

MCPS will use research and evidence based Professional Development to build early childhood to 12th grade capacity and effectiveness with cultural proficiency.

- Professional development will address the complexity surrounding the experience of poverty.
- Professional development points will be maintained on a yearly basis related to equity and/or poverty.
- Identify community and school professionals who will provide the PD.
- Establish an outline for PD based on but not limited to the demographic needs, cultural diversity, family engagement with education, the early exposure of children to education programs, and community/school partnerships.
- Monitor the effective use of learned strategies by staff.
- Provide additional support to staff who fail to implement strategies effectively.

MCPS will communicate with families in a confidential and dignified manner.

- The division will review current practices to expose barriers and biases (i.e. attendance, registration, etc.).
- Schools will conduct in-home or community meetings when appropriate.
- Schools will work with community and school transportation systems to make school events accessible to all.
- Schools will offer alternative ways for families to attend meetings.
- Align SAP process to include family check-in to follow up how needs can be met.



Poverty

Before and After School Care

Ensure access to high-quality before and after school opportunities from birth to graduation.

Specific Result Statement

Action Steps:

A review of before and after school programming will be conducted and results will be shared as a resource to the Directors of Elementary and Secondary Education.

- Generate a needs assessment per strand based on before and after school programs.
- gather information about current after-school programs (community or school run, profit, other operating information).
- Analysis of information to determine the equitability of the offerings (cost to attend and scholarships available).
- Adjust programming to meet the needs of students and families.
- Utilize community partners.

Transportation options will be offered for after school activities including, but not limited to sports, clubs, and tutoring.

- The county will conduct a feasibility study to provide cost, options, and a plan for before and after school transportation of elementary and secondary students.
- The study will determine where after-school busses are needed, and the cost.
- A study of public/community transportation will take place to list out the offerings per strand.
- Families will be made aware of various transportation through postings on the school websites, flyers at school events, and public announcements by schools.
- The transportation feasibility for before and after-school busses will be annually reviewed.

Poverty

Early Childhood

Provide access to early childhood education classrooms to ensure equity and establish school readiness.

Specific Result Statement

Action Steps:

Expand Virginia Preschool Initiative (VPI) and local PreK program to increase the numbers of students being served.

- Gather information from existing networks.
- Collaborate with VPI, Special Education, and community providers to determine the most appropriate location for a three-year-old preschool program.
- Collaborate with or create a new consortium of early childhood agencies (e.g. school division, local department of social services, program accepting childcare subsidy payments, providers for Head Start, private day, early childhood special education, and early intervention programs) to expand VPI providers and increase PreK access for at-risk four-year-olds.
- Utilize consortium to distribute a parent resource guide and VPI application information year-round.
- Expand recruitment procedures to include social media contact.
- Align with state guidance to increase the number of four-year-old classrooms available and the number of VPI providers.
- Conduct a division-wide four-year-old PreK program needs and cost assessment that includes: 1) identifying the number of students who qualify but are not served by existing VPI four-year-old programs 2) resources needed (classrooms, teachers, curriculum materials, etc.) to serve all four-year-olds who qualify.
- Gather existing research and data from early childhood networks about area needs for early preschool.
- Gather information about laws and requirements related to transportation for three year students.



Equity

Provide each student with equitable access to resources, programs, opportunities, and learning experiences.

Action Plans:

- **Cultural Proficiency**
 - Establish a system-wide approach that intentionally embeds cultural proficiency to identify and address biases that are intentional, automatic, unintentional, deeply ingrained, universal, and able to influence behavior.
- **Access to Courses**
 - Develop a means to afford all students access to all courses offered by MCPS.
- **Behavior Management**
 - Partner with community organizations to meet the basic needs of families which are necessary for students to be ready to learn.
 - Partner with local, state, community, and governmental organizations to ensure that all children will start kindergarten ready.
 - Develop a clear and structured plan to manage behavior that is accessible and easily understood by administrators, teachers, students, and parents.
- **Equity Statement**
 - Use and promote an equity statement and principles.



Equity

Cultural Proficiency

Establish a system-wide approach that intentionally embeds cultural proficiency to identify and address biases that are intentional, automatic, unintentional, deeply ingrained, universal, and able to influence behavior.

Specific Result Statement	Action Steps:
Establish a division Equity Team that focuses on advancing diversity and equity in MCPS programs, practices, and policies.	<ul style="list-style-type: none"> • The division Equity Team will use data such as student performance profiles and school climate surveys to identify and address inequities. The team will also use feedback from the Equity Councils, parents, and other stakeholders to examine out programs, practices, and policies. • Assign Equity Leads at each building who will facilitate professional development at their site with support of central office staff. • Establish school-based Equity Councils for students and teachers. Provide the council members with specific guidelines and meeting times established by the division Equity Team. One member from each council will represent their school on the larger division Equity Team. • Establish a Parent and Community Stakeholder Focus Group that will provide feedback to the division Equity Team regarding issues impacting diversity and equity within programs, policies, and practices. • Interview or survey all stakeholder groups to assess the culture and climate of each school.
Provide professional learning opportunities to all school staff on cultural awareness, proficiency, and sensitivity.	<ul style="list-style-type: none"> • Teachers and administrators will demonstrate professional standards and ethics by engaging in continuous professional development around cultural awareness and competence as part of their Standard 6 indicator. • Provide professional development to all county employees on implicit bias and cultural competence in an ongoing process. The PDs will include the following: <ul style="list-style-type: none"> ◦ Implicit biases ◦ Deficit-thinking ◦ Poverty disciplining • Provide professional learning opportunities to all county employees that impact school culture to include: <ul style="list-style-type: none"> ◦ Effective classroom systems ◦ Social-emotional learning ◦ Trauma responsiveness
Diversify the staff and equip educators to help all students succeed.	<ul style="list-style-type: none"> • Continue a vigorous recruitment plan to attract and retain staff that reflects and embraces our students' diversity. • Provide "culture cafes" or socials where people come together to learn about different cultures in a non-threatening way. • Identify and utilize practices of inclusion where all county employees feel welcomed, appreciated, and supported.

Equity

Access to Courses

Develop a means to afford all students access to all courses offered by MCPS.

Specific Result Statement	Action Steps:
Analyze DE and Advanced Placement enrollment and develop strategies for addressing any gaps or disproportionality that exist.	<ul style="list-style-type: none"> • The administrators of curriculum will review the course of study pathway with all middle school administrators and counseling departments in an effort to increase student diversity in AP/DE courses. • Evaluate current practices and support implementation of new practices to increase student enrollment and success in AP/DE courses, particularly addressing underserved student populations. • Expand AP/DE courses to be offered at all high schools in the division. • The division will develop strategies in the elementary, middle, and high school levels to address any gaps of disproportionality in iLead, AP, and DE courses.
Monitor the implementation of the curriculum to ensure all students have access to learning environments and opportunities designed to meet each student's unique needs and aspirations.	<ul style="list-style-type: none"> • Review current policies and procedures related to curriculum to ensure that they are equitable and inclusive for all students. • Implement a curriculum that addresses the learning needs of all students through differentiation and tiered instructional resources and supports. • The division will allocate resources to each school based on student needs and to enhance the learning experiences for all students. • The division will share instructional strategies that are implemented in the honors and gifted programs with all teachers to enhance the learning experiences for all students.
Provide opportunities for all students, across all schools, to take higher-level classes in middle school to ensure access to Advanced Placement, Dual Enrollment, and other advanced classes at the secondary level.	<ul style="list-style-type: none"> • Collaborate with all high schools to align expectations for AP and Dual Enrollment courses. • Provide professional development for teachers in middle school honors.
Implement culturally responsive opportunities in all classrooms to build the learning capacity of all students.	<ul style="list-style-type: none"> • Classrooms will provide learning opportunities that support cultural sensitivity and respect for diversity, including language, culture, race, gender, and special needs as stated in the teacher evaluation standard 5 (indicator 5.5 and 5.6).

Equity

Behavior Management

Partner with community organizations to meet the basic needs of families which are necessary for students to be ready to learn.

Specific Result Statement

Action Steps:

Develop and implement programs and practices to meet the needs of all students and their families and help them feel connected and supported.

- Conduct a needs assessment by school communities in order to identify specific family support needs.
- Integrate community partners into the school environment that builds community-wide support for students.
- Develop parent and student mentoring programs and provide opportunities to participate during and after the school day.
- Identify and make available multiple communication methods for families to voice their issues and concerns to schools and the division.
- Provide a list of parental involvement activities throughout the year to build a stronger school/home relationship.
- Provide PTA/PTO boards with clear examples of how to support students and teachers through PBIS efforts and student achievement.
- Create a school culture that fosters open communication with families about school procedures and processes.
- Conduct an internal review of existing programs to examine and address barriers that may prevent student participation in existing programs.
- Recognize school or division community organizations/member partners at the end-of-year celebrations.
- Offer the use of school facilities to create outpost or satellite facilities for social services/programs within local school communities (such as medical, dental, vision, counseling, immunizations, DMV services, etc.).



Equity

Behavior Management

Partner with local, state, community, and governmental organizations to ensure that all children will start kindergarten ready.

Specific Result Statement

Action Steps:

Expand the Virginia Preschool Initiative (VPI) and local PreK program to increase the number of students being served.

- Collaborate with the Early Childhood Network of Childhood Agencies to expand VPI providers and increase PreK access for all four-year-olds.
- Coordinate through the Early Childhood Network of Childhood Agencies (ECNCA), a parent School Readiness resource using VDOE guidance (e.g., Virginia's Definition of School Readiness and Virginia's Foundation Blocks for Early Learning).
- Use the ECNCA, mental and physical health organizations and providers, and local social services department to distribute year-round to parents a kindergarten readiness resources, an outline of the VPI program available in MCPS, and the application process for the VPI program.
- Expand VPI recruitment procedures to include social media contact.
- Align with state guidance to increase the number of students served in each four-year-old classroom and the number of VPI providers.
- Assess the feasibility of participating in the VPI three-year-old pilot program.
- Conduct a division-wide, four-year-old, PreK program needs and cost assessment that includes:
 - Identifying the number of students who qualify but are not served by existing VPI four-year-old program
 - Resources needed (e.g., classrooms, teachers, curriculum materials, etc.) to serve all four-year-olds who qualify.
 - Identifying the number of students who would be served if all four-year-olds were included in a Pre-K program.
 - Resourced needed to serve all MCPS four-year-olds



Equity

Behavior Management

Develop a clear and structured plan to manage behavior that is accessible and easily understood by administrators, teachers, students, and parents.

Specific Result Statement

Action Steps:

Analyze discipline data and identify specific interventions to address disproportionality.

- The division and all schools will utilize a uniform framework to analyze discipline data for disproportionality.
- The division and all schools will access, review, and use discipline data for decision-making regarding behavior.
- Provide targeted professional development to identify and implement research-based interventions for addressing disproportionality (i.e., Functional Behavior Assessments, restorative practices).

Revise the existing discipline policies and practices to align with the current VDOE Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension.

- Create an Advisory Committee comprised of all stakeholders to provide input on the revision of MCPS Student Code of Conduct discipline policies and practices.
- Develop and implement a leveled system of disciplinary responses and instructional interventions, using the VDOE model as a guidance document.
- Develop and implement a data-informed, decision-making process that identifies student behaviors that are teacher-managed versus those that are administrator-managed.
- Provide professional development to administrators and teachers on the MCPS Student Code of Conduct model for positive and preventative alternatives to suspension.
- Develop a division process to guide reflective and equitable discipline practices in each school's application of the revised MCPS Student Code of Conduct.
- Provide leadership and training to administrators and teachers on data-informed, decision-making that identifies student behaviors that are teacher-managed versus those that are administrator-managed.
- Provide teachers with training on evidence-based approaches to respond to student behaviors.

Utilize the PBIS (Positive Behavior Intervention and Supports) framework in each school to continuously develop and implement tiered behavior expectations.

- Provide professional development to all employees including new administrators, teachers, and substitutes on the PBIS framework. The framework will include clear policies and procedures that describe and emphasize the following approaches:
 - Use of school data to identify the behavioral needs of all students
 - Team composition
 - Team operating procedures
 - Clear behavioral expectations
 - Teaching the expectations
 - Clear behavior definitions
 - Proactive, restorative, and instructive approaches to student behavior that are implemented consistently
- Provide professional development to teachers and administrators on restorative practices.
- Each school's PBIS team will review its level of PBIS implementation every nine weeks to determine the effectiveness of the interventions.
- Each school will use its end-of-year inventory results to plan school growth goals for PBIS.

Equity

Equity Statement

Use and promote an equity statement and principles.

Specific Result Statement

Action Steps:

The equity statement and principles will promote our mission and beliefs.

- The principles of equity and the equity statement will be posted in classrooms, school offices, and other areas of the school so they are visible and reinforced.
- The equity statement and principles will be posted on the webpage along with the division's mission statement and core beliefs.
- The equity statement and principles will be included in parent registration packets.



Mental Health

Provide training and awareness for students and staff to learn resilience and life skills in a safe and supportive environment that promotes social, emotional, mental, and physical well-being.

Action Plans:

- **Training**
 - Develop and train to create an empathetic and nurturing school community that is sensitive and supportive of the needs of all children and families.
- **Networking**
 - Develop, maintain, and communicate a network of partnerships and resources that are available to our community.
- **Education**
 - Educate and raise awareness of issues facing our community.



Mental Health Training

Develop and train to create an empathetic and nurturing school community that is sensitive and supportive of the needs of all children and families.

Specific Result Statement

Action Steps:

MCPS will provide the training and programs necessary to enable staff to educate our students about positive mental health.

- Include mental health components in the initial training for newly-hired teachers.
- Teachers will complete a required number of points in mental health within their 10-year licensure period as instructed by the professional Development Committee.
- Include a mental health section to the employee annual required training (topics: self-care, wellness practices, and overall awareness).
- Train teams at each school in a research-based crisis prevention intervention training.
- Regularly offer self-selected mental health-focused PD opportunities such as: Diffusing Behavior, Mindfulness, Trauma-informed Practices, Kognito, YMHFA, and Teaching Tolerance.
- Maintain a Mental Health Advisory Committee to focus division efforts.
- Assign a multidisciplinary team to review School Climate Surveys and Youth Risk Behavior Surveys when results are available, and make recommendations to division leadership, including the School Board.
- Allocate a line item in the budget specifically to cover the cost of attending conferences and workshops related to mental health (participant and/or train-the-trainer opportunities).
- Provide annual training to Threat Assessment Teams in each school.
- Provide monitoring and oversight of completed Threat Assessments.
- Utilize technology to identify students in need and then have personnel connect them to supports.
- Add staff to support mental health needs (school counselors at a 250:1 ratio, school social workers, or mental health specialists).
- Incorporate interview question(s) pertaining to mental health in the hiring process.
- Implement a research-based Social Emotional Learning Curriculum for all schools, including Montgomery Central.

Mental Health Networking

Develop, maintain, and communicate a network of partnerships and resources that are available to our community.

Specific Result Statement

Action Steps:

MCPS will collaborate with other community agencies to support the mental health needs of our students and employees.

- Develop formalized partnerships with local agencies and services that support the mental health needs of all students (regardless of insurance type) through Memorandums of Understanding or Articulation Agreements.
- Review annually the effectiveness of our partnerships and provide recommendations to division leadership.
- Make available a directory of community mental health resources (not an "approved" list, but a list of options).
- Coordinate division efforts to provide meaningful community mentorships to identified at-risk students. Find a coordinator for the program, identify at-risk students (staff referral, student referral, universal screener, etc.), recruit mentors, background check, train mentors, and fund program.
- Provide mental health supports for school division employees. Have staff promote EAP .



Mental Health Education

Educate and raise awareness of issues facing our community.

Specific Result Statement

Action Steps:

MCPS will provide mental health information and resources to students and families.

- Increase mental health education efforts within the school day. For example: Teen Mental Health First Aid, Iris the Dragon, Say it Out Loud.
- Provide an overview presentation of mental health supports available to secondary students at least once per year.
- Include students in the development/implementation of age-appropriate programs around themed events such as Mental Health Awareness Month and Suicide Prevention Month.
- Maintain a Mental Health Resources and Information section on the division's website. Include resources for all stakeholders.
- Provide information on mental health topics for use in school communications (through the use of social media, division website, school messenger, Peachjar, principal's update).

