



2021-22 Monroe Elementary Report to the School Board

April 18, 2022



Vision

Every learner will be seen for who they are inclusive of: race, national origin, home language, sex, gender, sexual orientation, disability, age, or religion. MAPS learners will experience a school environment that builds their voice and agency. Learners and families will be seen and heard. MAPS will assure that each learner has the skills to enter society with a joy for learning, a positive vision for the future and the ability to navigate the world with hope, dignity and their multiple talents.

Mission

Mankato Area Public Schools (MAPS) is committed to working together equitably, with families and communities, so that each learner has the knowledge and skills to be a successful and contributing citizen in a diverse global society.



MAPS Strategic Directions

Strategic Direction:

- A. Improving learning and development for ALL students
- B. Strengthening our welcoming, connecting, and partnership
- C. Improving student readiness for living options after graduation
- D. Optimizing our management of all types of resources
- E. Developing our staff's capacity, skills and accountability

MAPS will reach its mission and vision when:

- 1. Each student is ready for kindergarten.
- 2. Each student is reading well by 3rd grade.
- 3. All achievement gaps are closed.
- 4. All students are college and career ready by graduation.
- 5. All students graduate.
- 6. Each student, family, and staff member feels safe, is welcome, and is treated with dignity and respect.



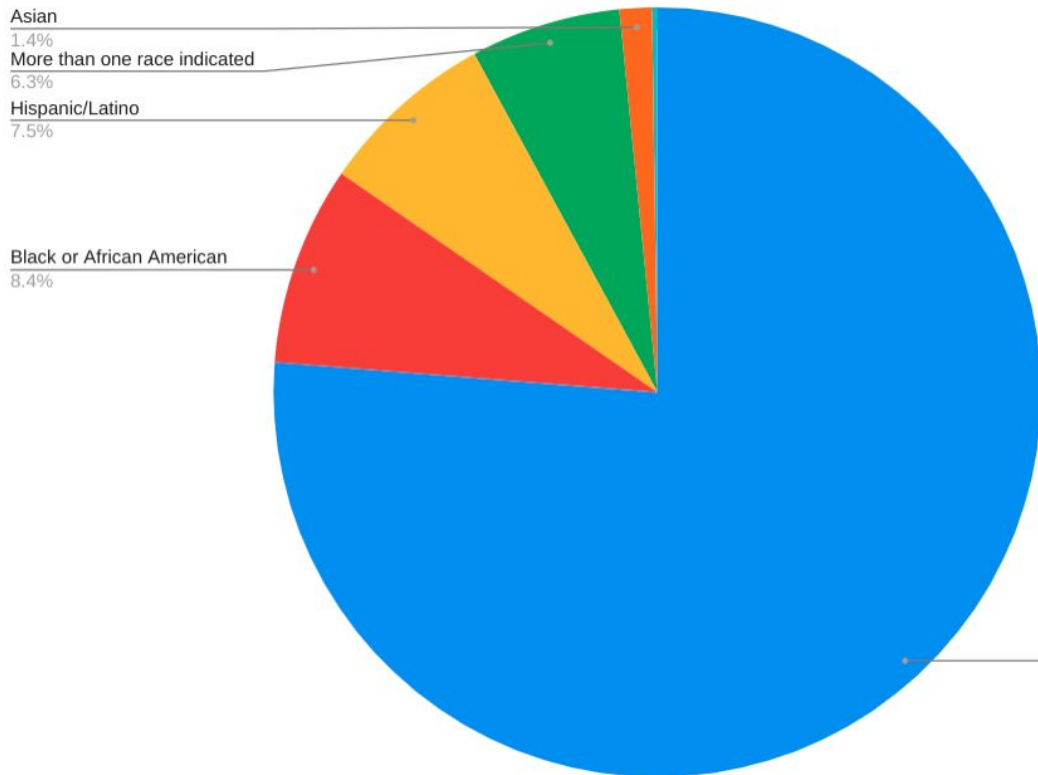
Monroe Elementary School

- Located in Lower North Mankato; attendance boundaries include all of Lower North Mankato and the residential north of Hwy 14 & east of Lor Ray Dr
- A neighborhood school of 440 students and 70 staff





Monroe Demographics



Race/Ethnicity	Percent	Count
White	76%	337
Black or African American	8%	37
Hispanic/Latino	7%	33
More than one race indicated	6%	28
Asian	1%	6
American Indian or Alaska Native	0.2%	1
	100%	442



Monroe Demographics



- 35% Free and Reduced Lunch
- 15% Special Education
- 8% English Learners (EL)





Our VisionCard Down & In



Building VisionCard Goal	District VisionCard Alignment	Current Data
Initiative: Student Academic Growth via High Functioning PLCs Activities: - Weekly collaborative team meetings - Teams set action plan and review monthly - MLT discussion of action plans - Focus on expectations (clear, high, and consistent) - Teams use formative assessments to collect data and drive plans - Teams incorporate acceleration (vs. remediation) into their action plan	A1: Kindergarten Literacy A2: Read Well by 3rd Grade A3: Student Performance on Local or State Assessments A4: 4 Year Graduation Rate	Winter 2022 DIBELS: - 55% of K students at, or above, K Winter Benchmark (Dist 57%) - 62% of 3rd grade students at, or above, 3rd grade Winter Benchmark (Dist 60%) - 65% of K-5 students at, or above, Winter Benchmark (Dist 62%)



Our VisionCard Down & In



Building VisionCard Goal	District VisionCard Alignment	Current Data
Initiative: Student Behavior Growth Activities: - PBIS focused plan - PRIDE expectations (clear, high, and consistent) throughout building - SEL curriculum implementation in each classroom (Second Step)	B1: Student Satisfaction B2: Family Satisfaction B4: Attendance Rates B6: School Culture	Behavior Data: 150 Minors 2 Suspensions 3,530 PRIDE Slips - School Wide Celebrations - Mustang of the Month





Our VisionCard Down & In



Building VisionCard Goal	District VisionCard Alignment	Current Data
Initiative: Racial Equity Professional Learning Activities: - Review of classroom/school visual environment (signage, books, posters, videos) to reflect all students - Racial equity activities via staff meetings and PLCs (Using an equity rubric tool) - Equity Committee meets monthly to discuss school environment using “Equity Look Fors” tool and data	A4: 4 Year Graduation Rate A6: Suspension Disparities B1: Student Satisfaction B2: Family Satisfaction B3: Staff Satisfaction B4: Attendance Rates B6: School Culture E3: Ongoing coaching and support for implementation of professional learning	All teams have reflected on their classrooms and discussed next steps Mentor Coaches have created lessons around cultural celebrations and holidays Over 90% of staff have participated in Life Journey PD



Supporting the SEL of our Students



- Student Support Staff:
 - Kathy Oberle: full time school counselor
 - Renetta Seys: shared school psychologist
 - Casey Collision: shared school social worker
 - Gretta Krier: shared SpEd school social worker
 - Special Education Teachers and Paraprofessionals
 - Student Success Coaches
- Second Step Curriculum
- Zones of Regulation
- Monthly Counselor Lessons
- PBIS focus on teaching and reteaching expectations





Our Commitment to an Equitable School Experience



Commitment to working together within our teams and as a collective staff to provide:

- A Positive and Caring Learning Environment
- An PBIS-focused set of standards to teach expectations and celebrate results
- A focus on learning and behavior expectations that are fair for all students to meet
- Opportunities for all students to make mistakes and learn from them
- An environment where students can see themselves reflected in a positive manner
- Opportunities for students' voice to be heard and part of decision making

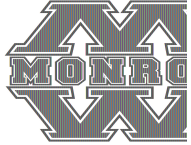


Student Success/Celebration



- Fall Carnival
- Mustangs of the Month
- Student Council planning all-school celebration days
- 5th graders helping in PE during roller skating
- PTO Fit-a-thon Fundraiser
- Dress up days to celebrate over 3,500 PRIDE slips





Staff Success/Celebration

- “There is more open communication about students this year between teachers-- more problem solving together about ways to help each student find success in each classroom space they enter.”
- “My team is working well together after the addition of a new member.”
- “I have a great team!”
- “My team works well together.”
- “I have an awesome 3rd grade team.”
- “Collaborating with other teachers feels that it is even better than ever. I enjoy the environment at Monroe, generally it feels that all teachers want the same things, are happy working together in support of the students.”
- “I've felt so very welcome coming back this year after being at another building last year from both staff and students-- I was worried about losing connections and it has been an easy transition.”



Thank you for all your support!

Questions?

