ACHIEVEMENT FOR ALL

THE STRENGTH OF OUR COMMUNITY IS EVIDENT IN THE STRENGTH OF OUR SCHOOLS.

MISSOULA COUNTY PUBLIC SCHOOLS

5 YEARS IN REVIEW

2014 — 2019
LEARNING INCREASE STUDENT ENGAGEMENT

• Missoula County Public Schools achieved an 84% graduation rate with a 4.2% drop out rate in the 2018-19 school year.

• We made progress toward our ambitious goal of 90% of our students on grade level in reading, writing, 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.

• 57% 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 REAL grant and the Montana Office of Public Instruction, we have become a Multi-tiered Systems 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 Literacy, 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 Heligtan High Schools.

• MCPS exceeded this benchmark by creating a rigorous diploma option at all three urban high schools. Sentinel and the HC2 Capstone Diploma.

• 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.

• Paxson Elementary is a full-school dual language immersion implementation and Washington Middle School has implemented rigorous Spanish immersion in 6th-7th grades. Sayonara Elementary School continues to work toward our goal of getting students prepared to achieve proficiency on the AP Spanish exam by 9th grade. To meet that goal, the middle school instructional model has shifted to a language acquisition 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 Heligtan and Seeley Swan High Schools.

• We have implemented the Montana State Standards K-12 and the Next Generation Science Standards are embedded in instructional planning as well.

• 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 excellence implemented.

OPERATIONS ENHANCE COMMUNICATION & COLLABORATE

• All elementary and middle schools have a minimum of thirty minutes of intervention/ enrichment time. This is supported with ELA curriculum materials such as ReadyGen, ReadyEd LRLA materials, READ 180, System 47, 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 ELL, Math, GT, Social Studies, Counseling, 5:00

• Title I Committee (supporting students living in poverty)

• Title V Committee (supporting Native American students)

• Opportunities for student leadership exist through:

• Grades 6-12 Athletics and Activities

• Grades 6-12 Student government

• Student trustees

• 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 task forces as in:

• Education Innovation Teams used to plan renovation or reconstruction at each school

• Title I Committee (supporting students living in poverty)

• Title VI Parent Committee (supporting Native American students)

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

• Big Sky Film Institute

• Clark Fork Watershed Education Program

• Community Medical Center

• EmpowerMT

• Fire Science Lab

• Garden City Harvest

This list is not exhaustive, we are continually meeting with organizations across the community to bring their expertise into our classrooms.

• The University of Montana has faculty in a wide range of content areas that support student and staff academic growth. We have engaged in shared initiatives under the SHAPE grants for six years and our successful relationship with UM continues into a third multi-year grant cycle. The current grant began in the 21st Century Teaching and Learning grant.

• Our District creates communication plans for each major initiative and we utilize parent feedback on surveys and focus groups to influence our communications priorities and District decision making.

• Our District is in an ongoing process of development around communication skills that support collaboration and shared decision-making. We have also completed a comprehensive audit of our website and implemented a plan to make all of our web-based resources accessible to all.

June 2019 Benchmarks

• 96% cohort graduation.

• 90% of students on grade level or above in reading, writing, mathematics and science.

• Response to Intervention (RTI) and Montana Behavioral Initiative (MBI) systems in each school.

• K-12 International Baccalaureate Programme continuum in place.

• At least one thematic career academy implemented in each urban high school.

• Dual language immersion program implemented K-6.

• Science, Technology, Engineering and Mathematics – known as STEM – education implemented K-12.

• Common Core curriculum and Next Generation Science Standards are embedded in instructional planning as well.

• 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 excellence implemented.

June 2019 Benchmarks

• All schools have a schoolwide intervention and enrichment model during the school day.

• Ensure new staff have a deep understanding of the key characteristics of professional learning communities.

• Each school site includes opportunities for student, staff and community leadership.

• Yearly focus groups at each school for students and teachers deepen understanding of My Voice Survey results.

• Annual climate survey data from parents, students and staff informs yearly operations benchmarks.

• Business and community representatives participate on district-level committees and task forces.

• Collaborate with UM on pre-20 initiatives.

• SHAPE 2020 staff survey results guide future grant activities.

• A district communication plan supports two-way communication between students, families, and the community and the District.

• Staff respect and refine individual communication styles that support collaboration and shared decision-making.
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 with 100% of our K-8 and 67% of our 9-12 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.

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.

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 new theaters 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 and 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 K-12 school building is equipped with a secure main entrance, auto locks on all school doors, lockdown buttons and security cameras.

• We have successfully implemented the Montana Behavioral Initiative in all of our schools. We have also implemented suicide prevention curriculum and screeners K-12.

• The general fund budget in partnership with state, federal, and local grants helps support all District initiatives. The budget also supports the District priority of increased staff compensation, as identified by community leaders and our unions.

• 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.