

2016–17 Dakota Meadows Report to the School Board

December 6, 2016



Mankato Area Public Schools

Dakota Meadows Middle School

Assuring learning excellence and readiness for a changing world

Improvement Efforts

Strategic Direction A

Initiative: Student Learning and Engagement

Raising Achievement for All and Closing the Gap

- Use of Viewpoint Data
- Knowledge and Assessment of Anchor Standards
- Analyze Formative and Summative Assessments
- Progress Monitor and Adjust Instruction
- STEAM
- AVID
- Math Standard Alignment
- iLearn



Improvement Efforts

Strategic Direction B

Initiative: Family

Develop a building culture of connectedness between students, staff, families and community.

- Strength Based Culture
- New Family Connections: Phone Calls and Home Visits
- Whole School Reading Meet and Confer
- Flooding the Classroom: Behavioral Interventionists
- In the Middle - S'More Newsletter Celebrating DMMS
- Scarlet Weekly - S'More Newsletter Celebrating Staff
- Student Advisory Team



Improvement Efforts

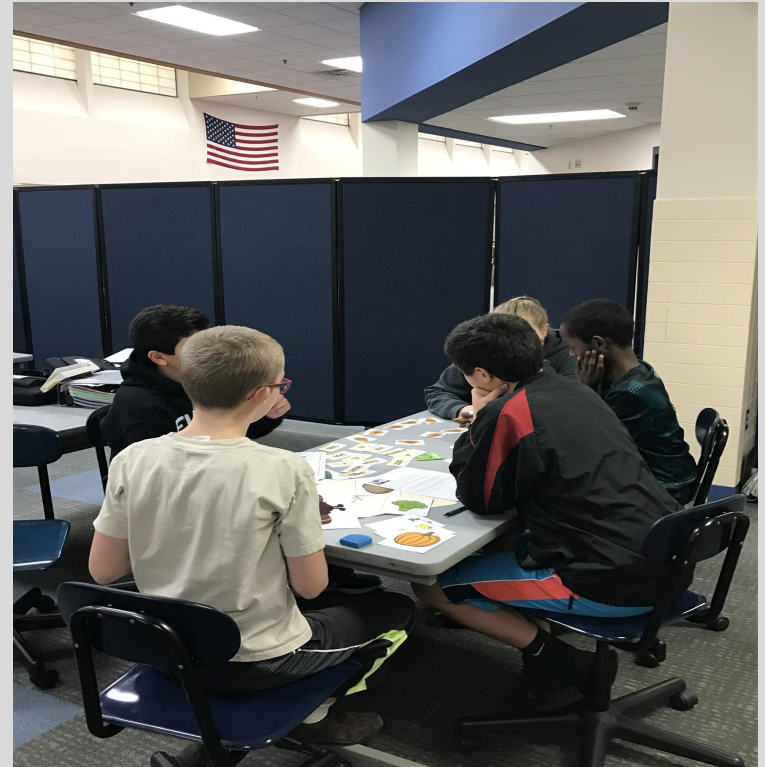
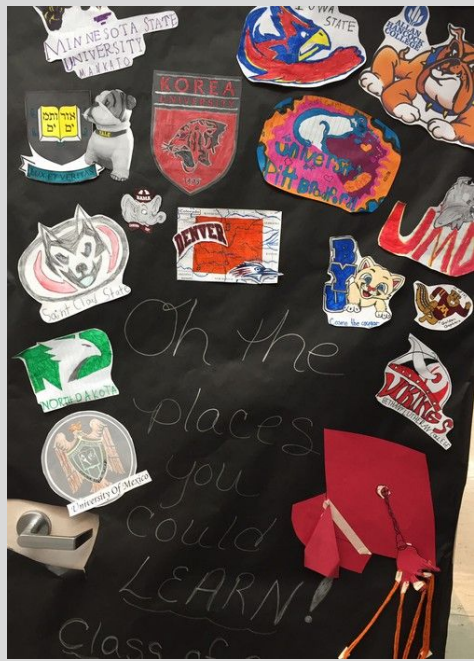
Direction E

Initiative: Instruction

Develop staff capacity, accountability and skills to empower our strategic directions

- AVID Implementation of Elective Classes-Year 1
- Workshop Model in ELA Classes and School Wide Reading Engagement
- Reciprocal Teaching
- Flexible/Small Group Instruction
- iLearn/Chromebooks-Tool
- STEAM-Philosophy
- WICOR-Strategy





Professional Learning Community Collaborative Teams

“The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice.

Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.

This process, in turn, leads to higher levels of student achievement.”



Richard DuFour Educational Leadership May 2004

Professional Learning Community Collaborative Teams

Questions that drive Conversation at PLC's:

What content standards and ELA standards do we want students to learn?

What common formative and common summative assessments will we use to determine if each student has mastered the standard?

How will we respond when students don't show mastery of the standard?

How will we respond or extend their learning when students have already mastered the standard?



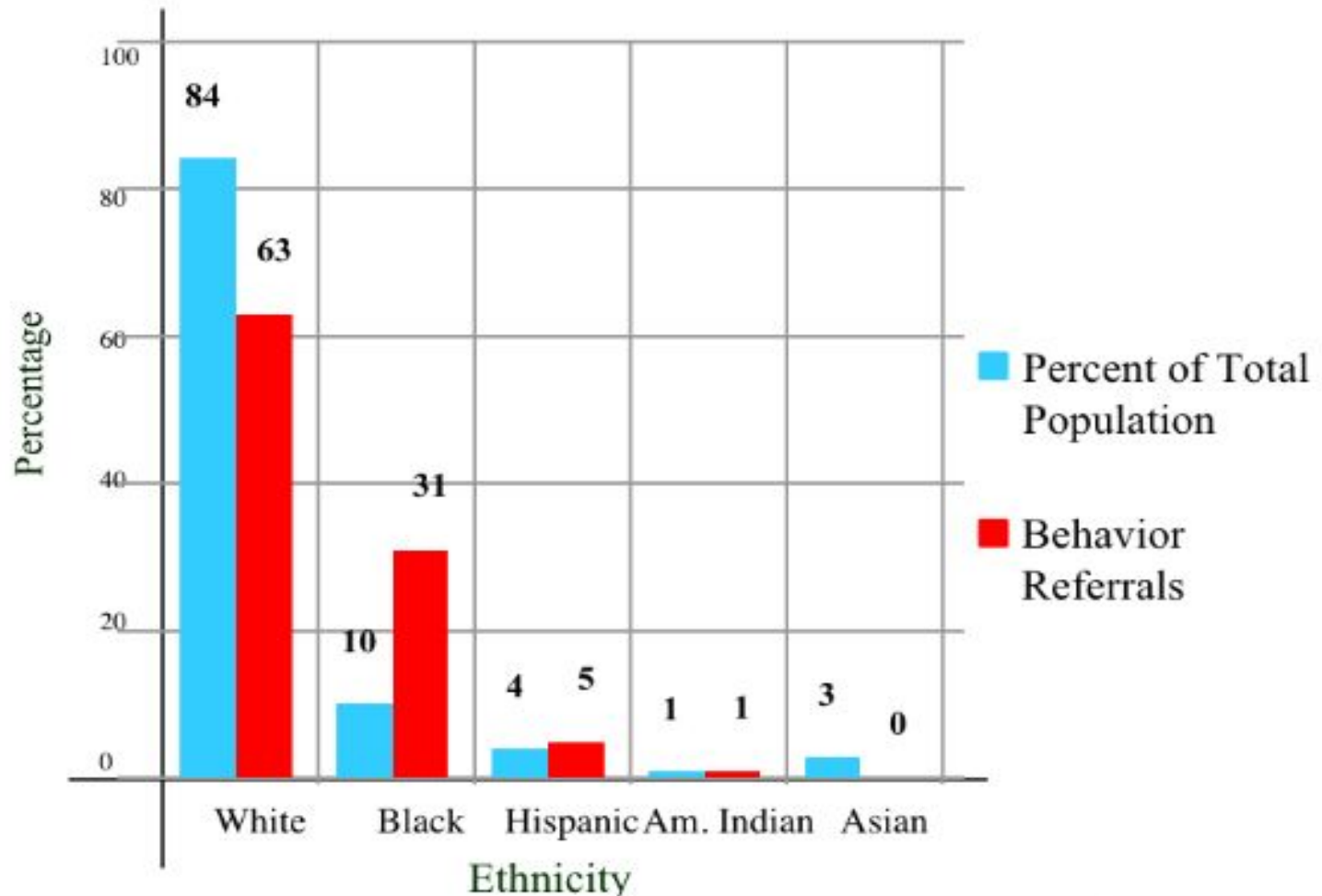
ATTENDANCE DATA

	13-14	14-15	15-16
All	95.28	94.84	95.62
LEP	92.18	94.30	96.44
SPED	93.51	92.59	94.60
FRP	94.04	93.76	94.77
Hispanic	92.93	92.59	96.38
American Indian	91.52	89.90	94.22
Asian	97.24	97.74	97.32
Black	93.38	93.19	95.00
White	95.60	95.06	95.60
Pacific Islander	na	na	99.93
2 or more races	86.28	85.76	95.68

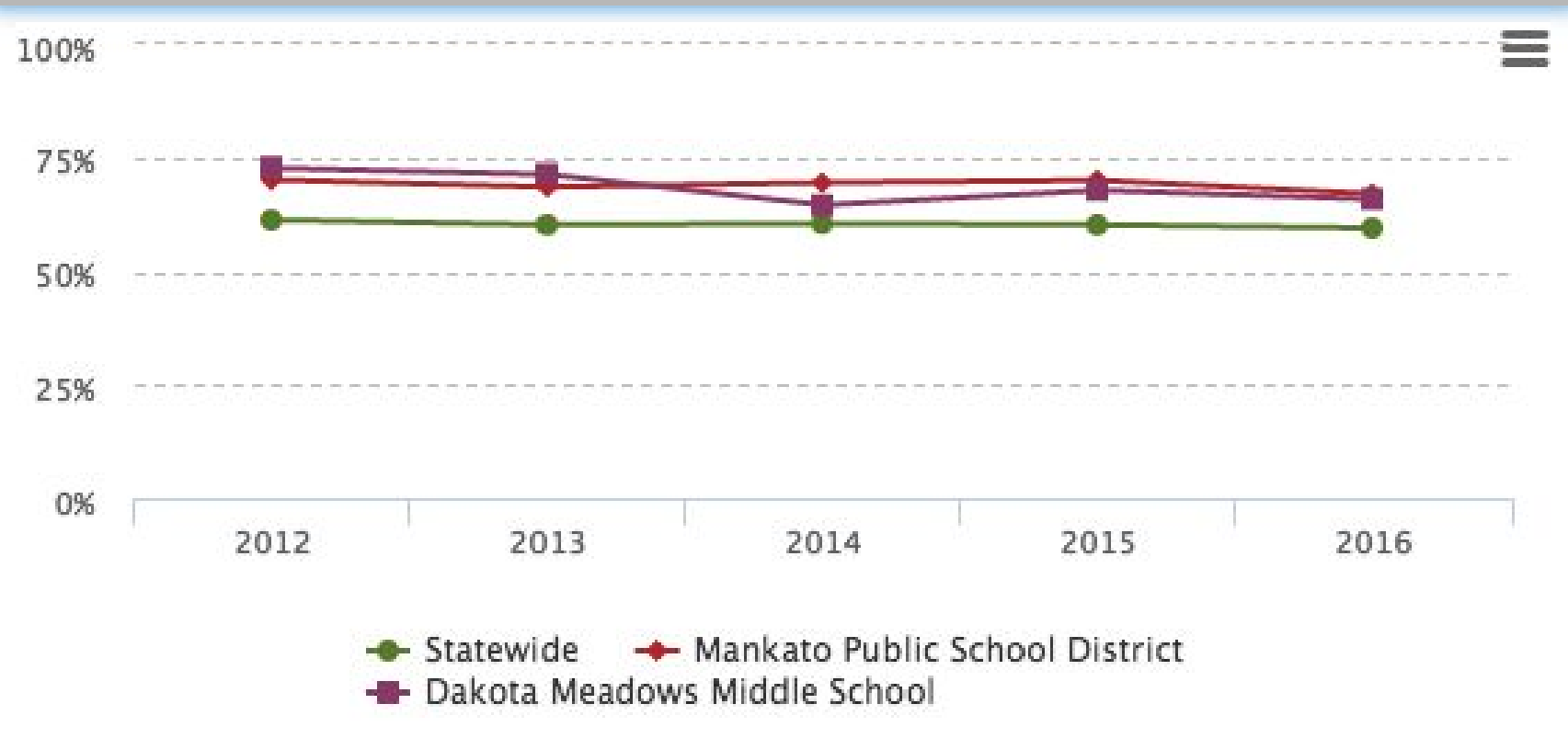
BEHAVIOR DATA

Behavior Referrals vs. Total Population

softschools.com

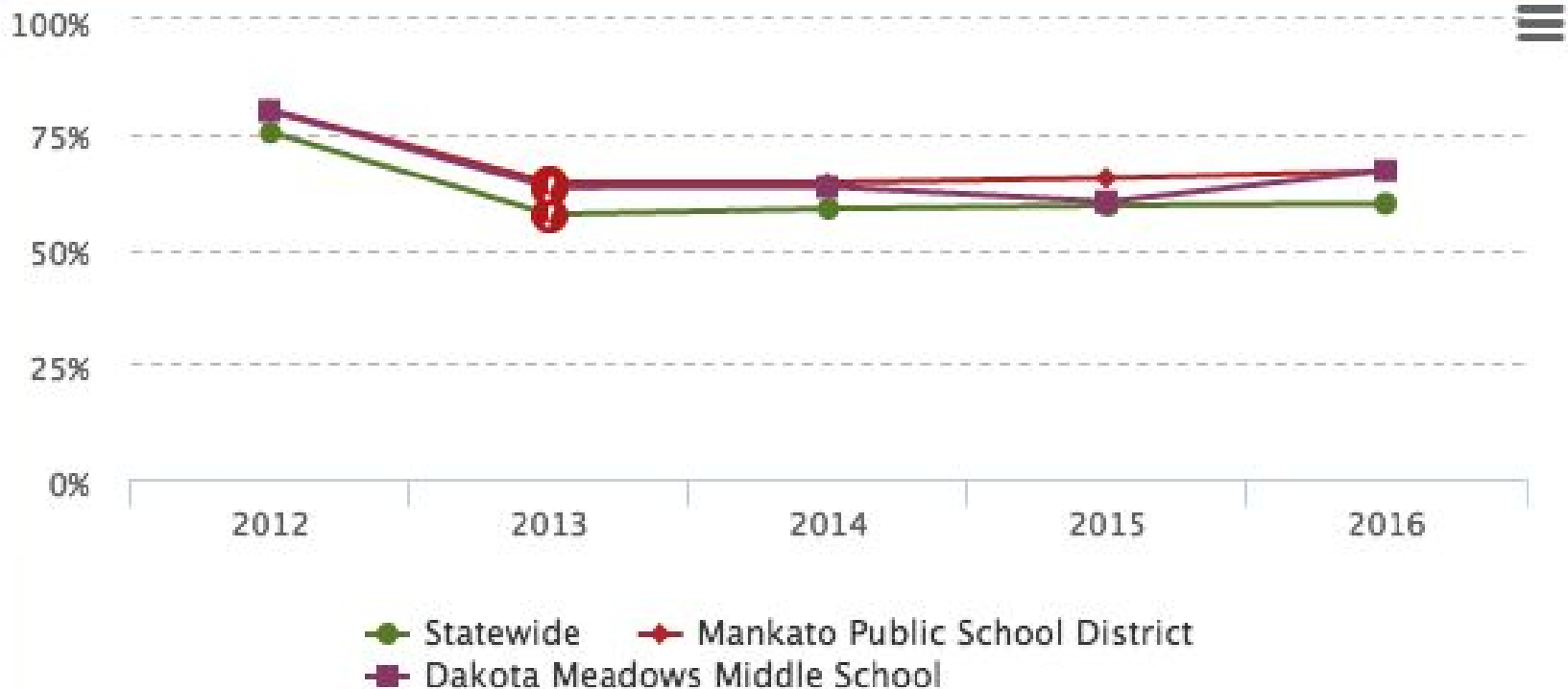


Dakota Meadows Math Trend Data



Year	Percent Proficient	Number Proficient	Number Tested
2012	72.8%	418	574
2013	71.4%	406	569
2014	64.6%	367	568
2015	67.9%	377	555
2016	65.9%	589	894

Dakota Meadows Reading Trend Data



Year	Percent Proficient	Number Proficient	Number Tested
2012	80.0%	460	575
2013	63.4%	361	569
2014	63.5%	362	570
2015	60.3%	335	556
2016	67.1%	596	888

Questions?

