



Monticello Community School District School Improvement Advisory Committee (SIAC)

Monday, January 8, 2024 @ 5:00 p.m.
Monticello High School in the Boardroom

Minutes:

1. Welcome and Introductions

- a. Present:
 - i. Students: Zach Yates and Taylor Gassman
 - ii. Board Member: Tony Amsler
 - iii. Parents and Staff: Angie Bertling, Ginger Taylor, Lindsay Meyer, Nicole Moestchen, Jean Kehoe, Johna Phillipson, Terri Tallman, Diane Temple, Todd Hospodarsky, Lindsay Ryan, Brian Jaeger, and Robyn Ponder

2. District Data

- a. Attendance
- b. ~~Academics~~ - Took off the agenda due to weather and shortening the meeting
 - i. ~~ISASP~~
- c. Climate and Culture
 - i. Conditions for Learning
 - ii. District Survey

3. Small Group Discussion of Data

4. Whole Group Sharing

Attendance

Positives	Areas to Consider
<ul style="list-style-type: none">• Elementary and middle school are trending in a positive direction• Average score/percentage compared to other schools• Most classes are below state average	<ul style="list-style-type: none">• Chronic absenteeism numbers are higher for students of color than white• Chronic absenteeism numbers are higher for lower free-reduced lunch students than those not on FRL

for chronic absenteeism	<ul style="list-style-type: none"> • Would like to see attendance details (why?, for how long?, when (certain months)? etc.
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Climate and Culture - Conditions for Learning

Positives	Areas to Consider
<ul style="list-style-type: none"> • Good increases over the years in the overall composites • Higher than the state average in almost all overall composites within subgroups • Adult-student relationships • Student-student relationships 	<ul style="list-style-type: none"> • Emotional safety lower, but is lower in the state as well • Adult-student and student-student relationships both have a difference among females and males by 10 points

District Surveys

Carpenter Students:

Positives	Areas to Consider
<ul style="list-style-type: none"> • Students value school (80%, up 14 points from previous year) <ul style="list-style-type: none"> ◦ Useful in future • Student/teacher relationships (82%, up 5 points from previous year) • Teacher encouragement • Rigorous • Students love math, reading, “everything” 	<ul style="list-style-type: none"> • Concerned about violence at school (down 11 points from previous year) • Race relations - students feel not addressed or taught • Decline in favorable responses to teachers taking time to make sure students understand • Comments about could we get a ga-ga ball pit? Air conditioning? More Field trips? 😊 • Need for more physical outlets

Middle School Students:

Positives	Areas to Consider
<ul style="list-style-type: none"> • Students feel safe • Students feel like adults care, but also want to feel the personal connection • School dances (socials) • Bad behavior addressed in the classroom (R&R save for last resort) 	<ul style="list-style-type: none"> • Students don’t feel challenged enough <ul style="list-style-type: none"> ◦ Feeling grades don’t matter • Offer AP type classes like the high school, students want to see more challenges • School climate - 3 of 4 questions about race show concerns with supporting students with disabilities

	<p>and other groups</p> <ul style="list-style-type: none"> • Students say not enough lunch time, want better food (whole foods, more substance like proteins) • Students scored low with having a teacher again, showing most would not like to have them again • Bullying and safety • Bad behavior - can teachers work with students in class more? • R&R room didn't feel like things get resolved
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High School Students:

Positives	Areas to Consider
<ul style="list-style-type: none"> • Teachers encourage students • Teachers are offering support, encouraging effort • Opportunities for students to reach out regarding bullying (went up in points from previous year) • It is very important to students to do well in class • Students feel safe outside on school grounds 	<ul style="list-style-type: none"> • School belonging - being connected, many kids don't participate in extra-curriculars • More conversations about race-related topics - need for a safe environment to have difficult conversations and PD for teachers on race/culture • Teacher-student relationships • Negative attitude compared to the district • School lunches - the high school students present expressed concerns with being in athletics and not having enough protein, like no meat on Fridays when football players have a game that night also, no time to eat when students have to get to Kirkwood • Cell phone policies • Stress/burn-out: Kirkwood work load, school/life balance, homework/jobs/sports... • Concerns about bullying, kindness and respect

Parents:

Positives	Areas to Consider
<ul style="list-style-type: none"> • Consistency with participation among 	<ul style="list-style-type: none"> • Hard to apply this data to buildings

<p>age levels of students</p> <ul style="list-style-type: none"> ● School climate: want more in the top two categories ● Working independently and collaboratively are good ● Child likes teacher - 98% ● Child likes support staff - 100% ● Child provided quality support from school - 100% ● Parents feel supported and feel welcome - 100% 	<p>and grade levels since parents only pick the age of their oldest child</p> <ul style="list-style-type: none"> ● Move the “somewhat” category to “quite well or “exactly” (how do we do this?) ● Respect: teachers have for children, want a higher number in this area ● Safe at school - would love to see 100% (it’s at 84%) ● More people need to be involved in school (committees, organizations, helping out)
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5. Next Meeting: March

- a. Academic Data (ISASP, FAST and MAP)
- b. Recommendations to the School Board