



**MONTGOMERY
PUBLIC SCHOOLS**

MPS Strategic Plan 2022

Phase I

Our Mission:

We will engage, educate and inspire our students to succeed in college, career and beyond.

Our Vision:

MPS is a place where every student develops a love of learning, cultivates intellectual curiosity, and dreams of a future full of amazing possibilities.

Each school will develop a unique vision statement as part of their School Improvement Plan.

#Proud2bMPS #MPSRising

MPS Strategic Plan 2022 Goals

1. A High Reliable Organization (HRO) and High Performance Organization (HPO)

The major goal of the state's intervention into MPS is to transform the organization into a HRO (an organization preoccupied with avoiding failure of its chief mission) and an HPO (an organization that achieves rigorous outcomes over five years through a disciplined focus on a few key priorities). MPS will be fiscally and operationally sound, function coherently, and will significantly improve internal and external stakeholder satisfaction and perception.

2. Great Schools in Every Neighborhood

Students and families thrive when they have high-quality educational choices. MPS will dramatically increase the quality of schools available in our neighborhoods, to ensure that all students in every MPS community, has access to great schools. This supports our primary goal to have at least 80% of MPS students attending a high-performing school by 2022. This will be measured by region (or feeder pattern) using the Alabama A-F Report Card. (High quality in low performing schools will initially be defined as achieving a minimum state accountability grade of a C or better.)

3. A Foundation for Success in Schools

Students who are reading and writing proficiently by third grade are four times more likely to graduate and we know that there is a strong connection between literacy and mathematical reasoning and ability. The goal is that by 2022, at least 80% of MPS third-graders will be at or above grade level in reading and writing and 80% of 5th graders will be at or above grade level in math and science. MPS will focus significantly on expanding access to high-quality preschool (school readiness), will focus on early literacy in kindergarten through 2nd grade, and will better prepare educators for mathematics instruction in the elementary grades to achieve this goal.

4. Ready for College and Career

MPS will ensure our students graduate college-and career-ready. Our MPS graduates will take many paths to pursue their dreams, and our schools must prepare them for their future. MPS plans to re- envision and re-design career and college interest pathways (from elementary to high school) that will inspire, challenge and empower our students to embrace education as a tool to forge their own destination to a bright future. These multiple pathways will contribute to a graduation rate of at least 90% and a College and Career Readiness Rate (CCR) of at least 85% by 2022.

5. Support for the Whole Child

In MPS, we are committed to providing equitable and inclusive environments where we ensure students are Healthy (Physically and Mentally), Supported, Engaged, Challenged, and Safe. We know – and research shows – that providing whole child supports will not only improve academic outcomes, but is critical to removing barriers interfering with access and opportunity for many of the students and families we serve. Our goal is to raise the status of and increase the number of whole child supports available which will equip our schools to more effectively meet the needs of children.

Background and Strategic Planning Process Overview

On February 9, 2017, upon the recommendation of State Superintendent Michael Sentance, the Alabama State Board of Education, voted to authorize an intervention in Montgomery County Public Schools (MPS). Under the provisions of the *Educational Accountability and Intervention Act of 2013* (the “Act”), there were specified concerns regarding MPS. These concerns included that MPS was not in compliance with the *School Fiscal Accountability Act*, issues with the child nutrition program, and student transportation/bus operations in MPS.

Perhaps most importantly, a compelling reason for the intervention was the ALSDE’s determination that a majority of MPS schools are priority schools pursuant to Section 16-6E-3(3). These schools are substantially and sometimes chronically underperforming their potential considering the totality of circumstances (including, but not limited to, indicators such as low proficiency scores, low graduation rates, high chronic absentee rates, fiscal deficiencies and persistent or substantial school safety or transportation concerns).

MPS provided a response to the state’s Notice to Show Cause and agreed to the intervention. As a result, the ALSDE has assumed full oversight of the entire MPS system, while providing additional resources and supports for the 27 lower performing schools within the district. Dr. Barbara Cooper has been named Chief Administrative Officer of MPS and Dr. Reginald Eggleston has been named Chief Education Officer (CEO) to oversee the daily operations of the MPS Intervention. Additionally the ALSDE has created a Department of School Improvement and Turnaround under the direction of Dr. Jermall Wright to create systemic supports and state oversight of the MPS Intervention. Planning for the state intervention commenced on February 9, 2017 and will take place in five (5) phases beginning with the 2017-18 school year and potentially ending after the 2021-2022 school year.

Phase I of the developing strategic plan (April 2017-June 2018) includes foundational strategies and outcomes initiated by the ALSDE Intervention Team to anchor the district and set it on a path toward realizing the five (5) identified ambitious goals. Strategies and outcomes for additional phases of the intervention will be completed by multiple stakeholder groups beginning in the fall of 2017 and concluding by March 2018. By April 2018, MPS Strategic Plan 2022 will be fully developed and will serve as the roadmap for transforming Montgomery Public Schools into the premier school district of the River Region.

Phase I Strategies and Outcomes

Goal 1

A High Reliable Organization (HRO) and High Performance Organization (HPO)

The major goal of the state's intervention into MPS is to transform the organization into a HRO (an organization preoccupied with avoiding failure of its chief mission) and an HPO (an organization that achieves rigorous outcomes over five years through a disciplined focus on a key priorities). MPS will be fiscally and operationally sound, function coherently, and will significantly improve internal and external stakeholder satisfaction and perception.

Strategy #1 - Development and implementation of new MPS district level systems & processes

A. Leadership, Governance and Organization

- a. Creation of Organizational Structure for MPS (May 2017)
 - i. Implement Phase I of MPS Central Office Reorg (July 2017)
 - ii. Determine needs for Phase II Reorg (Feb 2017)
- b. Creation of job descriptions, responsibilities, and decision-making process/structure for all state staff supporting the MPS Intervention (March 2017)
- c. Identification of all MPS related leadership teams with purposes and decision-making process/structures clearly articulated (June 2017)
- d. Determine and align district and school improvement process for 2017-18 (requirements from federal, state, instructional audits) [Determine scope of local school community engagement in school improvement process] (June 2017)
- e. Implementation of a priority aligned evaluation process and tool for MPS teachers and leaders (July 2017)
- f. Implementation of a priority aligned evaluation process and tool for MPS central office personnel (July 2017)
- g. Creation of an MPS Intervention Policy Manual (April 2018)
- h. Central Office Staff Orientation (August 2017)
- i. District Office Leadership Training, Development, & Systems Advising

B. Financial and operational management system improvements

- a. Evaluate finance and business processes and procedures in MPS financial and operational departments and determine/prioritize areas for enhancement (May-September 2017)
 - i. Combined operations and finance divisions into one division (Division of Finance and Business Administration) with four departments

1. Finance
 2. Operations
 3. Procurement
 4. Child Nutrition Program (CNP)
- ii. Implementation of a technology platform for Human Resources and payroll operations
- b. Determine and create 2017-18 operating budget for MPS to support identified priorities (June 2017)
 - c. 2018-19 budget development process for MPS to align to MPS Plan 2022 process (February-April 2018)
 - d. Development and execution of a strategy to seek and secure external funding to support transformation process (July 2017 - ongoing)
 - e. Summer cleaning and maintenance plan (July - August 2017)

Strategy #2 - Development of the strategic planning process

- A. Strategic Planning Process for MPS Plan 2022
 - a. Solicit stakeholder engagement group participation for each goal (September 2017)
 - b. Stakeholder group orientation, charge, and scheduled commitments identified (October 31)
 - c. Stakeholder group presentations (February 2018)
 - d. Draft MPS Phase II –V Plan 2022 (March 2018) - Final strategic plan approved/accepted (April 2018)

Strategy #3 - Recruitment and Retention of Talent

- A. Human Resource/Talent Development
 - a. Identify all 2017-18 school level vacancies and institute a plan for filling all vacancies (support personnel, teacher, AP, and principal) (May 2017)
 - b. Post all vacant positions resulting from the reorganization (May 2017)
 - c. Develop a hiring process and timeline for vacancies (May 2017)
 - d. Recruit and select candidates for vacancies (June 2017)
 - e. Establish plans/strategy for recruitment of teachers and principals (potential future needs) (January 2018)

Goal 1 - Phase I Outcomes:

- Equitable distribution of fiscal and human resources
 - To be measured by average classroom size by grade band, weighted for (1) free/reduced population, (2) special needs population, (3) Avg. AP credits awarded.
 - Progress toward goal to be measured by implementation of Human Resources and Position Control databases – Anticipation of this process is to be completed by the end of the current fiscal year (September 30, 2017).
- Full compliance with all state required fiscal responsibilities (financial reporting, federal requirements, etc)
 - To be measured by the date upon which the District realizes an unreserved fund balance of no less than \$18,750,000 in its General Fund
- Compliance with state and federal Child Nutrition Program requirements
 - To be measured by periodic audit results conducted by the Alabama State Department of Education Child Nutrition Section
- Sustainable Child Nutrition Program Operations
 - To be measured by increases in student participation rates, the number of meals served per annum, and reduction in average cost per plate – I will provide improvement goals subsequent to assessment of the current posture.
- Creation and implementation of a plan to address student transportation and bus safety deficiencies
 - To be measured by drafting (or revision, as necessary) and adoption of standard bus safety manual – Anticipation of completion of this document is by the end of the current fiscal year (September 30, 2017) in conjunction with a revised Policy Manual, Finance Manual, Student/Parent Handbook, and Teacher Handbook
- Creation and of a long-range capital construction, renovation and deferred maintenance plan to address District facilities
 - To be measured by drafting (or revision, as necessary) and adoption of long-range capital plan – Anticipation of completion of this document is by the end of the current fiscal year (September 30, 2017) in conjunction with a revised Policy Manual, Finance Manual, Student/Parent Handbook, and Teacher Handbook
- Revision to educator observation and staff performance evaluation policy
 - Implementation of a pilot system-wide evaluation process for 2018-19
- Completion of an MPS Intervention Policy Manual
 - The completion of an actual policy manual

Goal 2

Great Schools in Every Neighborhood

Students and families thrive when they have high-quality educational choices. MPS will dramatically increase the quality of schools available in our neighborhoods, to ensure that all students in every MPS community, has access to great schools. This supports our primary goal to have at least 80% of MPS students attending a high-performing school by 2022. This will be measured by region (or feeder pattern) using the Alabama A-F Report Card. (High quality in low performing schools will initially be defined as achieving a minimum state accountability grade of a C or better.)

Strategy #1 - Create coherence between and improve district supports to schools

- A. Review and alignment of curriculum & instructional supports to school
 - a. Audit/review and revision of district curriculum resources (frameworks, guides, scope and sequences, curriculum materials, etc.) (May - July 2017)
 - b. Decide on a Phase I curriculum plan for schools (June - July 2017)
 - c. Assemble an MPS Curriculum Committee to explore/plan/recommend options for Phase II-IV (will be included in MPS Plan 2022)
 - d. Identify district-wide assessment strategy for Phase I (July 2017)
- B. Implementation of a Principal Manager concept to coordinate district supports to schools and to oversee improvement initiatives at the school level
 - a. Priority for Phase I will be on the implementation of instructional systems, structures, and processes in schools associated with components of the teaching and learning cycle
 - i. Planning from Standards and/or Planning from Texts
 - ii. Teaching (delivery of instruction)
 - iii. Assessing
 - iv. Analyzing Data and Student Work
 - v. Adapting Teaching and Re-assessing
 - vi. Reflecting
 - b. Observation & Feedback emphasis will be placed on the planning component of the Teaching and Learning cycle. Secondary emphasis will be placed on the actual delivery of instruction.
 - c. All schools will have a functioning Instructional Leadership team (ILT) which meets regularly to review, monitor, and adapt school-wide practices to achieve priority school improvement goals.

Strategy #2 - Creation of a professional learning strategy aligned to Phase I priorities designed to lay the foundation for strong instructional systems and structures in schools

- A. Identification and implementation of a targeted and priority plan for Phase I Professional

Learning

- a. Identify and prioritize district-level professional development needs from school reviews (June-July 2017)
- b. Based on identified needs, map out a topical plan to deliver district-wide PD for district teachers, leaders, district office personnel (June 2017)
 - i. Principal Professional Development - June 2017
 1. Mindset Core I - (Content TBD)
 2. Instructional Leadership Core I
 - a. Institution of Instructional Leadership Teams (ILTs)
 - b. Systems, structures, processes associated with Teaching and Learning cycle
 - c. School Culture & Climate
 - i. Relationships
 - ii. Expectations
 - iii. Environment
 - ii. Teacher Professional Development (July 2017)
 1. Mindset Core I - (Content TBD)
 2. Content and Pedagogy Core
 - a. Planning from standards/text
 - b. Classroom Culture & Climate
 - i. Relationships
 - ii. Expectations
 - iii. Environment
 - iii. Principal Manager Development
 1. Supporting principals to set up effective systems for operational management (distributing leadership)
 2. Supporting principals to lead and implement priorities identified in the Instructional Leadership Core
 - iv. Instructional Support Partner Development
 1. Direct support and training to school ILTs in their implementation of systems, structures, and processes associated with Teaching and Learning Cycle

Strategy #3 - Explore a redesign of the traditional school day and/or school year

- A. Development of an Extended School Day and/or Year Plan for MPS (September-October 2017)

- a. Pilot to extend the school day for students, re-envisioning what can happen during the school day for elementary children
 - i. Davis Elementary selected as the 2017-18 pilot site
- b. Identify an elementary, middle, and a high school site for a possible extended day/year pilot in 2018-19 and begin the planning process for implementation

Goal 2 - Phase I Outcomes:

- Tier 1 universal professional learning supports provided to schools, school support staff, and central office staff that are positively rated by participants (Mindset/Expectations; Culture and Climate; Instruction/Pedagogy)
 - A minimum of 75% positive evaluations from PD participants on all centrally provided PD
 - Priority on content/standards-based related professional learning for teachers
 - Priority on Instructional Leadership systems, structures, and processes for school and central office instructional leaders (Teaching and Learning Cycle)
- Implementation of current district-wide teaching and learning resources
 - Data from school reviews and readiness rubric will confirm the degree to which district resources are implemented consistently in schools.
 - Target will be 60% implementation rate in each school and district-wide
- Decrease of employing non-certified teachers district wide
 - To be measured by the number of certified teachers in the district- goal is to reduce the number of out of field teachers within 10% of the mean. 1st year move within 10%-30% of the mean. Currently 30% or more below the mean.
- Creation of customized community-driven strategic and improvement planning pilot process in select schools (local school governance councils)
 - Process kicks off in Fall 2017
 - Teams identified and trained by December 2017
 - Informed by A-F report card (release in December 2017), teams begin improvement planning process (January - March 2017)
- All schools will demonstrate school-specific improvement on the Systems and Structures Readiness Rubric which will be administered by a state team during the fall and spring
 - Rubric will be aligned to components of the Teaching and Learning Cycle

Goal 3

A Foundation for Success in Schools

Students who are reading and writing proficiently by third grade are four times more likely to graduate and we know that there is a strong connection between literacy and mathematical reasoning and ability. The goal is that by 2022, at least 80% of MPS third-graders will be at or above grade level in reading and writing and 80% of 5th graders will be at or above grade level in math and science. MPS will focus significantly on expanding access to high-quality preschool (school readiness), will focus on early literacy in kindergarten through 2nd grade, and will better prepare educators for mathematics instruction in the elementary grades to achieve this goal.

Strategy #1 - Lay the foundation for launching an aggressive expansion of new high quality preschool classrooms/sites across the city of Montgomery; enhancement of existing preschool classrooms/sites, and the development of the district's plan for increasing the quality, rigor, and developmental appropriateness of preschool - 2nd grade literacy related programming.

- A. Establish a new MPS department (Early Learning) to oversee all initiatives associated with Goal 3 (June 2017)
 - a. Create and hire a Director of Early Learning
 - b. Create a Reading Specialist position and seek an early literacy content expert
 - c. Incorporate existing district preschool staff into a coherent team focused on coordinating efforts necessary for Goal 3

Strategy #2 -(same as Goal 2/Strategy 2) Creation of a professional learning strategy aligned to Phase I priorities designed to lay the foundation for strong instructional systems and structures in schools

- B. Identification and implementation of a targeted and priority plan for Phase I Professional Learning
 - a. Identify and prioritize district-level professional development needs from school reviews (June-July 2017)
 - b. Based on identified needs, map out a topical plan to deliver district-wide PD for district teachers, leaders, district office personnel (June 2017)
 - v. Principal Professional Development - June 2017
 - 1. Mindset Core I - (Content TBD)
 - 2. Instructional Leadership Core I
 - a. Institution of Instructional Leadership Teams (ILTs)
 - b. Systems, structures, processes associated with Teaching and Learning cycle
 - c. School Culture & Climate

- i. Relationships
 - ii. Expectations
 - iii. Environment
- vi. Teacher Professional Development (July 2017)
 1. Mindset Core I - (Content TBD)
 2. Content and Pedagogy Core
 - a. Planning from standards/text
 - b. Classroom Culture & Climate
 - i. Relationships
 - ii. Expectations
 - iii. Environment
- vii. Principal Manager Development
 1. Supporting principals to set up effective systems for operational management (distributing leadership)
 2. Supporting principals to lead and implement priorities identified in the Instructional Leadership Core
- viii. Instructional Support Partner Development
 1. Direct support and training to school ILTs in their implementation of systems, structures, and processes associated with Teaching and Learning Cycle

Goal 3 - Phase I Outcomes:

- The creation of a preschool expansion and enhance plan (included in MPS Plan 2022)
- The creation of an early literacy strategy and implementation plan (included in MPS Plan 2022)
- All Goal 2 Phase I Outcomes are also measures applicable to Goal 3

Goal 4
Ready for College and Career

MPS will ensure our students graduate college-and career-ready. Our MPS graduates will take many paths to pursue their dreams, and our schools must prepare them for their future. MPS plans to re-envision and re-design career and college interest pathways (from elementary to high school) that will inspire, challenge and empower our students to embrace education as a tool to forge their own destination to a bright future. These multiple pathways will contribute to a graduation rate of at least 90% and a College and Career Readiness Rate (CCRR) of 85% by 2022.

Strategy - Evaluate the polarizing impact of magnet schools and develop a plan for equalizing and expanding college and career pathway opportunities for all students in MPS from elementary school to high school

- A. Recruit and hire a Director of College and Career Readiness & Workforce Development (July 2017)
- B. Conduct a feasibility study to identify regional industry demand fields of study and to develop plans for feeder pattern pathways to address these demand fields in traditional schools
- C. Determine if and where to implement IB, dual enrollment, and early college programs in traditional schools throughout MPS
- D. Seek external funding for college & career/workforce development programming and initiatives throughout the district

Goal 4 - Phase I Outcomes:

- Creation of a plan for identifying new college and career pathway programs and signature programs throughout MPS

Goal 5

Support for the Whole Child

In MPS, we are committed to providing equitable and inclusive environments where we ensure students are Healthy (Physically and Mentally), Supported, Engaged, Challenged, and Safe. We know – and research shows – that providing whole child supports will not only improve academic outcomes, but is critical to removing barriers interfering with access and opportunity for many of the students and families we serve. Our goal is to raise the status of and increase the number of whole child supports available which will equip our schools to more effectively meet the needs of children.

Strategy - Conduct an overall assessment of the current Whole Child Supports available in MPS to determine the most critical needs

- A. Effectiveness review of existing student services supports (special education, counseling, mental health, discipline, alternative education)
 - a. Evaluate current structures, staffing, and processes to determine areas in need of improvement and possible changes (August - December 2017)
 - b. Assessment of student support services available and provided by MPS to all schools (July 2017)
 - c. Assessment of external student support services and programs currently operating in MPS and determine which programs to continue, expand, or discontinue (June/July 2017)
 - d. Determine how to allocate student support staff to schools (July 2017)
 - e. Commitment to provide triage support to schools determined to be in critical need of student support interventions from state staff and other resources (August 2017)
 - f. Review of district discipline policies/procedures, and the identification of the most consistent discipline issues impacting schools (July/August 2017)
 - g. Review of the approaches used in schools to address discipline challenges to determine needs; including the strength of RtI and PBIS processes in schools

Goal 5 - Phase I Outcomes:

- Creation of a prevention and intervention plan to provide students and families enhanced whole child supports at the district and school level
- Establish baseline data for school climate and culture (parent-student-staff satisfaction/perception; attendance; suspension etc)
 - Chronic absenteeism- move schools within 10% of the mean. Currently 30% or more below the mean.
 - Administer satisfaction/perception instrument to use for the various stakeholder groups. Results will provide baseline to determine future goals.