
PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

At Monroe School we serve students in grades K-3 and have 272 students. We have a 96.6% attendance rate. Our mobility rate is 9.8%. We also have a 25.9% free and reduced lunch population.

We have many successes going on at Monroe Elementary School. We have a very involved PTA. They have donated funds for our library, have given teachers money to expand their classroom library, they have developed and organized a monthly art program, and they have brought many educational events to the school for our students.

We also have a collaborative environment at Monroe. Our teachers meet four times a month and analyze curricular practices that they are doing in the classroom. They also look at using the best practices possible for student achievement.

At Monroe Elementary School we have 83% of our 3rd graders meeting/exceeding on the ISAT in reading. In math we have 95% of our 3rd graders meeting/exceeding on the ISAT. Our Stanford 9 scores for 3rd grade were 59.6 for reading and 67.5 for math for the students meeting/exceeding. For 2nd grade, our scores were 67.5 in reading and 71.3 in math for students who met or exceeded. In 1st grade in reading the students scored 68.5 and 71.0 in math of students who met or exceeded.

Our first goal is to increase by 3%, the number of students meeting/exceeding state reading standards as measured by the ISAT. Activities that we will be providing are: reader's workshop phase I and phase II, Reading Recovery to first graders who are reading below level, providing students with fiction and nonfiction reading materials, author studies, phonemic awareness/word study instruction through all types of texts, when appropriate. We also have a literacy coach who works with 3 model rooms and models for other teachers. Time will be allowed for independent reading. We also have a literacy intervention team that will look at data for students who are of high concern with progress.

Our second goal is to increase the number of students who meet/exceed on the Arkansas Writing Model Rubric, which is aligned with the Illinois Learning Standards. Some activities we will be instructing on will be: embedded writing across the curriculum, explicit teaching in the writing process, explicit teaching of writing genres: narrative, expository, and persuasive. We will also be providing visual skills and proofreading skills with Rebecca Sitton spelling.