



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

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 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.

- 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 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.
 - » 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 became 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 braiding 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.
- Paxson 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 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 Hellgate and Seeley Swan High Schools.
- We have implemented the Montana State Standards K-12 and the Next Generation Science Standards K-8.
- MCPS has a total of four classrooms that provide support for early childhood learning. Two classrooms support three and four year old students who require significant special education services along with a group of peer students and two classrooms are for Early Kindergarten.
- SPARK! integrated arts teaching occurs in all schools K-8 throughout the school year.
- We made progress toward student capstone projects in some schools while we lost the Senior Project component at Hellgate High School. Big Sky students complete senior projects, students at Franklin and Lewis and Clark complete 5th grade Exhibition and K-5 IB portfolios. Each of these serve as opportunities for students to complete a multifaceted assignment that serves as a culminating academic and intellectual experience.
- We enjoyed two successful years of the i3 summer program which then morphed into two additional years of the Global Leadership Initiative in partnership with the University of Montana.

OPERATIONS ENHANCE COMMUNICATION & COLLABORATE



June 2019 Benchmarks

- 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, ReadyUp!, IRLA materials, READ 180, System 44, 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 inducted 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, STAR)
 - » District Safety Committee
 - » Title I Committee (*supporting students living in poverty*)
 - » Mentoring new teachers
 - » Title VI Committee (*supporting Native American students*)
 - » Principal's Advisory Committee and Guiding Coalitions
 - » Medical Emergency Response Teams.
- Opportunities for student leadership exist through:
 - » Grades 6-12 Athletics and Activities
 - » Student trustees
 - » 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 the:

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| » Education Innovation Teams used to plan renovation or reconstruction at each school | » Student Wellness Committee | » School Start Time Committee |
| » Title I Committee (<i>supporting students living in poverty</i>) | » Career and Technical Education Advisory Boards | » Westside Park Redesign Committee |
| » Title VI Parent Committee (<i>supporting Native American students</i>) | » Parent Teacher Organizations | » International Rescue Quarterly Consultation |
| | » Booster Clubs | » District Safety Committee |
| | » Missoula Education Foundation | |
| | » Zero to Five Initiative | |
- Content specific community partners come into our classrooms when their expertise and programs tie into our curriculum.

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| » Big Sky Film Institute | » HomeReSource | » Montana Natural History Center |
| » Clark Fork Watershed Education Program | » Inspired Classroom | » Montana State Fund |
| » Community Medical Center | » Missoula Insectarium | » Providence St. Patrick Hospital |
| » EmpowerMT | » Missoula Children's Theater | » NorthWestern Energy |
| » Fire Science Lab | » Missoula Writing Coaches | » Roxy Theater |
| » Garden City Harvest | » Missoula Writing Collaborative | » SPARK! Arts Ignite Learning teaching artists |
| | » Montana Department of Labor | |

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 that began in 2019 with 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.

- 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-K-20 initiatives.
- SHAPE P20 staff survey results guide future grant activities.
- A district communication plan supports two-way communication between students, families, staff, community and the District.
- Staff respect and refine individual communication styles that support collaboration and shared decision-making.



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.

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.

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 a 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 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.