

Preparing for Excellence

Mid-Year Strategic Plan Review

MCHS Auditorium
February 25, 2021
5:30 – 8:30 pm

Montgomery County Schools will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready.



Introduction

Purpose

- Administration will present all related performance data aligned to the Strategic Plan
- As part of our focus on accountability, this process assures the Board and the community that we will not hide from our data
- 2020-2021 is the first full year in this strategic planning cycle
- The goal is for continuous improvement and we have much to be proud of in all areas

Guiding Principles

Vision

Montgomery County Schools will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready.

Mission

Montgomery County Schools will graduate College and Career Ready students by preparing them to succeed in a globally diverse society, providing rigorous educational experiences, and building positive relationships with all members of our community.

Core Values

High Expectations
High Ethical Standards
Student Centered
Continuous Improvement
Data Driven
Inclusive Practices

Globally Competitive Students

Wade Auman

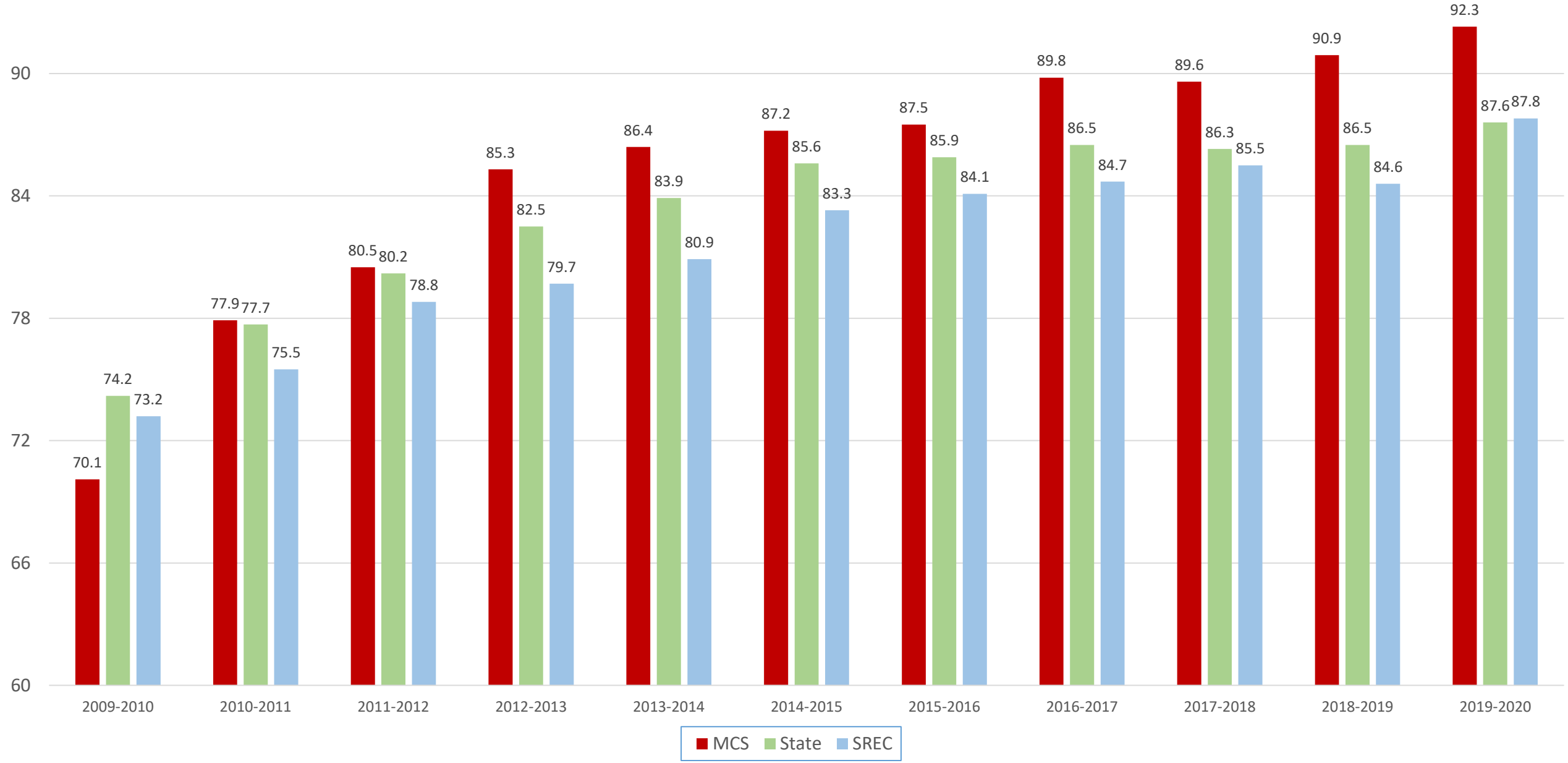


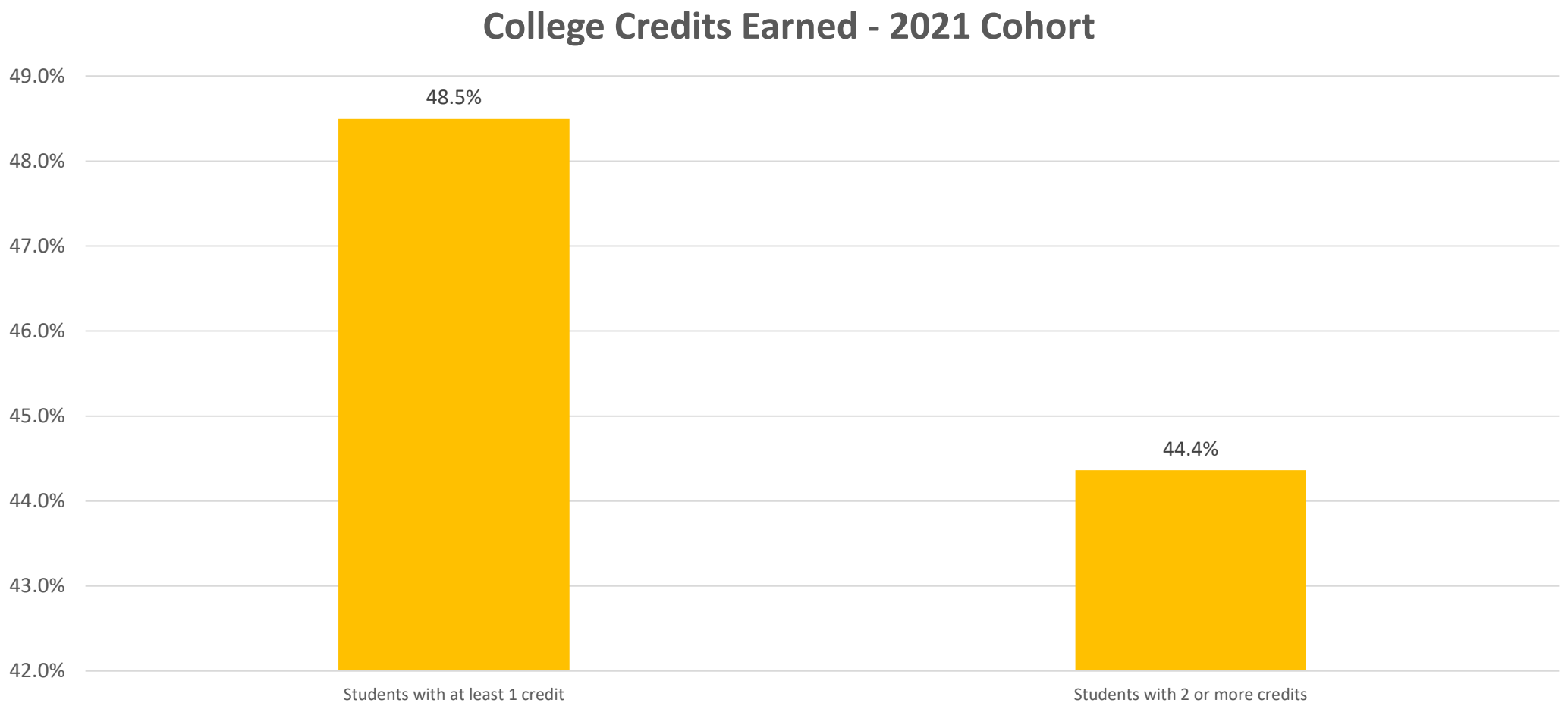
Graduation Rate and Post-Secondary Education

Goals:

- Two-year: By 2022, the 4-year cohort graduation rate will increase to meet or exceed 92.5% and 50% of all graduates will have received a minimum of 2 post-secondary credits.
- Five-year: By 2025, the 4-year cohort graduation rate will increase to meet or exceed 93% and >95% of all graduates will have received a minimum of 2 post-secondary credits.

2010-2020 4 Year Cohort Graduation Rate




College Credits Earned - 2021 Cohort
49.0%
48.0%
47.0%
46.0%
45.0%
44.0%
43.0%
42.0%
48.5%
44.4%
Students with at least 1 credit
Students with 2 or more credits

Graduation Rate/Post-Secondary – Continued

Strengths

- Strong SATs at each school
- Moving into MCHS and close proximity to MCC
- Transcript review process
- Updated language on Board policy to include post-secondary credits
- Strong partnership between MCS and MCC
- Dr. Cagle and the student support services team working with at-risk students
- Alternative tracks to graduation (MoVE, Differentiated Diploma, and MLA)
- Proper coding and processes to identify students
- Individualized meetings with students and Guidance Counselors
- High School credits being offered at Middle School
- Supports offered to students taking College classes (DLA, CTE staff, AVID)
- Extended hours opportunity of MLA

Graduation Rate/Post-Secondary – Continued

Weaknesses

- Current remote instruction
- Current lack of transportation for CTE classes (both high school and college)
- Lack of transportation for face-to-face instruction for courses difficult online
- Lack of timely communication for struggling students in college classes
- Students working to assist with family and lack of focus on coursework

Graduation Rate/Post-Secondary – Continued

Opportunities for Improvement

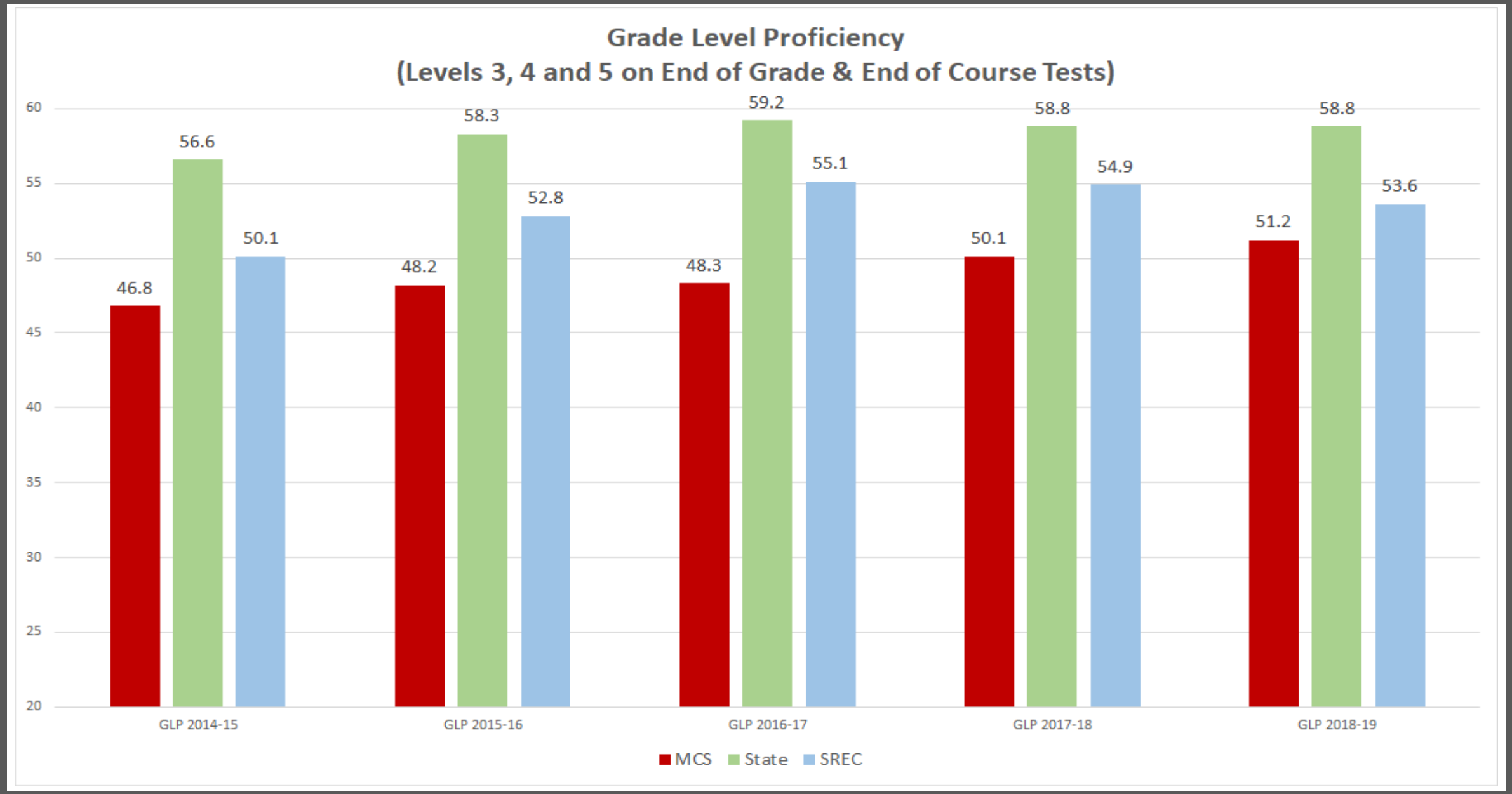
- Contact information and addressing in PowerSchool
- SEL support
- AVISO and communication processes between MCS and MCC
- Internships and pre-apprenticeships
- Work-based credit opportunity (process creation) (elective credits)
- Additional elective classes to garner student engagement

Next Steps

- Create tracker for college classes taken from data on Graduation Tracking forms

Grade-Level Proficiency

- **Goals:**
  - Two-year: By 2022, Grade-Level Proficiency will increase to meet or exceed 60%.
  - Five-year: By 2025, Grade-Level Proficiency will increase to meet or exceed 70%.


Grade Level Proficiency
(Levels 3, 4 and 5 on End of Grade & End of Course Tests)
60
55
50
45
40
35
30
25
20
46.8
56.6
50.1
48.2
58.3
52.8
48.3
59.2
55.1
50.1
58.8
54.9
51.2
58.8
53.6
GLP 2014-15
GLP 2015-16
GLP 2016-17
GLP 2017-18
GLP 2018-19
MCS
State
SREC

Grade-Level Proficiency – Continued

Strengths

- Maintaining IFs in each building to lead PLC data discussions
- GEAR UP grant at middle schools to assist with math
- Positive growth data at schools
- Summer School for re-testing
- Consistent data collection through NC Check-Ins and CFAs
- Tutoring being offered
- MERIT at the elementary level
- Data chats by grade level
- Classroom Walk-Through data leads to good discussions
- MTSS process to assist with struggling students
- BT Support

Grade-Level Proficiency – Continued

Weaknesses

- Remote instruction
- Accuracy of data from remote testing
- Exam data from remote instruction (validity)
- Timeliness of data

Grade-Level Proficiency – Continued

Opportunities for Improvement

- Improved processes to provide data timely
- Aligned calendar that allows testing prior to Christmas break
- Increased district PLCs for all content areas
- Instructional strategies to address gaps from remote instruction
- Professional Development to refresh teachers of best practices to sustain improvement
- Follow up on PD implementation

Next Steps

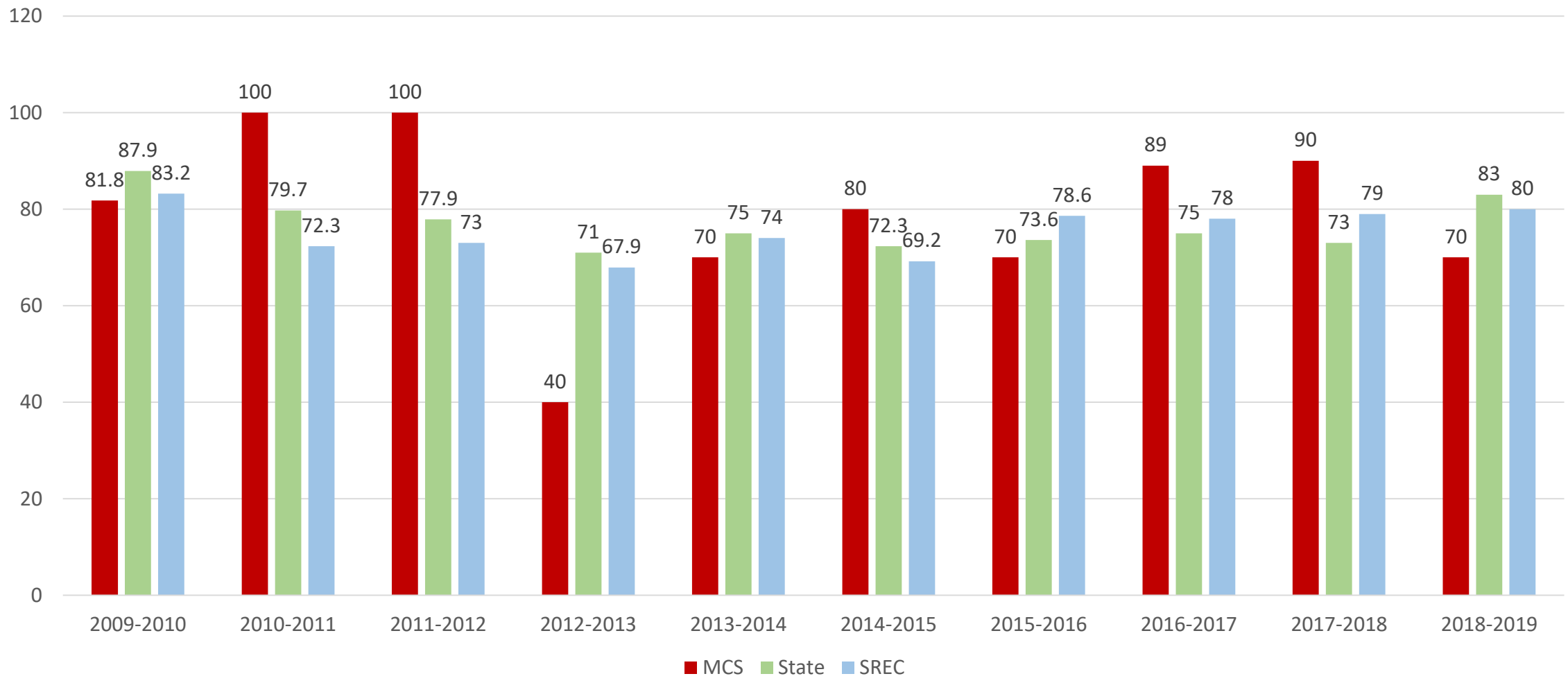
- Plans to support students when we return to face-to-face instruction
- Identify PD needs
- Processes to identify rigor in honors vs. standard sections (Honors Level Implementation Guide by NCDPI)

Ready Expected Growth

Goals:

- Two-year: By 2022, the percentage of MCS schools that meet or exceed READY expected growth targets will be 100%.
- Five-year: By 2025, the percentage of MCS schools that meet or exceed READY expected growth targets will remain 100%.

2010-2019 Growth



2015-2016 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B — Significant evidence that the district's students made more progress than the Growth Standard

G — Evidence that the district's students made progress similar to the Growth Standard.

R — Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG	-3.2		
5th Math EOG		-0.3	
6th Math EOG	-2.5		
7th Math EOG	-2.5		
8th Math EOG	-3.2		
Math I EOC			3.2
3rd Reading EOG		1.2	
4th Reading EOG		1.2	
5th Reading EOG		-0.3	
6th Reading EOG		-1.3	
7th Reading EOG		-0.0	
8th Reading EOG	-2.2		
English II EOC			0.8
5th Science EOG		0.3	
8th Science EOG	-0.8		
Biology EOC		0.6	
ACT Composite*		-0.1	
ACT English		-0.4	
ACT Reading		0.2	
ACT Math		-0.1	
ACT Science		-0.0	

Overall, we met or exceeded expected growth for Grade 5 Math, Math I; Reading in Grades 4, 5, 6, 7 and English II; Science Grade 5 and Biology; and ACT Composite, ACT English , ACT Reading, ACT Math and ACT Science. Our greatest opportunities for improvement are 3-8 Math and 8th Grade. This growth is reflected via 70% of our schools meeting or exceeding growth.

2016-2017 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B — Significant evidence that the district's students made more progress than the Growth Standard

G — Evidence that the district's students made progress similar to the Growth Standard.

R — Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG		1.0	
5th Math EOG		0.4	
6th Math EOG		0.6	
7th Math EOG		0.9	
8th Math EOG			3.3
Math I EOC			4.0
3rd Reading EOG			2.9
4th Reading EOG		0.5	
5th Reading EOG		-1.0	
6th Reading EOG	-4.0		
7th Reading EOG	-2.2		
8th Reading EOG		-1.5	
English II EOC		-0.4	
5th Science EOG		-0.4	
8th Science EOG	-0.8		
Biology EOC		-0.3	
ACT Composite*		0.1	
ACT English		-0.4	
ACT Reading		0.2	
ACT Math			0.4
ACT Science		0.1	

Overall, Grades 8 Math, Math I and Grade 3 Reading exceeds growth. Grades 3-7 Math, Grade 4, 5, and 8 Reading, English II, Grades 5 Science and Biology met growth. The ACT Composite, ACT English, ACT Reading, and ACT Science growth measures demonstrates evidence that students made progress and the ACT Math demonstrates significant evidence that students made more progress. Our greatest opportunities for improvement are middle grades reading (note: last year is was 3 Math) and Grade 8 science. This growth is reflected via 80% of our schools meeting or exceeding growth and one of three schools exiting low-performing school status.

2017-2018 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B — Significant evidence that the district's students made more progress than the Growth Standard

G — Evidence that the district's students made progress similar to the Growth Standard.

R — Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG			2.51
5th Math EOG		1.29	
6th Math EOG			4.82
7th Math EOG	-2.67		
8th Math EOG			3.3
Math I EOC			2.04
3rd Reading EOG		0.86	
4th Reading EOG		1.38	
5th Reading EOG		-0.66	
6th Reading EOG	-2.00		
7th Reading EOG		1.46	
8th Reading EOG		0.8	
English II EOC		-0.46	
5th Science EOG		-0.68	
8th Science EOG	-1.25		
Biology EOC	-0.73		
ACT Composite*		0.1	
ACT English		-0.3	
ACT Reading		0.1	
ACT Math		0.3	
ACT Science			0.5

Overall, grades 4 Math, 6 Math, 8 Math, and Math I exceeded growth, while Grade 5 met growth, and Grade 7 Math did not meet growth. Reading Grades 3, 4, 5, 7, 8, and English II met growth. Grade 6 Reading is the only Reading area we did not meet growth. We met growth for Grade 5 Science, but did not meet growth for Grade 8 Science and Biology. Met growth in all areas of the ACT, but exceeded growth in ACT Science.

Across Grades for Math we exceeded growth and across grades for reading, we met growth as a district.

2018-2019 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B	Significant evidence that the district's students made more progress than the Growth Standard
G	Evidence that the district's students made progress similar to the Growth Standard.
R	Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG		1.0	
5th Math EOG	-1.6		
6th Math EOG		-0.2	
7th Math EOG	-2.9		
8th Math EOG		0.8	
Math I EOC			1.00
3rd Reading EOG		1.2	
4th Reading EOG			3.1
5th Reading EOG	-1.5		
6th Reading EOG	-2.5		
7th Reading EOG		0.9	
8th Reading EOG		-0.2	
English II EOC			0.9
5th Science EOG		-0.1	
8th Science EOG	-1.6		
Biology EOC		0.2	
ACT Composite*		-0.3	
ACT English	-0.5		
ACT Reading		0.2	
ACT Math		-0.1	
ACT Science	-0.5		

Overall, Grades 4 Reading, English II and Math I exceeded growth, while Grades 4 Math, 6 Math, 8 Math, 3 Reading, 7 Reading, 8 Reading, 5 Science and Biology met growth. Grades 5 Math, 7 Math, 5 Reading, 6 Reading, and 8 Science did not meet growth. ACT Growth is pending.

With the exception of Grade 5 Math, the other areas that did not met growth are at our middle schools.

Ready Expected Growth – Continued

Strengths

- PLC data chats with IFs
- Individualized instruction to ensure students get what they need
- Student/Teacher collaboration and remediation
- Maximizing instructional time through scheduling
- SEL support positive impacts
- Utilizing data to inform instruction
- Summer School impacting growth
- BT Support

Ready Expected Growth – Continued

Weaknesses

- More research-based resources
- Creative engagement strategies
- Challenging for staff to create and maintain relationships fostering engagement
- Lack of quality internet

Ready Expected Growth – Continued

Opportunities for Improvement

- More support staff
- Find ways to incorporate collaborative time within class time
- PD opportunities
- Stakeholder buy-in
- Refocus on continuous improvement
- Continued focus of parent nights to work with parents to support learning

Next Steps

- Blended approach to parent engagement between drive-through events and open-door events
- Keep the momentum going with supports that have increased parent involvement
- Continued use of virtual platforms to offer choice to parents on how they interact with school personnel
- Incorporate student involvement in events

Composite Achievement Gap

Goals:

- Two-year: By 2022, the MCS composite achievement gap measure will decrease by 10%.
- Five-year: By 2025, the MCS composite achievement gap measure will decrease by 15%.

ACHIEVEMENT GAP

- **Calculation:**

P (Sum of Subgroups Performance) / S (Number of Subgroups) = C (Composite) OR P/S=C

- **Target 1: 28.3 to 25.5 by 2018**
- **Target 2: 28.3 to 22.6 by 2020**

2017-18 Analysis using CCR w/ Black & Hispanic

Composite Achievement Gap= 25.5 + 9.7 / 2 = 17.6

2017-2018	All EOCs & EOGS Difference	All EOCs & EOGs Composite	Overall Achievement Gap-CCR
Black	25.5	17.6	17.6
Hispanic	9.7		

2018-19 Analysis using CCR w/ Black & Hispanic

Composite Achievement Gap= 22.8 + 7.1 / 2 = 14.9

2018-2019	All EOCs & EOGS Difference	All EOCs & EOGs Composite	Overall Achievement Gap-CCR
Black	22.8	14.9	14.9 (15)
Hispanic	7.1		

Achievement Gap – Continued

Strengths

- Diversity and Equity focus
- Level of Pre-K in our county
- The data from the IRRs offers input into decision making
- Communities in Schools and the support offered by full-time employees
- Teacher education of cultural differences through D&I work
- Administrator focus on D&I work
- IF led PLCs to discuss data
- Working with MLA to support students

Achievement Gap – Continued

Weaknesses

- Socio-Economically Disadvantaged students lack of involvement limits the impact of supports and direct teacher support in remote learning
- Lack of teaching staff that mirrors student demographics within the district
- Best practices for reaching all students

Achievement Gap – Continued

Opportunities for Improvement

- IRR data discussion to inform next steps
- Recruit and retain minority teachers
- Increased school choice within the district (MoVE, possible virtual academy)
- NSLP forms to increase funding and support for at-risk students
- Training by outside vendors to support teacher strategy implementation
- Increased student involvement opportunities (Clubs, Sports, etc.)

Next Steps

- Identify and support SED students working to support family during the pandemic
- Increased live instruction within the MoVE program
- Target job fairs at HBCUs
- Needs/Wants survey of students and parents to inform the district



21st Century Professionals – Healthy/Responsible

Tracy Grit

Teacher Attendance

Goals:

- Two-year: By 2022, MCS will maintain an overall teacher attendance rate that meets or exceeds 95%.
- Five-year: By 2025, MCS will maintain an overall teacher attendance rate that meets or exceeds 96%.

Teacher Attendance – Continued

	2017-18	2018-19	2019-20	2020-21
Teacher Attendance	91.8%	93.0%	93.5% (March)	93.0% (mid-year)

Teacher Attendance – Continued

Strengths

- Pool of dedicated staff
- Perfect attendance award (always very nice)
- Staff recognized at school level, incentives
- Flexible work schedule (remote learning)
- During COVID, staff was allowed to work from home based upon need when we had L1 time.
- Teacher Accommodations during COVID
- Space for teachers to bring their children to work with them.
- New facilities
- BT program with mentors
- Attendance in SIP and data is reviewed
- Leaving 15 mins early every other Friday for perfect attendance
- Gift Cards/Jeans Pass/ Broken Clock Passes/treat bags

Teacher Attendance – Continued

Weaknesses

- COVID
- Ongoing health issues, delays in health care
- Death of relative
- ESS/Will Sub Plus makes it easy to call out
- Inconsistency of tangible rewards at the school level
- Reward periods too long
- Second jobs
- Motivation
- Return to Face-to-Face instruction opinions
- Mental health concerns
- Working in Isolation

Teacher Attendance – Continued

Opportunities for Improvement

- COVID Vaccine
- Strengthening tangible rewards with more consistency
- Building Culture and Teacher Appreciation with shout outs etc. being consistent
- Breaking down celebrations by semester/then year long
- SEL Strategies for Staff

Next Steps

- Attendance Data
- Teacher Survey for incentives/Feedback

Beginning Teacher Retention

Goals:

- Two-year: By 2022, MCS will retain beginning teachers in a 3-year cohort at a rate of 60%.
- Five-year: By 2025, MCS will retain beginning teachers in a 3-year cohort at a rate of 75%.

BT Retention– Continued

	2016-17	2017-18	2018-19	2019-20	2020-21
BT Retention Rate	40%	50%	74% 3rd year	84% 2nd year	92% 1st year

BT Retention – Continued

Strengths

- Donna Kennedy
- UNCC and Pfeiffer Teacher Support
- Mentors
- Partnerships with UNCP, UNCG development of Homegrown
- Increase in supplements
- Re-established affinity group
- Sign on bonus for EC, Science, and Math for certified teachers
- Teaching in Color
- Ace's training within PLC's
- Instructional Facilitators
- Weekly Planning and PLC sessions
- Diversity and Inclusion training
- BT Support Plans and MOY Check-in
- PTEC PD
- Surveys at BOY and EOY for BT's

BT Retention – Continued

Weaknesses

- Not enough fully certified applicants in NC qualified applicants
- Recruitment due to COVID
- NC Teacher Pay Scale/Supplements
- Limited child care opportunities
- Rural Location
- Housing

BT Retention – Continued

Opportunities for Improvement

- Sign on Bonuses
- Professional development--Classroom Management
- Homegrown Program
- Teacher Cadet Program Recruitment
- Child Care Options

Next Steps

- Homegrown Teacher Program Development
- Streamline the survey process
- Housing for teachers
- Marketing video
- Information Sheet for New Teachers with Utilities/Info

Out of School Suspension Rates

Goals:

- Two-year: By 2022, the out of school suspension incident rate will be reduced by 5%.
- Five-year: By 2025, the out of school suspension incident rate will be reduced by 10%.

OSS Suspension Rates – Continued

- Transition Days Lost to *Incidents beginning in 2017

School Year	Days Lost
2015 - 2016	**1,686 days lost and 300 saved**
2016 - 2017	**1,863 days lost and 250 saved**
2017 – 2018	***558 (1501 days lost and 217 days saved)**
2018 - 2019	***560 (1291 days lost and 133 days saved)**
2019 – 2020 (COVID March)	***367 (801 days lost and 83 days saved)**
2020 – 2021 (Remote)	0

OSS Suspension Rates – Continued

Strengths

- ALP at MLA
- Strengthening Families - Terry Little
- ISS at secondary levels
- Restorative Justice training
- Educator's Handbook
- School level professional development (ACES/Social Circles/2nd Step)
- Counselors/mental health
- Dr. Jack Cagle
- MLA Afternoon Program
- Caring and Nurturing Teachers
- Trauma Counselors
- Behavioral Support Specialists
- MTSS/Check and Connect
- Zones of Regulation Program
- PBIS
- Diversity and Equity Training

OSS Suspension Rate – Continued

Weaknesses

- Consistency of application of discipline can vary across different schools
- Inconsistencies in school-based ISS programs
- Non-certified personnel in ISS--unable to help students with assignments
- Classroom vs. Office managed behavior
- Look at how PBIS, Social Circles, and restorative justice practices can be combined to work together

OSS Suspension Rate – Continued

Opportunities for Improvement/Next Steps

- Training for ISS personnel
- Look at how PBIS, Social Circles, and restorative justice practices can be combined to work together.
- PBIS Training
- Training on major vs. minor offenses
- Training on how to de-escalate or being aware of signals
- Collaboration with Mr. Terry Little
- Triple P Parenting
- Rearrangement of ISS personnel
- Training on PBIS with BTs
- PD on major vs. minor offenses
- PD on de-escalation techniques





Leadership Guides Innovation

Dr. Jack Cagle and

Katie Hursey

Grants

Goals:

- Two-year: By 2022, MCS will increase grant submissions by 4.
- Five-year: By 2025, MCS will increase grant submissions by 8.

Grants – Continued

	2017-2018	2018-2019	2019-2020	2020-2021
Grant Awards	Golden Leaf ELISS	Sandhills Center 21st Century	IAL Grant TQP Grant TPP Grant Sandhills Center *SCTG *EIR *FSCS *UNCC iTest Grant *ELISS *CSI – IPG (resubmit for second round in Feb. 21st Century (intent to apply submitted) GEAR UP MoCo (looking into) GEAR UP with UNC (submitted)	ELISS Grant 21st CCLC PRC 29 NC SEL Equity Project TQP Grant GEAR UP UNC Bright Ideas Grant – EMS, PSES Montgomery Fund – 4 recipients SCTG IAL Grant Sandhills Center *Full Service Community Schools *GEAR UP MoCo *SRAE

Grants – Continued

Strengths

- Continuing to apply for grants - Accountability pulls data frequently
- Success with school-level grants to fund classrooms
- Strong partnership with Research Associates; Communities in Schools
- Resources delivered to students due to grants received
- Publicity of grants that impact students

Grants – Continued

Weaknesses

- Sustainability
- Time consuming
- Intimidating process

Opportunities for Improvement/Next Steps

- Grant writing class for teachers for classroom-level grants
- Use in-house experience
- Celebrate successes more
- One-pager of MCS/School Information for teachers applying for grant (demographics of county, etc.)
- Share what grants purchase; share impact of grants for students; share other ways grants can be utilized for teacher usage

Digital Instruction

Goals:

- Two-year: By 2022, teachers will implement Triple E methodology into lesson plans and use the Framework Measurement Tool to improve student lessons.
- Five-year: By 2025, teachers will continue use of Triple E methodology into lesson plans and use the Framework Measurement Tool to improve student lessons.

Digital Instruction– Continued

Strengths

- User friendly; teachers seem to like it
- Teachers have been trained
- Positive feedback regarding training
- Received well by Moore County Schools - presented by MCS
- State-wide recognition
- Teachers gaining more knowledge and using Triple E due to remote learning
- Exemplars/Examples provided on Slide 23 for teachers

Digital Instruction– Continued

Weaknesses

- Not included in Walkthrough Instrument, but questions are created
- Another educational acronym
- No current data

Digital Instruction– Continued

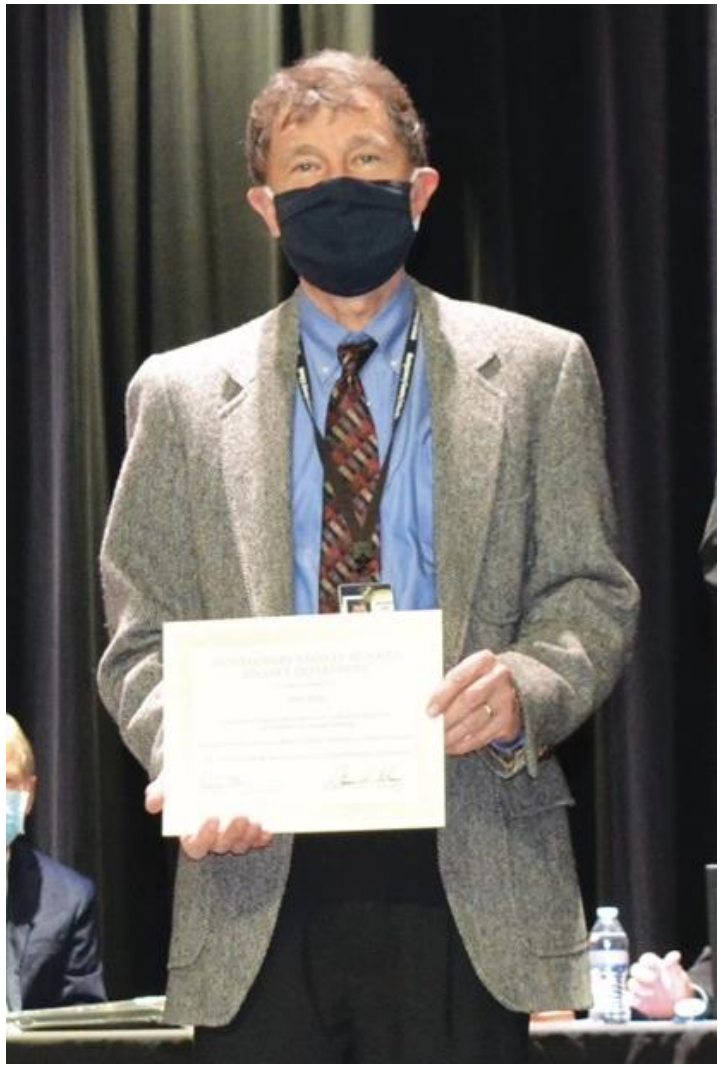
Opportunities for Improvement/Next Steps

- Making connection between Triple E language and current teacher practices
- Refresher once we are back face-to-face
- When to add to Walkthrough Instrument
- MCS teacher-updated resource list
- Follow up at principal meetings for consensus of what is added to list (slide 23)
  - Instructional Strategies
- Add Triple E to PDSA Lesson Plan

21st Century Systems

Mitch Taylor and

Matthew Woodard





Adequate Fund Balance

Goals:

- Two-year: By 2022, MCS will maintain an adequate fund balance for operations and capital as measured by recommendations from the external auditor and internal budget committee.
- Five-year: By 2025, MCS will continue to maintain an adequate fund balance for operations and capital as measured by recommendations from the external auditor and internal budget committee.

Adequate Fund Balance – Continued

Strengths

- Very strong fund balance
- Strong money management leadership and culture in the district
- Experienced and helpful team in the Finance Department
- Grant funding has helped fund many student-based programs, with sustainability plans
- Strong community support needed to get and implement the grants
- Grants provide flexibility and that is key to maintaining a healthy fund balance
- Proactive in preparing for the future
- Built new facilities and still able to maintain a strong fund balance
- CARES funding resulted in not having to use fund balance to meet requirements

Adequate Fund Balance – Continued

Weaknesses

- State fund restrictions
- Lack of state budget is concerning
- Enrollment continues to be down with increase in K-5 options for parents
- Cost of services are increasing (K-3 class size law)
- Skyrocketing health and retirement costs
- Some unknowns in contract service costs with opening of MCHS

Adequate Fund Balance – Continued

Opportunities for Improvement/Next Steps

- Continue to seek out grant opportunities
- Retention of employees
- Marketing programs that work and build enrollment
- Montgomery Central/CTE building, along with Montgomery County Early College, remain our biggest marketing tools
- Another round of CARES funding is coming

Adequate Facilities

Goals:

- Two-year: By 2022, MCS will complete a revised five-year facilities study to identify facility improvement strategies as measured by the facilities study.
- Five-year: By 2025, MCS will complete 25% of the revised five-year facilities plan as measured by project completion documents.

Adequate Facilities – Continued

Strengths

- Moved into the CTE building
- MCHS finished and ready for students
- Community support for improved facilities
- Experienced maintenance department and director
- Dedicated instructional/custodial staff who are good stewards of our facilities
- Upkeep of current facilities ongoing
- Health and dental centers at the middle schools
- Fully funded field house at the new school
- Dedicated but limited county capital funding
- Comparatively superior facilities (Number of new facilities, condition-to-age quotient for other facilities.)

Adequate Facilities – Continued

Weaknesses

- Funding: no State bonds and county funding inadequate to meet projected 5-year facility needs
- Difficulty in finding contractors/labor at a reasonable rate
- Bids are very high for contract work
- Opening of new facilities and decommissioning of old facilities takes up maintenance time
- Existing assets continue to age, and continued upkeep remains a challenge
- Insurance claims due; do not pay the full cost of damage (Aging facilities continue to run into issues. This will continue.)
- Staffing/Contracting
- Inequity in facilities, by nature of funding, not by design
- County funding sources dedicated but not guaranteed

Adequate Facilities – Continued



Opportunities for Improvement/Next Steps

- Figuring out the “new normal” for maintaining new buildings
- Marketing new facilities to help offset enrollment losses
- Find effective way to manage aging facilities



Adequate Technology Resources

Goals:

- Two-year: By 2022, MCS will refresh student and staff devices as outlined in the master technology plan as measured by the plan.
- Five-year: By 2025, MCS will continue to refresh devices and maintain adequate digital access for all students as measured by the plan.

Adequate Technology - Continued

Strengths

- Cost of devices decreasing
- Sustainability plan
- Increased bandwidth in schools
- Great job at the school level in collecting tech fees
- Insurance for all student devices
- Have been able to maintain tech staff levels to keep up with workload
- Knowledgeable tech staff and strong desire to support students and staff
- Lots of grant funded tech training
- With the help of the county, we were able to provide 1000 hotspots for students and staff.
- K-5 devices are only 2 years old and 6-12 devices only a year old.

Adequate Technology - Continued

Weaknesses

- Short life span for devices (Makes leasing the best option.)
- Students do not take good care of the devices they are given.
- Ability to safely charge the devices in the classrooms
- Despite maintaining staff, the number of devices and software keeps the DLC’s and technician's workload high.

Adequate Technology - Continued

Opportunities for Improvement/Next Steps

- Continuing the search for grants for both hardware and personnel
- Maintaining strong fee collection efforts
- Keeping up-to-date with technology
- Increasing accountability for device safety and security
- Elementary students need laptop bags to transport devices.

Board Topics/Discussion

Do Board members have any:

Questions?

Comments?

Concerns?



Conclusion

Dr. Dale Ellis

MONTGOMERY COUNTY SCHOOLS
Life-Ready
Globally Competitive

The Journey Continues…