

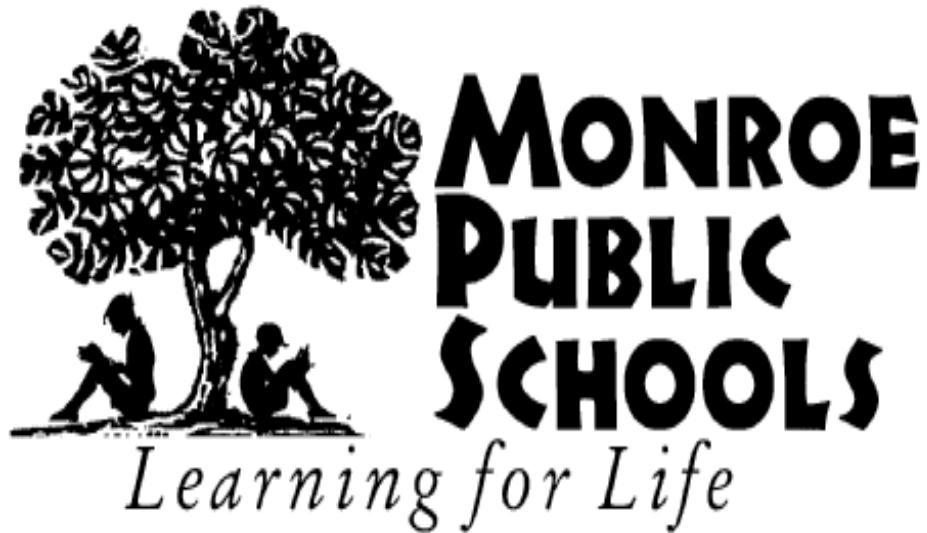
**Monroe School District**

**Learning Improvement Plan**

**2008-2009**

**DRAFT**

**September 10, 2008**



### **Vision**

The *entire* community (business leaders, parents, taxpayers, students, and employees) will view Monroe's public schools as outstanding. The district and schools shall be good stewards of the public's trust and money.

### **Mission**

The Mission of Monroe Public Schools is to maintain a strong basic skills program, kindergarten through grade twelve and consistently provide quality educational opportunities for all students. Emphasis is placed on high student achievement, focused academic learning time and grade-appropriate enrichment opportunities for all students. As such, the staff aggressively identifies and implements curricula, instructional materials, teaching methods, assessment strategies, and organizational and policy changes proven to be most effective.

To ensure a quality teaching, learning and working environment, staff are carefully selected, consistently supported, fairly evaluated, and provided quality inservice training.

## **Monroe Public Schools**

### **District Goals**

The School Board has established the following goals to guide discussions of priorities for the next four years of this levy.

- Increase Academic Rigor of Programs
- Develop a Comprehensive Assessment Program
- Advance the Capacity of the Organization to Learn and Improve
- Close the Achievement Gap for Under Represented Groups by Improving Systems of Support for Students Struggling Academically and Socially
- Expand Opportunities for Students to Participate in Enrichment and Remediation Activities
- Rebuild District Operations and Infrastructure to Support Student Learning
- Build Access to Appropriate Technology and its Integration in the Learning Environment
- Enhance School Safety and Climate
- Expand Community Connections through Communications and Meaningful involvement

Dear Reader,

Monroe's public schools are committed to continuous improvement. This Learning Improvement Plan serves as the primary document guiding each school's efforts and resources related to improving student achievement. This plan is based on current research, and support Monroe Public Schools' Vision, Mission and Goals. Listed below are nine characteristics of high achieving schools, which are intended to help us reach our vision, mission and goals.

**1. Clear and Shared Focus** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

**2. High Standards and Expectations for All Students** Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

**3. Effective School Leadership** Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.

**4. High Levels of Collaboration and Communication** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

**5. Curriculum, Instruction and Assessment Aligned with Standards** The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

**6. Frequent Monitoring of Learning and Teaching** A steady cycle of different assessments identify students who needs help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

**7. Focused Professional Development** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

**8. Supportive Learning Environment** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

**9. High Level of Family and Community Involvement** There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

# District Learning Improvement Plan

2008-2009

## I. District Mission Statement:

The Mission of Monroe Public Schools is to maintain a strong basic skills program, kindergarten through grade twelve and consistently provide quality educational opportunities for all students. Emphasis is placed on high student achievement, focused academic learning time and grade-appropriate enrichment opportunities for all students. As such, the staff aggressively identifies and implements curricula, instructional materials, teaching methods, assessment strategies, and organizational and policy changes proven to be most effective.

To ensure a quality teaching, learning and working environment, staff are carefully selected, consistently supported, fairly evaluated, and provided quality inservice training.

## II. Data Analysis Summary:

### District Data, WASL 2008 compared to WASL 2007

#### Reading:

3<sup>rd</sup> Grade- 69.4%, decrease of 2.9%  
6<sup>th</sup> Grade – 67.3%, **increase** of 1.9%  
10<sup>th</sup> Grade – 78.5%, decrease of 1.2%

4<sup>th</sup> Grade – 69.7%, decrease of 7%  
7<sup>th</sup> Grade – 57.7%, decrease of 4.1%

5<sup>th</sup> Grade – 73.9%, decrease of 1.5%  
8<sup>th</sup> Grade – 69.4%, **increase** of 2.3%

#### Math:

3<sup>rd</sup> Grade – 64.1%, decrease of 4.1%  
6<sup>th</sup> Grade – 48.2%, increase of 1.4%  
10<sup>th</sup> Grade – 41.8%, decrease of 3.4%

4<sup>th</sup> Grade – 53.9%, **increase** of .3%  
7<sup>th</sup> Grade – 45.5%, decrease of 4.5%

5<sup>th</sup> Grade – 58.2%, decrease of 1.6%  
8<sup>th</sup> Grade – 50.1%, **increase** of 1.5%

#### Writing:

4<sup>th</sup> Grade – 57.4%, **increase** of 7.4%

7<sup>th</sup> Grade – 66.6%, **increase** of 11.9%

10<sup>th</sup> Grade – 84.9%, **increase** of 3.6%

**Science:**

5<sup>th</sup> Grade – 41.8%, **increase** of 3.9%  
10.5%

8<sup>th</sup> Grade – 53.5%, **increase** of 5.8%

10<sup>th</sup> Grade – 37.5%, **increase** of

**Ethnicity Gap:** Whites achieve more than Hispanics in all subjects at all grade bands.

Elementary: 30%-40% gap in reading; 25%-40% gap in math across all grade levels.

Middle: 20%-30% gap in reading; 25%-35% gap in math across all grade levels.

High School: 17% gap in reading; 18% gap in math at 10<sup>th</sup> Grade.

According to WLPT-II data, 13% ( 59 students) of the ELL students reached the transitional level and must exit the program. 61% increase in the number of ELL students reaching the transitional level from the year before. 46.8% (210 students) of the ELL students were in Level 3 or Advanced.

**Special Education:**

The average difference in % meeting standard (non-sped ed vs. spec ed) is 39.6%. The majority of spec ed students fall within Level 1. Exceptions include 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade reading. Scores for 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> spec ed reading decreased from the previous year. A total of 71.8% of 10<sup>th</sup> grade spec ed students met standard in writing.

**Gender Gap:**

Elementary: In reading, girls out perform boys with a gap range between 8.5% at 5<sup>th</sup> grade and 24.4% at third grade. In general, this gap is increased from last year. In math, at third and fourth grade, girls out perform boys; however, there is no gap at fifth grade. In science, more girls met standard than boys (gap of 12.6%).

Secondary:

In reading at middle level, girls out perform boys by about 15%; however, the gap closes at 8<sup>th</sup> grade. At 8<sup>th</sup> grade, the gap closes when compared to last year. In math, the same pattern is true at the middle level with girls out performing boys at 6<sup>th</sup> and 7<sup>th</sup> grade but not at 8<sup>th</sup> grade. The gaps are smallest at the 10<sup>th</sup> grade level (only about 5%) with girls ahead in reading and boys ahead in math.

**Cohort Data:**

In general, for both reading and math, we do not see an increase in performance over time for the same class and do see some decrease in some areas.

**III. Learning Improvement Plan Goals:**

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| <p><b>Goal 1 (Literacy: Reading/Writing):</b></p> <p>To increase the number of strategic readers and effective writers at every grade level by 5% as measured by district and state assessments by the end of the 2008-09 school year.</p> |
| <p><b>Goal 2 (Math):</b></p> <p>To increase by 5% the number of students proficient in math as defined by district and state assessments by the end of the 2008-09 school year.</p>  |

**V. Action Plan:**

**Goal 1 (Literacy: Reading/Writing):** To increase the number of strategic readers and effective writers at every grade level by 5% as measured by district and state assessments by the end of the 2008-09 school year.

**Elementary Plan**

| <b>Activities:</b>  | <b>Support Needed</b>                    | <b>Proposed Timeline</b>                                    |
|---|--|---|
| 1. Provide initial orientation to new literacy materials, Reading Street.   | Publisher Consultants                    | August 26 <sup>th</sup> , 2008                              |
| 2. Identify teachers in each school as literacy leaders to support the implementation on site.  | Training prior to all staff orientation. | August 13 <sup>th</sup> , 2008                              |
| 3. Provide a reading coach (CORE) for six days in each school to model effective reading practices in classroom and connect research to new materials.                | Reading Coach and subs per school        | Begin in October and end in May.                            |
| 4. Implement and gather data from the Reading Street assessment system, helping teachers use data to inform instruction. Also investigate the use of Success Tracker. |  | Baseline testing in September and End of Year Test in June. |
| 5. Conduct district wide writing assessment at 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades to establish baseline data.                             |  | February  |

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|---|--|---------------------------------|
| 6. Develop strategies to improve parent involvement and support in literacy development, including the use of internet based resources. | Written documents and parent meetings  | Begin in October and end in May |
| 7. Analyze Differentiated Instruction model in Reading Street   | Literacy Leaders   |                                 |
| 8. Investigate the relationship of ELL, Title/LAP, and Spec Education support systems to initial instruction in the classroom           | Meetings with ELL TOSA, Spec Ed rep, and Title Staff development with Literacy Leaders | October through June.           |
| 9.  |  |                                 |
| 10.   |  |                                 |

### Secondary Literacy Plan

| <b>Activities:</b>   | <b>Support Needed</b>                      | <b>Proposed Timeline</b>    |
|--|--|-----------------------------|
| 1. Staff Development in Reading and Writing Strategies Across all Content Areas - Half day workshop by content areas 6 <sup>th</sup> -12 <sup>th</sup> teachers and continued on School Improvement Days | Consultant                                 | PID. August 26, 2008<br>SID |
| 2. Set clear, district wide learning expectations in reading and writing.  | Posters for every classroom                | August 26, 2008             |
| 3. Provide a .8 Secondary Literacy TOSA to provide leadership and facilitate activities.   | Staffing - .8 TOSA                         | August, 2008                |
| 4. Administer the Gates McGinitie Reading Assessment to all 6 <sup>th</sup> through 9 <sup>th</sup> graders in the spring to gather additional data on students.   | Purchase of tests and scoring              | September and May           |
| 5. Administer a district wide Direct Writing Assessment at 6 <sup>th</sup> and 8 <sup>th</sup> in February and at 9 <sup>th</sup> and 10 <sup>th</sup> in November.                                      | Budget for committee and subs for scoring. | October through March       |
| 6. Continue to offer reading classes or support for struggling readers through Title/Lap/I728.   | Staffing                                   | August                      |

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| 7. SIOP training for selected staff to incorporate in their classroom, including K-8 Math and Science TOSAs, and Mentor TOSAs.   | SIOP training provided                               | October through May     |
| 8. Professional Learning Communities in each school will review their reading and writing data to inform their instruction and plan to implement learning expectations and strategies.         | Time provided<br>District Secondary Literacy Posters | September through June  |
| 19. Build better transitions between elementary and middle level and middle level and the high school curriculum by intentionally focusing on this activity at grade level meetings.           | Grade level or grade band meetings                   | October through June.   |
| 11. Continue to clarify and define appropriate reading instruction for special education and ELL students providing necessary staff development.   | Literacy TOSA<br>ELL TOSA                            | September through June. |
| 12. Promote students and parents understanding of state opportunities available for scholarships at both the middle and high school level. (College Bound (Middle Level and Get Math/Science)) | Counselors   | October                 |
| 13.  |  |                         |

**Goal 2 (Math):** To increase the number of students proficient in math by 5% as defined by district and state assessments by the end of the 2008-09 school year.

**Elementary**

| <b>Activities</b>   | <b>Support Needed</b>                        | <b>Proposed Timeline</b>   |
|---|--|----------------------------|
| 1. Implement Number Corner at 3 <sup>rd</sup> through 5 <sup>th</sup> grades, providing materials and initial training.                       | June and August, 2008 workshops for teachers | August, 2008 through June. |
| 2. K-5 Math Committee to align district program to new state standards.   | Committee Time                               | October – May              |
| 3. K-5 Math Committee to review and revise core math assessments and year long plans to reflect Number Corner Curriculum and state standards. | Committee Time                               | October - May              |

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| 4. Administer core assessments and computational fluency assessment, aggregating data for analysis.                                   | Math TOSA                 | September through May |
| 5. Provide after school support for Number Corner at the primary and intermediate level by offering monthly classes.                  | Teacher Trainers          | September through May |
| 6. Revise the district written math curriculum and publish on the intranet and district web page.                                     | Math TOSA                 | February              |
| 7. Provide support to enrich and extend the math curriculum in the Excel Program.   | Excel Teachers, Math TOSA | September             |
| 8. Develop a communication plan to inform and involve parents in supporting the development of computational fluency (Number Corner). | K-5 Math Committee        | October, March        |
| 9.  |                           |                       |
| 10.   |                           |                       |

### Secondary Math Plan

| <b>Activities</b>  | <b>Support Needed</b>          | <b>Proposed Timeline</b>    |
|--|--------------------------------|-----------------------------|
| 1. Formally review the Middle Level Math program to align with new state standards, identifying appropriate resources for implementation in 2009-10. | Budget for Committee meetings. | October through May         |
| 2. Conduct grade level meetings 6 <sup>th</sup> – 8 <sup>th</sup> to adjust current program this year.   | Budget for subs                | October through May         |
| 3. Conduct 8 <sup>th</sup> Math and Algebra meetings (middle and high) to maintain consistency, revising as needed based on new standards.           | Budget for subs.               | October through May         |
| 4. Provide training in “Fostering Algebraic Thinking Toolkit” taught by University of Washington staff for 15 middle level and high school teachers  | Boeing Grant Funds             | September through February. |
| 5. High school math department reviews course offerings and expectations   | Time                           | August through              |

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| and clarifies expectations to students, parents, and counselors based on changing math graduation requirements.  |  | December               |
| 6. Identify computational fluency and algebraic reasoning standards for 6 <sup>th</sup> - 12, identifying appropriate resources.   |  |                        |
| 7. K-8 Math TOSA establishes a schedule to visit each middle school on a weekly basis to work with teachers and to support CT classes at the high school.                                      | TOSA time  | September through June |
| 8. Identify math connections in other content areas, especially science so all staff can support achievement in math.  |  | October                |
| 9. Review indicators of math achievement, including grades, numbers of students in advanced classes, and WASL scores at the middle and high school level to evaluate programs.                 | Math TOSA  |                        |
| 10. Continue to define appropriate math instruction for struggling students, Title, ELL, and Special Education.  | Math TOSA  |                        |
| 11. Revise the district written math curriculum and publish on the intranet and district web page.   | Math TOSA  |                        |
| 12. Develop a communication plan for parents and students about changing district and state expectations for graduation, including course equivalency for Career and Technical programs.       | Counseling Departments<br>Math Department          | November               |
| 13. Promote students and parents understanding of state opportunities available for scholarships at both the middle and high school level. (College Bound (Middle Level and Get Math/Science)) | Counseling Departments<br>Math/Science Departments | November               |
| 14.  |  |                        |
| 15.  |  |                        |

## Monitoring and Evaluation of the Plan

The activities and data in this plan will be reviewed by administrators as a collective group on a monthly basis. Monthly updates will be provided to the school board. A progress update will be provided to the Superintendent's Parent Advisory Committee and the All District Parent Organization Council in February and a final report to them in June. A final evaluation report will be conducted and presented to the school.

## VI. Anticipated Evidence of Improvement in Student Achievement as a Result of the Overall School Improvement Plan?

As a result of this plan, the following indicators of success will serve as examples of improvement in student achievement:

### Elementary:

- End of the Year Reading Assessment at each grade level demonstrates a 10% increase from current baseline data of the students reading at grade level or above.
- The third Core Math Assessments at 1<sup>st</sup> through 3<sup>rd</sup> grades will reflect that 85% of the students met standard at the district level. The third Core Math Assessments at 4<sup>th</sup> and 5<sup>th</sup> grade will reflect that 75% of the students met standard at the district level.
- 80% of all fifth graders will meet standard on the district 5<sup>th</sup> grade Computational Fluency Assessment.
- District WASL scores in reading and math will show a 5% increase from the previous year at every grade level assessed.
- District Writing Assessment data at 3<sup>rd</sup> and 5<sup>th</sup> reflects that 60% of students met standard according to the district rubric.

### Secondary:

- The Gates-McGinitie results for total reading in the spring for 6<sup>th</sup>, -9<sup>th</sup> grades indicate a 5% increase in students reading at or above grade level for each grade from the previous year.
- Grade Distribution for 6<sup>th</sup> through 9<sup>th</sup> block classes reflects a 5% increase for students receiving a C or better in the class at 3<sup>rd</sup> quarter or end of second semester.
- Grade Distribution for 6<sup>th</sup> through Algebra classes reflects a 5% increase for students receiving a C or better in the class at 3<sup>rd</sup> quarter or end of first semester.
- District Writing Assessment data demonstrates that 70% of students met standard according to the district rubric at each grade level (6<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades).

- The number of students qualifying for Honors and Advanced Math Placement increase from the previous year by 5%.
- Middle level Math Placement Assessments will indicate a 5% increase in the number of students demonstrating on grade level achievement.
- District WASL scores in reading and math show a 5% increase from the previous year at every grade level assessed.

