



**Monticello Community School District
School Improvement Advisory Committee
(SIAC)**

Wednesday, February 23, 2022 @ 6:00 pm

Meeting Minutes:

Present - Cindy Bagge, Denny Folken, Baylor Holub, Grant Hospodarsky, Brian Jaeger, Robyn Ponder, Mark Rieken, Nick Schauf, Terri Tallman, Diane Temple, Todd Werner

1. Welcome and Introductions

2. Reviewed Climate and Culture Data from December Meeting: Conditions for Learning, Student Social-Emotional Student Competency & Well-Being Measures, Climate and Culture Student Survey, Climate and Culture Staff and Parent Surveys
 - a. What MCSD Does Well from the data:
 - i. In grades 3-5: Students feel safe at school, new students feel welcome, students feel adults care about them, students feel included with friends
 - ii. In grades 6-12: Most students have not been called names, many students marked “0” times for something hurtful on social media, almost all students never used a weapon to get things from someone
 - iii. All students surveyed: low number of items stolen or damaged, most students reported they were happy, loved and safe, overall higher rankings than national averages, students want to do well, district-wide expectations were high, the district values diversity, good communication from administrators, good teacher collaboration, teachers have access to resources they need, there are supportive relationships in the district
 - b. Areas the MCSD could improve based on the data:
 - i. Teachers sharing more positive feedback with students
 - ii. Provide safer environment for students in grades 6-12

- iii. Ensure all students feel welcome
- iv. Ensure students respect others differences
- v. Teach and provide opportunities for student emotional regulation
- vi. Increase the number of students who have an adult with whom they can be completely themselves
- vii. Ensure all students feel connected to school
- viii. Show how subject matter in classes applies to the real-world, including personal interests
- ix. Better communication from teachers to families

3. Small Groups within SIAC analyzed district academic data:

- a. English Language Arts group analyzed FAST Reading Assessments, MAP Reading, ISASP English Language Arts and Reading, ACT Reading
 - i. What MCSD is doing well for ELA: ISASP - compared to the state, we have higher percentages of proficient students and fewer percentages of non-proficient students in most grade levels, the literacy project at the elementary has a direct correlation to increased scores at the early elementary age with kindergarten having 89% of students proficient, we are making gains post-COVID, ACT scores were up (wondering if same number of students are taking these tests)
 - ii. Areas for MCSD to improve for ELA: ISASP has fewer percentage of students who scored advanced compared to the state scores, keep supporting emerging readers
- b. Math group analyzed: ISASP Math Assessments, MAP Math assessments, ACT Math scores
 - i. What MCSD is doing well for Math: minimal loss of proficiency for the different assessments, best scores with younger students, quantitative post-COVID improvements across the board, K-2 have very positive winter MAP test scores
 - ii. Areas for MCSD to improve for Math: must continue to target “advanced” student progress, support and alleviate minorities academic capabilities, target lack of growth in late elementary students

- c. Other academic area group analyzed ISAS Science Assessments, ACT Science and overall composite scores, graduation rates, attendance, and behavior data
 - i. What MCSD is doing well for Other Academic Data: ACT science/composite scores are traditionally above the state average, attendance was lower but okay given the circumstances, academics in K-6 FAST benchmark was 60% compared to the state average of 53%, graduation rates are above the state average
 - ii. Areas for MCSD to improve for Other Academic Data: 2019 (8th grade) compared to 2021 (10th grade) saw a drop in science ISASP, drop in ISASP science scores for advanced level, changing the way we collect data at the HS for behavior

4. Whole Group Sharing of Discussion: each group shared their findings from the data they analyzed. After everyone shared, each person on SIAC was given 4 dots to pick their top 4 areas the MCSD needs to continue to focus on. The items with dots next to them are as follows.
 - a. 8 dots next to continuing to focus on literacy through the literacy project at the elementary level
 - b. 6 dots next to targeting “advanced” student progress in Math
 - c. 6 dots next to ensuring all students respect others differences
 - d. 5 dots next to better communication from teachers to families
 - e. 5 dots next to focusing on “advanced” student progress in ELA
 - f. 3 dots next to ensuring all students feel connected to school
 - g. 3 dots next to graduation rates staying high
 - h. 2 dots next to teachers sharing more positive feedback with students
 - i. 2 dots next to show how subject matter in classes apply to the real-world, including personal interests
 - j. 1 dot next to ensure all students feel welcome
 - k. 1 dot next to increase the number of students who have an adult with whom they can be completely themselves around
 - l. 1 dot next to keep supporting emerging readers
 - m. 1 dot next to district-wide expectations being high

5. Recommendations to the School Board

- a. The SIAC Committee recommends the Monticello Community School District Board of Education focuses on the following:
 - i. High quality literacy instruction at the elementary through programs like the Literacy Project in order to continue to improve student achievement in literacy.
 - ii. Target strategies, programs and systems to support challenging our students who are proficient in order to to move them into being advanced in Mathematics and English Language Arts.
 - iii. Provide oppotunities and structures for teachers to better communicate with families about their students' progress in school.