MISSOULA COUNTY PUBLIC SCHOOLS

5 YEARS IN REVIEW

ACHIEVEMENT FOR ALL

THE STRENGTH OF OUR COMMUNITY IS EVIDENT IN THE STRENGTH OF OUR SCHOOLS.
LEARNING INCREASE STUDENT ENGAGEMENT

- Missoula County Public Schools achieved an 84% graduation rate with a 4.2% drop out rate in the 2019-20 school year.
- We made progress toward our ambitious goal of 90% of students on grade level in reading, writing, and math. That said, we still have a lot of work to do to ensure all students are achieving their full potential.
- 62% of all 3rd-8th grade students scored proficient or advanced on the 2018-19 English Language Arts Smarter Balanced Assessment.
- 52% of all 3rd-8th grade students scored proficient or advanced on the 2018-19 Math Smarter Balanced Assessment.
- 67% of MCPS Juniors scored at or above Benchmark on the 2018-19 English Language Arts portion of the ACT test.
- 40% of MCPS Juniors scored at or above Benchmark on the 2018-19 Math portion of the ACT test.
- We have successfully implemented the Montana Behavioral Initiative (MBI) in all of our schools. With the support of the project DEAL grant, the school became a Multi-tiered System of Support (MTSS) District in 2017-18. Through this work, we will continue to engage all schools district wide in the work of bridging academic and behavior supports together to meet student needs. The STAR benchmark assessment in Early Literature, Reading and Math is used in all grades K-9 to support Response to Intervention (RTI) work in each classroom.
- MCPS has the International Baccalaureate Programme Primary Years Program (PYP) at Lewis and Clark Elementary and Franklin Elementary is a candidate school for PYP. Washington Middle School is a candidate school for the Middle Years Program (MYP), and we have two Diploma Programs at Big Sky and Hellgate High Schools.
- MCPS has the Health Science Academy at Big Sky High School. As a result of the feedback from our State CTE Audit and the rigorous standards of the National Career Academy Coalition, we revised our plan and we are now focused on the development of CTE program pathways that align with the job market and employment projections published by the Montana Department of Labor & Industry.
- Paxton Elementary is in a full-school dual language immersion implementation and Washington Middle School has implemented rigorous Spanish instruction in 6th-7th grades. We are working toward our goal of getting students prepared to proficiency on the AP Spanish exam by 9th grade. To meet that goal, the middle school instructional model has shifted to a language immersion model focused on grammar, vocabulary, and literature in the target language.
- We have Science, Technology, Engineering, and Math (STEM) classes taught districtwide; including Engineering at each grade level K-5; Engineering, Robotics, and Biomedical Science in grades 6-8; Biomedical Science. Engineering and Design at Big Sky High School, Engineering, Design, and Computer Science at Sentinel High School and Engineering and Design classes at Hellgate and Seeley Swan High Schools.
- We have implemented the Montana State Standards K-12 and the Next Generation Science Standards are embedded in instructional delivery.
- Community-based early childhood program.
- K-8 art programs enhanced through community partnerships.
- All students in grades 5, 8 and 12 complete capstone projects.
- Problem-based, interdisciplinary i3 learning experience implemented.

OPERATIONS ENHANCE COMMUNICATION & COLLABORATE

- All elementary and middle schools have a minimum of thirty minutes of intervention/enrichment time. This time is supported with ELA curriculum materials such as ReadyGen, ReadyEd, JRLA materials, REAE 180, System A4, and Engage NY. A reading-specific intervention is established in all high schools using READ 180.
- All teaching staff, K-12, have participated in training with Solution Tree on the Professional Learning Community model and/or they have participated in the New Teacher Mentor Program initiated in the 2017-18 school year. To date, 69 staff have been induced into the program in the 2018-19 school year; and 65 staff in the 2019-20 school year. Every new certified staff member is assigned a teacher mentor and there are two dedicated teacher-coaches who lead the program. New teachers participate in formal new-teacher orientation and induction days and five topic-specific district-wide PLCs as a cohort of new teachers.
- Opportunities for teacher leadership exist through:
  - Teaching & Learning content area task forces (ELA, Math, CTE, Library, Counseling, STEM)
  - Title I Committee (supporting students living in poverty)
  - Title I Committee (supporting Native American students)

- Opportunities for student leadership exist through:
  - Grades 6-12 Athletics and Activities
  - Grades 6-12 Student government

- Our schools and our district are informed by My Voice Survey results and focus groups initiated by all Families in Transition or Family Resource Center coordinators each year. The survey results are used to inform the school climate and culture goals for the upcoming school year.
- Business and community representatives participate on District or community task forces such as:
  - Education Innovation Teams used to plan renovation or reconstruction at each school
  - Title I Committee (supporting students living in poverty)
  - Title I Committee (supporting Native American students)

- Content specific community partners come into our classrooms when their expertise and programs tie into our curriculum.

- Title I Committee
  - Community Medical Center
  - EmpowerMT
  - Fine Science Lab
  - Garden City Harvest

- Montana State Fund
  - Montana Natural History Center
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June 2019 Benchmarks

- All staff know key characteristics of professional learning communities.
- All certified staff participate as members of a professional learning community with a focus on student learning.
- All certified staff have dedicated time during the contract day of not less than 60 minutes per week to meet in their professional learning community teams.
- Each grade level and department team clearly addresses the four critical questions of a professional learning community.
- Guaranteed and viable curriculum, formative assessment, intervention and enrichment are common throughout MCPS.
- Common Core and Next Generation Science Standards are embedded in instructional delivery.
- All staff are engaged in the District’s mission and major initiatives.
- Annually, all staff members develop personal and team goals aligned with District goals and initiatives.
- Job-specific evaluation instruments are developed for specialized certified and classified positions.

The bond created the following improvements to all MCPS buildings:

- A robust wireless network in all schools, which includes support for a Bring Your Own Device or BYOD program across the district.
- 1,203,500 square footage of instructional space impacted by renovations.
- 264,120 square footage of instructional/circulation/support space expanded.
- New ventilation and mechanical systems for improved air flow and efficient performance.
- Every school received upgrades to furniture, fixtures, and equipment.
- Across the district, 76,760 square footage of performing arts spaces were upgraded including a new theater at Big Sky and Seeley Swan High School, a new performing arts classroom addition at Sentinel High School, and renovated theaters at Hellgate and Sentinel.
- Improved/expanded fine arts instructional space at the elementary and middle schools.
- Every school now has upgraded instructional spaces for STEM projects, dedicated dining rooms, and improved student commons and libraries.
- Schools were renovated to create flexible learning environments that focus on human connection, student and staff collaboration, and access to natural light.
- Every school building is equipped with a secure main entrance, auto locks on all school doors, lockdown buttons and security cameras.

ENVIRONMENT

In 2015, Missoula voters passed a $158 million bond, providing funding for renovation or reconstruction at all 18 MCPS school campuses. Construction started in January 2016 and will be complete by the end of 2020.

- Facilities long-range strategic plan complete.
- Major bond initiative to address instructional, facility, technology and safety / security needs.
- Robust wireless network in all schools.
- Support for a Bring Your Own Device or BYOD program across the District.
- Hardware and software installed to meet instructional needs across the District.
- Montana Behavioral Initiative in all schools.
- Autolocks on all school doors; all staff trained in active resistance; obvious and secure front entry to all school buildings.
- Budget aligned to support programs and priorities of the District.

TALENT

PERSONALIZE PROFESSIONAL GROWTH & SUPPORT INNOVATORS

- All K-12 teachers in ELA, Math, Science, Health and Physical Education meet at least three times a year at the district level for job-embedded professional learning as a district wide Professional Learning Community.
- Teaching and Learning Coaches join site-based Professional Learning Communities to provide specific support to teachers as they work with student data to inform their instructional choices.
- While we made progress toward creating time for all teachers to have 60-minutes per week during the contract day to meet in Professional Learning Communities, we have not met this goal.
- We implemented a guaranteed and viable English Language Arts curriculum K-12 with 90% of our classrooms using the new materials. We adopted a new guaranteed and viable Math curriculum which will be implemented 2019-2024.
- K-8 Next Generation Science Standards have been prioritized; and teachers have created proficiency scales and common assessments for these prioritized standards.
- While all teachers develop annual goals, they are not yet completely aligned with school and district initiatives. We are making progress toward this goal through the work of our Guiding Coalitions in each building who complete personal and team goals within the Continuous School Improvement Plan. We also need to ensure that our support staff engage in annual goal setting that is aligned with school and District goals.
- The evaluation instruments used to evaluate our certified (teaching staff) were revised in the 2018-19 school year along with new custodial, para-educator and secretarial evaluation instruments. Specific checklists for evaluating new teachers, specialists, and counselors have been created.

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