



Montgomery Township School District

Strategic Plan Update

March 15, 2018

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Gina Siemieniec, ECRA Group

Strategic Plan Update

- **Board adopted strategic plan in February 2017**
 - **Mission, Vision, Guiding Principles, Goals, Objectives, Portrait of Graduate**
- **Relationship between recent shifts in education policy and vision for student success**
- **Goal teams developed and implemented action plans this school year (2017-18)**
- **Progress report will be made available on District website**

Backdrop of National and State Landscape

Student Growth

Every Student Succeeds ACT (ESSA)

PARCC/SBA

Personalized Learning

Balanced
Accountability

School Funding

Social/Emotional Learning

ACT/SAT

Evolving definitions of College and Career
readiness (Redefining Ready®)



Evolving Policy

**Educational Quality Under
No Child Left Behind (NCLB)**

- Assessment Proficiency

**Student Success Under
Race to the Top and Federal Waiver Program**

- Assessment Proficiency and Growth

Readiness Gap



**Met
ACT
Benchmarks**



**Met
SAT
Benchmarks**



**Enrolled
in College**

ACT (2017). The Condition of College and Career Readiness. <https://reports.collegeboard.org/sat-suite-program-results/class-2017-results>
National Bureau of Labor Statistics (2016). TED: The Economics Daily; National Center for Education Statistics (2016). IES Fast Facts

Major Policy Shift

Student Success Under Every Student Succeeds Act (ESSA)

**Whole Child: Broader definition of student success
and more autonomy for states**



Student Success: Indicators

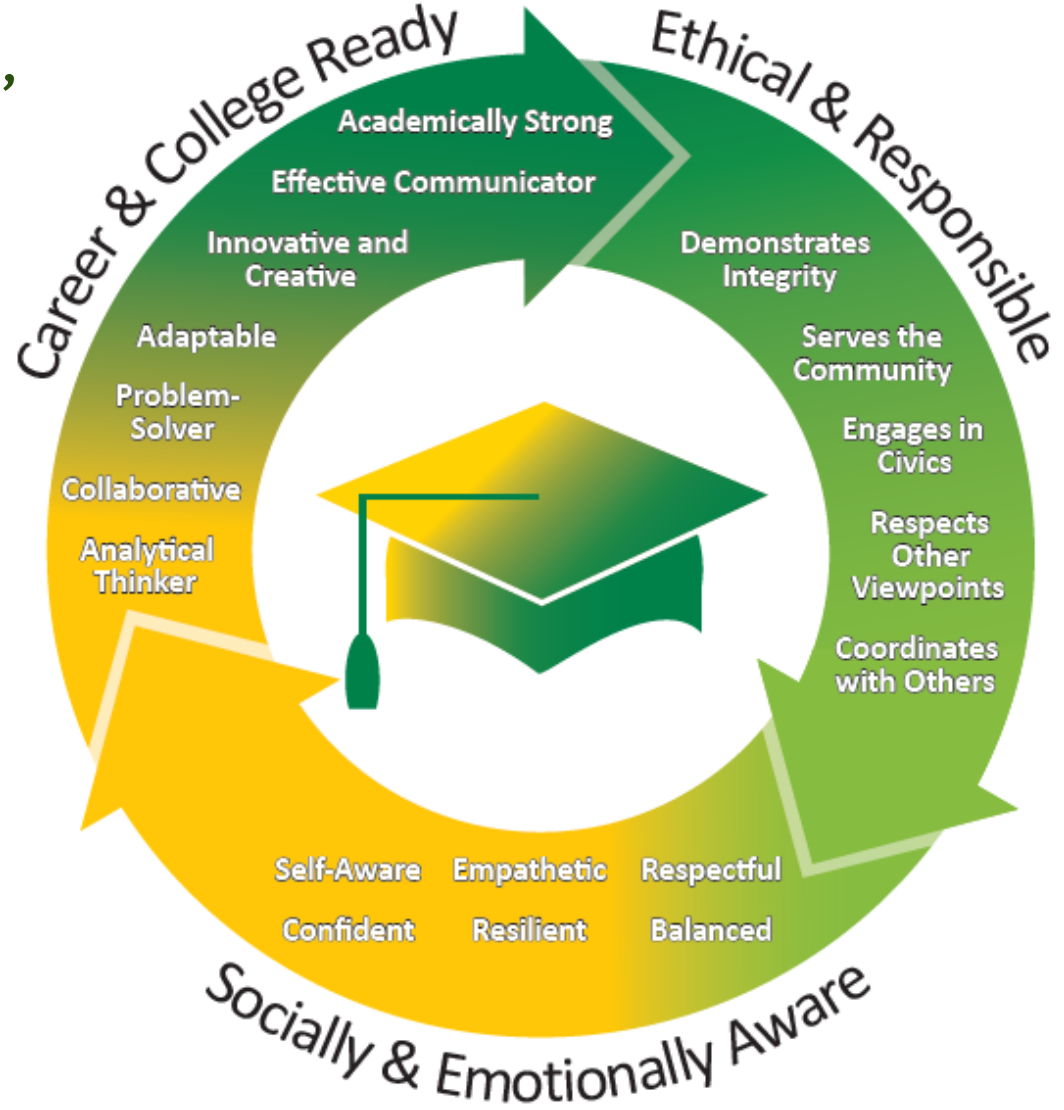
- ▶ Standardized test scores
- ▶ Grades
- ▶ Coursework
- ▶ AP, IB, dual credit participation
- ▶ Attendance
- ▶ Discipline
- ▶ Engagement
- ▶ Community service
- ▶ Co-curricular activities
- ▶ Interests
- ▶ Goal-setting
- ▶ Grit
- ▶ Workplace learning
- ▶ Persistence

Montgomery's Vision for Student Success

- Engaged stakeholders in dialogue regarding student success
- Documented your portrait of a graduate
- Operationalize indicators at the student level

PORTRAIT OF A GRADUATE

Illustrates the desired knowledge, skills, abilities, and characteristics acquired by graduation





Academically Strong

2017 PARCC

New Jersey
Percentage
Meets/Exceeds

Montgomery
Percentage
Meets/Exceeds

2017
Montgomery
Percentile

Mathematics

40.5%

72.9%

93

ELA

53.2%

76.4%

86



Academically Strong

2017 SAT

New Jersey SAT
Average Score

Montgomery SAT
Average Score

2017 Montgomery
Percentile

Mathematics

552

674

97

**Evidence Based
Reading and
Writing (EBRW)**

551

657

97

Strategic Goals

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



Goal 1

Student Success

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

- 🎓 Differentiation
- 🎓 Transitions
- 🎓 Social–Emotional Learning
- 🎓 Professional Development
- 🎓 English Language Learners



Goal 2

School and Work Environment

Ensure a learning environment that promotes excellence.

- 🎓 Teacher/Parent Communication
- 🎓 High School Programs & Pathways
- 🎓 Curriculum Aligned to Portrait of a Graduate
- 🎓 K-12 Science



Goal 3

Collaboration and Communication

Strengthen stakeholder relationships to support and enhance student learning.

- 🎓 Recruit and Retain High Quality Educators
- 🎓 Build Partnerships
- 🎓 Improved Communications



Resources and Operations

Goal 4

Optimize operational and financial resources to enhance student experience.

- 🎓 Safe & Healthy School Environment
- 🎓 Balanced & Sustainable Budgets
- 🎓 Efficiently Maintained & Operated Facilities



Strategic Goal Progress Reports

🎓 Will be located on District website

🎓 www.mtsd.k12.nj.us/strategicPlan

🎓 To be updated 2-3 times per year

Goal 1 Objective: Evaluate the impact of programs and expenditures on student learning

Action	Progress	Measured By	Next Steps
Evaluate budgeted program(s) that are aimed at positively impacting students academically.	Examined academic growth and proficiency for identified students in the Wilson program for three years and compared their performance to other students with similar histories, as well as to all other students. Typical growth was noted when compared to other students with similar performance. A positive trend was noted.	Analyzed Wilson students' performance through a growth model utilizing multiple assessment scores to create a composite achievement score that represents past achievement and projections to future performance.	The district will identify and evaluate the academic impact of another program in the 2018-2019 school year.

Goal 2 Objective: Examine the science program

Action	Progress	Measured By	Next Steps
<p>Utilize teacher learning teams to develop consistency in instructional practices, student assessments, homework and communication of student learning experiences</p>	<p>Developed plan with science staff to ensure consistency of instructional practices, homework and assessments among all classrooms through district database</p> <p>Established formal articulation schedule between UMS & MHS departments to foster collaboration and professional development</p>	<p>Implemented on-going plan to review and ensure consistency in instructional practices, assessments, homework and communication</p>	<p>Conduct mid-year survey to ensure continued consistency</p>
<p>Examine the current placement process and markers for success, inclusive of math skills, to inform student placement in science</p>	<p>Established formal articulation schedule for Science/Math Departments to examine mathematics skills necessary for student success in Physics First</p> <p>Adjusted initial Physics First teaching unit to reflect students possessed necessary math skills to be successful</p> <p>Developed an alternative ninth grade science course, "Integrated Physical, Earth, and Life Science" (IPELS) for the 2018-2019 school year</p>	<p>Assessed first marking period grades for all Physics First students</p>	<p>Analyze data at end of school year for Physics First students</p> <p>Complete curriculum writing for IPELS by June 2018</p> <p>Establish regular 8th to 9th grade science and math teacher articulation days for 2018-2019</p>

Goal 3 Objective: Recruit and retain high quality educators

Action	Progress	Measured By	Next Steps
Refine hiring protocols and district recruitment practices	Ongoing gathering of data on hiring protocols utilized in comparable districts	Synthesis of data gathered from comparable districts	Compare comp district summary data with current MTSD hiring protocols and revise where appropriate; estimated timeline for review: summer 2018
Enhance onboarding protocols and support systems provided to pre-tenured staff	Identified components for a cohort program; Outlined and proposed a budget for a cohort program	Establishment of a cohort program for pre-tenured staff designed to build camaraderie and enhance supports provided through the current mentoring program through intra-and inter-building meetings	Implementation of cohort program pending budget approval; estimated date of budget decision: April 2018

Goal 4 Objective: Provide a safe and healthy school environment.

Action	Progress	Measured By	Next Steps
<p>Enhance Bus Safety and Security</p>	<p>New radio equipment included in 2018-19 budget</p>	<p>Better communication Bus safety reports Completion of third party audit of school safety practices. Creation of videos for staff, parents and students</p>	<p>Creation of driver manual Enhanced training for K-1 students and parents Bus safety drills Review of safety requirements with drivers</p>
<p>Enhancement of Crisis Management Plan</p>	<p>Meetings held with district safety committee Reviewed safety plan District adopted Somerset County Protocol “I Love U Guys”</p>	<p>Implementation of Crisis Management Plan Regular scheduled drills include Fire and Police Completion of third party audit of school safety practices</p>	<p>Continue stakeholder meetings to make decisions on student safety Tabletop exercise</p>



Closing Remarks

Richard T. Cavalli

President, Board of Education

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