

**2015–16**  
***Monroe Elementary***  
**Report to the School Board**

*February 16, 2016*



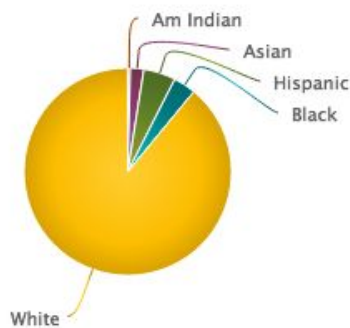
# Demographics



## Monroe Elementary Mankato Public School District



### 2015 Enrollment by Ethnicity



Am Indian Asian Hispanic Black White

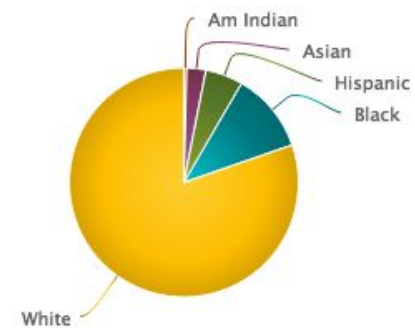
| Ethnicity                      | Count | Percent |
|--------------------------------|-------|---------|
| American Indian/Alaskan Native | 2     | 0.4%    |
| Asian/Pacific Islander         | 10    | 2.1%    |
| Hispanic                       | 24    | 5.0%    |
| Black, not of Hispanic Origin  | 17    | 3.5%    |
| White, not of Hispanic Origin  | 428   | 89.0%   |
| All Students                   | 481   | 100.0%  |



## Mankato Public School District



### 2015 Enrollment by Ethnicity



Am Indian Asian Hispanic Black White

| Ethnicity                      | Count | Percent |
|--------------------------------|-------|---------|
| American Indian/Alaskan Native | 31    | 0.4%    |
| Asian/Pacific Islander         | 215   | 2.7%    |
| Hispanic                       | 421   | 5.3%    |
| Black, not of Hispanic Origin  | 897   | 11.3%   |
| White, not of Hispanic Origin  | 6,384 | 80.3%   |
| All Students                   | 7,948 | 100.0%  |

From MDE website, Feb 2016  
Education.state.mn.us

# Demographics

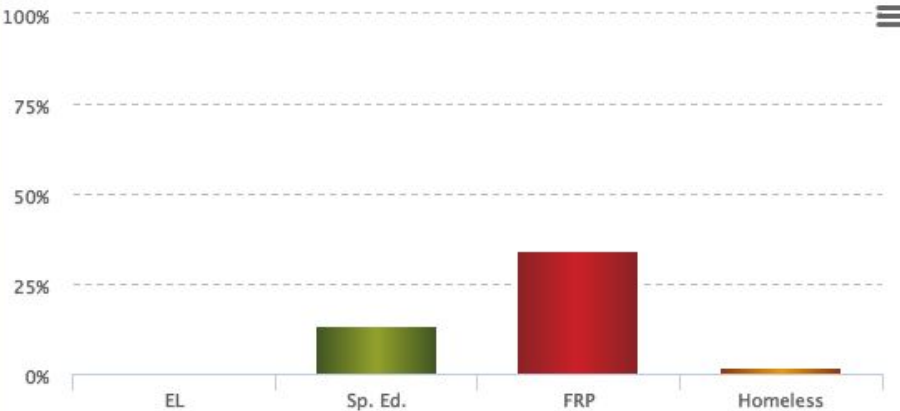


## Monroe Elementary Mankato Public School District



### + 2015 Enrollment by Ethnicity

### - 2015 Enrollment by Special Population



|                           | Count | Percent |
|---------------------------|-------|---------|
| English Learner           | 2     | 0.4%    |
| Special Education         | 64    | 13.3%   |
| Free/Reduced Priced Lunch | 164   | 34.1%   |
| Homeless                  | 9     | 1.9%    |

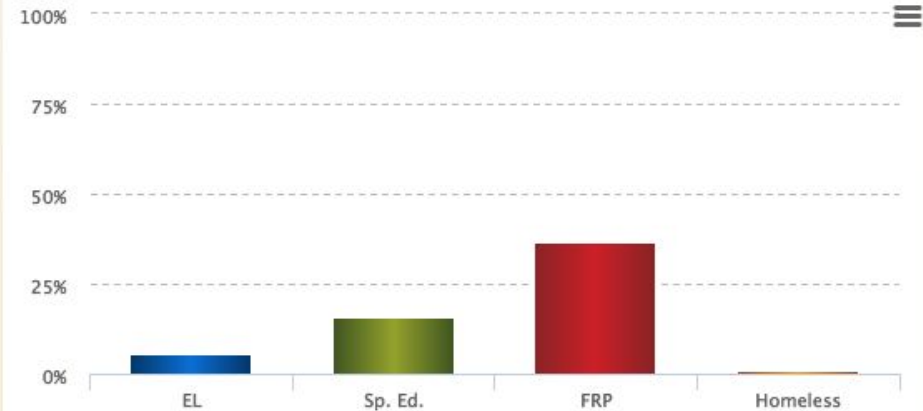


## Mankato Public School District



### + 2015 Enrollment by Ethnicity

### - 2015 Enrollment by Special Population



|                           | Count | Percent |
|---------------------------|-------|---------|
| English Learner           | 440   | 5.5%    |
| Special Education         | 1,244 | 15.7%   |
| Free/Reduced Priced Lunch | 2,914 | 36.7%   |
| Homeless                  | 80    | 1.0%    |

From MDE website, Feb 2016  
Education.state.mn.us



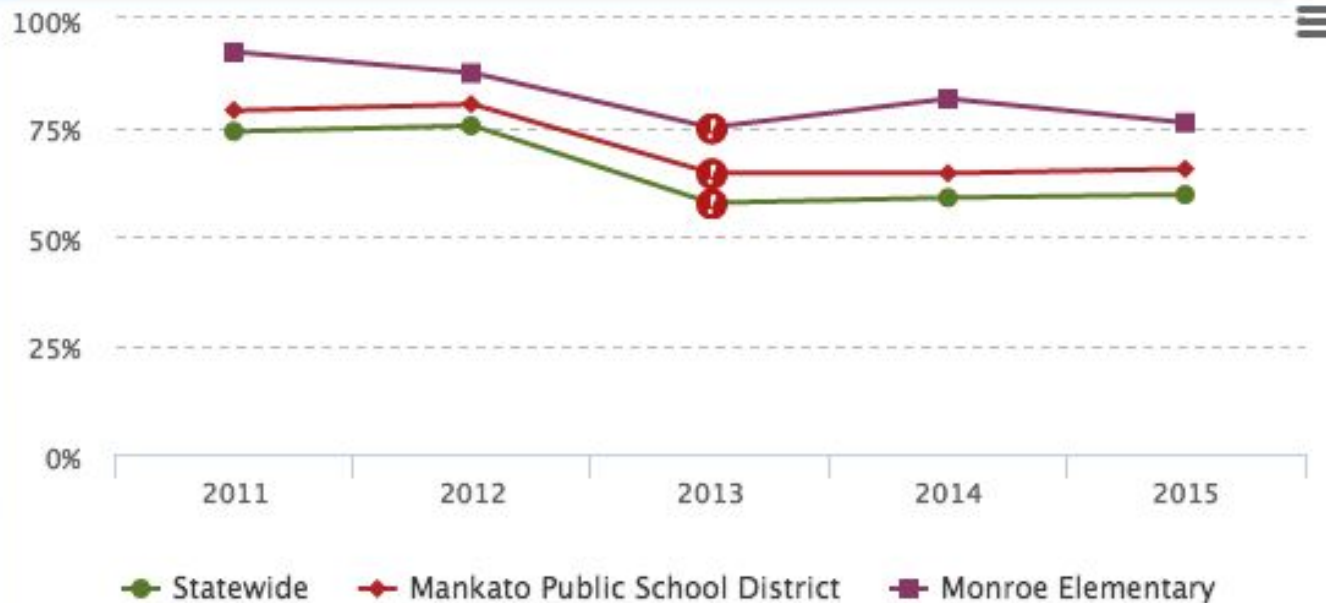
# Monroe Reading Trend Data

**Monroe Elementary** Mankato Public School District

Subject: Reading, Grade: All Grades



2011 - 2015 Proficiency



Monroe Elementary

| Year | Percent Proficient |
|------|--------------------|
| 2011 | 92.2%              |
| 2012 | 87.4%              |
| 2013 | 74.9%              |
| 2014 | 81.5%              |
| 2015 | 76.0%              |

From MDE website, Feb 2016  
[Education.state.mn.us](http://Education.state.mn.us)

# Monroe Math Trend Data

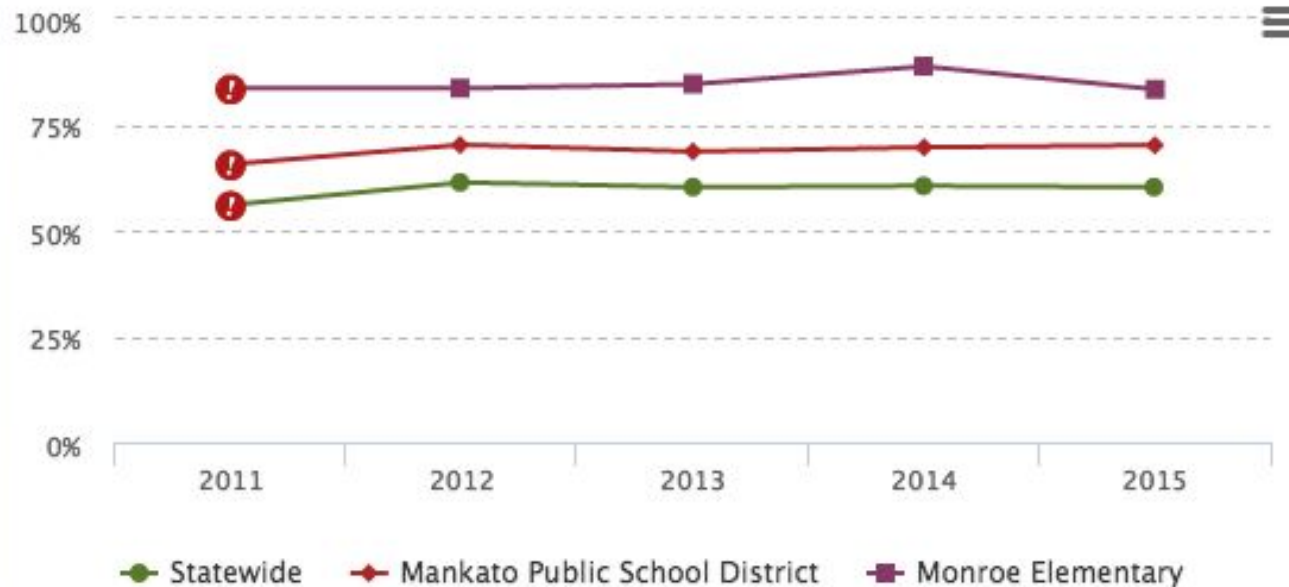


## Monroe Elementary Mankato Public School District

Subject: Math, Grade: All Grades



### 2011 - 2015 Proficiency



### Monroe Elementary

| Year | Percent Proficient |
|------|--------------------|
| 2011 | 83.5%              |
| 2012 | 83.5%              |
| 2013 | 84.5%              |
| 2014 | 88.7%              |
| 2015 | 83.3%              |

From MDE website, Feb 2016  
[Education.state.mn.us](http://Education.state.mn.us)

# Improvement Efforts Strategic Direction A



## *Student Learning and Engagement*

Goal #1: All teachers use technology weekly to engage students and enhance student learning.

Goal #2: All teachers have at least 1 lesson, activity or student product that is “above the line” through technology use.

|                |                  |
|----------------|------------------|
| Enhancement    | R - Redefinition |
|                | M - Modification |
| Transformation | A - Augmentation |
|                | S - Substitution |

# Improvement Efforts Strategic Direction A



How: Through Media Classes, Techie Tuesdays, Tech Preps, and Staff Meetings

Who: Jody Rittmiller/Teachers

Examples:

- Coding during media and Hour of Code in classes
- Camera roll for storytelling
- Math journals using explain everything
- Story writing for all using sock puppets and toontastic
- Stories above and beyond with My Story App
- Padlet to create a storyboard

# Improvement Efforts Strategic Direction A



Explain Everything Example

# Improvement Efforts Strategic Direction A



*Student Learning and Engagement*

**Goal #3: Reduce the achievement gap between student groups.**

Vision: Less than 10% difference between SpEd and non-SpEd

Vision: Less than 10% difference between F/R and non-F/R

# Improvement Efforts Strategic Direction A



Who: All staff

How:

- Push in during Reading WIN time
- Using intervention teachers and paras to work with students with Reading needs
- Special Education staff working collaboratively to meet the minutes and supporting all SpEd students
- Using formative data (DIBELS, common Reading and Math assessments) to tier students based on need
- Small group Math
- Principal and CIC coaching
- Open Door Days
- Monthly/weekly team meetings looking at academic and behavior supports
- Monthly Problem Solving Team meeting

# Improvement Efforts

## Strategic Direction B



*Developing district culture and practices of partnership and connectedness between staff, students, families, and community for student learning.*

**Goal #4: Build a stronger culture of belonging, welcoming and safety for students, staff and families.**

**Vision: 90% of students/families feel welcome and safe at school**

# Improvement Efforts

## Strategic Direction B



Who: All Staff

How:

- Monthly PBIS themes (December Determination, February Friendship)
- Increased Communication (weekly announcements)
- Increased Celebrations (weekly PRIDE winners, all school celebrations)
- Welcoming Office
- Strong support staff (meet with new students, class lessons, social groups)
- Staff celebrations (monthly activities and random recognition)

# Improvement Efforts

## Direction E



*Developing staff capacity, accountability and skills to implement our Strategic Directions.*

**Goal #5:** Increase teachers use of formative assessments throughout the day.

**Vision:** 100% of teachers use at least one new formative assessment tool on a monthly basis.

**Who:** Teachers, Leadership Team, Principal

**How:**

- Monthly updates from Principal and Leadership team
- PLC updates and sharing of ideas
- Examples of Formative Assessment ideas through videos and resources

# Professional Learning Community Collaborative Teams



- Our Collaborative Teams formally meet monthly to make instructional decisions based on formative data.
- Teams review, add, and reflect on their team goals.
- Focus on creating common formative assessments and reviewing data to make instructional decisions.
- ADSIS and Title teachers working with teams to have data conversations to update students in tiered interventions.
- Teams also meet weekly to continue conversations around student needs

# Professional Learning Community Collaborative Teams



Example of PLC Goal:

1st Grade

**SMART Goal:** The percent of students who score 168 RIT or higher in Writing will increase from 78% to 82% as measured by the NWEA Assessment administered in Spring 2016.

**What do the students need to know and be able to do to meet the SMART goal?** conventions of language, grammatical patterns, language structure, phrases, sentences and paragraphs

**Standard:**

**L 1.1 Demonstrates command of the conventions of standard English grammar and usage with writing or speaking.**

**L 1.2 Demonstrates command of capitalization and punctuation.**

**Understand what a paragraph is and the traits of a paragraph (indent, topic sentence)**

**How will you respond when some students don't learn it?**

**WIN time will offer opportunity to re-teach skills that are being missed.**

**How will you respond when some students already know it?**

**February:** The students enjoyed using the My Story app. They were able to read passages at their reading level. We shared the My Story presentations with their families via email.

# Blue Ribbon Celebration



# Questions?

**Thank you** for your time tonight, as well as your support and leadership!