Myers-Wilkins Elementary

Elisa Maldonado, Principal

ISD 709 Duluth Public Schools

Celebrations

Here are some of the things we are most proud of…

What's Working
- cohesive team planning
- digging into standards/streamlining curriculum
- WIN Time

Wins
- highest reading scores in 5 years
- steady, incremental growth
- steady, incremental growth at each grade level
- steady, incremental growth for Native American Population
- small growth for African American Population
- steady, incremental growth Free/Reduced
- small overall math growth
- 4th grade math and 5th grade math highest achievement
- maintained Free/Reduced Math
- steady science growth

ISD 709 Duluth Public Schools

CIT Members

Name	Role
Elisa Maldonado	Principal
Joanna Walters	Dean
Gayle Daniels	Kindergarten Teacher
Marie Riesland	1st Grade Teacher
Karen Tokarczyk	2nd Grade Teacher
Lisa Bergman	3rd Grade Teacher
Maribel Mehling	4th Grade Teacher
Jennifer Boyson	5th Grade Teacher
Michelle Bowker	Reading Interventionist
Nancy Broman	Math Interventionist
Elizabeth O'Brien	Special Education

ISD 709 **Duluth**
Public Schools

COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met

Data Review
Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	424	444	416	412
American Indian	58	58	52	43
Asian	8	6	6	3
Hispanic	18	20	14	16
Black	81	80	77	79
White	178	196	180	188
More than one race	81	83	87	79
English Learner				
Special Education				
Free or Reduced Lunch	84.9%	83.3%	78.8%	73.5%
Homeless	Did not have data	80	70	51

Data Review
Academic

Reading Proficiency By Student Group			
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
All Students	46.7	53.9	52.4	56.5
American Indian	37.5	47.4	60.9	50.0
Asian				
Hispanic		72.7		
Black	30.8	30.3	31.3	37.5
White	62.0	71.4	58.6	62.4
Two or more races	37.5	34.4	50.0	60.0
Special Education	30.6	21.9	24.4	27.1
Free or Reduced Lunch	41.5	46.3	44.4	50.0

Data Review
Academic

Math Proficiency By Student Group			
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
All Students	60.1	52.4	50.6	54.4
American Indian	68.8	52.6	60.9	45.8
Asian				
Hispanic		72.7		
Black	43.6	33.3	37.5	31.0
White	70.0	65.2	58.6	70.2
Two or more races	53.1	34.4	40.6	48.6
Special Education	47.2	29.0	26.7	27.7
Free or Reduced Lunch	56.0	44.4	44.4	44.0

Data Review
Academic

Reading Proficiency By Grade				
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
3	42.4	52.7	45.9	49.3
4	47.5	58.8	55.6	59.7
5	51.0	50.8	56.9	62.3
Math Proficiency By Grade				
Grade	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3	32.1	56.4	47.5	44.9
4	37.8	60.0	57.4	64.4
5	49.0	42.6	47.1	55.8

Data Review
Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	6 Students 5.7%	19 Students 17.9%	26 Students 24.5%
Not Proficient	14 Students 13.2%	22 Students 20.8%	19 Students 17.9%

Math Growth 2016-2017	Low	Medium	High
Proficient	8 Students 7.6%	16 Students 15.2%	31 Students 29.5%
Not Proficient	5 Students 4.8%	19 Students 18.1%	26 Students 24.8%

Data Review
Perception, Program, Fidelity

Staff -

25-40% feel a lack of support for PD

25% of staff feel they can't speak up

Parent - (respondents were mostly female/white)

Parents are pleased

Timing of school events is a barrier to parent participation

Feel communication is okay

Summary of CNA

Successes:

Academic Data

What's Working
- cohesive team planning
- digging into standards/streamlining curriculum
- WIN Time

Wins
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Non-Academic Data

- Referral ODR system was successfully implemented in the 2016-2017 school year. We now have baseline data to move forward with to really begin to dig in and address our behaviors.
- Schoolwide expectations were successfully implemented in the 2016-2017 school year.
- Adoption of Mindfulness (work on this has begun)
- Wrap Around Team and Attendance Team was created for the 2017-2018 school year to address the mental health concerns of students and decrease truancy numbers within our building.

Summary of CNA

Prioritized Concerns:

- Improving our attendance data. Reducing the number of students who are truant.
- Focusing on our Social Emotional Learning to decrease the number of suspensions and address the mental health needs within the building.
- Focusing on the academic improvement specifically for our African-American and Special Education populations.

***Overall theme noted is that our students of color are affected the most by the above three prioritized concerns.

School Goals
2017-2018

1. Third Grade Reading Proficiency (Elementary Only): By Spring 2018, the percentage of students who meet or exceeds standards in reading will increase from 49.3% to 54% as measured by the MCA-III Reading.

2. Reduce the Achievement Gap (All Levels): By Spring 2018, the reading proficiency of students who are enrolled October 1 and are in Black student group will increase from 37.5% to 44.0% as measured by the MCA-III Reading.

3. Reduce the Achievement Gap (All Levels): By Spring 2018, the math proficiency of students who are enrolled October 1 and are in Black student group will increase from 31% to 37% as measured by the MCA-III Math.

School Action Plan

Initiatives

- MTSS
- PLC
- Mindfulness
- Balanced Literacy

Instructional Practices (Practice Profile Focus)

- Balanced Literacy - Whole group mini-lesson and guided reading groups
- Responsive Classroom - Morning Meeting
- Mindfulness

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Any questions?

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