

2017–18 Monroe School Report to the School Board



February 20, 2018

Improvement Efforts Strategic Direction A



Student Learning and Engagement

Closing the Achievement Gap

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

Improvement Efforts Strategic Direction A



Student Learning and Engagement

Reading and Math Proficiency

- Standards lead the work
- Supported by the reading and math resources
- Using assessments along the way to check progress

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

- Focus on Respect and Student Expectations
- 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.

Open Door Weeks

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

Data Use

- Teams can access and use data
- Collaboration Meetings

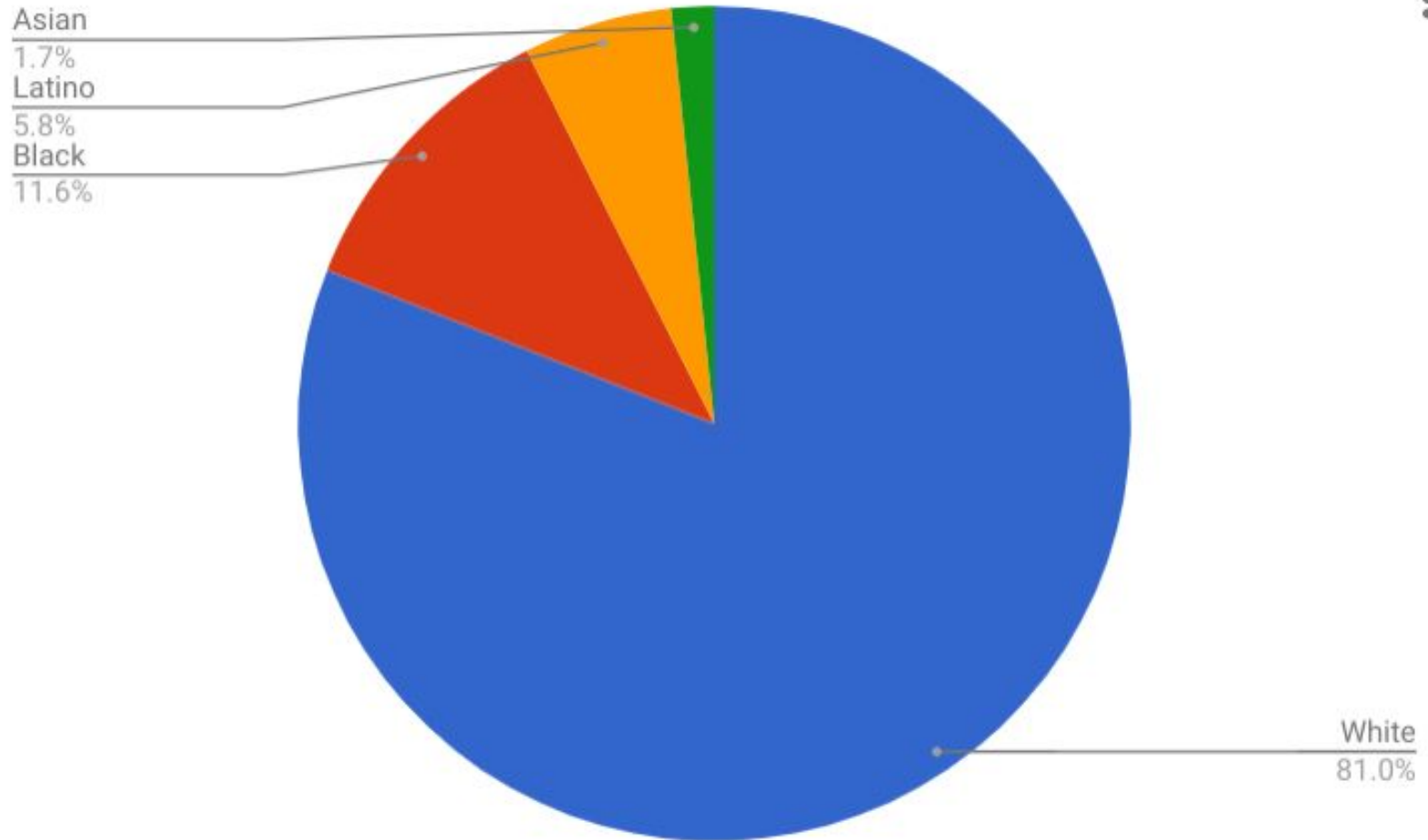
ATTENDANCE DATA

2016-17



Student Group	Attendance Rate
All	96.31%
FRP	96.75%
Sped	93.60%
NonSped	94.94%
Hispanic/Latino	95.35%
Black or African American	94.51%
White	96.56%
Two or more Races	95.36%

BEHAVIOR DATA



BEHAVIOR DATA



Student Group	% of students referred	Number of Students Referred	Number of Students 2016-17	% by Student Group
White	21.4	98	458	82.8
Black	29.8	14	47	8.5
Latino	18.9	7	37	6.7
Asian	20	2	10	1.8
Native American	n/a	n/a	1	0.2
Pacific Islander	n/a	n/a	0	0.0

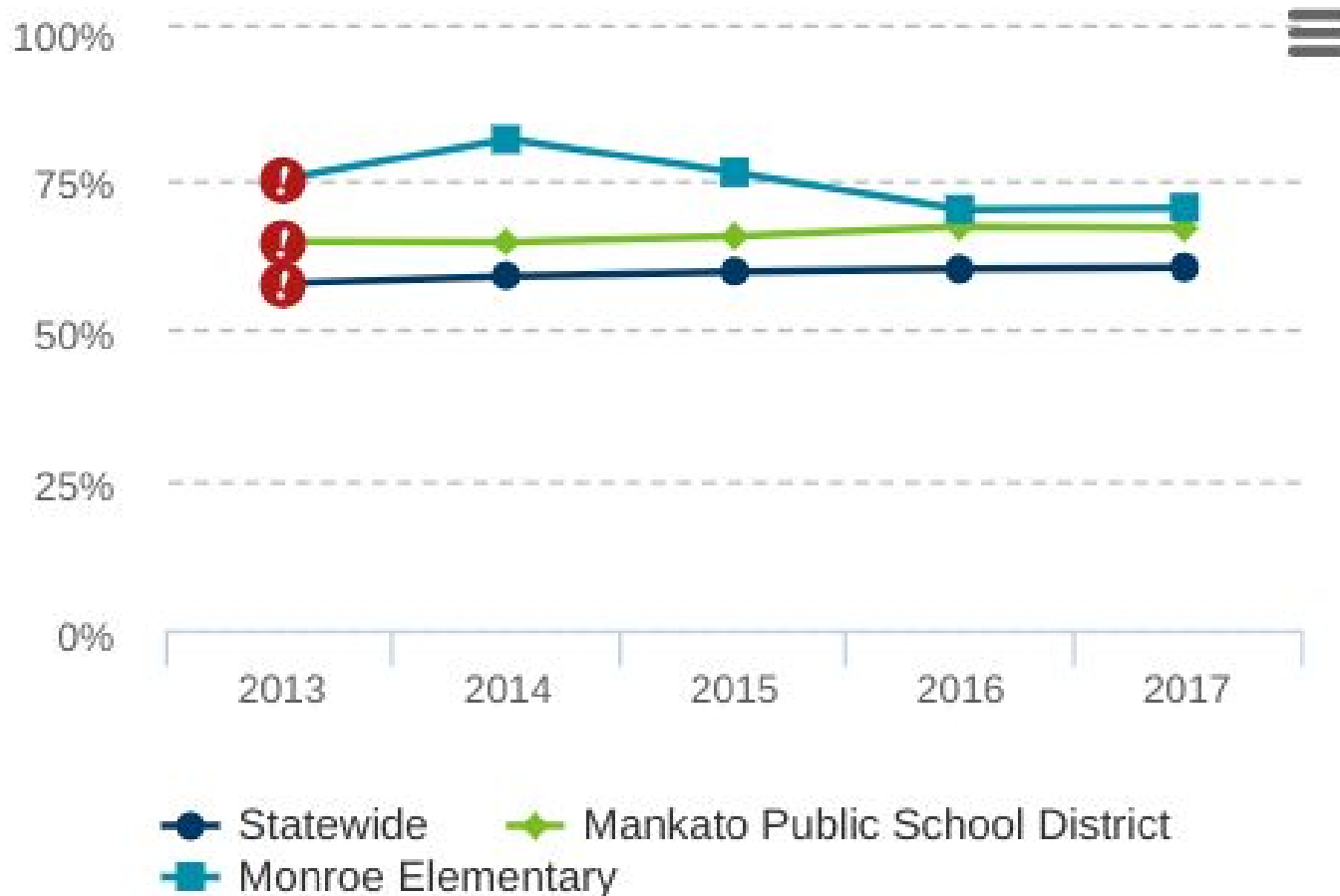
DIBELS DATA K-2



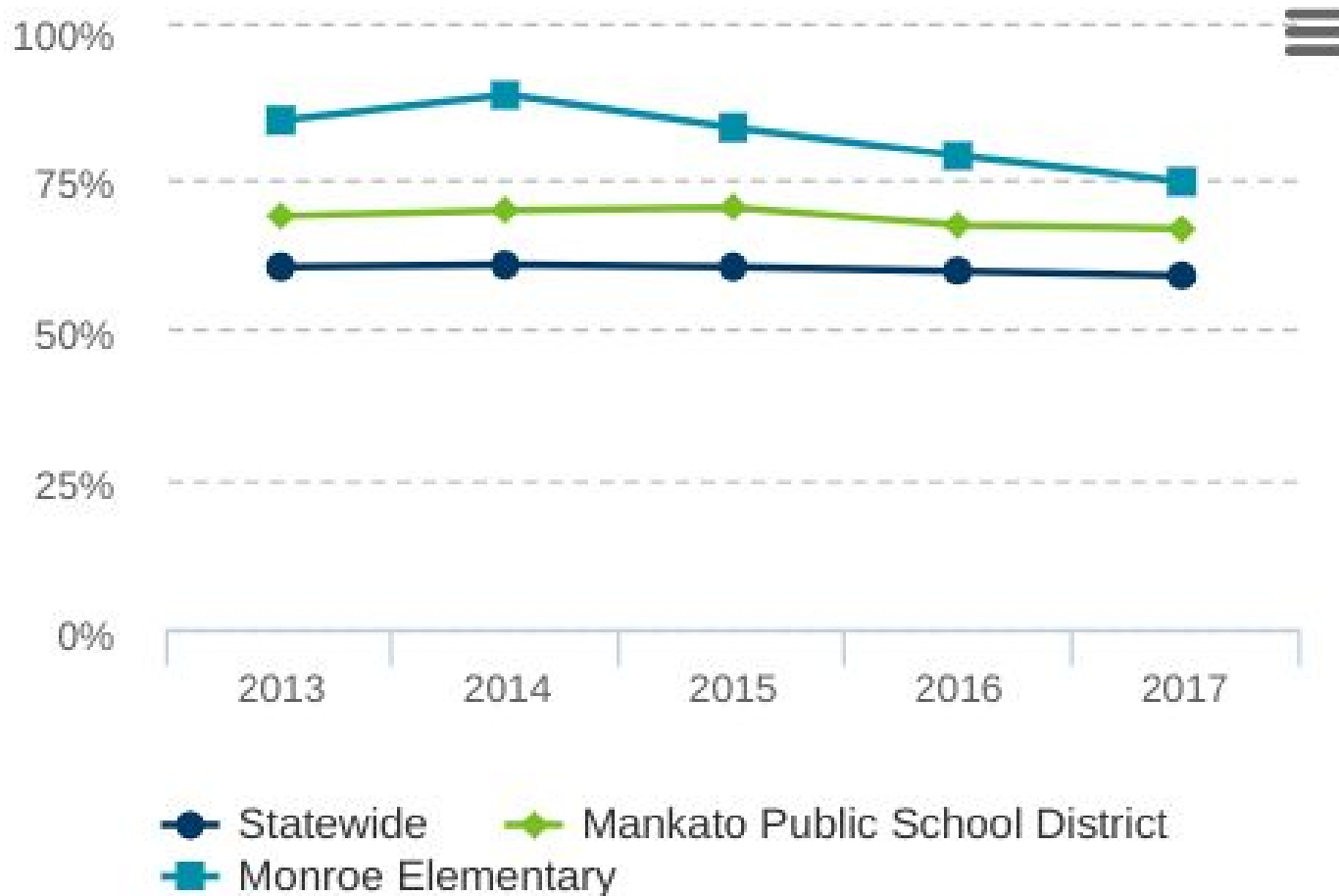
Grade	Beginning	Middle	End
K	n=73 13 (18%) 9 (12%) 51 (70%)	n=72 4 (6%) 8 (11%) 60 (83%)	n=72 6 (8%) 9 (13%) 57 (79%)
1st	n=82 9 (11%) 10 (12%) 63 (77%)	n=82 9 (11%) 7 (9%) 66 (80%)	n=82 6 (7%) 13 (16%) 63 (77%)
2nd	n=90 14 (16%) 9 (10%) 67 (74%)	n=91 16 (18%) 8 (9%) 67 (74%)	n=90 14 (16%) 11 (12%) 65 (72%)



Monroe Reading Trend Data



Monroe Math Trend Data



Professional Learning Community Collaborative Teams



- Staff value the time to work together!
- Great work going across the building!
- Teams meet twice a month 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 and update students in interventions.
- Collaboration with Special Education teachers during PLCs and Monthly Meetings

Professional Learning Community Collaborative Teams



From the Teachers:

- Collaboration–focused worked as a *team* (including tech integration along the SAMR ladder)
- “Think marks” implemented to assist students in thinking about what they are reading
- Great discussions around kids and their data: moving, adjusting, and regrouping
- Planning Math WIN time and seeing growth
- Great time to evaluate data and make sound decisions on each students’ education
- It’s OUR students we are working together to assure learning; we know students are not falling through the cracks



Questions?

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