MCPSS Strategic Plan
Mobile County Public School System (MCPSS) dates back to the year 1826 when Alabama State Legislator Willoughby Barton introduced a legislative act forming the Board of School Commissioners of Mobile County. Thirteen years later, construction on land purchased on the block between Government, Cedar, Conti, and Lawrence streets was completed, creating Barton Academy.

Barton Academy became the site of a free Methodist school in 1846. The school would close its doors during the Civil War, later to reopen as a public school under a second commission in November 1852. Barton remained open as one of 71 schools in the Mobile County Public School System until 1970, when district offices relocated to the site. District office personnel would occupy this historic location for 37 years. However, in a move to centralize the location of school support services near the geographical center of the county, Barton Academy was vacated in 2007 and central office divisions were consolidated onto a single complex at 1 Magnum Pass.
• The Mobile County Public School System employs 7,026 employees, making it the largest employer in Mobile County, and the fifth largest employer in the state of Alabama. Approximately 58 percent of employees are Caucasian, while 39 percent of employees are African-American and 3 percent of employees are Hispanic, Asian American Indian/Alaskan Native or an unknown race. Mobile County residents are about 60 percent Caucasian and 35 percent African-American, so the racial breakdown of MCPSS employees closely matches the racial breakdown of the county at large.

• MCPSS is the largest school system in the state of Alabama, with 88 schools and approximately 55,200 students currently enrolled. Comparable in size to the state of Rhode Island, MCPSS covers more than 1,644 square miles in 11 incorporated cities within urban, suburban, and rural communities. With its proximity to rail, interstates 10 and 65, and a deep-water channel in Mobile Bay, Mobile is a successful port city, with deep ties to shipbuilding, agriculture, seafood harvesting, coal transport, steel, aircraft and chemical manufacturing industries.
• Mobile County is home to multiple post-secondary institutions, including the University of South Alabama, University of Mobile, Spring Hill College, and Bishop State Community College. These institutions provide learning opportunities for MCPSS graduates, and supply the district with well-prepared employees. According to the 2016 United States Census, an estimated 414,836 residents live in Mobile County. Census data further indicates that among Mobile County's residents, 22 percent of residents 25 years old and older have attained a bachelor's degree or higher.

• Mobile County's mixture of urban, suburban and rural communities presents a variety of challenges and opportunities. With the vast range of communities and needs, one could say there are almost three districts in one: an urban center with some schools experiencing population declines; a suburban area with considerable growth and development, with schools that are facing some overpopulation; and rural areas with consistent populations but some of the same social challenges as the urban center.
MCPSS Facts

- 55,200 Students
- 7,028 employees
  - 3,940 certified
  - 3,088 classified
- 88 schools
  - 6 at capacity
  - 13 over capacity
  - 69 under capacity
- $670 million annual budget
  - $8,847 per pupil expenditure
- 4,259 CCR graduates
  - 90% graduation rate
- 6.5% of teachers w/ 6-year degrees
- 55% of teachers w/ Masters degrees
- 39% of teachers w/Bachelors degrees
- 34 National Board certified teachers
- 56% State funds
- 14% Federal funds
- 28% Local funds
- 2% Other funds
Board members

- Mr. Douglas Harwell, Jr. - President
- Mr. Don Stringfellow - Vice President
- Dr. Reginald A. Crenshaw
- Mrs. Sherry Dillihay-McDade
- Dr. William Foster
Committee members

- Abigail Davis
- David Akridge
- Amy Carpenter
- Cabretta Howell
- Yohanna Carrillo
- Chasity Collier
- Michele Collier
- Daniel Dennis
- Andrea Dennis
- Tiffany Dixon
- Krissy Hayes
- Susan Hinton
- Laura Hittson
- Kenneth Kvalheim
- Mercia Ludgoood
- Chip Menton
- Kerra Middleton
- Terrence Mixon
- Rena Philips
- Carolyn Rainey
- Belinda Roberts
- Samantha Smith
- Aleta Stone
- Tim Wills
- Melody Tucker
- Lori Zirlott
Timeline and Activities

April 9   Planning meeting with Superintendent
April 10 – June 20   Data collection and analysis
April 23 Leadership Team Overview and Planning
April 23 Committee Meeting #1
April 30 Board Overview
May 1    Surveys open
May 7    Committee Meeting #2
May 24  Surveys close
June 20  Committee Meeting #3
June 21  Principal/Administrator Overview
## Participation

<table>
<thead>
<tr>
<th>Category</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Overview and Surveys</td>
<td>5</td>
</tr>
<tr>
<td>Leadership Team Meeting</td>
<td>22</td>
</tr>
<tr>
<td>Leadership/Administrator Surveys</td>
<td>153</td>
</tr>
<tr>
<td>Community Surveys</td>
<td>277</td>
</tr>
<tr>
<td>Parent Surveys</td>
<td>10,761</td>
</tr>
<tr>
<td>Employee Surveys</td>
<td>4,332</td>
</tr>
<tr>
<td>Elementary Student Surveys</td>
<td>10,935</td>
</tr>
<tr>
<td>Secondary Student Surveys</td>
<td>10,667</td>
</tr>
<tr>
<td>Committee Meetings (3 x 28)</td>
<td>84</td>
</tr>
<tr>
<td>Data meetings, report submissions, planning discussions</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Participation</strong></td>
<td><strong>37,248</strong></td>
</tr>
</tbody>
</table>
System Strengths, Challenges, Opportunities

Identified Strengths

- Community schools with local support, pride
- Many innovative programs (AP, academies, magnet schools, dual enrollment, distance learning)
- Enthusiastic parents, teachers, employees
- Safe schools
- Size of system, strength in numbers, economies of scale
- High level of care and concern for student success
System Strengths, Challenges, Opportunities

Identified Challenges

• System size, large geographic area with many constituent populations with whom to communicate, visit
• Some aging facilities
• Some schools identified as failing
• Diverse student populations, diverse student needs

• Many private and parochial schools compete for students
• Changing economics, demographics, housing patterns
• City systems pulling out, enrollment shifts
System Strengths, Challenges, Opportunities

Identified Opportunities

• Proximity to urban resources (events, museums, business, industry) for student involvement and to attract employees

• Desire for innovation, interest in progress and achievement

• Supportive Board, leaders, local governments

• Perfect situation for grants and research (rural, urban, poverty, non-poverty, near higher-ed, research agencies)

• Partnership opportunities for internships, job shadowing, dual enrollment, early college, job shadowing, real world learning
Purpose

• The purpose of the Mobile County Public School System is to equip and empower college and career ready graduates.
MCPSS
Slogan: 
Learning today. 
Leading tomorrow.
We believe high expectations are essential as we enable all students to be successful; we are committed to providing an academic experience that expands educational opportunities for all.

We believe prepared, resourced and supported employees are essential to the success of our students; we are committed to recruiting, retaining, developing, and sustaining effective leaders, teachers, and staff.

We believe safe, innovative, and equitable environments enhance student learning; we are committed to removing barriers and aligning resources to meet our students’ physical, social, and emotional needs.

We believe education is a shared responsibility of students, families, schools, and the community; we are committed to engaging in transparent communication that inspires trust and promotes collaborative partnerships with all stakeholders.
Goal 1.0
Achieve and sustain excellent student achievement.
Goal 1.0
Achieve and sustain excellent student achievement.

1.1 Provide meaningful, rigorous, relevant, high quality instruction to meet the needs of all students.

1.2 Improve student achievement to meet or exceed annual learning goals, to close achievement gaps, and to make annual progress toward the target graduation rate of 100%.
Goal 1.0
Achieve and sustain excellent student achievement.
(continued)

1.3 Implement effective programs and practices to improve student achievement among all sub-groups and to eliminate failing schools.

1.4 Collect, analyze, report, and effectively use student achievement and performance data for improved teaching and learning.

1.5 Expand elective course offerings and innovative alternative education programs to maximize student participation and student success.
Goal 2.0
Employ, develop, support, and retain excellent leaders, teachers, and support staff.
Goal 2.0
Employ, develop, support and retain excellent leaders, teachers, and support staff.

2.1 Sustain qualified, effective, innovative Board of Education members.

2.2 Sustain and support qualified, effective, innovative system and school leaders.
Goal 2.0 Employ, develop, support and retain excellent leaders, teachers, and support staff. (continued)

2.3 Provide highly qualified, highly effective teachers to meet the needs of the instructional program.

2.4 Provide highly qualified, highly effective classified personnel to support teaching and learning.
Goal 3.0 Align fiscal resources, facilities, and support services to maximize student achievement.
Goal 3.0 Align fiscal resources, facilities, and support services to maximize student achievement.

3.1 Analyze fiscal resources (revenue and expenditures) to maximize effective use of funds to support learning, to maintain required reserves, and to demonstrate fiscal responsibility, and to enhance stakeholder trust.

3.2 Conduct a comprehensive facilities and demographic study to utilize buildings and properties to efficiently and effectively meet current and future student and program needs.

3.3 Update and implement effective system technology plans to meet student learning, communication, and operational needs.

3.4 Update and implement effective school safety and discipline plans to enhance school climate and to support learning.
Goal 3.0 Align fiscal resources, facilities, and support services to maximize student achievement.

(continued)

3.5 Update and implement transportation plans to provide the safest, most cost efficient, and most effective student transportation services.

3.6 Provide effective health, special education, and support services and programs to maximize student achievement.

3.7 Provide effective food and nutrition services and programs to promote and support student achievement.
Goal 4.0 Engage in excellent communication and collaboration with families, community partners, and all entities to promote student success.
Goal 4.0 Engage in excellent communication and collaboration with families, community partners, and all entities that promote student success.

4.1 Effectively disseminate and publish school system data and achievements to provide accountability, to enhance credibility, to promote equity, and to enhance support for school system programs.

4.2 Establish efficient and effective systems of interpersonal communication and engagement with internal and external stakeholders.

4.3 Initiate, maintain, and expand productive collaborative relationships with families, post-secondary institutions, business-industry groups, and the community to maximize student success.
Strategic Plan Goals

1.0 Excellent instruction and student achievement

2.0 Excellent leaders, teachers, and support personnel

3.0 Excellent facilities, support systems, technology, and financial resources

4.0 Excellent communication and collaborative partnerships

High-performing schools and equipped, empowered, CCR GRADUATES
Reporting Measures

**Increased**
- CCR Graduates, grad rate
- Test scores, grades, student achievement
- Enrollment, attendance
- Scholarships
- Partnerships
- Honors, awards
- Professional development
- Staff credentials, degrees
- Employee satisfaction
- Student satisfaction
- Parent satisfaction
- Community support
- Financial support
- Resources

**Decreased**
- Failing schools
- Absences
- Drop outs
- Course failures
- Employee turnover
- Retentions
- Remediation
- Discipline incidents
- Suspensions
- Expulsions
Next Steps...

• Establish detailed action steps and timelines
• Establish benchmark measures and reporting schedules
• Integrate eProve components
• Assign responsibilities for monitoring, data collection, and reporting
• Communicate plan themes, goals, and strategies to schools for individualized school improvement plans