Preparing for Excellence

End-of-Year Strategic Plan Review

MCS Staff Development Room
September 7th, 2023
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



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

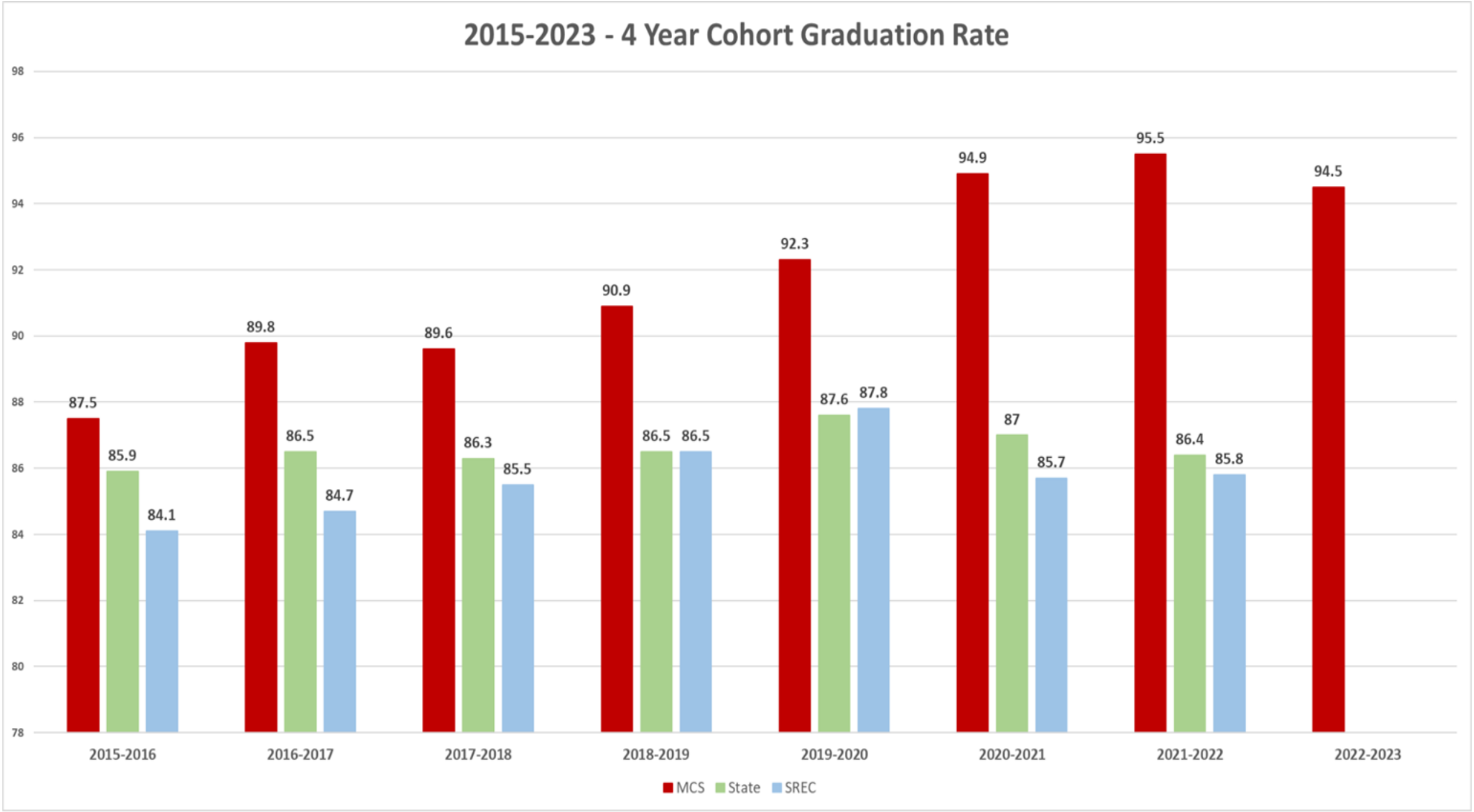
Wade Auman
Deputy Superintendent
for Learning



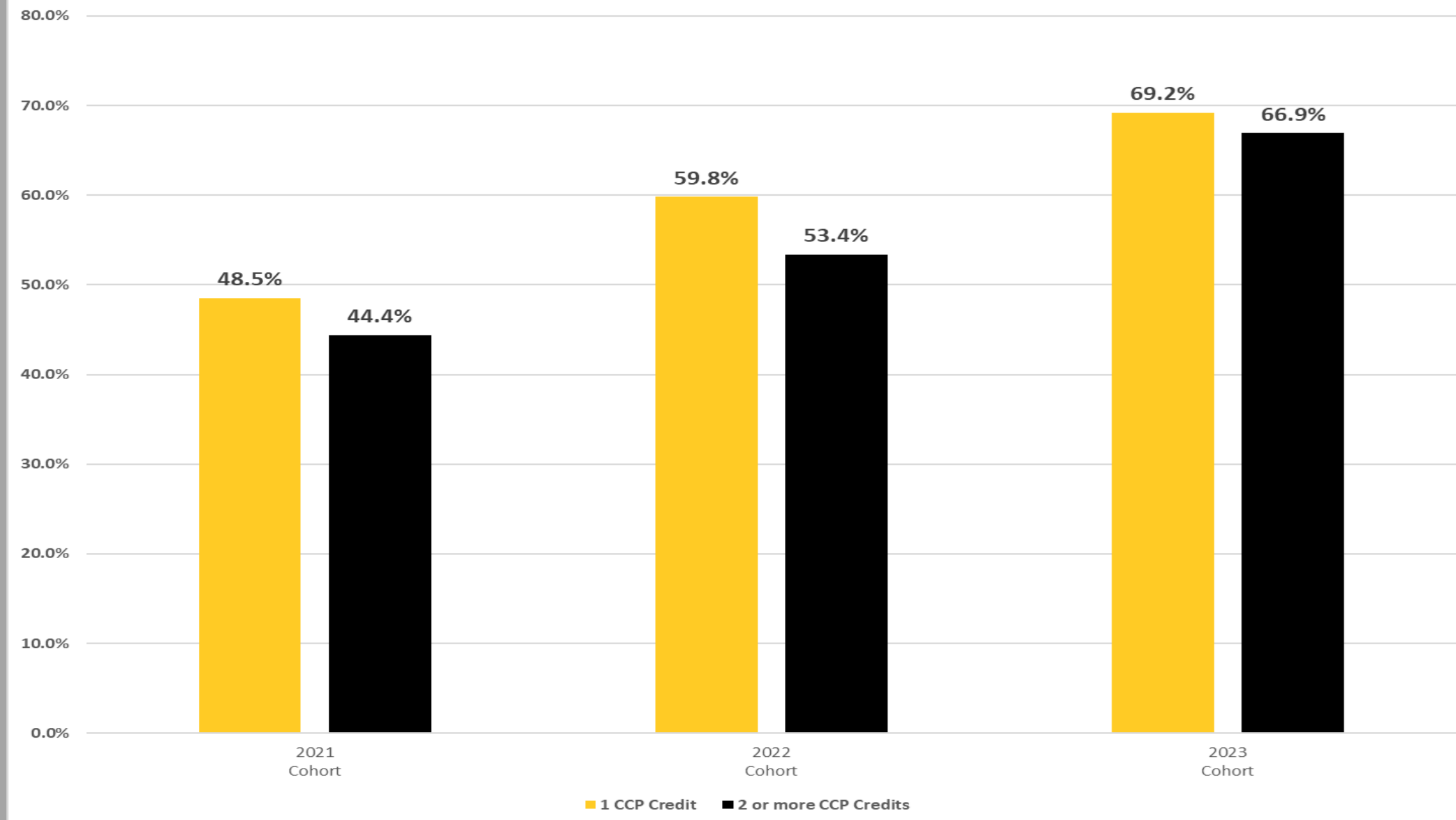
Graduation Rate and Post-Secondary Education

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.


2015-2023 - 4 Year Cohort Graduation Rate
98
96
94
92
90
88
86
84
82
80
78
87.5
85.9
84.1
89.8
86.5
84.7
89.6
86.3
85.5
90.9
86.5
86.5
92.3
87.6
87.8
94.9
87
85.7
95.5
86.4
85.8
94.5
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
2022-2023
MCS
State
SREC

CCP College Credits Earned - Cohort Graduates



Graduation Rate/ Post-Secondary – Continued

Strengths

- Transcript Review Process
- MLA helps Graduation Rate
- MOVE / Online Learning
- Translators to Communicate with Parents
- Summer School
- Increased Importance on Graduation (photos on Kiosk, graduate walks, MCHS gear)
- Administration and Guidance
- MCC Partnership

Graduation Rate/ Post-Secondary – Continued

Strengths – Cont.'d

- Saturday Academy and After School
- Extracurricular Opportunities for all Students
- Proximity
- Support Structures
  - CIS Graduation Coach
  - College Advising Corps Advisor
  - High School Liaison
  - Digital Learning Coaches
- Aligned Curriculum Pathways
- Homegrown Instructor Program
- CTE Exposure for all Students

Graduation Rate/Post-Secondary – Continued

Weaknesses

- Working Students
- Time Constraints
- State Eligibility Requirements
- Student Attendance

Graduation Rate/ Post-Secondary – Continued

Opportunities for Improvement

- Continue Targeted Summer School
- Focus on Sub-Group Data to Target Support
- Marketing of Career and College Promise Program
- Expand Exposure of CCP to all Students
- Increase Face-to-Face CCP Classes
- More Diverse Offerings
- More Diverse Staffing

Graduation Rate/ Post-Secondary – Continued

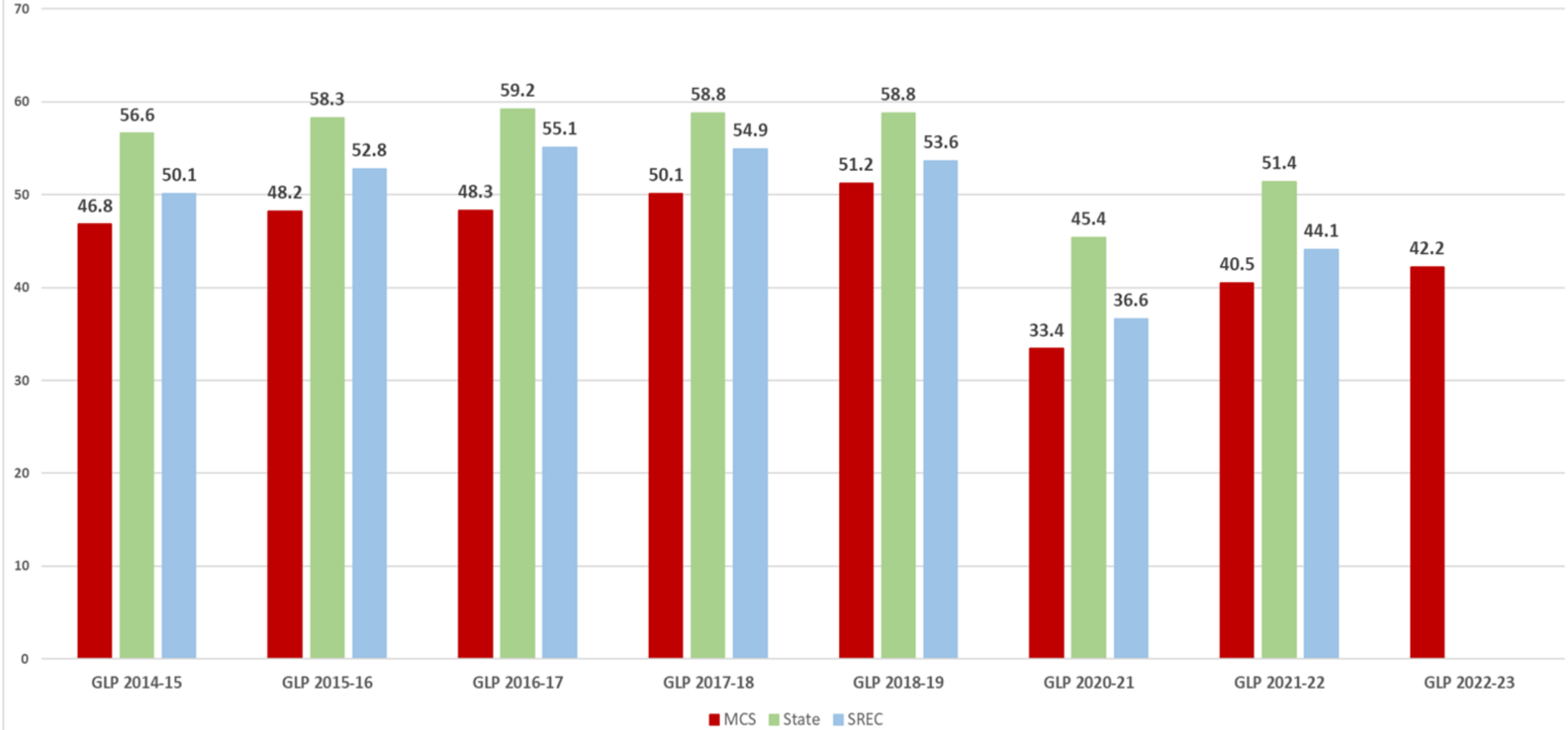
Next Steps

- Enhance School Marketing Plans
- Continue Career Planning at Middle School
- Continue Individualized Registration
- Emphasize AVID Strategies
- Increase Marketing Opportunities Through Showcases and Information Nights
- Continue Alumni Highlights
    - Ensuring Students Know Highlights
- Continue Face-to-Face and Virtual Visits

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)



Grade-Level Proficiency – Continued

Strengths

- Professional Learning Communities (PLC)
  - Teachers
  - Principals (framework)
- Vertical PLCs
- PDSA Groups
- Small Group Focus
- Full Time BT Coordinator
- Teacher Cadet Program
- Instructional Facilitators
- Summer School
- After-School and Saturday School Programs
- MTSS / Intervention Programs
- Early Literacy Specialist

Grade-Level Proficiency – Continued

Weaknesses

- Teacher Turnover
- Staff Shortages
- Students Working
- Non-School Issued Technology
- Student Attendance
- Class Size
- Student Accountability

Grade-Level Proficiency – Continued

Opportunities for Improvement

- Cross-Curricular Literacy Strategies
- Continue Building Principal PLCs
- Instructional Expectations
- Continue Small Group Instructional Focus
- Specific Student Feedback
- Marketing our Schools
- Teacher Cadet Internships
- Better Technology Classroom Management
- Attendance Incentives
- Targeted Data Discussion in PLCs
- Continue Use of EVAAS
    - Interventions
    - Scheduling

Grade-Level Proficiency – Continued

Next Steps

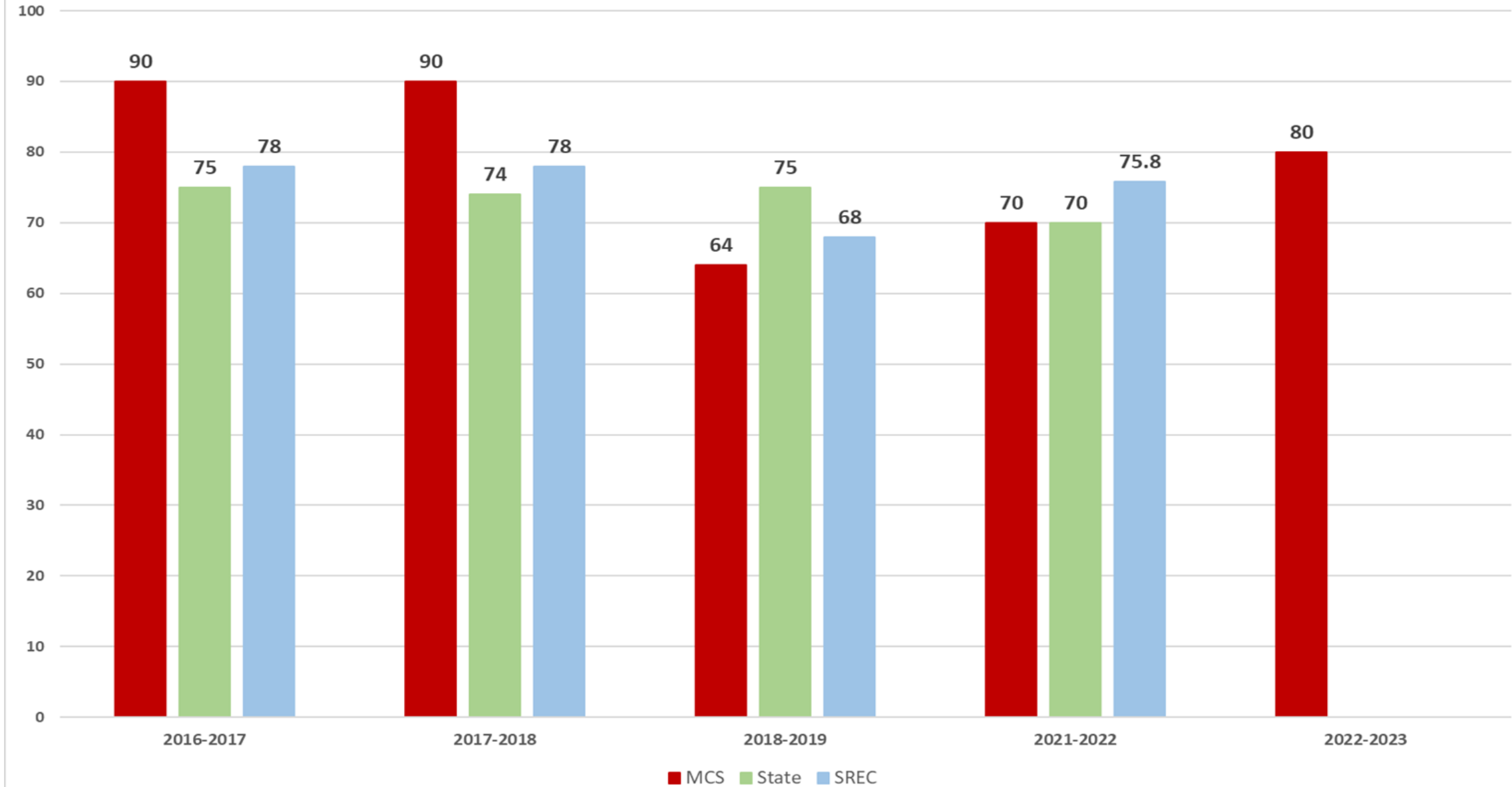
- Completion of LETRs Training
- Continued Focus on Small Group Instruction
- Critical Learning Walks
  - Horizontal
  - Vertical
- Continue Half-Day PD Days on Calendar
- Classroom Technology Management
  - Effective Implementation Training

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%.

2017 - 2023 Growth



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-m Class

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.

2020-21 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 avergae district in the state.

OR

EOG Math, EOG Reading and K-mClass

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

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG			
5th Math EOG		-1.63	
6th Math EOG	-3.38		
7th Math EOG		0.01	
8th Math EOG	-2.52		
Math I EOC		-1.72	
Math III EOC		0.1	
3rd Reading EOG	-2.09		
4th Reading EOG	-3.42		
5th Reading EOG	-2.48		
6th Reading EOG	-5.45		
7th Reading EOG	-2.76		
8th Reading EOG		0.88	
English II EOC		0.67	
5th Science EOG		-0.66	
8th Science EOG	-6.49		
Biology EOC			4.52
ACT Composite		0.6	
ACT English		-0.13	
ACT Reading		1.86	
ACT Math		0.67	
ACT Science		-0.42	

Biology performed well, but we transitioned the sequence of courses and had limited student testing.
Overall, Remote learning had a significant impact on Reading performance. ACT perfromance saw the most improvement over previous data.

2021-22 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 avergae district in the state.

OR

EOG Math, EOG Reading and K-mClass

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

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG		0.99	
5th Math EOG			6.1
6th Math EOG			7.02
7th Math EOG		-0.25	
8th Math EOG	-2.23		
Math I EOC		-0.85	
Math III EOC		-0.59	
3rd Reading EOG		-1.22	
4th Reading EOG		-1.2	
5th Reading EOG		1.67	
6th Reading EOG			2.47
7th Reading EOG		1.84	
8th Reading EOG		0.35	
English II EOC		0.2	
5th Science EOG			7.21
8th Science EOG	-7.9		
Biology EOC			2.45

Overall, Reading growth showed significant improvement over the previous year.
Math and Science scores improved greatly with only 2 areas not meeting growth projections.

Ready Expected Growth – Continued

Strengths

- Tracking Data Charts
- Effective Use of EVAAS Data
- Strategic School Improvement Planning
- Tutor Program
- District PDSA
- Instructional Rounds
    - Principals visiting other schools
- Targeted Intervention Block in Schedule
- Principals' PLC
    - Safe Collaboration

Ready Expected Growth – Continued

Weaknesses

- Staffing/Licensure
- Growth Data and Projections Availability
- True Understanding of Data Sources and Usage
- Hire/Recruit/Retain Diverse Staff
- Understanding Inclusion Model and Co-Teaching
- Instruction and Assessment Rigor

Ready Expected Growth – Continued

Opportunities for Improvement

- Instructional Rounds
  - Include SIT chairs
- Increase Teacher “Buy-In”
- Behavior Management/Discipline
- PD for Co-Teaching with Inclusion Focus
- Understanding all Data Sources and Triangulation
- Use of the ELS for Literacy Strategies
- Continue District PDSA Groups and Unpacking Standards

Ready Expected Growth – Continued

Next Steps

- Revise Instructional Rounds Process
- Continued Focus on Vertical Information
- IFs Plan for Rich Data Discussions in PLCs and Grade-Level Meetings
- Focused SIP Goals Aligned to School Need

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

Target 1: 22.6 to 20.3 by 2021, Target 2: 22.6 to 18.1. by 2022, Target 3: 22.6 to 15.8 by 2023, Target 4: 22.6 to 13.5 by 2024, Target 5: 22.6 to 11.2 by 2025

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-GLP
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-GLP
Black	22.8	14.9	14.9
Hispanic	7.1		

2020-21 Analysis using CCR w/Black & Hispanic

Composite Achievement Gap= 15.1 + 4.3 / 2 = 9.7

2020-2021	All EOCs & EOGs difference	All EOCs & EOGs Composite	Overall Achievement Gap-GLP
Black	15.1	9.7	9.7
Hispanic	4.3		

2021-22 Analysis using CCR w/Black & Hispanic

Composite Achievement Gap= 14.8 + 3.8 / 2 = 9.3

2021-2022	All EOCs & EOGs difference	All EOCs & EOGs Composite	Overall Achievement Gap-GLP
Black	14.8	9.3	9.3
Hispanic	3.8		

2022-23 Analysis using CCR w/Black & Hispanic

Composite Achievement Gap= 21.3 + 8.2 / 2 = 14.7

2022-2023	All EOCs & EOGs difference	All EOCs & EOGs Composite	Overall Achievement Gap-GLP
Black	21.3	14.7	14.7
Hispanic	8.2		

Achievement Gap – Continued

Strengths

- After School, Summer School, and Saturday School
- Diversity and Equity Plan and Equity Walks
- Middle Schools - iReady Lessons (ELA and Math)
- Business Partnerships and Guest Speakers
- Awareness of Basic Student Needs
  - Counselors
  - Social Workers
- Part-Time Math and ELA Tutors
- CIS Support Specialists
- Community Eligibility Provisions (Free Meals)

Achievement Gap – Continued

Weaknesses

- Teacher and Student Attendance
- Diverse Staffing
- Value of Education
- Student Family Responsibilities
- Mental Health
- Lack of “Quality” Role Models

Achievement Gap – Continued

Opportunities for Improvement

- Diverse Guest Speakers
- Real-World Applications
- Gear-Up
- Continued Focus on Student Options
- Job Fairs
- Diversity in Teachers
- Business Partnerships
- Marketing of Instructional Videos
- Expand Offerings for Student Needs
- Proactive Strategies for Mental Health Issues

Achievement Gap – Continued

Next Steps

- IFs and Counselors Work to Target Students
- Continue UNC-C Partnership
- Continuation of PDSA Processes
- Marketing of all Programs
- Expand Instructional Videos
- Focus on Equitable Grading Strategies



21st Century Professionals – Healthy/Responsible

Emily Shaw
Assistant Superintendent
of Human Resources

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

	2019-20	2020-21	2021-22	2022-23
Teacher Attendance	93.5%	90.1%	84.1%	95.2%

Teacher Attendance – Continued

Strengths

- Teachers all worked together
- Principals worked well with teachers for appointments, etc.
- All In - Positive work environment
- Incentives (District and School)- Appreciated the cakes/pumpkins
- Jordan Wilson - Support
- Covid impact has decreased
- Part of the School Improvement Plan

Teacher Attendance –Continued

Weaknesses

- Sickness
- Matters out of our hands
- Vacations during school year
- School Calendar
- Mental Health
- Emphasize work/life balance
- Maternity Leaves (It is averaged in the data)
- Increased job demands: LETRS, other PD

Teacher Attendance – Continued

Opportunities for Improvement

- More school based incentives
- Minimize teacher demands
- Increase community involvement/support
- Utilization of all staff in the building
- Teacher support

Next Steps

- Keep moving forward!
- School based incentives
- Delegate

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

At the beginning of 2021-2022 School Year

Beginning Teacher 1	Beginning Teacher 2	Beginning Teacher 3
23 BT1s started the school year 83% stayed to for the 22/23 school year 17% did not return	12 BT2s started the school year 92% stayed for the 22/23 school year 8% did not return	12 BT3s started the school year 75% stayed for the 22/23 schoolyear 25% did not return

At the beginning of 2022-2023 School Year

Beginning Teacher 1	Beginning Teacher 2	Beginning Teacher 3
23 BT1s started the school year 65% stayed for the 23/24 school year 35% did not return	19 BT2s started the school year 79% stayed for the 23/24 school year 21% did not return	10 BT3s started the school year 91% stayed for the 23/24 school year 9% did not return

BT Retention – Continued

Exit Survey Data

- EOY data 13 Exit Interviews were completed
- 15.4 Leaving Education- down from 52.9%
- 53.8% Moving Districts - up from 23.5%
- 100% Would Encourage Others To Work For MCS- up from 88.2%
- 92.3 Indicated Good or Excellent Support From Their School - up from 76.5%
- 92.3 Indicated Good or Excellent Support from The Central Office/Jordan Wilson -down from 94.1%

BT Retention – Continued

Strengths

- Full time BT Coordinator
- Mentors, Buddys, Volunteer Mentors
- UNC-Charlotte, UNC-Pembroke, Pfeiffer
- Retention Bonus/Sign On Bonus – additional for Math/Science/EC
- TAG
- Learning Walks
- Badge Program
- Middle Schools working together with shared CTE teachers
- Homegrown Teacher Program
- Support from administration and instructional facilitators
- Superintendent and School Board support

BT Retention – Continued

Weaknesses

- Teaching does not work out for everyone – It is harder than expected
- Workload/Time constraints
- Lack of housing and childcare
- 2nd year cliff
- State Teacher Pay
- Residency/licensure/testing requirements

BT Retention – Continued

Opportunities for Improvement

- Continuation of ALL supports
- Decrease workload/responsibilities
- “How to Teach” Support with co teaching opportunities
- Keep Retention/Sign on bonus funding - possibly increase
- Strengthen community partnerships

Next Steps

- Additional support for EPI teachers
- Limit responsibilities/duties

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

School Year	Days Lost
2017 - 2018	***558 Incidents (1501 days lost and 217 days saved)**
2018 – 2019	***560 Incidents (1291 days lost and 133 days saved)**
2019 – 2020(COVID March	***367 Incidents (801 days lost and 83 days saved)**
2020 – 2021 (Remote)	
2021 – 22	***424 Incidents(1126.5 days lost and 510 days saved)**
2022-2023	***570 Incidents (1515.97 days lost and 537 days saved)**

- slight increase in number of incidents
- increase in number of days saved

OSS Suspension Rates – Continued

Strengths

- ALP at Montgomery Learning Academy
- SRO Grant
- Restorative Practices
- Diversity and Equity Team
- Emotional Health Support
- Strengthening families
- Relationships/School Community
- More PBIS in schools
- Student support services
- More teacher assistants in Elementary

OSS Suspension Rates – Continued

Strengths

- Social Circles
- Facilitated Dialogue
- Trauma Counselors
- Sub-group awareness
- School Counselor at all schools
- CIS - PACE program
- Updated character education

OSS Suspension Rate – Continued

Weaknesses

- Less mental health at elementary level
- Strengthening Families at middle schools is only any option for MLA
- Lesson Planning and classroom management support
- Substance Abuse in the Community
- Increased poverty following Covid
- Increased use of Social Media
- Inconsistency of school discipline in classrooms
- Lack of classroom management skills from teachers without educational training

OSS Suspension Rate – Continued

Opportunities for Improvement

- Changing the mindset of staff
- Additional communication of resources
- Accurate reporting to Data Managers
- Repeat offenders
- Community mentors/involvement
- Consistent Expectations
- Parent Education (Understanding ALP)
- Relationships
- ISS Instructor Training

OSS Suspension Rate – Continued

Next Steps

- Balance the mental health between school levels
- Continue programs with fidelity
- Elementary alternative to OSS
- Teaching new behaviors
- ISS program at elementary level





Leadership Guides Innovation

Dr. Jack Cagle and Susanna Kornegay

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

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grant Awards	Sandhills Center 21st Century	IAL Grant TQP Grant TPP Grant Sandhills Center *SCTG *EIR *FSCS *UNCC iTest Grant *ELISS *CSI – IPG (resubmit for seco nd 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	NC Gear UP ELISS Grant Sandhills Mental Health Grant TQP Grant GEAR UP UNC IAL Grant Bright Ideas Grant – EMS 2 Smitherman-Willis Endowment (Montgomery Fund) Grants at MCHS *Still working on EIR with MCC and ECSU *Working on a new TQP Grant with Scotland County Schools and UNCP. Walmart Community Grant	Community Eligibility Provision (CEP) Sandhills Center GEAR UP UNC Fred Taylor Bright Ideas Grant USA Football Grant Jimmie Johnson Montgomery Fund DonorsChoose Walmart Grant SRO Grant Smitherman Willis Endowment First Bank Project Launch Pets in the Classroom (PetSmart) NBPTS Reimbursement ELISS Grant TQP Grant SCTG Grant ARP-HCY (Homeless) DLC Training after school Seeking additional grants: Teacher/Student Leader (TBD) Mental Health Grant (TBD)

Grants – Continued

Strengths

- Sustained Sandhills Mental Health
- Sustained Gear Up
- Grant Writing Classes/Workshops
- Community Support (Troy Lumber)
- Access to Finance Department
- Applying for the 21st Century Grant
- Walmart Community Grant
- Individual School Grant (Go Outside)
- SEL/Mental Health Counselors

Grants – Continued

Weaknesses

- Sustaining the IAL Bus
- Grants Expiring
- Multi-Year Grants Resubmission
- Sustainability
- Complicated Process/Burnout/Time Consuming
- Grant Management/Staff Training
- More Competition

Grants – Continued

Opportunities for Improvement

- Continue Grant Classes
- Continue Sharing School Level Grants
- Incentives/Matching Funds
- Grants for SEL/Mental Health Counselors
- NCDPI Partnership

Next Steps

- Continue to Apply
- Teacher Leadership
- Recognition

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

- Teacher friendly Triple E
- Nearpod, Flocabulary
- IXL - Two more years (Middle and High)
- Middle School TVs/Promethean Boards/Mobi (middle school math, elementary, EC)
- Triple E Professional Development planned for 2023-2024 school year
- MCS has Required and Optional Tech PD/Flexible
- Instructional Videos (YouTube) - at home support
- Less Subjective for Walkthroughs
- BT Training/Collaboration with DLCs
- GoGuardian
- DLC Share Information/PD in Updates/Potty PD/Recognizing Usage
- Hot Spots Available
- Educators Handbook

Digital Instruction– Continued

Weaknesses

- Cyber Attack
- New Staff Training
- Unexpected Variables
- More DLCs in District
- Quickly Changing Technology
- Device Accountability
- Bandwidth/Hotspot Connectivity
- Possibility of not taking laptops home

Digital Instruction– Continued

Opportunities for Improvement/Next Steps

- Departments Sharing Best Resources
- Device Accountability
- Add to PDSA
- Tech Fee Waivers for Qualifying Students
- More Detailed Work Orders
- Include in Teacher Lesson Plans/Curriculum Maps
- Staff Sharing Logins/Passwords
- Consistency Across Grade Levels
- Celebrate Exemplar (YouTube)
- DLCs on PLC agendas
- Digital Citizenship (Nearpod)
- Increase Bandwidth





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
- County Commissioners increased funding
- Strong budgeting process
- Grants and COVID money
- Strong community support

Adequate Fund Balance – Continued

Weaknesses

- Economy – Rising costs of supplies, food, & fuel
- Supply chain issues causing delays and outages
- Charter schools
- Political uncertainty at state level
- Population decline
- COVID funds will be phased out over the next 12 months

Adequate Fund Balance – Continued

Opportunities for Improvement/Next Steps

- Continue to seek out grant opportunities
- Maintain facilities and technology while preserving fund balance
- Maximize marketing effort to show MCS is the best choice
- Student enrollment
- Request continued increased funding from the county

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

- Financial and Community Support
- Overall condition of existing facilities
- Maintenance Personnel / Staff
- Secure, compliant, safe





Adequate Facilities – Continued

Weaknesses

- Inflation / supply chain
- Lifespan/age of some schools
- The downside of advanced technology and equipment
- Limited finances



Adequate Facilities – Continued

Opportunities for Improvement/Next Steps

- Needs-Based Grants
- Continue School Improvements
- Local Funds
- Population shift











Facility Maintenance… An Endless Journey



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

- All teacher and student device replacement are on schedule.
- E-Rate funding
- Hotspots - 1 year of funding remaining
- Grant funding
- Interactive Displays in all Elementary Classrooms
- Displays in all MS and HS classrooms
- GoGuardian provides Internet filtering, alerts to staff, and classroom management features for teachers
- SchoolMessenger Safemail services monitor student email and provide alerts to staff
- Technology personnel - quick response

Adequate Technology - Continued

Weaknesses

- Long range funding uncertainty
- Short life span of devices (3-5 years) versus funding cycles
- Device abuse
- Increasing number of threats that can impact education - cyber attacks

Adequate Technology - Continued

Opportunities for Improvement/Next Steps

- Continuing the search for grant funds
- Maintaining strong fee collection efforts
- Keeping up-to-date with software
- Maintain system security
- Phone System updates

Board Topics/ Discussion

Do Board members have any:

Questions?

Comments?

Concerns?



Conclusion
Dr. Dale Ellis

The Journey Continues…