# Preparing for Excellence

## Mid-Year Strategic Plan Review

**MCS Staff Development Room**
**February 23, 2023**
**6:30 – 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

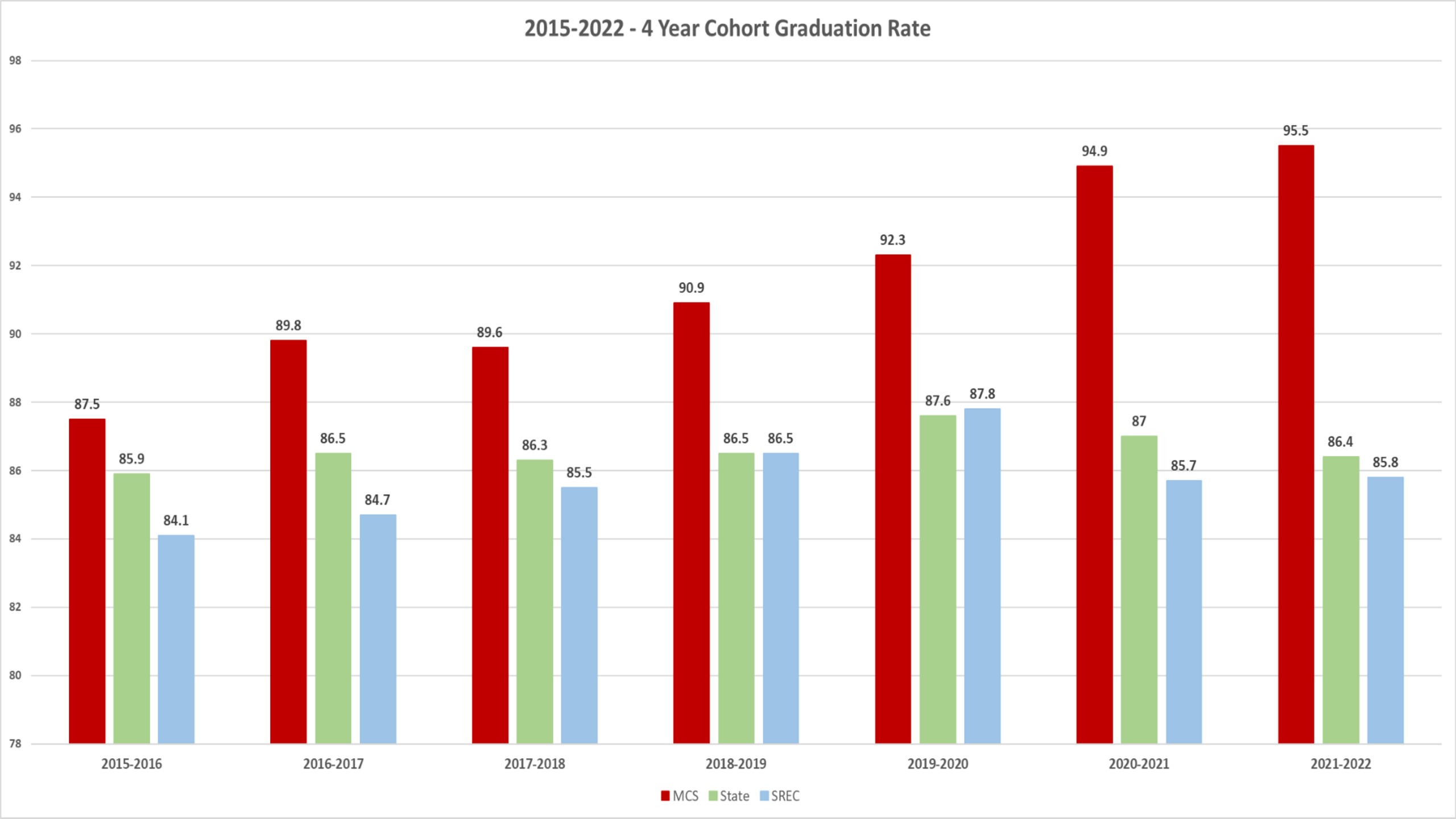
Wade Auman



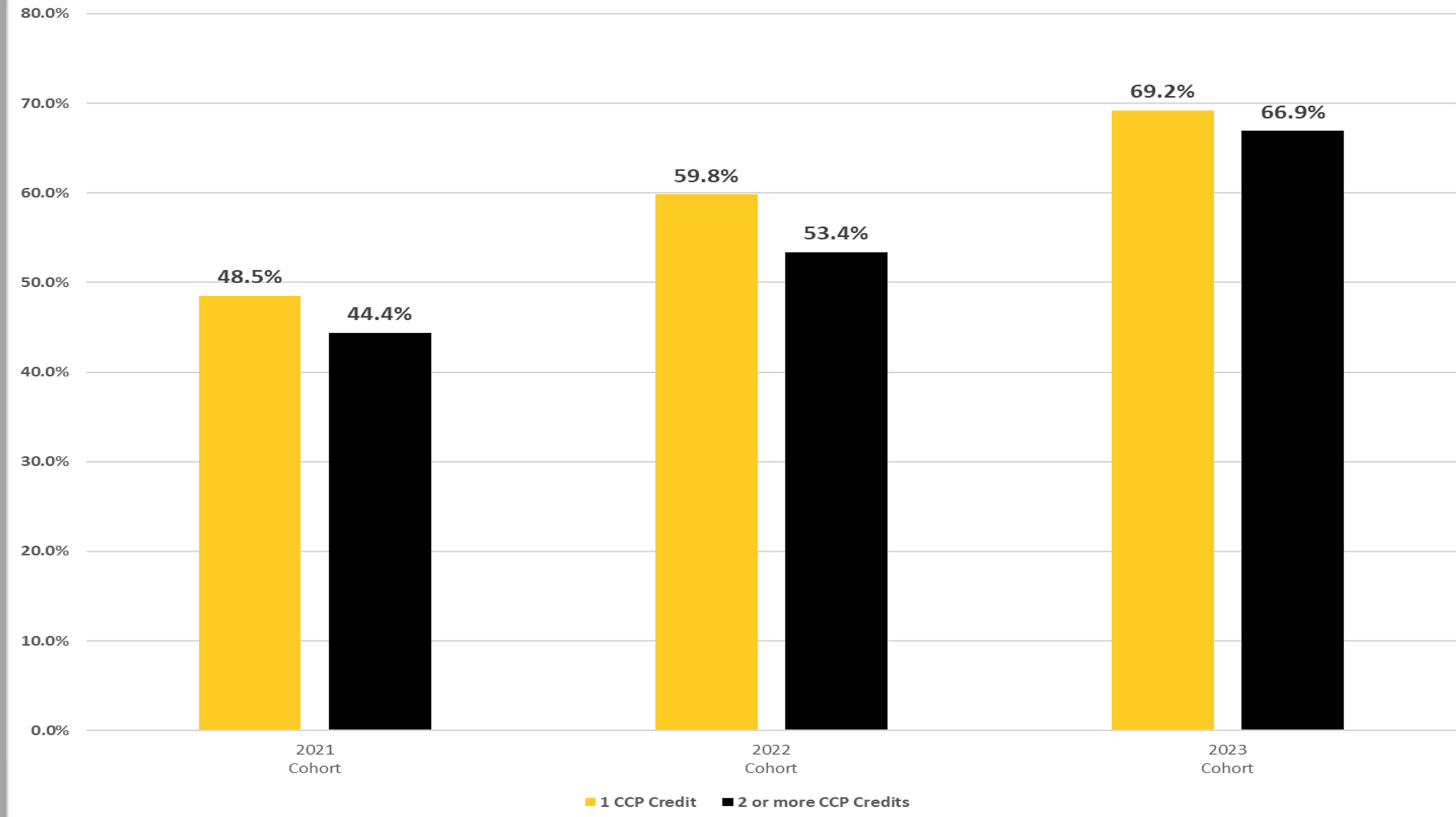
# Graduation Rate and Post-Secondary Education

**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.


2015-2022 - 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
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
MCS
State
SREC

# CCP College Credits Earned - Cohort Graduates



# Graduation Rate/ Post-Secondary – Continued

**Strengths**

- Transcript Review Process
- MLA helps graduation rate
- Credit Recovery
- Translators to communicate with parents
- Summer school
- Displaying graduation photos on the website and center kiosk
- Administration and Guidance
- MCC adaptability

# 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
- Expanded CTE at Middle School level

# Graduation Rate/Post-Secondary – Continued

**Weaknesses**

- Working students
- Time
- Competition with local businesses
- Hispanic graduation rate has dropped
- State Eligibility requirements
- Stigma of a “College Class”
- Student Attendance

# Graduation Rate/ Post-Secondary – Continued

**Opportunities for Improvement**

- Continue targeted summer school
- High School involvement at Elementary Schools
- Emphasize graduation importance in the elementary level
- Strengthen PD between MCS and MCC
- Increase face-to-face CCP classes
- More diverse offerings
- More diverse staffing
- Continue marketing success stories

# Graduation Rate/ Post-Secondary – Continued

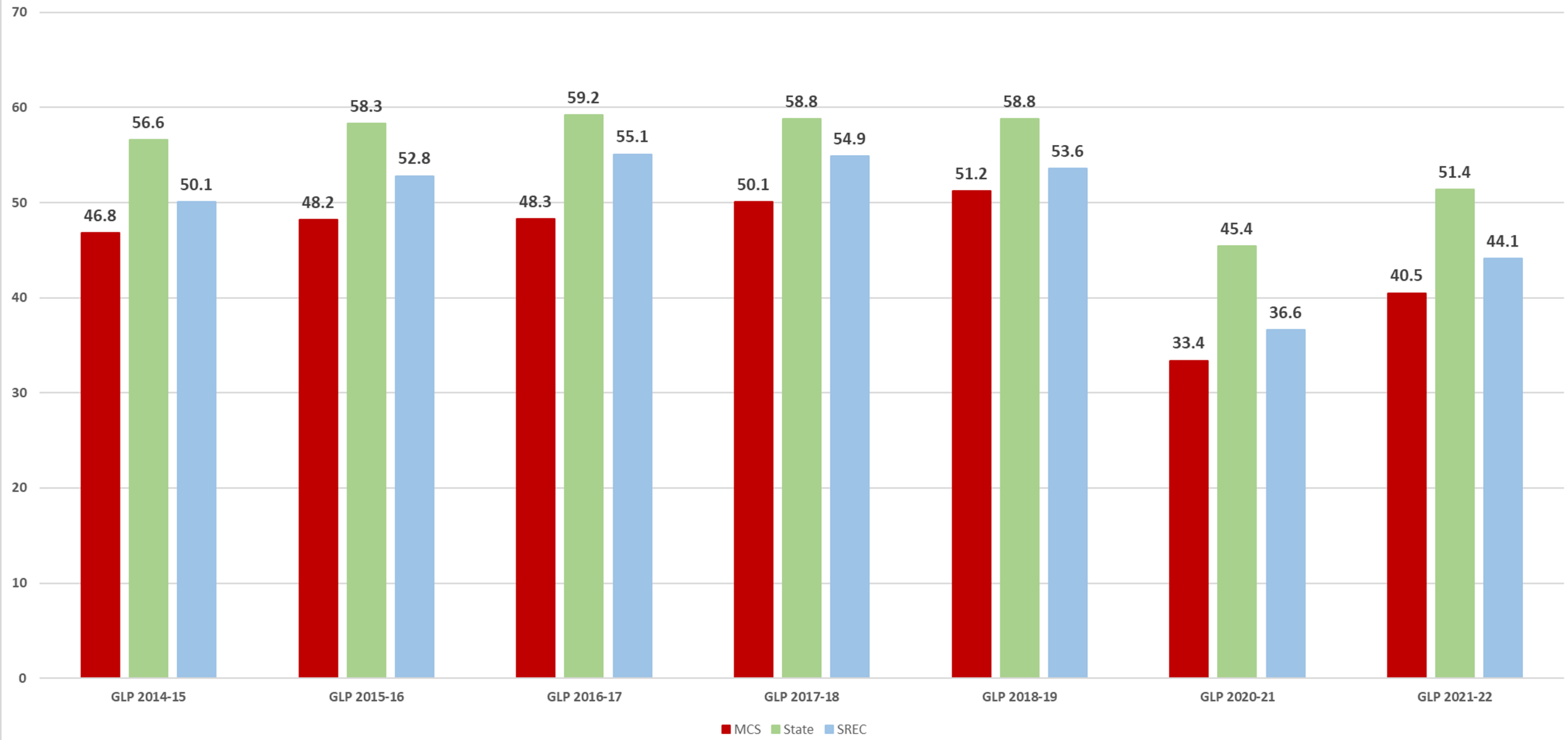
**Next Steps**

- Enhance school marketing plans
- Career plans at middle school
- Focused registration process
- Emphasize AVID strategies
- Increase in marketing opportunities offered in our schools
- Expand Alumni highlights
    - 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)
- Vertical PLCs
- PDSA Groups
- Small Group Focus
- Full Time BT Coordinator
- Teacher Cadet Program
- Instructional Facilitators
- Summer School
- After-school and Saturday School programs
- Intervention Programs

# Grade-Level Proficiency – Continued

**Weaknesses**

- Teacher turnover
- Staff Shortages
- Students working
- Students off task due to technology
- Student attendance
- Class size
- Student Responsibility
    - Relearning processes

# Grade-Level Proficiency – Continued

**Opportunities for Improvement**

- Marketing our schools
- Teacher Cadet internships
- Better technology classroom management
- Attendance incentives
- Continue GoGuardian training
- Targeted data discussion in district PDSAs
- Continue EVAAS training

# Grade-Level Proficiency – Continued

**Next Steps**

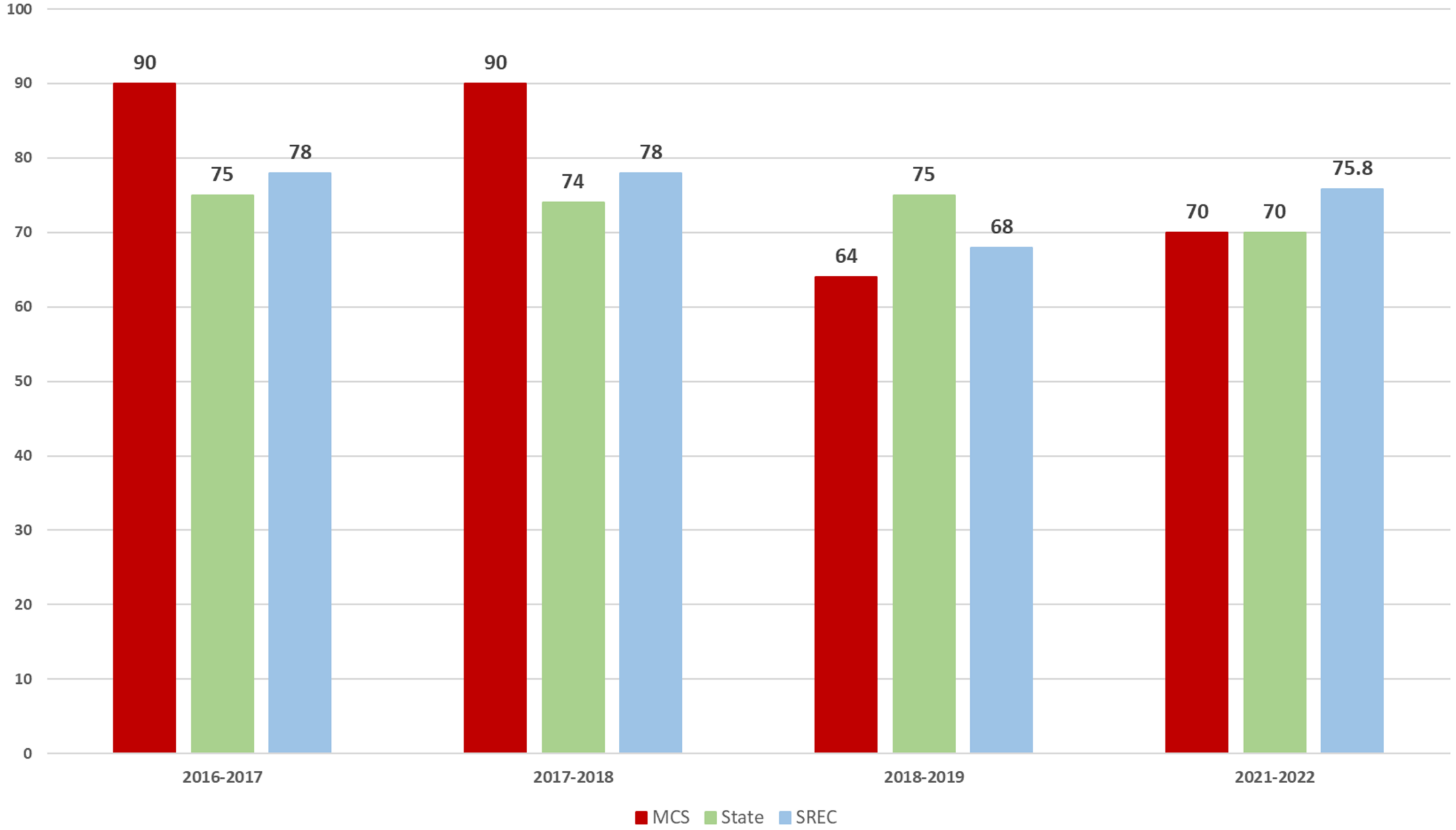
- Continued focus on small group instruction
- Badge program
- Critical learning walks at other schools
- Continue half-day PD days on calendar
- Designate district and school level PD days
- ACT group
- Classroom technology management

# 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 - 2022 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-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
- EVAAS training
- Access to IndiStar
- Paid Tutors
- After school tutoring program with transportation
- District PDSA
- Instructional rounds (Principals visiting other schools)
- Targeted intervention block in schedule

# Ready Expected Growth – Continued

**Weaknesses**

- Staffing
- Need “buy in”
- Growth data and Projections availability
- True understanding of effective data use to inform small group instruction
- Hire/recruit/retain diverse staff
- Understanding inclusion model and co-teaching
- Instruction and Assessment rigor

# Ready Expected Growth – Continued

**Opportunities for Improvement**

- More EVAAS training
- Behavior Management/Discipline
- PD for co-teaching with inclusion focus
- Understanding all data sources and triangulation
- Phonics and LETRS training for all EC teachers
- Continue district PDSAs and unpacking standards

# Ready Expected Growth – Continued

**Next Steps**

- Instructional Rounds and visiting Principals
- Continued focus of vertical information to better serve students
- Utilize Paul Marshall for additional EVAAS training
- Indistar indicator focus at SIT meetings

# 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 | | |

# 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
- Part-time Math and ELA tutors
- CIS Support Specialists at MS and HS

# Achievement Gap – Continued

**Weaknesses**

- Attendance
- Staffing
- Value of Education
- Marketing of programs
- Student responsibilities within families
- Mental Health

# Achievement Gap – Continued

**Opportunities for Improvement**

- Real-World Application
- Gear-up
- Awareness of all options
- Job Fairs
- Diversity in teachers
- Business partnerships to prepare students for what they will need
- Instructional Videos to support households
- Expand offerings for student needs
- Proactive strategies for mental health issues

# Achievement Gap – Continued

**Next Steps**

- Work with IFs to target students
- UNC-C partnership
- Continuation of PDSA processes
- Marketing of all programs
- Expand Instructional videos to encompass MS and HS
- PD for equitable grading strategies
- Continued EVAAS PD



# 21st Century Professionals – Healthy/Responsible

Dr. Tracy Grit
Deputy Superintendent

# 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% | 94.3% |

# Teacher Attendance – Continued

**Strengths**

- Teachers all worked together
- Principals worked well with teachers for appointments, etc.
- All In
- Incentives (District and School)

# Teacher Attendance –Continued

**Weaknesses**

- COVID/Sickness
- Matters out of our hands
- Vacations during school year (social media)
- Mental Health
- Emphasize work/life balance

# Teacher Attendance – Continued

**Opportunities for Improvement**

- Look at calendar options for days in spring
- Innovative calendar
- Teacher support

**Next Steps**

- Keep moving forward!

# 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

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| **BT Retention Rate** | 61% | 53% | 64%<br>3rd Year | 82%<br>2nd Year | 91%<br>1st Year |

# BT Retention – Continued

## Exit Survey Data

- **EOY data, not enough data for MOY**
- **52.9% Leaving Education**
- **23.5% Moving Districts**
- **88.2% Would Encourage Others To Work For MCS**
- **76.5% Indicated Good or Excellent Support From Their School**
- **94.1% Indicated Good or Excellent Support from The Central Office/Donna Kennedy**

# BT Retention – Continued

**Strengths**

- Full time BT Coordinator
- Mentors, Buddys, Volunteer Mentors
- UNC-Charlotte, UNC-Pembroke, ECU, Pfeiffer
- Retention Bonus
- TAG
- Learning Walks
- Badge Program
- Middle Schools working together with shared CTE teachers
- Homegrown Teacher Program

# BT Retention – Continued

**Weaknesses**

- Everyone is not a teacher
- Moving from classroom to other position
- Lack of housing and childcare
- 2nd year cliff
- State Teacher Pay

# BT Retention – Continued

**Opportunities for Improvement**

- Continuation of ALL supports
- School-based child care for employees

**Next Steps**

- Discussion with MCC to bring back childcare
- Intense focus on years 2-3

# 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 Mid-Year | ***221 Incidents (652.97 days lost and 254 days saved)** |

- Transition Days Lost to *Incidents beginning in 2017
- 30% Overall incidents Improvement since 2018-2019
- 50% improvement since 18-19 in days saved

# OSS Suspension Rates – Continued

**Strengths**

- ASP at Montgomery Learning Academy
- SRO Grant
- Restorative Practices
- Teaching in color
- Diversity and Equity Team
- Second Step
- Strengthening families
- ACT program
- 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

# 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

# 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<br>TQP Grant<br>TPP Grant<br>Sandhills Center<br>*SCTG<br>*EIR<br>*FSCS<br>*UNCC iTest Grant<br>*ELISS<br>*CSI –<br>IPG (resubmit for seco nd round in Feb.<br>21st Century (intent to apply submitted)<br>GEAR UP<br>MoCo (looking into)<br>GEAR UP with<br>UNC (submitted) | ELISS Grant<br>21st CCLC<br>PRC 29<br>NC SEL Equity Project<br>TQP Grant<br>GEAR UP UNC<br>Bright Ideas Grant – EMS, PSES<br>Montgomery Fund – 4 recipients<br>SCTG<br>IAL Grant<br>Sandhills Center<br>*Full Service Community Schools<br>*GEAR UP MoCo<br>*SRAE | NC Gear UP<br>ELISS Grant<br>Sandhills Mental Health Grant<br>TQP Grant<br>GEAR UP UNC<br>IAL Grant<br>Bright Ideas Grant – EMS<br>2 Smitherman-Willis Endowment (Montgomery Fund) Grants at MCHS<br>*Still working on EIR with MCC and ECSU<br>*Working on a new TQP Grant with Scotland County Schools and UNCP.<br>Walmart Community Grant | Sandhills Center<br>GEAR UP UNC<br>Bright Ideas Grant<br>USA Football Grant<br>Jimmie Johnson Montgomery Fund<br>DonorsChoose<br>Walmart Grant<br>SEL/Mental Health Counselors<br>SRO Grant<br>Smitherman Willis Endowment<br>First Bank Project Launch<br>Pets in the Classroom (PetSmart)<br>NBPTS Reimbursement<br>ELISS Grant<br>TQP Grant<br>SCTG Grant<br>Seeking more grant opportunities |

# Grants – Continued

**Strengths**

- Sustained Sandhill mental health
- Sustained Gear Up
- Grant writing classes/workshops
- Community Support (Troy Lumber)
- Access to Finance Department
- Applying  for 21st Century Grant
- Walmart Community Grant
- Individual School Grant (Go Outside)
- SEL/Mental Health Counselors

# Grants – Continued

**Weaknesses**

- IAL (sustaining book bus)
- Grants expiring
- Multi-year grants resubmission
- Sustainability
- Complicated Process/Burnout
- Grant Management/Staff Training

# Grants – Continued

**Opportunities for Improvement**

- Continue grant classes
- Continue sharing school level grants
- Future Forward
- Free and reduced lunch forms
- Incentives/Matching Funds
- Grants for SEL/Mental Health Counselors

**Next Steps**

- Continue to Apply
- DPI Digital Teaching & Learning Grant
- 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
- Middle School TVs/Promethean Boards/Mobi (middle school math, elementary, EC)
- Instructional Videos (YouTube)
- Less subjective for walkthroughs
- BT Training/Collaboration with DLCs
- GoGuardian
- New teacher devices/6 – 12th grade students got new devices
- DLC share information/PD in updates/Potty PD
- Hot Spots available
- Educators Handbook

# Digital Instruction– Continued

**Weaknesses**

- New staff training
- Unexpected variables
- More DLCs in district
- Quickly changing technology
- Device Accountability
- Bandwidth

# Digital Instruction– Continued

**Opportunities for Improvement/Next Steps**

- Depts. 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 login/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
- Strong budgeting process
- Grants and COVID money
- Strong community support

# Adequate Fund Balance – Continued

**Weaknesses**

- Economy – Food costs, fuel, supply availability, etc.
- Inflation
- Charter school
- Politics uncertain
- Population decline
- COVID money expires in 18 months

# Adequate Fund Balance – Continued

**Opportunities for Improvement/Next Steps**

- Continue to seek out grant opportunities
- Facilities maintenance
- Technology maintenance
- Marketing
- Enrollment
- Request 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

# 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 devices will be 1 year old or less beginning in 2022-2023 school year
- E-Rate funding
- Device costs (hardware and insurance) continues to decrease
- Hotspots have helped with student access to Internet at home
- 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

# 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 software
- Maintain system security
- Phone System updates
- Bandwidth

# Board Topics/ Discussion

Do Board members have any:

Questions?

Comments?

Concerns?



# Conclusion
# Dr. Dale Ellis

The Journey Continues…