



Monticello Community School District School Improvement Advisory Committee (SIAC)

Monday, March 4, 2024 @ 5:00 p.m.
Monticello High School in the Boardroom

Agenda:

1. Welcome and Introductions
 - a. Present: Student - Lily Moestchen, Board Members - Tony Amsler and Craig Stadtmueller, Angie Bertling, Nicole Moestchen, Diane Temple, Todd Hospodarsky, Callie Kromminga-Smith, Lindsay Ryan, Jean Kehoe, Brian Jaeger, and Robyn Ponder
2. District Data
 - a. Academics
 - i. Reading: FAST, MAP, ISASP
 - ii. Math: MAP, ISASP
 - iii. Science: ISASP
3. Small Group Discussion of Data - broke up into 2 two groups to go over data from ELA, Math and Science
4. Whole Group Sharing - groups created posters with positives and areas for improvement, then everyone received 6 dots to put on the ELA and Math posters, as well as the climate and culture poster from last meeting indicating areas the committee members to recommend to the school board

a. ELA/Reading

Positives	Areas to Improve
<ul style="list-style-type: none">● Improvement in FAST from Fall to Winter (2 dots)● Production and Distribution of Writing for ISASP was high for 3rd - 8th grades● Research Domain for 3rd grade had 100% of students proficient or advanced on ISASP● 9th grade above state average in ELA on ISASP● Key Ideas & Details and Craft & Structure were above state on ISASP	<ul style="list-style-type: none">● Share data/results of testing with students (8 dots)● Advisory groups and individuals can analyze data● Need for recovery post-COVID● Transition from 4th to 5th grade in ELA (below the state % every year)● Within ELA, Text Types and Purposes is consistently below as well as conventions of English & Knowledge of Language (3 dots)

<ul style="list-style-type: none"> • 3rd and 4th grades above the norm on MAP • Vocabulary on MAP is above the norm for most grade levels • FAST Fall to winter growth was positive in all but 2 grade levels, which were only 1-2% off (1 dot) 	<ul style="list-style-type: none"> • Current MAP scores for grades 7 and 10 are below the norm more than other grade levels • Current 10th grade cohort on ISASP struggles over time and may need more interventions (2 dots) • Literacy on MAP is below the norm more than other categories (1 dot)
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b. Math

Positives	Areas to Improve
<ul style="list-style-type: none"> • 7 of 8 grades increased the RIT score from Fall to Winter (1 dot) • 5th grade had positive growth even though they did not meet the national norm on MAP • The class of '28 and '29 had notable gains from 5th to 6th grade on ISASP • Scores are at or above the state average in almost every domain (7 of 9) on ISASP • Scored 8 of 9 areas above 80% proficiency on ISASP 	<ul style="list-style-type: none"> • Math in high school needs to move from 1 of 6 above 80% to more on ISASP (4 dots) • Sophomore cohort is low in Math on ISASP • Number sense has 6 of 9 below 80% and 3 below the state average on ISASP (2 dots)

Additional comments added to posters:

- Continue to focus on 80% proficiency, especially on ISASP (7 dots)
- Focus on improvement, especially on ISASP (6 dots)

Climate and Culture statements with dots on them:

- Opportunities for students to reach out about bullying (1 dot)
- Students feel safe (4 dots)
- Parents feel supported and welcome (1 dot)
- Students feeling challenged, rigorous (1 dot)
- Adults caring about students (1 dot)
- More conversations and teacher PD around diversity and different cultures (1 dot)
- Teacher-student relationships (1 dot)
- School lunches and time to eat lunch (5 dots)
- Student stress and burnout (3 dots)
- More offerings (like AP classes) to challenge students (1 dot)
- Concerns about violence at school and bullying (1 dot)
- Bad behaviors being resolved and prevented (7 dots)
- Include outside time/breaks when nice out, like at lunch or in classes (2 dots)

5. Recommendations to the School Board - the committee took the top 5 statements on the poster with the most dots, discussed them, and came up with the following recommendations to present to the school board.
 - a. Plan for district-wide understanding and use of data and results of testing, which includes students.
 - b. Continue to prioritize 80% proficiency on assessments.
 - c. Celebrate improvement and growth on assessments.
 - d. Investigate ways to improve the quality, quantity and time for school lunches.
 - e. Refine school-wide behavior management systems to reduce disruptive behaviors so they are resolved and recurrence is prevented.
6. Adjourn at 6:45 pm