



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

Wednesday, November 30, 2022 @ 6:00 pm

## Agenda:

### 1. Welcome and Introductions

Present:

Students: Zach Yates, Taylor Gassman, Lauren Koehler

Community Members: Cindy Bagge, Diane Temple

Board Members: Mark Rieken, Craig Stadtmueller

District Staff: Dr. Brian Jaeger, Denny Folken, Nick Schauf, Todd Werner, Andrea Janssen, Callie Kromminga-Smith, Robyn Ponder

### 2. **District Data:** Robyn went through an overview of all of the data groups would be looking through.

- a. **Needs Assessment** - this assessment is given to district stakeholders every 5 years, 158 responses to the survey
- b. **Attendance** - percent listed shows the percentage of students who have attended at least 80% of the school year, 2022-23 data is from the beginning of the school year until 11/28/2022 and is compared to last year's data
- c. **Iowa Performance Profile:** This data is our school's "report card" showing accountability scores from the Monticello CSD compared to the state and 11 schools from our River Valley Conference (RVC). Data includes:
  - i. Graduation 4-year and 5-year Rates
  - ii. ELA and Math achievement, growth and proficiency taken from ISASP
  - iii. ACT participation and success rates
  - iv. Post-secondary readiness measured by advanced/college level courses, CTE participation
  - v. Conditions for Learning
- d. **ISASP** overall district data and broken down domain data
- e. **MAP Scores** - will go over this in more detail at the next meeting once we are done with winter testing
- f. **Conditions for Learning** - data broken down by sub-groups

**3. Small Group Discussion of Data** - Robyn broke committee members into groups:

- 1) Dr. Jaeger, Andrea and Zach
- 2) Nick, Callie, Craig, and Taylor
- 3) Denny, Mark, and Lauren
- 4) Todd, Diane, Cindy

**4. Whole Group Sharing of Discussion**

Group	What's Going Well	Areas to Improve
1	<p>From Needs Assessment:</p> <ul style="list-style-type: none"> <li>● Students actively engaged in the classroom, graph shows curve is to the right (higher scores/positives)</li> <li>● Communication and technology seem to be positive, improved from former SIAC meetings when those were areas to improve</li> <li>● Provides a safe learning environment</li> <li>● Mention of having good staff throughout the comments sections</li> <li>● Parent involvement - many opportunities or parents to be involved with child's education</li> </ul> <p>Iowa School Performance Profile:</p> <ul style="list-style-type: none"> <li>● Monticello is above the state average in 9 of the 13 categories</li> <li>● Monticello is in the top 3 on 7 of the 13 categories compared to the state and other 11 schools listed from the (RVC)</li> <li>● ACT scores are a real positive with the average for Monticello being 23.7</li> <li>● ISASP scores show great improvement from 2021 to 2022 assessments from Not Yet Proficient to Proficient, being above the state in almost all grades and content areas</li> </ul>	<p>From Needs Assessment:</p> <ul style="list-style-type: none"> <li>● I have a voice in decision- making, graph represented bell curve instead of being weighted more toward the right (higher scores/positives)</li> <li>● Standards Referenced Reporting (SRR) graph referring to learning is not as far to the right</li> <li>● SRR - there needs to be a better understanding by stakeholders</li> <li>● Continue to focus on Bully Prevention</li> </ul> <p>Attendance: lowest attendance rate is with African American students, which is 28% lower than the district average. Bi-racial is next lowest and is 7% under district average</p> <p>ISASP: Advanced is Red, need to improve students moving from proficient to advanced. If there is an area on ISASP to be in the red it is the advanced because it means or students are overall proficient and meeting the standard, but we need to work on identifying students who are close to scoring in the advanced range specifically to challenge them more.</p>
2	<p>From Needs Assessment:</p> <ul style="list-style-type: none"> <li>● Caring and dedicated staff</li> </ul>	<p>From Needs Assessment:</p> <ul style="list-style-type: none"> <li>● Facilities: elementary upgrade and gym space</li> </ul>

	<ul style="list-style-type: none"> <li>● Strong communication from the district to stakeholders, multiple modes of weekly communication about events through videos and bulletins</li> <li>● The district provides opportunities for all students to maximize potential</li> <li>● Use of technology tools</li> </ul> <p>ISASP:</p> <ul style="list-style-type: none"> <li>● Mathematics proficiency</li> <li>● ELA proficiency</li> <li>● Science proficiency</li> <li>● Math strong areas: <ul style="list-style-type: none"> <li>○ expressions and equations</li> <li>○ Probability and stats</li> <li>○ Algebra</li> </ul> </li> <li>● ELA strong areas: <ul style="list-style-type: none"> <li>○ Conventions of English</li> <li>○ Key ideas and details</li> <li>○ Craft and structure</li> </ul> </li> </ul> <p>Conditions for Learning:</p> <ul style="list-style-type: none"> <li>● Adult to student relationships were good</li> </ul>	<ul style="list-style-type: none"> <li>● Communication of student learning regarding Infinite Campus and SRR</li> <li>● Bullying and respect: <ul style="list-style-type: none"> <li>○ Student to student</li> <li>○ Student to teacher</li> </ul> </li> <li>● Block Schedule - more room for movement for students to stay engaged</li> </ul> <p>ISASP:</p> <ul style="list-style-type: none"> <li>● Approve advanced column, challenge students to score better</li> <li>● 5th grade ELA 42% not yet proficient vs. 33% at the state level</li> <li>● 5th grade doubles state average for advanced</li> <li>● Only area not proficient in math was 3rd grade</li> <li>● 8th grade was the only grade to meet or exceed the advanced column</li> </ul> <p>Conditions for Learning:</p> <ul style="list-style-type: none"> <li>● Student to student relationships - consistently below state average</li> <li>● Emotional Safety - room for improvement</li> <li>● Physical safety - room for improvement</li> </ul>
3	<p>Based on the Needs Assessment - the district is doing a good job with communicating</p> <p>ACT scores are very good, the district does a very good job at encouraging students to take the PreACT which really helps when taking the ACT</p> <p>Graduation Rates are much higher than the state average</p>	<p>Teacher feedback - there is a need for teachers to let the students who are doing well that they are doing well, not just communicate when they are not doing well</p> <p>Increase the number of advanced students on ISASP</p> <p>Motivating students to try their best on ISASP - show them how it will help in life and their need to put forth effort on ISASP (snacks might help too!)</p>
4	<p>ACT success and composite is high for our district, especially compared to other districts and the state</p> <p>ISASP growth from 2021 to 2022 - when you add the proficient to the advanced, Monticello School District is above the state, this shows we are far above the state with</p>	<p>HS attendance is lower than our district average attendance and last year's attendance, hopefully with new things the High School has put in place to improve attendance will help with this</p> <p>ISASP advanced scores are not at the state level</p>

	<p>proficient students.</p> <p>ISASP: 7th-11th grade math scores and 8th-10th grade overall scores are good</p> <p>Communication and a safe learning environment are strengths based on the Needs Assessment</p>	<p>Stakeholders are looking for voice in decision-making and have concerns for students being prepared beyond High School</p>
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5. **Next Meeting** is March 1 at 6 pm

- a. We will go over updated Academic (FAST and MAP) which are taken in January and February
- b. Based on all of the data and information from today and at the next meeting, we will make recommendations to the School Board