

Strategic Plan Goal 1 Update



Montgomery Township School District
2018-19 School Year

Timeline



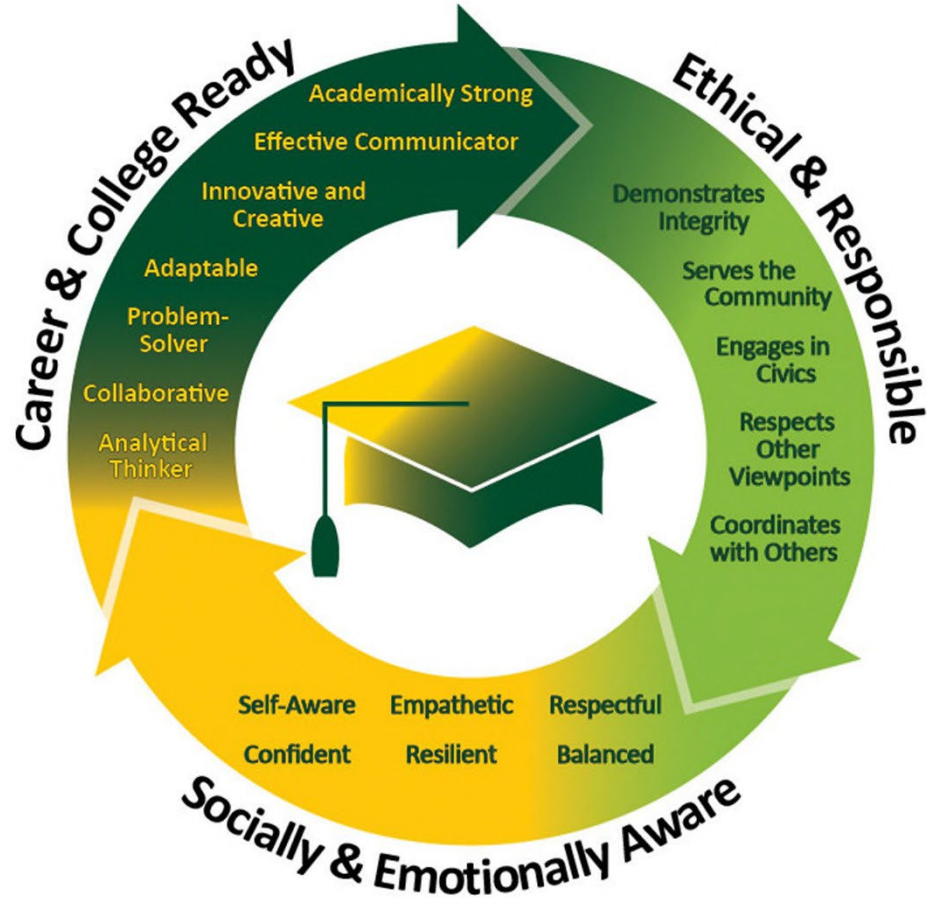
- February 2017 Board adopted strategic plan
- February 2017 Goal teams were formed to begin the development of action plans for the 2017-2022 timeframe. Action plans were completed August 2017
- Goal teams meet regularly to advance the 2017-2022 strategic plan

Stakeholders

- Students
- Faculty and Staff
- Parents
- Community members
- Administrators
- Board members



Portrait of a Graduate



Mission and Vision



M-To empower every student to succeed in a diverse, dynamic, global society by providing quality educational experiences in a caring environment.

V-To be a premier school district in developing confident, compassionate, engaged learners.

Strategic Goals



- Maximize the social-emotional and academic growth of every student.
- Ensure a learning environment that promotes excellence.
- Strengthen stakeholder relationships to support and enhance student learning.
- Optimize operational and financial resources to enhance student experience.



Goal 1

Student Success

Maximize the social-emotional and academic growth of every student.

Members - Team 1



Leader: Mary McLoughlin

Mark Accardi (UMS)	Brenda Huneryager (LMS)
Staci Anderson (UMS)	Georgianna Kichura (LMS)
Kevin Armstrong (LMS)	Stephanie Lachenauer (UMS)
Fiona Borland (District)	Susan Lacy (VES)
Lynn Carro (VES)	Megan Mastil (MHS)
Cory Delgado (UMS)	Amy Monaco (OHES/VES)
Brittany Discepola (OHES)	Stephanie Shaffer Obe (OHES)
Karen Dudley (OHES)	Alison Pankowski (OHES)

Members - Team 1



Leader: Mary McLoughlin

Lauren Fornal (VES)	Damian Pappa (District)
Corie Gaylord (District)	Joe Riccardi (MHS)
Mike Girvan (MHS)	Max Rodriguez (VES)
Naoma Green (MHS)	Jen Rogers (OHES)
Melissa Gustich (LMS)	Allison Doyle Smith (UMS)
Carla Hampton (MHS)	Eric Sletteland (OHES)
Erin Harsell (LMS)	Daryl Schwenck (MHS)
Melissa Hodgson (MHS)	Alma Reyes (District)



Objective: 11D Differentiate instructional strategies to support each student's unique learning needs, interests, and aptitudes

- What has been accomplished?
 - District-wide walkthroughs
 - Data from Spring 2018 survey has been reviewed

- How do we know?
 - Completed walk-throughs

- What adjustments have been made to original approach?
 - None



Objective: 11D Differentiate instructional strategies to support each student's unique learning needs, interests, and aptitudes

- What are we currently working on?
 - To provide a Professional Development model that will serve as a resource for differentiated instruction
- How will we accomplish this action?
 - Utilize survey data to create the PD model
- How will we know the action is accomplished?
 - We will have a defined professional development model of differentiation for elementary/middle/high school levels for the Fall 2019
- What percentage of actions for the year is completed?
 - 60%



Objective: 1.2 Enhance Student Services & 1.7 Branch out guidance into two sections: one for college experience and one for student services

- What has been accomplished?
 - Explored the feasibility of adding a middle school SAC
 - Research on risk assessment screening for all students in grades 7-12
 - Trained staff in recognizing signs of concern in students (“gatekeeper” training)
 - Examined feasibility of providing Youth Mental Health First Aid training for all staff over the next 3 years
- How do we know?
 - Proposed a SAC for Middle Schools in 19-20 budget
 - All certificated staff were trained on recognizing signs of concern in students November 7, 2018
 - Cohort of staff completed Youth Mental Health First Aid training



Objective: 1.2 Enhance Student Services & 1.7 Branch out guidance into two sections: one for college experience and one for student services (continued)

- What adjustments have been made to original approach?
 - Partnered with 13 & 2.1 on SEL competencies framework

- What are we currently working on?
 - Implementing risk assessment screening for all students 7-12

- How will we accomplish these actions?
 - Include staffing needs in budget
 - Implement risk assessment for students grades 7-12
 - Have additional staff members trained in Youth Mental Health First Aid next school year

- What percentage of actions for the year is completed?
 - 90%



Objective: 1.3 Ensure students' social-emotional needs are being addressed

- What has been accomplished?
 - Application for School of Character Accreditation at UMS
 - POG Curriculum Mapping Tool
 - Curriculum Mapping at UMS (7-8)
 - Where and how POG/SEL competencies are integrated into the curriculum and instruction

- How do we know?
 - Completion and Submission of Application
 - Creation of Mapping Tool
 - Implemented use of Mapping Tool 7&8



Objective: 1.3 Ensure students' social-emotional needs are being addressed (continued)

- What adjustments have been made to the original approach?
 - None

- What are we currently working on?
 - Constructing a consistent Climate Survey to be used across the district
 - Phase in POG/SEL Curriculum Mapping across all grades

- What percentage of actions for the year is completed?
 - 60%



Objective: 1.4 Provide relevant, targeted professional development for all staff

- What has been accomplished?
 - Launched protocols for Professional Development Database
- How do we know?
 - Go Sign Me Up currently being used by all faculty for PD
- What adjustments have been made to original approach?
 - None
- What are we currently working on?
 - Assess new protocols in May 2019
- What percentage of actions for the year is completed?
 - 60%



Objective: 1.5 Ensure special education services provide a continuum of supports and interventions that meet each learner's needs.

- What has been accomplished?
 - Reviewed data collected from teachers on programming, resources and supports
- How do we know?
 - Created charts based on staff feedback
- What adjustments have been made to original approach?
 - None



Objective: 1.5 Ensure special education services provide a continuum of supports and interventions that meet each learner's needs. (continued)

- What are we currently working on?
 - District Strategic Plan Survey
 - Analyze data to identify needs within the district

- What percentage of actions for the year is completed?
 - 80%

Objective: 1.6 Address areas for improvement in English Language Learners (ELLs) program



- What has been accomplished?
 - SIOP training is up to date
- How do we know?
 - Training continues
- What adjustments have been made to original approach?
 - None
- What are currently working on?
 - Training additional cohorts in SIOP strategies until all staff is trained
 - Provide SIOP follow-up PD for teachers
- What percentage of actions for the year is completed?
 - 90%



Objective: 4.2 Evaluate the impact of programs and expenditures on student learning

- What has been accomplished?
 - Examined K-4 student reading performance to identify current achievement levels
 - Examined statewide assessment data for student performance grades 3-8
 - Examined transitions of students from elementary to middle school through the lens of K-8 Language Arts
 - Examined the K-8 Language Arts Program



Objective: 4.2 Evaluate the impact of programs and expenditures on student learning (continued)

- How do we know?
 - Completed review of cohort running record data from grades 1-4 (for current 5th graders)
 - Completed review of PARCC reading and writing data reading and writing data
 - Completed review programs and structures at the elementary and middle schools
- What adjustments have been made to original approach?
 - Decision to conduct multiple focus groups at elementary and middle school level



Objective: 4.2 Evaluate the impact of programs and expenditures on student learning (continued)

- What are we currently working on?
 - Professional development for Academic Support Teachers
 - Professional development for classroom teachers on enhancing Tier 1 classroom-based strategies

- What percentage of actions for the year is completed?
 - 75%

Strategic Planning



Thank you!