Preparing for Excellence

Mid-Year Strategic Plan Review

MCS Staff Development Room
February 22nd, 2024
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.*

MONTGOMERY COUNTY SCHOOLS
Life-Ready
Globally Competitive

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

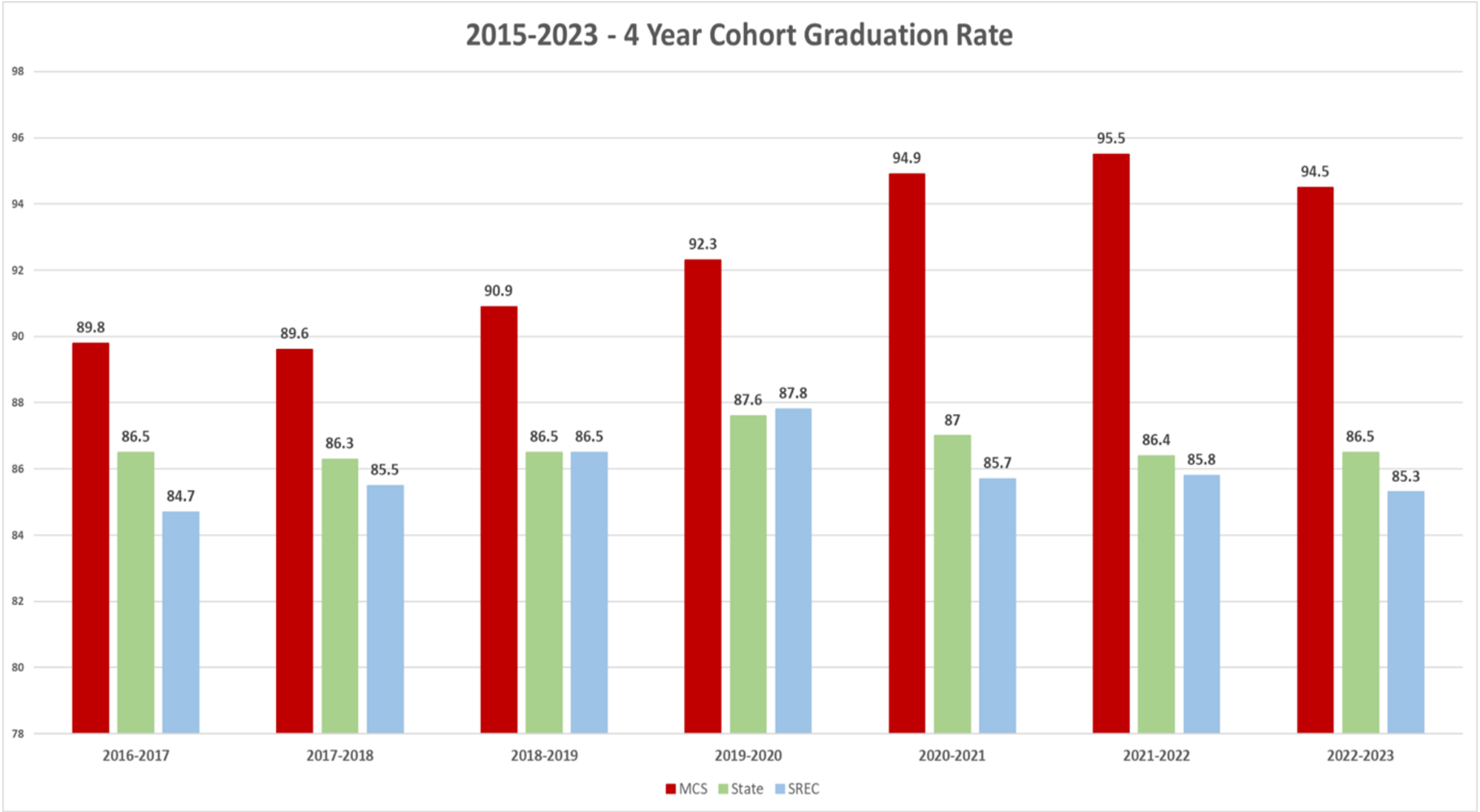
Wade Auman
Deputy Superintendent
for Learning

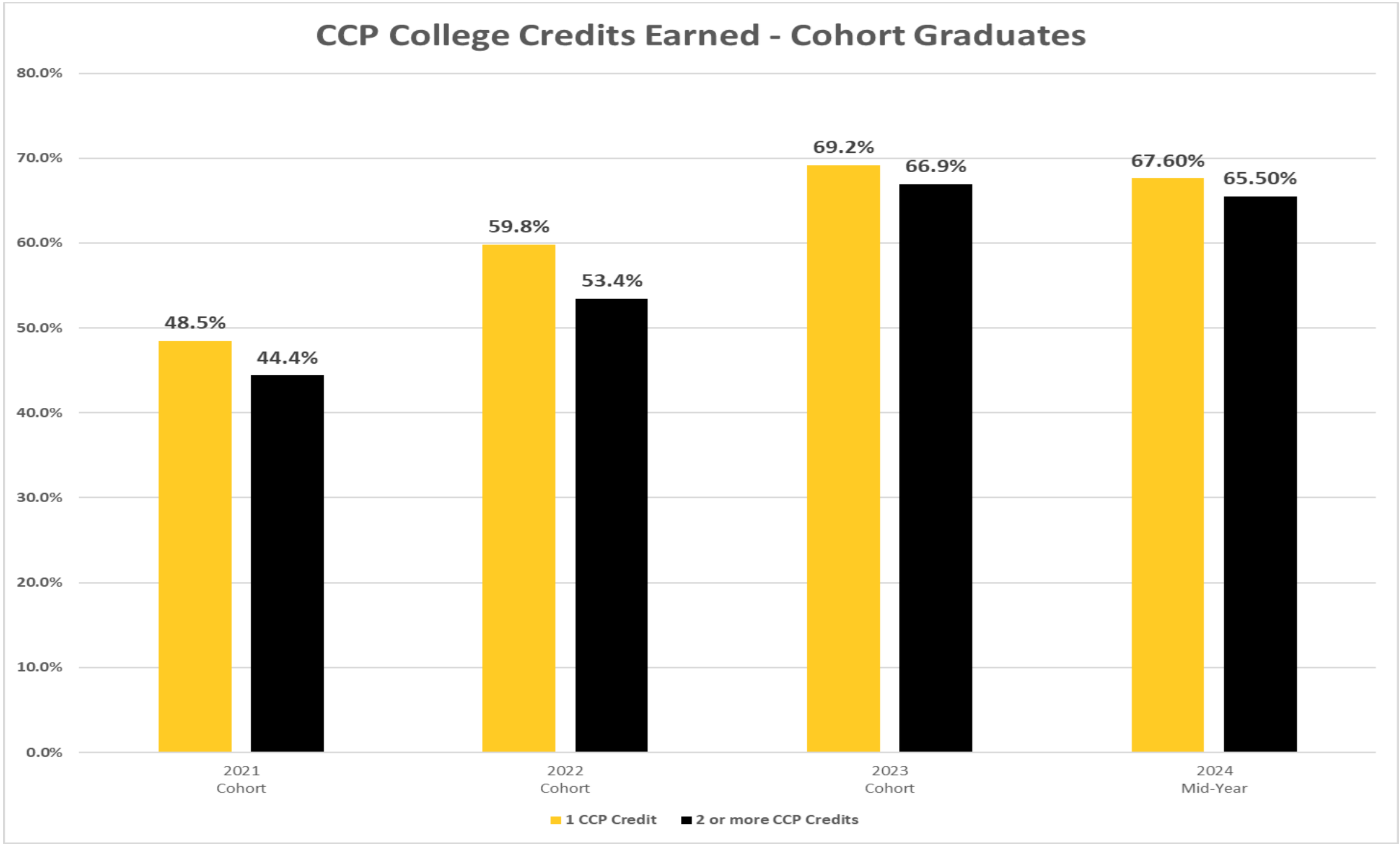


Graduation Rate and Post-Secondary Education

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
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
86.5
85.3
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
2022-2023
MCS
State
SREC


CCP College Credits Earned - Cohort Graduates
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
48.5%
44.4%
59.8%
53.4%
69.2%
66.9%
67.60%
65.50%
2021 Cohort
2022 Cohort
2023 Cohort
2024 Mid-Year
1 CCP Credit
2 or more CCP Credits

Graduation Rate/ Post-Secondary – Continued

Strengths

- Transcript Review Process
- Montgomery Learning Academy
- 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
- GEARUP Grant
- Aligned Curriculum Pathways
- Homegrown Instructor Program
- CTE Exposure for all Students
- AVID Emphasis

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
- Increase Face-to-Face CCP Classes
- More Diverse Offerings
- More Diverse Staffing
- Stigma of College Courses

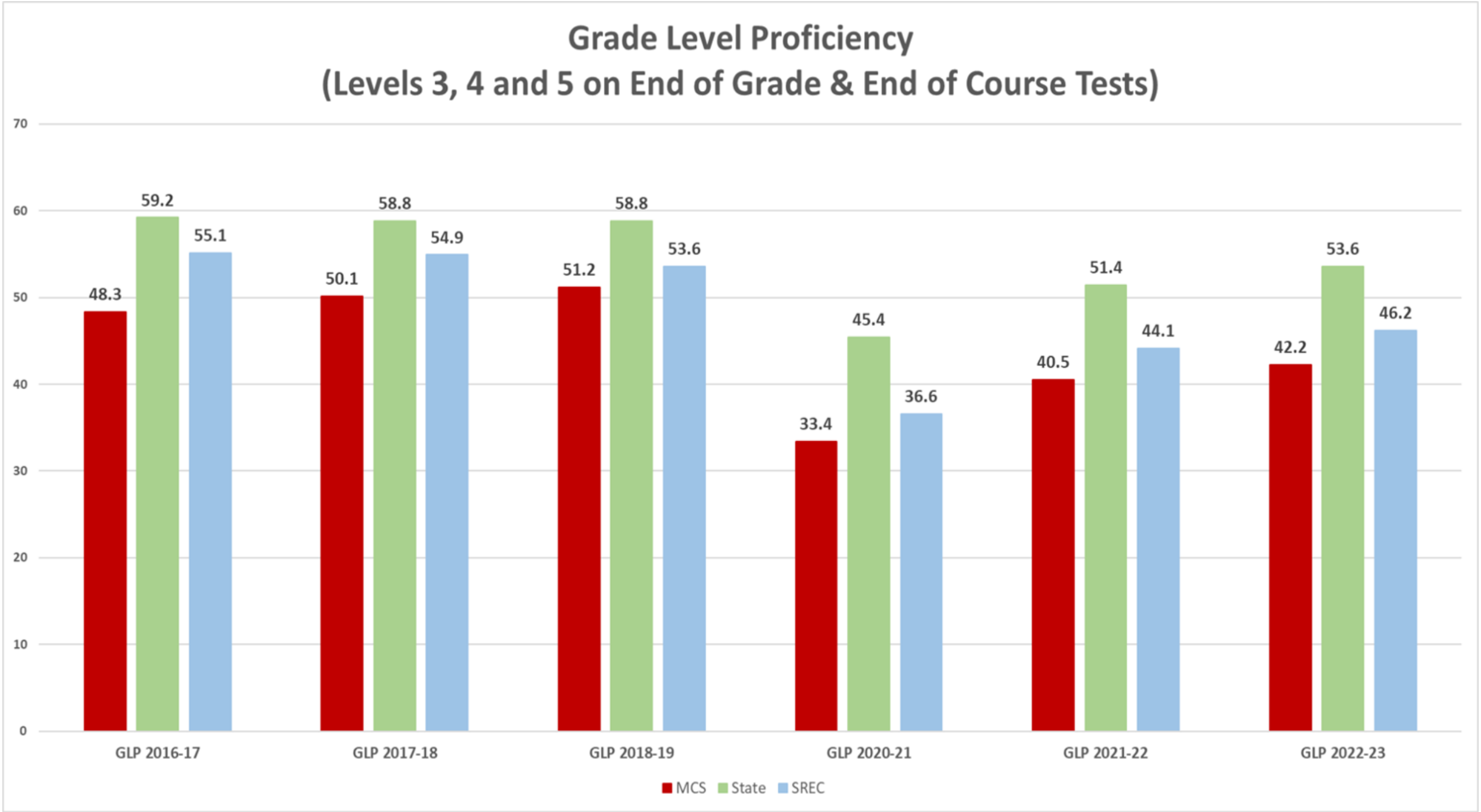
Graduation Rate/ Post-Secondary – Continued

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
    - 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)
70
60
50
40
30
20
10
0
48.3
59.2
55.1
50.1
58.8
54.9
51.2
58.8
53.6
33.4
45.4
36.6
40.5
51.4
44.1
42.2
53.6
46.2
GLP 2016-17
GLP 2017-18
GLP 2018-19
GLP 2020-21
GLP 2021-22
GLP 2022-23
MCS
State
SREC

Grade-Level Proficiency – Continued

Strengths

- Professional Learning Communities (PLC)
    - Teachers and Principals
- Vertical PLCs
- District PDSA Groups
- Small Group Focus
- Full Time BT Specialist
- Teacher Cadet Program
- Instructional Facilitators
- Summer School, After-School and Saturday School
- MTSS / Intervention Programs
- Early Literacy Specialist
- Innovative Calendar
- Teacher and School Leader Grant
- NC EdCorp Tutors/Middle School Tutors

Grade-Level Proficiency – Continued

Weaknesses

- Teacher Turnover
- Staff Shortages
- Students Working
- Non-Appropriate Technology Usage
- Student Attendance
- Class Size
- Student Accountability

Grade-Level Proficiency – Continued

Opportunities for Improvement

- Cross-Curricular Literacy Strategies
- 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
- Individualized Conferencing(Advising)
    - Behavior, Academics and Attendance
- Continue Use of EVAAS
    - Interventions and Scheduling

Grade-Level Proficiency – Continued

Next Steps

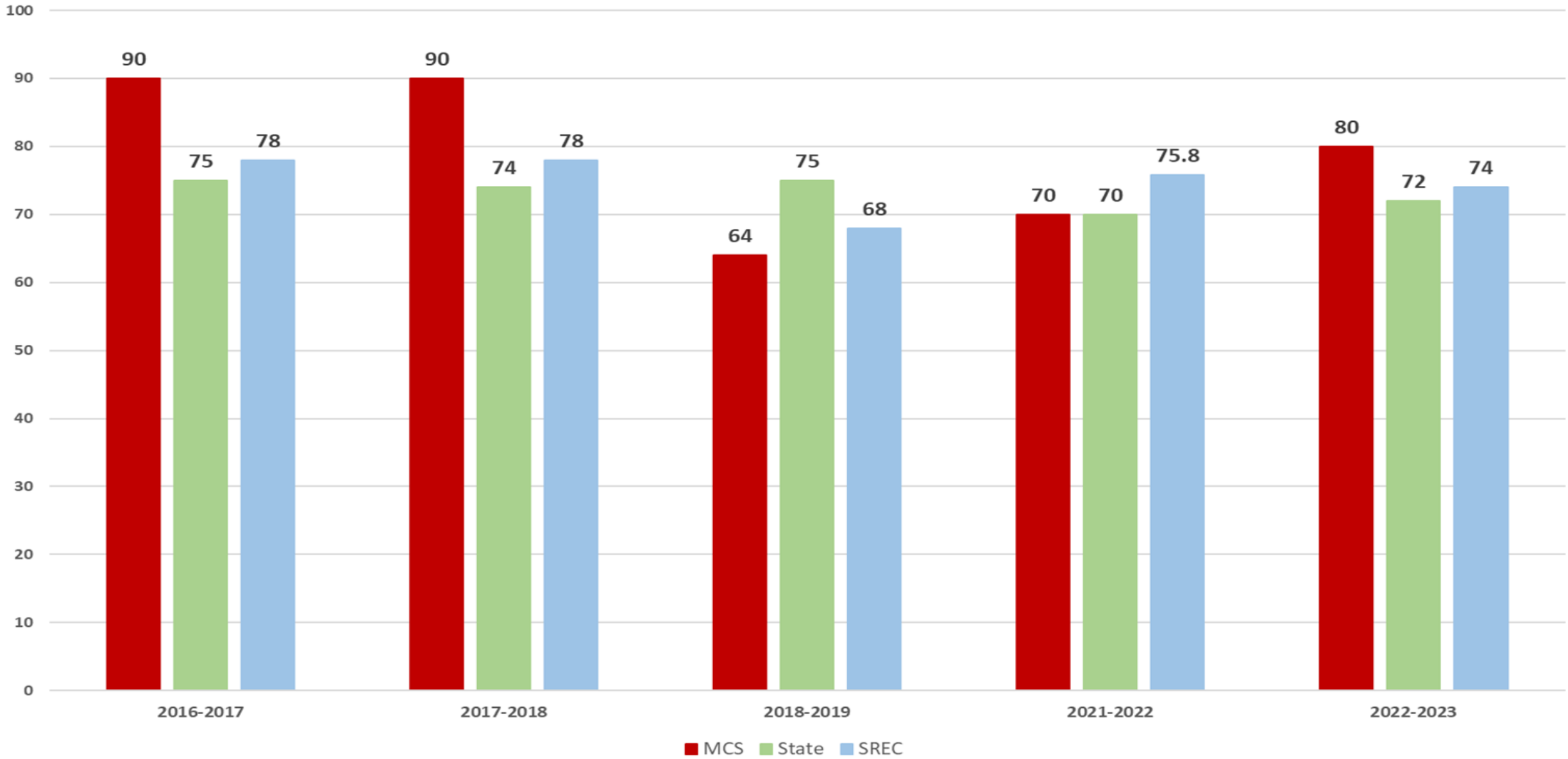
- Continued Focus on Small Group Instruction
- Aperture Education
- Critical Learning Walks
  - Horizontal
  - Vertical
- Continue Half-Day PD Days on Calendar
- Individualized PD aligned with TSL grant
- Classroom Technology Management
  - Effective Implementation Training

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



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.

2022-23 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		0.88	
5th Math EOG		1.91	
6th Math EOG		1.51	
7th Math EOG	-5.58		
8th Math EOG		0.41	
Math I EOC			2.35
Math III EOC-Accountability		-0.34	
3rd Reading EOG			2.36
4th Reading EOG	-3.34		
5th Reading EOG		1.21	
6th Reading EOG		-0.79	
7th Reading EOG	-3.77		
8th Reading EOG		-1.29	
English II EOC			2.8
5th Science EOG			3.72
8th Science EOG	-4.27		
Biology EOC			8.97

Ready Expected Growth – Continued

Strengths

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

Ready Expected Growth – Continued

Weaknesses

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

Ready Expected Growth – Continued

Opportunities for Improvement

- Vertical Learning Walks
- 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
- Implementation of the TSL Grant

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 Needs
- TSL Grant PD: School and Teacher Specific

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 21.9 by 2021, Target 2: 21.9 to 21.2. by 2022, Target 3: 21.2 to 20.5 by 2023, Target 4: 20.5 to 19.8 by 2024, Target 5: 19.8 to 19.1 by 2025

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
    - Mental Health/Trauma Counselors
- Part-Time Math and ELA Tutors
- CIS Support Specialists
- Community Eligibility Provisions (Free Meals)

Achievement Gap – Continued

Weaknesses

- Teacher and Student Attendance
- Diverse Staffing
- Understanding the Value of Education
- Student Family Responsibilities
- Mental Health
- Lack of “Representative” 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
- Grant Funded Career Coaches
- Expand Offerings for Student Needs
- Proactive Strategies for Mental Health Issues
- NC EdCorp Tutors/Grant Tutors
- Restorative Practices/Social Circles

Achievement Gap – Continued

Next Steps

- IFs and Counselors Work to Target Students
- Continue IHE Partnerships
- Continuation of PDSA Processes
- Marketing of all Programs
- Individualized PD by School and Teacher
- Focus on Equitable Grading Strategies
- Career Coaches at MS and HS



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%

Mid Year Update: 94.0%

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)- Quarterly celebrations
- Innovative Calendar
- Covid impact has decreased
- Part of the School Improvement Plan
- TSL Grant Incentives

Teacher Attendance –Continued

Weaknesses

- Sickness
- Matters out of our hands
- Vacations during school year
- Chronic Absences from same employees
- Mental Health
- Emphasize work/life balance
- Maternity Leaves (It is averaged in the data)
- Increased job demands

Teacher Attendance – Continued

Opportunities for Improvement

- More school based incentives
- Minimize teacher demands /Build school climate
- Increase community involvement/support
- Utilization of all staff in the building
- Awareness of the impact of student learning loss caused by teacher attendance
- Crucial conversations with employees that are chronically absent

Next Steps

- Keep moving forward!
- School based incentives/ Money incentives / Monthly drawings for gift cards
- Professional Development at Leadership to increase awareness

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 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 school year 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

At the beginning of 2023-2024 School Year

Beginning Teacher 1	Beginning Teacher 2	Beginning Teacher 3
22 BT1s started the school year (lost 1 as of 2/2/24)	15 BT2s started the school year (lost 2, gained 1 as of 2/2/24)	15 BT3s started the school year (lost 1 as of 2/2/24)

BT Retention – Continued

Exit Survey Data

- **EOY data 12 Exit Interviews were completed**
- **15.4% Leaving Education- down from 52.9%**
- **53.8% Moving Districts - same as End of 22-23**
- **83.3% Would Encourage Others To Work For MCS- up from 88.2%**
- **75% Indicated Good or Excellent Support From Their School**
- **100% Indicated Good or Excellent Support from The Central Office/Jordan Wilson**

BT Retention – Continued

Strengths

- Full time BT Coordinator
- Mentors (1:1 Structure)
- UNC-Charlotte, UNC-Pembroke, Pfeiffer
- Retention Bonus/Sign On Bonus – additional for Math/Science/EC
- TAG
- Learning Walks
- PTEC PD
- Extra Pay opportunities (summer school, after school, coaching)
- 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
- Lack of student teaching experience

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
- Strengthen community partnerships
- Ensure mentor/mentee match is compatible

Next Steps

- Additional support for EPI teachers
- Limit responsibilities/duties
- Additional Staff from UNCC

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)**
2023-2024 (mid-year)	***295 Incidents resulting in OSS (841.64 days lost and 238 days saved)**

- Increase number of incidents
- Hopeful to see an increase in number of days saved by end of year

OSS Suspension Rates – Continued

Strengths

- ALP at Montgomery Learning Academy
- Grants providing resources
- Restorative Practices/Character Ed Programs
- Strengthening families
- Relationships/School Community
- Behavior Strategies
- Consistent Behavior Matrix
- Social Circles/Facilitated Dialogue
- Student support services (Guidance/Trauma Counselors) – Behavior Assistance Teams
- More teacher assistants in Elementary
- CIS and PACE Programs

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/Other outside influences
- Lack of trust in school system
- Generational expectations
- Lack of classroom management skills from teachers without educational training
- THC Vaping

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 of behavior
- Clear guidelines for support staff (behavior specialist)
- Additional Parent Education Programs
- Understanding ALP and MLA
- Relationships
- Additional restorative training for teachers
- Student Celebrations

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

	2021-2022	2022-2023	2023-2024
Grant Awards	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)	Teacher/Student Leader Perkins Innovation and Modernization Grant Sandhills Mental Health GEAR UP Grant Taylor Fund Teacher/Community Grants Title V - SRAE Badges and Boxes Future Forward Bright Ideas Grants Montgomery Fund SCTG

Grants – Continued

<u>Strengths</u> - **We met our Goal**

- Strong partnership with Research Associates
- SRO Grant/safety
- TSL Grant - 21M + 14M with extension
- CTE Perkins Grant - 4.4M + 2.8M extension for health science
- Grant Writing Classes/Workshops
- Community Support (Troy Lumber)
- GearUP - 3.5M
- Teacher/Community Grants
- Applying for the 21st Century Grant
- Title V - SRAE
- Variety of areas supported by grants
- Badges and Boxes
- Future Forward
- CEP District for 4 years

Grants – Continued

Weaknesses

- Grants Expiring
- Multi-Year Grants Resubmission
- Sustainability
- Complicated Process/Burnout/Time Consuming
- Matching Funds
- Lost Restore Grant
- Sandhills Merger
- Grant Management/Staff Training
- More Competition

Grants – Continued

Opportunities for Improvement

- Clarification for TSL Grant
- Continue Sharing School Level Grants/Grant Writing
- Grants for SEL/Mental Health Counselors

Next Steps

- Continue to Apply
- Teacher Leadership
- Recognition
- Secure Grant Hub

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/Tuesday Videos/Throwback Thursday Videos
- Technology integration for instruction - extend
- Nearpod, Flocabulary
- 1 to 1 devices
- Promoting teacher leadership (google certifications)
- Summer camp for MCS Technology Department
- MCS has Required and Optional Tech PD/Flexible
- Youtube channel - at home support
- BT Training/Collaboration with DLCs
- Canva
- DLC Share Information/PD in Updates/Potty PD/Recognizing Usage
- Educators Handbook
- Ident-a-kid

Digital Instruction– Continued

Weaknesses

- Go Guardian
- New Staff Training
- Unexpected Variables - rural, weather
- Phishing Emails
- Device/Network Security
- Quickly Changing Technology
- Device Accountability
- Bandwidth/Hotspot Connectivity
- Triple E can be subjective

Digital Instruction– Continued

Opportunities for Improvement/Next Steps

- Volunteers for Triple E Videos
- Device Accountability and Care
- PD on extend/enhancing
- Gaggle
- Student led learning with devices
- Walkthrough with DLCs
- Canva training/support
- Phishing/security training for all
- Consistency Across Grade Levels
- DLCs on PLC agendas
- Continue Digital Citizenship
- 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

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
- 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
- Gaggle monitors student emails and alerts staff of potential issues
- 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
- E-rate funded hardware replacements

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…