

2016–17 Monroe Elementary School Report to the School Board

February 6, 2017



Improvement Efforts Strategic Direction A



Student Learning and Engagement

Closing the Achievement Gap and Read Well by 3rd Grade

- Using NWEA Learning Continuum
- Using DIBELS, NWEA, and MCA to monitor progress and make instructional decisions for all students
- WIN time: strategic focus on students' needs at tiers 2 and 3
- SpEd Achievement Gap
 - meetings, communication focus

Improvement Efforts Strategic Direction A

Student Learning and Engagement

Technology Use

- Through Techie Tuesdays, Tech Preps, and other Meetings, staff share their knowledge and experiences
- Maker Space and Green Screen
- Students use technology to create, design, and redefine the assignment
- Students are coding during media and in classes



Improvement Efforts

Strategic Direction B



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

Rtl: Behavior Support/PBIS

- Monthly PBIS Themes
- Celebrations and recognition of students' PRIDE
- 5th Grade Newscast
- Ongoing class and individual behavioral teaching

Improvement Efforts Strategic Direction E



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

Professional Development Days

- Focus on Guided Reading

Open Door Weeks

- Alignment, Ideas, and Collaboration
- 4 times per year

Data Use

- Building Capacity in Teachers to Access and Use

Professional Learning Community Collaborative Teams



- Great work going on at all levels
- Meet monthly to make instructional decisions based on formative data.
- Teams review, edit, and add on their team goals.
- Focus on creating common formative assessments and reviewing data to make instructional decisions.
- Intervention teachers meet with teams to have data conversations to update students in interventions.
- A few teams are focused on the vocabulary after last Spring's NWEA
- Staff appreciate the opportunity that the PLC time allows for them to share the work load as they collaborate to find a variety of ways to meet students' needs.

ATTENDANCE DATA

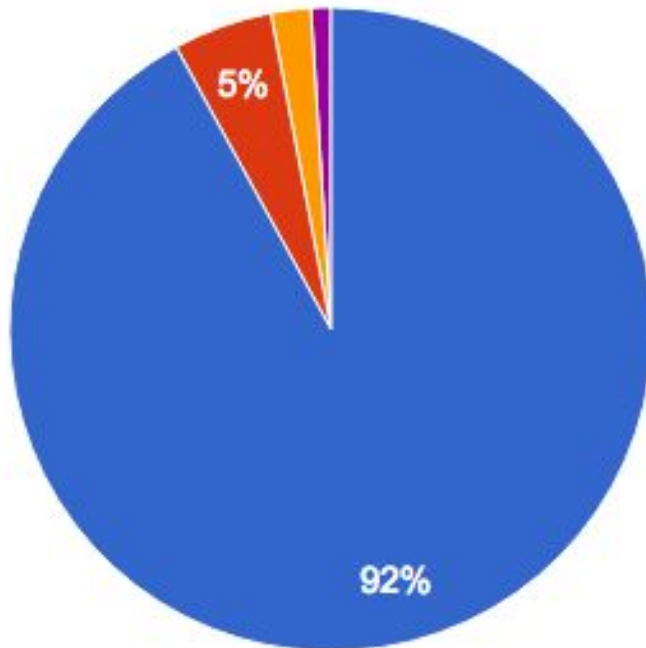


Monroe			
	13-14	14-15	15-16
All	96.27	96.29	96.56
LEP	95.98	99.55	98.07
SPED	96.07	96.44	96.74
FRP	95.68	95.57	95.99
Hispanic	96.10	95.56	95.47
American Indian	91.82	na	84.26
Asian	97.94	97.12	92.61
Black	93.21	93.22	96.35
White	96.29	96.41	96.77
Pacific Islander	na	na	na
Two or more races	94.1	95.17	93.29

BEHAVIOR DATA



2015-16



- White (85% population)
- Black (5% population)
- Hispanic (7% population)
- American Indian (<1% population)

DIBELS DATA K-2

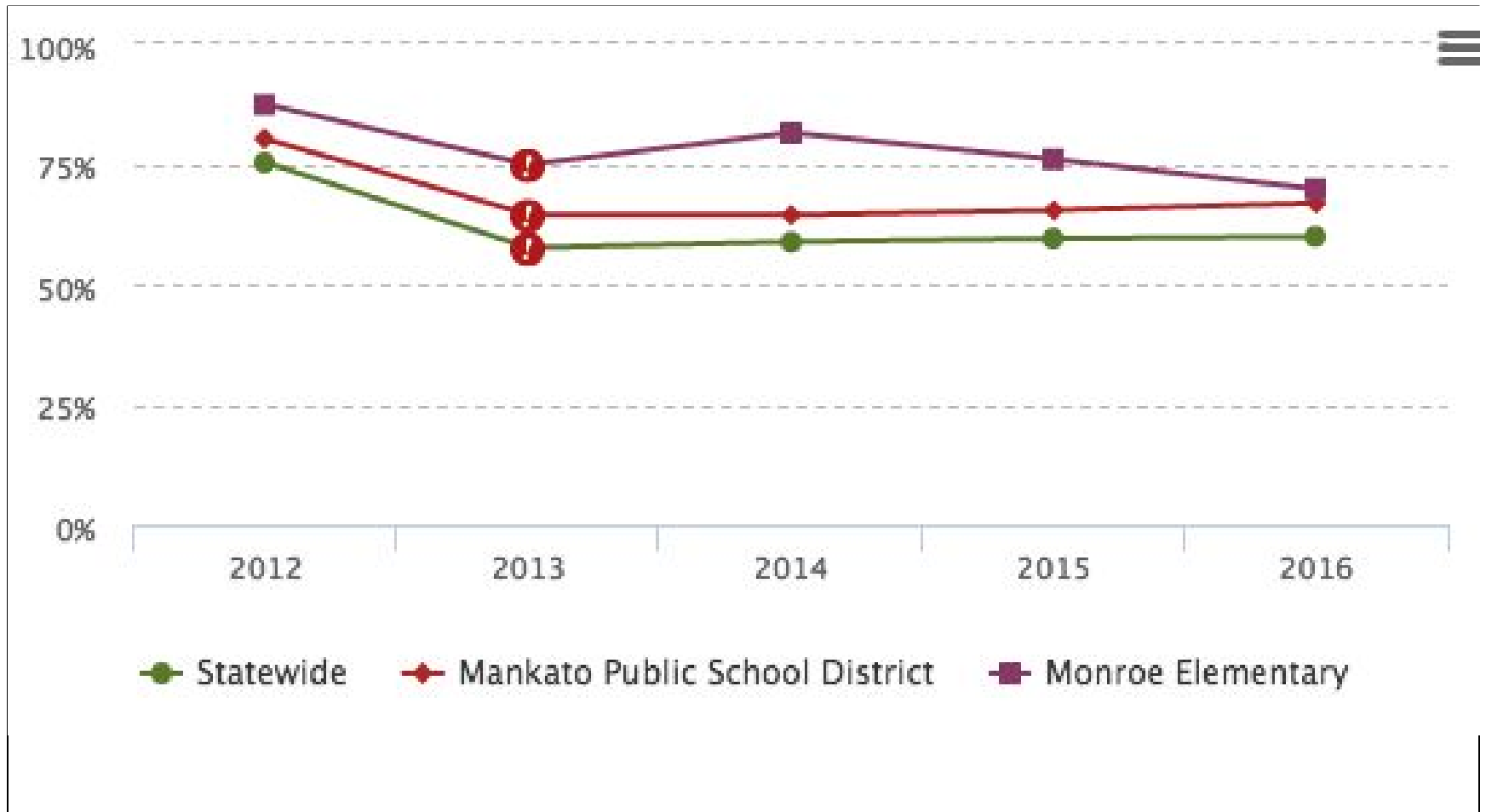


2015-16

Grade	Beginning	Middle	End
K	n=88 26 ■ 8 ■ 54 ■ (30%) (9%) (61%)	n=83 3 ■ 12 ■ 68 ■ (4%) (14%) (82%)	n=81 2 ■ 5 ■ 74 ■ (2%) (6%) (91%)
1st	n=89 9 ■ 14 ■ 66 ■ (10%) (16%) (74%)	n=89 15 ■ 9 ■ 65 ■ (17%) (10%) (73%)	n=90 13 ■ 12 ■ 65 ■ (14%) (13%) (72%)
2nd	n=80 11 ■ 4 ■ 65 ■ (14%) (5%) (81%)	n=81 10 ■ 4 ■ 67 ■ (12%) (5%) (83%)	n=83 11 ■ 11 ■ 61 ■ (13%) (13%) (73%)

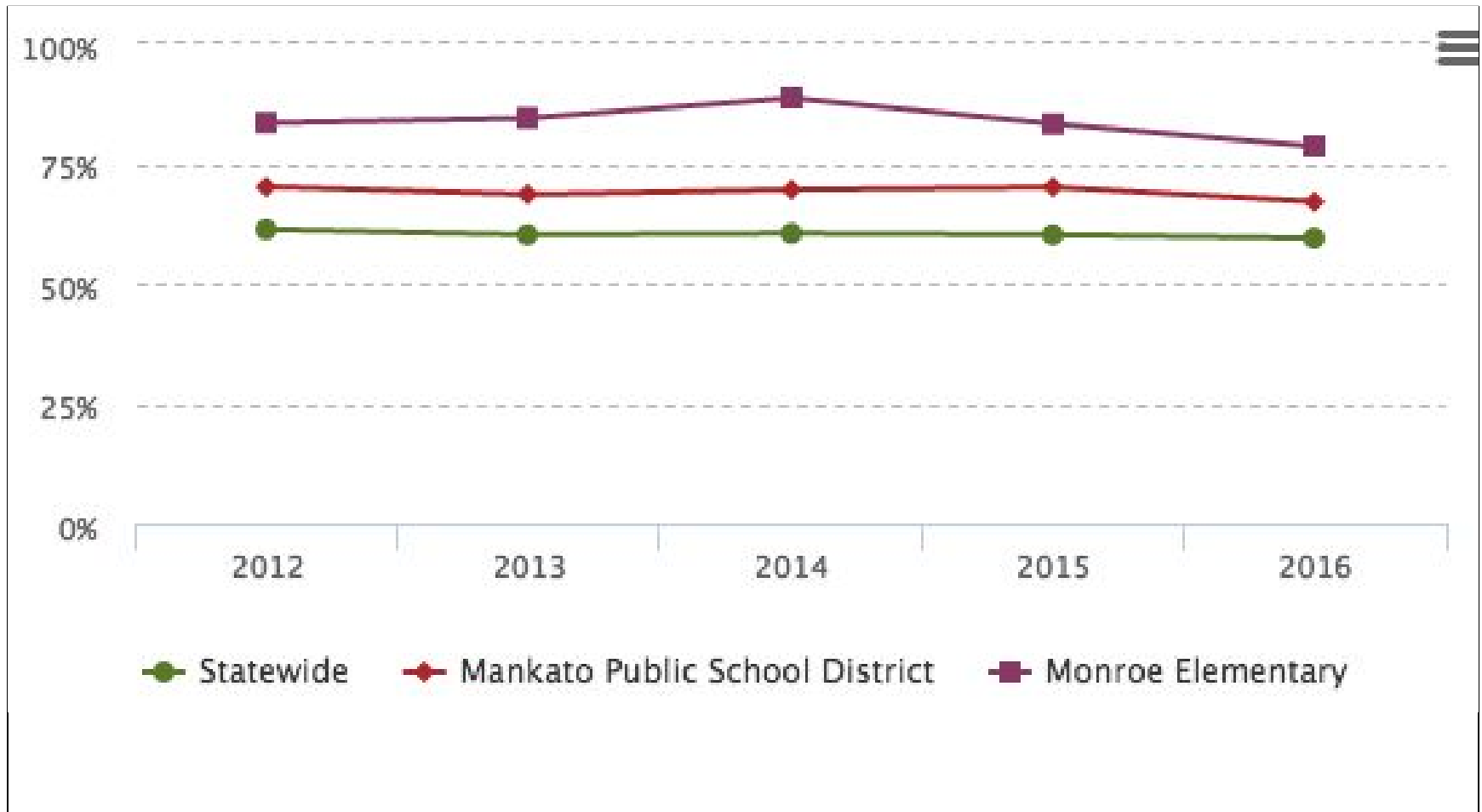


Monroe Reading Trend Data





Monroe Math Trend Data





Questions?

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