

MONROE
MIDDLE SCHOOL
LCAP UPDATE

October 3, 2019

Governing Board Presentation

High Leverage Work for 2019-20

All
Means
All

1. Build positive culture for staff and students
2. Improve Achievement for English Language Learners (ELL)
3. Improve Math Achievement for all students

Relevant Data and Growth Targets

2019 SBAC Data: Percent Proficient

	ELA EL	ELA Not EL	Math EL	Math Not EL	Growth Goals for 19-20 - Specific, Measurable, Attainable, Relevant, and Timely (SMART)
Grade 6	1% (87)	62% (213) Gap= 61%	4% (90)	49% Gap= 45%	By 2020 SBAC data, gap in grade 6 ELA English Learner (EL) and non-EL students, will decrease by 5% compared to 2019 SBAC data.
Grade 7	3% (95)	55% (297) Gap= 52%	2% (96)	39% (298) Gap= 28%	By 2020 SBAC data, gap in grade 7 ELA English Learner (EL) and non-EL students, will decrease by 5% compared to 2019 SBAC data.
Grade 8	0% (71)	48% (301) Gap= 48%	3% (75)	34% (299) Gap= 31%	By 2020 SBAC data, gap in grade 8 Math, between EL and non-EL students, will decrease by 5% compared to 2019 SBAC data.

ELA = English Language Arts

SBAC = Smarter Balanced Assessment System

The Strategic Plan

1. Collective teacher efficacy across the whole school for all EL students
2. Ensure students are receiving interventions
3. Implement AVID* Excel at grades 7 and 8 and AVID Summer Bridge
4. Implement school-wide AVID strategy: Academic Language Scripts in all classrooms
5. Provide Professional Development and improve ELD instruction for 6th grade students not in AVID Excel
6. Intensive math professional development with coaching and support from Teacher on Special Assignment (TOSA).
7. Response to Intervention work starting in grades 7-8.

* Advancement Via Individual Determination

Build Positive Culture: Adults

Adults:

- ❑ **Goal:** Re-connect to our core beliefs and agree upon behaviors to ensure we act in alignment with our core beliefs
- ❑ Book Study: *Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice*
- ❑ Team Building activities
- ❑ Allow ample time for conversation and create protocols for decision making
- ❑ Practice shared leadership as a staff and form an Instructional Leadership team (ILT)

Build Positive Culture: Students

Students:

- Being present with kids: modeling respect and consistency
- Get to know our students and increase opportunity for student voice
- Set high expectations for academics and behavior both in and out of the classroom
- Leadership planning of student desired events(dances, music Fridays, assemblies, etc)
- Lunch intramurals/choice activities
- PBIS student incentives

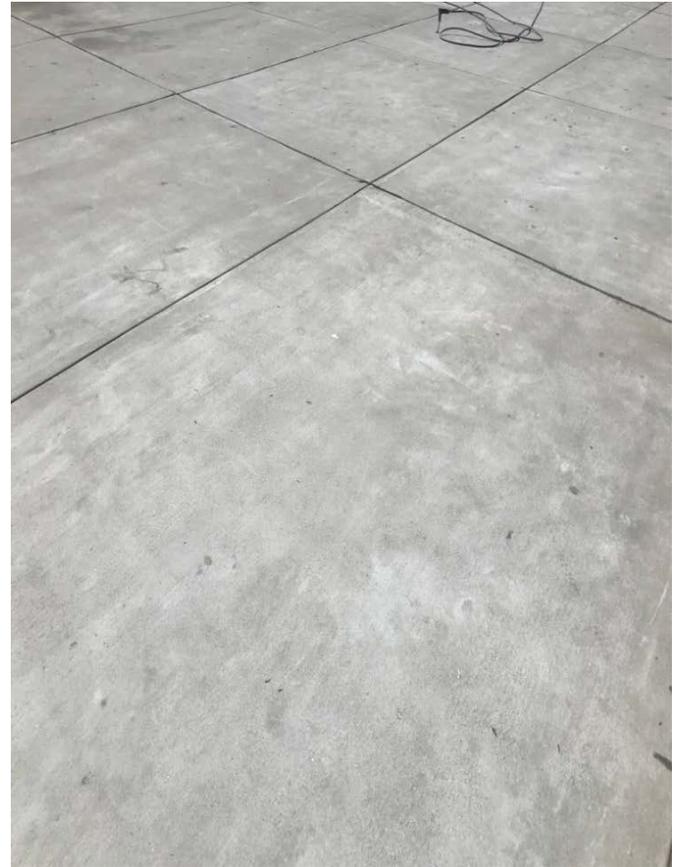
Share Vulnerability

- ❑ Rebuilding a shared ILT
- ❑ Transparent student data talks
- ❑ Crucial conversations as needed to improve instruction
- ❑ Frequent classroom walks with feedback provided to staff
- ❑ Sharing site/student needs with campus collaborative members
- ❑ Sharing our struggles as a new Admin. team

Consistent Monitoring

- ❑ Feedback on all PLC meeting notes and visibility during PLC meetings
- ❑ Consistent and collaborative data monitoring
- ❑ Collective commitments around our improvement efforts (culture, math and EL progress)
- ❑ Maintaining clear messaging
- ❑ Establishing clear expectations
- ❑ Creation of staff decision making protocols
- ❑ Monitoring process as well as data when trying new strategies

Clean Campus



Summer Retreat



Team Building



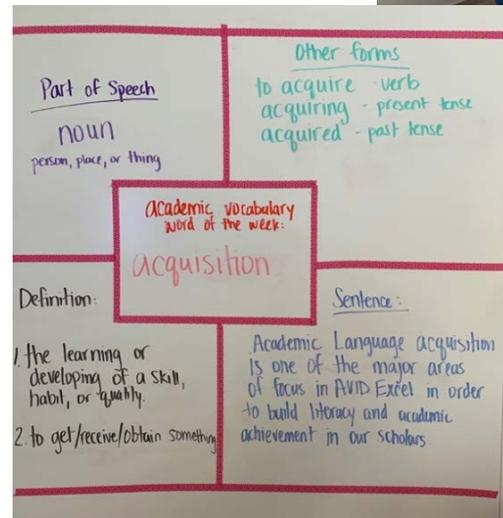
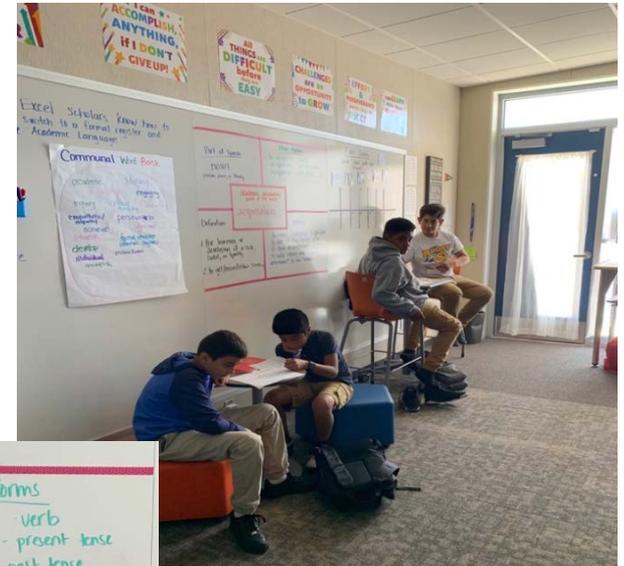
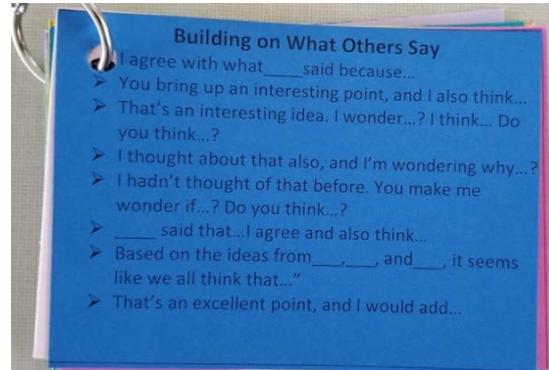
Expectations Assembly



Intramurals @ Lunch



AVID Excel



Celebrations

- Staff retreat before school started
- PBIS re-boot and student recognition
- Campus clean up
- Decrease in cell phone/headphone usage
- Shifting culture for adults and students
- Positive feedback from parent groups regarding climate and appearance of campus.
- Celebrating student academic success

Next Steps

- ❑ Staying consistent and aware of our site needs and effectively communicating the needs to stakeholders
- ❑ Strengthen ILT after it is formed this year
- ❑ Implement consistent monitoring protocols
- ❑ Creating a system wide response to intervention
- ❑ Creating a uniform committee to revisit how this practice serves our students and families