

# Strategic Plan Goal 1 Update



Montgomery Township School District  
2018-19 School Year

# Timeline



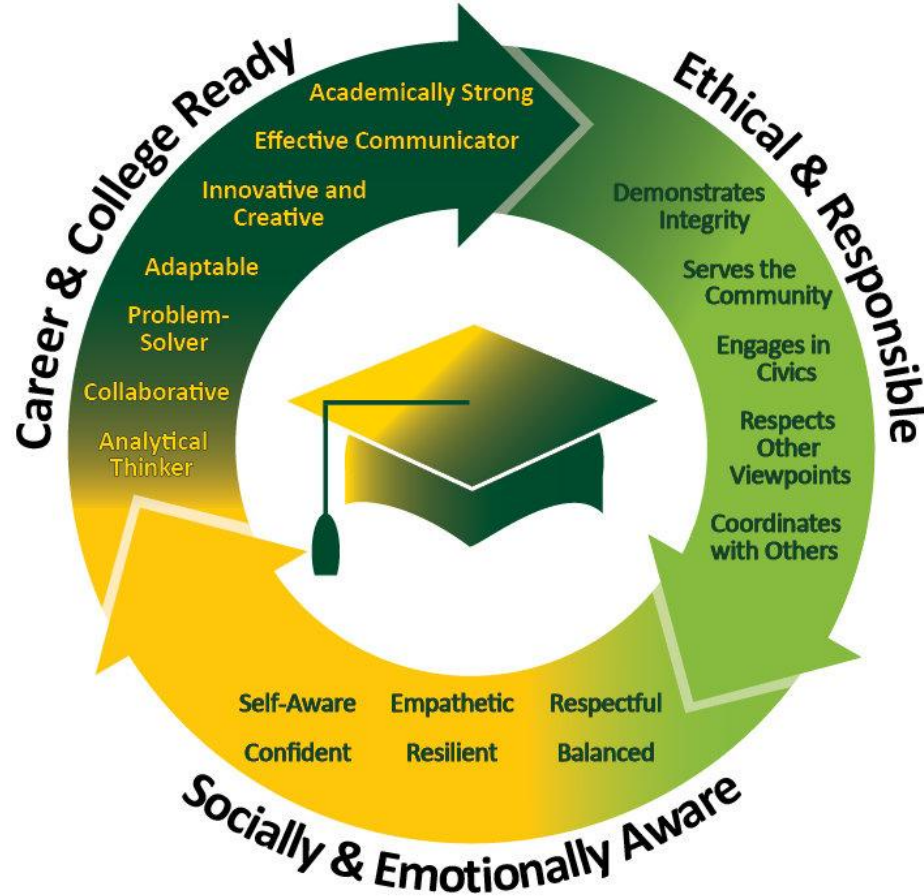
- February 2017 Board adopted strategic plan
- February 2017 Goal teams were formed to begin the development of action plans for the 2017-2022 timeframe. Action plans were completed August 2017
- Goal teams meet regularly to advance the 2017-2022 strategic plan

# 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:** 1.1 Differentiate instructional strategies to support each student's unique learning needs, interests, and aptitudes



- What has been accomplished?
  - Developed survey questions focused on differentiation practices currently implemented throughout district
  - Developed survey questions focused on enhancing current differentiation strategies
- How do we know?
  - Electronic survey administered Spring 2018 to K-12 teachers
- What adjustments have been made to original approach?
  - Team configuration altered; more specificity in action items



**Objective:** 1.1 Differentiate instructional strategies to support each student's unique learning needs, interests, and aptitudes

- What are we currently working on?
  - Action item: To provide a Professional Development model that will serve as a resource for differentiated instruction
- How will we accomplish this action?
  - Unpack the data from teacher survey and identify current tools available
- 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?
  - 30%

**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?
  - Focused on transitions of greatest concern (8-9 and college)
  - Created context map of transition experiences
  - Initiated 9th grade mentoring program
  - Initiated Montgomery 360 at MHS with parent module
  - Rearranged course selection/8th grade visit to MHS
  - Established Peer Helper program at UMS
  - Revised Freshmen Guidebook
  - Improved supports to parents
  - Established alumni Linked-In group
  - Surveyed local public high schools and college admissions reps (1.7)
  - Researched local non-public schools (1.7)

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



- How do we know?
  - All feedback from parents, students and staff has been positive (100%)
  - Program adjustments have been put in place



- **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 1.3 & 2.1 on SEL competencies framework
- What are we currently working on?
  - Added action items focusing on mental health and wellness
    - Explore the feasibility of adding a middle school SAC
    - Research and implement risk assessment screening for all students in grades 7-12
    - Train staff in recognizing signs of concern in students (“gatekeeper” training)
    - Examine feasibility of providing Youth Mental Health First Aid training for all staff over the next 3 years





- **Objective:** 1.2 Enhance Student Services & 1.7 Branch out guidance into two sections: one for college experience and one for student services (continued)
  
- How will we accomplish these actions?
  - Include staffing needs in budget
  - Implement risk assessment for students grades 7-12
  - Train all MTSD staff on November 7, 2018 on signs of concern
  - Have at least 5 staff members trained in Youth Mental Health First Aid this school year
  
- What percentage of actions for the year is completed?
  - 80%



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

- What has been accomplished?
  - Conducted MTSD SEL program inventory
  - Conducted research on best practice
  - Aligned NJ SEL Competencies with Portrait of a Graduate
  - Initiated process of developing K-12 SEL Framework
  - Began accreditation process to become District of Character
  
- How do we know?
  - Program Inventory Document
  - Site visits to Schools of Character
  - Learning Outcomes Document
  - Acknowledgement from Character.org - 2 practices



## **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?
  - Attend identified professional workshops SEL training.
  - Examine current SEL Practices and Programs for proper alignment.
  - Create programs and strategies to develop SEL competencies where needed.
  - Write MTSD SEL Framework in summer 2019
  - Apply for UMS School of Character and pursue district of character status.

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

- What percentage of actions for the year is completed?
  - 30%



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



- What has been accomplished?
  - Conducted an audit of professional development topics covered since 2012
  - Investigated additional features of the district's current tool (GoSignMeUp) for in-house professional development in order to develop a user guide for PD facilitators
  - Developed a protocol for utilizing the district registration software for both district PD days and Flex PD opportunities
  - Collaborated with MTEA on updating flex pd procedures, including instituting a new, streamlined Flex PD approval process
  - Calibrated Flex PD options among Supervisors/VPs to ensure consistency in Flex PD approval process



## **Objective: 1.4** Provide relevant, targeted professional development for all staff (continued)

- How do we know?
  - Completed documentation for all accomplished tasks
- What adjustments have been made to original approach?
  - None
- What are we currently working on?
  - Create guidelines for supervisor-led PD by Spring 2019





## **Objective: 1.4** Provide relevant, targeted professional development for all staff (continued)

- What are we currently working on?
  - Calibrate professional development best practices across departments and grade levels
  - Explore the possibility of expanding summer PD to neighboring districts in order to increase shared ideas, collaboration, and diverse viewpoints by Summer 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?
  - Initiated analysis of program placement options, resources and supports for current students with disabilities, Preschool - Grade 12
  - Developed and administered a survey to special education teachers, related services providers and child study team members
  - Obtained special education staff input regarding program placement options and availability of resources and supports to address the needs of the students with disabilities

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



- How do we know?
  - Survey, Student Placement Report, Special Education Resources Report
- What adjustments have been made to original approach?
  - Modification to the survey instrument to facilitate ease in responding and to yield more specific responses for initial analysis.



**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?
  - Analyze data obtained through report and survey to identify potential programming needs
  - Administer Parent Survey
  - Administer follow up staff survey to assess indicators of demographics of needs.
  
- What percentage of actions for the year is completed?
  - 70%

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



- What has been accomplished?
  - Completed Sheltered Instruction (SIOP) training of 70+ teachers
  - Provided PD on English Language Learners (ELLs) and Disabilities to counselors, academic support and CST staff
  - Provided small-group PD to teachers at UMS / LMS
  - Collected survey and anecdotal data to improve future SIOP training
  - Provided cultural and language awareness mini-lessons to SIOP participants
  - Created and continue to build mainstream teacher resources in shared Google drive
  - Provided SIOP strategies and activities PD book for SIOP participants

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



- What has been accomplished? (Continued)
  - Developed list of program needs based on state mandates and identified needs; Curtailed list to highest priority items
  - Designed and implemented ELA-standards-aligned ELL grades 9 -12 curriculum
  - Conducted three (3) parent advisory meetings
  - Communicated Seal of Biliteracy procedure out to community
  - Developed and translated ESL-class progress report
  - Began collection and translation of district documents including district report cards, and OHES/VES Handbook into 3 priority languages
  - Objective team and ELL teachers attended ELL Summit hosted by NJPSA



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



- How do we know?
  - Professional Development Agendas, Sign-in sheets, [Surveys](#), [Shared Google folder](#), PD book and other teacher resources
  - Objective Team Action Plan and meeting document
  - BOE-approved Grades 9-12 ELL Curriculum in Rubicon ([Beginner](#), [Intermediate/Adv 1-2](#), [Intermediate/ Adv 3-4](#))
  - Parent Advisory Sign-in Sheets, articles and photographs published in MTSD E-news and website ([Article 1](#); [article 2](#); [photographs 5/15](#))
  - Seal of Biliteracy Article and information published in MTSD E-news, website, and MHS Program of Studies
  - ([Website](#), [Article](#), MHS POS p. 51 )
  - Translated documents
  - ELL Summit attendance Professional Development certificates

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



- What adjustments have been made to original approach?
  - Modification to SIOP training with emphasis on smaller, more content-specific groups, and increased focus on teacher production of concrete instructional resources and models
  - Addition of a social component to the ELL Parent Advisory Meetings to include an end-of-year Potluck Social gathering for families
  - Additional team member focus on access to local and national professional resources and organizations
- What percentage of actions for the year is completed?
  - 100%

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



- 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?
  - 80%



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

- What has been accomplished?
  - Examined and compared academic growth and proficiency of Wilson Reading Program with comparative groups of students
  - Analyzed performance of students in one comparative group with students having less than three years of Wilson instruction prior to the 2017-2018 school year
  - Developed objective team questions for certified Wilson Teachers' focus groups
  - Conducted focus groups with certified Wilson Teachers.
  - Examined feedback from certified Wilson Teachers' focus groups.
  - Determined most effective approach to eliciting student feedback.



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

- How do we know?
  - March 13, 2018 Board of Education Presentation data
  - Certified Wilson Teachers' feedback from 4/20/18 and 4/30/18 focus groups
- What adjustments have been made to original approach?
  - Decision to conduct multiple focus groups at elementary and middle school level
- What percentage of actions for the year is completed?
  - 100%



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

- What are we currently working on?
  - Examine the K-8 Language Arts Program.
  - Focus on Academic Support within the K-8 Language Arts Program.
  
- What percentage of actions for the year is completed?
  - 50%



# Strategic Planning



Thank you!