

Monaco Middle School #276
SPP Review 2021-2022
Status Check #3, June

Improvement Strategies		Intended Outcomes		Check 3		Needs	
Focus on developing high quality instruction within the ELA classes to increase overall student proficiency with a focus on pulling evidence from informational text.		Increase the percent of all students above the 60th percentile in ELA from 16.5% (Fall) to 20% (Winter) to 30% (Spring) by 2022 as measured by MAP formative assessments.		At Risk	An eighth grade ELA classroom teacher resigned from the district after winter break. This resulted in assigning students and enlarging class sizes. Teachers worked diligently to fill the holes that were created directly from on-line learning and high absenteeism. As students made academic gains, teachers had to continue to supplement grade level instruction with below level standards as the students continued to struggle with grade level content and standards.	Targeted professional development and coaching with the focus on utilizing best practices in all classes will continue. In addition, teachers will focus on creating high level Tier 1 lesson plans that will meet the needs of the students. Teachers will strengthen their use of cooperative grouping strategies, discussion starters, sentence stems, and small group instruction. Cross-curricular professional development time will include the social studies and science departments. They will support ELA's standards in their classroom by increasing reading and writing tasks while using the school's ELA common writing strategies and rubrics.	Professional development sessions instructed and planned by strategists and lead teachers. Ongoing classroom support provided by administration and the strategists is needed. More structure during PLC times.
Focus on developing high quality instruction within the Math classes to increase overall student proficiency.		Increase the percent of all students above the 60th percentile in math from 10% (Fall) to 14% (Winter) to 20% (Spring) by 2022 as measured by MAP formative assessments.		At Risk	Teachers worked to address deficiencies that occurred during online learning and high absenteeism that happened during the last two years. As students made academic gains, teachers had to continue to supplement their instruction with below level standards as the students continued to struggle with grade level standards. This continues to affect the pacing of the math curriculum which caused the teachers to spend less time on major standards for their grade level.	Teachers will continue to receive professional development with Carnegie instructors. They will create long-range pacing guides to ensure that the Carnegie curriculum is used to engage and advance students' understanding of grade level skills. Teachers will develop a blended model of instruction to provide direct, small group and independent learning opportunities. In addition, all parties involved will develop a plan to better utilize the curriculum's online program, Mathia, in the classrooms.	Better focused professional development sessions by the Carnegie staff and math strategist that will specifically address the needs of the students at Monaco, not just following the program. Continued time to implement strategies effectively in classrooms. In addition, developing a plan to better utilize the curriculum's online program, Mathia, in the classrooms.
School Goal - Inquiry Area 2 - Adult Learning Culture							
Increase the number of targeted professional development focused on best practices that are implemented from 6 (fall) to 12 (winter) to 18 (spring) by 2022 as measured by professional development agendas.							
Improvement Strategies		Intended Outcomes		Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Focus on effective teaching strategies, including differentiation, during PLCs.		Increase the number of targeted best instructional practices professional learning from 6 (fall) to 12 (winter) as measured by professional development agendas.		At Risk	Although professional development and support occurred for teachers to utilize strategies consistently during instruction, many teachers struggled with using the learned strategies, differentiating their instruction, and utilizing common assessments on a consistent basis. With the increase class sizes in ELA after December, many teachers reverted back to teacher directed instruction and less cooperative strategies. Due to the lack of structured PLCs and classroom observations due to testing, consistently did not occur.	Plan monthly instructional walks that include strategists, lead teachers, and administration with a targeted focus during each observation. Continue to strengthen the use of strategies and ensure they are used consistently during instruction. PLCs will have a specific agenda, more time for teachers to review their common assessments, and will be attended more often by administration and strategists. This will ensure that the teachers and staff at Monaco will continue to be focused on the mission of Monaco and consistently address the goals and strategies listed in the school's School Performance Plan.	Time to continue to provide professional development for staff members. A rubric to utilize during walkthroughs that will address the strategies listed in the School's Performance Plan. A common agenda to be filled out during the PLC meetings.
Provide support and training to teachers when instructing our ELLs and LTELs within their classrooms		Increase the number of targeted best instructional professional learning from 12 (winter) to 18 (spring) as measured by professional development agendas.		At Risk	Strategists, lead teachers and administration need to continue to observe teachers to ensure strategies are consistently implemented through all classrooms.	Plan monthly instructional walks that include strategists, lead teachers and administration with a targeted focus during each observation. Continue to strengthen the use of strategies and ensure they are used consistently during instruction.	Time to continue to provide professional development for staff members. A rubric to utilize during walkthroughs that will address the strategies listed in the School's Performance Plan.
School Goal - Inquiry Area 3 - Connectedness							
Decrease the amount of Chronic Absenteeism from 47.2% to 37.2% as measured by Infinite Campus attendance reports, by promoting participation in school events/activities/clubs/sports/fine arts. (Note that COVID restrictions drastically increased the absenteeism percentage for the 2020-2021 school year)							
Improvement Strategies		Intended Outcomes		Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Focus on promoting positive behavior choices through the use of PBIS.		By May 2022, 100% of the teachers will be trained in best practices that promote positive behaviors, independent learners, and create stronger teacher to student relationships as measured by Standard #3 on the NEPF. 100% of teachers will award PBIS points and use the PBIS management system to encourage positive behaviors on campus.		At Risk	The activities and events that students used their points for were to far apart and limited. Students also were more interested in utilizing their points at the student store and for items that were quickly attained and did not have to wait for a few days to get them (gift cards, etc.) Staff continued to be inconsistent with providing students with points.	Created a school committee that will specifically organize and implement PBIS Incentives. Discover a way for students to spend their points in a timely manner. Examples include using points at the student store, during after-school sport games, and to pay for special activities (dances, BBQ's). Review expectations of providing points to students and how often during staff meetings. Conduct monthly reviews on the amount of points provided to students by each teacher utilizing the PBIS app.	Create committee and provide time for the committee to meet and plan and funding to support the plan. Develop a way for students to utilize their points in real time. Time during a staff meeting to revise the PBIS expectations.
Decrease the overall Chronic Absenteeism by encouraging students to attend school and offering additional opportunities to increase motivation.		Decrease the amount of Chronic Absenteeism from 39% to 29% as measured by Infinite Campus attendance reports, by promoting participation in school events/activities/clubs/sports/fine arts.		At Risk	Chronic Absenteeism continues to be an issue at the school and the schools around Monaco. As the year has progressed, COVID has not been the reason for the absenteeism. Many of the parent conferences revealed that many parents did not know that their child was not attending all of their classes. In addition, some parents did not see the importance of school during this time and approved of their child's absenteeism. 100% of the students who were surveyed during the discipline process did not see the importance of school and wanted to do something that was more enjoyable to them.	Continue to share school-district approved communications with families in a more timely manner. Provide more support to the parents when they struggle with keeping their children in school. CCSD consequences will be more adhered to by the counselors, social worker, and administration. Training with the teachers to ensure that they are consistently addressing NEPF standards 1.3, 3.4, and 4.1. These standards address the importance and why of learning the skills.	Time during the school day for the attendance committee members to make contact with parents to communicate individual attendance concerns. Create a flowchart with clear steps and procedures for handling chronic absences. The school's social worker will need additional time to provide services to the parents when applicable. Funds to pay members on the attendance committee to contact parents after school and on Saturday if needed.