



James Monroe Elementary

Successful Thriving Community

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Principal

James Monroe Elementary School

KA-6th Grade Elementary in Northwest Santa Rosa

CA Dashboard 2018-2019

408 Students ~ 100%

358 Socioeconomically Disadvantaged ~ 87.7%

264 English Learners ~ 64.7%

Dedicated Staff - Committed to Students



Community Building and Partnerships

Safe Routes to School

Salvation Army TAMS Tutors

Schools of Hope

Pasitos

North Bay Child Center

Boys and Girls Club

BEST Assemblies



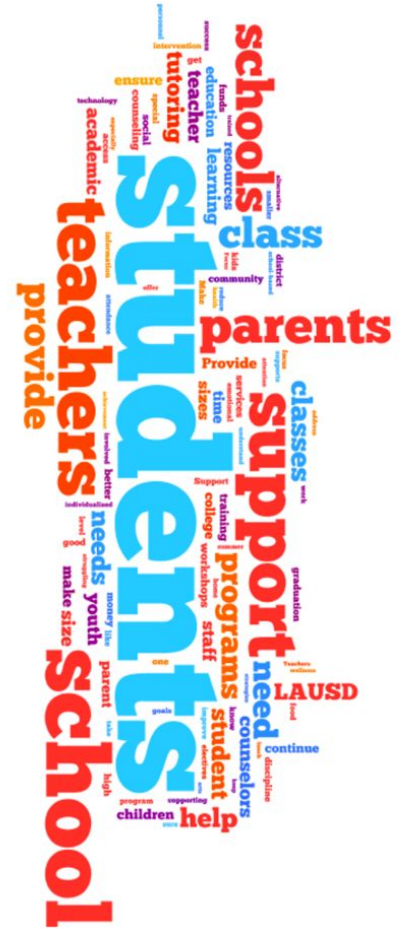
SRCS LCAP Goals

Goal 1

Provide a coherent, **rigorous** and relevant teaching and learning program to graduate college and career ready students.

Goal 2

Increase student and family wellness and engagement through the full service community school model.



SRCS Theory of Action

If we improve the quality of practice through the continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.

Santa Rosa City Schools Strategic Plan

2019-2024

Vision

SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Santa Rosa City Schools Strategic Plan Priorities

2019-2024

Priority 1- Life Ready Learners

Priority 2- Balanced Education

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

Monroe - School Plan for Student Achievement Goals

Monroe Goal 1

Increase student literacy in Reading, Writing, and Math.

Monroe Goal 2

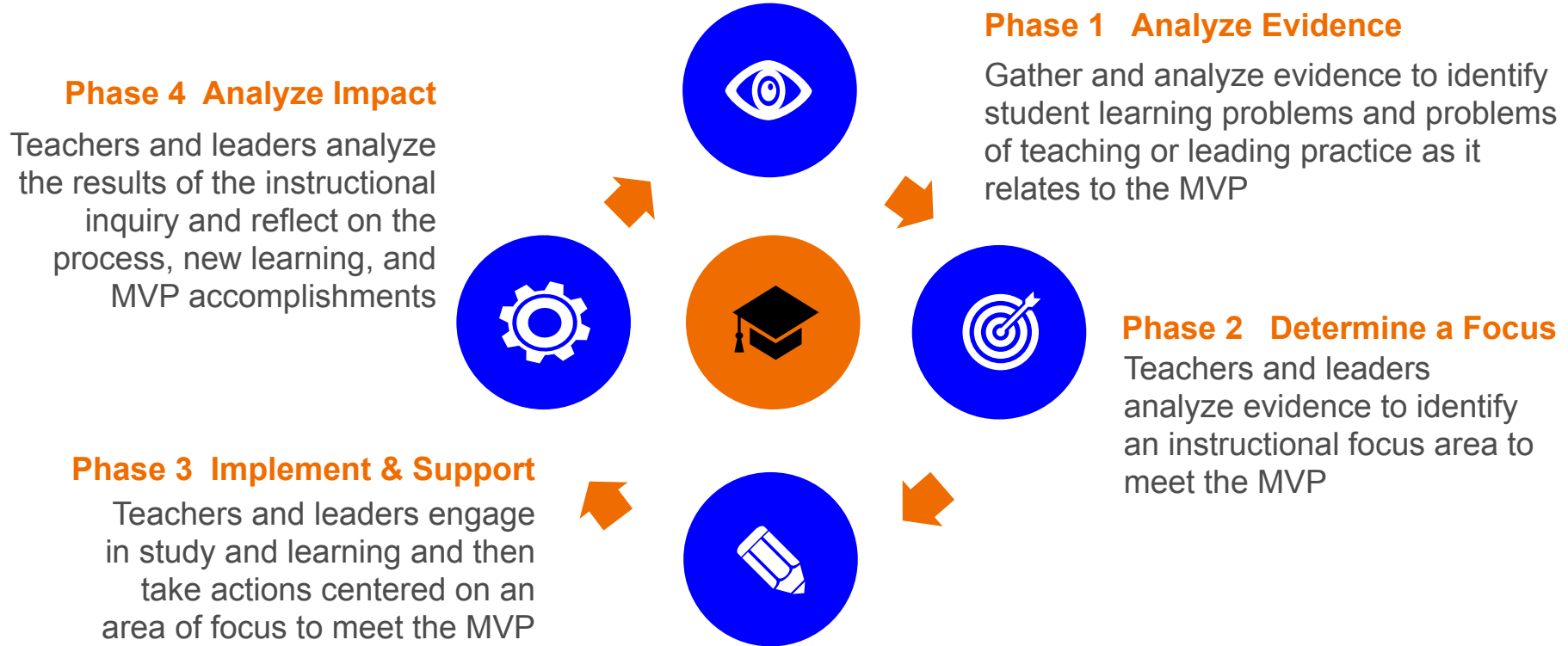
Decrease chronic absenteeism and tardiness by .5% by the end of the school year based on the previous school year daily attendance.

Monroe Cycle of Inquiry Strategic Focus

Increase Rigor and Build Critical Thinking (Reasoning and Problem Solving)
Across Content Areas.

Inquiry Cycle

Instructional Leadership and the MVP



Phase 1 - Analyze Evidence

CA Dashboard Data

	2016/2017	2017/2018	2018-2019
English Learner	77.7%	67.9%	64.7%
Socioeconomically Disadvantaged	91.4%	87.3%	87.7%
Foster Youth	0.2%	0.5%	0%

SBAC - Met or Exceeded Standard

	2014/2015	2015/2016	2016/2017	2018-2019	Change
ELA	12%	18%	17.36%	25.11%	+7.75%
Math	9%	13%	18.11%	23.98%	+ 5.87%

Chronic Absenteeism - CA Dashboard 2018-2019

	Chronically Absent	Change
State - All Students	10.1%	Increased 1.1%
All Students	13.8%	Increased 1.1%
English Learners	11%	Declined 0.7%
Hispanic/Latino	13.4%	Increased 1.7%
SPED	24.1	Increased 7.4%
SED	13.2	Increased 0.5%

All Students

All Students

State



Orange

13.8% chronically absent

Increased 1.1% Ⓢ

Number of Students: 426

Suspensions - CA Dashboard 2018-2019

	Suspended At Least Once	Change
State - All Students	3.4%	Maintained -0.1%
All Students	1.4%	Declined 3.1%
English Learners	0.7%	Declined 3.7%
Hispanic/Latino	1.2%	Declined 3%
SPED	7.3%	Declined 5%
SED	1.5%	Declined 3.2%

All Students

All Students

State



Green

1.4% suspended at least once

Declined 3.1% Ⓢ

Number of Students: 442

Determine a Focus - Deeper Dive into SBAC

Subject
Claim
Target



Legend: Areas Where Performance Indicates Standard Met



Writing

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.

Opinion

Target 6 WRITE/REVISE TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

Site Focus KA-6



Strategic Focus:

Increase rigor to build critical thinking (reasoning & problem solving) across content areas.

Outcomes:

- 1) All students will show growth in ELA & Math:
 - as measured on SBAC assessments (Students in grades 3-6)
 - all domains on the ELPAC (EL's)
 - DOK 3 level tasks as evidenced in speaking & writing
- 2). Reduce "Distance to 3" for all students and student groups (Will add the number of points once SBAC data is reviewed in Aug/Sep 2019)
- 3). Growth on Dashboard by 2020-2021

Phase 3 - Implement and Support

Innovate Ed Days

PLC Time

Participation in RISE

Utilizing Icons of Depth and Complexity

TOSA - District and Site EL TOSA

Analyzing Student Work Protocol



Staff Calibration - Analyzing Student Work Protocol

Student Work Samples

Areas of Strength

Areas for Growth

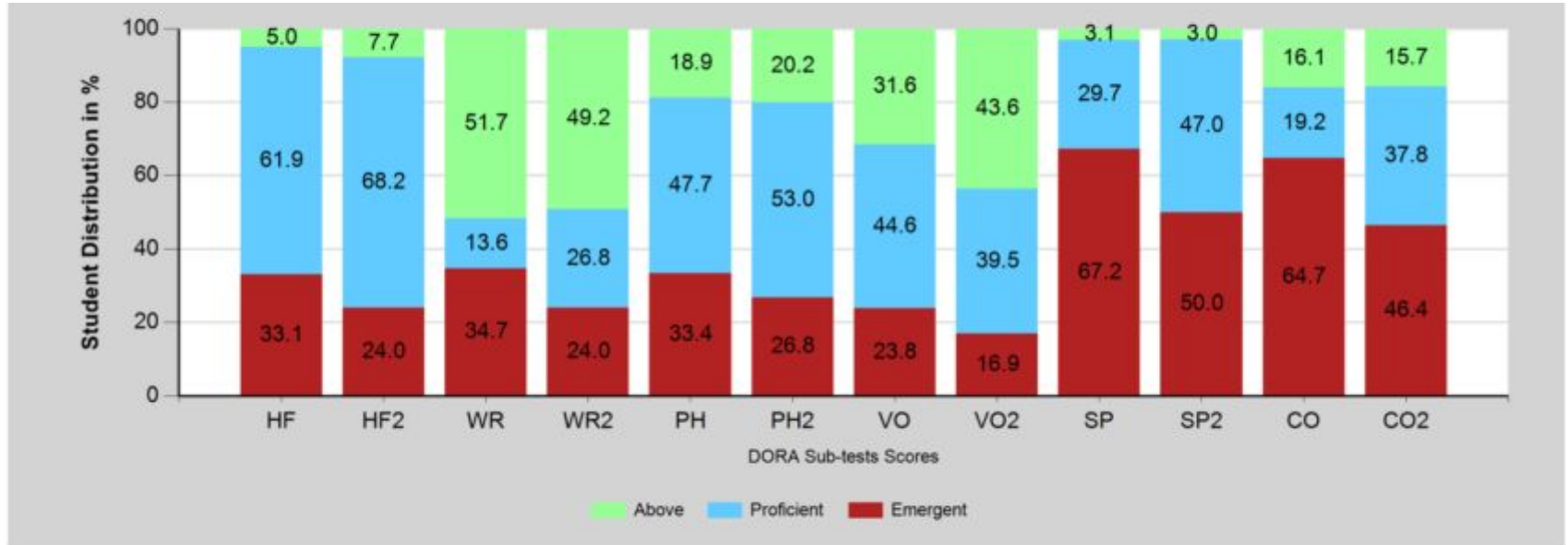
Reflections & Recommendations

Patterns & Trends

Analyzing Student Work Protocol

Purpose: A process to guide teams through analysis of student work, resulting in the formation of individual "next steps" and team commitments.	
Opening 5 minutes	Review norms Review focus for the meeting: connect to School Implementation Plan Reinforce purpose and process of the protocol
Calibration (as appropriate)	If the student work to be analyzed is rubric-based, then review of the rubric and calibration is done at this point
Presentation of Work & Clarifying Questions 10 – 20 minutes (per participant)	Teacher describes the student work and lesson that was conducted, including the learning target related to the area of focus Place each set of student work samples in its own stack at the center of the table (should have multiple stacks dependent on number of different work samples) Participants can take time to ask clarifying questions about the student work, lesson(s), or the protocol itself NOTE: Repeat Calibration and Presentation of Work/Clarifying Questions for each presenter
Review Student Work 20-30 minutes (dependent on number of different student work samples)	Allow participants sufficient time to view student work samples from each stack Participants should note what they see in the student work that demonstrates the area of focus Record strengths and areas for growth using Student Work Protocol Notes After reviewing student work, participants should record their reflections and recommendations related to the school's area of focus
Group Discussion & Presenter Commitments 5 – 10 minutes	Participants discuss their reflections/recommendations based on the student work and its implications for next steps on the school implementation plan Presenter documents his/her individual commitments on Student Work Protocol Notes page
Team Reflection & Commitments 10 – 15 minutes	Group reflects on successes and challenges <ul style="list-style-type: none">Are there patterns or trends in the student work products across multiple classrooms, grade levels, and/or content areas? Discuss impact on School Implementation Plan and how to disseminate the analysis and next steps with the principal, school leadership team and teacher teams Team discusses and documents commitments
Debrief 5 minutes	Team members discuss what worked/didn't work with the Protocol Participants reflect on norms

Analyze Impact - LGL DORA Performance Bands



Status	High-Freq. Words		Word Rec.		Phonics		Spelling		Vocabulary		Comprehension	
Above	5.0%	7.7%	51.7%	49.2%	18.9%	20.2%	3.1%	3.0%	31.6%	43.6%	16.1%	15.7%
Proficient	61.9%	68.2%	13.6%	26.8%	47.7%	53.0%	29.7%	47.0%	44.6%	39.5%	19.2%	37.8%
Emergent	33.1%	24.0%	34.7%	24.0%	33.4%	26.8%	67.2%	50.0%	23.8%	16.9%	64.7%	46.4%

Reflection and Learning

Collective Learning

- Increase DOK Level in Daily Lessons
- Increase Structured Academic Conversations
- Build Collective Efficacy

Your Learning as a Leader

- Focus on Student Achievement
- Data Driven Decisions
- Collective Efficacy

Learning and Leadership to Accomplish MVP

- Building Collaborative Teams through Innovate Ed Partnership
- Partnerships with RISE @ SCOE

Barriers

- Time for Collaboration
- Student Absenteeism





Next Steps and Next Area of Focus

Continue to:

Refine Cycles of Inquiry

Calibrate Analyzing Student Work

Update Problem of Practice and Theory of Action

