



Monroe Middle School LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

September 27, 2018

Instructional Services
Governing Board Presentation

Monroe Middle School

Vision/Mission/Values

Mission:

Campbell Union School District, a provider of education beyond the expected, educates individual students to their highest potential and ensures that they are prepared to succeed.

Vision:

Monroe Middle School strives to establish a safe, supportive, academically-challenging culture that encourages all students to become confident and creative critical-thinkers actively engaged in learning.

AVID Vision:



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.



School Celebrations

- Suspensions decreased by 30%
- 100% of teachers understand and use learning targets to promote students owning their learning.
- Professional Learning Community (PLC) Champions established to promote PLC process to support grade level and subject area (9) teams
- RFEP 34 students in grades 5-8 (22 in 7th)
- Schoolwide approval of the AVID Excel program to support EL multilingual students for 18-19
- 12 Teachers and Administrators attended the AVID Summer Institute in preparation of AVID Excel integration

#1: Ensure High Quality Instruction Aligned to Standards

- PLC Champions integration for each grade/core subject level
- Focus on teaching common essential standards in each grade level
- Standards-based learning targets in all core subject areas
- Use of agreed upon AVID learning strategies like AVID Bellwork, Academic Non-verbal Cues and Focused Note taking that we will monitor/discuss during PLC time

#2: Ensure All Students Learn at High Levels and Close the Achievement Gap

- AVID Excel schoolwide approval grades 6-8 for 2018-19
- Additional ELD* support personnel and consistent data monitoring
- AVID Tutor support in AVID Elective course
- Interventions
 - Sondag
 - Reading intervention
 - Ed Associates supporting classroom teachers



* ELD = English Language Development

#3: Provide Tiered Supports that Promote Social/Emotional Development

- Wrap around Multi-Tiered Systems of Support (MTSS) with counseling, mental health, nursing, Positive Behavior Interventions and Supports (PBIS) team, parent liaison.
- PBIS reboots and PBIS systems of support
- School-wide development of Habits of Character and implementing Character Targets throughout the academic day.

#4: Engage Parents/Guardians in Child's Education

Past workshops: “The School as a Community Resource”

- Strengthening Family Program (parents/students classes)
11 sessions
- Healthy Habits (Exercise, Healthy eating on a budget for Parents) 4 sessions
- Digital Life- FEI program 8 sessions
- Family Bridge to College (Field trip to Foothill College).
- Drugs and alcohol prevention. (City of San Jose)
- Disaster preparedness. (City of San Jose)

#4: Engage Parents/Guardians in Child's Education

Community Events:

- Tailgate Event
- STEAM Showcase
- Inaugural: International Night



#4: Engage Parents/Guardians in Child's Education

Thought Exchange Feedback:

1. Bring back hands on classes
2. Communication to parents
3. Teaching them Ethics

MMS Responsive Action:

1. Makerspace, AVID Excel, STEAM Elective, Tech Museum Challenge
2. Parent Nights and ELAC/AVID Excel
3. Habits of Character and Character Targets

On-Going Progress Monitoring

- School wide Four Commitments:
AVID, PBIS, PLC and Tech Museum
- Use five keys for Instructional Vision Alignment
- Consistent monitoring of student data with each commitment
- Continue monitoring PLC impact on students through grade/department agendas, results and regular data chats with PLC teams
- Equity TOSA* interventions and collaboration
- Classroom observations of elements of high quality first instruction



* TOSA = Teacher on Special Assignment

Next Steps for Areas of Need

- Develop clear expectations for Guiding Coalition
- Further develop character targets and social/emotional learning strategies
- Create data teams for our four schoolwide commitments; 5 keys to Instructional Vision Alignment
- Integrate the Profile of a Graduate competencies in each four schoolwide commitments



Self-Directed



Innovative



A Critical Thinker



Collaborative



Empathetic

